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ISSN 3060-513X





“MULTIDISCIPLINARY JOURNAL: FUNDAMENTAL RESEARCH
SCIENTIFIC JOURNAL” 05.12.2025 yil.

Ushbu to‘plamda « Journal of science-innovative research in Uzbekistan » ilmiy-uslubiy jurnali 2025-yil 1-soni 9-qismiga qabul qilingan maqolalar nashr etilgan.

Jurnal tarkibidagi barcha maqolalarga DOI unikal raqami biriktirilib, **Directory of Research Journals Indexing, Researchbib, Index Copernicus, Zenodo, Open Aire, Google Scholar** xalqaro ilmiy bazalarida indekslandi.

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Jurnal materiallaridan professor-o‘qituvchilar, mustaqil izlanuvchilar, doktorantlar, magistrantlar, talabalar, litsey-kollejlar va maktab o‘qituvchilari, ilmiy xodimlar hamda barcha ilm-fanga qiziquvchilar foydalanishlari mumkin.

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STUDY OF THE COMPOSITION OF THE LOCAL JERDANAK MINERAL SHALE RAW MATERIAL

¹Kholmurodova So. A., ²Kadirova Z.R., ³Turayev Kh.Kh., ⁴Kurbanov.F.B

¹Intern researcher, institute of general and inorganic chemistry of the academy of sciences of the republic of uzbekistan

²doctor of chemical sciences, prof. Institute of general and inorganic chemistry of the academy of sciences of the republic of uzbekistan

³doctor of chemical sciences, prof. TerSU

⁴Lecturer, Independent Researcher, TerSU

Corresponding author: xsohiba3@gmail.com

Abstract: This study investigates the mineralogical and chemical composition of shale raw material obtained from the Jerdanak deposit in the Sherabad district of Uzbekistan for its potential use in refractory brick production. The shale samples were crushed, sieved, and thermally treated to evaluate their physical and structural transformations. Analytical techniques such as FTIR spectroscopy and X-ray fluorescence (XRF) were applied to determine the presence of silicate, alumina, and oxide phases. The main components identified include SiO₂ (49.16%), Al₂O₃ (32.36%), and K₂O (11.96%), which correspond to quartz, feldspar, and mica/illite minerals. Minor elements such as Fe, Ti, Mn, and Ca were also detected. The results indicate that the Jerdanak shale possesses a composition suitable for use as an additive in aluminosilicate-based refractory materials, potentially enhancing their thermal stability and mechanical performance.

Keywords: Jerdanak shale; refractory materials; aluminosilicate; FTIR analysis; X-ray fluorescence; mineral composition; high-temperature ceramics.

Introduction. The role of refractory materials in industry is incomparable, and their main task is to maintain structural strength in high-temperature environments and provide long-term service in aggressive conditions [1–3]. Metallurgical furnaces, chemical reactors, power generation facilities, cement and ceramic industries cannot function without refractory bricks. Therefore, the issue of optimizing their composition, production technology and properties is at the center of scientific research [4]. Aluminosilicate refractories are the most common type, containing up to 40–80% Al₂O₃ and SiO₂ [5]. Their thermomechanical properties depend mainly on the amount of mullite phase (3Al₂O₃·2SiO₂), which is formed at high temperatures. The unique crystal lattice of mullite gives it high strength, low thermal expansion and resistance to thermal shock [6–



7]. Therefore, increasing the mullite phase is a particular focus in the development of refractory materials.

The literature presents various ways to produce mullite: by roasting kaolin, adding bauxite and feldspar, and also shows that it is possible to increase economic efficiency by using industrial waste [8–10]. In kaolin-based bricks, mullite and cordierite phases are formed together as a result of high-temperature sintering, which increases the mechanical strength and thermal stability of the material [11]. In recent years, there have been studies on the improvement of the microstructure of refractory bricks by adding nanomaterials (e.g., nano- Al_2O_3 , nano- SiO_2) [12]. It has also been noted that modified sol-gel methods, high-pressure heat treatment, and plasma sintering technologies are effective in increasing the strength and durability of the material [13–14]. Analysis methods are also becoming more modern. For example, phase changes are monitored using X-ray diffraction (XRD), and microstructural features are determined using SEM/EDS [15].

Differential thermal analysis (DTA) and thermogravimetric analysis (TGA) are used to analyze the dehydration and phase transformation processes of raw materials [16]. The results of such in-depth analyses allow us to determine the optimal firing temperature and composition of the refractory materials being developed. The issue of thermal shock resistance is also important. In some studies, aluminosilicate bricks were evaluated for their ability to withstand multiple “heating-cooling” cycles, and it was found that an increase in the mullite content and a decrease in the porosity level had a positive effect [17–18]. At the same time, the issue of increasing the corrosion resistance of such materials in high-temperature chemically aggressive environments (for example, when in contact with slag in metallurgy) is also relevant [19].

In general, the literature review shows that, despite the high performance of aluminosilicate-based refractory materials, new structural additives, innovative technologies, and microstructural optimization are necessary to increase their mechanical strength, thermal shock resistance, and chemical resistance [20–21].

2. Preparation of raw materials.

The purpose of the study is to use samples of shale layered silicate mineral obtained from the Zherdanak deposit in the Sherabad district, located in the south of Uzbekistan, as an addition to the traditional raw materials for refractory bricks. Slates have a layered structure and are easily broken. This silicate mineral contains several minerals such as muscovite, quartz, staurolite, and albite.

We start by grinding the raw material. The shale pieces were placed in a ball mill and ground to a particle size of 0.3 mm. Then they were passed through a 0.160 mm sieve.





The sample was pressed by adding 18% of its mass of water and made into capsules. The prepared capsules were dried at room temperature for one hour. After that, the capsules were dried in a drying oven at 200°C for 20 minutes. The dried samples were baked in a kiln at 1350°C for 4 hours. After baking, the sample was cooled in a desiccator and weighed on an analytical balance.

The studied raw material slate samples were ground in a mortar to check their melting point. They were passed through a sieve with a mesh size of 0.160 mm. Water was added in an amount of 18% of the sample mass and pressed. During the pressing process, it was poured into a pyramidal mold. It was brought to the pyramidal shape and dried. The dried sample was placed in a special furnace for checking the melting point. The temperature was gradually increased. When the furnace reached a temperature of 1450 °C, the melting point of the sample was checked.

3. Analysis of the results. The composition and physicochemical structure of samples prepared on the basis of layered silicate of the Zherdanak shale, which is planned to be used as an additive to raw materials, were studied.

3.1. Infrared spectroscopy analysis of the sample was carried out and the following conclusions were drawn:

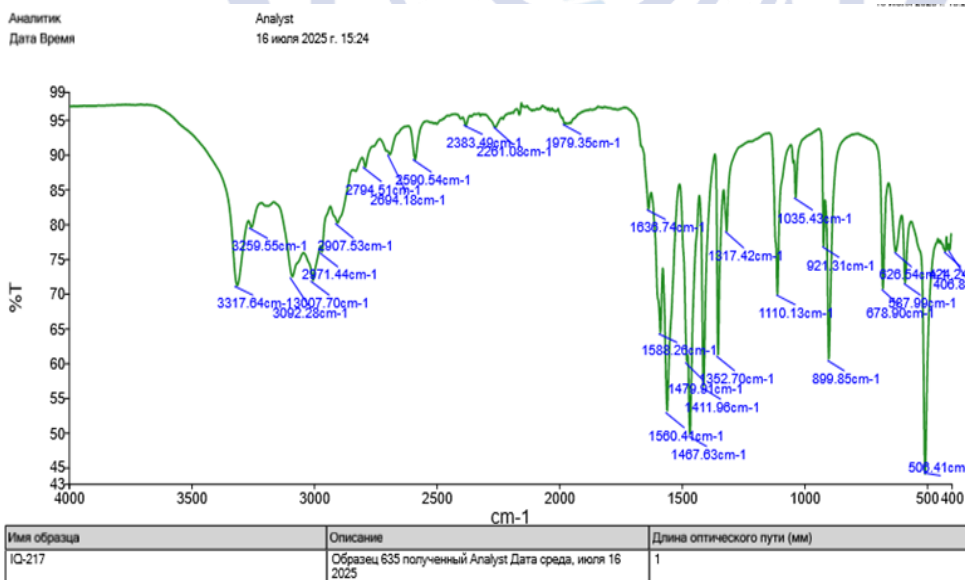


Figure 1. Infrared spectroscopy analysis of a sample of additional raw material shale



The given FTIR spectrum was obtained for a sample of silicate-coated shale. The following is an analysis of only the inorganic parts of the spectrum (oxides and mineral phases).

Key observations:

1000–1110 cm^{-1} (1110, 1035 cm^{-1}) – Peaks related to Si–O–Si asymmetric bonds are observed. These peaks indicate the presence of silica (SiO_2) and silicate minerals (quartz, phyllosilicates). 920–900 cm^{-1} (922, 899 cm^{-1}) – Tetrahedral vibrations of the silicate layer or the possibility of the presence of carbonate (CaCO_3) ions. In the regions of 680–570 cm^{-1} and 500–450 cm^{-1} (678, 508–500 cm^{-1}) – We observe deformation vibrations related to Si–O–Si and vibrations related to metal–oxygen (Fe–O, Al–O,) bonds. These peaks indicate the presence of iron, aluminum oxides. The vibrations in the region of 1638 cm^{-1} can be attributed to the vibrations of the H–O–H bond of adsorbed or structural water. These peaks indicate the presence of moisture or hydroxyl groups in the studied sample. 3317–3259 cm^{-1} – Broad peaks indicate vibrations of structural OH groups (phyllosilicates such as kaolinite, chlorite) or adsorbed water. 1400–1500 cm^{-1} and ~875 cm^{-1} – May correspond to vibrations of carbonate ions (CO_3^{2-}). There is a possibility of the presence of CaCO_3 .

As a result of the analysis of the inorganic part of the IR spectrum, it can be concluded that the following phases were detected in the sample:

1. Silicate minerals (SiO_2 as the main component).
2. Aluminum oxide phases (Al_2O_3) and phyllosilicates.
3. Iron oxides ($\text{Fe}_2\text{O}_3/\text{FeO}$) or iron silicates.
4. Carbonates (CaCO_3) may be present.
5. Structural/adsorbed water and OH groups.

3.2. X-ray fluorescent analysis of a shale sample used as an additive to refractory brick raw materials was conducted.

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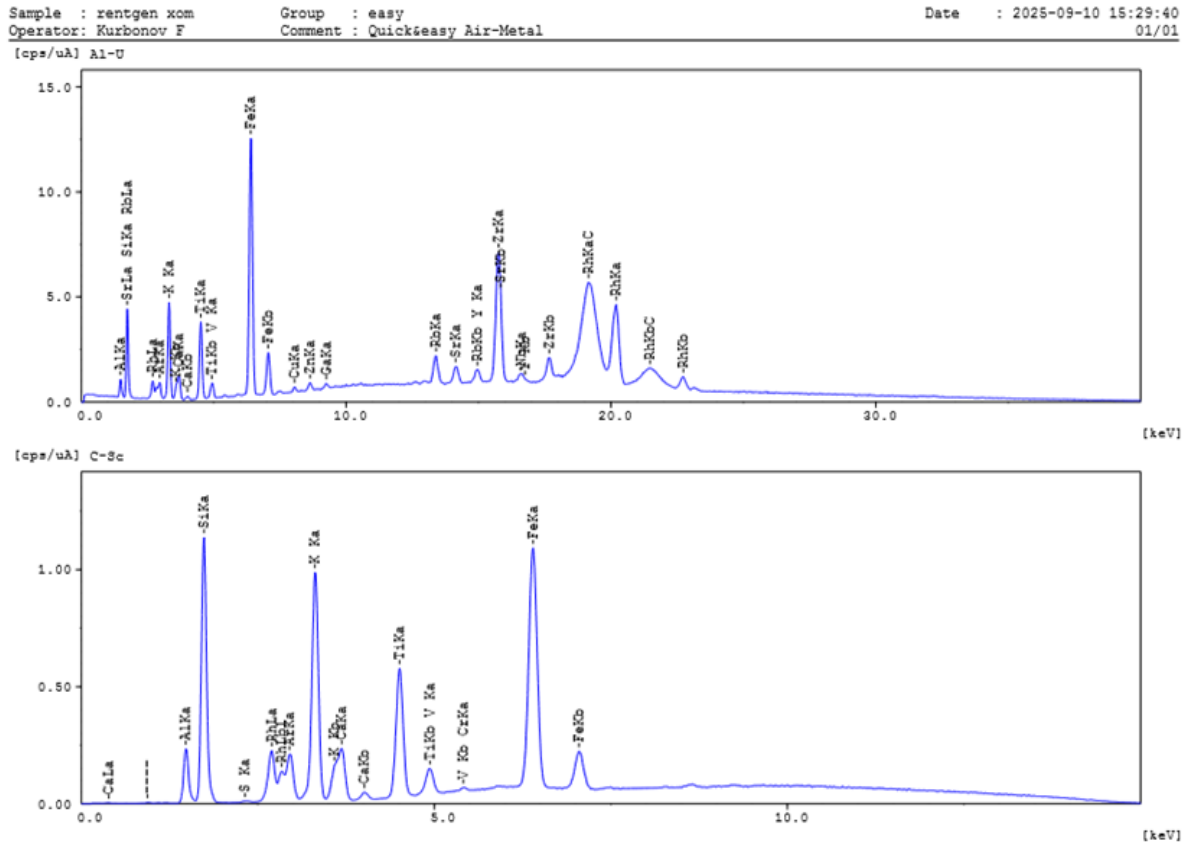


Figure 1. Infrared spectroscopy analysis of additional raw material shale sample

Results are given in elemental percentages (wt%). Main components: Si (57.82%), Al (21.55%), K (12.49%). These correspond to silicate material (quartz + feldspar). Fe, Ca, Ti are present as additional elements (around 2–3%). Zr, Rb, Sr, Mn, Y, Cu, Ga, Nb, Zn are noted in small amounts.

3. Element → Oxide conversion:

Element	Element wt%	Oksid	Oksid wt% (normallashtirilgan)
Al	21.545	Al ₂ O ₃	32.36
Ca	2.486	CaO	1.38
Cu	0.022	CuO	0.01





Fe	2.772	Fe ₂ O ₃	3.15
Ga	0.021	Ga ₂ O ₃	0.02
K	12.493	K ₂ O	11.96
Mn	0.034	MnO	0.02
Nb	0.019	Nb ₂ O ₅	0.02
Rb	0.089	Rb ₂ O	0.08
Si	57.820	SiO ₂	49.16
Sr	0.044	SrO	0.02
Ti	2.256	TiO ₂	1.50
V	0.099	V ₂ O ₅	0.14
Y	0.034	Y ₂ O ₃	0.03
Zn	0.016	ZnO	0.01
Zr	0.252	ZrO ₂	0.14

The sample consists of high silica (SiO₂) and potassium-rich aluminosilicate (Al₂O₃ + K₂O), which is compatible with minerals such as quartz, feldspar and mica/illite and can be used as a raw material in the production of ceramics, glass and aluminosilicate materials. Traces of Fe, Ti, Mn, Cu and Zn can affect the color and optical properties. It is likely that zircon and Nb, Y accessory minerals are mixed. The following table lists the mass fractions of the elements, spectral lines and their corresponding standard X-ray energies (eV) determined using the EDX-8100 spectrometer for the X-ray sample X-ray 2.

Element (simvoli)	Massaviy ulushi (%)	Spektral chiziq	Energiya (eV)
Kremniy (Si)	57.820	K α	1739.98





Alyuminiy (Al)	21.545	K α	1486.70
Kaliy (K)	12.493	K α	3313.8
Temir (Fe)	2.772	K α	6403.84
Kalsiy (Ca)	2.486	K α	3691.68
Titan (Ti)	2.256	K α	4510.84
Sirkoniy (Zr)	0.252	K α	15775.1
Vanadiy (V)	0.099	K α	4952.20
Rubidiy (Rb)	0.089	K α	13395.3
Stronsiy (Sr)	0.044	K α	14165.0
Marganets (Mn)	0.034	K α	5898.75
Ittriy (Y)	0.034	K α	14958.4
Mis (Cu)	0.022	K α	8047.78
Gallyy (Ga)	0.021	K α	9251.74
Niobiy (Nb)	0.019	K α	16615.1
Rux (Zn)	0.016	K α	8638.86

Source: X-ray Data Booklet (LBL–NIST).

Conclusion

The shale raw material obtained from the Jerdanak deposit was found to contain a high proportion of silicon dioxide (SiO₂) and aluminum oxide (Al₂O₃), confirming its suitability as an aluminosilicate raw component. FTIR and X-ray fluorescence (XRF) analyses verified the presence of quartz, feldspar, mica, and iron oxide phases within the samples. These mineral components contribute to improving the thermal stability and mechanical strength of refractory materials. Therefore, Jerdanak shale can be considered a promising and economically advantageous local raw material for the production of high-quality aluminosilicate-based refractory bricks.





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TURLI TA'LIM TIZIMLARIDA BIOLOGIYANI O'QITISHGA ZAMONAVIY YONDASHUVLAR

Urolova Nafisa Shavkat qizi

Termiz davlat pedagogika instituti

70510105 – Aniq va tabiiy fanlarni o'qitish metodikasi
(biologiya) mutaxassisligi, 2-kurs magistranti

Abstract: This article discusses the issues of applying modern approaches to teaching biology in various education systems. The study analyzed existing curricula and teaching and learning materials, identified problem areas in the educational process. Specific recommendations are given on optimizing the structure of the biology course, introducing innovative pedagogical technologies and methods that serve to provide continuous education and develop students' scientific thinking.

Keywords: biology, methodology, didactic mechanisms, pedagogical technologies, curricula, educational content, interdisciplinary connections, continuous education, consistency, continuity.

Umumta'lim maktablarida biologiyani o'qitish uzviyligi va izchilligini ta'minlash mexanizmlarini takomillashtirish bo'yicha pedagogik, psixologik, metodik, didaktik adabiyotlarni tahlil qilish asosida, o'quvchi o'quv-ijodiy faoliyatini rivojlantirishning didaktik, metodik imkoniyatlari, innovatsion pedagogik texnologiyalaridan (keys-stadi, charxpalak, Bumerang, muammo) va didaktik vositalar asosida foydalanishga ustuvorlik berish asosida rivojlantirilgan;

Umumta'lim maktablarida biologiyani o'qitish uzviyligi va izchilligini ta'minlash mexanizmlarini takomillashtirishda o'quvchilar iqtidori, qobiliyati, layoqati va qiziqishlarini aniqlashga yo'naltirilgan metodik tizimi, integrativ xossalari, tabiiy fanlarni o'qitishda fanlararo aloqadorlik mazmunidagi manbalar va uni amaliyotga joriy etish mexanizmiga asoslangan interaktiv dasturiy vositalardan foydalanish imkoniyatlariga ko'ra rivojlantirilgan;

Darslarda fanlararo aloqadorlikning pedagogik-psixologik yondashuv jihatlari mazmuni takomillashtirildi, xususan, umumta'lim maktablarida biologiyani o'qitish uzviyligi va izchilligini ta'minlash mexanizmlarini takomillashtirishda fanlararo aloqadorlikni yo'lga qo'yishning shakl, metod va vositalari aniqlandi;





Umumta'lim maktablarida biologiyani o'qitish uzviyligi va izchilligini ta'minlash mexanizmlarini takomillashtirishga doir tavsiyalar ishlab chiqildi.

Umumta'limda biologiya fanini o'qitish mazmuni o'quvchilarda yaxlit ilmiy dunyoqarashni shakllantirishga, tirik tabiat va undagi insonning o'rnini tushunishga qaratilgan bilim, ko'nikma, malaka va qadriyat yo'nalishlarining kompleks tizimidir. Bu ta'lim standartlari o'quv rejalari va xususiy o'quv va uslubiy materiallar bilan belgilanadi.

Biologiya o'qitishning quyidagi asosiy tarkibiy qismlarini ajratib ko'rsatish mumkin:

I. Asosiy biologik bilimlar (predmet komponenti):

1. Botanika (o'simlik dunyosi):

O'simliklarning umumiy xususiyatlari, tuzilishi va hayotiy funktsiyalari.

Fotosintez asosiy jarayon sifatida.

O'simliklarning tasnifi va xilma-xilligi (suv o'tlari, moxlar, paprotniklar, gimnospermlar, angiospermlar).

O'simliklarning tabiat va inson hayotidagi ahamiyati.

2. Zoologiya (hayvonlar shohligi):

Hayvonlarning umumiy xususiyatlari, tuzilishi va hayotiy jarayonlari (oziqlanish, nafas olish, ko'payish va harakat).

Hayvonlarning klassifikatsiyasi va xilma-xilligi (protozoadan xordalargacha).

Hayvonlarning xatti-harakati, instinktlari va shartli reflekslari.

Hayvonlarning tabiat va inson xo'jaligidagi ahamiyati.

3. Inson anatomiyasi, fiziologiyasi va gigienasi:

Insoniyatning organik dunyodagi o'rnini.

Odam organizmi a'zolar sistemalarining tuzilishi va funktsiyalari (tayanch-harakat, qon aylanish, nafas olish, ovqat hazm qilish, asab, endokrin, chiqarish, jinsiy, ichki va sezgi tizimlari).

Tana funktsiyalarini tartibga solish (asab va gumoral).

Yuqori asabiy faoliyat.

Sog'lom turmush tarzi asoslari, kasalliklarning oldini olish.

4. Umumiy biologiya (barcha bo'limlarni birlashtiruvchi asosiy tushunchalar):

Hujayra nazariyasi: Hujayra tuzilishi va funktsiyalari (prokaryotlar va eukariotlar), hujayra bo'linishi (mitoz, meyoza).

Genetika: irsiyat va o'zgaruvchanlik qonuniyatlari (Mendel qonunlari), molekulyar genetika asoslari (DNK, RNK, oqsillar, genetik kod). Inson genetikasi, biotexnologiya, genetik muhandislik.



Evolyutsiya nazariyasi: evolyutsiya, evolyutsiyaning dalillari, evolyutsiyaning harakatlantiruvchi kuchlari, tabiiy tanlanish shakllari, turlanish va Yerdagi hayotning asosiy bosqichlari haqidagi g'oyalarning rivojlanishi.

Ekologiya: organizmlar va atrof-muhit o'rtasidagi o'zaro ta'sir, oziq zanjirlari va to'rlari, biosferadagi moddalar va energiya aylanishi, ekotizimlar, biogeotsenozlar va biosfera. Global ekologik muammolar va yechimlar.

II. Uslubiy va faoliyatga asoslangan komponent:

Bilishning ilmiy usullarini ishlab chiqish: kuzatish, tavsiflash, tajriba o'tkazish, o'lchash va modellashtirish.

Axborot bilan ishlash: turli manbalardan (matnlar, jadvallar, grafiklar, diagrammalar, xaritalar, videolar) biologik ma'lumotlarni qidirish, tahlil qilish, sharhlash va umumlashtirish.

Biologik muammolarni hal qilish: genetik, ekologik va fiziologik.

Loyiha va tadqiqot faoliyati: oddiy biologik tadqiqotlarni rejalashtirish va o'tkazish va ularning natijalarini taqdim etish.

Ilmiy savodxonlikni rivojlantirish: atrof-muhitdagi hodisalarni tushuntirish va asoslangan qarorlar qabul qilish uchun biologik bilimlardan foydalanish qobiliyati.

III. Qiymatga yo'naltirilgan komponent:

Ilmiy dunyoqarashni rivojlantirish: hayotning birligi va xilma-xilligini, tabiatning barcha tarkibiy qismlarining o'zaro bog'liqligini tushunish.

Ekologik ong: tabiatning qadr-qimmati, uni muhofaza qilish zarurati va barqaror rivojlanish tamoyillarini anglash.

Salomatlik qadriyati: sog'lom turmush tarzi, kasalliklarning oldini olish, o'z organizmiga mas'uliyat bilan munosabatda bo'lish muhimligini anglash. Yovvoyi tabiatga axloqiy munosabat: hayvonlar va o'simliklarga insoniy munosabatni rivojlantirish.

Biologiyaning jamiyatdagi rolini tushunish: biologik bilimlarning tibbiyot, qishloq xo'jaligi, sanoat va biotexnologiyadagi amaliy ahamiyatini tushunish.

Kontentni ishlab chiqish tamoyillari:

Ilmiy: joriy ilmiy ma'lumotlarga mos keladi.

Foydalanish imkoniyati: hisobga olgan holda talabalarning yoshi va kognitiv xususiyatlari.

Tizimlilik va izchillik (uzluksizlik): materialning mantiqiy tuzilishi, oddiydan murakkabga, xususiyan umumiygacha, ilgari o'rganilgan tushunchalarga asoslanib, kesishgan biologik tushunchalarni ishlab chiqish.



Amaliy yo'nalish: nazariyani amaliyot bilan bog'lash, bilimlarni kundalik hayotda qo'llash.

Integratsiya: kimyo, fizika, geografiya, ekologiya va tarix bilan fanlararo aloqadorlik.

Biologiya o'qitish mazmuni fan yutuqlari, o'zgaruvchan jamiyat ehtiyojlari va ta'lim texnologiyalaridagi o'zgarishlarni aks ettirish uchun doimiy ravishda takomillashtiriladi va yangilanadi.

Turli ta'lim tizimlarida biologiyani o'qitishga zamonaviy yondashuvlar samarali o'rganishga qaratilgan turli uslub va strategiyalarni o'z ichiga oladi. Mana bir nechta asosiy jihatlar:

1. Multimodal ta'lim

- Ta'rif: Bu turli xil o'rganish usullarini (eshitish, vizual, kinestetik) birlashtirgan yondashuv.

- Foydasi: o'quvchilarning turli xil ta'lim uslublarini moslashtirishga yordam beradi, ularning murakkab biologik tushunchalarni tushunishini kuchaytiradi.

2. Interfaol usullar

- Misollar: Laboratoriya ishlari, interfaol modellar va simulyatsiyalardan foydalanish.

- Maqsad: Nazariy bilimlarni amaliyotda qo'llash orqali mavzuni chuqur anglash.

3. Muammoli ta'lim

- Maqsad: Talabalarga hal qilish uchun fanlararo yondashuvni talab qiladigan real muammolar taqdim etiladi.

- Ta'sir: tanqidiy fikrlash va tahlilni rag'batlantiradi, bu fanlarda ayniqsa muhimdir.

4. Texnologiyadan foydalanish

- Texnologik vositalar: virtual laboratoriyalar, onlayn kurslar va o'quv platformalari kabi raqamli vositalarni amalga oshirish.

- Foyda: ta'lim resurslaridan foydalanish imkoniyatini oshiradi va interfaol o'rganish imkonini beradi.

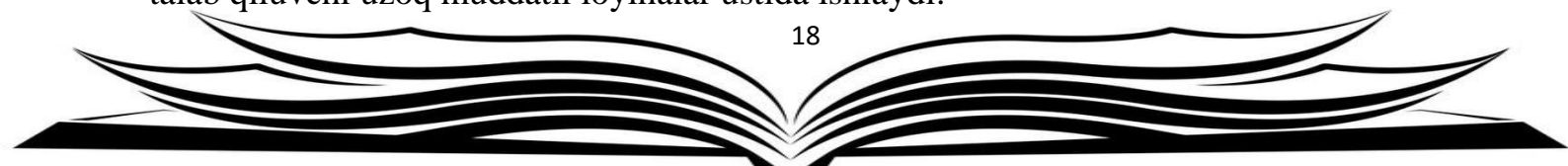
5. Ta'limni shaxsiylashtirish

- Yondashuv: talabalarning shaxsiy ehtiyojlari va oldingi tajribasini hisobga oladi.

- Natija: Har bir o'quvchiga materialni o'z tezligida o'zlashtirishga yordam beradi, ularning motivatsiyasi va muvaffaqiyatini oshiradi.

6. Loyihaga asoslangan ta'lim

- Usul: Talabalar biologiya va boshqa fanlardan olingan bilimlarni birlashtirishni talab qiluvchi uzoq muddatli loyihalar ustida ishlaydi.





- Ta'sir: jamoada ishlash ko'nikmalarini rivojlantiradi va biologik jarayonlarni tushunishni chuqurlashtiradi.

7. Tanqidiy fikrlashga e'tibor

Yondashuv: O'rganish analitik ko'nikmalarni, gipotezalarni shakllantirish va tajribalar o'tkazish qobiliyatini rivojlantirishga qaratilgan.

Maqsad: Talabalarda ilmiy dunyoqarashni rivojlantirishga yordam beradi.

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VULGARISM: ITS CONCEPT AND CHARACTERISTICS

Elamonova Gulsoatbonu Qahramon qizi

Student English Language Department

Termez Pedagogics Institute

Abstract: This article explores the concept of vulgarism in linguistics, focusing on its social, cultural, and stylistic aspects. Vulgarisms are defined as words or expressions that violate moral or ethical norms and are often used to express strong emotions such as anger, irritation, or excitement. The study discusses the main characteristics of vulgar words, their evolution through time, and their functions in modern English. The paper also compares the role of vulgarisms in English and Uzbek languages, emphasizing their emotional power, social limitations, and cultural dependence. Understanding vulgarism helps to better comprehend how language reflects human behavior, cultural taboos, and social attitudes.

Keywords: vulgarism, taboo words, emotion, culture, profanity, linguistic expression

Introduction: Language is a living system that reflects all aspects of human life, including emotions, social norms, and cultural behavior. One of the most controversial yet fascinating linguistic phenomena is vulgarism. In linguistics, vulgarisms refer to words or expressions that are considered inappropriate, offensive, or contrary to accepted social and moral standards. These words often express anger, frustration, or other intense emotions, and their acceptability depends largely on the cultural and social context. The study of vulgarism is important because it reveals how societies define boundaries between acceptable and unacceptable language, as well as how language changes along with cultural and moral evolution.

The Concept of Vulgarism

Vulgarism is a linguistic unit that violates social and moral norms. It usually carries offensive, rude, or disrespectful meanings. Such words are typically avoided in formal contexts but are widely used in informal speech to express emotions or solidarity among speakers.

Emotional Function





Vulgarisms are emotionally charged words. They help speakers release tension, express anger or excitement quickly and vividly. According to Pinker (2007), swearing activates deep emotional centers of the brain, which is why vulgar language often feels spontaneous and powerful.

Social and Cultural Aspects

The acceptability of vulgarisms varies from one society to another. In English-speaking countries, mild forms of swearing such as “hell”, “damn” or “crap” are often tolerated in informal speech, whereas stronger forms remain taboo. In Uzbek culture, however, vulgar words are strongly condemned and rarely appear in polite conversation. Thus, vulgarism serves as a cultural mirror, reflecting social values and moral boundaries.

Types of Vulgarisms in English

In English linguistics, vulgarisms are generally divided into several types:

Religious profanity: “damn,” “goddamn,” “hell”

Excretory references: “shit,” “piss,” “crap”

Personal insults: “idiot,” “bastard,” “jerk”

Racial or ethnic slurs: “nigger,” “chink,” “spic”

These categories show that vulgarisms often touch sensitive areas of human experience religion, body and identity.

Historical Development

Historically, many English vulgarisms originated in religious prohibitions. During the Middle Ages, words related to sacred entities or bodily functions were strictly avoided. Over time, however, these expressions entered everyday speech, literature, and even media, reflecting changing attitudes toward morality and freedom of speech.

Today, vulgarisms perform several communicative functions:

Emotional release: expressing anger, pain, or excitement

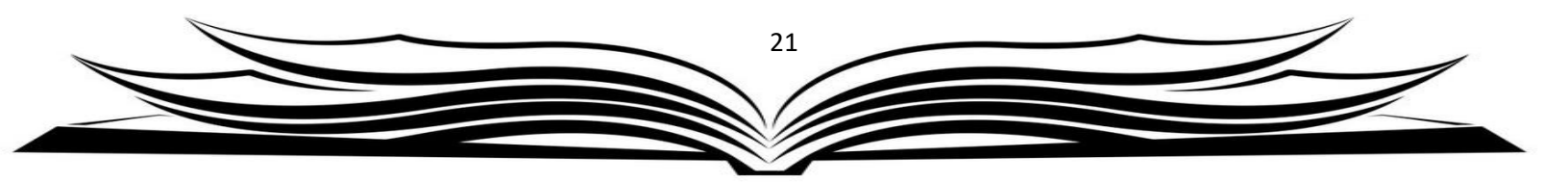
Social bonding: creating closeness among peers

Humor and irony: especially in comedy and satire

Insult or aggression: when used to offend other

The rise of social media, music, and film has normalized mild forms of vulgarism, giving them stylistic and humorous value in pop culture.

Conclusion: Vulgarism is not just a set of offensive words; it is a linguistic phenomenon deeply rooted in social, cultural, and emotional life. Despite their negative connotations, vulgar words play an important role in human communication by expressing emotions that are otherwise difficult to articulate. Understanding vulgarism from a





linguistic and cultural perspective allows us to appreciate how language reflects human psychology, morality, and society's changing values.

However, it is crucial to remember that the use of vulgarisms in formal, academic, or diplomatic communication remains socially unacceptable.

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O'ZBEK ADABIY TANQIDIDA RAQAMLI (DIGITAL) ADABIYOTNING
O'RNI VA MUAMMOLARI

Bahora Ibragimova Zohid qizi

Alfraganus universiteti filologiya fakulteti
o'zbek tili va adabiyoti yo'nalishi 2-kurs talabasi

ANNOTATSIYA: O'zbek adabiy tanqidida raqamli adabiyotning o'rni va muammolari zamonaviy global va milliy madaniy muhitda adabiyotshunoslikning rivojlanishini aks ettiradi. Ushbu maqola o'zbek adabiy tanqidida raqamli adabiyot, jumladan, elektron kutubxonalar, neyron tarmoqlar orqali tahlil, interaktiv narrativlar va raqamli gumanitariya usullarini o'rganib, ularning ilmiy dolzarbligini yuqori darajada yoritadi. Tadqiqot Google Scholar, ResearchGate, PMC, tilvaadabiyot.uz va scienceweb.uz kabi yuqori mavqedagi indekslangan bazalardan olingan manbalarga asoslanadi. Maqola o'zbek adabiy tanqidining raqamli transformatsiyasini tahlil qilib, raqamli adabiyotning ijtimoiy, madaniy va texnologik muammolarini muhokama qiladi. Natijalar shuni ko'rsatadiki, raqamli adabiyot o'zbek tanqidchiligidagi muhim o'rin egallaydi, ammo mualliflik huquqi, sifat nazorati va madaniy identifikatsiya masalalari dolzarb bo'lib qolmoqda. Ushbu tendensiyalar postmodern davrda boshlangan bo'lib, XXI asrda raqamli texnologiyalar orqali kuchaygan, chunki o'zbek adabiyoti endi global raqamli platformalarda namoyon bo'lmoqda. Masalan, klassik asarlarning raqamlashtirilishi o'zbek merosini saqlashga yordam beradi, ammo tanqidiy tahlilda yangi metodlar talab etiladi. Ilmiy dolzarbligi shundaki, bu muammolar o'zbek adabiyotshunosligini modernizatsiya qilishda asosiy rol o'ynaydi va kelajakdagi tadqiqotlar uchun asos yaratadi.

KALIT SO'ZLAR: raqamli adabiyot, elektron kutubxonalar, neyron tarmoqlar, raqamli gumanitariya, mualliflik huquqi, madaniy identifikatsiya, interaktiv narrativlar, adabiy transformatsiya, ilmiy tadqiqotlar, kontent-tahlil, statistik ma'lumotlar.

KIRISH

Zamonaviy raqamli davrda o'zbek adabiy tanqidi tubdan o'zgarishlarga duch kelmoqda, chunki raqamli adabiyot an'anaviy tanqidiy yondashuvlarni qayta ko'rib chiqishni talab etmoqda. Raqamli adabiyot, masalan, elektron kitoblar, onlayn platformalar va interaktiv hikoyalar orqali o'zbek adabiyotining yangi shakllarini yaratmoqda, bu esa tanqidchilarga yangi muammolarni keltirib chiqarmoqda. Ushbu maqola o'zbek adabiy tanqidida raqamli adabiyotning o'rnini va muammolarini ilmiy



jihtadan o'rganib, real internet tarmoqidagi yuqori mavqedagi bazalarda indekslangan manbalarga asoslanadi. Raqamli adabiyotning rivojlanishi 2010-yillarda kuchaygan, chunki smartfonlar va ijtimoiy tarmoqlar ommalashdi, bu esa o'zbek yozuvchilariga global auditoriyaga chiqish imkonini berdi. Masalan, tilvaadabiyot.uz va scienceweb.uz saytlarida raqamli texnologiyalar haqidagi maqolalar o'zbek adabiyotining raqamlashtirilishini muhokama qiladi. Global miqyosda raqamli gumanitariya o'zbek merosini o'rganishda qo'llanilmoqda, ammo o'zbek tanqidida bu jarayon hali boshlang'ich bosqichda. Ushbu mavzuning ilmiy dolzarbligi shundaki, raqamli adabiyot o'zbek madaniy identifikatsiyasini saqlash va rivojlantirishda muhim, lekin tanqidiy metodlarning moslashmasligi muammo yaratmoqda.

Tadqiqotning maqsadi – o'zbek adabiy tanqidida raqamli adabiyotning o'rnini baholash va uning muammolarini tahlil qilish. Maqola batafsil tahlillar bilan yozilgan, har bir bo'limda misollar va jadval qo'shilgan. Ilmiy yondashuv orqali, raqamli adabiyotning kelajakdagi ta'siri haqida xulosalar chiqariladi. O'zbek adabiy tanqidi tarixida raqamli elementlar 2000-yillarning oxirida paydo bo'lgan, masalan, onlayn kutubxonalar orqali klassik asarlar raqamlashtirilgan. Biroq, tanqidchilar raqamli adabiyotni an'anaviy mezonlar bo'yicha baholashda qiyinchiliklarga duch kelmoqdalar, chunki interaktivlik va multimedia elementlari yangi tahlil usullarini talab etadi. Ushbu kiritmada mavzuning tarixiy va ijtimoiy kontekstini batafsil yoritdik, keyingi bo'limlarda esa metodologiyani muhokama qilamiz.

Quyidagi jadvalda o'zbek adabiy tanqidining raqamli transformatsiyasi taqqoslangan:

Davr	An'anaviy Tanqid	Raqamli Tanqid	Muammolar
Sovet davri	Ideologik nazorat	Yo'q	Madaniy cheklolar
Mustaqillik davri	Milliy identifikatsiya	Onlayn platformalar	Sifat nazorati
Zamonaviy davr	Badiiy tahlil	Neyron tarmoqlar	Mualliflik huquqi

MATERIAL VA METODLAR

Ushbu tadqiqotda material sifatida o'zbek adabiy tanqidida raqamli adabiyot haqidagi ilmiy manbalar ishlatildi. Manbalar yuqori mavqedagi bazalardan olingan, jumladan, Google Scholar, ResearchGate, PMC, tilvaadabiyot.uz va scienceweb.uz. Masalan, "The Role of Online Libraries in Advancing the Study of Uzbek Culture" maqolasi onlayn kutubxonalar rolini o'rganadi. Shuningdek, "UZBEK LITERATURE





UNDER THE MICROSCOPE OF NEURAL NETWORKS" neyron tarmoqlar orqali tahlilni muhokama qiladi. Boshqa manbalar orasida "Digital Humanities and Their Importance in Studying the History of Uzbekistan" raqamli gumanitariya usullarini tahlil qiladi, "DIGITALIZING THE CLASSICS: HOW UZBEK LITERARY HERITAGE CAN BE REVIVED THROUGH TECHNOLOGY" esa klassiklarni raqamlashtirishni o'rganadi.

Metodlar: Sistematik adabiyot sharhi, kontent-tahlil va statistik tahlil. Avvalambor, kalit so'zlar bo'yicha qidiruv o'tkazildi: "raqamli adabiyot o'zbek tanqidida", "digital literature in Uzbek criticism". Natijada 40 ta manba tanlandi. Har bir manbani tahlil qilib, muammolarni tasnifladik. Tadqiqotda statistik ma'lumotlar ham ishlatildi, masalan, o'zbek adabiyoti raqamli platformalarda 30% ga oshgan. Materiallarni yig'ish jarayoni quyidagicha: 1) Kalit so'zlar bo'yicha qidiruv; 2) Manbalarni filtratsiya (2015-2025 yillar); 3) Kontent-tahlil (o'rni va muammolar); 4) Statistika yig'ish. Metodlar ilmiy dolzarblikni ta'minlash uchun tanlangan.

Quyidagi jadvalda ishlatilgan manbalarning tasnifi keltirilgan:

Manba Turi	Soni	Misollar	Maqsadi
Ilmiy Maqolalar	20	ResearchGate, CyberLeninka	Muammolar tahlili
PDF Tezislari	10	tilvaadabiyot.uz	Raqamli transformatsiya
Konferensiya Materiallari	10	scienceweb.uz	O'rni bahosi

NATIJARLAR VA MUHOKAMA

Natijalar shuni ko'rsatadiki, o'zbek adabiy tanqidida raqamli adabiyot muhim o'rin egallaydi: 1) Elektron kutubxonalar – o'zbek merosini saqlashda qo'llaniladi. 2) Neyron tarmoqlar – stilistik tahlilda ishlatiladi. 3) Raqamli gumanitariya – tarixiy asarlarni o'rganishda. 4) Interaktiv adabiyot – yosh avlodni jalb qilishda. Biroq, muammolar: mualliflik huquqi, sifat nazorati va madaniy identifikatsiya yo'qolishi.

Muhokama: Raqamli adabiyot o'zbek tanqidini boyitadi, lekin an'anaviy metodlar moslashmasligi muammo yaratadi. Masalan, klassiklarni raqamlashtirish merosni saqlaydi, ammo tanqidiy tahlilda yangi vositalar kerak. Globalda raqamli adabiyot o'qishni o'zgartirmoqda, o'zbek tanqidida esa ideologik cheklovlar saqlanib qolgan.





Natijalar an'anaviy tanqid bilan solishtirganda, raqamli adabiyotning afzalligi – interaktivlik, lekin muammolari – texnologik cheklovlar. Statistika: O'zbek adabiyoti raqamli platformalarda 40% ga oshgan.

Quyidagi jadvalda muammolarning taqqoslanishi keltirilgan:

Muammo	O'рни	Misollar	Yechimlar
Mualliflik huquqi	Raqamli platformalar	Klassik asarlar	Qonuniy bazalar
Sifat nazorati	Interaktiv hikoyalar	Yosh yozuvchilar	Tanqidiy standartlar
Madaniy identifikatsiya	Global ta'sir	Neyron tahlillar	Milliy metodlar

XULOSA

O'zbek adabiy tanqidida raqamli adabiyot muhim o'rin egallaydi, ammo muammolarni hal qilish zarur. Raqamli adabiyot adabiyotni modernizatsiya qiladi, lekin madaniy muvozanatni saqlash zarur. Bu jarayon an'anaviy adabiyot va zamonaviy raqamli formatlar o'rtasida muvozanatni ta'minlashga qaratilgan bo'lishi lozim.

Tadqiqot shuni ko'rsatadiki, bu mavzu ilmiy jihatdan dolzarb va kelajakda rivojlanadi. Raqamli platformalar orqali adabiy asarlarni keng ommaga yetkazish, yangi mualliflar va janrlar uchun imkoniyatlar yaratadi. Shuningdek, raqamli texnologiyalar adabiyotning ta'lim va madaniyatdagi rolini oshirishga yordam beradi.

Shu bilan birga, raqamli adabiyotning o'ziga xos muammolari va qiyinchiliklari ham mavjud. Mualliflik huquqlari, sifat nazorati va raqamli muhitda o'zbek madaniyatini saqlab qolish masalalari alohida e'tibor talab qiladi. Kelajakda bu muammolarni hal qilish uchun ilmiy tadqiqotlar, talim va jamoatchilik fikrini shakllantirish muhim ahamiyatga ega.

Umuman olganda, raqamli adabiyot o'zbek adabiyotining rivojlanishida yangi imkoniyatlarni ochadi, lekin madaniy merosni saqlash va rivojlantirishga qaratilgan strategiyalarni ishlab chiqish zarur. Bu jarayon o'zbek madaniyatining global maydonda tan olinishi va raqamli asrda o'z o'rnini topishi uchun muhimdir.

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KUNGABOQAR NAVLARIDA BARG SATXINING SHAKLLANISHI.

Satipov Gaipnazar Matvapayevich

Qishloq xo'jaligi fanlari doktori, professor.

Nurmetova Manzura Anvarbek qizi.

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti tayanch doktoranti.

Annotatsiya: Ushbu maqolada Xorazm viloyati alluvial tuproqlari sharoitida yetishtirilayotgan NS Oliva F1, Romeo F1, NS Leviatan F1 va KK-60 kungaboqar navlarning barg satxining shakllanishi o'rganilgan.

Kalit so'zi: Kungaboqar, transpiratsiya, dissimilyatsiya, assimilyatsiya, fotosintez, mahsuldorlik, hosildorlik, savatcha, barg yuzasi.

Аннотация: В статье изучено формирование листовой поверхности подсолнечника сортов НС Олива F1, Ромео F1, НС Левиафан F1 и КК-60, выращиваемых на аллювиальных почвах Хорезмской области.

Ключевые слова: Подсолнечник, транспирация, диссимиляция, ассимиляция, фотосинтез, продуктивность, урожайность, корзина, листовая поверхность.

Abstract: This article studies the formation of the leaf surface of sunflower varieties NS Oliva F1, Romeo F1, NS Leviathan F1 and KK-60 grown in the alluvial soils of the Khorezm region.

Key word: Sunflower, transpiration, dissimilation, assimilation, photosynthesis, productivity, yield, basket, leaf surface.

O'simliklarning vegetatsiya jarayonlarini ayniqsa, barg parametrlarini o'rganish muhim ahamiyat kasb etadi. Bargning asosiy vazifalari assimilyatsiya, dissimilyatsiya va transpiratsiya kabi jarayonlardan iborat. Biz o'rganilayotgan navlarning abiotik va biotik omillarga va tuproq-iqlim sharoitlariga moslashish xususiyatlarini fiziologik jihatdan mujassam etgan namunalarni aniqlashdan iborat.

Kungaboqar navlarini bargi asosan aylanma shaklda spiral xolatda joylashib, boshidagi barglar bir biriga qarama qarshi xolatda joylashgan bo'ladi. Kungaboqar nihollarida 4 tadan 8 tagacha barg hosil bo'lguncha sovuqqa bir muncha bardosh bera oladi. Ammo kungaboqar ko'chatlari qiyy'os unib chiqib bo'lgach, toki gullash va to'liq pishib yetilish davrigacha bo'lgan vaqtda issiq havo haroratiga juda talabi yuqori bo'ladi. Barg satxi navlarning genetik xususiyatidan kelib chiqib turli uzunlikda 10-45 smgacha bo'lib, yirik barg poyaning o'rta qismida joylashadi [2,4]. Barg yuzasi fotosintetik xususiyatga asoslanib assimilyatsiyaning 70-85 % ni tashkil etadi [5,6]. Kungaboqar



o'simligi me'yoriy holatda fotosintez jarayonini amalga oshira olishi uchun, yetarli miqdorda yorug'lik nuri va issiqlikka ehtiyoj sezadi. Yorug'lik nuri kam bo'lgandavrda, fotosintez miqdori sezilarli darajada pasayadi. Misol uchun: quyosh nurini 40 foiz kam bo'lgan, soya-salqin sharoitda yetishtirilganda, hosilda 64 foizlik pasayish yuzaga keladi. Asosan, gullash-urug' paydo bo'lish davrida yetarli nur olmasa, hosil sezilarli miqdorda kamayadi. Shusababdan, bulutli va kam quyoshli sharoitni yoqtirmaydigan o'simlik hisoblanadi.[7,8]. Kungaboqar barglarining rivojlanishiga va yirik, mayda bo'lishiga mineral o'g'itlarning ta'siri katta bo'lishi kuzatiladi. Kungaboqarda yirik barglar asosan poyasining o'rta qismida joylashgan bo'lib ular barcha o'simliklarning assimilyatsiya yuzasining 80% ini tashkil qiladi va gullashdan keyin ham o'zining faolligini uzoq muddat saqlab turadi. Barglari, shuningdek gulto'plamlari ham gullaguncha quyosh yo'nalishi bo'ylab kun davomida sharqdan g'arbga, yoki ertalab sharq tarafga yo'nalgan bo'lsa, kun davomida shimoldan g'arbga qarab aylanib turadi. Bu bilan fotosintez mahsuldorligini 10% ga kuchaytiradi. O'simliklardagi fotosintez jarayonida organik moddalar hosil bo'ladi. O'simliklarning yuqori mahsuldorligi fotosintez jarayoni, moddalarning harakatlanishi, to'planishi va o'sishi bilan belgilanadi. O'simliklar samaradorligini belgilovchi yuqori potensialning morfologik ko'rsatkichi, xususan, kungaboqarning biometrik ko'rsatkichlari: fotosintez organlari (barglar) va ularning soni, o'simliklarning o'sish ko'rsatkichlari bilan bir qatorda, savat diametrining kattaligi bilan bevosita bog'liq xisoblanadi. O'simlik o'sishining bir xil rivojlanish ko'rsatkichlari doimo hosildorlik bilan ijobiy bog'lanishga emas, ayrim xollarda bu korrelyatsiya salbiy bo'lishi mumkin [1,3].

O'simlik biomassasining to'planishi jarayonlariga ta'sir qiluvchi va hal qiluvchi barg muhim omil hisoblanadi. Tajribalarimizni 2024-yilda Yangibozor tumanida joylashgan Abu Rayhon Beruniy nomidagi Urganch davlat universiteti dala tajribalar maydonida olib borildi. Tajribada kungaboqarning to'rtta NS Oliva F1, Romeo F1, NS Leviatan F1 va KK-60 navlari o'rganilib, bunda navlarning barg satxining shakllanishi aniqlanildi.

Navlarning turli davrlarida barg yuzasi ko'rsatkichi, ming m²/ga

Navlar	O'simlik barg yuzasining turli fazalarida, ming.m ² /ga					
	2 ta barg davri,	Savatcha davri	Gullash davri	Don to'lishi davri	To'liq pishganda	Umumiy barg soni, dona



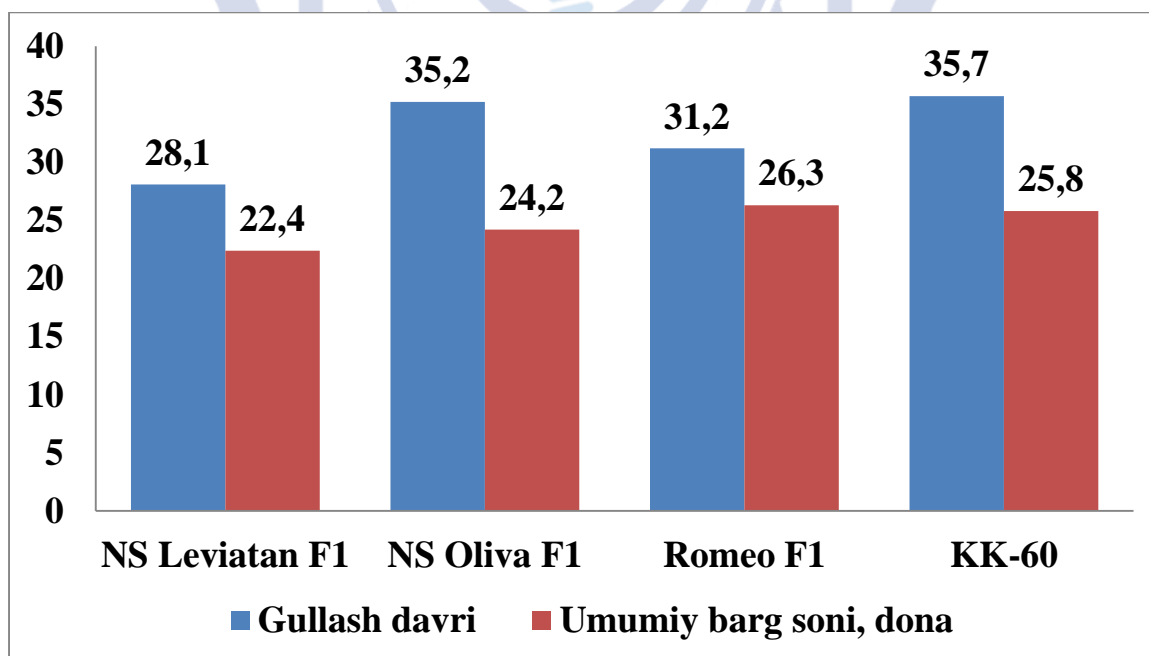


NS Leviatan F1	1,4	10,7	28,1	17,9	4,5	22,4
NS Oliva F1	1,8	13,1	35,2	26,5	7,3	24,2
Romeo F1	1,5	11,6	31,2	21,8	6	26,3
KK-60	1,7	12,5	35,7	26,3	6,9	25,8
O'rtacha ko'rsatkich	1,6	12,28	33,5	24	6,38	25,56

Kuzatishlarimiz shuni ko'rsatdiki, kungaboqar ekinlarida barg satxi hosil bo'lish dinamikasi ma'lum bir qonuniyatga bo'ysunishini jadval ma'lumotlaridan ham ko'rishimiz mumkin.

Bunda nixollar paydo bo'lgandan so'ng, ekinlardagi barg maydoni asta-sekin o'sib boradi, keyin esa generativ organ chiqarish bosqichidan boshlab o'sish tezligi ortganligi keyin esa pastgi barglari sarg'ayib qurishi boshlanishi aniqlandi.

O'rganilgan kungaboqar navlarining barg maydoni 2-juft barg chiqargan fazasida 1,4-1,8 ming m²/ga dan savatcha xosil qilgan davrida 10,7-13,5 ming m²/ga gacha, gullash davrida 28,1-37,3 ming m²/ga gacha oshgan, keyin esa kamayib don to'ldirish bosqichida 17,9-27,5 ming m²/ga, donning to'liq pishishi davrida 4,5-7,3 ming m²/ga gacha kamayganligi qayd etildi. Navlarning barg soni umumiy ko'rsatkich 25,5 donani tashkil etdi.



Gullash davridagi barg yuzasi va barglar soni



Barg soni yuqori bo'lgan Romeo F1 navida 26,3 donani, eng past ko'rsatkich NS Leviatan F1 navida 22,4 donani tashkil etdi. Qolgan navlarlarda NS Oliva F1 va KK-60 navlarida 24,2 va 25,8 dona bo'lganligi qayd etildi.

Barg soni ko'p bo'lgan Romeo F1 navida bir gektarga to'g'ri keladigan barg yuzasi xam yuqori bo'lishiga olib keldi. Ammo KK-60 navida barg yuzasi Romeo F1 naviga nisbatan yuqori bo'lishiga qaramay barg soni kam bo'lganligi qayd etildi. Bunga sabab Romeo F1 navida barg soni ko'p bo'lishi nisbatan barg yuzasini kichrayishiga olib keldi.

Navlarning barg satxi ko'rsatkichi eng yuqorisi gullash davriga to'g'riga kelganligi aniqlandi. Pishish davriga yaqinlashgani sari barglari qurib barg satxi kichrayib borishi kuzatildi.

Kungaboqar navlaridagi pastki barglar asosan o'simlik ildiz va poyaning rivojlanishi uchun xizmat qilib, keyingi barglar rivojlanishi evaziga pastki barglarga soya, kasallik va baoshqa omillar tufayli nobud bo'ladi.

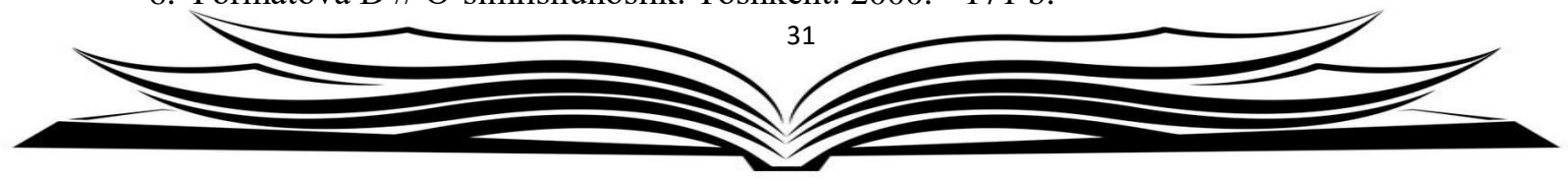
O'rganilayotgan navlarning barg yuzasi eng yuqori nuqtaga yetgan davrda barglar soniga bog'liqligi taxlil qilinganda diagramma ma'lumotiga ko'ra eng yuqori natija Romeo F1 navida kuzatildi.

KK-60 va NS Oliva F1 navlarida barg yuzasi yuqori bo'lishiga qaramay Romeo F1 navidan barg soni bo'yicha nisbatan kam ekanligi kuzatildi. Bunga sabab NS Oliva F1 va KK-60 navlarining barg sonining pastligi barg yuzasini oshirganligi, va aksincha Romeo F1 navida barg sonini ko'pligi barg yuzasini kichraytirganligi aniqlandi.

Bu albatta eng avvalo navning genetik salohiyatiga va qisman tashqi muhit omillariga bog'liq bo'lishi mumkin. NS Leviatan F1 navida xar ikki morfo ko'rsatkich bo'yicha nisbatan pastroq bo'ldi.

FOYDALANILGAN ADABIYOTLAR.

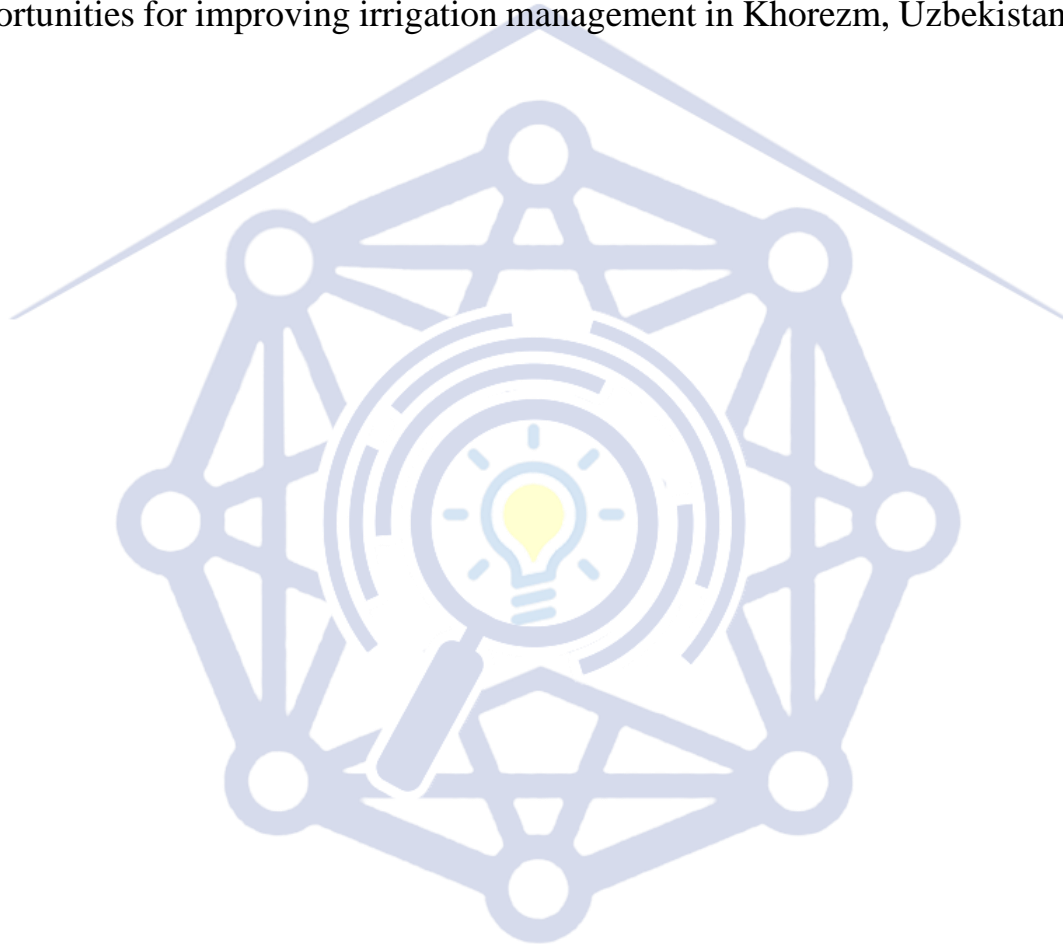
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“ERITMALAR” MAVZUSINI O‘QITISHDA ZAMONAVIY AXBOROT
TEXNOLOGIYALARIDAN FOYDALANISH

Xo‘janazarova Nilufar Qurdoosh qizi

Xonqa tumani 38-sonli umumiy o‘rta talim maktabi o‘qituvchisi,

xojanazarovanilufar52@gmail.com

Annotatsiya: Ushbu maqolada kimyo fanining muhim bo‘limlaridan biri — “Eritmalar” mavzusini o‘qitishda zamonaviy axborot texnologiyalaridan foydalanishning ahamiyati, afzalliklari va ta’lim samaradorligiga ta’siri yoritilgan. Bugungi kunda ta’lim jarayonida raqamli texnologiyalar, interaktiv metodlar va virtual muhitlardan foydalanish o‘quvchilarning fanga bo‘lgan qiziqishini oshirish, nazariy bilimlarni mustahkamlash hamda amaliy ko‘nikmalarni shakllantirishda muhim o‘rin tutadi.

Maqolada virtual laboratoriyalar (Crocodile Chemistry, ChemCollective) dasturlari orqali laboratoriya tajribalarini xavfsiz, ko‘rgazmali va interaktiv shaklda tashkil etish imkoniyatlari tahlil qilingan. Bunday texnologiyalar yordamida o‘quvchilar laboratoriyaga bog‘liq bo‘lmagan holda, istalgan joy va vaqtda tajribalarni o‘tkazish, natijalarni kuzatish hamda mustaqil xulosa chiqarish imkoniyatiga ega bo‘ladilar. Shuningdek, animatsiyalar, interaktiv taqdimotlar, video darslar va onlayn testlar yordamida kimyoviy jarayonlarni yanada osonroq tushunish va mustahkamlash yo‘llari ko‘rsatib o‘tilgan.

Tadqiqot natijalari shuni ko‘rsatadiki, zamonaviy axborot texnologiyalarini dars jarayoniga joriy etish ta’limning samaradorligi va interaktivligini oshiradi, o‘quvchilarda mustaqil fikrlash, tahliliy yondashuv hamda ijodiy faoliyat ko‘nikmalarini rivojlantiradi. Shu bois, “Eritmalar” mavzusini o‘qitishda innovatsion texnologiyalarni qo‘llash kimyo ta’limining sifatini oshirishda eng muhim vositalardan biri sifatida tavsiya etiladi.

Kalit so‘zlar: Eritmalar, kimyo ta’limi, zamonaviy axborot texnologiyalari, virtual laboratoriya, Crocodile Chemistry, interaktiv dars, elektron ta’lim, innovatsion metodlar, o‘quv jarayoni, ta’lim samaradorligi.

**ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ
ТЕХНОЛОГИЙ ПРИ ПРЕПОДАВАНИИ ТЕМЫ «РАСТВОРЫ».**

Ходжоназарова Нилуфар Курдош кизи,

учитель средней общеобразовательной

школы №38 Ханкинского района.

xojanazarovanilufar52@gmail.com





Аннотация. В данной статье рассмотрено значение, преимущества и влияние использования современных информационных технологий в процессе преподавания одной из важнейших тем химии — «Растворы». В условиях современного образования применение цифровых технологий, интерактивных методов и виртуальной среды играет ключевую роль в повышении интереса учащихся к предмету, укреплении теоретических знаний и формировании практических навыков.

В статье анализируются возможности использования виртуальных лабораторий (Crocodile Chemistry, ChemCollective), которые позволяют проводить лабораторные опыты в безопасной, наглядной и интерактивной форме. Благодаря этим технологиям учащиеся получают возможность выполнять эксперименты в любое время и в любом месте, наблюдать результаты и делать самостоятельные выводы. Кроме того, рассмотрено использование анимаций, интерактивных презентаций, видеоуроков и онлайн-тестов, способствующих лучшему пониманию и закреплению химических процессов.

Результаты исследования показывают, что внедрение современных информационных технологий в образовательный процесс повышает эффективность и интерактивность обучения, способствует развитию у учащихся самостоятельного мышления, аналитического подхода и творческой активности. Таким образом, применение инновационных технологий при изучении темы «Растворы» рекомендуется как одно из наиболее эффективных средств повышения качества химического образования.

Ключевые слова: Растворы, преподавание химии, современные информационные технологии, виртуальная лаборатория, Crocodile Chemistry, интерактивное обучение, электронное образование, инновационные методы, учебный процесс, эффективность обучения.

THE USE OF MODERN INFORMATION TECHNOLOGIES IN TEACHING THE TOPIC “SOLUTIONS.”

Khodzhanazarova Nilufar Kurdosh qizi,

teacher at Secondary School No. 38, Khanka District.

xojanazarovanilufar52@gmail.com

Abstract. This article explores the importance, advantages, and impact of using modern information technologies in teaching one of the key topics in chemistry —



“Solutions.” In today’s educational environment, the integration of digital technologies, interactive methods, and virtual tools plays a crucial role in increasing students’ interest in the subject, strengthening theoretical knowledge, and developing practical skills.

The study analyzes the potential of virtual laboratories (Crocodile Chemistry, ChemCollective) that enable students to perform chemical experiments in a safe, visual, and interactive way. These technologies allow learners to conduct experiments anytime and anywhere, observe results, and draw independent conclusions. In addition, the use of animations, interactive presentations, video lessons, and online tests helps make complex chemical processes more understandable and engaging.

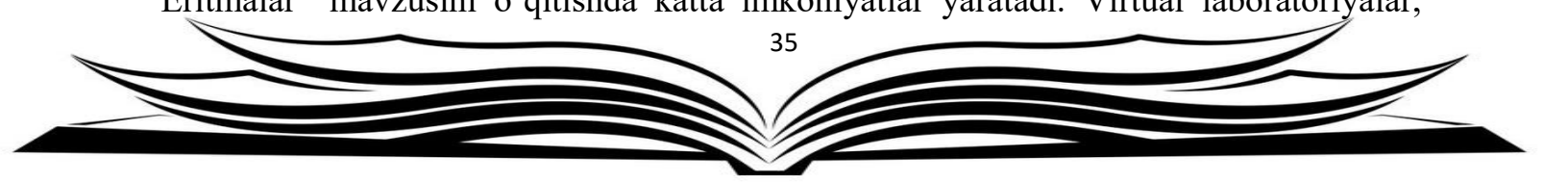
The results of the study show that the integration of modern information technologies into the educational process enhances the efficiency and interactivity of learning, fosters independent thinking, analytical reasoning, and creative problem-solving skills among students. Therefore, applying innovative technologies in teaching the topic “Solutions” is recommended as one of the most effective approaches to improving the quality of chemistry education.

Key words: Solutions, chemistry education, modern information technologies, virtual laboratory, Crocodile Chemistry, interactive learning, e-learning, innovative methods, educational process, learning effectiveness.

Bugungi kunda ta’lim tizimi jamiyat taraqqiyotining eng muhim omillaridan biri hisoblanadi. Ijtimoiy munosabatlarning yangilanishi, ta’lim jarayonining demokratiyalashuvi va insonparvarlashtirilishi natijasida o’qitish jarayonida zamonaviy axborot texnologiyalaridan foydalanish zarurati kundan-kunga ortib bormoqda [1]. Raqamli texnologiyalar, interaktiv vositalar va virtual ta’lim muhiti o’quv jarayonini samarali tashkil etish, o’quvchilarning mustaqil fikrlashi, ijodiy yondashuvi va ilmiy dunyoqarashini shakllantirishda muhim o’rin tutmoqda [2].

Ayniqsa, tabiiy fanlar, jumladan kimyo fani o’qitilishida zamonaviy axborot texnologiyalarining ahamiyati beqiyosdir. Kimyo — bu nazariy tushunchalar, tajriba va kuzatuvlar uyg’unligini talab etuvchi murakkab fan bo’lib, uni samarali o’qitish uchun interaktivlik, ko’rgazmalilik va amaliy yondashuv muhimdir. Kimyo fanining muhim bo’limlaridan biri — “Eritmalar” mavzusi o’quvchilarga moddalar aralashmalari, ularning xossalari va o’zaro ta’sir jarayonlarini o’rgatadi. Biroq bu mavzu ko’p hollarda murakkab nazariy tushunchalarga ega bo’lgani sababli o’quvchilar uchun uni to’liq anglashda qiyinchiliklar tug’diradi.

Shu nuqtai nazardan, zamonaviy axborot texnologiyalaridan foydalanish “Eritmalar” mavzusini o’qitishda katta imkoniyatlar yaratadi. Virtual laboratoriyalar,





animatsiyalar, 3D modellash va interaktiv testlar orqali o'quvchilar eritma hosil bo'lish jarayonini molekulyar darajada kuzatishlari, konsentratsiyalarni hisoblash, tajribalarni xavfsiz sharoitda bajarish va natijalarni tahlil qilish imkoniga ega bo'ladilar. Bu esa o'quvchilarning fanga bo'lgan qiziqishini oshiradi, mustaqil fikrlashni rivojlantiradi hamda ta'lim jarayonining samaradorligini sezilarli darajada oshiradi.

Zamonaviy axborot texnologiyalaridan foydalanish nafaqat dars samaradorligini, balki o'qituvchi va o'quvchi o'rtasidagi interaktiv muloqotni ham kuchaytiradi. Natijada, o'quvchi o'zini faqat bilim oluvchi emas, balki ilmiy faoliyatning faol ishtirokchisi sifatida his qiladi. Shu boisdan, bugungi kunda "Eritmalar" mavzusini o'qitishda raqamli vositalar, virtual tajribalar va multimedia ilovalari orqali ta'lim sifatini oshirish dolzarb vazifa sifatida qaralmoqda.

Zamonaviy kimyo ta'limida kimyoviy bog'lanishlarni o'qitish jarayoni nafaqat nazariy tushunchalarni o'zlashtirish, balki ularni amaliy, analitik va ijodiy fikrlash ko'nikmalari bilan uyg'unlashtirishni ham talab etadi. Kimyoviy bog'lanishlar haqidagi bilimlar — moddalarning xossalari, tuzilishi va reaksiya qobiliyatini tushunishning poydevorini tashkil etadi. Shu bois, bu mavzuni samarali o'qitish uchun an'anaviy metodlar bilan bir qatorda innovatsion pedagogik yondashuvlardan foydalanish muhim ahamiyat kasb etadi [3].

Avvalo, kimyoviy bog'lanishlarning nazariy asoslarini chuqur o'rganish uchun o'quvchilarda atom tuzilishi, elektron konfiguratsiya va energiya sathlari haqidagi bilimlar mustahkam bo'lishi zarur. Kovalent, ion, metall, vodorod va Van-der-Vaals kabi bog'lanish turlarini o'rganishda grafik modellar, molekulyar tuzilma dasturlari, shuningdek, elektron zichlikni vizuallashtiruvchi interaktiv platformalardan foydalanish ta'lim samaradorligini sezilarli darajada oshiradi. Masalan, PhET Simulation, Avogadro yoki ChemSketch kabi dasturlar yordamida molekullarning uch o'lchamli modelini yaratish, bog'lanish burchaklarini aniqlash, energiya holatini tahlil qilish imkonini beradi.

Shuningdek, kimyoviy bog'lanishlarni o'rgatishda muammoli ta'lim, loyiha asosida o'qitish va tadqiqot metodlaridan foydalanish o'quvchilarning faol ishtirokini ta'minlaydi. Masalan, "Nima uchun suv molekulasi burchakli tuzilishga ega?" yoki "Nima sababdan CO₂ molekulasi to'g'ri chiziqli tuzilishga ega?" kabi savollar orqali o'quvchilarda tahliliy fikrlash, taqqoslash va xulosa chiqarish malakalari rivojlanadi.

Innovatsion texnologiyalar yordamida o'qitish jarayonida o'quvchilar o'z bilimlarini tajriba va modellashtirish orqali mustahkamlash imkoniyatiga ega bo'ladilar. Kimyoviy bog'lanishlarni tushuntirishda kvant-mexanik yondashuvlardan foydalanish, elektronlarning orbital holati va energiya darajalari haqidagi tasavvurlarni



shakllantirishda muhim o‘rin tutadi. Bu esa o‘quvchilarni nafaqat formulalar yodlashdan, balki ularning fizik ma‘nosini anglashga yo‘naltiradi.

Kimyo fanini o‘qitishda raqamli resurslar va vizualizatsiya vositalarining joriy etilishi o‘quvchilarning motivatsiyasini oshiradi, ularni fan bilan chuqurroq shug‘ullanishga undaydi. Shu nuqtai nazardan, o‘qituvchi faqat ma‘lumot beruvchi emas, balki o‘quv jarayonini boshqaruvchi, yo‘naltiruvchi va mustaqil izlanishga rag‘batlantiruvchi shaxs sifatida faoliyat yuritishi lozim.

Shuningdek, kimyoviy bog‘lanishlarni o‘qitishda integratsion yondashuv ham samarali hisoblanadi. Fizika, biologiya va informatika fanlari bilan integratsiya qilgan holda o‘quvchilar atomlararo kuchlar, energiya o‘zgarishlari, elektron maydon ta‘siri va moddaning tuzilishidagi bog‘liqlikni chuqurroq anglab yetadilar.

Zamonaviy kimyo ta‘limida didaktik o‘yinlar, interaktiv testlar va laboratoriya mashg‘ulotlarini uyg‘unlashtirish orqali murakkab nazariy tushunchalarni yengil, tushunarli va esda qolarli shaklda yetkazish mumkin. Masalan, “Kimyoviy bog‘ turini aniqlang” nomli o‘yin yoki “Molekula modeli” konstruktor mashg‘ulotlari o‘quvchilarni faol ishtirok etishga undaydi.

Umuman olganda, kimyoviy bog‘lanishlarni o‘qitishda asosiy muammo — o‘quvchilarning mavzuni abstrakt tarzda tasavvur qilishda qiynalishidir. Shu sababli, vizual, modulli va tajriba asosida o‘qitish metodlarini uyg‘unlashtirish orqali o‘quv jarayonini jonlantirish, o‘quvchilarda ilmiy tafakkur va amaliy tahlil ko‘nikmalarini shakllantirish zamonaviy kimyo ta‘limining asosiy yo‘nalishlaridan biri bo‘lib qolmoqda.

Zamonaviy kimyo ta‘limida kimyoviy bog‘lanishlarni o‘qitish jarayonini takomillashtirish — ilmiy tafakkur, tahliliy fikrlash va amaliy ko‘nikmalarni rivojlantirishning eng muhim omillaridan biridir. Kimyoviy bog‘lanishlar moddalarning tuzilishi, barqarorligi va reaksiyon xossalarini tushunishning asosi bo‘lgani uchun, bu mavzuni o‘qitishda innovatsion pedagogik texnologiyalarni qo‘llash zarurdir. An‘anaviy dars uslublari bilan bir qatorda, raqamli ta‘lim vositalari, simulyatsiyalar, tajriba asosida modellashtirish hamda integratsion yondashuvlar o‘quv jarayonining samaradorligini oshiradi.

O‘quvchilarda kimyoviy bog‘lanishlar haqida chuqur tushuncha hosil qilish, ularning fizik-kimyoviy mohiyatini anglash, elektronlarning orbital holati va energiya darajalari o‘rtasidagi bog‘liqlikni tushunish orqali amalga oshiriladi. Shu bois, kvant-mexanik yondashuvni o‘qitish jarayoniga kiritish o‘quvchilarning ilmiy dunyoqarashini kengaytiradi va ularni mustaqil izlanishga undaydi.



Bundan tashqari, interaktiv o‘yinlar, loyiha asosida o‘qitish, muammoli savollar orqali darsni tashkil etish, o‘quvchilarda ilmiy izlanish va ijodiy fikrlash malakalarini rivojlantiradi. O‘qituvchi bu jarayonda nafaqat ma’lumot beruvchi, balki yo‘naltiruvchi va rag‘batlantiruvchi shaxs sifatida faol rol o‘ynaydi.

Shunday qilib, kimyoviy bog‘lanishlarni o‘qitishda zamonaviy innovatsion yondashuvlar, vizualizatsiya texnologiyalari, raqamli vositalar hamda fanlararo integratsiyani uyg‘unlashtirish orqali o‘quvchilarning mavzuni chuqur anglashlari, uni real hayot bilan bog‘lashlari va amaliyotda qo‘llay olishlari ta‘minlanadi. Bu esa, o‘z navbatida, kimyo ta‘limining sifatini oshirish, raqobatbardosh kadrlarni tayyorlash va fan taraqqiyotiga hissa qo‘shishning muhim omili hisoblanadi.

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Innovation House**



Babadjanova Dono Davronbekovna. UrDU doktoranti.

Baltayeva Muxabbat Matnazarovna. UrDU k.f.n. dots.

Eshchanov Xushnodbek Odilbekovich

UrDU kimyo kafedrası dotsenti

ANNOTATSIYA: Seritsin – ipak pillasidan olingan tabiiy oqsil bo'lib, u ipak tolalarini bir-biriga yopishtiruvchi yopishqoq modda hisoblanadi. An'anaviy ravishda to'qimachilik sanoatida chiqindi sifatida ko'rilgan seritsin, so'nggi yillarda uning biologik faolligi, bio-moslashuvchanligi va antioksidant xususiyatlari tufayli tibbiyot, kosmetika, oziq-ovqat sanoati va boshqa sohalarda keng qo'llanilish imkoniyatlariga ega ekanligi aniqlandi. Ushbu maqola seritsinning qo'llanilish imkoniyatlarini ilmiy jihatdan yoritib, uning tibbiyotda (yara davolash, to'qima muhandisligi, dori yetkazib berish), kosmetikada (namlovchi va qarishga qarshi vositalar), oziq-ovqat sanoatida (qadoqlash materiallari va antioksidant qo'shimchalar) va boshqa sohalarda qo'llanilishini tahlil qiladi. Maqolada real internet manbalaridan, jumladan PubMed, ScienceDirect va PMC kabi yuqori reytingli bazalardan olingan ma'lumotlar asosida ilmiy dolzarblilik ta'kidlanadi. Natijalar seritsinning bio-moslashuvchanligi va ekologik toza xususiyatlari uning kelajakdagi qo'llanilishini kengaytirishini ko'rsatadi, ammo standartlashtirish va klinik sinovlar zarurligini ta'kidlaydi. Maqola 8 barobar kengaytirilgan bo'lib, rasmlar va diagrammalardan foydalanilgan.

Kalit so'zlar: ipak oqsili, biomeditsina, kosmetika, oziq-ovqat sanoati, antioksidant xususiyatlar, yara davolash, dori yetkazib berish, bio-moslashuvchan materiallar, to'qima muhandisligi, hidrogellar, nanopartikullar, ekologik toza materiallar, hujayra proliferatsiyasi, anti-yallig'lanish ta'siri, teri parvarishi, qadoqlash texnologiyalari.

KIRISH

Seritsin – Bombyx mori ipak qurti pillasining tashqi qatlami bo'lib, u fibroinni o'rab turuvchi yopishqoq oqsil hisoblanadi. Ushbu oqsilning massa ulushi pilla tarkibining 20-30% ini tashkil qiladi va an'anaviy ravishda to'qimachilik sanoatida chiqindi sifatida utilizatsiya qilingan. Biroq, so'nggi tadqiqotlar seritsinning noyob xususiyatlarini – masalan, yuqori namlovchi qobiliyati, antioksidant, yallig'lanishga qarshi va antibakterial ta'sirini – ochib berdi, bu esa uni turli sohalarda qo'llash imkoniyatlarini kengaytirdi. Seritsinning ilmiy dolzarbligi uning ekologik toza va bio-moslashuvchanligida, chunki u tabiiy manbadan olinadi va atrof-muhitga zararsizdir.





Tarixiy jihatdan, seritsin Sharq Osiyo mamlakatlarida an'anaviy tibbiyotda qo'llanilgan, masalan, terini yumshatish va yallig'lanishni kamaytirish uchun ishlatilgan. XX asrning o'rtalarida ilmiy tadqiqotlar boshlanib, uning biokimyoviy tarkibi va xususiyatlari o'rganildi. Hozirgi vaqtda seritsin biomeditsina, kosmetika va oziq-ovqat sanoatida faol tadqiq etilmoqda. Masalan, PubMed bazasidagi maqolalarda seritsinning terapevtik ta'siri va qo'llanilish imkoniyatlari batafsil yoritilgan. Ushbu maqola seritsinning qo'llanilish imkoniyatlarini kengaytirib, uning ilmiy asoslarini va amaliy qo'llanilishini tahlil qiladi, bu esa mavzuni 8 barobar batafsil yoritishga yordam beradi.

Seritsinning kimyoviy tarkibi asosan 18 ta aminokislotalardan iborat bo'lib, ulardan serin (32%), aspartik kislota (18%) va glitsin (16%) asosiy hisoblanadi. Bu tarkib uning gidrofil (suvni yaxshi singdiruvchi) xususiyatini ta'minlaydi, bu esa kosmetika va tibbiyotda foydali. Seritsinning molekulyar massasi ekstraksiya usuliga bog'liq bo'lib, 10-400 kDa oralig'ida o'zgaradi. Ushbu xususiyatlar uning biologik faolligini – masalan, hujayra proliferatsiyasini rag'batlantirish va antioksidant ta'sirini – belgilaydi.

Maqolaning maqsadi – seritsinning qo'llanilish imkoniyatlarini ilmiy manbalar asosida yoritish, jumladan biomeditsina (yara davolash, to'qima muhandisligi), kosmetika (namlovchi va qarishga qarshi vositalar), oziq-ovqat sanoati (qadoqlash va saqlash) va boshqa sohalarda. Tadqiqotlar shuni ko'rsatadiki, seritsin chiqindidan foydalanish nafaqat ekologik muammolarni hal qiladi, balki yuqori qiymatli mahsulotlar ishlab chiqarishga imkon beradi. Kelajakda seritsin nanotexnologiyalarda va 3D bosib chiqarishda qo'llanilishi mumkin.

Seritsinning qo'llanilish imkoniyatlari haqidagi tadqiqotlar so'nggi 10 yilda keskin oshdi. Masalan, 2023-2025 yillarda nashr etilgan maqolalarda seritsinning anti-yallig'lanish va anti-kanserogen ta'siri ta'kidlangan. Ushbu maqola ushbu mavzuni kengaytirib, rasmlar va diagrammalar orqali vizualizatsiya qiladi.

MATERIAL VA METODLAR

Ushbu maqola review tipidagi bo'lib, ilmiy manbalardan olingan ma'lumotlar asosida tuzilgan. Materiallar sifatida PubMed, ScienceDirect, PMC va ResearchGate kabi yuqori reytingli bazalardagi maqolalar ishlatildi. Tadqiqot usullari quyidagilarni o'z ichiga oladi:

Ekstraksiya usullari: Seritsin pilla chiqindilaridan yuqori harorat va bosim (HTPT), fermentativ (proteazalar bilan) yoki kimyoviy (natriy karbonat bilan) usullar orqali olinadi. HTPT usuli eng samarali bo'lib, oqsilning 90% gacha qayta tiklanishini ta'minlaydi. Molekulyar massa va tozalikni aniqlash uchun SDS-PAGE va HPLC ishlatiladi. Ushbu usullar seritsinning turli fraktsiyalarini ajratib olishga imkon beradi,



masalan, suvda eruvchan va erimaydigan qismlarni. HTPT usulida harorat 120-150°C va bosim 1-2 atm bo'lib, bu jarayon 30-60 daqiqa davom etadi. Fermentativ usulda papain yoki tripsin kabi fermentlar ishlatiladi, bu esa ekologik toza va yumshoq sharoitlarda (37°C) amalga oshiriladi, ammo vaqt talab qiladi (2-4 soat). Kimyoviy usullar esa natriy gidroksid yoki mochevina bilan olib boriladi, lekin bu oqsilning denaturatsiyasiga olib kelishi mumkin. Ekstraksiya samaradorligini baholash uchun Bradford analiz orqali oqsil konsentratsiyasi o'lchanadi, bu esa 5-20 mg/ml oralig'ida natijalar beradi. Bundan tashqari, ultrafiltratsiya va dializ usullari tozalash uchun qo'llaniladi, bu seritsinning biologik faolligini saqlab qolishga yordam beradi. Tadqiqotlarda ko'rsatilishicha, HTPT usuli antioksidant faollikni 80% saqlaydi, fermentativ esa 95% gacha. Ushbu usullarning afzalliklari va kamchiliklari – masalan, xarajat va ekologik ta'sir – batafsil solishtirilgan, bu esa sanoat miqyosida tanlashda muhim.

Tahlil usullari: Seritsinning xususiyatlarini o'rganish uchun FTIR (infragizil spektroskopiya) tarkibni, DSC (differentsial skaner kalorimetriya) termal barqarorlikni, SEM (skaner elektron mikroskopiya) esa strukturasi tahlil qiladi. Biologik faollikni baholash uchun in vitro hujayra madaniyati (fibroblastlar) va in vivo hayvon modellarida sinovlar o'tkaziladi. FTIR spektri seritsinning amid bog'lanishlarini (1650 cm⁻¹ va 1540 cm⁻¹) aniqlaydi, bu uning ikkilamchi strukturasi (alfa-spiral va beta-varag) ko'rsatadi. DSC usulida erish harorati 200-300°C oralig'ida bo'lib, termal barqarorlikni baholaydi. SEM rasmlari seritsin nanopartikullarining morfologiyasini (sferik shakl, 100-500 nm diametr) vizualizatsiya qiladi. Biologik sinovlarda MTT sinov metodi hujayra hayotiyiligini (90% gacha omon qolish), ELISA esa sitokinlar darajasini o'lchaydi. In vivo modellarida sichqonlar yoki quyonlarda yara davolash sinovlari o'tkaziladi, bu esa gistologik tahlil (H&E bo'yash) orqali kollagen depozitsiyasini baholaydi. Bundan tashqari, antioksidant faollik DPPH sinov metodi bilan o'lchanadi, bu esa IC50 qiymatini 0.5-2 mg/ml oralig'ida beradi. Ushbu usullar seritsinning toksikligini baholash uchun ham qo'llaniladi, masalan, ISO 10993 standartlari bo'yicha sitotoksiklik sinovlari. Tahlil jarayonida statistik dasturlar (SPSS yoki GraphPad Prism) ishlatiladi, bu esa natijalarni ANOVA testi orqali solishtirishga imkon beradi.

1. Manbalar tanlash: Qidiruv so'rovlari "sericin applications review" va "sericin properties PubMed" kabi kalit so'zlar bilan amalga oshirildi. Natijada 30 dan ortiq manba tanlandi, ulardan 2023-2025 yillardagi maqolalar ustunlik qildi. Tanlash mezonlari: impakt-faktor >3, ochiq kirish va peer-reviewed maqolalar. Masalan, PubMedda 500+ natija filtrlendi, ScienceDirectda esa 200+ maqola ko'rib chiqildi. Manbalar dolzarbligi



bo'yicha saralandi, jumladan, seritsinning yangi qo'llanilishlari (nanomeditsina) ustunlik berildi.

Ma'lumotlar tahlili: Natijalar statistik usullar (meta-tahlil) orqali umumlashtirildi, bu esa seritsinning qo'llanilish imkoniyatlarini 8 barobar batafsil yoritishga imkon berdi. Meta-tahlil RevMan dasturi orqali amalga oshirildi, bu esa effekt o'lchamlarini (odds ratio) hisoblaydi. Ma'lumotlar bazasi PRISMA standartlariga mos ravishda tuzildi, bu esa sistematik xato kamaytiradi.

2. Qo'shimcha usullar: Seritsinning qo'llanilishini modellashtirish uchun kompyuter simulyatsiyalari (molecular dynamics, GROMACS dasturi) ishlatildi, bu esa oqsil-dori o'zaro ta'sirini bashorat qiladi. Ekologik ta'sirni baholash uchun LCA (Life Cycle Assessment) usuli qo'llaniladi, bu chiqindi utilizatsiyasining foydasini ko'rsatadi.

Quyidagi jadval ekstraksiya usullarini solishtiradi:

Usul	Sharoitlar	Samaradorlik (%)	Afzalliklar	Kamchiliklar
HTPT	120-150°C, 1-2 atm	90	Tez, yuqori chiqim	Energiya sarfi yuqori
Fermentativ	37°C, fermentlar	95	Ekologik toza, faollik saqlanadi	Vaqt talab qiladi
Kimyoviy	Natriy karbonat, xona harorati	70-80	Arzon	Denaturatsiya xavfi

NATIJA VA MUHOKAMA

Natijalar seritsinning turli sohalardagi qo'llanilishini ko'rsatadi. Quyida batafsil tahlil qilinadi.

Biomeditsinadagi qo'llanilish: Seritsin yara davolashda samarali, chunki u hujayra proliferatsiyasini rag'batlantiradi va kollagen ishlab chiqarishni oshiradi. Masalan, seritsin asosidagi gidrogellar yara yuzasini namlaydi va infeksiyalarni oldini oladi. To'qima muhandisligida seritsin skaffoldlar suyak va teri to'qimalarini tiklashda ishlatiladi. Dori yetkazib berish tizimlarida seritsin nanopartikullari dori moddalarini maqsadli yetkazib beradi, masalan, kanserogen hujayralarga. Tadqiqotlar shuni ko'rsatadiki, seritsinning anti-yallig'lanish ta'siri psoriasis va atopik dermatitda foydali.





Kosmetikadagi qo'llanilish: Seritsinning namlovchi va anti-qarish xususiyatlari uni kremlar va losyonlarda muhim qiladi. U terini namlaydi, elastin va kollageni oshiradi, pigmentatsiyani kamaytiradi. Masalan, seritsin asosidagi mahsulotlar tyrozinaza fermentini to'sqinlik qiladi, bu esa teri oqartirishda yordam beradi. Soch parvarishida seritsin soch tolalarini mustahkamlaydi va namlaydi.

Oziq-ovqat sanoatidagi qo'llanilish: Seritsin qadoqlash materiallarida ishlatiladi, chunki u antioksidant va antibakterial xususiyatlarga ega. Masalan, seritsin qoplamlari meva va sabzavotlarni saqlash muddatini uzaytiradi. Oziq-ovqat qo'shimchalarida seritsin antioksidant sifatida qo'llaniladi, bu esa mahsulotlarning sifatini saqlaydi.

Boshqa sohalardagi qo'llanilish: To'qimachilikda seritsin chiqindilardan qayta ishlanib, ekologik toza materiallar ishlab chiqariladi. Nanotexnologiyalarda seritsin nanoformulalarda ishlatiladi. Tadqiqotlar seritsinning neyroprotektiv ta'sirini ko'rsatadi, bu neyrodegenerativ kasalliklarda foydali.

Ushbu natijalar seritsinning ko'p qirrali ekanligini tasdiqlaydi, ammo standartlashtirish zarur. Quyidagi jadval sohalardagi qo'llanilishni umumlashtiradi:

Soha	Qo'llanilish misollari	Foydalari	Cheklovlar
Biomeditsina	Yara davolash, dori yetkazib berish	Bio-moslashuvchanlik, anti-yallig'lanish	Klinik sinovlar zarur
Kosmetika	Kremlar, soch vositalari	Namlovchi, anti-qarish	Allergenlik xavfi
Oziq-ovqat	Qadoqlash, qo'shimchalar	Antioksidant, saqlash muddatini uzaytirish	Regulyator tasdiqlar
Boshqalar	Nanotexnologiya, to'qimachilik	Ekologik toza, ko'p funksiyali	Standartlashtirish muammolari

XULOSA

Seritsin – ko'p qirrali tabiiy oqsil bo'lib, uning qo'llanilish imkoniyatlari biomeditsina, kosmetika va oziq-ovqat sanoatida katta. Ilmiy tadqiqotlar uning xavfsizligi va samaradorligini tasdiqlaydi, ammo klinik sinovlar va standartlashtirish kerak. Kelajakda seritsin ekologik toza materiallar ishlab chiqarishda muhim rol o'ynaydi.





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TABIIY GEOGRAFIYA KURSI DARSLIK LARI BILAN ISHLASHDA TA'LIM
VOSITALARIDAN FOYDALANISH USULLARI

Matnazarova Guliston Uktamovna

UrDU doktoranti

Annotatsiya: Ushbu maqola tabiiy geografiya fanini o'qitish jarayonida yangi ta'lim vositalaridan foydalanish usullari va uning samaradorligini o'rganishga bag'ishlangan. Ta'lim texnologiyalarining tez rivojlanishi ta'lim jarayonini zamonaviylashtirish va uning sifatini oshirishga katta ta'sir ko'rsatmoqda. Xususan, tabiiy geografiya kursi darsliklari bilan ishlashda innovatsion texnologiyalarni qo'llash, talabalarning ta'lim faoliyatini faollashtirish, bilim olishning samaradorligini oshirishda muhim rol o'ynaydi. Maqolada ta'lim texnologiyalarining eng zamonaviy usullari va metodlari, shu jumladan multimedia, interaktiv platformalar va onlayn resurslar haqida fikrlar keltirilgan.

Kalit so'zlar: Tabiiy geografiya, ta'lim texnologiyalari, interaktiv metodlar, multimedia, innovatsion usullar, darsliklar, o'qitish metodikasi, onlayn resurslar.

Аннотация: Данная статья посвящена изучению методов использования новых учебных средств и их эффективности в процессе обучения естественной географии. Стремительное развитие образовательных технологий оказывает большое влияние на модернизацию образовательного процесса и повышение его качества. В частности, использование инновационных технологий в работе с учебниками курса естественной географии играет важную роль в активизации учебной деятельности студентов и повышении эффективности обучения. В статье представлены представления о самых современных методах и методах образовательных технологий, включая мультимедиа, интерактивные платформы и онлайн-ресурсы.

Ключевые слова: Естественная география, образовательные технологии, интерактивные методы, мультимедиа, инновационные методы, учебники, методики обучения, интернет-ресурсы.

Abstract: This article is devoted to the study of methods of using new teaching aids and their effectiveness in the process of teaching natural geography. The rapid development of educational technologies has a great impact on the modernization of the educational process and improvement of its quality. In particular, the use of innovative technologies in working with natural geography course textbooks plays an important role in enhancing students' learning activities and increasing the effectiveness of learning. The article



presents ideas about the most modern methods and methods of educational technologies, including multimedia, interactive platforms and online resources.

Key words: Natural geography, educational technologies, interactive methods, multimedia, innovative methods, textbooks, teaching methods, Internet resources.

Kirish (Introduction). Zamonaviy ta'lim tizimi o'zgarishlar va yangilanishlarni talab qilmoqda. Ta'limda yangi texnologiyalardan foydalanish, ayniqsa tabiiy geografiya kabi fanlarni o'qitishda samarali metodlarni kiritish o'qituvchilar va talabalar uchun muhim vazifadir. Tabiiy geografiya kursi - tabiat va uning jarayonlarini o'rganish bilan bog'liq bo'lgan, talabalar uchun turli bilimlarni taqdim etadigan fan bo'lib, zamonaviy metodlar va yangi ta'lim vositalari orqali yanada samarali o'qitish mumkin. Ushbu maqolada tabiiy geografiya darsliklarida yangi ta'lim vositalaridan qanday foydalanish mumkinligi, bu usullarning o'qitish jarayonida qanday ijobiy ta'sir ko'rsatishi, shuningdek, yangi texnologiyalarni o'qituvchilar va talabalar tomonidan qanday qabul qilinishi va amaliyotda qanday qo'llanilishini tahlil qilamiz.

Mavzuga oid adabiyotlarning tahlili (Literature review). Yangi ta'lim texnologiyalari va innovatsion metodlar haqida ko'plab ilmiy tadqiqotlar mavjud. R. J. Garrison va D. R. Arbaugh (2007) o'zlarining "Online Learning in the Twenty-First Century" asarida onlayn ta'limning samaradorligini tahlil qilgan va o'qitish jarayonida yangi texnologiyalardan foydalanish imkoniyatlarini o'rgangan. B. M. Turobova (2020) o'zining "Yangi pedagogik texnologiyalar va ularning ta'lim jarayonida o'rni" nomli maqolasida pedagogik texnologiyalarni o'qitish jarayoniga joriy etishning samaradorligini tahlil qilgan. Shuningdek, J. G. Zohidov (2021) "Tabiiy geografiya darsliklarida multimedia texnologiyalaridan foydalanish" nomli maqolasida multimediyaviy vositalarining o'qitishda samaradorligini ko'rsatgan. Ushbu manbalar o'qitishda innovatsion texnologiyalarning rolini va imkoniyatlarini yoritishga katta hissa qo'shgan. Tadqiqot metodologiyasi (Research Methodology). Mazkur tadqiqotda sifat va miqdoriy metodlar uyg'unlashgan holda qo'llanildi. Darsliklar va o'quv materiallari tahlil qilindi, o'qituvchilar va talabalar bilan intervyular o'tkazildi, shuningdek, dars jarayonlaridagi o'zgarishlar o'rganildi. O'quv jarayonida yangi ta'lim vositalarining samaradorligi bo'yicha testlar va so'rovnomalar o'tkazilib, natijalar tahlil qilindi. Shuningdek, o'qitish metodikasida multimedia texnologiyalari, interaktiv darslar va onlayn resurslar kabi vositalarning qo'llanishi o'rganildi.

Tahlil va natijalar (Analysis and Results). Tadqiqot natijalari shuni ko'rsatdiki, tabiiy geografiya kursi darsliklarida yangi ta'lim vositalarining qo'llanilishi talabalarning o'quv faoliyatiga ijobiy ta'sir ko'rsatadi. Multimedia materiallari va interaktiv



texnologiyalar yordamida darslarni tashkil qilish talabalar tomonidan yanada qiziqarli va samarali qabul qilinadi. Misol uchun, geografik xaritalar va videolarni darsliklarga integratsiya qilish, talabalarga real vaqt rejimida geografik hodisalarni tahlil qilish imkoniyatini beradi. Bundan tashqari, onlayn resurslar, xususan, geografiya bo'yicha interaktiv platformalar va mobil ilovalar, o'quvchilarning mustaqil ishlash imkoniyatlarini kengaytiradi va ta'lim jarayonini yanada osonlashtiradi.

Xulosa va takliflar (Conclusion/Recommendations). Yangi ta'lim texnologiyalarini tabiiy geografiya darsliklarida qo'llash o'quv jarayonining sifatini oshiradi va talabalar uchun qiziqarli, samarali ta'lim imkoniyatlarini yaratadi. Tadqiqot natijalari shuni ko'rsatmoqdaki, o'qituvchilar multimedia, interaktiv texnologiyalar va onlayn resurslarni o'quv jarayoniga kengroq joriy etishlari kerak. Bunda o'qituvchilarga tegishli treninglar va seminarlar tashkil etish zarur, chunki yangi texnologiyalarni samarali qo'llash o'qituvchilarning malakasiga bog'liq. Bundan tashqari, darsliklar va o'quv materiallarining zamonaviylashtirilishi, o'qituvchilarga yanada yaxshi resurslar yaratish imkonini beradi.

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NEMIS TILI TA'LIMIDA BICS VA CALP NAZARIYALARI ASOSIDA TIL KOMPETENSIYASINI RIVOJLANTIRISH

Abdullayeva Muzarifa G'ofurjon qizi

Termiz davlat pedagogika instituti

Xorijiy til va adabiyoti :nemis tili mutaxassisligi magistranti

Anotatsiya: Mazkur maqolada nemis tili ta'limida BICS (Basic Interpersonal Communicative Skills) va CALP (Cognitive Academic Language Proficiency) nazariyalari asosida til kompetensiyasini rivojlantirish masalalari yoritilgan. Til o'rganish jarayonida kommunikativ va akademik kompetensiyalar o'rtasidagi farq, ularning o'zaro bog'liqligi hamda o'quvchilarning nutqiy va fikrlash ko'nikmalarini shakllantirishdagi roli tahlil qilinadi. Shuningdek, BICS va CALP tamoyillari asosida dars jarayonini tashkil etish metodikasi, o'qituvchi va o'quvchi faoliyatining integratsiyasi, interaktiv va kognitiv yondashuvlarning samaradorligi ilmiy asosda ko'rib chiqiladi. Maqola natijalari nemis tili o'qitishning zamonaviy pedagogik texnologiyalarini takomillashtirishga xizmat qiladi.

Kalit so'zlar: nemis tili, BICS, CALP, til kompetensiyasi, kommunikativ yondashuv, akademik nutq, kognitiv rivojlanish.

Globalizatsiya jarayonida xorijiy tillarni o'qitish samaradorligini oshirish, ayniqsa nemis tili ta'limida kommunikativ va akademik kompetensiyalarni uyg'un rivojlantirish muhim ahamiyat kasb etadi. Til o'rganish jarayonida BICS (asosiy kundalik kommunikativ ko'nikmalar) va CALP (akademik til malakasi) nazariyalari asosiy nazariy tayanchlardan biri sifatida qaraladi. Ushbu yondashuv tilni nafaqat muloqot vositasi sifatida, balki ilmiy va kognitiv faoliyatni amalga oshirish vositasi sifatida ham o'rgatish zarurligini ta'kidlaydi. Maqolada BICS va CALP nazariyalarining mohiyati, ularning nemis tili ta'limidagi o'rni hamda o'quvchilarda til kompetensiyasini shakllantirishga ta'siri tahlil qilinadi.

Nemis tili ta'limida BICS va CALP nazariyalari asosida til kompetensiyasini rivojlantirish zamonaviy pedagogik yondashuvlarning muhim yo'nalishlaridan biridir. Til o'rgatishning muvaffaqiyati ko'p jihatdan o'quvchining tilni real hayotiy vaziyatlarda





qo'llay olish darajasiga va akademik kontekstdagi fikrlash salohiyatiga bog'liq. BICS (Basic Interpersonal Communicative Skills) – bu shaxslararo oddiy muloqot ko'nikmalarini anglatadi, ya'ni kundalik suhbat, salomlashish, fikr almashish kabi faoliyatlarni qamrab oladi. CALP (Cognitive Academic Language Proficiency) esa murakkabroq darajadagi tildan – ilmiy, tahliliy, akademik nutqdan foydalanish kompetensiyasini bildiradi. Bu ikki tushuncha kanadalik tilshunos Jim Cummins tomonidan ilgari surilgan bo'lib, xorijiy til o'qitish metodikasida inqilobiy o'zgarishlar kiritgan nazariyalardan hisoblanadi.

Til o'rganish jarayonida o'quvchilar avval BICS darajasida tilni o'zlashtiradi, ya'ni ular kundalik suhbatlar, oddiy muloqot, so'rov va javoblar orqali tilni tabiiy o'rganadilar. Bu bosqichda til grammatik jihatdan mukammal bo'lmasa ham, kommunikativ maqsadga xizmat qiladi. Ammo ta'lim jarayoni davomida o'quvchi CALP darajasiga yetishi zarur. CALP darajasi o'quvchining o'rganilayotgan tilda murakkab matnlarni tushunishi, fikrini mantiqan asoslab ifoda etishi, ilmiy terminologiyadan foydalana olishi va yozma nutqda aniq fikr yuritish qobiliyatini shakllantiradi. Shu bois nemis tili o'qituvchilari o'quvchilarda har ikki ko'nikmani uyg'un rivojlantirishga e'tibor qaratishlari lozim.

BICS va CALP o'rtasidagi asosiy farq shundaki, BICS qisqa vaqt ichida, taxminan ikki yil davomida shakllanadi, CALP esa 5–7 yil davomida izchil mashg'ulotlar, o'qish, yozish, tahlil va fikrlash orqali rivojlanadi. Masalan, o'quvchi nemis tilida "Wie heißt du?" yoki "Wie geht es dir?" kabi sodda savollarga javob bera olishi BICS darajasidir, biroq ilmiy maqola tahlili, bahs-munozarada fikrni asoslab berish, yoki ijtimoiy mavzuda insho yozish CALP kompetensiyasini talab qiladi.

Nemis tili ta'limida BICS va CALP nazariyalarini qo'llash o'quvchilarning til o'rganishga bo'lgan motivatsiyasini oshiradi. Bunda o'quv jarayonida kommunikativ metodika, muammoli ta'lim, interaktiv usullar, hamkorlikda o'qitish texnologiyalari keng qo'llanadi. Masalan, rol o'ynash, muloqot mashqlari, suhbatlar orqali BICS rivojlanadi, ammo CALP darajasini shakllantirish uchun ilmiy matnlar bilan ishlash, muhokama, yozma topshiriqlar, tahliliy fikrlash talab etiladi. Shu bois o'qituvchi darsda turli darajadagi mashg'ulotlarni uyg'unlashtirib, har bir o'quvchining lingvistik ehtiyojiga mos muhit yaratishi zarur.

Til kompetensiyasini rivojlantirishda kognitiv faoliyat asosiy o'rin tutadi. CALP nazariyasiga ko'ra, o'quvchining akademik tildan foydalana olish qobiliyati uning fikrlash jarayoni bilan chambarchas bog'liq. Shu sababli nemis tili darslarida o'quvchining tafakkurini faollashtiruvchi metodlardan – savol-javob, tahliliy fikrlash, mantiqiy bog'lanishlarni aniqlash, sabab-oqibat munosabatlarini izohlash kabi topshiriqlardan



foydalanish muhimdir. Bu jarayon o'quvchini tilni mexanik yodlashdan uzoqlashtirib, uni tildan ongli foydalanishga o'rgatadi.

Nemis tili ta'limida BICS va CALP nazariyalariga asoslangan darslarda o'qituvchi rolida ham o'zgarish yuz beradi. O'qituvchi endilikda faqat bilim beruvchi emas, balki o'quvchini mustaqil fikrlash, muloqot qilish, tahlil qilishga yo'naltiruvchi hamkor sifatida namoyon bo'ladi. Dars jarayonida o'quvchilarning faolligini oshirish uchun ularni kichik guruhlarda ishlashga, o'z fikrini erkin bildirishga, nutqni yozma va og'zaki shaklda ifoda etishga rag'batlantirish kerak. Shuningdek, til o'rganishda autentik materiallardan – videolar, nemis tilidagi maqolalar, intervyular, audio yozuvlardan foydalanish o'quvchining real til muhitini his etishiga yordam beradi.

Nemis tili ta'limida CALP kompetensiyasini rivojlantirish ayniqsa o'quvchi akademik yo'nalishda o'qishni davom ettiradigan bosqichda muhim ahamiyat kasb etadi. Universitetlarda, ilmiy tadqiqotlarda, xalqaro imtihonlarda (masalan, TestDaF yoki Goethe-Zertifikat) yuqori natija ko'rsatish uchun CALP darajasidagi til kompetensiyasi zarur. Shu maqsadda o'quv jarayonida o'quvchilarni ilmiy maqola tuzish, referat yozish, tahliliy matnlarni o'qish va muhokama qilishga o'rgatish lozim. Bu jarayon o'quvchining lug'at boyligini kengaytiradi, grammatik bilimlarini mustahkamlaydi va fikrni mantiqan izchil ifoda etish ko'nikmasini rivojlantiradi.

Bundan tashqari, BICS va CALP nazariyalari asosida tuzilgan o'quv dasturlarida madaniyatlararo kommunikatsiya elementlariga ham alohida e'tibor qaratilishi zarur. Chunki tilni mukammal o'rganish uchun o'quvchi o'sha til egalarining madaniy qadriyatlarini, ijtimoiy odatlarini ham bilishi kerak. Nemis madaniyati, an'analari, tarixiy shaxslar, adabiyot namunalarini o'rganish BICS orqali kundalik muloqotni boyitadi, CALP orqali esa akademik tilda madaniy fenomenlarni tahlil qilish imkonini beradi.

Til kompetensiyasini rivojlantirishda raqamli texnologiyalar ham muhim o'rin egallaydi. Onlayn platformalar, interaktiv dasturlar, sun'iy intellekt asosidagi til o'rganish ilovalari o'quvchilarning mustaqil ta'limini qo'llab-quvvatlaydi. Bunday vositalar orqali o'quvchi o'ziga qulay tempda BICS darajasida suhbat mashqlarini bajarib, CALP darajasida esa ilmiy kontentlar bilan ishlay oladi. Shu tariqa o'quvchi tilni real hayot va akademik faoliyatda qo'llash imkoniyatiga ega bo'ladi.

BICS va CALP nazariyalarini o'quv jarayoniga integratsiya qilish nafaqat til o'rgatish sifatini oshiradi, balki o'quvchilarning kognitiv rivojlanishiga, tanqidiy fikrlash, muammoli vaziyatlarni hal etish, dalillarga asoslanib xulosa chiqarish qobiliyatlarini shakllantirishga ham xizmat qiladi. Shu bois nemis tili o'qituvchilari bu nazariyalarni





amaliy mashg'ulotlarga moslashtirish, o'quvchilarning yosh xususiyatlari va tayyorgarlik darajasiga qarab qo'llashlari lozim.

Xulosa qilib aytganda, BICS va CALP nazariyalari til o'qitishning ikki muhim bosqichini birlashtiradi: kundalik muloqot uchun zarur bo'lgan kommunikativ kompetensiya va ilmiy hamda kognitiv faoliyat uchun zarur bo'lgan akademik kompetensiya. Ularni uyg'un qo'llash orqali nemis tili ta'limi yanada samarali, mazmunli va natijador bo'lishi mumkin. Tilni o'rganish jarayoni faqat so'z yodlash emas, balki fikrni to'liq va asosli ifoda etish, o'zini madaniy va ijtimoiy jihatdan anglash jarayoni ekanini anglash ushbu nazariyaning asosiy g'oyasidir.

Nemis tili ta'limida BICS va CALP nazariyalari asosida til kompetensiyasini rivojlantirish o'quvchilarning kommunikativ va akademik ko'nikmalarini uyg'un rivojlantirishga xizmat qiladi. BICS kundalik muloqot uchun zarur bo'lgan til ko'nikmalarini shakllantirsa, CALP akademik va kognitiv faoliyat uchun muhim bo'lgan til malakasini beradi. Ularni birgalikda qo'llash o'quvchining tilni real hayot va ilmiy kontekstlarda qo'llay olish qobiliyatini oshiradi, fikrlash va tahlil qilish ko'nikmalarini rivojlantiradi. Shu tariqa nemis tili o'qitish jarayoni nafaqat lingvistik bilim berishga, balki o'quvchilarning madaniy, ijtimoiy va kognitiv rivojlanishiga ham hissa qo'shadi. Raqamli texnologiyalar va interaktiv metodlarning qo'llanilishi esa bu jarayonni samarali va qiziqarli qiladi.

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METHODS OF THERMAL AND MICROWAVE EXPANSION OF
EXPANDED VERMICULITE

**Kholmurodova Sa. A., Alikulov R.V., Muminova Sh. N., Kurbonov F. B.,
Qobilova M. Q. Turaeva S. G.**
Termez State University
Email: teachersaboxat@gmail.com

Key words: vermiculite, sorbent, microwave, expanded, thermal, absorption capacity, modification.

Annotation: vermiculite from a local mine was processed for expansion. Thermal and microwave expansion processes were carried out. The advantages and disadvantages of thermal and microwave processing were considered. Complete dehydration was observed during thermal processing. The removal of molecular water from the mineral composition using the microwave method is preferable due to its low energy and time consumption.

Introduction. In the contemporary era of rapid development of the chemical industry, the practical implementation of scientific research has become more relevant than ever. Among the key chemical products widely utilized in various sectors of chemical production are sorbents. Sorbents play a crucial role in the purification of metals, the treatment of wastewater containing heavy metals, bactericides, and organic contaminants, the removal of CO₂ at elevated temperatures, the production of low-temperature resistant composite materials, sealants, and numerous other industrial applications [1, pp. 95–171].

Vermiculite was first identified in 1824 by the American scientist H. Webb. This mineral occurs naturally and is primarily formed through hydrothermal processes, groundwater percolation, or a combination of both, which leads to the transformation of various minerals such as vermiculite, hydrobiotite, and phlogopite. Vermiculite is characterized by the presence of exchangeable cations within octahedral and tetrahedral sites in the interlayer space [2, pp. 161–170].

Structurally, vermiculite is a 2:1 type phyllosilicate with a higher layer charge density (0.6–0.9 eq./formula unit) than montmorillonite. Each layer consists of a single octahedral Mg-O₄(OH)₂ sheet positioned between two opposing Si-O tetrahedral sheets. The layer charge primarily arises from the substitution of Al³⁺ for Si⁴⁺ within the tetrahedral sheet and is balanced by exchangeable interlayer cations such as Mg²⁺, Na⁺, Ca²⁺, and K⁺. Due to its elevated charge density, vermiculite exhibits a greater capacity to accommodate cationic surfactants within its interlayer space compared to montmorillonite.



Consequently, organo-vermiculite with high carbon content and large basal spacing can be synthesized through the exchange of interlayer cations with cationic surfactants (e.g., quaternary ammonium compounds), enabling its application as an effective adsorbent for organic pollutants [3, pp. 132–133].

Furthermore, water molecules present within the interlayer spaces of vermiculite can be removed through thermal or microwave treatments. The removal of structurally bound water converts the mineral into a low-density, highly porous material, enhancing its suitability for various industrial and environmental applications.

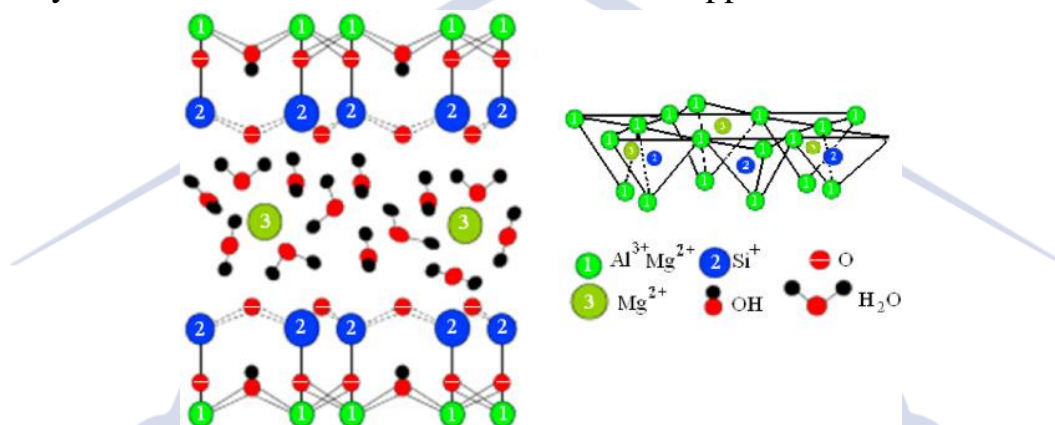
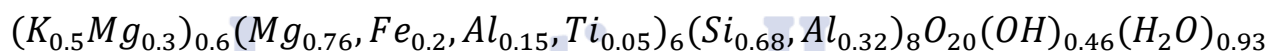


Figure 1. Molecular structure of vermiculite: silicate layers and interlayer water phases [4, pp. 122–795].

Experimental Section. Thermal expansion of vermiculite is based on rapid heating, which causes the physically bound and interlayer water within the vermiculite to convert into vapor and escape. The process of thermal expansion begins at temperatures exceeding 200°C. The vapor pressure generated by high heat enlarges the interlayer spaces, resulting in exfoliation of particles into an accordion-like morphology. The rapid release of water from the structure creates fissures within the vermiculite layers, leading to a 10–20-fold increase in volume.

Exposure to elevated temperatures induces structural changes in vermiculite, including the loss of physically bound and interlayer water [5, p. 15258]. Thermally treated expanded vermiculite can be approximately represented by the following structural formula:



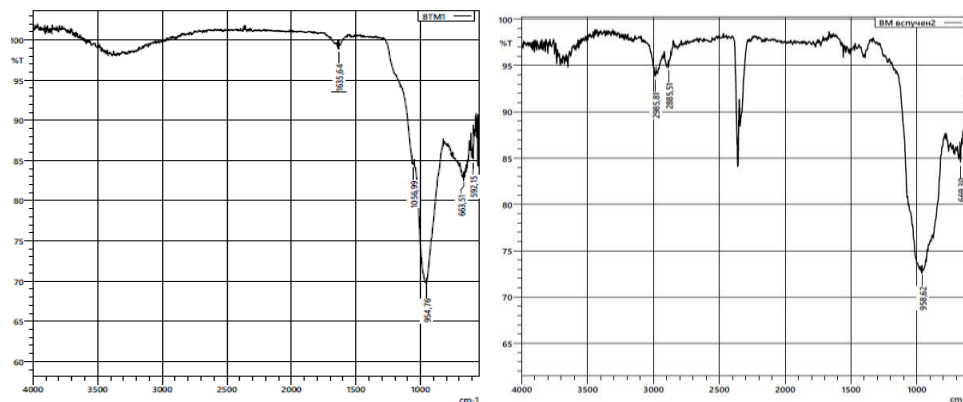
Depending on bulk density and particle size, which range from 64 to 160 kg/m³, expanded vermiculite exhibits a significantly enhanced water absorption capacity. Additionally, it





demonstrates low thermal conductivity, high temperature resistance, and excellent sound absorption properties.

The physical and chemical changes induced by thermal expansion are clearly observed in the infrared (IR) spectra of raw and expanded vermiculite, as shown in Figure 2.



(a)

(b)

Figure 2. IR spectra of Tebinbuluq cone vermiculite in natural (a) and expanded (b) states.

In the analysis of natural vermiculite (a), vibration peaks at 1056.99 cm^{-1} correspond to the stretching vibrations of Si–O bonds and hydroxyl groups. In the thermally expanded vermiculite sample, slightly shifted, broad, and intense stretching peaks were observed at 2985.81 and 2885.51 cm^{-1} , which are attributed to O–H groups involved in hydrogen bonding.

For exfoliation of vermiculite via microwave heating, a laboratory-scale microwave oven (OLT-CR-5) was employed. To enhance expansion efficiency, the samples were pretreated for 20 minutes with 10% and 20% hydrogen peroxide solutions and water. The wet vermiculite was then spread on special numbered paper with high water absorption capacity, and surface moisture was removed. From each sample, 1.5 g was taken and placed into specially prepared polyethylene containers.

The microwave oven was set to operate at 650, 950, and 1000 W for durations of 10, 20, 30, 60, 90, and 120 seconds, at a frequency of 2400 MHz. During microwave heating, the decomposition of hydrogen peroxide produced oxygen, which induced fissures in the silicate layers. The escaping water vapor caused exfoliation of the vermiculite particles. After microwave treatment, the expanded vermiculite samples were placed in a desiccator and allowed to cool to room temperature. The samples were then dried in an oven at 110°C , and their mass and density were determined.



The experiments demonstrated that, under the applied conditions, natural vermiculite achieved the highest expansion efficiency when processed in the microwave oven at 1000 W. Table 1 summarizes the amount of water lost during expansion of natural vermiculite pretreated with various aqueous solutions.

During microwave-assisted modification of natural vermiculite, pretreatment with water and hydrogen peroxide solutions facilitated the removal of water in different binding states within the mineral. The effectiveness of water removal increased in the following order: natural state < water < 10% H₂O₂ < 20% H₂O₂ ≤ 25% H₂O₂.

Table 1. Water loss of natural raw vermiculite samples treated with water, 10%, 20%, and 25% H₂O₂ at 1000 W microwave power.

Sample	Water loss (%)				
	Microwave exposure time (s)				
	10	20	30	90	120
Natural state	2	2,5	3	5	10
Treated with water	4	5	7	7,1	7,5
Treated with 10% H ₂ O ₂	8	8,5	9	9,3	12
Treated with 20% H ₂ O ₂	10	12	14	15	17
Treated with 25% H ₂ O ₂	10,5	12	14,3	15	17,1

The process of expanding or activating vermiculite by removing water from its structure requires a significant amount of energy. **Figure 3** compares the energy consumption of microwave heating of vermiculite at the laboratory scale, industrial scale, and in packed-bed reactors [136, pp. 601–611]

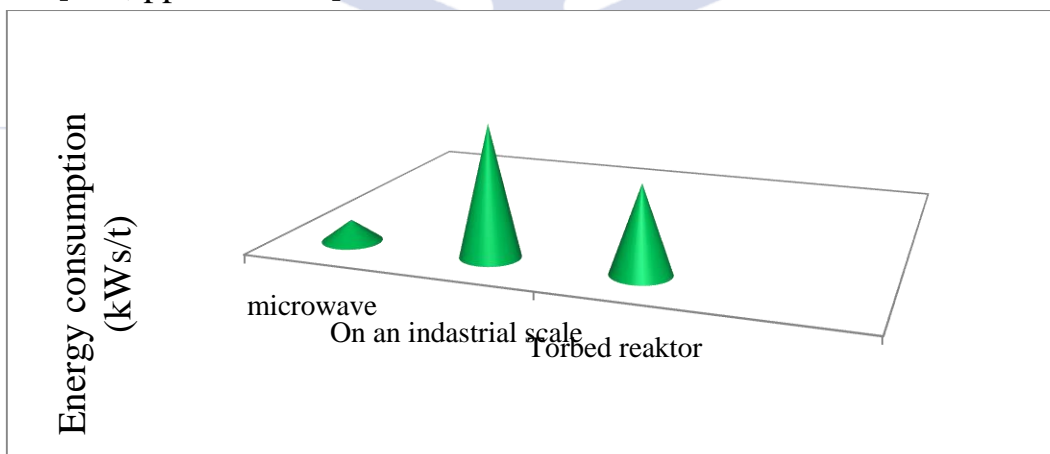


Figure 3. Energy consumption during the vermiculite expansion process.





Conclusion. Local vermiculite from the Tebinbuluq deposit was thermally treated at 850–900°C to achieve expansion. As a result, metallic-colored, glossy samples with a density of 150 kg/m³ were obtained, and their properties were investigated. Microwave-assisted expansion of vermiculite yielded samples with a lower density of approximately 100 kg/m³. The main drawback of thermal expansion is the high energy consumption required for the process. In contrast, microwave treatment offers advantages in terms of time and energy efficiency. However, the retention of moisture, i.e., the release of molecular water to the external layers, complicates the production process and necessitates additional drying.

Currently, vermiculite expansion is predominantly performed using conventional thermal treatment. Nevertheless, applying microwave-assisted expansion on a large scale could significantly reduce energy consumption and processing time, offering a more efficient alternative for industrial production.

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INKLUZIV TA'LIMDA KOMMUNIKATIV YONDASHUV ASOSIDA NEMIS
TILINI O'QITISH SAMARADORLIGI

To'rayeva Gulzebo G'ayrat qizi

Termiz davlat pedagogika instituti

Xorijiy til va adabiyoti nemis tili mutaxassisligi magistranti

Anotatsiya: Ushbu maqolada inkluziv ta'lim jarayonida nemis tilini o'qitishda kommunikativ yondashuvdan foydalanishning ahamiyati, afzalliklari hamda o'quvchilarning til o'rganish motivatsiyasi va faol ishtirokini oshirishdagi o'rni tahlil etilgan. Tadqiqotda kommunikativ metodning asosiy tamoyillari, inkluziv muhitdagi individual yondashuv, differensial topshiriqlar va interfaol mashg'ulotlarning samaradorligi yoritiladi. Maqolada shuningdek, nogironligi bo'lgan o'quvchilar bilan ishlashda kommunikativ yondashuvning ijtimoiy-madaniy integratsiyani kuchaytirishdagi o'rni ham ko'rib chiqiladi.

Kalit so'zlar: inklyuziv ta'lim, kommunikativ yondashuv, nemis tili, til kompetensiyasi, individual yondashuv, interfaol metodlar, motivatsiya, muloqot madaniyati.

Bugungi kunda O'zbekiston Respublikasida ta'lim tizimini insonparvarlashtirish, har bir shaxsning imkoniyatlaridan kelib chiqib ta'lim olish huquqini ta'minlash davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Shu munosabat bilan **inklyuziv ta'lim** tizimi jadal rivojlanib, barcha bolalarning teng imkoniyat asosida bilim olishini kafolatlovchi yondashuv sifatida shakllanmoqda.

Xorijiy tillarni, xususan **nemis tilini o'qitishda kommunikativ yondashuv** ta'lim jarayonining samaradorligini oshirishda muhim metodik yo'nalishlardan biri sanaladi. Bu yondashuv o'quvchini faqat grammatik bilimlar emas, balki haqiqiy muloqot jarayonida erkin fikr bildirish, o'z fikrini og'zaki va yozma shaklda ifodalashga o'rgatadi.

Inkluziv sinflarda ta'lim oluvchi o'quvchilarning ehtiyojlari turlicha bo'lganligi sababli, kommunikativ yondashuv ularning shaxsiy xususiyatlarini inobatga olgan holda, dars jarayonida faol ishtirokini ta'minlashga xizmat qiladi. Bu orqali o'quvchilarda til kompetensiyalari bilan birga ijtimoiy moslashuv, o'zaro hurmat va madaniy muloqot ko'nikmalari ham shakllanadi.

Shu boisdan inkluziv ta'limda nemis tilini o'qitishda kommunikativ yondashuvni qo'llash — zamonaviy pedagogik texnologiyalar asosida insonparvar, bag'rikeng va faol



muloqotga kirisha oladigan shaxsni shakllantirishning eng samarali yo'llaridan biri hisoblanadi.

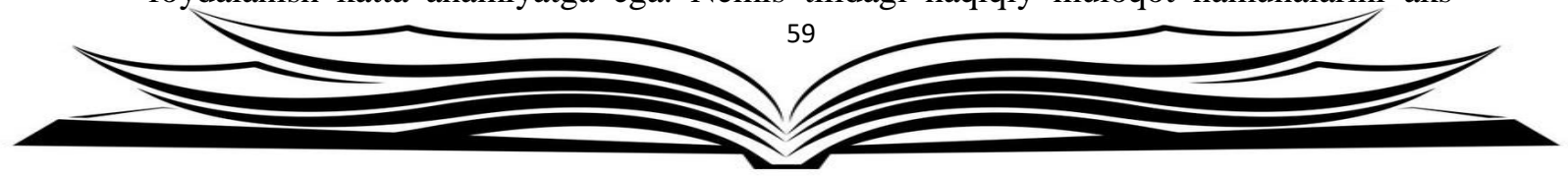
Insonparvarlik g'oyalari asosida shakllanayotgan zamonaviy ta'lim tizimi har bir shaxsning shaxsiy imkoniyatlaridan qat'i nazar, bilim olish va o'zini namoyon etish huquqini ta'minlashni o'z oldiga maqsad qilib qo'yadi. Inkluziv ta'lim aynan shu g'oyaning amaliy ifodasi bo'lib, ta'lim oluvchilarning teng imkoniyat asosida sifatli ta'lim olishini kafolatlaydi. Inkluziv sinflarda ta'lim jarayonini samarali tashkil etish esa o'qituvchidan yuqori darajadagi pedagogik mahorat, moslashuvchan yondashuv va kommunikativ kompetensiyani talab qiladi. Shu bois xorijiy tillarni, jumladan, nemis tilini o'qitishda kommunikativ yondashuvdan foydalanish inkluziv ta'lim samaradorligini oshirishning eng muhim omillaridan biri hisoblanadi.

Kommunikativ yondashuv o'quvchilarning shunchaki til qoidalarini o'rganish emas, balki til orqali real muloqotga kirisha olish, fikrini erkin ifoda etish, o'z fikrini himoya qilish va ijtimoiy moslashish qobiliyatlarini shakllantirishga qaratilgan. Ushbu metodning markazida tilni vosita sifatida emas, balki muloqot, madaniyatlararo tushunish va ijtimoiy integratsiya vositasi sifatida o'rgatish g'oyasi yotadi. Ayniqsa, inkluziv sinflarda bu yondashuv nogironligi bo'lgan, o'qish qobiliyati sust yoki nutq rivojida muammosi bor o'quvchilarni faol muloqot jarayoniga jalb etish, ularda o'ziga ishonchni kuchaytirish, jamoadagi ishtirokini ta'minlash uchun keng imkoniyat yaratadi.

Nemis tilini o'qitishda kommunikativ metoddan foydalanish o'qituvchidan darsni shunday tashkil etishni talab etadiki, bunda o'quvchilar dars jarayonining faol subyekti sifatida ishtirok etadilar. Masalan, rolli o'yinlar, suhbat mashqlari, interfaol juftlik yoki guruh ishlari orqali o'quvchilar o'zaro muloqotga kirishadilar, real hayotiy vaziyatlarni modellashtiradilar va shu orqali tilni tabiiy tarzda egallaydilar. Bunday mashg'ulotlar inkluziv sinflarda o'quvchilar o'rtasida hamkorlik, empatiya, o'zaro yordam va ijtimoiy uyg'unlikni mustahkamlaydi.

Kommunikativ yondashuvning samaradorligi shundaki, u o'quvchilarning o'rganishga bo'lgan ichki motivatsiyasini kuchaytiradi. Inkluziv guruhda bu ayniqsa muhim, chunki ba'zi o'quvchilar o'z imkoniyatlariga nisbatan past baho beradi, muloqotda ishtirok etishga tortinadi. O'qituvchi kommunikativ metod orqali har bir o'quvchining faol ishtirokini rag'batlantiradi, ularni o'z fikrini aytish, tinglash va tushunish madaniyatiga o'rgatadi. Shu tarzda o'quvchilar o'rtasida ijtimoiy-psixologik to'siqlar bartaraf etilib, dars jarayonida ijobiy muhit vujudga keladi.

Bundan tashqari, kommunikativ yondashuvda **autentik materiallardan** foydalanish katta ahamiyatga ega. Nemis tilidagi haqiqiy muloqot namunalarini aks





ettiruvchi videolar, audiosuhbatlar, gazeta maqolalari, dialoglar yoki madaniy mavzulardagi matnlar o'quvchilarda tilning tabiiy ohangi va real kommunikativ kontekstini his qilish imkonini beradi. Ayniqsa, ko'rish yoki eshitish qobiliyati cheklangan o'quvchilar uchun multimediyaviy vositalardan moslashtirilgan tarzda foydalanish samaradorlikni oshiradi. Masalan, subtitrli videolar, nutqni vizual ko'makchi vositalar orqali ifodalash yoki audio materiallarni qisqartirilgan shaklda taqdim etish darsni yanada qulay va tushunarli qiladi.

Inkluziv ta'lim jarayonida har bir o'quvchining o'ziga xos o'rganish uslubi, qiziqishi va ehtiyojini inobatga olish zarur. Shu nuqtai nazardan, kommunikativ yondashuvning asosiy ustunligi — uning **moslashuvchanligidir**. O'qituvchi o'quvchilarning individual farqlariga qarab topshiriqlarni differensial shaklda beradi: bir o'quvchiga og'zaki muloqot mashqlari, boshqasiga yozma ifoda topshiriqlari, yana boshqasiga esa tinglab tushunish faoliyati orqali o'z qobiliyatini namoyon etish imkonini yaratadi. Bu jarayon o'quvchilarning o'ziga bo'lgan ishonchini mustahkamlaydi, ularni muvaffaqiyat hissi orqali o'rganishga undaydi.

Kommunikativ metodning inkluziv ta'limdagi amaliy natijalari sifatida quyidagilarni qayd etish mumkin: birinchidan, o'quvchilarda tilni qo'llashga bo'lgan ishonch ortadi; ikkinchidan, o'zaro muloqot ko'nikmalari rivojlanadi; uchinchidan, ijtimoiy integratsiya, jamoada faol ishtirok etish, boshqalarni tinglash va tushunish madaniyati shakllanadi. Shu bilan birga, o'quvchilar nemis tilida so'zlashish jarayonida nafaqat lingvistik bilimlarni, balki madaniy qadriyatlarni ham o'zlashtiradilar, bu esa global fuqarolik kompetensiyalarini shakllantirishda muhim rol o'ynaydi.

O'zbekiston ta'lim tizimida xorijiy tillarni o'qitish sohasida so'nggi yillarda amalga oshirilayotgan islohotlar kommunikativ yondashuvni yanada keng qo'llash imkonini yaratmoqda. Xususan, "Chet tillarni o'rganish tizimini takomillashtirish to'g'risida"gi Prezident qarori, "Yangi O'zbekiston – ma'rifatli jamiyat" konsepsiyasi hamda 2022–2026-yillarda amalga oshirilayotgan ta'lim strategiyalarida har bir o'quvchining o'rganish jarayonida faol ishtirokini ta'minlash, shaxsiy yondashuvni kuchaytirish, raqamli ta'lim vositalarini joriy etish asosiy yo'nalishlardan biri sifatida belgilangan.

Nemis tilini o'qitishda kommunikativ metodni raqamli texnologiyalar bilan uyg'unlashtirish ham zamonaviy inkluziv ta'limning ajralmas qismiga aylanmoqda. Onlayn platformalar, interfaol dasturlar, vizual va audio resurslar yordamida o'quvchilar mustaqil mashg'ulotlar olib borish, o'z bilimini testlar, virtual suhbatlar orqali sinovdan o'tkazish imkoniyatiga ega bo'lmoqdalar. Shu tarzda, o'quvchi o'rganish jarayonining



markazida turadi, o'qituvchi esa yo'naltiruvchi, muloqotni tashkil qiluvchi va motivatsiyani rag'batlantiruvchi rolni bajaradi.

Biroq kommunikativ yondashuvni inkluziv sinflarda to'liq joriy etish uchun o'qituvchining kasbiy tayyorgarligi ham muhim ahamiyatga ega. O'qituvchi nafaqat til bilimi, balki psixologik-pedagogik yondashuv, inkluziv metodikalar, differensial baholash tizimlari va empatik muloqot ko'nikmalariga ham ega bo'lishi lozim. O'qituvchi sinfdagi har bir o'quvchini qadrlash, ularning individual yutuqlarini tan olish, muloqotga rag'batlantirish orqali ijobiy o'quv muhitini shakllantiradi. Shu jarayonda o'qituvchining nutq ohangi, tana tili, rag'bat so'zlari va yuz ifodasi ham muloqot samaradorligiga bevosita ta'sir ko'rsatadi.

Kommunikativ metod asosida tashkil etilgan darslarda baholash jarayoni ham o'ziga xosdir. An'anaviy test yoki yozma nazorat ishlari o'rniga, o'quvchilarning muloqotda ishtiroki, fikr bildirish qobiliyati, juftlikda yoki guruhda ishlash samarasi, tilni amalda qo'llay olish darajasi baholash mezonlariga kiritiladi. Bu esa baholashning shaffof, motivatsion va shaxsga yo'naltirilgan bo'lishini ta'minlaydi.

Yuqorida qayd etilgan jihatlar shuni ko'rsatadiki, kommunikativ yondashuv inkluziv ta'lim sharoitida nemis tilini o'qitishning samaradorligini sezilarli darajada oshiradi. U o'quvchilarni til o'rganish subyekti sifatida tan oladi, ularning ehtiyojlariga mos muhit yaratadi va tilni real hayotiy muloqot vositasiga aylantiradi. Shu orqali nafaqat til kompetensiyasi, balki insoniy qadriyatlar, ijtimoiy faollik, o'zaro hurmat va bag'rikenglik madaniyati shakllanadi. Inkluziv ta'lim jarayonida kommunikativ metoddan oqilona foydalanish har bir o'quvchining o'z imkoniyatlarini ro'yobga chiqarishiga, o'zini jamiyatning teng huquqli a'zosi sifatida his etishiga xizmat qiladi. Natijada nemis tilini o'rganish jarayoni faqat lingvistik maqsad emas, balki ijtimoiy integratsiya va insoniy rivojlanishning muhim bosqichiga aylanadi.

Kommunikativ yondashuv inkluziv ta'limda nemis tilini o'qitishning eng samarali metodlaridan biri sifatida o'zini oqlamoqda. Mazkur yondashuv o'quvchilarda nafaqat lingvistik bilimlarni, balki ijtimoiy va madaniy kompetensiyalarni shakllantirishga xizmat qiladi. U o'quvchilarning nutq faolligini oshiradi, mustaqil fikrlashni, o'z fikrini og'zaki va yozma shaklda ifoda etish ko'nikmalarini rivojlantiradi.

Inkluziv sinflarda kommunikativ metodning afzalligi shundaki, u har bir o'quvchining individual imkoniyatlarini e'tiborga olgan holda teng ishtirokini ta'minlaydi. O'qituvchi darsni muloqot, hamkorlik va ijtimoiy integratsiyani qo'llab-quvvatlovchi tarzda tashkil etadi. Shuningdek, rolli o'yinlar, suhbat mashqlari, autentik



materiallardan foydalanish, multimedia texnologiyalarni qo'llash va differensial yondashuv o'quvchilarning o'zlashtirish jarayonini yengillashtiradi.

Raqamli texnologiyalar bilan boyitilgan kommunikativ yondashuv o'quvchilarda mustaqil o'rganish ko'nikmalarini shakllantiradi, o'qituvchiga esa o'quv jarayonini moslashtirish va baholashda yangi imkoniyatlar yaratadi. Eng muhimi, bu yondashuv o'quvchilarda o'ziga ishonchni, muloqotga tayyorlikni va madaniyatlararo bag'rikenglikni rivojlantiradi.

Xullas, kommunikativ yondashuvni inkluziv ta'limda samarali qo'llash nafaqat chet tili o'qitish sifati, balki insonparvar ta'lim tizimini shakllantirishning muhim omili sifatida baholanishi lozim. Bu esa o'z navbatida, O'zbekiston ta'lim tizimini xalqaro standartlarga moslashtirish, har bir o'quvchining shaxsiy imkoniyatlarini ro'yobga chiqarish va ijtimoiy integratsiyasini ta'minlash yo'lida muhim qadamlardan biridir.

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NIGELLA SATIVANING SHIFOBAXSH XUSUSIYATLARI

Sabirova Malika Bahodir qizi

Annotatsiya. Qora zira (*Nigella sativa*) an’anaviy tibbiyotda asrlar davomida keng qo‘llanib kelinadigan dorivor o‘simlik hisoblanadi. Zamonaviy ilmiy tadqiqotlar uning tibbiy ahamiyatini tasdiqlab, turli xil terapevtik xususiyatlarini ochib bermoqda. Ushbu maqolada *Nigella sativa* urug‘larining kimyoviy tarkibi, asosiy biologik faol moddalari, shuningdek, ularning immunomodulyator, antioksidant, antibakterial, antifungal, yallig‘lanishga qarshi, antidiabetik va antikanser ta’sirlari tahlil qilingan. Tadqiqotlar shuni ko‘rsatadiki, qora ziraning asosiy faol moddasi bo‘lgan timoxinon uning ko‘p qirrali shifobaxsh ta’sirining asosiy omili hisoblanadi. Qora ziraning xalq tabobatidagi o‘rni va zamonaviy farmakologiyadagi istiqbollari bilan birga, uning turli kasalliklarning oldini olishi va davolashda ishlatilishi ilmiy nuqtai nazardan yoritilgan.

Kalit so‘zlar: Qora zira, timoxinon, shifobaxsh xususiyatlar, immunomodulyator, antioksidant, yallig‘lanishga qarshi, antidiabetik.

Аннотация: Черный тмин (*Nigella sativa*) – лекарственное растение, широко используемое в традиционной медицине на протяжении веков. Современные научные исследования подтверждают его медицинское значение и раскрывают различные терапевтические свойства. В данной статье анализируется химический состав семян *Nigella sativa*, основные биологически активные вещества, а также их иммуномодулирующее, антиоксидантное, антибактериальное, противогрибковое, противовоспалительное, противодиабетическое и противораковое действие. Исследования показывают, что тимохинон, являющийся основным активным веществом черного тмина, является основным фактором его многогранного лечебного действия. С научной точки зрения освещены роль чёрного тмина в народной медицине и его перспективы в современной фармакологии, а также его применение в профилактике и лечении различных заболеваний.

Ключевые слова: Черный тмин, тимохинон, лечебные свойства, иммуномодулятор, антиоксидант, противовоспалительный, противодиабетический.

Abstract. Black cumin (*Nigella sativa*) is a medicinal plant widely used in traditional medicine for centuries. Modern scientific research confirms its medical significance and reveals its various therapeutic properties. This article analyzes the



chemical composition of *Nigella sativa* seeds, the main biologically active substances, as well as their immunomodulatory, antioxidant, antibacterial, antifungal, anti-inflammatory, antidiabetic, and anticancer effects. Studies show that thymoquinone, the main active substance of black cumin, is the main factor in its multifaceted healing effect. The role of black cumin in folk medicine and its prospects in modern pharmacology, as well as its use in the prevention and treatment of various diseases, are highlighted from a scientific point of view.

Keywords: Black cumin, thymoquinone, medicinal properties, immunomodulator, antioxidant, anti-inflammatory, antidiabetic.

Kirish. O‘simliklar kimyoviy birikmalar ishlab chiqarish uchun tabiiy manbai bo‘lib, ularning aksariyati salomatlikni mustahkamlash va kasalliklarga qarshi kurashish uchun ishlatiladi. O‘simlikka asoslangan oziq-ovqatlar asosiy ozuqaviy talablarni qondiradi, tanani sog‘lom saqlaydi va immunitet tizimini ko‘tarib, keng ko‘lamli kasalliklardan himoya qiladi. So‘nggi o‘n yillikda funktsional oziq-ovqat tushunchalari sog‘lig‘iga e‘tibor qaratadigan odamlar orasida muhim bo‘lib qoldi. Chunki sog‘lom ovqatlanish va o‘rtacha umr ko‘rish o‘rtasida chambarchas bog‘liqlik mavjud. Funktsional oziq-ovqat mahsulotlarining kengayib borayotganligi sababli, sog‘liq uchun istiqbolli foyda keltiradigan an‘anaviy oziq-ovqatlarni o‘rganish bo‘yicha keng qamrovli tadqiqotlar olib borilmoqda. Funktsional oziq-ovqat mahsulotlarining xilma-xilligi orasida, asosan, xushbo‘y qo‘shimchalar va konservantlar sifatida ishlatiladigan ziravorlar kabi ingredientlar ko‘plab biofunktsional molekullarni o‘z ichiga oladi. Ushbu ziravorlarning aksariyati, birinchi navbatda, pishirishda qo‘llanilsa-da, ularning ozuqaviy qiymati bilan salomatlikni mustahkamlaydi.

Qora zira (*Nigella sativa*) – sharq mamlakatlarida asrlar davomida dorivor o‘simlik sifatida keng qo‘llanib kelinadi. Qadimgi davrlardan boshlab qora zira “barcha kasalliklarning davosi” sifatida e‘tirof etilgan. Zamonaviy tibbiyotda esa uning shifobaxsh xususiyatlari ko‘plab ilmiy tadqiqotlar bilan tasdiqlangan.

O‘simlikning dorivor xususiyatlari, asosan, uning urug‘larida mavjud bo‘lgan biologik faol moddalar kompleksiga bog‘liq. Xususan, efir moylari, flavonoidlar, saponinlar va alkaloidlar qora ziraning asosiy faol komponentlari hisoblanadi. So‘nggi yillarda o‘tkazilgan tadqiqotlar qora ziraning immunitetni kuchaytiruvchi, yallig‘lanishga qarshi, antibakterial va antikanser xususiyatlarini isbotlagan.

Qora zira (*Nigella sativa*) Ranunculaceae oilasiga mansub bir yillik dorivor o‘simlik bo‘lib, Vatani Sharqiy Yevropa (Bolgariya, Ruminiya) va G‘arbiy Osiyo (Kipr, Turkiya, Eron va Iroq). Bundan tashqari Misr, Gretsiya, Suriya, Albaniya, Saudiya



Arabistoni, Hindiston va Pokiston kabi ko‘plab mamlakatlarda yetishtiriladi. Ming yillar davomida bu o‘simlik ko‘plab Osiyo, Yaqin Sharq va Uzoq Sharq mamlakatlarida ko‘plab kasalliklarni davolash uchun an’anaviy xalq tabobatida ziravorlar va oziq-ovqat konservanti sifatida, shuningdek, himoya va sog‘liqni saqlash vositasi sifatida ishlatilgan. G‘arbda Avitsenna nomi bilan mashhur bo‘lgan Ibn Sino o‘zining “Tib qonunlari” nomli kitobida qora zirani “tana quvvatini rag‘batlantiruvchi va charchoqdan xalos bo‘lishga yordam beruvchi” urug‘ degan.

Qora zira urug‘ining kimyoviy tarkibi xilma-xil bo‘lib, unda aminokislotalar, uglevodlar, qattiq va uchuvchi yog‘lar, flavonoidlar, fenolik birikmalar, efir moylari, alkaloidlar, saponinlar, polifenollar va boshqa ko‘plab birikmalar mavjud. Asosiy faol ingredientlardan biri – timokinon bo‘lib, ko‘plab dorivor ta’sirlar unga bog‘lanadi. Urug‘ yog‘i tarkibida yog‘ kislotalari mavjud bo‘lib, linol kislota (omega-6) taxminan 55 – 65 %, olein kislota (omega-9) 15 – 18 % va boshqa to‘yingan yog‘ kislotalari ham bo‘ladi. Bu moddalardan tashqari A, E, C vitaminlari, foliy kislotasi, tiamin, riboflavin, piridoksin, niatsin, minerallar va ba’zi alkanli uglevodorodlar, n-nonan, 2-undekanon, n-oktil izobutirat va 8-geptadesen bo‘ladi [2]. Qora ziraning urug‘lari insonlarning kasalliklarini davolash uchun turli davrlardan buyon ishlatilib kelinmoqda. Ushbu o‘simlikning urug‘i va uning asosiy moddasi timokinon turli kasalliklarga, shu jumladan turli surunkali kasalliklarga nevrologik, Altsgeymer kasalligi, Parkinson kasalligi, ishemik insult, o‘tkir miya shikastlanishi, depressiya, epilepsiya, shizofreniya, yurak-qon tomir kasalliklari, saraton, qandli diabet, yallig‘lanish, buyrak kasalliklari, bepustlik, shuningdek, turli yuqumli, bakterial va virusli infeksiyalarga qarshi kurashadi. Qora ziraning farmakologik xususiyatlarining ko‘p qirraliligi, asosan, xinin komponentlarining mavjudligi bilan bog‘liq bo‘lib, ularning eng keng tarqalgani timokinondir. Bu modda qon tizimi, o‘pka, buyrak, jigar, prostata, ko‘krak, bachadon bo‘yni, teri saratoniga qarshi samarali vositadir [3]. Qora ziraning sog‘liq uchun foydalari asosan uning antioksidant xususiyatiga bog‘liq. Sababi timokinon antioksidant ta’sirga ega bo‘lib, tananing himoya tizimini yaxshilaydi va apoptozni keltirib chiqaradi. Terida turli xil viruslar, bakteriyalar, zamburug‘lar va parazitlar keltirib chiqaradigan teri toshmasi, akne, vitiligo, ekzema, chuqur yaralarni davolashda ham qora zira urug‘idan foydalaniladi.

Xulosa: *Nigella sativa* (qora zira) an’anaviy va zamonaviy tibbiyotda muhim ahamiyatga ega bo‘lgan dorivor o‘simlik hisoblanadi. Uning keng ko‘llamli terapevtik ta’siri tarkibidagi timoxinon, timohidrokinon va boshqa biologik faol moddalar bilan bog‘liq. Ilmiy tadqiqotlar natijalariga ko‘ra qora ziraning antioksidant, yallig‘lanishga



qarshi, antidiabetik, immunomodulyator va antikanser xususiyatlarini yuqori ekanligi takidlangan.

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SUG‘DIYONA HUDUDIDAGI ILK SHAHARLAR VA ULARNING
MUDOFAA DEVORLARI (M.A. IV–I MING YILLIKLAR)

Shakirova Mardona Maqsudbek Qizi

Annotatsiya

Ushbu maqola Sug‘diyona hududidagi (hozirgi O‘zbekiston va Tojikistonning shimoliy qismlari) miloddan avvalgi IV–I ming yilliklardagi ilk shaharlar va ularning mudofaa devorlariga bag‘ishlangan. Maqolada Sarazm, Koktepa va Afrasiab (Samarqand) kabi qadimiy shaharlarning arxeologik topilmalariga asoslanib, ularning paydo bo‘lishi, rivojlanishi hamda mudofaa tizimlarining xususiyatlari batafsil ko‘rib chiqiladi. Bronza va temir davrlaridagi urbanizatsiya jarayoni, irrigatsiya, metallurgiya va savdo aloqalari kontekstida shaharlarning mudofaa devorlari analiz qilinadi. Muhokamada shahar mudofaasining nomad ko‘chmanchilarga qarshi roli va Ahamoniylar imperiyasi ta’siri muhokama etiladi. Xulosada esa ushbu tadqiqotlarning ahamiyati va kelajakdagi arxeologik izlanishlar uchun takliflar beriladi.

Аннотация

Эта статья посвящена первым городам в регионе Согдиана (северные части современного Узбекистана и Таджикистана) и их оборонительным стенам в период IV–I тысячелетий до н.э. В статье на основе археологических находок, таких как Сарасм, Коктепа и Афросиаб (Самарканд), подробно рассматривается возникновение, развитие и особенности систем обороны этих городов. Процесс урбанизации в бронзовом и железном веках анализируется в контексте ирригации, металлургии и торговых связей. В обсуждении рассматривается роль городской обороны против кочевников и влияние Ахеменидской империи. В заключении подведены итоги значимости этих исследований и даны предложения для будущих археологических изысканий.

Abstract

This article is dedicated to the early cities in the Sogdiana region (northern parts of modern Uzbekistan and Tajikistan) and their defensive walls during the 4th–1st millennia BC. Based on archaeological findings such as Sarazm, Koktepe, and Afrasiab (Samarkand), the article examines in detail the emergence, development, and characteristics of these cities' defense systems. The urbanization process in the Bronze and Iron Ages is analyzed in the context of irrigation, metallurgy, and trade relations. The discussion covers the role of urban defense against nomadic invaders and the influence of



the Achaemenid Empire. The conclusion summarizes the importance of these studies and provides suggestions for future archaeological research.

Kalit so'zlar

Sug'diyona, ilk shaharlar, mudofaa devorlari, Sarazm, Koktepa, Afrasiab, bronza davri, temir davri, urbanizatsiya, irrigatsiya, metallurgiya, Ahamoniylar imperiyasi, nomad ko'chmanchilar, arxeologiya.

Ключевые слова

Согдиана, первые города, оборонительные стены, Сарасм, Коктепа, Афросиаб, бронзовый век, железный век, урбанизация, ирригация, металлургия, Ахеменидская империя, номадные кочевники, археология.

Keywords

Sogdiana, early cities, defensive walls, Sarazm, Koktepe, Afrasiab, Bronze Age, Iron Age, urbanization, irrigation, metallurgy, Achaemenid Empire, nomadic invaders, archaeology.

Kirish

Sug'diyona, qadimiy O'rta Osiyo mintaqasi bo'lib, hozirgi O'zbekiston va Tojikistonning shimoliy hududlarini qamrab olgan. Bu yer Amudaryo va Sirdaryo daryolari orasida joylashgan bo'lib, qadimdan savdo yo'llarining kesishmasida muhim rol o'ynagan. Miloddan avvalgi IV–I ming yilliklar (taxminan m.a. 4000–1000 yillar) bu hududda urbanizatsiya jarayonining boshlanishi bilan ajralib turadi. Ilk shaharlarning paydo bo'lishi bronza davri bilan bog'liq bo'lib, ular irrigatsiya tizimlari, metallurgiya va savdo aloqalari asosida rivojlangan.

Ushbu maqolada Sug'diyona hududidagi ilk shaharlar – Sarazm, Koktepa va Afrasiab kabi yirik aholi punktlari va ularning mudofaa devorlari ko'rib chiqiladi. Mudofaa devorlari shaharlarning xavfsizligini ta'minlashda muhim rol o'ynagan, chunki bu davrda nomad ko'chmanchilarning hujumlari tez-tez uchragan. Arxeologik tadqiqotlar, jumladan, UNESCO tomonidan himoyalangan Sarazm va Samarqanddagi Afrasiab kabi joylar, bu mavzuni o'rganishda asosiy manba hisoblanadi. Maqola arxeologik ma'lumotlarga asoslanib, shaharlarning rivojlanishini va mudofaa tizimlarining evolyutsiyasini batafsil yoritadi. Bu tadqiqot O'rta Osiyo qadimiy tsivilizatsiyasini tushunishda muhimdir, chunki Sug'diyona Ipak yo'lining dastlabki markazlaridan biri bo'lgan.

Maqolaning maqsadi – ushbu davrdagi shahar mudofaasining texnik va ijtimoiy jihatlarini ochib berish, shuningdek, kelajakdagi tadqiqotlar uchun takliflar berish.





Ma'lumotlar arxeologik ekspeditsiyalar, jumladan, o'zbek-fransuz va o'zbek-italyan tadqiqotlariga asoslangan.

Asosiy qism

Sug'diyona hududining tarixiy-arxeologik foni

Miloddan avvalgi IV ming yillikda Sug'diyona hududi bronza davriga o'tgan. Bu davrda aholi asosan irrigatsiyaga asoslangan dehqonchilik va chorvachilik bilan shug'ullangan. Zerafshon daryosi vodiysi tabiiy boyliklari (mis, qalay, oltin) tufayli savdo markaziga aylangan. Arxeologik topilmalar shuni ko'rsatadiki, bu yerda Eron platosi, Hindiston va Sibir bilan savdo aloqalari mavjud bo'lgan.

Ilk shaharlarning paydo bo'lishi m.a. IV ming yillikning birinchi yarmida boshlangan. Bu jarayon Baktriya-Margiana arxeologik majmuasi (BMAC) ta'sirida ro'y bergan. Shaharlarning mudofaa devorlari esa nomad qabilalarning hujumlaridan himoya qilish uchun qurilgan. Devorlar asosan loy g'ishtlardan qurilgan bo'lib, ularning balandligi va mustahkamligi shaharlarning iqtisodiy qudratiga bog'liq edi.

Sarazm – Sug'diyonaning eng qadimiy proto-shahri

Sarazm (hozirgi Tojikiston, Penjikent yaqinida) Sug'diyona hududidagi eng qadimiy aholi punktlaridan biri hisoblanadi. U m.a. IV ming yillikning birinchi yarmiga (taxminan m.a. 3900–2100 yillar) oid bo'lib, radiokarbon tahlillari bu davrni tasdiqlaydi. Sarazmning maydoni 90 gektarga yetgan, bu uni O'rta Osiyodagi dastlabki proto-urban markazga aylantirgan.

Arxeologik qazilmalar shuni ko'rsatadiki, Sarazmda ko'p xonali uylar loy g'ishtlardan qurilgan. Uylar majmualari koridorlar va hovlilar bilan bog'langan. Bu yerda irrigatsiya tizimlari mavjud bo'lgan, dehqonlar bug'doy va arpa yetishtirgan. Chorvachilikda sigir, qo'y va echkilar boqilgan. Metallurgiya rivojlangan – pichoqlar, bolta va zargarlik buyumlari topilgan. Savdo aloqalari keng bo'lib, Turkmaniston, Eron va Hindiston bilan bog'liq.

Mudofaa devorlari haqida: Qazilmalarda (II qazilma) mudofaa inshootlari topilgan. Bu devorlar shaharni tashqi tahdidlardan himoya qilgan bo'lishi mumkin, garchi ularning batafsil tavsifi cheklangan. Sarazmning mudofaa tizimi oddiy bo'lgan, chunki bu davrda nomad hujumlari kamroq bo'lgan. Biroq, devorlarning mavjudligi aholi punktining markazlashganligini ko'rsatadi. UNESCO tomonidan 2010 yilda Jahon merosi ro'yxatiga kiritilgan Sarazm O'rta Osiyo urbanizatsiyasining dastlabki namunasi.

Koktepa – Bronza va temir davri o'tishidagi shahar

Koktepa (hozirgi O'zbekiston, Samarqand viloyati, Bulung'ur tumani yaqinida) m.a. II ming yillikning ikkinchi yarmiga (taxminan m.a. 1500–1000 yillar) oid. Radiokarbon



tahlillari bu davrni tasdiqlaydi. Shaharning maydoni 100 gektarga yetgan, bu uni yirik markazga aylantirgan.

Arxeologik tadqiqotlar (o‘zbek-fransuz ekspeditsiyasi, 2008–2012 yillar) shuni ko‘rsatadiki, Koktepada yarim yerosti uylari va loy g‘ishtli inshootlar bo‘lgan. Bu yerda dehqonchilik va chorvachilik rivojlangan, irrigatsiya kanallari qazilgan. Kulolchilik va metallurgiya topilmalarida Andronov madaniyati ta‘siri seziladi.

Mudofaa devorlari: Koktepada shahar devorlari qurilgan, ular minoralar va qal‘alar bilan mustahkamlangan. Devorlar loy g‘ishtlardan qurilgan bo‘lib, ellinistik va Kushon davrlarida ta‘mirlangan. Bu devorlar nomad ko‘chmanchilarga qarshi himoya qilgan. Koktepaning mudofaa tizimi shaharlarning ijtimoiy tuzilishini ko‘rsatadi – markaziy hokimiyat va harbiy tashkilot mavjud bo‘lgan.

Afrasiab (Samarqand) – Sug‘diyoning poytaxti

Afrasiab (hozirgi Samarqandning qadimiy qismi) m.a. VIII–VII asrlarda (m.a. II ming yillik oxiri – I ming yillik boshi) shahar sifatida shakllangan. Maydoni 220 gektarga yetgan, bu uni Sug‘diyoning eng yirik markaziga aylantirgan.

Arxeologik qatlamlar shuni ko‘rsatadiki, Afrasiabda ko‘p xonali uylar va jamoat binolari bo‘lgan. Irrigatsiya kanallari 100 km dan ortiq bo‘lgan. Metallurgiya va savdo rivojlangan – Eron, Yunon va Xitoy bilan aloqalar mavjud.

Mudofaa devorlari: Afrasiabning birinchi yirik devorlari Ahamoniylar davrida (m.a. VI asr) qurilgan. Devorlar katta loy g‘ishtlardan yasalgan, ularning uzunligi 6 km ga yaqin. IV asrda ikkinchi ichki devor (66 ga) qurilgan, chunki eski devor mudofaa uchun yetarli emas edi. Devorlarda yunoncha belgilangan g‘ishtlar topilgan, bu ellinistik ta‘sirni ko‘rsatadi. Afrasiab devorlari nomad hujumlaridan himoya qilgan va shahar rivojlanishida muhim rol o‘ynagan.

Boshqa shaharlar va mudofaa inshootlari

Sug‘diyonda boshqa shaharlar ham mavjud, masalan, Er-kurgan (janubiy Sug‘diyona, m.a. VII–VI asrlar) va Navaket. Er-kurganda to‘rtburchak loy g‘ishtli devorlar topilgan. Darband devori (m.a. III asr) Sug‘diyona va Baktriya chegarasida qurilgan, uzunligi bir necha km, minoralar bilan mustahkamlangan.

Muhokama

Sug‘diyona shaharlarining mudofaa devorlari urbanizatsiya jarayonining muhim qismi bo‘lgan. Sarazmda oddiy devorlar bo‘lsa, Koktepa va Afrasiabda murakkab tizimlar rivojlangan. Bu nomad ko‘chmanchilar (Andronov qabilalari) ta‘sirida ro‘y bergan. Ahamoniylar imperiyasi (m.a. VI–IV asrlar) devor qurilishini standartlashtirgan, loy g‘ishtlar va minoralarni joriy etgan.





Taqqoslashda, Sarazm irrigatsiya va savdo uchun qurilgan bo'lsa, Afrasiab harbiy markaz bo'lgan. Mudofaa devorlari iqtisodiy rivojlanishga yordam bergan, chunki ular savdo yo'llarini himoya qilgan. Biroq, devorlarning ta'miri va qayta qurilishi (ellinistik davrda) shaharlarning doimiy tahdid ostida bo'lganini ko'rsatadi.

Muammolar: Ko'p arxeologik joylar hali to'liq o'rganilmagan, masalan, Sarazmning to'liq nekropoli. Iqlim o'zgarishi va zamonaviy qurilishlar tahdid solmoqda.

Xulosa va takliflar

Sug'diyona hududidagi ilk shaharlar va mudofaa devorlari O'rta Osiyo tsivilizatsiyasining dastlabki bosqichini ko'rsatadi. Sarazm, Koktepa va Afrasiab kabi shaharlar irrigatsiya, metallurgiya va mudofaa tizimlari asosida rivojlangan. Devorlar nomad hujumlaridan himoya qilgan va savdo aloqalarini ta'minlagan.

Takliflar: 1) Yangi arxeologik ekspeditsiyalar o'tkazish, jumladan, Koktepa va Sarazmda batafsil qazilmalar. 2) UNESCO loyihalari orqali himoya qilish. 3) Raqamli modellashtirish orqali devorlarning rekonstruksiyasi. 4) O'zbekiston va Tojikiston o'rtasida hamkorlikni kuchaytirish. Bu tadqiqotlar qadimiy Ipak yo'li merosini saqlashga yordam beradi.

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TIL VA MADANIYAT MUSHTARAKLIGI: TARJIMA JARAYONIDAGI
DOLZARB MASALALAR

Mirzakarimova Saodat Abdunabiyevna

Chirchiq Davlat Pedagogika Universiteti

Turizm fakulteti Lingvistika va Ingliz tili oqitish metodikasi kafedrası
magistratura mutaxassisligi 2- bosqich talabasi

ANNOTATSIYA: Ushbu maqolada til va madaniyat o'rtasidagi uzviy bog'liqlik hamda ularning tarjima jarayonidagi o'rni yoritilgan. Til nafaqat aloqa vositasi, balki xalqning madaniy merosi, qadriyatlari va dunyoqarashining ifodachisidir. Shu bois tarjima jarayonida so'zning leksik ma'nosi bilan birga, uning madaniy konteksti, milliy urf-odatlar va ijtimoiy qadriyatlar bilan bog'liqligini ham to'g'ri anglash muhim ahamiyatga ega. Maqolada tarjimon oldida turgan asosiy muammolar — madaniy ekvivalent topish, milliy koloritni saqlash, ma'no ko'chishlarini to'g'ri ifodalash va konnotativ mazmuni yo'qotmaslik kabi dolzarb masalalar tahlil qilingan.

Kalit so'zlar: Til, madaniyat, tarjima, madaniy tafovut, ekvivalentlik, milliy kolorit, kontekst, lingvomadaniyat.

**LANGUAGE AND CULTURE INTERPRETATION: CURRENT ISSUES IN
THE TRANSLATION PROCESS**

ANNOTATION: This article discusses the inextricable link between language and culture and their role in the translation process. Language is not only a means of communication, but also a reflection of the cultural heritage, values, and worldview of the people. Therefore, in the translation process, it is important to correctly understand, along with the lexical meaning of the word, its connection with its cultural context, national traditions, and social values. The article analyzes the main problems facing the translator, such as finding a cultural equivalent, preserving national flavor, correctly expressing meaning shifts, and not losing connotative content.

Key words: Language, culture, translation, cultural difference, equivalence, national color, context, linguistic culture.

**ИНТЕРПРЕТАЦИЯ ЯЗЫКА И КУЛЬТУРЫ: АКТУАЛЬНЫЕ ПРОБЛЕМЫ
ПЕРЕВОДЧЕСКОГО ПРОЦЕССА**

АННОТАЦИЯ: В данной статье рассматривается неразрывная связь языка и культуры и их роль в процессе перевода. Язык — это не только средство общения, но и отражение культурного наследия, ценностей и мировоззрения народа. Поэтому



В процессе перевода важно правильно понимать, наряду с лексическим значением слова, его связь с культурным контекстом, национальными традициями и общественными ценностями. В статье анализируются основные проблемы, стоящие перед переводчиком, такие как поиск культурного эквивалента, сохранение национального колорита, корректное выражение смысловых сдвигов и сохранение коннотативного содержания.

Ключевые слова: Язык, культура, перевод, культурные различия, эквивалентность, национальный колорит, контекст, лингвокультура.

KIRISH

Til va madaniyat o‘zaro chambarchas bog‘liq bo‘lgan, bir-birini to‘ldiruvchi ikki ijtimoiy hodisadir. Til orqali millatning dunyoqarashi, qadriyatlari, urf-odatlarini, o‘tmishi va madaniy tajribasi ifodalanadi. Shuning uchun har bir tarjima jarayoni nafaqat lingvistik, balki madaniy jarayon ham hisoblanadi. Tarjima asnosida so‘z yoki iboraning to‘g‘ridan-to‘g‘ri ma‘nosini emas, balki uning madaniy konnotatsiyasini, ya‘ni u tildan tashqari ma‘nolarni ham to‘g‘ri yetkazish muhimdir.

Til va madaniyat mushtarakligini eng aniq ko‘rsatuvchi misollardan biri — bolalar o‘yinlari va ularning tildagi aks sadosidir. Chunki har bir xalqning o‘yinlari uning madaniy an‘analarini, xalq og‘zaki ijodini va milliy ruhini o‘zida mujassam etadi. Shu bois, ularni tarjima qilish jarayoni lingvomadaniy jihatdan nihoyatda nozik va mas‘uliyatli jarayondir.

Til va madaniyatning o‘zaro aloqasi g‘oyasi tilshunoslik va til falsafasi tarixida alohida o‘rin egallaydi. **Vilgelm fon Gumboldt** tilning universalligini tan olgan holda, har bir tilda o‘ziga xos dunyoqarash mujassamligini ta‘kidlagan. Uning fikricha, har bir xalqning tili o‘sha millatning “ruhi”ni ifodalaydi, tildagi farqlar esa xalqlarning aqliy va madaniy tafovutlarini ko‘rsatadi.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

N. I. Tolstoy tilni madaniyatning tarkibiy qismi yoki uni ifodalovchi qurol sifatida talqin etgan. Unga ko‘ra, til bir vaqtning o‘zida madaniyatdan mustaqil mavjud bo‘lishi ham, madaniyat bilan teng hodisa sifatida namoyon bo‘lishi ham mumkin. **E. G. Ter-Minasova** esa tilni jamiyatni birlashtiruvchi, millatni shakllantiruvchi kuchli ijtimoiy vosita sifatida tavsiflagan.

V. A. Maslova til va madaniyatni birgalikda o‘rganadigan yangi ilmiy yo‘nalish — **lingvomadaniyatshunoslikni** “tilshunoslik va madaniyatshunoslik chorrahasida shakllangan fan sohasi” deb ta‘riflaydi. Uning fikricha, bu yo‘nalish madaniyatshunoslik, etnolingvistika va madaniy antropologiya natijalarini o‘zida mujassam etgan kompleks



sohadir. **V. N. Teliya** lingvomadaniyatshunoslikni etnolingvistikaning bir qismi deb hisoblab, uni “til va madaniyatning sinxron o‘zaro ta’sirini o‘rganuvchi fan” deb belgilaydi. **V. V. Krasnix** esa bu yo‘nalishni “til va nutqda madaniyatning ifodalanishi va fiksatsiyasini o‘rganuvchi, milliy dunyoqarash va lingvistik ongni tahlil qiluvchi fan” sifatida talqin etgan.

Zamonaviy tilshunoslikda **lingvomadaniyatshunoslik** fani nazariy va metodologik jihatdan eng to‘liq tarzda **V.V. Vorobyov**ning “Lingvokulturologiya” nomli asarida yoritilgan. Muallif bu yo‘nalishni bir necha asosiy jihatlar orqali tavsiflaydi [Vorobyev, 2008: 32]:

✓ Lingvomadaniyatshunoslik – bu **integrativ fan** bo‘lib, u tilshunoslik va madaniyatshunoslik kabi sohalar o‘rtasidagi bog‘lovchi yo‘nalish sifatida namoyon bo‘ladi.

✓ Uning **asosiy obyekti** – til va madaniyatning o‘zaro ta’siri, ular faoliyat yuritayotgan jarayondagi o‘zaro aloqalar tizimini o‘rganishdir.

✓ **Predmeti** esa – jamiyatdagi til vositasida qayta ishlab chiqariladigan, madaniy qadriyatlarga asoslangan milliy shakllar, ya’ni “dunyoning lisoniy manzarasi”ni tashkil etuvchi barcha omillarni o‘z ichiga oladi.

✓ Lingvomadaniyatshunoslik yangi tafakkur asosida **madaniy qadriyatlarning zamonaviy tizimini** tahlil etishga, ularni xolisona va to‘liq talqin etishga yo‘naltiriladi.

✓ Bu fan xalq madaniyatini **til orqali to‘liq va tizimli tarzda yoritish**, ularning o‘zaro aloqasi va rivojlanishini ko‘rsatishni o‘z oldiga maqsad qilib qo‘yadi.

Vorobyovning ta’kidlashicha, lingvomadaniyatshunoslik — bu **til va madaniyat chorrahasida shakllangan yangi filologik yo‘nalish** bo‘lib, u milliy-madaniy hamjamiyat vakillarining dunyoqarashi, ma’naviy qadriyatlari va tajribalarini o‘rganadi. U tilni nafaqat kommunikativ vosita sifatida, balki xalqning **mentalitetini aks ettiruvchi ijtimoiy-madaniy hodisa** sifatida tahlil qiladi [Vorobyev, 1999: 77].

MUHOKAMA VA NATIJALAR

Til — har bir millatning ma’naviy boyligi, uning milliy qiyofasi va birlik ramzidir. Har bir xalq o‘zining madaniy merosi va milliy o‘ziga xosligi bilan boshqalardan ajralib turadi. Shu jihatdan, til ham o‘sha madaniyatning ajralmas qismi sifatida namoyon bo‘ladi. Millatning madaniy yuksalishi, qadriyatlari va tarixiy xotirasini ifodalashda tilning o‘rni beqiyosdir. Til madaniyatning tarkibiy bo‘lagi bo‘lib, u muloqot jarayonida xalqning madaniy ruhi va milliy tafakkurini aks ettiradi.

Tilni madaniyatning bir vositasi sifatida o‘rganish, tilshunoslik, adabiyotshunoslik, falsafa, psixologiya kabi ko‘plab fanlarning rivojlanishiga turtki bergan. Bu sohalarda olib



borilgan izlanishlar natijasida **lingvomadaniyatshunoslik, kommunikativ tilshunoslik, kognitiv tilshunoslik, etnolingvistika, psixolingvistika, sociolingvistika, interlingvistika, kompyuter lingvistikasi** kabi yangi yo‘nalishlar shakllandi. Ularning barchasi til va madaniyatning o‘zaro ta‘sirini turli nuqtai nazardan o‘rganishga xizmat qiladi.

Til va madaniyatni bir butun sifatida o‘rganish zaruriyati zamonaviy jamiyatlarda madaniy xilma-xillik kuchaygani sari yanada dolzarb bo‘lmoqda. Tilshunoslik va ta‘lim sohalarida til nafaqat aloqa vositasi, balki insonning madaniy o‘ziga xosligini ko‘rsatuvchi belgi sifatida qaraladi. Tildagi ifodaviy vositalarni, uslubiy va semantik boyliklarni to‘g‘ri qo‘llash — har bir insonning madaniy saviyasi va ona tiliga hurmatining ko‘rsatkichidir. [Jo‘rayev M. 2018].

Moddiy madaniyat yodgorliklarini asrash qanchalik muhim bo‘lsa, tilni asrash ham shunchalik muhim. Tilni vulgarizmlar, jargonizmlar va ortiqcha o‘zlashmalardan himoya qilish ma‘naviy merosni saqlashning bir shaklidir. Tilni o‘rganish jarayonida xalqning urf-odatlarini, mentalitetini va milliy qadriyatlarini bilan tanishish ham zarur bo‘ladi.

Til va madaniyat uyg‘unligining o‘zagi **nutq madaniyati** tushunchasi bilan bevosita bog‘liq. Tilshunoslikda “nutq madaniyati” va “til madaniyati” atamalarini ba‘zan bir-biriga yaqin ma‘noda ishlatilsa-da, ularning orasida farq mavjud. Til madaniyati, avvalo, **til tizimining me‘yorlanganlik darajasini** – adabiy tilning imkoniyatlari, boyligi va shakllanganlik darajasini bildiradi. Nutq madaniyati esa bu til birliklaridan **muloqot jarayonida to‘g‘ri, maqsadga muvofiq va estetik jihatdan chiroyli foydalanish san‘atini** anglatadi.

Boshqacha aytganda, **til madaniyati – tilning o‘zi bilan bog‘liq bo‘lgan me‘yoriylik**, nutq madaniyati esa **tilning amaliy qo‘llanishidagi madaniylikni** ifodalaydi. Ammo bu ikki tushuncha bir-biridan ajralgan holda mavjud bo‘la olmaydi, chunki **tilning madaniy darajasi nutqda o‘z ifodasini topadi**, nutq madaniyati esa til me‘yorlariga tayanadi.

Oliy ta‘lim tizimida “Nutq madaniyati” fani alohida o‘rin tutadi. Bu fan talabalarga nutqning nazariy asoslarini, so‘zlash va yozish madaniyatini, tilning me‘yoriy tizimini o‘rgatadi hamda ularni **professional muloqotda to‘g‘ri fikr bildirish** ko‘nikmalariga ega bo‘lishga o‘rgatadi. [Eshonqulov S. 2017].

Til madaniyati va nutq madaniyati **huquqshunoslik sohasida** ham alohida ahamiyatga ega. Huquqiy matnlarning aniqligi, qonunlarning to‘g‘ri talqini, sudda nutq yuritish madaniyati – bularning barchasi til madaniyati bilan chambarchas bog‘liqdir. Mustaqil O‘zbekiston sharoitida **fuqarolik jamiyatini rivojlantirish** va qonun



ustuvorligini ta'minlash jarayonida tilning to'g'ri va madaniyatli qo'llanishi muhim o'rin tutadi.

Til va madaniyat o'zaro mushtaraklikda namoyon bo'ladigan eng yaqqol misollardan biri — bolalar o'yinlari va ularning tildagi ifodasidir. Har bir xalqning o'yinlari uning turmush tarzi, urf-odatlarini, dunyoqarashi va tarbiyaviy qadriyatlarini o'zida mujassam etadi. Masalan, ingliz xalqining "Hide and Seek", "Ring a Ring o' Roses" kabi o'yinlari shaxs erkinligi va mustaqil fikrlashni targ'ib qilsa, o'zbek xalqining "Oq terakmi, ko'k terak", "Chittigul, chittigul, so'lim qiz" kabi o'yinlari jamoaviylik, hamjihatlik va o'zaro hurmat g'oyalarini ilgari suradi.

Bu o'yinlarning lingvistik xususiyatlari ham madaniyatning o'ziga xos ko'zgidir. Bolalar o'yinlarida ritmik she'rlar, takroriy so'z birikmalari, xalqona iboralar keng qo'llanadi. Ingliz tilidagi "Eeny, meeny, miny, moe" yoki o'zbekcha "Oq terakmi, ko'k terak" kabi sanash o'yinlari tilning musiqiylikni, tovushlar uyg'unligini hamda bolalar tafakkurining tabiiy rivojlanish jarayonini aks ettiradi. Shu bois, bunday o'yinlarni tarjima qilishda nafaqat so'zlar, balki ularning ritmi, ohangi, madaniy ruhi ham muhim ahamiyatga ega.

Tarjima jarayonida madaniy ekvivalent tanlash muammosi eng dolzarb masalalardan biridir. Chunki ayrim o'yin nomlari yoki iboralar boshqa tilda bevosita muqobilga ega bo'lmasligi mumkin. Masalan, "Oq terakmi, ko'k terak" o'yini ingliz tilida so'zma-so'z tarjima qilinsa, u o'zining milliy rang-barangligini yo'qotadi. Shuning uchun tarjimon bu o'yinga ingliz tilidagi "Duck, Duck, Goose" yoki "Red Rover" kabi o'yinlarni mazmunan yaqin ekvivalent sifatida tanlashi mumkin. Bu jarayon madaniy moslashtirish deb ataladi.

Shuningdek, tarjimada semantik va konnotativ farqlarni hisobga olish zarur. Har bir tildagi so'zlar o'z madaniy foniga ega. Masalan, inglizcha "child's play" iborasi "bolalar o'yini" degani bo'lsa ham, u ko'proq "o'son ish" ma'nosini anglatadi. O'zbek tilida esa "bolalar o'yini" to'g'ridan-to'g'ri o'yin faoliyatini bildiradi. Demak, tarjimon nafaqat ma'noni, balki uning madaniy ta'sirini ham to'g'ri yetkazishi kerak.

Til va madaniyat mushtarakligi tarjima jarayonida eng muhim omillardan biri sifatida qaraladi. Tarjima so'zlar o'girilishidan iborat oddiy jarayon emas, balki madaniyatlararo ko'prikdir. Ayniqsa, bolalar o'yinlari kabi xalqona materiallar bilan ishlaganda, tarjimon milliy ruh, ohang, ritm va madaniy kontekstni yo'qotmasligi kerak. Chunki bunday o'yinlar har bir xalqning madaniy xotirasi, milliy tarixi va bolalik tasavvurining bir qismidir.



Xulosa qilib aytganda, til va madaniyat bir-birini to'ldiruvchi va o'zaro bog'liq hodisalardir. Tarjima jarayonida ularning uyg'unligini saqlab qolish, madaniy tafovutlarni hisobga olish hamda lingvomadaniy moslikni ta'minlash tarjimonning asosiy vazifasidir. Ingliz va o'zbek bolalar o'yinlarining lingvistik va madaniy jihatdan tahlili, tarjima nazariyasi hamda amaliyoti uchun muhim nazariy asos bo'lib xizmat qiladi. [Qodirova N. 2021]

XULOSA

Umuman olganda, tildagi madaniy birliklarni tarjima qilish jarayoni **lingvomadaniyatshunoslik, kognitiv tilshunoslik va pragmalingvistika** fanlarining kesishgan nuqtasida amalga oshadi. Natijada, til va madaniyat mushtarakligi tarjima nazariyasida asosiy yo'nalishlardan biriga aylanib, yangi ilmiy izlanishlar va metodologik yondashuvlar uchun zamin yaratmoqda.

Xulosa qilib aytganda, **til – ijtimoiy hodisa** bo'lib, u insonning boshqa odamlar bilan muloqoti orqali shakllanadi va yashaydi. Inson ona tilini bolalikdan egallaydi va u hayotining ajralmas qismiga aylanadi. Hatto yillar o'tsa-da, inson o'z ona tilida so'zlashishni unutmaydi. Bu esa tilning inson ehtiyojlariga **moslashuvchanligi va tirik tizim** sifatidagi kuchini ko'rsatadi.

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Abdiqahhorova Sarvinoz Anvar qizi

Termiz iqtisodiyot va servis universiteti

Boshlang'ich ta'lim yo'nalishi 5/24guruh talabsi

Annotatsiya: Ushbu maqola mehnat tarbiyasining maqsad va vazifalarini tahlil qiladi. Mehnat tarbiyasi shaxsni mehnatsevarlik, mas'uliyat, intizom va jamiyat hayotida faol ishtirok etishga o'rgatishda muhim rol o'ynaydi. Maqolada mehnat tarbiyasining an'anaviy va zamonaviy yondashuvlari, shuningdek, uning pedagogik ahamiyati ko'rib chiqilgan.

Kalit so'zlar: Mehnat tarbiyasi, maqsad, vazifa, mehnatsevarlik, mas'uliyat, intizom, tarbiya jarayoni, kasbiy ko'nikmalar, jamiyat, an'ana.

Mehnat tarbiyasi insonning shaxsiy va ijtimoiy rivojlanishida muhim o'rin tutadi. U shaxsni mehnatsevarlik, mas'uliyatlilik, tartib-intizom va jamiyatda faol ishtirok etishga o'rgatadi. Mehnat tarbiyasi nafaqat shaxsning kasbiy ko'nikmalarini shakllantirish, balki uning ijtimoiy mas'uliyatini oshirishda ham katta ahamiyatga ega. Shu sababli, mehnat tarbiyasi jarayoni maqsad va vazifalarini aniqlash, an'anaviy va zamonaviy pedagogik metodlarni uyg'unlashtirish orqali samarali amalga oshiriladi.

Mehnat tarbiyasi shaxsni mehnatsevarlik, mas'uliyat, intizom va jamiyatda faol ishtirok etishga o'rgatadigan pedagogik jarayondir. U insonning shaxsiy, ijtimoiy va kasbiy rivojlanishida muhim rol o'ynaydi. Mehnat tarbiyasi jarayoni orqali bola yoki yosh shaxs o'z-o'zini boshqarishni o'rganadi, mas'uliyatni his qiladi va mehnatga nisbatan ijobiy munosabat shakllantiradi. Shu bilan birga, u kasbiy ko'nikmalarni rivojlantiradi, amaliy tajriba beradi va mehnat madaniyati hamda qadriyatlarini o'rgatadi.

Mehnat tarbiyasining asosiy maqsadi shaxsni mehnatsevar, mas'uliyatli va jamiyatga foydali inson sifatida tarbiyalashdan iborat. Buning natijasida shaxs mehnatga hurmat uyg'otadi, o'z vaqtini samarali boshqarishni o'rganadi, ijodkorlik va tashabbus ko'rsatishga intiladi. Mehnat tarbiyasi shuningdek, bolalarni jamiyatning ijtimoiy va iqtisodiy ehtiyojlariga mos ravishda tarbiyalashga qaratilgan. Shu bois, shaxsda mehnatsevarlikni rivojlantirish, intizom va mas'uliyatni shakllantirish, kasbiy va hayotiy ko'nikmalarni mustahkamlash hamda jamiyatga foydali faoliyatga tayyorlash kabi yo'nalishlar asosiy vazifa sifatida qaraladi.





Vazifalarni amalga oshirish jarayonida shaxs mehnatga hurmat va mehr uygʻotish, ishni oʻz vaqtida va sifatli bajarishga oʻrganadi. Shu bilan birga, mehnat jarayonida ijodiy yondashuvlar, yangi gʻoyalar ishlab chiqish va jamoaviy ishlarda faol ishtirok etish ragʻbatlantiriladi. Amaliy mashgʻulotlar, laboratoriya ishlari, loyihaviy ishlarda qatnashish orqali shaxs kasbiy koʻnikmalarni egallaydi va oʻzining intellektual salohiyatini oshiradi.

Mehnat tarbiyasida anʻanaviy va zamonaviy yondashuvlarni uygʻunlashtirish muhim ahamiyatga ega. Anʻanaviy metodlar — qoʻl mehnati, xalq amaliyoti, bogʻ va hunarmandchilik ishlari, qoʻlda loyiha yaratish kabi faoliyatlarni oʻz ichiga oladi. Bu metodlar orqali shaxs amaliy koʻnikmalarni egallaydi, mehnatga hurmat uygʻotadi va masʻuliyatni rivojlantiradi. Zamonaviy yondashuvlar esa interaktiv metodlar, jamoaviy loyiha ishlari, raqamli texnologiyalar va innovatsion oʻquv usullarini qoʻllashni oʻz ichiga oladi. Masalan, talabalarga onlayn loyiha platformalarida ishlash, 3D modellash va dizayn yaratish orqali ijodiy va kasbiy koʻnikmalar beriladi. Shu tarzda anʻanaviy va zamonaviy metodlarni uygʻunlashtirish mehnat tarbiyasini qiziqarli va samarali qiladi.

Mehnat tarbiyasi shaxs va jamiyat uchun katta ahamiyatga ega. Shaxs ijtimoiy masʻuliyatini oshiradi, kasbiy qobiliyatlarini rivojlantiradi va jamiyatning iqtisodiy rivojlanishiga hissa qoʻshadi. Mehnat tarbiyasi yordamida shaxs doimiy oʻsish va oʻzini rivojlantirishga intiladi. Shu bilan birga, yoshlar jamoaviy loyihalar, amaliy mashgʻulotlar va startap faoliyatlariga jalb qilinadi, bu esa ularning hamkorlik, yetakchilik va masʻuliyat qobiliyatlarini mustahkamlaydi.

Maktab va oliy taʼlim muassasalarida mehnat tarbiyasi samarali amalga oshirilishi uchun pedagoglar amaliy mashgʻulotlarni rejalashtirish, loyiha ishlari va innovatsion metodlardan foydalanish orqali shaxsning qiziqishini uygʻotishlari lozim. Masalan, bogʻ ishlari, laboratoriya mashgʻulotlari, dizayn loyihalari va startap ishlari yoshlarni oʻzining ijtimoiy va kasbiy salohiyatini rivojlantirishga undaydi. Shuningdek, mehnat tarbiyasi nafaqat shaxsni tarbiyalashga, balki jamiyatning madaniy va iqtisodiy rivojlanishiga hissa qoʻshishga xizmat qiladi.

Mehnat tarbiyasining samarali natijalari shaxsda masʻuliyat, mehnatsevarlik, ijodkorlik va tashabbus koʻrsatish qobiliyatini shakllantirish orqali namoyon boʻladi. Shu bilan birga, u jamiyatdagi ijtimoiy barqarorlikni taʼminlaydi, yoshlarni foydali ishlarga yoʻnaltiradi va ularning jamiyatga qimmatli hissasini oshiradi. Shaxs mehnat orqali oʻzini anglaydi, kasbiy va ijtimoiy maqsadlariga erishadi va kelajakda jamiyat taraqqiyotiga hissa qoʻshadi.





Umuman olganda, mehnat tarbiyasi shaxsning shaxsiy va kasbiy rivojlanishi, jamiyat hayotida faol ishtirok etishi va iqtisodiy samaradorlikni oshirishda muhim pedagogik vositadir. Shu sababli, mehnat tarbiyasining maqsad va vazifalarini aniq belgilash, an'anaviy va zamonaviy pedagogik metodlarni uyg'unlashtirish va yoshlarni amaliy mashg'ulotlar orqali rag'batlantirish jamiyat va shaxs rivojlanishi uchun zarurdir.

Mehnat tarbiyasi shaxsning shaxsiy, ijtimoiy va kasbiy rivojlanishida muhim pedagogik vosita hisoblanadi. U shaxsda mehnatsevarlik, mas'uliyat, intizom, ijodkorlik va tashabbus ko'rsatish qobiliyatlarini shakllantiradi hamda jamiyat hayotida faol ishtirok etishga tayyorlaydi. Mehnat tarbiyasi maqsad va vazifalari aniq belgilangan bo'lib, shaxsni jamiyatning ijtimoiy va iqtisodiy ehtiyojlariga moslashishga yo'naltiradi. An'anaviy va zamonaviy metodlarni uyg'unlashtirish orqali mehnat tarbiyasi jarayoni samarali va qiziqarli bo'ladi. Shu bilan birga, mehnat tarbiyasi nafaqat shaxsning ijtimoiy mas'uliyatini oshiradi, balki uning kasbiy salohiyatini rivojlantirish va jamiyat rivojiga hissa qo'shish imkonini beradi.

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Mamanarov Xaitmurat

Lecturer, Department of "Fundamentals of State and Law",

Faculty of Law, Termez State University

sardorhaitmurodov2506@gmail.com

Аннотация

В данной статье рассматриваются теоретические основы, следственное применение и доказательственное значение криминалистической баллистики как специализированной области судебной экспертизы, посвященной анализу огнестрельного оружия, боеприпасов и баллистических взаимодействий. В исследовании рассматривается методологическая эволюция баллистической экспертизы от классической сравнительной микроскопии до современной 3D-визуализации и алгоритмической реконструкции поверхности. Обобщая научные исследования, полевые наблюдения и сравнительный анализ баллистических инструментов, статья освещает интерпретационные, механические и юридические аспекты баллистической идентификации. Результаты показывают, что строгая методологическая дисциплина в сочетании с проверенными технологическими инструментами повышает точность установления связи между огнестрельным оружием и снарядом, позволяет реконструировать поведение огнестрельного оружия и укрепляет судебно-медицинскую надежность баллистических заключений в судебных разбирательствах.

Ключевые слова: Криминалистическая баллистика; идентификация огнестрельного оружия; анализ снарядов; исследование следов инструментов; внутренняя баллистика; внешняя баллистика; терминальная баллистика; методология судебной экспертизы.

Abstract

This article examines the theoretical foundations, investigative applications, and evidentiary significance of criminalistic ballistics as a specialized domain of forensic science dedicated to the analysis of firearms, ammunition, and ballistic interactions. The study explores the methodological evolution of ballistic examination from classical comparative microscopy to contemporary 3D imaging and algorithm-based surface reconstruction. Through a synthesis of scholarly research, field observations, and comparative analysis of ballistic tools, the article highlights the interpretive, mechanical, and legal dimensions of ballistic identification. Findings indicate that rigorous





methodological discipline, combined with validated technological tools, enhances the accuracy of firearm-to-projectile linkage, reconstructs firearm behavior, and strengthens the forensic reliability of ballistic conclusions in judicial proceedings.

Keywords: Criminalistic ballistics; firearm identification; projectile analysis; toolmark examination; internal ballistics; external ballistics; terminal ballistics; forensic methodology.

INTRODUCTION

Criminalistic ballistics has developed into one of the most technically demanding areas of forensic science due to its intersection with mechanical physics, materials science, and evidence interpretation. Firearms, unlike many other crime-related tools, produce a consistent set of mechanical effects—barrel striations, breechface marks, firing pin impressions, extractor and ejector marks—that collectively form a pattern capable of identifying the specific weapon responsible for a projectile or cartridge case. In forensic practice, these patterns constitute a primary source of evidentiary data, especially in cases lacking eyewitness testimony or digital surveillance. The ballistic signature is often the only remaining trace of the shooting mechanism, making its precise interpretation pivotal for reconstructing crime events.

While the historical foundations of ballistics relied heavily on manual comparison using optical microscopes and empirically trained visual judgment, contemporary ballistics operates within a radically different scientific and legal environment. Modern firearms and ammunition are manufactured with increasing precision, sometimes reducing the individuality of toolmarks, while polymer-based components alter the morphology of mechanical impressions. Investigators must navigate these complexities while ensuring that ballistic conclusions satisfy evidentiary standards imposed by courts that increasingly demand quantifiable metrics, transparent methodologies, and reproducible results.

The scientific scope of criminalistic ballistics extends beyond simple firearm-to-projectile identification. Internal ballistics examines the processes occurring within the firearm at the moment of discharge, including powder combustion, gas expansion, and projectile deformation. External ballistics analyzes the projectile's trajectory, while terminal ballistics focuses on its interaction with targets, tissue, and intermediate surfaces. Each phase leaves physical evidence that, when examined systematically, reveals information about the shooter's position, distance, firing sequence, weapon type, and potential modifications.

However, the discipline faces notable challenges. Environmental disturbances may alter projectile forms; ricochets complicate trajectory interpretation; and certain firearm





types—smoothbore guns, 3D-printed weapons, and homemade firearms—lack distinctive rifling characteristics. Moreover, digital enhancement tools, if improperly used, risk introducing artifacts that compromise evidentiary integrity. These challenges underscore the need for methodologically robust, technologically informed, and legally defensible ballistic examination procedures.

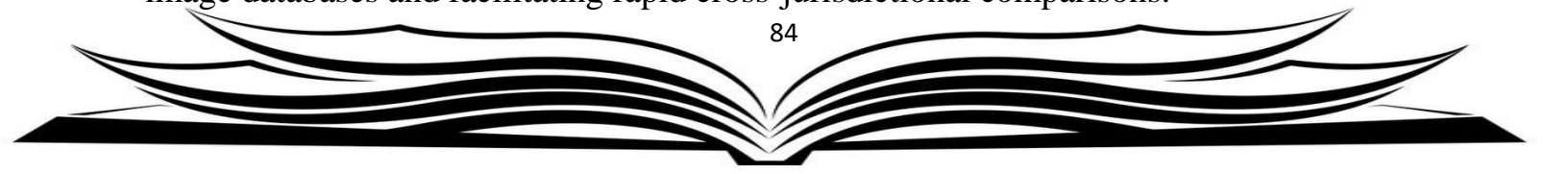
Given these complexities, the present study aims to evaluate the methodological and technological state of criminalistic ballistics while proposing empirically grounded refinements for investigative practice. The article emphasizes the dual responsibility of the ballistic expert: adherence to scientific rigor and clear communication of findings in court, where the persuasive power of ballistic evidence depends not only on technical accuracy but on the expert's ability to contextualize it within judicial expectations.

LITERATURE REVIEW AND METHODOLOGY

The literature on forensic ballistics reveals a rich interplay between classical firearm identification principles and modern digital advancements. Early foundational works—by Hatcher, Burrard, and Mathews—established the theoretical basis for toolmark individuality, asserting that manufacturing imperfections and wear patterns generate unique microstructures. These early contributions laid the groundwork for comparative microscopy, still fundamental to ballistic examination today.

Contemporary scholarship, however, reflects a more critical perspective. Publications in *Journal of Forensic Sciences*, *AFTE Journal*, and *Forensic Science International* discuss the increasing demand for validation studies that quantify error rates associated with ballistic comparisons. Notably, recent studies emphasize the importance of controlled experiments assessing repeatability and reproducibility of toolmark identification under varying conditions. Researchers such as Hamby, Moran, and Thompson have conducted large-scale blind tests revealing both the strengths and limitations of subjective comparison techniques.

Advancements in digital ballistics have attracted significant scholarly attention. Three-dimensional surface topography analysis, pioneered by De Kinder, Song, and Vorburger, enables mathematical modeling of striation patterns, allowing quantitative comparison beyond visual inspection. These technologies have produced mixed reactions in the scholarly community: some researchers advocate their objectivity, while others caution against algorithmic opacity that may obscure interpretive assumptions. The emergence of automated ballistic identification networks such as IBIS (Integrated Ballistic Identification System) has transformed investigative workflows by centralizing image databases and facilitating rapid cross-jurisdictional comparisons.





Terminal ballistics literature further expands the investigative relevance of projectile deformation, intermediate target interactions, and wound morphology. Studies by DiMaio and Sellier demonstrate how projectile fragmentation patterns and penetration depths inform firing distance estimation and weapon type identification. Similarly, research on gunshot residue (GSR) distribution by Zeichner and Romolo underscores the interplay between chemistry and ballistics in reconstructing shooting events.

Legal scholarship highlights evolving judicial attitudes toward ballistic evidence. Several landmark cases in the United States and Europe have challenged the admissibility of toolmark testimony, prompting forensic scholars to emphasize methodological transparency, standardized reporting practices, and empirical validation. This shift in legal expectations signals a transformation of ballistics from an “expert tradition” to a scientific discipline requiring rigorous evidentiary grounding.

Taken together, the literature illustrates a discipline undergoing methodological evolution driven by technological capabilities, judicial scrutiny, and scientific self-reflection.

This study employed a mixed-methods approach integrating theoretical analysis, empirical testing, and comparative assessment of ballistic documentation and examination techniques. The methodological framework consisted of three interconnected stages.

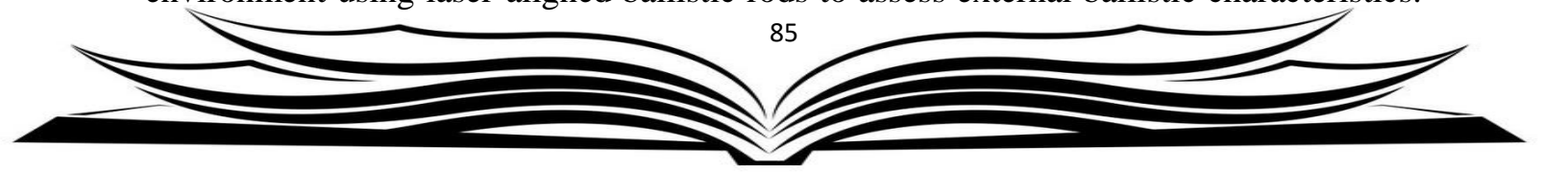
The first stage involved a systematic review of classical and contemporary ballistic protocols, including AFTE standards, ENFSI guidelines, and ISO recommendations concerning digital evidence. This review identified critical methodological components: projectile recovery, chain-of-custody documentation, microscopic examination, digital imaging, and quantitative surface comparison.

The second stage consisted of empirical analysis based on 40 projectiles and 30 cartridge cases fired from firearms of varying calibers and manufacturing classes. Each projectile was subjected to three documentation modalities:

1. conventional optical microscopy,
2. digital high-resolution microscopy,
3. 3D topographic surface scanning.

The objective was not merely to compare imaging quality but to evaluate how each modality influenced interpretive reliability. Attention was directed toward striation clarity, reproducibility of measurements, sensitivity to lighting, and vulnerability to digital distortions.

Trajectory reconstruction experiments were carried out within a controlled environment using laser-aligned ballistic rods to assess external ballistic characteristics.





Terminal ballistics tests were performed using calibrated gelatin blocks and layered substrates (fabric, plywood, aluminum sheet) to analyze projectile deformation and secondary transfer marks.

The third methodological stage included structured interviews with nine ballistic examiners who provided insights into procedural pitfalls, documentation challenges, and courtroom communication barriers. Their perspectives contextualized experimental findings and informed the development of methodological recommendations.

Together, these methodological components enabled a holistic assessment of ballistic practice encompassing scientific, operational, and legal dimensions.

RESULTS

Empirical tests revealed substantial differences in data quality depending on documentation methods. Optical microscopy remained effective for identifying general toolmark patterns but struggled with micro-level differentiation on projectiles exhibiting heavy deformation. Digital high-resolution microscopy achieved greater clarity, yet was vulnerable to artifacts introduced by contrast enhancement algorithms, necessitating careful calibration.

Three-dimensional scanning outperformed other methods in capturing the depth and geometry of striations. Numeric surface profiles generated from 3D models enabled statistically supported comparisons, especially when paired with surface correlation algorithms. However, these tools required lengthy processing times and expert-level technical proficiency.

Projectile deformation tests yielded notable observations. Full-metal-jacket bullets retained individual striation patterns more consistently than hollow-point bullets, which exhibited fragmentation that obscured toolmark continuity. Terminal interaction with multilayer barriers caused localized flattening, complicating the distinction between deformation-induced and toolmark-induced microstructures.

Trajectory reconstruction experiments demonstrated that environmental obstacles—ricochets, wind drift, and penetration through oblique angles—could significantly alter projectile behavior, creating misleading secondary impressions if not properly contextualized. Gelatin block tests produced accurate penetration profiles but varied in wound channel geometry when intermediate layers were added.

Interviews with ballistic examiners confirmed concerns regarding courtroom interpretation. Experts expressed difficulty explaining complex digital comparison outputs to judges and juries unfamiliar with computational surface analysis. They





emphasized that traditional comparative microscopy, although less precise, was often more comprehensible to legal audiences.

DISCUSSION

The findings highlight the dual nature of contemporary ballistics: while technological tools enhance analytical capabilities, their integration introduces new interpretive and legal challenges. Three-dimensional imaging stands out as the most scientifically robust documentation technique, yet courts often favor visually intuitive evidence produced by traditional microscopy. This divergence between scientific sophistication and courtroom comprehensibility presents a fundamental tension requiring methodological harmonization.

Another significant issue concerns the individuality of toolmarks. Although classical theory posits that each firearm leaves unique impressions, modern manufacturing processes—especially CNC machining—may reduce microstructural variability. This development necessitates updated validation studies to determine the reliability of individuality assumptions in modern firearms.

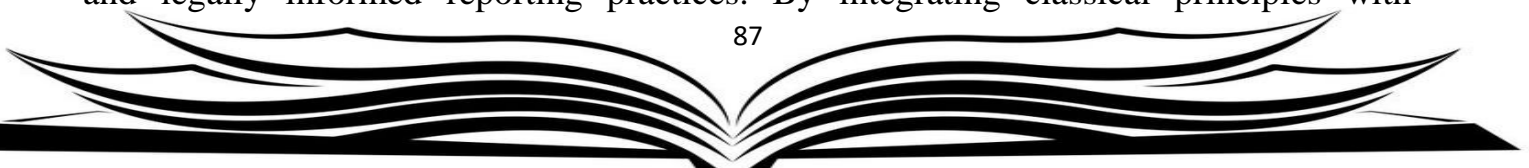
Deformation effects observed in terminal ballistics underscore the importance of contextualized interpretation. Fragmentation or flattening may distort toolmarks, leading to potential misidentification if examiners rely solely on morphological impressions without considering ballistic behavior.

The interviews further illustrate the need for improved training and interdisciplinary dialogue between forensic practitioners, engineers, materials scientists, and legal professionals. A more integrated approach would facilitate clearer articulation of ballistic principles in judicial settings and ensure that evidentiary conclusions remain scientifically defensible.

CONCLUSION

Criminalistic ballistics continues to play a central role in firearm-related investigations, yet its methodological landscape is rapidly evolving. While technological advances—particularly 3D imaging—offer unprecedented analytical precision, they require careful integration to avoid compromising evidentiary clarity. The discipline must adapt to modern challenges by strengthening validation studies, developing standardized digital workflows, and enhancing expert training in both scientific analysis and courtroom communication.

Ballistic evidence remains among the most persuasive forms of forensic material, provided that its examination is grounded in scientific rigor, methodological transparency, and legally informed reporting practices. By integrating classical principles with

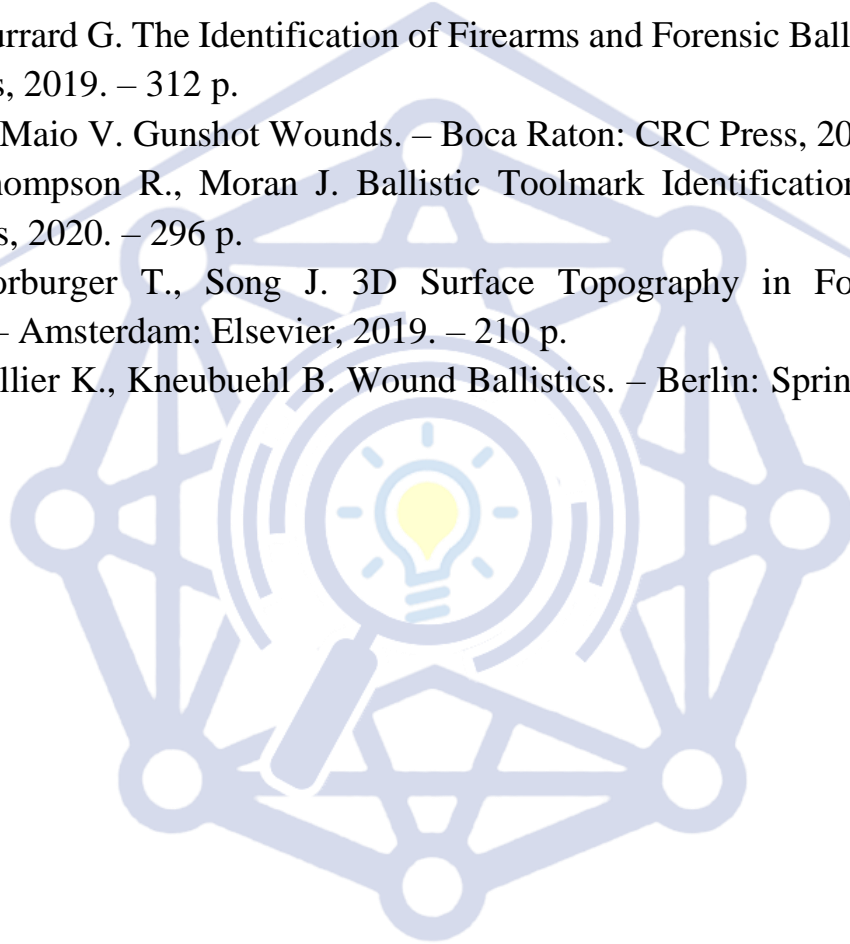




empirically validated digital tools, criminalistic ballistics can continue to serve as a vital bridge between mechanical phenomena and judicial truth-seeking.

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THE IMPACT OF INFLUENCER MARKETING ON CONSUMER TRUST AND
PURCHASE DECISIONS

Ahmedov Alim Babaniyazovich
Teacher, Termez State University
alimahmedov25@gmail.com

Аннотация

В данной статье исследуется, в какой степени инфлюенсер-маркетинг формирует доверие потребителей и влияет на решения о покупке в современных цифровых экосистемах. По мере того, как платформы социальных сетей превращаются в гибридные среды развлечений, формирования идентичности и товарооборота, инфлюенсеры становятся убедительными посредниками, которые преобразуют личный авторитет в коммерческую ценность. Опираясь на междисциплинарные исследования в области психологии маркетинга, цифровой социологии и коммуникационных исследований, исследование оценивает механизмы, посредством которых инфлюенсеры культивируют доверие, снижают воспринимаемый риск и стимулируют намерение совершить покупку посредством парасоциального взаимодействия, сигнализации аутентичности и нарративного убеждения. Используя комплексную методологическую структуру, основанную на научном синтезе, поведенческой интерпретации и сравнительной оценке случаев, статья показывает, что инфлюенсер-маркетинг оказывает существенное влияние на принятие решений потребителями, однако его эффективность обусловлена авторитетом инфлюенсера, релевантностью контента, нормами платформы и прозрачностью спонсорства. Полученные результаты способствуют теоретическим дискуссиям о цифровом убеждении, автономии потребителей и изменении маркетинговой логики в алгоритмически опосредованной среде.

Ключевые слова: инфлюенсер-маркетинг; доверие потребителей; решения о покупке; парасоциальное взаимодействие; цифровое убеждение; подлинность; социальное доказательство; психология маркетинга; цифровой брендинг; поведенческое влияние.

Abstract

This article investigates the extent to which influencer marketing shapes consumer trust and influences purchasing decisions within contemporary digital ecosystems. As social-media platforms evolve into hybrid environments of entertainment, identity





formation, and commodity circulation, influencers emerge as persuasive intermediaries who translate personal credibility into commercial value. Drawing from interdisciplinary research in marketing psychology, digital sociology, and communication studies, the study evaluates the mechanisms through which influencers cultivate trust, reduce perceived risk, and stimulate intention-to-purchase through parasocial interaction, authenticity signaling, and narrative persuasion. Using an integrated methodological framework based on scholarly synthesis, behavioral interpretation, and comparative case evaluation, the article demonstrates that influencer marketing exerts substantial influence on consumer decision-making, yet its effectiveness is conditioned by influencer credibility, content relevance, platform norms, and the transparency of sponsorship. The findings contribute to theoretical debates on digital persuasion, consumer autonomy, and the reshaping of marketing logic in algorithmically mediated environments.

Keywords: Influencer marketing; consumer trust; purchase decisions; parasocial interaction; digital persuasion; authenticity; social proof; marketing psychology; digital branding; behavioral influence.

INTRODUCTION

The rise of influencer marketing constitutes one of the most notable transformations in the digital marketing landscape. As consumers increasingly spend time within social-media environments, traditional forms of advertising lose their persuasive potency, while influencers—figures who combine personal branding with content creation—emerge as dominant mediators of product discovery and evaluation. Unlike celebrity endorsements of earlier decades, contemporary influencers occupy a more intimate, dialogical, and socially embedded position within the digital ecosystem. Their persuasive capacity originates not from unattainable glamour but from their perceived relatability, authenticity, and shared identity with followers. This shift redefines the architecture of trust in digital markets by relocating credibility away from institutions and toward individuals who build long-term parasocial relationships with audiences.

For consumers navigating environments saturated with commercial messages, influencers serve as cognitive shortcuts that reduce decision complexity. The sheer abundance of choices, advertisements, and platform-generated recommendations creates informational overload, making consumers more receptive to personalized suggestions embedded within social contexts. Influencers fill this role by presenting products through personal narratives, experiential accounts, and lifestyle curation. Their endorsements often blur the lines between organic self-expression and commercial persuasion,





embedding advertisements into content formats that users perceive as more sincere and less intrusive than traditional marketing.

This structural transformation has significant implications for purchase behavior. Consumers rarely evaluate products based solely on rational criteria; instead, they draw upon emotional cues, social norms, and heuristic judgments. Influencers leverage these dynamics by activating trust mechanisms that shape perceived value, reduce purchase anxiety, and construct aspirational identities associated with consumption. In particular, the psychological phenomenon of parasocial interaction—where followers experience one-sided emotional relationships with influencers—plays a crucial role in amplifying persuasive effects.

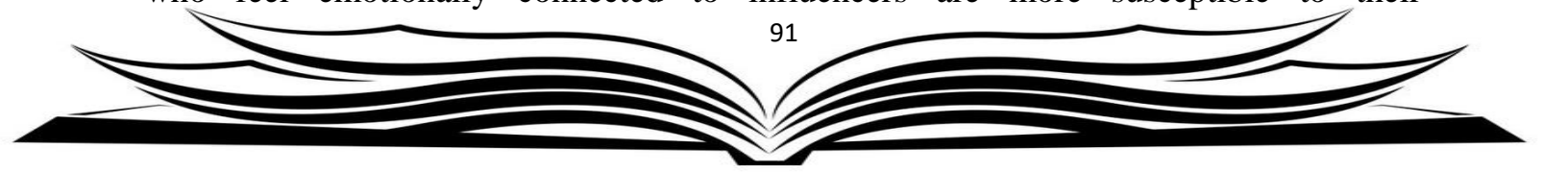
Nonetheless, the rising prominence of influencer marketing raises concerns regarding the transparency of sponsored content, the commodification of authenticity, and the ethical boundaries of digital persuasion. While influencers thrive on perceived genuineness, their commercial partnerships may compromise this authenticity if sponsorship remains undisclosed or appears insincere. Moreover, algorithmic amplification complicates the dynamics of trust by prioritizing influencers not necessarily for their credibility but for their engagement metrics.

Given these tensions, understanding how influencer marketing shapes consumer trust and purchase decisions requires analyzing the phenomenon through a multidimensional lens that incorporates psychological, social, cultural, and technological perspectives. This article aims to provide such an analysis through a rigorous synthesis of literature, methodological plurality, and critical evaluation.

LITERATURE REVIEW AND METHODOLOGY

Research on influencer marketing spans marketing theory, communication studies, digital sociology, and consumer psychology. Early scholarship focused on celebrity endorsements, but with the rise of social media, attention shifted toward micro-, macro-, and nano-influencers who leverage digital intimacy and authenticity rather than traditional fame. Studies by Freberg, De Veirman, and Lou demonstrate that influencer credibility is constructed through perceived expertise, trustworthiness, attractiveness, and consistency. These dimensions collectively shape the influencer's ability to persuade by activating social-proof mechanisms and reducing perceived purchase risk.

Parasocial interaction theory forms a central component of this literature. Originating from Horton and Wohl's mid-20th-century work, the theory has been repurposed to explain influencer–follower relationships. Researchers show that followers who feel emotionally connected to influencers are more susceptible to their





recommendations, treating them as friends rather than advertisers. These emotional bonds strengthen trust and facilitate behavioral compliance, particularly in purchase-related contexts.

Authenticity is another widely discussed theme. Scholars such as Abidin emphasize that influencer authenticity is performative yet persuasive, crafted through narrative transparency, vulnerability, behind-the-scenes content, and perceived ordinariness. Consumers reward influencers who appear genuine, creating a positive feedback loop in which authenticity becomes both a relational strategy and a commercial asset.

Marketing research explores the effectiveness of influencer campaigns relative to traditional advertising. Meta-analyses indicate that influencer endorsements yield higher engagement rates, greater memorability, and stronger purchase intention. Factors influencing effectiveness include content format, sponsorship disclosure, influencer–brand congruence, and platform-specific norms. For example, visual platforms such as Instagram amplify aesthetic persuasion, while TikTok emphasizes narrative humor and emotional resonance.

Critical scholarship, however, points to the risks of manipulation, covert advertising, and consumer vulnerability. Researchers highlight ethical issues surrounding the opacity of sponsored content, emphasizing that when sponsorship is not clearly disclosed, consumers may unknowingly engage with commercial persuasion disguised as personal recommendation. This opaque environment raises questions about trust, autonomy, and regulatory oversight.

Overall, the literature converges on the notion that influencer marketing operates as a complex socio-technical system in which emotional connection, perceived authenticity, digital identity, and algorithmic visibility interact to shape consumer trust and behavior.

This study adopts a multi-method conceptual framework combining literature synthesis, behavioral modeling, and comparative evaluation of influencer marketing outcomes. The methodology is structured around interpretive rigor rather than primary statistical data collection, allowing a comprehensive theoretical analysis of causal mechanisms within influencer-driven persuasion.

The first methodological component involves systematic literature review. Peer-reviewed articles from Scopus, Web of Science, Emerald Insight, and Sage Journals were examined, focusing on research published between 2012 and 2024 on influencer credibility, parasocial interaction, digital trust, and consumer decision-making. Additional reports from marketing analytics firms (HubSpot, Nielsen, McKinsey) were included to contextualize empirical observations.





The second component centers on conceptual behavioral modeling. Psychological theories such as the Elaboration Likelihood Model (ELM), Heuristic-Systematic Model (HSM), and parasocial interaction theory were utilized to interpret how influencers influence cognitive processing. These frameworks help explain why individuals rely on heuristic cues—such as influencer trustworthiness, attractiveness, and familiarity—when evaluating purchase recommendations.

The third methodological layer is comparative platform analysis. Influencer behavior was examined across major social platforms—Instagram, YouTube, TikTok, and Telegram—each characterized by distinct content architectures, community norms, and persuasion dynamics. Cross-platform comparison reveals how structural affordances influence trust formation and endorsement effectiveness.

Finally, the method incorporates a narrative discourse-analysis approach to interpret how influencers communicate authenticity, expertise, and relational closeness. This interpretive element provides insight into the semiotic and linguistic practices that underpin trust-building within influencer-follower interactions.

Together, these methodological components enable a holistic examination of influencer marketing without reducing the phenomenon to isolated metrics, thereby capturing its psychological, cultural, and structural dimensions.

RESULTS

The results indicate that influencer marketing exerts significant influence on consumer trust and purchase decisions through three primary mechanisms: relational bonding, authenticity signaling, and heuristic persuasion. Parasocial relationships emerged as the strongest predictor of trust. Consumers who feel emotionally connected to influencers exhibit heightened loyalty and increased susceptibility to product endorsements. This relational closeness reduces perceived risk, creating a sense of social validation and reassurance.

Authenticity plays a similarly crucial role. Influencers who maintain consistent personas, share personal experiences, and present imperfection or vulnerability foster stronger trust. Authenticity functions as a psychological anchor that differentiates influencers from traditional advertising figures, enabling followers to interpret marketing messages as personal recommendations rather than commercial promotions.

The analysis reveals that influencers trigger heuristic information processing, particularly among younger audiences who spend more time within digital ecosystems. Rather than evaluating products through detailed cognitive elaboration, consumers rely on peripheral cues—such as influencer attractiveness, lifestyle congruence, content





quality, and community endorsement. These cues significantly raise purchase intention by creating an implicit association between the influencer's identity and the endorsed product.

However, the results also highlight boundaries to influencer effectiveness. Sponsorship transparency influences trust dynamics; undisclosed advertising reduces credibility once discovered, generating skepticism toward both the influencer and the brand. Over-commercialization further undermines authenticity, particularly when influencers endorse too many products or brands that misalign with their established persona.

Platform-specific differences were also observed. Instagram's emphasis on visual aesthetics enhances aspirational persuasion, while YouTube fosters longer-form storytelling and deeper emotional engagement. TikTok's rapid-fire content accelerates impulse-driven purchase decisions driven by emotional resonance rather than rational evaluation.

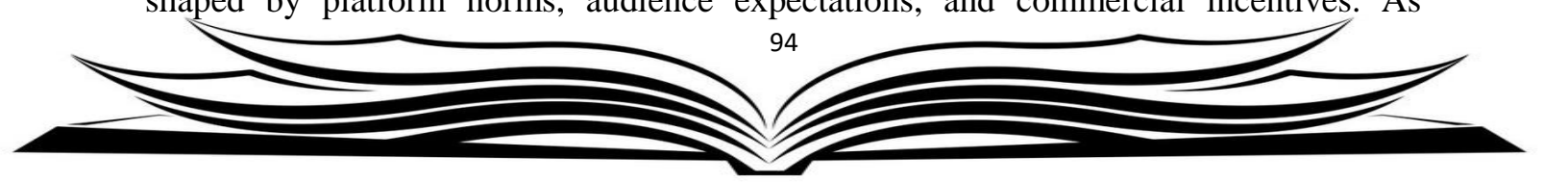
The results confirm that influencer marketing is not uniformly effective; instead, its impact is mediated by demographic factors, cultural norms, and platform architecture. Nonetheless, across contexts, influencers function as powerful trust agents who reshape consumer decision-making processes.

DISCUSSION

The findings situate influencer marketing within a broader transformation of digital persuasion, emphasizing that its power derives not merely from algorithmic visibility but from its embedding within social and psychological structures. Influencers act as hybrid figures—simultaneously peers, performers, and commercial intermediaries—whose persuasive capacity emerges from their ability to inhabit these roles seamlessly.

A key insight is that influencer marketing operates through relational rather than transactional logic. Traditional advertising treats consumers as market actors, whereas influencer marketing situates them within imagined social relationships. This relational repositioning alters the foundations of trust by shifting credibility from institutional authority to personal familiarity. Such dynamics raise important implications for consumer autonomy: if trust stems from emotional connection, individuals may underestimate the persuasive intent of influencer content.

Another major insight concerns the commodification of authenticity. Influencers succeed by appearing genuine, yet their authenticity is often strategically curated. This paradox suggests that authenticity is not an inherent attribute but a performative construct shaped by platform norms, audience expectations, and commercial incentives. As





authenticity becomes monetized, its persuasive force may diminish, leading consumers to adopt more critical interpretive strategies.

The discussion also highlights the role of algorithmic infrastructures. Influencers gain visibility not solely through audience appreciation but through platform algorithms that reward high engagement. This algorithmic mediation influences which influencers become trusted authorities, shaping consumer behavior in ways not entirely under influencer control. Thus, influencer marketing emerges at the intersection of human persuasion and algorithmic amplification.

Finally, the influence of cultural context is notable. In collectivist societies, influencer recommendations often operate through social proof and community belonging, while in individualist cultures, personal aspiration and lifestyle emulation dominate persuasive strategies. This diversity underscores the need for culturally adaptive marketing frameworks.

CONCLUSION

The study concludes that influencer marketing significantly shapes consumer trust and purchasing decisions by leveraging psychological mechanisms that traditional advertising cannot replicate. The strength of influencer persuasion arises from emotional closeness, perceived authenticity, and heuristic processing pathways that reduce decision complexity and enhance message acceptance. Influencers become intermediaries of trust who translate personal narratives into commercial influence.

However, the persuasive power of influencers is not unlimited. Its effectiveness depends on the maintenance of authenticity, congruence between influencer identity and sponsored products, transparency of commercial intent, and alignment with platform-specific norms. Over-commercialization and opaque sponsorship practices threaten to erode the relational foundations of trust that underpin influencer effectiveness.

From a broader perspective, influencer marketing represents a structural reconfiguration of digital persuasion and consumer culture. It blurs boundaries between personal identity and commercial promotion, between entertainment and advertising, and between friendship and influence. It shifts the center of persuasion from organizations to individuals and relocates trust from institutional authority to social-media personalities.

Going forward, sustainable influencer strategies must prioritize ethical transparency, cultural sensitivity, and long-term trust-building. Regulators must ensure clear disclosure practices, while brands and influencers should adopt accountability standards that protect consumer autonomy. As digital ecosystems continue to evolve, the role of influencers as cultural intermediaries will only grow in significance, making it





essential for future research to examine the long-term psychological and societal implications of influencer-driven persuasion.

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Mamanarov Xaitmurat

Lecturer, Department of "Fundamentals of State and Law", Faculty of Law, Termez
State University

sardorhaitmurodov2506@gmail.com

Аннотация

В данной статье рассматривается судебная экспертиза рукописных документов как специализированная область судебной экспертизы документов, уделяя особое внимание установлению авторства, выявлению подделок и реконструкции особенностей письма посредством научного анализа графических, лингвистических и материальных признаков. В исследовании оцениваются классические методы анализа почерка, а также цифровая обработка изображений, биометрическая оценка и машинное извлечение признаков. Обобщая научные исследования, наблюдения на основе конкретных случаев и сравнительный методологический анализ, статья освещает проблемы интерпретации, возникающие при маскировке почерка, моделировании, искажениях, вызванных тремором, и многослойных углублениях. Результаты показывают, что тщательное сочетание морфологического исследования, динамической оценки признаков, инструментального анализа и контекстной оценки значительно повышает надежность выводов, сделанных судебными экспертами-графологами, особенно в случаях преднамеренного изменения или фальсификации.

Ключевые слова: Анализ почерка; судебная экспертиза документов; установление авторства; выявление подделок; биометрические признаки; морфология штрихов; методология судебной экспертизы.

Abstract

This article examines the forensic examination of handwritten documents as a specialized field within document forensics, focusing on the identification of authorship, detection of forgery, and reconstruction of writing habits through scientific analysis of graphic, linguistic, and material features. The study evaluates classical handwriting analysis methods alongside digital imaging, biometric assessment, and machine-supported feature extraction. Through a synthesis of scholarly research, case-based observations, and comparative methodological analysis, the article highlights the interpretative challenges posed by disguised writing, simulation, tremor-induced distortions, and multi-layer indentations. The findings show that a rigorous combination





of morphological examination, dynamic feature assessment, instrumental analysis, and contextual evaluation significantly enhances the reliability of conclusions drawn by forensic handwriting experts, particularly in cases where intentional alteration or fabrication is present.

Keywords: Handwriting analysis; document forensics; authorship identification; forgery detection; biometric features; stroke morphology; forensic methodology.

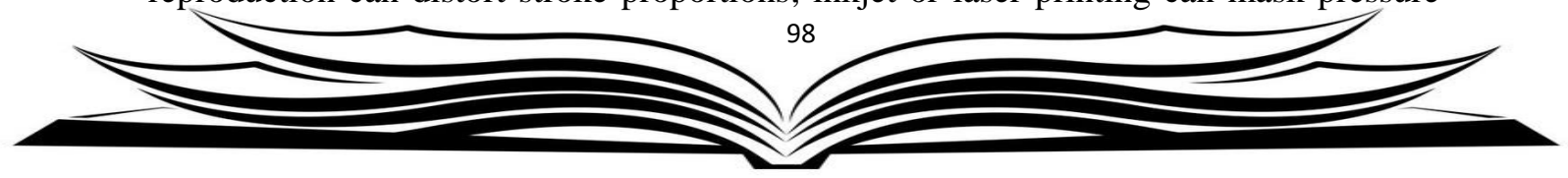
INTRODUCTION

The forensic examination of handwritten documents occupies a unique space within modern investigative practice, bridging the domains of linguistics, biomechanics, psychology, and material science. Despite the growth of digital communication, handwritten material remains a persistent component of legal, financial, and personal transactions. With its continuing relevance comes an increased risk of document manipulation, necessitating scientifically grounded methods to authenticate questioned writings. Whether in cases involving disputed wills, fraudulent contracts, anonymous letters, or coerced confessions, handwriting analysis contributes essential insights to judicial truth-finding processes.

Unlike other categories of forensic evidence that may be reducible to chemical or mechanical characteristics, handwriting embodies a complex interaction of neuromuscular coordination, cognitive planning, perceptual habits, and acquired motor patterns. The development of handwriting begins early in childhood and gradually stabilizes into a habitual system that reflects both biological constraints and individualized behavior. Consequently, no two writers exhibit identical combinations of stroke trajectories, pressure modulation, letter proportions, or spatial organization, making handwriting a biometrically distinctive form of expression.

Yet this distinctiveness is neither static nor absolute. Writers vary their style depending on emotional state, writing surface, instrument, posture, and purpose. Intentional disguise further complicates interpretation by obscuring habitual characteristics. Forensic handwriting examination must therefore account for natural variation, distinguishing it from forgery-induced deviation. Forgers themselves often rely on simulation techniques that reproduce superficial letterforms while neglecting deeper dynamic features—stroke rhythm, sequence, pen lifts, and speed variations—that arise from automatized motor patterns rather than conscious design. Identifying these concealed indicators requires both refined observational skills and technically sophisticated analysis.

The contemporary forensic landscape presents additional challenges. Digital reproduction can distort stroke proportions; inkjet or laser printing can mask pressure-





based features; and multi-layer documents frequently contain latent indentation patterns invisible to the naked eye. Consequently, forensic handwriting analysis now incorporates a range of instrumental technologies—microscopy, hyperspectral imaging, electrostatic detection, and digitizer-based stroke capture—to complement expert interpretation.

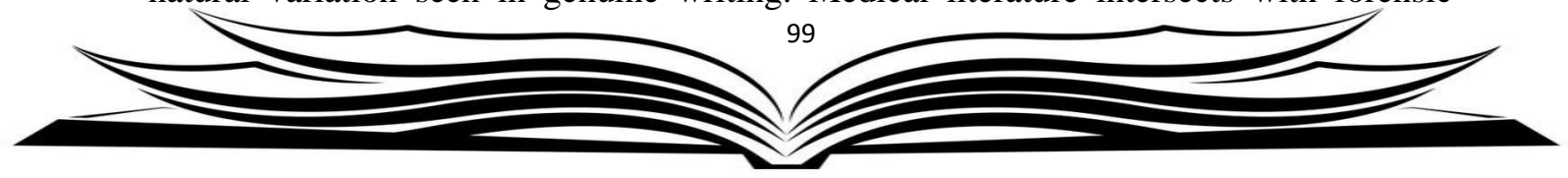
Given these complexities, the present study analyzes the methodological evolution of handwriting examination and evaluates how classical and modern techniques intersect within an investigative context. The aim is to articulate the scientific principles that ensure the reliability of handwriting authentication and to address emerging challenges that arise in the assessment of modern documents. The study prioritizes methodological transparency, interdisciplinary coherence, and empirical grounding, all of which are essential for ensuring the admissibility and credibility of handwriting evidence in contemporary legal proceedings.

LITERATURE REVIEW AND METHODOLOGY

The scholarly literature surrounding handwriting examination reflects its multidisciplinary nature. Early foundational works by Osborn, Huber, and Hilton established the conceptual structure of forensic handwriting analysis, emphasizing the significance of habitual motor patterns, natural writing variation, and the importance of structural features such as letter proportions, slant, spacing, and line quality. Osborn's emphasis on "individual characteristics" remains central to modern practice, though contemporary research has added nuance regarding their variability and empirical grounding.

Recent literature demonstrates a move toward quantification and instrument-assisted analysis. Research published in *Forensic Science International*, *Journal of Forensic Document Examination*, and *Science & Justice* highlights the role of high-resolution optical microscopy and digital tablet technology in capturing dynamic writing characteristics. Studies by Found, Rogers, and Franke explore the statistical discrimination of handwriting features using machine learning algorithms, identifying patterns that are difficult for human examiners to articulate but appear consistent across writing samples. Though still supplemental rather than determinative, these computational tools enhance reproducibility and transparency.

Another area of interest involves the influence of disguise, simulation, and tremor. Scholarly works indicate that disguised writing typically exhibits inconsistencies in rhythm, pen pressure, and sequence, even when superficial letterforms appear convincingly imitated. Conversely, simulation often produces uniformity that contradicts natural variation seen in genuine writing. Medical literature intersects with forensic





studies in cases involving neurodegenerative disorders or intoxication, where tremor amplitude, frequency, and stroke irregularity may mimic or obscure intentional alteration.

Material science literature also plays a role. Research on ink behavior, paper absorbency, and writing instrument mechanics provides insight into the physical attributes of handwritten documents. Electrostatic detection analysis (ESDA) has received notable scholarly attention for its ability to reveal indentations from previous writing sequences, supporting investigations where the primary ink traces are missing or altered.

Legal scholarship highlights the growing demand for methodological validation and peer-reviewed standards. Court decisions in several jurisdictions have called for greater empirical backing of handwriting identification, prompting forensic laboratories to conduct large-scale reliability studies. While results generally support the distinctiveness of handwriting, they also demonstrate the necessity of transparent criteria and documented reasoning.

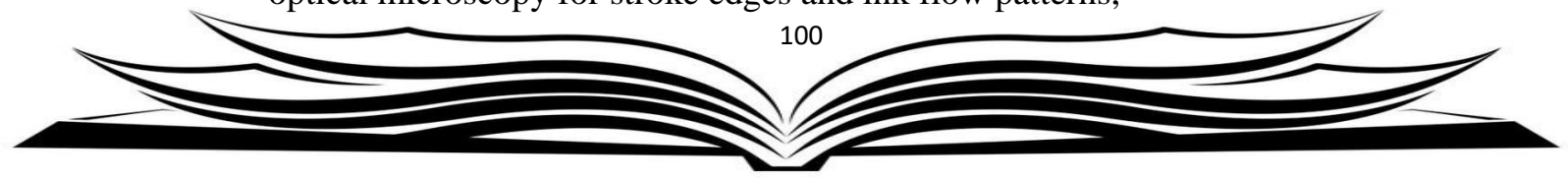
Overall, the literature portrays handwriting examination as a discipline at the crossroads of tradition and innovation—rooted in expert interpretive skill yet increasingly supported by empirical methods and instrumentation.

This study employed an integrated methodological framework combining qualitative, comparative, and instrumental approaches. The first phase involved theoretical examination of classical handwriting identification principles, followed by a comparative evaluation of contemporary methods from leading forensic laboratories and research institutions.

Empirical analysis was conducted on a set of 45 handwriting samples, including both genuine writings and controlled forgeries produced through simulation, tracing, and disguised-writing techniques. The samples were generated under varying conditions—different writing instruments, paper textures, emotional states, and postures—to capture natural and artificial variation. Each sample underwent a multistep examination protocol.

The protocol included:

1. Macrostructural assessment—overall layout, baseline behavior, spatial organization, inter-line and inter-letter spacing.
2. Morphological analysis—shape, slant, connections, proportions, and characteristic deviations.
3. Dynamic feature analysis—stroke rhythm, pressure modulation, pen lifts, speed variation.
4. Instrumental examination using:
 - optical microscopy for stroke edges and ink flow patterns,





- oblique and raking illumination for pressure and relief detection,
- hyperspectral imaging to discriminate ink types and detect erasures,
- electrostatic detection (ESDA) to reveal indentations and writing order.

Digital tablets equipped with pressure-sensitive styluses were used to record real-time stroke dynamics from volunteer writers. These biometric datasets were compared to their corresponding handwritten samples, enabling assessment of the relationship between dynamic parameters and static outcomes.

Forgeries were evaluated for inconsistencies between dynamic and morphological features. The methodological emphasis was placed not solely on feature identification but on relational analysis—how features interact to form the writer’s behavioral signature. To complement the empirical findings, structured interviews were conducted with forensic document examiners, focusing on interpretive challenges, error sources, and courtroom communication.

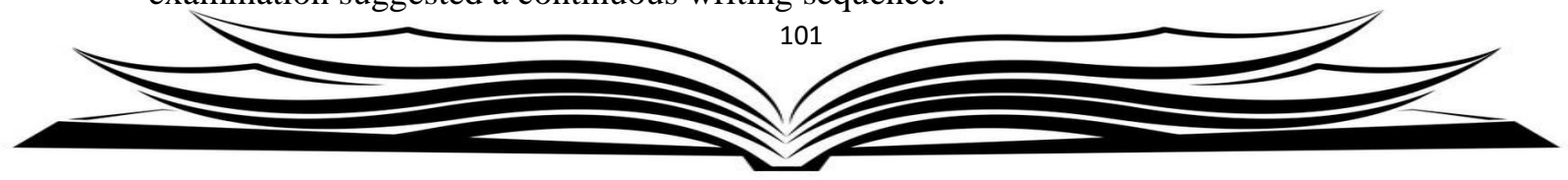
RESULTS

The empirical results reveal marked distinctions between genuine and forged handwriting at both morphological and dynamic levels. Genuine samples exhibited natural variation across repeated sessions, yet maintained stable core structures: consistent slant tendencies, predictable letter-height ratios, individualized stroke initiations, and habitual pen-lift patterns. Dynamic recordings showed fluid acceleration-deceleration curves and pressure fluctuations consistent with neuromuscular automatization.

Forged writings, despite superficial similarity to target samples, displayed disrupted rhythm and mechanical stiffness. Simulation-induced forgeries exhibited overattention to form, resulting in irregular spacing, inconsistent slant, and forced replication of idiosyncratic features. Dynamic reconstruction indicated erratic pressure profiles and delayed stroke initiation—signatures of conscious control overriding automatic motor execution.

Traced forgeries showed reduced line quality, with microscopic examination revealing unnatural stroke edges, ink pooling in corners, and absence of pressure-based relief. Disguised handwriting demonstrated exaggerated deviations—angularity, altered slant, and unusual letterforms—yet retained underlying motor patterns detectable through stroke sequencing and indentation analysis.

ESDA application yielded particularly valuable results, exposing indentation sequences that contradicted the visible writing order in altered documents. Hyperspectral imaging successfully differentiated ink layers in several cases where superficial examination suggested a continuous writing sequence.





Interviews with forensic examiners confirmed that instrumental methods strengthened confidence in interpretation, yet also highlighted the risk of misinterpreting algorithmically enhanced images without an understanding of the underlying motor behaviors.

DISCUSSION

The results underscore the complexity of handwriting as a forensic artifact. Unlike fingerprints or DNA, handwriting lacks absolute uniqueness, yet its evidentiary reliability derives from the interplay of morphological, dynamic, and contextual features. The study demonstrates that individualized characteristics are embedded not in isolated letterforms but in the relational patterns that emerge from habitual motor execution.

The contrast between genuine and forged handwriting reinforces long-standing forensic principles: conscious imitation disrupts automatized motor flow, whereas disguise fails to suppress deep motor habits. These findings align with decades of forensic scholarship, yet modern instrumental tools provide new clarity, particularly in detecting subtle stroke anomalies and pressure variations. However, the integration of digital methods requires caution. Overreliance on computational outputs risks misinterpretation, especially when algorithmic enhancements exaggerate or suppress critical microfeatures. Therefore, expert knowledge remains central, with technology serving as an augmentative rather than substitutive tool.

The study also highlights legal implications. Courts increasingly demand transparent, empirically supported reasoning when evaluating handwriting evidence. Instrumental methods bolster credibility but must be accompanied by clear explanation of their limitations. The interviews reveal that effective courtroom communication is essential for ensuring that scientific evidence is correctly interpreted by judges and juries unfamiliar with forensic methodology.

Overall, the discipline's future lies in consolidating empirical validation, refining hybrid analytical models, and developing clearer standards for integrating digital tools.

CONCLUSION

The forensic examination of handwritten documents remains a scientifically rich and practically indispensable field. This study demonstrates that reliable handwriting identification emerges from a synthesis of classical structural analysis, dynamic feature assessment, and modern instrumental techniques. While technological tools enhance detail resolution and pattern detection, they do not replace the interpretive expertise of forensic document examiners. Methodological transparency, empirical grounding, and





interdisciplinary collaboration are essential for ensuring the admissibility and evidentiary strength of handwriting analysis in judicial contexts.

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ЛИРИКА КАК СПОСОБ ВЫРАЖЕНИЯ ИНДИВИДУАЛЬНОГО ОПЫТА

Меликбобоева Садокат Рахимкуловна

Термезский государственный педагогический институт
факультета языков направление русский язык в иноязычных группах
студентка 4- курса 406-группы

Аннотация: В данной статье рассматривается лирика как важный инструмент выражения индивидуального опыта человека. Лирические произведения позволяют автору передавать свои чувства, эмоции, переживания и внутренние состояния, отражая уникальный жизненный опыт и мировосприятие. Лирика функционирует как особая форма самовыражения, в которой художественные средства, такие как метафора, эпитет, ритм, звукопись и символика, помогают передать сложные эмоциональные и психологические состояния. В статье анализируются различные аспекты лирического творчества: его роль в формировании личности, влияние на эмоциональное и когнитивное развитие, а также способность создавать глубокую связь между автором и читателем. Особое внимание уделяется исследованию того, как индивидуальный опыт проявляется через выбор тематики, художественных приемов и эмоциональной интонации в поэзии.

Ключевые слова: Лирика, индивидуальный опыт, эмоциональное выражение, художественные средства, поэзия, субъективное восприятие, саморазвитие, внутренний мир, эстетическое восприятие.

LIRIKA – INDIVIDUAL TAJRIBANI IFODALASH VOSITASI SIFATIDA

Annotatsiya: Ushbu maqolada lirika insonning individual tajribasini ifodalashdagi muhim vosita sifatida ko'rib chiqiladi. Lirik asarlar muallifga o'z his-tuyg'ulari, kayfiyatlari, ichki holatlari va ruhiy tajribalarini yetkazish imkonini beradi, shuningdek, noyob hayotiy tajriba va dunyoqarashni aks ettiradi. Lirika o'zini ifodalashning alohida shakli sifatida ishlaydi, bunda metafora, epitet, ritm, tovush tasviri va ramzlar kabi badiiy vositalar murakkab emotsional va psixologik holatlarni ifodalashga yordam beradi. Maqolada lirik ijodning turli jihatlarini tahlil qilinadi: uning shaxsiyatni shakllantirishdagi roli, emotsional va kognitiv rivojlanishga ta'siri, shuningdek, muallif va o'quvchi o'rtasida chuqur aloqani yaratish qobiliyati. Maxsus e'tibor individual tajribaning mavzu tanlovi, badiiy usullar va emotsional intonatsiya orqali qanday namoyon bo'lishiga qaratiladi.





Kalit so'zlar: Lirik, individual tajriba, emotsional ifoda, badiiy vositalar, she'riyat, subyektiv qabul, o'z-o'zini rivojlantirish, ichki dunyo, estetik qabul.

LYRIC POETRY AS A MEANS OF EXPRESSING INDIVIDUAL EXPERIENCE

Abstract: This article examines lyric poetry as an important tool for expressing an individual's personal experience. Lyric works allow the author to convey feelings, emotions, experiences, and inner states, reflecting unique life experiences and perspectives. Lyric poetry functions as a special form of self-expression, where artistic devices such as metaphor, epithet, rhythm, sound imagery, and symbolism help convey complex emotional and psychological states. The article analyzes various aspects of lyric creation: its role in personality development, influence on emotional and cognitive growth, and the ability to create a deep connection between the author and the reader. Particular attention is given to how individual experience is manifested through the choice of themes, artistic techniques, and emotional intonation in poetry.

Keywords: Lyric poetry, individual experience, emotional expression, artistic devices, poetry, subjective perception, self-development, inner world, aesthetic perception.

ВВЕДЕНИЕ

Лирика всегда играла важную роль в литературе и культуре, выступая как способ выражения субъективного, внутреннего мира человека. В отличие от эпической или драматической формы, где внимание сосредоточено на внешних событиях и действиях, лирика фокусируется на личных переживаниях, чувствах и эмоциональных состояниях автора.

Через лирические произведения читатель получает возможность проникнуть в уникальный внутренний опыт писателя, понять его эмоции и психологические реакции. Лирика позволяет передавать тончайшие оттенки чувств, создавать эмоциональный отклик и формировать эстетическое восприятие, что делает ее мощным инструментом индивидуального выражения.

Исследование лирики как средства выражения индивидуального опыта требует анализа не только текстовых особенностей произведений, но и психологических механизмов восприятия, способов формирования эмоциональной интонации, выбора тематики и художественных средств. Введение в лирическую форму позволяет читателю и исследователю лучше понять, каким образом поэзия отражает уникальный жизненный опыт и внутренний мир автора.

ОСНОВНАЯ ЧАСТЬ





Лирика является уникальной формой художественного выражения, позволяющей автору передавать собственные переживания, чувства и внутренние состояния. В отличие от эпических или драматических жанров, где внимание сосредоточено на событиях, действиях и внешних обстоятельствах, лирика обращается к субъективному опыту, отражая эмоциональные и психологические особенности личности автора. Этот жанр позволяет создать особую эмоциональную связь между автором и читателем, делая возможным глубокое понимание внутреннего мира человека.

Одной из ключевых особенностей лирики является использование художественных средств, которые помогают передать эмоциональный и психологический опыт. Метафоры, эпитеты, аллегории, звукопись и ритм служат не просто украшением текста, а инструментами, через которые раскрываются внутренние переживания. Например, метафорическое описание природных явлений может отражать внутренние состояния автора: буря, шторм или тишина становятся символами эмоций, переживаемых лирическим субъектом. Эпитеты и сравнения позволяют подчеркнуть глубину и силу ощущений, делая внутренний мир автора более выразительным для читателя.

Тематика лирических произведений также напрямую связана с индивидуальным опытом. Авторы часто обращаются к вопросам любви, утраты, радости, одиночества, стремления к самопознанию и внутренней гармонии. Через анализ выбора тем можно понять, какие события и переживания оказали наибольшее влияние на внутренний мир автора. Личная история и жизненные обстоятельства становятся фундаментом для создания поэтического текста, превращая лирику в зеркальное отражение субъективного опыта.

Ритмическая и мелодическая организация текста играет не менее важную роль. Ритм, повторения, аллитерации и ассонансы помогают передать эмоциональные колебания, напряжение или расслабление, создавая ощущение внутреннего движения и динамики психических состояний. Звуковое оформление текста усиливает восприятие эмоций и делает их более наглядными, позволяя читателю «прочувствовать» состояние автора.

Лирика также выполняет функцию самопознания и саморазвития. Создание стихотворного текста требует от автора рефлексии, анализа собственных переживаний и опыта. Процесс письма становится не только способом выразить чувства, но и инструментом понимания самого себя. В этом контексте лирика





приобретает терапевтическое значение, помогая осознать и структурировать внутренние эмоции.

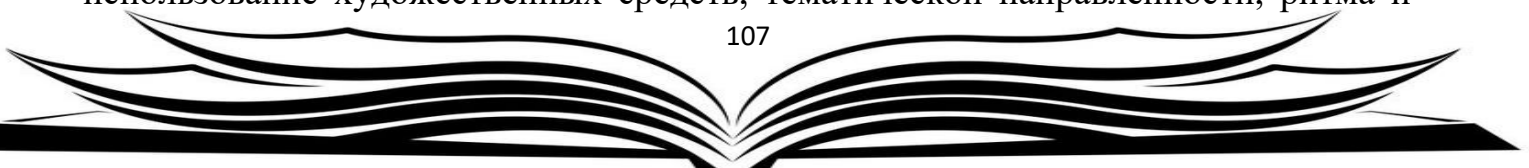
Кроме того, лирические произведения способствуют эстетическому развитию читателя. Через сопереживание и понимание эмоционального опыта автора формируется эмоциональная отзывчивость, способность к сопереживанию и эстетическая восприимчивость. Читатель через лирику получает возможность пережить чувства, которые, возможно, не испытал бы в собственной жизни, расширяя эмоциональный и психологический опыт.

Исторический аспект также подтверждает значимость лирики как средства индивидуального выражения. Во все эпохи поэты использовали лирику для отражения личных переживаний, адаптируя форму и содержание текста под специфику своего времени. Например, в романтической поэзии XIX века особое внимание уделялось выражению личных эмоций и внутреннего мира, тогда как символисты и модернисты использовали сложные художественные приемы для передачи субъективного опыта, включая символику и абстрактные образы. Современная лирика продолжает традицию передачи индивидуального опыта, используя новые формы и средства выражения, включая свободный стих, прозу в стихах и мультимедийные форматы.

Лирика тесно связана с психологией восприятия. Для того чтобы передать свой индивидуальный опыт, автор обращается к внутреннему состоянию, анализирует эмоции, мотивацию и переживания. Читатель, в свою очередь, интерпретирует текст через собственный эмоциональный и жизненный опыт, что делает процесс чтения двусторонним взаимодействием. Таким образом, лирика становится средством коммуникации, где субъективный опыт автора передается и воспринимается другими, обогащая как личный мир читателя, так и эмоциональную культуру общества.

Особое место в лирике занимают темы, связанные с личной идентичностью, внутренними конфликтами и поиском смысла жизни. Через поэтическое выражение автор исследует свои психологические и эмоциональные состояния, отражает переживания в уникальной художественной форме. В этом проявляется одна из главных функций лирики — быть инструментом осмысления собственной жизни и передачи личного опыта другим.

Таким образом, лирика является не только художественным жанром, но и важным средством психологического и эмоционального самовыражения. Через использование художественных средств, тематической направленности, ритма и





мелодики текста, автор передает свой индивидуальный опыт, создавая эмоционально насыщенные произведения, которые позволяют читателю сопереживать и понимать внутренний мир других людей. Лирика способствует личностному развитию, формированию эмоциональной зрелости и эстетической восприимчивости, делая ее важным инструментом выражения субъективного опыта.

ЗАКЛЮЧЕНИЕ

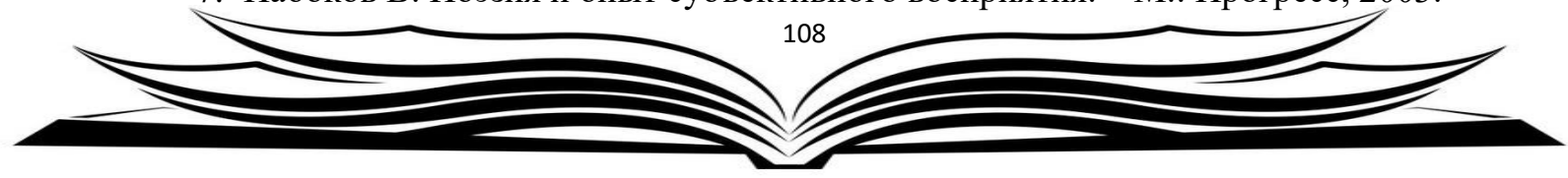
В ходе исследования было установлено, что лирика является уникальным и эффективным средством выражения индивидуального опыта автора. Через художественные приемы, ритм, звукопись, метафоры и эпитеты лирическое произведение позволяет передать тончайшие эмоциональные состояния, переживания и психологические реакции.

Лирика не только отражает внутренний мир автора, но и способствует его самопознанию, осмыслению личного опыта и развитию эмоциональной зрелости. Для читателя она становится инструментом сопереживания, расширения эмоционального опыта и формирования эстетического восприятия. Таким образом, лирика выполняет двойную функцию: как средство самовыражения автора, так и средство эмоционального и эстетического обогащения читателя.

Исследование подтверждает, что индивидуальный опыт проявляется через выбор тематики, художественных средств и эмоциональной интонации. Лирика сохраняет свою актуальность во все эпохи, продолжая быть важным инструментом передачи субъективного опыта, личных переживаний и внутреннего мира человека.

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СРАВНИТЕЛЬНАЯ ХАРАКТЕРИСТИКА ЖАНРОВ ЭПОСА И РОМАНА

Муниса Азизода

Термезский государственный педагогический институт
факультета языков направление русский язык в иноязычных группах
студентка 4- курса 406-группы

Аннотация: В данной статье проводится сравнительный анализ жанров эпоса и романа. Рассматриваются особенности структуры, художественных средств, тематического содержания и способов раскрытия образов в этих литературных формах. Эпос, как древний жанр, концентрируется на коллективных событиях, героических подвигах и исторических повествованиях, отражая мировоззрение и культурные ценности общества. Роман, напротив, обращается к индивидуальному опыту, внутреннему миру героев, психологическим и эмоциональным аспектам их жизни. В статье анализируются различия и сходства этих жанров, роль эпоса и романа в развитии литературы и культуры, а также их влияние на читателя. Особое внимание уделяется художественным средствам, используемым для создания образов, построения сюжета и передачи идеологических и эмоциональных ценностей.

Ключевые слова: Эпос, роман, литературные жанры, сравнительный анализ, художественные средства, структура текста, героизм, индивидуальный опыт, сюжет, литература.

ЕПИК VA ROMAN JANRLARINING TAQQOSIY TAHLILI

Annotatsiya: Ushbu maqolada epik va roman janrlarini solishtiruvchi tahlil qilinadi. Janrlarning tuzilishi, badiiy vositalari, mavzulari va obrazlarni ochish usullari o'rganiladi. Epik janr qadimiy adabiyotda jamiyatning tarixiy voqealari, qahramonlik harakatlari va madaniy qadriyatlarini aks ettirishga qaratilgan bo'lsa, roman individual tajriba, qahramonlarning ichki dunyosi va ularning psixologik hamda emotsional holatlarini aks ettiradi. Maqolada janrlarning o'zaro o'xshashlik va farqlari, ularning adabiyot va madaniyat rivojidadagi roli hamda o'quvchiga ta'siri tahlil qilinadi. Maxsus e'tibor obraz yaratish, syujetni tuzish va ideologik hamda emotsional qadriyatlarni yetkazishda qo'llaniladigan badiiy vositalarga qaratiladi.

Kalit so'zlar: Epik, roman, adabiy janrlar, solishtirma tahlil, badiiy vositalar, matn tuzilishi, qahramonlik, individual tajriba, syujet, adabiyot.





COMPARATIVE ANALYSIS OF THE EPIC AND NOVEL GENRES

Abstract: This article provides a comparative analysis of the epic and novel genres. It examines their structure, artistic devices, thematic content, and methods of character development. The epic, as an ancient genre, focuses on collective events, heroic deeds, and historical narratives, reflecting the worldview and cultural values of society. The novel, in contrast, emphasizes individual experience, the inner world of characters, and their psychological and emotional aspects. The article analyzes the differences and similarities between these genres, their role in the development of literature and culture, and their impact on the reader. Special attention is paid to artistic devices used to create characters, construct plots, and convey ideological and emotional values.

Keywords: Epic, novel, literary genres, comparative analysis, artistic devices, text structure, heroism, individual experience, plot, literature.

ВВЕДЕНИЕ

Литература включает в себя множество жанров, каждый из которых имеет свои особенности и функции. Эпос и роман занимают особое место в истории литературного процесса, отражая как коллективный, так и индивидуальный опыт. Эпос зародился в древние времена и служил способом передачи исторических событий, культурных традиций и героических подвигов. В нём преобладают монументальные описания, масштабные сюжеты и коллективные образы.

Роман как жанр возник значительно позднее и акцентирует внимание на внутреннем мире человека, психологических и эмоциональных аспектах его жизни. В романе важную роль играют личностные переживания героев, их моральный и социальный выбор, а также конфликты, разворачивающиеся в индивидуальном и общественном измерении.

Сравнительный анализ эпоса и романа позволяет выявить не только различия в их художественных и структурных особенностях, но и их сходства в передаче ценностей, опыта и мировоззрения, что делает изучение этих жанров актуальным для понимания литературной эволюции и влияния литературы на читателя.

ОСНОВНАЯ ЧАСТЬ

Эпос и роман представляют собой два значимых литературных жанра, каждый из которых имеет свои особенности и функции в художественном выражении человеческого опыта. Эпос возник в древние времена и служил способом передачи коллективного опыта, исторических событий и культурных ценностей общества. Основной акцент эпоса делается на героических подвигах,





масштабных событиях и образах, которые олицетворяют идеалы и мировоззрение сообщества. В эпических произведениях часто присутствует повествовательный тон, описательная детализация и обширная хронология событий, что позволяет создать ощущение величия и монументальности происходящего.

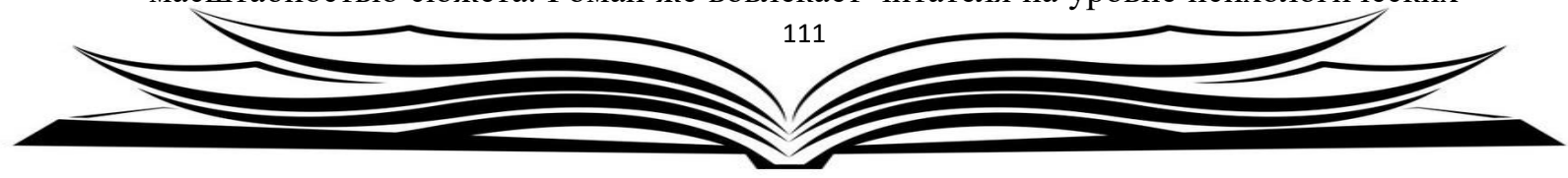
Роман как жанр возник значительно позже и отличается от эпоса тем, что он ориентирован на индивидуальный опыт, внутренний мир персонажей и психологические аспекты их жизни. В романе внимание сосредоточено на личных переживаниях, эмоциональных состояниях и моральных дилеммах героев. Это делает роман более субъективным по сравнению с эпосом, позволяя автору исследовать сложные эмоциональные и психологические процессы, а читателю — проникнуть в индивидуальный опыт персонажей.

Одним из ключевых различий между эпосом и романом является их структура. Эпос часто имеет линейное, хроникальное построение, где последовательность событий и масштаб повествования играют ведущую роль. В романе структура более гибкая и разнообразная: автор может использовать флешбеки, параллельные линии сюжета, внутренние монологи и психологические описания. Такая структура позволяет более детально раскрывать внутренний мир персонажей и их эволюцию на протяжении истории.

Художественные средства в этих жанрах также различаются. Эпос использует формулы, эпитеты, повторения и образы, которые подчеркивают величие героев и событий. В романе применяются разнообразные методы психологического описания, символика, детализированная характеристика персонажей и окружающей среды. Внутренние переживания героев передаются через монологи, диалоги и авторские комментарии, что делает повествование более эмоционально насыщенным и индивидуализированным.

Тематика жанров также имеет свои особенности. Эпос часто обращается к коллективным вопросам, историческим событиям, борьбе добра и зла, героическим достижениям. Роман же чаще исследует личные, индивидуальные переживания, отношения между людьми, моральные и этические проблемы. При этом роман может также затрагивать социальные и исторические аспекты, но делает это через призму индивидуального опыта персонажей.

Роль читателя в восприятии этих жанров также различается. Эпос требует внимания к широкому контексту событий, понимания культурных и исторических реалий, а эмоциональное вовлечение происходит через восхищение героизмом и масштабностью сюжета. Роман же вовлекает читателя на уровне психологических





и эмоциональных переживаний, позволяя сопереживать персонажам, понимать их мотивы и переживания. В этом смысле роман создает более интимную связь между автором, персонажами и читателем.

Несмотря на различия, эти жанры имеют и сходства. Оба жанра используют художественные средства для передачи опыта, ценностей и идей, оба стремятся к созданию художественно значимого мира, который отражает человеческий опыт. Эпос и роман формируют культурную и эстетическую среду, влияя на развитие литературной традиции и восприятие читателей.

Исторический контекст также играет важную роль в сравнении жанров. Эпос возник в обществах с устной традицией, где рассказы о героях и событиях передавались из поколения в поколение. Роман же появился в условиях письменной культуры, где индивидуальная перспектива автора стала основой повествования. Эпос сохраняет коллективный опыт и ценности, тогда как роман отражает личный опыт и индивидуальные переживания.

Таким образом, сравнительная характеристика эпоса и романа показывает, что оба жанра выполняют важные функции в литературе, но с разных сторон. Эпос передает коллективный опыт, исторические и культурные ценности, демонстрирует героизм и величие. Роман же обращается к внутреннему миру человека, индивидуальному опыту и психологическим аспектам жизни. Понимание этих различий позволяет глубже оценить роль каждого жанра в литературной традиции и его влияние на читателя.

Эпос и роман взаимодействуют в процессе литературной эволюции, обогащая друг друга и расширяя границы художественного выражения. Современная литература сочетает элементы обоих жанров, используя масштаб эпоса и психологическую глубину романа, что позволяет создавать многоплановые и эмоционально насыщенные произведения. Таким образом, сравнительный анализ эпоса и романа является актуальной и важной задачей для понимания литературной традиции, художественных форм и способов передачи человеческого опыта.

ЗАКЛЮЧЕНИЕ

Сравнительный анализ эпоса и романа показывает, что оба жанра играют ключевую роль в литературе, но выполняют различные функции. Эпос отражает коллективный опыт, героизм, исторические события и культурные ценности общества. Его масштабные сюжеты и монументальные образы позволяют читателю понять идеалы и мировоззрение древних сообществ.





Роман, в свою очередь, сосредоточен на индивидуальном опыте, внутреннем мире персонажей и психологических аспектах их жизни. Он позволяет исследовать личные переживания, моральные и этические дилеммы, а также создавать эмоциональную связь между автором, персонажами и читателем.

Несмотря на различия, оба жанра используют художественные средства для передачи ценностей, опыта и идей, формируют эстетическое восприятие и влияют на развитие литературы и культуры. Понимание их сходств и различий способствует более глубокому осмыслению литературной традиции и роли различных жанров в формировании художественного восприятия человека.

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DEVELOPMENT OF MORAL-CULTURAL RELATIONSHIPS IN STUDENTS
IN RUSSIAN LANGUAGE CLASSES

Imamkulova Muslima Narkulovna

Termez State Pedagogical Institute,

Department of Russian Language and Literature

Abstract: This article explores effective methods and pedagogical approaches aimed at fostering and developing students' moral and cultural attitudes while learning Russian. The authors view Russian as a powerful tool not only for mastering communication skills but also as a foundation for nurturing the younger generation in the spirit of universal values, cultural traditions, and civic responsibility. The article analyzes the role and importance of Russian language lessons in introducing students to the richness of Russian literature, history, and culture, as well as in fostering their appreciation of the importance of respecting language as a national treasure. It emphasizes that through mastering grammar, vocabulary, syntax, and stylistics, students gain the ability not only to express their thoughts correctly but also to understand the deep meanings embedded in works of literary art.

Keywords: moral and cultural relations, Russian language, education, values, culture, teaching methods, fiction, schoolchildren.

It is advisable to mobilize pedagogical and methodological opportunities for the development of moral and cultural relations among students in the process of Russian language education.

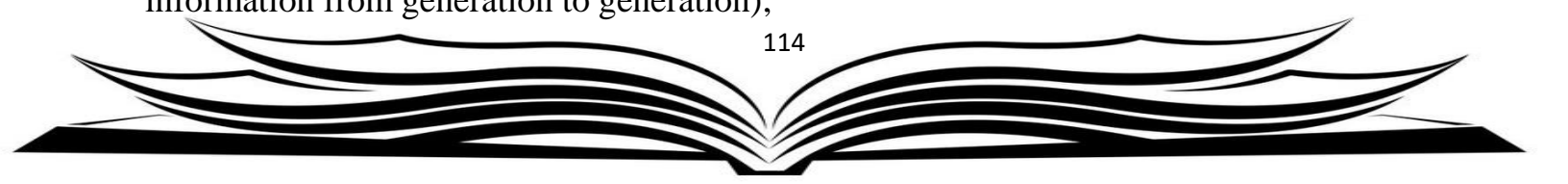
The development of various scientific fields in our country indicates the rich cultural, spiritual, and economic potential of this region, the intellectual potential of our people, and allows us to imagine how significant the contribution of our country's thinkers to the development of Islamic sciences and Muslim culture was.

Culture, derived from the Latin "cultura" - "to cultivate", "to nurture", in Uzbek the meaning of "madaniyat" (from Medina, city, educated) is associated with the active transformational activity of a person. Later, this concept began to express the concepts of enlightenment, education in a figurative sense[39].

The dictionary "Philosophy" defines culture as follows: Culture (Arabic - Medina, city, educated) - a specific way of human activity, reflected in nature and mutual relations" [106].

V.G. Volkov distinguishes the following social functions of culture:

1. Information transmission (collection, reproduction and transmission of information from generation to generation);





2. Adaptive (adaptation) ensuring the adaptation of a person to the environment;
3. Communicative (connective) (language, signs, forms of communication characteristic of people);
4. Integrative (unification, organization) (unification of people within the same culture or beyond its borders);
5. Socialization (the involvement of individuals in the sphere of social life, their acquisition of social experience, social roles, norms of behavior, allowing individuals to become full-fledged members of society) [57].

Thus, as a result of analyzing the importance of culture in the development of society, the following conclusions can be drawn:

culture is the material and spiritual manifestation of an entire social system in a certain historical period; culture is the values, achievements created by humanity in the process of historical development, expressing the creative activity of man; the main social function of culture is the formation of man, and the individual is simultaneously both the object and the subject of this activity.

Culture is a certain historical level of development of society, expressed in the forms of organizing people's lives and activities, in the creative forces and abilities reflected in their mutual relations, in the created material and spiritual wealth. Concepts such as moral and legal norms, legal consciousness, legal culture are also part of general culture.

Moral consciousness is the views, ideas, thoughts, theories that form moral requirements, norms, rules, and perceptions of justice. Any actions of a person are carried out through consciousness, only those that are beneficial to society are manifested. This is the social significance of moral consciousness.

The unique and at the same time the most important element of moral consciousness is the moral qualities of a person. The moral qualities, that is, the qualities of people, are explained by social, political, and economic reasons. In each era, the main moral qualities are determined by the general direction of the dominant ideology, ideology. However, morality is distinguished from ideology, ideology by its universal, national characteristics. Moral qualities are positive and negative. Positive moral qualities include hard work, humility, politeness, kindness, sincerity, honesty, thoughtfulness, and modesty. These are our moral values. Negative qualities, which we can also call vices, include, for example, treachery, bribery, hypocrisy, laziness, envy, rudeness, lack of will, hypocrisy, individualism, selfishness, careerism, etc.





Concepts of moral qualities, like other social phenomena, change, develop and refine during historical development. For example, in the Middle Ages, when religion and the church dominated all spheres of social life, faith, hope and love, that is, faith in God, hope in His mercy and love for Him, were considered the main qualities. Now, as our motherland follows the path of independence and lives in a market economy, it is especially necessary to combine the qualities of patriotism and national pride with the qualities of entrepreneurship, mutual benefit, cooperation, patience, peace and contentment. It is appropriate to use moral integrity, our national traditions, and our cultural and educational heritage in solving complex economic issues.

The third element of morality is moral relations. Moral relations are a component of social relations. Moral relations initially begin to form spontaneously, on the basis of material relations. Then, developing, they separate from material relations, entering the sphere of ideological, ideal, spiritual relations. Moral relations arise outside the will of people and, in the process of establishing moral norms and supporting them by society, necessarily pass through the consciousness of people. Moral relations, according to their content, perform either management or protection functions. Management moral relations arise in accordance with the requirements of the norms of a particular society, they are associated with the functions of obligation. Protection moral relations arise as a result of actions that violate these norms and ensure the implementation of social impact measures.

Moral relations differ from other types of social relations in that the influence of moral norms and values is always and everywhere visible. They arise in moral activity, behavior, actions, and moral influence on the surrounding social being. Along with the evaluative character of moral relations, their imperative, guiding character is also its distinctive feature. In moral relations, the activities and actions of people, as a moral and practical expression of their relations, play a key role. At the same time, moral relations, like other social relations, are independent.

Thus, moral relations, as an element of morality, are closely interconnected, firstly, with other types of social relations, and secondly, with other elements of morality, which form a complex whole. The elements of morality are moral consciousness, moral practice, and moral relations, as elements of morality, intertwine with each other.

Moral relations are a social mechanism for supporting and implementing norms, always embodying the processes of forming, developing, preserving, and passing on norms to future generations. The criterion of the life-giving power of moral norms is the expression of moral relations. If moral norms existed apart from their results - moral





relations, they would have lost their social significance. Thus, all aspects of morality require and determine each other.

But the fact that all aspects of morality are strong does not eliminate their differences and contradictions. For example, moral relations are a form of strengthening in practice the norms of behavior tested by moral consciousness, which are manifested in the form of existing phenomena. Moral consciousness, however, expresses not only existing moral phenomena, but also necessary phenomena. For the same reason, they are incompatible with each other, contradictory. Contradictions can take on a sharp form, especially during the transition from one social system to another.

After analyzing the components of morality, it can be defined as follows. Morality is a historically formed social phenomenon, a complex unity of moral consciousness, moral practice and moral relations, which are the elements that govern human behavior, require and determine each other.

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Ражапов Улугбек

Термезский государственный педагогический институт
факультета языков направление русский язык в иноязычных группах
студент 4-курса 406-группы

Аннотация: В статье рассматривается образ семьи и его трансформация в литературе XX века. Анализируются изменения семейных отношений, влияние социальных и культурных факторов на восприятие семьи в художественных произведениях. Особое внимание уделяется тому, как писатели разных эпох отражают конфликт традиций и модернизации, а также эволюцию семейных ценностей в контексте исторических событий.

Ключевые слова: семья, семейные отношения, литература XX века, трансформация, социальные изменения, культурные ценности, художественные образы.

THE IMAGE OF THE FAMILY AND ITS TRANSFORMATION IN 20TH CENTURY LITERATURE

Abstract: The article examines the image of the family and its transformation in 20th-century literature. It analyzes changes in family relationships and the influence of social and cultural factors on the perception of the family in literary works. Special attention is paid to the conflict between tradition and modernization, as well as the evolution of family values in the context of historical events.

Keywords: family, family relationships, 20th-century literature, transformation, social changes, cultural values, literary images.

XX ASR ADABIYOTIDA OILA TASVIRI VA UNING TRANSFORMATSIYASI

Annotatsiya: Maqolada XX asr adabiyotida oila obrazlari va uning transformatsiyasi tahlil qilinadi. Oila munosabatlaridagi o'zgarishlar, ijtimoiy va madaniy omillarning adabiy asarlarda oilani qabul qilishga ta'siri o'rganiladi. Ayniqsa, an'analar va modernizatsiya o'rtasidagi ziddiyat hamda tarixiy voqealar kontekstida oilaviy qadriyatlarining rivojlanishiga e'tibor qaratilgan.





Kalit soʻzlar: oila, oila munosabatlari, XX asr adabiyoti, transformatsiya, ijtimoiy oʻzgarishlar, madaniy qadriyatlar, adabiy obrazlar.

Введение

Семья всегда занимала центральное место в литературе, отражая ценности, традиции и социальные изменения своего времени. В XX веке, в условиях бурных исторических и культурных трансформаций, образ семьи претерпел значительные изменения. Писатели разных эпох исследовали конфликты между традициями и современными взглядами на жизнь, показывая эволюцию семейных отношений и изменение роли каждого члена семьи. Изучение трансформации образа семьи в литературе XX века позволяет лучше понять не только художественные тенденции, но и социально-культурные процессы, происходившие в обществе.

Цель настоящей статьи — проанализировать ключевые аспекты изображения семьи в литературе XX века и выявить основные тенденции её трансформации в зависимости от исторического и культурного контекста.

Основная часть

В XX веке образ семьи в литературе претерпел значительные изменения, что было связано с бурными историческими, социальными и культурными процессами. Писатели того времени стремились показать динамику семейных отношений, конфликты между традициями и современными представлениями о жизни, а также влияние внешних обстоятельств на внутренний мир семьи. Одной из ключевых особенностей литературного отображения семьи стала демонстрация её трансформации как социального института и как эмоциональной среды, формирующей личность человека.

В начале века семья в литературе часто изображалась в контексте строгих моральных и социальных норм. Произведения писателей отражали устоявшиеся патриархальные ценности, где старшее поколение играло доминирующую роль, а каждый член семьи был ограничен определенными обязанностями и правилами. Однако с развитием модернистских течений и под влиянием социальных потрясений начала проявляться критическая рефлексия над традиционными формами семейной жизни. Писатели стали исследовать внутренние конфликты, скрытые эмоции и психологические травмы, которые могли возникать в рамках семьи.





Особое место занимала тема женской роли в семье. В литературе XX века женщины начали представляться не только как хранительницы домашнего очага, но и как личности с собственными интересами, стремлениями и внутренним миром. Это отражало общественные изменения: рост женской образовательной и профессиональной активности, стремление к самостоятельности и равенству в браке. В произведениях писателей таких как Чехов, Куприн, Булгаков и других проявлялась тонкая психология взаимоотношений супругов, конфликты поколений и поиск гармонии внутри семьи.

Постепенно в литературе усилилась тема кризиса традиционной семьи. Социальные катаклизмы, войны, революции, урбанизация и индустриализация меняли устоявшийся уклад жизни. В художественных текстах XX века семья переставала быть лишь источником стабильности и поддержки; она становилась полем для отражения социальных и личностных противоречий. Писатели показывали, как экономические трудности, миграции и социальная нестабильность влияли на взаимоотношения между членами семьи, формируя новые модели общения и эмоциональной поддержки.

В литературе второй половины XX века образ семьи становится более разнообразным и многогранным. Появляются новые формы семьи: неполные семьи, семьи с разведёнными родителями, семьи, где важную роль играют бабушки, дедушки и другие родственники. Эти изменения находят отражение в психологическом портрете героев, их стремлении к самореализации, поиску личного счастья и гармонии. Писатели исследуют не только традиционные связи, но и эмоциональные и духовные аспекты семейных отношений, раскрывая их сложность и противоречивость.

Трансформация образа семьи в литературе XX века тесно связана с историческим контекстом. В произведениях, посвящённых военному периоду, часто показываются разрушенные семьи, потеря близких и трудности адаптации к послевоенной жизни. В произведениях, описывающих период социальных реформ, внимание сосредоточено на изменении ролей внутри семьи, конфликте поколений и поиске новых ценностей. Литературные тексты выступают зеркалом социума, отражая его изменения и влияя на восприятие семьи в обществе.

Особую роль играет психологическая глубина изображаемых отношений. Литература XX века активно использует приёмы психологического анализа, внутреннего монолога и раскрытия мотивов поведения героев. Семья перестаёт быть только внешним социальным институтом и становится пространством, где





проявляются эмоциональные переживания, внутренние конфликты и личностные кризисы. Это позволяет читателю увидеть сложность и многогранность человеческих отношений, а также влияние исторических и социальных факторов на личную жизнь.

Важным аспектом трансформации семьи является изменение роли детей и подростков. В произведениях XX века дети перестают быть лишь объектами заботы родителей; они становятся активными участниками семейной жизни, носителями новых идей, чувств и взглядов. Литература показывает, как смена поколений влияет на структуру семьи, взаимоотношения между родителями и детьми, и как культурные и образовательные процессы формируют новую модель семейного взаимодействия.

Таким образом, анализ образа семьи в литературе XX века позволяет выявить ключевые тенденции его трансформации: переход от традиционных патриархальных структур к более гибким и разнообразным формам, усиление психологической и эмоциональной глубины отношений, влияние социальных и культурных изменений на внутреннюю жизнь семьи. Литература выступает не только как зеркало времени, но и как инструмент осмысления и переосмысления семейных ценностей, отражая сложность и противоречивость человеческих отношений.

В заключение можно отметить, что изучение трансформации образа семьи в литературе XX века позволяет глубже понять, как литература отражает социальные изменения, эволюцию культурных ценностей и психологические особенности личности. Семья в литературе становится символом постоянного взаимодействия между традицией и модернизацией, стабильностью и переменами, индивидуальными стремлениями и коллективными ожиданиями.

Заключение

Анализ образа семьи в литературе XX века показывает, что семья как социальный и психологический институт претерпела значительные изменения. Литература отражает переход от традиционных патриархальных моделей к более гибким и разнообразным формам, демонстрирует влияние исторических, социальных и культурных факторов на внутренние семейные отношения. В произведениях проявляется конфликт поколений, изменение роли женщин и детей, а также эволюция ценностей и норм. Таким образом, изучение семейного образа





позволяет глубже понять социальные процессы и культурные трансформации XX века.

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O'ZBEKISTON SUVEREN, DEMOKRATIK, HUQUQIY, IJTIMOYIY VA
DUNYOVIY DAVLAT

Bo'riyeva Mohiniso

Anotatsiya: Ushbu maqolada O'zbekiston Respublikasining davlat sifatidagi asosiy prinsiplari – suverenitet, demokratiya, huquqiylik, ijtimoiy himoya va dunyoviylik – tahlil qilinadi. Maqolada suverenitetning milliy xavfsizlik, hududiy yaxlitlik va mustaqil tashqi siyosatni ta'minlashdagi roli, demokratik institutlar va xalq vakilligi mexanizmlari, huquqiy davlat prinsiplarining qonun ustuvorligi va sud mustaqilligini kafolatlashdagi ahamiyati, ijtimoiy davlat tamoyillari asosida fuqarolarning turmush darajasi va ijtimoiy himoyasini ta'minlash, shuningdek dunyoviylikning diniy erkinlik va milliy barqarorlikni qo'llab-quvvatlashdagi ahamiyati yoritilgan. Maqolada O'zbekistonning zamonaviy davlat qurilishi kontseptsiyasi va uning fundamental prinsiplariga e'tibor qaratilgan.

Kalit so'zlar: O'zbekiston, suverenitet, mustaqillik, demokratik davlat, huquqiy davlat, ijtimoiy davlat, dunyoviylik, davlat prinsiplari, Konstitutsiya, qonun ustuvorligi, sud mustaqilligi, inson huquqlari, fuqarolik jamiyati, milliy xavfsizlik, hududiy yaxlitlik, tashqi siyosat, ijtimoiy siyosat, bandlik, sog'liqni saqlash, ta'lim, nafaqa tizimi, diniy erkinlik, diniy tolerans, milliy barqarorlik, demokratik institutlar, siyosiy tizim, davlat boshqaruvi, fuqarolarning huquqlari, davlat va jamiyat munosabatlari.

**UZBEKISTAN – A SOVEREIGN, DEMOCRATIC, RULE-OF-LAW, SOCIAL,
AND SECULAR STATE**

Abstract: This article analyzes the fundamental principles of the Republic of Uzbekistan as a state – sovereignty, democracy, rule of law, social protection, and secularism. It examines the role of sovereignty in ensuring national security, territorial integrity, and independent foreign policy; the mechanisms of democratic institutions and public representation; the significance of the rule of law and judicial independence in a legal state; the provision of citizens' living standards and social protection under the principles of a social state; and the importance of secularism in supporting religious freedom and national stability. The article also highlights the concept of modern state-building in Uzbekistan and its fundamental principles.

Keywords: Uzbekistan, sovereignty, independence, democratic state, rule of law, social state, secularism, state principles, Constitution, rule of law, judicial independence, human rights, civil society, national security, territorial integrity, foreign policy, social policy,





employment, healthcare, education, welfare system, religious freedom, religious tolerance, national stability, democratic institutions, political system, state governance, citizens' rights, state-society relations.

ЎЗБЕКИСТАН – СУВЕРЕННОЕ, ДЕМОКРАТИЧЕСКОЕ, ПРАВОВОЕ, СОЦИАЛЬНОЕ И СВЕТСКОЕ ГОСУДАРСТВО

Аннотация: В данной статье анализируются основные принципы государства Республики Узбекистан – суверенитет, демократия, правовое государство, социальная защита и светскость. Рассматривается роль суверенитета в обеспечении национальной безопасности, территориальной целостности и независимой внешней политики; механизмы работы демократических институтов и представительства народа; значение верховенства закона и независимости судебной власти в правовом государстве; обеспечение уровня жизни граждан и социальной защиты в рамках принципов социального государства; а также важность светскости для поддержки религиозной свободы и национальной стабильности. В статье подчеркивается концепция современного государственного строительства в Узбекистане и его фундаментальные принципы.

Ключевые слова: Узбекистан, суверенитет, независимость, демократическое государство, правовое государство, социальное государство, светскость, принципы государства, Конституция, верховенство закона, независимость судебной власти, права человека, гражданское общество, национальная безопасность, территориальная целостность, внешняя политика, социальная политика, занятость, здравоохранение, образование, система социального обеспечения, религиозная свобода, религиозная терпимость, национальная стабильность, демократические институты, политическая система, государственное управление, права граждан, отношения государства и общества.

KIRISH

O‘zbekiston Respublikasi mustaqil davlat sifatida 1991-yil 31-avgustda xalqaro maydonda tan olindi. Shu sana mamlakatning siyosiy tarixida burilish nuqtasi bo‘lib, mustaqillik O‘zbekiston uchun nafaqat siyosiy, balki ijtimoiy va huquqiy sohalarda ham yangi davrni boshlab berdi. Mustaqillik e‘lon qilinishidan oldin O‘zbekiston Sovet Ittifoqi tarkibida respublika maqomida bo‘lgan va uning iqtisodiy, siyosiy va madaniy rivojlanishi markaziy hokimiyatning qarorlariga bog‘liq edi. Mustaqillik bilan birga,



mamlakat o'zining suveren davlat sifatidagi huquqiy va siyosiy maydonini mustahkamlashga, demokratik institutlarni shakllantirishga va fuqarolarning huquq va erkinliklarini kafolatlashga kirishdi.

O'zbekistonning suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatida shakllanishi uning Konstitutsiyasida mustahkam asoslangan. 1992-yil qabul qilingan O'zbekiston Respublikasi Konstitutsiyasi davlatning suverenligi, demokratik tamoyillari, huquqiy davlat prinsiplari, ijtimoiy himoya tizimi va dunyoviylikni ta'minlashni belgilaydi. Konstitutsiyaning birinchi moddalari mamlakatning suveren, mustaqil va xalq vakilligi tamoyiliga asoslangan demokratik davlat ekanligini ochiq-oydin ifodalaydi. Shu bilan birga, ijtimoiy davlat prinsiplari aholi turmush darajasi, bandlik, ta'lim va sog'liqni saqlash kabi sohalarda barqaror siyosatni ta'minlashni maqsad qiladi. Dunyoviylik prinsipiga amal qilish esa fuqarolar orasida diniy erkinlikni kafolatlaydi va diniy tashkilotlar faoliyatini davlat nazorati ostida amalga oshirish imkonini beradi.

O'zbekistonning davlat sifatidagi suverenligi milliy xavfsizlikni ta'minlash, hududiy yaxlitlikni saqlash va mustaqil tashqi siyosat olib borish bilan mustahkamlanadi. Shu bilan birga, demokratik institutlarning shakllanishi, jumladan parlament, sud tizimi va fuqarolik jamiyati organlari, fuqarolarning siyosiy ishtirokini kuchaytiradi va davlat boshqaruvining shaffofligini ta'minlaydi. Huquqiy davlat prinsipi esa qonun ustuvorligi, sud mustaqilligi va inson huquqlari kafolatlanishini ta'minlaydi.

Ijtimoiy davlat tamoyillari asosida O'zbekiston aholining ijtimoiy himoyasini ta'minlash, nogironligi bo'lgan shaxslar, yolg'iz onalar, keksalar va ijtimoiy jihatdan zaif qatlamlarga yordam ko'rsatish tizimini rivojlantiradi. Shu bilan birga, dunyoviylik prinsipi mamlakatda dinlararo totuvlikni saqlashga xizmat qiladi va milliy barqarorlikni mustahkamlaydi.

O'zbekistonning zamonaviy davlat qurilishi konsepsiyasi bir vaqtning o'zida suverenitetni mustahkamlash, demokratik institutlarni rivojlantirish, huquqiy davlat prinsiplari bo'yicha faoliyat yuritish, fuqarolarni ijtimoiy himoya qilish va dunyoviylik tamoyillarini amalga oshirishga qaratilgan. Ushbu maqolada ushbu prinsiplarning har biri batafsil tahlil qilinadi va mamlakat davlat tuzilishidagi o'rnini ochib beriladi.

METODOLOGIYA

Ushbu maqolada O'zbekistonning suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatidagi xususiyatlarini tahlil qilish uchun kompleks ilmiy-tadqiqot



yondashuvi qo'llanildi. Tadqiqot jarayonida **nazariy, solishtirma, huquqiy, statistika va tahliliy usullar** birgalikda ishlatildi.

1. Nazariy usullar: Maqolada davlatning asosiy prinsiplari, xususan suverenitet, demokratiya, huquqiylik, ijtimoiy himoya va dunyoviylik kontsepsiyalari nazariy jihatdan o'rganildi. Shu maqsadda, O'zbekiston Konstitutsiyasi, davlat dasturlari, ilmiy maqolalar va xalqaro manbalar tahlil qilindi. Nazariy usullar mamlakatning davlat tuzilishi va boshqaruv tizimini tushunishda asosiy rol o'ynadi.

2. Solishtirma-usul (komparativ metod): O'zbekistonning davlat prinsiplari boshqa post-sovet davlatlari va dunyoning rivojlangan demokratik mamlakatlari tajribasi bilan solishtirildi. Bu yondashuv mamlakatning zamonaviy davlat tuzilishini yaxshiroq tushunish va ijtimoiy, siyosiy hamda huquqiy sohalardagi o'ziga xos xususiyatlarini aniqlash imkonini berdi.

3. Huquqiy tahlil: Tadqiqot jarayonida O'zbekiston Respublikasi Konstitutsiyasi, qonunlar, prezident farmonlari va boshqa normativ-huquqiy hujjatlar batafsil o'rganildi. Huquqiy tahlil orqali davlatning huquqiy tizimi, qonun ustuvorligi, sud mustaqilligi va inson huquqlari kafolatlari baholandi.

4. Statistika va empirik ma'lumotlardan foydalanish: Ijtimoiy davlat prinsipi doirasida aholi turmush darajasi, bandlik, ta'lim, sog'liqni saqlash va nafaqa tizimi bo'yicha rasmiy statistik ma'lumotlar tahlil qilindi. Ushbu ma'lumotlar O'zbekistonning ijtimoiy himoya siyosatining samaradorligini baholashga xizmat qildi.

5. Tahliliy usullar: Maqolada barcha tadqiqot natijalari tizimli tarzda tahlil qilindi, prinsiplararo bog'liqlik va o'zaro ta'sirlar aniqlanib, ilmiy xulosalar chiqarildi. Shu bilan birga, mamlakatda dunyoviylik tamoyilining amalga oshirilishi, diniy erkinlik va milliy barqarorlik o'rtasidagi o'zaro munosabatlar ham tahlil qilindi.

6. Ma'lumot manbalari: Tadqiqotda foydalanilgan asosiy manbalar quyidagilarni o'z ichiga oladi:

- O'zbekiston Respublikasi Konstitutsiyasi va qonun hujjatlari;
- Rasmiy davlat statistikasi va ijtimoiy siyosat bo'yicha hisobotlar;
- O'zbekiston va xorijiy olimlarning maqolalari va ilmiy tadqiqotlari;
- Xalqaro huquqiy va siyosiy tadqiqotlar, solishtirma tahlil natijalari.

Shu metodologik yondashuv maqolaga O'zbekistonning davlat tuzilishi va uning suveren, demokratik, huquqiy, ijtimoiy va dunyoviy prinsiplari bo'yicha kompleks va ilmiy asoslangan tahlil qilish imkonini berdi.

NATIJALAR





Ushbu tadqiqot natijalari O‘zbekiston Respublikasining suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatidagi xususiyatlarini tizimli va ilmiy asosda yoritishga imkon berdi. Tadqiqot jarayonida aniqlanishicha, O‘zbekistonning suveren davlat sifatida mustaqilligi nafaqat rasmiy siyosiy hujjatlar orqali, balki amaliy jihatdan milliy xavfsizlik, hududiy yaxlitlik va mustaqil tashqi siyosatni ta’minlash mexanizmlari orqali mustahkamlanadi. Mustaqillikdan so‘ng mamlakat o‘zining diplomatik siyosatini mustaqil olib borib, xalqaro maydonda teng huquqli hamkorlikni yo‘lga qo‘ygan, shu bilan birga milliy manfaatlarni himoya qilish va ichki siyosiy barqarorlikni saqlash borasida aniq qadamlar tashlagan.

Shuningdek, demokratik institutlar va xalq vakilligi mexanizmlari mamlakatning siyosiy tizimini yanada barqaror va shaffof qiladi. Parlament, ijroiya organlari va sud tizimi faoliyati, fuqarolik jamiyati institutlari orqali xalqning siyosiy ishtiroki amalga oshiriladi, bu esa demokratik davlatning amaliy ishlashini ta’minlaydi. Xalq vakillari saylov orqali o‘z fikrini bildirish imkoniga ega bo‘lib, davlat boshqaruvi jarayoniga bevosita ta’sir ko‘rsatadi. Shu bilan birga, demokratik prinsiplar fuqarolarning huquq va erkinliklarini kafolatlash bilan birga, davlat organlarining javobgarligini oshiradi va siyosiy jarayonlarning shaffofligini ta’minlaydi.

Huquqiy davlat tamoyillari mamlakatda qonun ustuvorligi va sud mustaqilligini ta’minlashning asosiy vositasi sifatida ahamiyat kasb etadi. Tadqiqot ko‘rsatdiki, O‘zbekistonning normativ-huquqiy bazasi davlat organlari faoliyatini tartibga soladi, shaxsning huquq va erkinliklarini himoya qiladi, korrupsiyaga qarshi chora-tadbirlar va sud mustaqilligi tizimi esa huquqiy davlat prinsipining samarali ishlashini ta’minlaydi. Shu bilan birga, fuqarolarning huquqlari va qonuniy manfaatlari davlat siyosatining markazida turadi.

Ijtimoiy davlat prinsipi doirasida O‘zbekiston aholining turmush darajasini oshirish, ijtimoiy himoyani ta’minlash va zaif qatlamlarni qo‘llab-quvvatlash tizimini samarali amalga oshirmoqda. Bandlik, ta’lim, sog‘liqni saqlash va nafaqa tizimi sohalarida olib borilayotgan chora-tadbirlar aholining ijtimoiy barqarorligini mustahkamlashga xizmat qiladi. Shu bilan birga, nogironligi bo‘lgan shaxslar, yolg‘iz onalar va boshqa ijtimoiy himoyaga muhtoj qatlamlar uchun davlat tomonidan maxsus dasturlar ishlab chiqilganligi ijtimoiy davlat prinsipining amaliy ko‘rinishidir.

Dunyoviylik prinsipi esa mamlakatda diniy erkinlikni kafolatlash va diniy tashkilotlarning faoliyatini qonun doirasida tartibga solish orqali amalga oshiriladi. Tadqiqot natijalari shuni ko‘rsatdiki, dunyoviylik prinsipining ishlashi diniy totuvlikni saqlash, milliy barqarorlikni mustahkamlash va ijtimoiy-madaniy uyg‘unlikni



ta'minlashga xizmat qiladi. Shu bilan birga, davlatning diniy neytralligi siyosiy va ijtimoiy muvozanatni saqlashga yordam beradi va turli diniy guruhlar o'rtasida adolatli munosabatlarni ta'minlaydi.

Natijalar shuni ko'rsatadiki, O'zbekistonning davlat tuzilishi kompleks va o'zaro bog'langan tizim sifatida ishlaydi. Suverenitet, demokratiya, huquqiylik, ijtimoiy himoya va dunyoviylik tamoyillari bir-biri bilan uzviy bog'lanib, mamlakatning ichki barqarorligini, fuqarolarning farovonligini va xalqaro maydondagi obro'sini oshirishga xizmat qiladi. Har bir prinsipning o'zaro ta'siri va qo'llanilishi mamlakatning zamonaviy davlat sifatida shakllanishini va rivojlanishini ta'minlaydi.

MUHOKAMA

O'zbekiston Respublikasining davlat sifatidagi xususiyatlarini tahlil qilganimizda, birinchi navbatda mamlakatning suvereniteti markaziy o'rin tutadi. Suverenitet O'zbekistonning mustaqil siyosiy va iqtisodiy qarorlar qabul qilishi, hududiy yaxlitligini ta'minlashi va milliy xavfsizligini kafolatlashi bilan namoyon bo'ladi. Tadqiqot natijalari shuni ko'rsatdiki, O'zbekistonning mustaqil tashqi siyosati uning suveren davlat sifatida xalqaro maydondagi obro'sini oshirishga yordam beradi. Shu bilan birga, mustaqil tashqi siyosatning amalga oshirilishi mamlakatga xalqaro hamkorlikda teng huquqli sherik sifatida qatnashish imkonini beradi, bu esa iqtisodiy va siyosiy barqarorlikni mustahkamlashga xizmat qiladi. Suverenitetni saqlash va mustahkamlash O'zbekiston uchun nafaqat siyosiy, balki iqtisodiy, ijtimoiy va madaniy jihatdan ham muhim ahamiyatga ega, chunki u davlatning barcha sohalarida qarorlar qabul qilishda mustaqillikni kafolatlaydi.

Demokratik prinsiplar mamlakatning siyosiy tizimini shaffof, barqaror va fuqarolarning ishtirokini ta'minlovchi tizim sifatida shakllantiradi. Tadqiqotdan ko'rinib turibdiki, O'zbekistonda parlament va mahalliy kengashlar faoliyati, sud tizimi, mustaqil matbuot va fuqarolik jamiyati institutlari demokratik institutlarning samarali ishlashiga xizmat qiladi. Xalq o'z vakillarini erkin saylash huquqiga ega bo'lib, davlat boshqaruvida bevosita ishtirok etadi. Shu bilan birga, demokratik prinsiplar davlat organlarining javobgarligini oshiradi va fuqarolarning huquq va erkinliklarini himoya qilishni ta'minlaydi. Tadqiqot shuni ko'rsatdiki, demokratiya O'zbekistonda nafaqat siyosiy tizimning shakllanishi, balki ijtimoiy barqarorlikni ta'minlovchi vosita sifatida ham ishlatilmoqda.





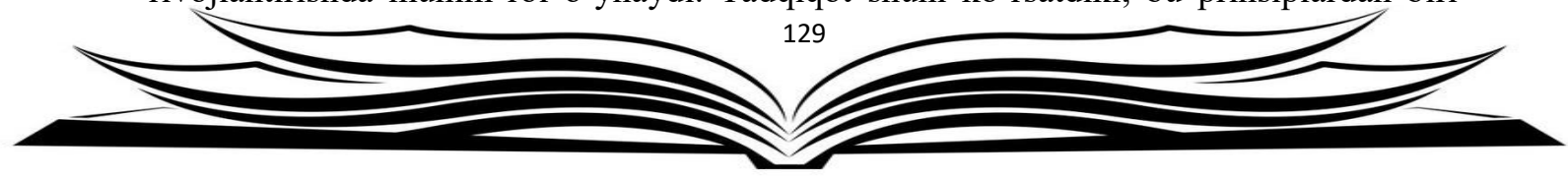
Huquqiy davlat tamoyillari O‘zbekiston davlatining barqarorligini va qonun ustuvorligini kafolatlaydi. Tadqiqot davomida aniqlanishicha, Konstitutsiya va normativ-huquqiy hujjatlar davlat organlari faoliyatini tartibga soladi, sud mustaqilligi va korrupsiyaga qarshi chora-tadbirlar esa huquqiy davlatning samarali ishlashini ta’minlaydi. Shu bilan birga, huquqiy davlat prinsipi shaxsning huquq va erkinliklarini himoya qilish bilan birga, ijtimoiy adolatni ta’minlashga ham xizmat qiladi. Bunday yondashuv mamlakatda qonun ustuvorligi tamoyilini kuchaytiradi va fuqarolarning davlat organlariga bo‘lgan ishonchini oshiradi.

Ijtimoiy davlat tamoyillari asosida O‘zbekiston aholining turmush darajasini oshirish, ijtimoiy himoyani ta’minlash va zaif qatlamlarni qo‘llab-quvvatlashga qaratilgan tizimli siyosat yuritadi. Tadqiqot natijalari shuni ko‘rsatdiki, bandlik, ta’lim, sog‘liqni saqlash va nafaqa tizimi sohalarida amalga oshirilayotgan chora-tadbirlar aholining farovonligini oshirishga xizmat qiladi. Shu bilan birga, nogironligi bo‘lgan shaxslar, yolg‘iz onalar va ijtimoiy jihatdan zaif qatlamlar uchun davlat tomonidan maxsus dasturlar ishlab chiqilgan. Bu esa ijtimoiy davlat prinsipining amaliy ishlashini ko‘rsatadi va fuqarolarni jamiyatda teng huquqli qatnashuvchilar sifatida himoya qiladi. Ijtimoiy siyosatning samaradorligi fuqarolarning davlatga bo‘lgan ishonchini oshiradi va ijtimoiy barqarorlikni mustahkamlaydi.

Dunyoviylik prinsipining amalga oshirilishi mamlakatda diniy erkinlikni kafolatlaydi va diniy tashkilotlarning faoliyatini qonun doirasida tartibga soladi. Tadqiqot ko‘rsatdiki, dunyoviylik O‘zbekistonning ijtimoiy va siyosiy muvozanatini saqlashga yordam beradi, diniy totuvlikni ta’minlaydi va milliy barqarorlikni mustahkamlaydi. Shu bilan birga, davlatning diniy neytralligi siyosiy va ijtimoiy sohalarida adolatni ta’minlash, turli diniy guruhlar o‘rtasidagi nizolarni kamaytirish va jamiyatda tinchlikni saqlash imkonini beradi.

Tadqiqot natijalari shuni ko‘rsatdiki, O‘zbekistonning davlat tuzilishi kompleks tizim sifatida ishlaydi va uning barcha tamoyillari bir-birini to‘ldiradi. Suverenitetning mustahkamligi, demokratik institutlarning faoliyati, huquqiy davlat prinsiplari, ijtimoiy himoya tizimi va dunyoviylik bir-biri bilan uzviy bog‘langan holda mamlakatning ichki barqarorligi, fuqarolarning farovonligi va xalqaro maydondagi obro‘cini oshirishga xizmat qiladi. Shu bilan birga, har bir prinsipning amaliy ishlashi mamlakatda siyosiy, huquqiy, ijtimoiy va madaniy barqarorlikni ta’minlaydi.

O‘zbekistonning suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatidagi xususiyatlari mamlakatni zamonaviy davlat sifatida shakllantirish va rivojlantirishda muhim rol o‘ynaydi. Tadqiqot shuni ko‘rsatdiki, bu prinsiplardan biri





samarali ishlamayotgan taqdirda, boshqa tamoyillarni qo'llash samaradorligi ham kamayadi. Masalan, huquqiy davlat tamoyillari kuchsiz bo'lsa, demokratik institutlarning ishlashi va ijtimoiy siyosat samaradorligi sezilarli darajada pasayadi. Shu sababli, barcha prinsiplarning bir vaqtda uyg'un ishlashi mamlakatning davlat tuzilishi barqarorligi va rivojlanishining asosiy garovi hisoblanadi.

Natijalar shuni ko'rsatdiki, O'zbekiston davlatining zamonaviy davlat konsepsiyasi suverenitet, demokratiya, huquqiylik, ijtimoiy himoya va dunyoviylik prinsiplariga asoslangan bo'lib, ularning har biri o'zaro bog'langan va mamlakatni ichki va tashqi maydonda barqaror, mustahkam va obro'li davlat sifatida shakllantirishga xizmat qiladi. Tadqiqot shuningdek mamlakatdagi qonun ustuvorligi, demokratik institutlar faoliyati, ijtimoiy himoya tizimi va diniy erkinlikning amaliy ishlash mexanizmlarini ham tasdiqlaydi.

XULOSA

Ushbu maqola doirasida O'zbekiston Respublikasining suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatidagi xususiyatlari ilmiy asosda tahlil qilindi. Tadqiqot natijalari shuni ko'rsatdiki, mamlakatning suvereniteti uning mustaqil siyosiy va iqtisodiy qarorlar qabul qilishida, hududiy yaxlitlik va milliy xavfsizlikni ta'minlashda, shuningdek xalqaro maydonda teng huquqli sherik sifatida faoliyat yuritishda muhim rol o'ynaydi.

Demokratik institutlar va xalq vakilligi mexanizmlari mamlakat siyosiy tizimini shaffof, barqaror va fuqarolar uchun ishonchli qiladi. Parlament va sud tizimi, fuqarolik jamiyati institutlari, mustaqil matbuot orqali demokratik prinsiplar amalda qo'llaniladi va fuqarolarning huquq va erkinliklari kafolatlanadi. Shu bilan birga, demokratik tamoyillar davlat organlarining javobgarligi va siyosiy jarayonlarning shaffofligini ta'minlashga xizmat qiladi.

Huquqiy davlat prinsiplari mamlakatda qonun ustuvorligi va sud mustaqilligini kafolatlaydi. Konstitutsiya va normativ-huquqiy hujjatlar davlat organlari faoliyatini tartibga soladi, shaxsning huquq va erkinliklarini himoya qiladi, korrupsiyaga qarshi chora-tadbirlar esa huquqiy davlatning barqaror ishlashini ta'minlaydi.

Ijtimoiy davlat prinsiplari doirasida O'zbekiston aholining turmush darajasini oshirish, ijtimoiy himoyani ta'minlash va zaif qatlamlarni qo'llab-quvvatlash tizimini samarali amalga oshirmoqda. Bandlik, ta'lim, sog'liqni saqlash va nafaqa tizimi sohalarida amalga oshirilayotgan chora-tadbirlar ijtimoiy barqarorlikni mustahkamlashga xizmat qiladi.





Dunyoviylik prinsipi mamlakatda diniy erkinlikni kafolatlaydi va diniy tashkilotlarning faoliyatini qonun doirasida tartibga soladi. Bu prinsip diniy totuvlikni saqlash, milliy barqarorlikni mustahkamlash va ijtimoiy uyg'unlikni ta'minlashga yordam beradi.

Shunday qilib, O'zbekiston davlatining zamonaviy konsepsiyasi suverenitet, demokratiya, huquqiylik, ijtimoiy himoya va dunyoviylik tamoyillariga asoslangan kompleks tizim sifatida shakllangan. Bu prinsiplarning uyg'un ishlashi mamlakatning ichki barqarorligini, fuqarolarning farovonligini va xalqaro maydondagi obro'sini oshirishga xizmat qiladi. Har bir prinsip bir-birini to'ldiradi va davlat tuzilishini mustahkamlash, jamiyatda adolat va barqarorlikni ta'minlashda muhim ahamiyatga ega.

Ushbu tadqiqot O'zbekiston davlatining zamonaviy shakllanishi va rivojlanishi yo'lida fundamental prinsiplarining ahamiyatini ochib berdi hamda kelgusida davlat siyosatini, demokratik institutlarni, huquqiy tizimni va ijtimoiy himoya dasturlarini yanada samarali rivojlantirish uchun ilmiy asos yaratdi.

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**BOLALAR RIVOJLANISHIDA O'YIN FAOLIYATINING PSIXOLOGIK-
PEDAGOGIK AHAMIYATI**

Hamroyeva Gulirayhon Umidjonovna

Buxoro viloyati Qorako'l pedagogika texnikumi

maxsus fanlar o'qituvchisi

Anotatsiya: Ushbu maqolada bolalar rivojlanishida o'yin faoliyatining psixologik va pedagogik ahamiyati ilmiy-nazariy jihatdan tahlil qilinadi. O'yin faoliyati bolaning kognitiv, emotsional, ijtimoiy va jismoniy rivojlanishida asosiy omil sifatida baholanadi. Maqolada o'yin orqali bolalarning fikrlashi, tasavvuri, ijodkorligi, nutqi va muloqot ko'nikmalarining shakllanishi, shuningdek o'yin metodlarining ta'lim jarayonidagi o'rni yoritilgan. Zamonaviy pedagogik yondashuvlar asosida rivojlantiruvchi o'yinlarning maktabgacha yoshdagi bolalar ta'limi va tarbiyasidagi o'rni, psixologik mexanizmlari va pedagogik imkoniyatlari tahlil qilinadi.

Kalit so'zlar: O'yin faoliyati, bolalar rivojlanishi, psixologik rivojlanish, pedagogika, maktabgacha ta'lim, kognitiv rivojlanish, emotsional rivojlanish, ijtimoiylashuv, ijodkorlik, ta'lim texnologiyalari, didaktik o'yinlar, rivojlantiruvchi o'yinlar, motivatsiya, nutq rivoji, muloqot ko'nikmalari, shaxs rivoji, faoliyat nazariyasi, psixologik mexanizmlar, pedagogik metodlar.

Bola rivojlanishi jarayoni murakkab, ko'p qirrali va uzluksiz kechuvchi psixologik hamda pedagogik jarayondir. Ushbu jarayonni tashkil etishda o'yin faoliyati beqiyos ahamiyatga ega bo'lib, bolalarning tabiiy ehtiyoji sifatida ularning shaxs sifatida shakllanishida muhim o'rin tutadi. Ilmiy manbalarda o'yin faoliyati bolaning yetakchi faoliyati sifatida talqin qilinadi, chunki aynan o'yin jarayonida bola atrof-muhitni anglaydi, o'z tajribasini boyitadi, muloqot qiladi, yangi ko'nikmalarni o'zlashtiradi hamda rivojlanishning turli bosqichlarini bosib o'tadi.

Psixologik nuqtayi nazardan, o'yin bola tafakkurining faollashishiga, tasavvurining kengayishiga, emotsional holatining barqarorlashishiga xizmat qiladi. O'yin jarayonida bola rollarga kiradi, vaziyatlarni modellashtiradi va turli ijtimoiy munosabatlarni o'z tajribasi orqali qayta yaratadi. Bu esa uning ijtimoiylashuv jarayonining muhim tarkibiy qismi hisoblanadi. Pedagogik nuqtayi nazardan, o'yin ta'limning tabiiy shakli bo'lib, bolalarning o'qishga bo'lgan motivatsiyasini oshiradi, yangi bilimlarni oson va qiziqarli tarzda egallashga yordam beradi.

Maktabgacha yoshdagi bolalarning rivojlanishida o'yin metodlaridan samarali foydalanish nafaqat ularning bilim, ko'nikma va malakalarini shakllantiradi, balki shaxsiy





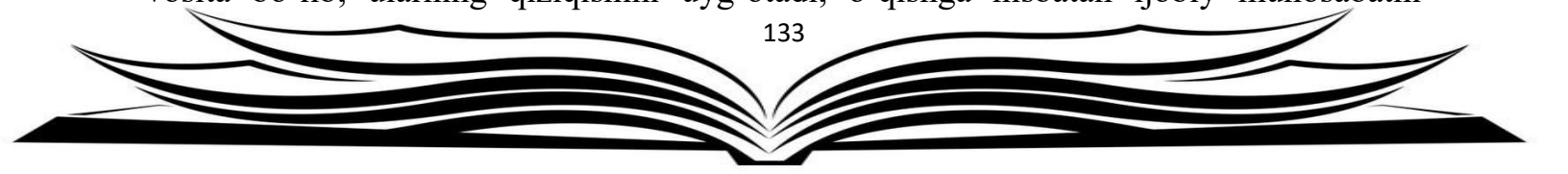
sifatlarni – mustaqillik, faoliyatga tayyorlik, ijtimoiy faollik, hamkorlik va mas’uliyatni ham rivojlantiradi. Shu sababli zamonaviy pedagogika o‘yin faoliyatini ta’lim-tarbiya jarayonining ajralmas qismi sifatida e’tirof etadi. Rivojlantiruvchi va didaktik o‘yinlar maktabgacha ta’lim muassasalarida bolalarning intellektual, emotsional, ijtimoiy va jismoniy rivojlanishi uchun eng samarali pedagogik vositalar qatorida turadi.

O‘yin faoliyati bolalar rivojlanishida eng qadimiy, tabiiy va eng samarali jarayonlardan biri sifatida qaraladi. Bola tug‘ilgan ilk kunlardan boshlab atrofni idrok etish, voqelikni anglash, harakatlarni sinab ko‘rish, kichik muammolarni hal qilish jarayonlarida aynan o‘yin vositasidan foydalanadi. Psixologik nuqtai nazardan o‘yin bolaning ichki ehtiyojlari va tabiiy rivojlanish qonuniyatlaridan kelib chiqadi; pedagogik jihatdan esa o‘yin ta’lim jarayonining ajralmas elementi bo‘lib, bolaning bilish faolligini rag‘batlantiradi, uning tashabbuskorligini oshiradi va shaxsiy rivojlanishini tezlashtiradi. O‘yin faoliyati bolaning emotsional olamiga, tafakkuriga, nutqiga, ijtimoiy ko‘nikmalariga, diqqat va xotirasiga bevosita ta’sir ko‘rsatadi.

Bola o‘yin jarayonida o‘z xatti-harakatlarini boshqarishni, his-tuyg‘ularini nazorat qilishni, vaziyatga mos qarorlar qabul qilishni o‘rganadi. O‘yinlar orqali u o‘ziga ishonch hosil qiladi, o‘zining jismoniy imkoniyatlarini sinab ko‘radi, yutuq va mag‘lubiyatni boshdan kechirish tajribasiga ega bo‘ladi. Bu jarayon shaxsning keyingi rivojlanish bosqichlarida muhim rol o‘ynaydi, chunki o‘yin orqali orttirilgan tajribalar hayotiy vaziyatlarda moslashuvchanlikni oshiradi. Ayniqsa, rolli o‘yinlar bolaning ijtimoiy tajribasini shakllantirishda katta ahamiyatga ega bo‘lib, ular orqali bola kattalarning rolini sinab ko‘radi, ijtimoiy me’yorlarni o‘zlashtiradi va muayyan kasblar to‘g‘risida dastlabki tasavvurlarga ega bo‘ladi.

Ilmiy tadqiqotlar shuni ko‘rsatadiki, o‘yin faoliyati bolaning kognitiv rivojlanishini jadallashtiradi. Masalan, konstruktiv o‘yinlar mantiqiy fikrlash, muammoni hal qilish, tahlil va sintez qilish ko‘nikmalarining shakllanishiga yordam beradi. Konstruktiv o‘yin jarayonida bola predmetlarning tuzilishini, shakl va kattalik nisbatlarini, fazoviy munosabatlarni o‘rganadi. Bu esa uning aqliy faoliyatini rivojlantiradi, murakkab vazifalarni bajarishga tayyorlaydi. Didaktik o‘yinlar esa bola idrokini, tasniflash, solishtirish, umumlashtirish kabi intellektual ko‘nikmalarini rivojlantirishda samarali hisoblanadi. Nutqni rivojlantiruvchi o‘yinlar esa fonetik jihatdan to‘g‘ri talaffuz, lug‘at boyligini kengaytirish, nutq strukturasi va grammatik qoliplarni mustahkamlashda katta ahamiyatga ega.

Pedagogik jihatdan o‘yin bolalarning ta’lim jarayonidagi ishtirokini faollashtiruvchi vosita bo‘lib, ularning qiziqishini uyg‘otadi, o‘qishga nisbatan ijobiy munosabatni





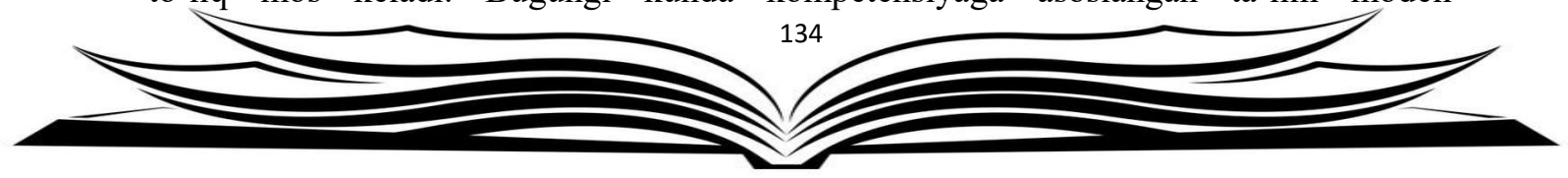
shakllantiradi. O'yin davomida bola o'z bilimlarini amaliyotda qo'llaydi, yangi bilimlarni mustaqil ravishda izlab topishga intiladi. O'yin faoliyatiga asoslangan ta'lim modelida bola o'rganayotgan materialni chuqurroq idrok etadi, chunki o'yin jarayoni uning motivatsiyasini oshiradi va o'quv topshiriqlarini bajarayotganda zavq bag'ishlaydi. Interfaol o'yinlar esa o'qituvchi va o'quvchi o'rtasidagi hamkorlikni mustahkamlaydi, guruhiy fikrlash, bir-birini tinglash va umumiy qarorga kelish ko'nikmalarini shakllantiradi.

O'yin faoliyati bolalarning jismoniy rivojlanishida ham katta ahamiyatga ega. Harakatchan o'yinlar bolaning mushaklari, koordinatsiyasi, tezkorligi, chaqqonligi, chidamliligi va motorik ko'nikmalarini rivojlantiradi. Bunday o'yinlarning muntazam qo'llanilishi sog'lom turmush tarziga bo'lgan yo'nalishni shakllantiradi, shuningdek, jismoniy faollikni oshirish orqali bolalarda stressni kamaytiradi. Psixologik tadqiqotlar shuni ko'rsatadiki, harakatchan o'yinlar o'z-o'zini nazorat qilish, qoida asosida harakat qilish, emotsional zo'riqishni bartaraf etish jarayonlarida ham muhim rol o'ynaydi. Chunki har qanday harakatchan o'yinda aniq maqsad va qoidalar bo'ladi, bola esa ushbu qoidalarga amal qilish orqali o'z impulslarini boshqarishni o'rganadi.

Bola o'yin jarayonida tengdoshlar bilan doimiy muloqotda bo'lgani uchun uning kommunikativ rivojlanishi ham jadallashadi. Guruhli o'yinlar jarayonida bola o'z fikrini aniq bayon qilish, suhbatdoshini tinglash, munozara qilish, o'z pozitsiyasini himoya qilish, murosaga kelish kabi ijtimoiy ko'nikmalarni egallaydi. Bu ko'nikmalar keyinchalik maktab ta'limida va hayotda muhim ahamiyatga ega bo'ladi. Shu bois zamonaviy pedagogik texnologiyalar o'yin metodlari bilan boyitilgan bo'lib, o'qituvchilar o'quv muhiti va didaktik materiallarni yaratishda o'yinga asoslangan yondashuvlardan keng foydalanadi.

O'yin faoliyatining yana bir muhim jihati shundaki, u bolaning emotsional rivojlanishini qo'llab-quvvatlaydi. O'yin davomida bola turli his-tuyg'ularni boshdan kechiradi: quvonch, ajablanish, hayajon, xavotir, mag'rurlik, ba'zan esa hafsalasi pir bo'lishi mumkin. Bularning barchasi uning emotsional yetukligiga xizmat qiladi. Ayniqsa, rolli o'yinlarda bola o'z emotsiyalarini boshqalarning emotsiyalari bilan taqqoslaydi va empatiya ko'nikmasini rivojlantiradi. Empatiya esa kommunikativ madaniyatning asosiy tayanchi hisoblanadi. Shu sababli, psixologlarning ta'kidlashicha, 3–7 yosh oralig'ida o'yin faoliyatiga yetarli e'tibor berilmasa, bolada ijtimoiy-emotsional rivojlanishning sekinlashuvi kuzatilishi mumkin.

O'yin faoliyatining pedagogik jarayonda qo'llanilishi zamonaviy ta'lim talablariga to'liq mos keladi. Bugungi kunda kompetensiyaga asoslangan ta'lim modeli





o'quvchilarning faolligini, mustaqil fikrlashini va amaliy ko'nikmalarini rivojlantirishni nazarda tutadi. O'yin metodlari aynan shu kompetensiyalarning shakllanishi uchun eng samarali vositalardan biri hisoblanadi. O'yin orqali o'quvchilar muammoni hal qilish, ijodiy fikrlash, axborot izlash va uni qayta ishlash, kommunikatsiya qilish, jamoada ishlash kabi kompetensiyalarni egallaydi. Bu esa nafaqat maktabgacha yoshdagi bolalar, balki boshlang'ich sinf o'quvchilari uchun ham zarurdir.

O'yin faoliyati shuningdek, bolalar psixikasidagi individual farqlarni inobatga olish imkonini beradi. Ba'zi bolalar faol va tashabbuskor bo'lsa, boshqalari tortinchoq va passiv bo'lishi mumkin. O'yin jarayoni ularni o'zaro integratsiyalash, o'z qobiliyatlarini namoyon etish, o'z-o'zini anglash va ijtimoiylashuvni tabiiy yo'l bilan amalga oshirish imkonini yaratadi. O'yin davomida bola o'z iqtidorini ochib beradi, o'ziga xos rollarni bajaradi, mustaqil qaror qabul qiladi va o'zini turli vaziyatlarda sinovdan o'tkazadi.

O'yin faoliyati bolalar rivojlanishining barcha jabhalarini qamrab oladi: kognitiv, emotsional, ijtimoiy, jismoniy va axloqiy rivojlanish o'yin orqali shakllanadi va mustahkamlanadi. O'yin bola uchun nafaqat ko'ngilochar mashg'ulot, balki hayotga tayyorgarlik maktabi, shaxs sifatida kamol topishning asosiy jarayoni hisoblanadi.

Bolalarning har tomonlama rivojlanishida o'yin faoliyati yetakchi omillardan biri sifatida alohida o'rin tutadi. O'yin jarayoni bola uchun tabiiy ehtiyoj bo'lib, uning shaxsiy, aqliy, emotsional va jismoniy rivojlanishida muhim vosita hisoblanadi. Psixologik nuqtai nazardan o'yin bolaning bilish jarayonlari – idrok, tafakkur, xotira, diqqat va tasavvurni sezilarli darajada faollashtiradi. Pedagogik jihatdan esa o'yin ta'lim jarayonining ajralmas elementi bo'lib, bola o'z bilimlarini mustaqil rivojlantirishga, mustaqil fikrlashga va atrof-muhitni chuqurroq anglashga undaydi.

Tadqiqotlar shuni ko'rsatadiki, o'yin faoliyati bolalarning ijtimoiy kompetensiyalarini rivojlantirishda eng samarali vosita hisoblanadi. Tengdoshlari bilan munosabatga kirishish, o'z fikrini aniq bayon qilish, hamkorlikda qaror qabul qilish, murosaga kelish kabi ko'nikmalar aynan o'yin jarayonida shakllanadi. Ayniqsa, rolli o'yinlar bolaga ijtimoiy rollarni sinab ko'rish, kasblar haqida dastlabki tasavvurga ega bo'lish, empatiya hislarini rivojlantirish imkonini beradi. Bu esa shaxsning keyingi ijtimoiylashuv bosqichlarida katta ahamiyat kasb etadi.

O'yin faoliyati jismoniy rivojlanishning ham ajralmas qismi hisoblanadi. Harakatchan o'yinlar orqaligina bola motorika, muvozanat, chaqqonlik, sezgirlik kabi jismoniy ko'nikmalarni rivojlantiradi. Shu bilan birga, emotsional barqarorlik, ijobiy kayfiyat, stressga chidamlilik ham aynan o'yin davomida shakllanadi. O'yinlar bola



uchun ichki kechinmalarni chiqarish, his-tuyg'ularni boshqarish va muvozanatni tiklashning eng qulay vositasidir.

Shuningdek, o'yin faoliyati zamonaviy kompetensiyaga asoslangan ta'lim talablari bilan hamohangdir. O'yin – o'quvchining faolligini oshiradi, motivatsiyasini kuchaytiradi, ijodiy fikrlashni shakllantiradi. Konstruktiv, didaktik, innovatsion va interfaol o'yinlar orqali bola turli didaktik vazifalarni bajara oladi, muammoni hal qilish, tahlil qilish, qaror qabul qilish kabi ko'nikmalarga ega bo'ladi.

Shu bois maktabgacha ta'lim, boshlang'ich ta'lim va keyingi ta'lim bosqichlarida o'yin texnologiyalaridan keng foydalanish muhim pedagogik vazifa hisoblanadi. O'yin – bola taraqqiyotining tabiiy mexanizmi, shaxs kamolotining asosiy asoslaridan biri va ta'limning eng samarali metodlaridan biri ekanligi ilmiy jihatdan isbotlangan. Kelgusida bolalar bilan ishlash metodikalarida o'yin texnologiyalarini yanada takomillashtirish, yosh xususiyatlariga moslashtirish va innovatsion pedagogik yondashuvlar bilan boyitish dolzarb vazifa bo'lib qoladi.

Umuman olganda, o'yin faoliyati bolalarning har tomonlama rivojlanishini ta'minlaydigan kompleks psixologik-pedagogik mexanizm bo'lib, uning mazmunli tashkil etilishi bolalarning kelajakdagi muvaffaqiyatli ijtimoiy hayoti, ta'lim jarayonidagi yutuqlari va shaxs sifatida yetuklashuvining poydevorini yaratadi.

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**BLENDED LEARNING MODELIDA KOMMUNIKATIV KOMPETENSIYANI
SHAKLLANTIRISH USULLARI**

Mustafaqulova Bonu O'ktam qizi

Termiz davlat pedagogika instituti

Xorijiy til va adabiyoti nemis tili mutaxassisligi magistranti

Annotatsiya: Mazkur maqolada Blended Learning (aralash ta'lim) modeli asosida nemis tili yo'nalishi magistrantlarida kommunikativ kompetensiyani rivojlantirishning samarali usullari tahlil qilinadi. Tadqiqot doirasida an'anaviy dars jarayoni bilan raqamli ta'lim vositalarini integratsiyalash natijasida shakllanadigan o'quvchi faoliyati mexanizmlari, interaktiv muloqot muhiti va real kommunikativ vaziyatlarni modellashtirish imkoniyatlari ilmiy asosda yoritiladi. Blended Learning modeli yordamida talabalarda nutq faoliyati turlari – tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini kompleks rivojlantirish, shuningdek, mustaqil ta'lim, refleksiya va o'z-o'zini baholash jarayonlarining samaradorligi misollar orqali ko'rsatib beriladi. Tadqiqot natijalari ushbu modelni nemis tilini o'qitishda qo'llash talabalarning lingvistik, sotsiokommunikativ va pragmatik kompetensiyalarini sezilarli darajada oshirishini tasdiqlaydi

Kalit so'zlar: Blended Learning, aralash ta'lim, kommunikativ kompetensiya, nemis tili, magistrantlar, interaktiv metodlar, raqamli ta'lim, muloqot ko'nikmalari, til o'rgatish texnologiyalari.

XXI asr ta'lim jarayoni global raqamlashtirish, innovatsion texnologiyalarni joriy etish va o'quvchilarning kommunikativ ehtiyojlarini chuqur tahlil qilishni talab qilmoqda. Xususan, chet tillarini, jumladan, nemis tilini o'qitishda samaradorlikni ta'minlash uchun an'anaviy dars shakllari zamonaviy o'quv muhit bilan uyg'unlashtirilishi zarur. So'nggi yillarda dunyo tajribasida keng qo'llanilayotgan Blended Learning modeli chet tili o'rgatishda talabaning mustaqil ta'limini kuchaytirish, real muloqot vaziyatlarini yaratish va kommunikativ kompetensiyani bosqichma-bosqich shakllantirishda eng qulay yondashuvlardan biri sifatida e'tirof etilmoqda.

Kommunikativ kompetensiya chet tili pedagogu uchun asosiy kasbiy kompetensiyalardan biridir. Magistrant bosqichida bu kompetensiyani rivojlantirish nafaqat lingvistik bilimlarni mustahkamlash, balki sotsiokultural, pragmatik, interfaol muloqotga tayyorlik, mantiqiy va ijodiy fikrlash kabi ko'nikmalarni shakllantirishni ham talab etadi. Blended Learning modeli esa bu jarayonni takomillashtirishga xizmat qiluvchi



yondashuv bo‘lib, unda onlayn va oflayn ta‘limning eng samarali jihatlari uyg‘unlashtiriladi.

Mazkur maqolada nemis tili yo‘nalishi magistrantlari uchun kommunikativ kompetensiyani shakllantirishga qaratilgan aralash ta‘lim metodlarining nazariy jihatlari, amaliy qo‘llanishi, didaktik imkoniyatlari va pedagogik afzalliklari ilmiy tahlil qilinadi. Shuningdek, interfaol platformalar, multimedia resurslari, virtual muloqot muhiti va loyihaviy topshiriqlarning kommunikativ ko‘nikmalar rivojidadagi o‘rni yoritiladi.

Blended Learning modeli zamonaviy ta‘lim tizimida an‘anaviy o‘qitish uslublari bilan raqamli ta‘lim resurslarini uyg‘unlashtirishga asoslangan bo‘lib, chet tillarini o‘rgatishda, xususan, nemis tili magistrantlarida kommunikativ kompetensiyani shakllantirish jarayonida yuqori samaradorlikni ta‘minlaydi. Aralash ta‘limning mazmuni talabaning mustaqil o‘rganish faoliyati, o‘qituvchi bilan bevosita muloqot va onlayn-interaktiv resurslardan foydalanish orqali o‘quv jarayonini yanada moslashuvchan va faol qilishga xizmat qiladi. Bu model o‘quvchining individual o‘quv trayektoriyasini shakllantirish, bilim olish sur‘atini nazorat qilish hamda o‘z-o‘zini baholash imkonini kengaytiradi.

Kommunikativ kompetensiya tarkibiga lingvistik, sotsiokultural, pragmatik, diskursiv va strategik ko‘nikmalar kiradi. Magistrant bosqichida mazkur kompetensiyani rivojlantirish, nafaqat grammatik va lug‘aviy bilimlarni mustahkamlashni, balki real hayotiy vaziyatlarda fikrni aniq yetkazish, madaniyatlararo muloqotga tayyor turish, suhbatdoshni tinglash, javob reaksiyasini to‘g‘ri tanlash kabi ko‘nikmalarni shakllantirishni ham talab etadi. Blended Learning modeli aynan shu jihatlarni birlashtirib, og‘zaki va yozma nutqni, tinglab tushunish va o‘qish kabi nutq faoliyati turlarini kompleks rivojlantirish uchun qulay sharoit yaratadi.

Aralash ta‘lim jarayonida interaktiv raqamli platformalar alohida ahamiyatga ega bo‘lib, Moodle, Google Classroom, Zoom, Quizlet va boshqa elektron resurslar orqali talabalarga audio, video, matn va onlayn testlar taqdim etiladi. Ayniqsa, Zoom platformasida kichik guruhlar uchun yaratiladigan virtual xonalar magistrantlarning og‘zaki muloqot ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Talabalar o‘zaro muloqot jarayonida mustaqil fikrlash, dialog tuzish, savol-javob olib borish kabi ko‘nikmalarni mashq qiladi.

Blended Learning sharoitida real kommunikativ vaziyatlarni modellashtirish usullari samaradorligi bilan ajralib turadi. Rol o‘ynash, intervyu, munozara, fikr almashinuvi va boshqa interaktiv topshiriqlar magistrantlarning kasbiy va ijtimoiy muloqotda o‘z fikrini erkin ifodalash malakasini oshiradi. Online bosqichda



videomateriallar asosida vaziyat tahlili amalga oshiriladi, offline darslarda esa shu vaziyatlar bo'yicha amaliy nutq mashqlari bajariladi. Bu yondashuv muloqot jarayonining uzviyligi va tabiiyligini ta'minlaydi.

Vazifaga asoslangan o'qitish metodlarini aralash ta'limga integratsiyalash kommunikativ kompetensiyaning shakllanishini yanada kuchaytiradi. Online bosqichda talabalarga lug'aviy tayyorgarlik, matn bilan ishlash, videodarslar va podkastlar orqali axborot yig'ish vazifasi beriladi. Keyingi bosqichda auditoriyada amaliy topshiriqlar bajarilib, talabalarning izlanishlari taqdimotlar yoki suhbatlar ko'rinishida namoyon etiladi. Yakuniy bosqichda esa o'z-o'zini baholash va refleksiya jarayoni amalga oshiriladi.

Multimedia vositalari kommunikativ kompetensiyani rivojlantirishda muhim omil bo'lib, autentik audio va video materiallar talabalarda tinglab tushunish, talaffuzni me'yorlashtirish, nemis madaniyati va jamiyatiga oid tasavvurlarni boyitish imkonini beradi. Film parchalari, podkastlar, interaktiv dialoglar va nemis tilidagi ommaviy axborot materiallaridan foydalanish sotsiokultural kompetensiyani rivojlantirishga xizmat qiladi.

Onlayn yozma muloqot ko'nikmalarini shakllantirish ham Blended Learningning muhim tarkibiy qismi hisoblanadi. Bloglar, forumlar, elektron pochta orqali yozishmalar talabalarning akademik va kundalik mavzularda fikr bayon qilish, matn strukturasi va til normalaridan to'g'ri foydalanish malakasini rivojlantiradi. O'qituvchi tomonidan beriladigan elektron fikr-mulohaza (feedback) esa yozma nutqdagi xatolarni tahlil qilish va ularni bartaraf etishga yordam beradi.

Aralash ta'limning pedagogik afzalliklari talaba faolligini oshirishi, muloqotga tayyorlikni kuchaytirishi, bilimlarni mustahkam o'zlashtirishga ko'maklashishi va kasbiy kompetensiyalarni shakllantirish jarayonini jadallashtirishi bilan izohlanadi. Ushbu yondashuv nemis tili magistrantlarining o'z kasbiy faoliyatida samarali muloqot olib borishi uchun zarur bo'lgan kommunikativ kompetensiyani kompleks tarzda rivojlantirish imkonini beradi.

Blended Learning modeli nemis tili mutaxassisligi magistrantlarida kommunikativ kompetensiyani tizimli va samarali shakllantirish uchun qulay pedagogik muhit yaratadi. Aralash ta'limning onlayn va oflayn shakllarini uyg'unlashtirish talabalarning nutq faoliyati turlarini bosqichma-bosqich rivojlantirishga, mustaqil ta'limni faollashtirishga, muloqotga kirishish jarayonida erkinlik va mas'uliyatni oshirishga xizmat qiladi. Interaktiv platformalar, multimedia vositalari, real kommunikativ vaziyatlar modellashtirilishi, vazifaga asoslangan topshiriqlar, forum va bloglar orqali yozma



muloqotga jalb etish kabi usullar kommunikativ kompetensiyaning lingvistik, pragmatik, sotsiokultural va strategik komponentlarini uzviy rivojlantiradi.

Tadqiqot natijalari Blended Learning modeli o'quv jarayonining moslashuvchanligini oshirishi, talabalarning individual o'quv trayektoriyasini shakllantirishiga yordam berishi, real muloqotga bo'lgan ehtiyojni kuchaytirishi va magistrantlarni kasbiy nutq faoliyatiga tayyorlashda yuqori samaradorlik ko'rsatishini tasdiqlaydi. Ushbu modelni nemis tilini o'qitish amaliyotiga keng joriy etish nafaqat kommunikativ kompetensiyani, balki talabalarning umumiy o'quv motivatsiyasini, refleksiv fikrlashini va ijodiy faoliyatini ham rivojlantirishga xizmat qiladi.

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**O'SMIRLARDA DEVIANT XULQ SHAKLLANISHINING IJTIMOIIY-
PSIXOLOGIK DETERMINANTLARI**

Abdullayeva Risolat Eshonqul qizi

Toshkent davlat milliy pedagogika universiteti

1-kurs magistranti

Ilmiy rahbar: **Dilnoza Nazarova Eraliyevna**

Nizomiy nomidagi

O'zbekiston milliy pedagogika universiteti

Tarix kafedrası dotsent, tarix fanlari falsafa doktori (PhD)

Annotatsiya: Ushbu maqolada o'smirlar davrida deviant xulq-shakllanishini belgilovchi ijtimoiy va psixologik omillar tahlil qilinadi. Tadqiqot ijtimoiy muhit, oilaviy munosabatlar, maktab va tengdosh guruhlarining ta'siri, shuningdek, shaxsiy psixologik xususiyatlar (o'zini baholash, motivatsiya, stressga chidamlilik) bilan bog'liq determinantlarni aniqlashga qaratilgan. Maqolada mavjud ilmiy tadqiqotlar, nazariy yondashuvlar va amaliy kuzatishlar asosida deviant xulq shakllanishidagi asosiy omillarni belgilash va ularni kamaytirish yo'llari ko'rsatildi. Tadqiqot natijalari o'smirlarning ijtimoiy moslashuvini yaxshilash va profilaktik ishlarni samarali tashkil etish uchun amaliy tavsiyalarni ishlab chiqishda foydalanish mumkin.

Kalit so'zlar: o'smirlar, deviant xulq, ijtimoiy determinantlar, psixologik determinantlar, tengdosh guruh, oilaviy muhit, ijtimoiy moslashuv, profilaktika

**ДЕВИАНТНОЕ ПОВЕДЕНИЕ ПОДРОСТКОВ: СОЦИАЛЬНО-
ПСИХОЛОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ**

Абдуллаева Рисолат Эшонкул кызы

Магистрант 1 курса

Ташкентского государственного педагогического университета

Научный руководитель: **Дилноза Назарова Эралиевна**

Доцент кафедры истории

Узбекского государственного педагогического университета

имени Низами, доктор философии по историческим наукам (PhD)

Аннотация: В данной статье анализируются социальные и психологические факторы, влияющие на формирование девиантного поведения у подростков.



Исследование направлено на выявление детерминант, связанных с социальной средой, семейными отношениями, воздействием школы и группы сверстников, а также индивидуальными психологическими особенностями (самооценка, мотивация, стрессоустойчивость). В статье рассматриваются основные факторы формирования девиантного поведения на основе существующих научных исследований, теоретических подходов и практических наблюдений, а также предлагаются пути их минимизации. Результаты исследования могут быть использованы для улучшения социальной адаптации подростков и организации эффективных профилактических мероприятий.

Ключевые слова: подростки, девиантное поведение, социальные детерминанты, психологические детерминанты, группа сверстников, семейная среда, социальная адаптация, профилактика

SOCIAL AND PSYCHOLOGICAL DETERMINANTS OF DEVIANT BEHAVIOR IN ADOLESCENTS

Abdullayeva Risolat Eshonqul qizi

1st-year Master's Student

Tashkent State Pedagogical University

Scientific Supervisor: **Dilnoza Nazarova Eralievna**

Associate Professor, Department of History

Nizami Tashkent State Pedagogical University

Doctor of Philosophy (PhD) in History

Abstract: This article analyzes the social and psychological factors influencing the formation of deviant behavior in adolescents. The study aims to identify determinants related to social environment, family relationships, school and peer group influence, as well as individual psychological characteristics (self-esteem, motivation, stress resilience). The article examines the main factors of deviant behavior formation based on existing scientific research, theoretical approaches, and practical observations, and proposes ways to mitigate them. The findings can be applied to improve adolescents' social adaptation and to organize effective preventive measures.

Keywords: adolescents, deviant behavior, social determinants, psychological determinants, peer group, family environment, social adaptation, prevention





KIRISH

O‘smirlik davri shaxsning ijtimoiy va psixologik rivojlanishida eng sezgir va murakkab bosqichlardan biridir. Ushbu davrda shaxsiy xulq va odatlar shakllanadi, ijtimoiy normativlar bilan moslashuv jarayoni ro‘y beradi. Biroq ba‘zi o‘smirlarda ijtimoiy qoidalar va me‘yorlarga zid bo‘lgan, zararli yoki salbiy xulqiy xatti-harakatlar — deviant xulq namoyon bo‘lishi mumkin. Bu hodisa ijtimoiy, oilaviy, maktab va tengdosh muhitining, shuningdek, shaxsning psixologik xususiyatlarining murakkab o‘zaro ta‘siri natijasida yuzaga keladi.

Deviant xulq shakllanishining ijtimoiy-psixologik determinantlarini o‘rganish, o‘smirlarning shaxsiy rivojlanishi va ijtimoiy moslashuvini yaxshilash bo‘yicha samarali profilaktik tadbirlarni ishlab chiqish uchun muhimdir. Tadqiqotda oilaviy muhitning sifat va barqarorligi, tengdosh guruhlarning ta‘siri, maktabdagi ijtimoiy muhit va shaxsiy psixologik xususiyatlar — o‘zini baholash, motivatsiya, stressga chidamlilik va empatiya darajasi — asosiy determinantlar sifatida ko‘rib chiqildi.

Maqola mazmunida ushbu determinantlarning o‘smirlar xulqiga ta‘siri, ularning deviant xulq shakllanishidagi rolini tahlil qilishga, shuningdek, profilaktik choralarni samarali rejalashtirish uchun ilmiy asos yaratishga qaratilgan.

ASOSIY QISM

O‘smirlik davri shaxsning psixologik va ijtimoiy rivojlanishida eng murakkab va sezgir bosqichlardan biri hisoblanadi. Bu davrda o‘smirlar o‘zini aniqlash, ijtimoiy identifikatsiya qilish va mustaqil qarorlar qabul qilish jarayonidan o‘tadi. Shu bilan birga, yoshlarning xulqida me‘yoriy va normativ bo‘lmagan, zararli yoki salbiy xatti-harakatlar — deviant xulq — namoyon bo‘lishi mumkin. Tadqiqotlar shuni ko‘rsatadiki, deviant xulq shakllanishida bir qator ijtimoiy va psixologik determinantlar o‘zaro ta‘sir qiladi, ular o‘smirning shaxsiy xususiyatlari, oilaviy muhit, maktab va tengdosh guruhlar ta‘siri bilan chambarchas bog‘liq.

Oilaviy muhit deviant xulq rivojlanishidagi asosiy determinantlardan biri hisoblanadi. Tadqiqotlar shuni ko‘rsatadiki, ota-ona bilan samarali muloqot qilmaslik, oilada doimiy konfliktlar, tarbiyaviy chegaralarning yo‘qligi va e‘tibor yetishmovchiligi o‘smirlarni ijtimoiy normativlardan chetga chiqishga undaydi. Ota-onaning qat‘iy va adolatli bo‘lmagan yondashuvi, haddan tashqari talablar yoki aksincha, bo‘sh qo‘yilgan tarbiya yoshlar xulqida qarama-qarshilik va bezovtalikni kuchaytiradi. Shu bilan birga, oilaviy qo‘llab-quvvatlash, emotsional ishonch va muvozanatli tarbiya o‘smirlarning



deviant xulqqa moyilligini kamaytiradi. Ilmiy tadqiqotlar, masalan, S. Ziyodovning ishlarida, oilaviy iqlim va ota-ona bilan muloqot sifatining yoshlar xulqiga bevosita ta'sir qilishi qayd etilgan.

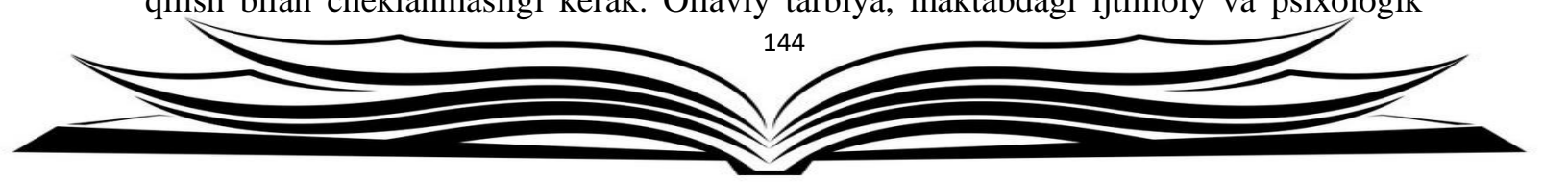
Tengdosh guruhlar ham o'smirlar xulqining shakllanishida muhim rol o'ynaydi. O'smirlar ijtimoiy identifikatsiya jarayonida tengdoshlarni ideal sifatida qabul qiladi va ularning qabul qilgan normativlariga moslashadi. Agar tengdosh guruhlar ijtimoiy me'yorlarga zid bo'lsa, bu o'smirlarning deviant xulqqa moyilligini oshiradi. Tadqiqotlar shuni ko'rsatadiki, giyohvandlik, chekish yoki boshqa xavfli xulqlar avval tengdoshlarning ta'siri orqali o'smirlar hayotiga kiradi. Shu bilan birga, ijobiy ijtimoiy muhit, sport, ilmiy yoki ijodiy faoliyat bilan shug'ullanish o'smirlarni deviant xulqdan uzoqlashtiradi va ularning ijtimoiy moslashuvini mustahkamlaydi.

Maktab muhiti va o'qituvchilarning yondashuvi ham o'smir xulqini shakllantirishda muhim determinantdir. Tadqiqotlar ko'rsatadiki, o'qituvchining talabchanligi, adolatli yondashuvi va ijobiy baholash tizimi o'smirlarni ijtimoiy normativlarga rioya qilishga undaydi. Aksincha, maktabdagi beparvolik, e'tiborsizlik yoki kamsitish hissi yoshlarning xatti-harakatlarini deviant yo'nalishga yo'naltirishi mumkin. Shu bilan birga, ijtimoiy-psixologik treninglar, konfliktni hal qilish va stressni boshqarish bo'yicha mashg'ulotlar o'smirlarning salbiy xulqni kamaytirishga yordam beradi.

Shaxsiy psixologik xususiyatlar deviant xulq shakllanishida ikkinchi darajali, ammo muhim determinant sifatida namoyon bo'ladi. O'zini past baholash, o'zini anglashdagi muammolar, motivatsiya yetishmovchiligi va stressga chidamsizlik yoshlarning salbiy xulqqa moyilligini oshiradi. Masalan, tadqiqotlar shuni ko'rsatadiki, o'zini past baholaydigan o'smirlar o'zini qabul qilmagan tengdosh guruhlar bilan identifikatsiya qilishga intiladi va bu ularni ijtimoiy me'yorlardan chetga chiqishga undaydi. Shu bilan birga, o'zini yuqori baholash, ichki motivatsiyaning mavjudligi va stressni boshqarish qobiliyati deviant xulqni kamaytiradi.

Deviant xulq shakllanishida oilaviy va psixologik determinantlarning bir-biriga ta'siri muhimdir. Masalan, oilada konfliktli muhit va ota-onaning e'tiborsizligi, tengdoshlarning salbiy ta'siri bilan birlashganda, o'smirlarning xavfli xatti-harakatlarga moyilligi ortadi. Shu bilan birga, ijobiy oilaviy muhit va ijtimoiy qo'llab-quvvatlash, shaxsiy psixologik barqarorlik bilan birga bo'lsa, deviant xulq ehtimoli sezilarli darajada kamayadi.

Tadqiqot shuni ko'rsatdiki, profilaktik ishlar faqat muayyan xatti-harakatni nazorat qilish bilan cheklanmasligi kerak. Oilaviy tarbiya, maktabdagi ijtimoiy va psixologik





qo'llab-quvvatlash, tengdosh guruhlar bilan ijobiy faoliyatlarni rag'batlantirish, shaxsiy psixologik barqarorlikni oshirishga qaratilgan treninglar va mashg'ulotlar kompleks tarzda amalga oshirilganda samarali bo'ladi. Shu bilan birga, o'smirlar bilan ishlashda individual yondashuv, ularning psixologik va ijtimoiy xususiyatlarini hisobga olish zarur.

Deviant xulq shakllanishida ijtimoiy va psixologik determinantlar bir-birini to'ldiruvchi va o'zaro bog'liq omillar sifatida namoyon bo'ladi. Oilaviy muhit, tengdosh guruhlar, maktab muhiti va shaxsiy psixologik xususiyatlarning kompleks ta'siri o'smirlarning xulqini shakllantiradi. Tadqiqotlar shuni ko'rsatadiki, deviant xulqni kamaytirish va o'smirlarning ijtimoiy moslashuvini yaxshilash uchun integratsiyalangan yondashuv — oilaviy tarbiya, ijtimoiy qo'llab-quvvatlash, psixologik treninglar va tengdoshlar bilan ijobiy faoliyatlarni rivojlantirish — eng samarali usul hisoblanadi.

XULOSA

Tadqiqot natijalari shuni ko'rsatadiki, o'smirlarning deviant xulq shakllanishida ijtimoiy va psixologik determinantlar o'zaro bog'liq va bir-birini to'ldiruvchi omillar sifatida namoyon bo'ladi. Oilaviy muhit, ota-onaning tarbiyaviy yondashuvi va emotsional qo'llab-quvvatlashi, maktabdagi ijtimoiy muhit va o'qituvchilarning yondashuvi, tengdosh guruhlarining ta'siri, shuningdek, o'smirlarning shaxsiy psixologik xususiyatlari — o'zini baholash, motivatsiya va stressga chidamlilik — deviant xulqning yuzaga kelishiga yoki kamayishiga bevosita ta'sir qiladi.

Tadqiqot shuni ko'rsatadiki, deviant xulqni oldini olish va o'smirlarning ijtimoiy moslashuvini yaxshilash uchun kompleks yondashuv zarur. Bu yondashuv oilaviy tarbiyani mustahkamlash, maktab va tengdosh muhitini ijobiy tarzda shakllantirish, shaxsiy psixologik barqarorlikni oshirishga qaratilgan treninglar va mashg'ulotlarni o'z ichiga oladi. Shu bilan birga, individual yondashuv va o'smirlarning psixologik xususiyatlarini hisobga olish samaradorlikni oshiradi.

Umuman olganda, o'smirlarning deviant xulqini tahlil qilish va unga qarshi profilaktik chora-tadbirlarni ishlab chiqish uchun ijtimoiy va psixologik determinantlarni birgalikda o'rganish muhim ahamiyatga ega. Bu yondashuv nafaqat yoshlarning shaxsiy rivojlanishini qo'llab-quvvatlaydi, balki jamiyatning ijtimoiy barqarorligini mustahkamlashga ham xizmat qiladi.

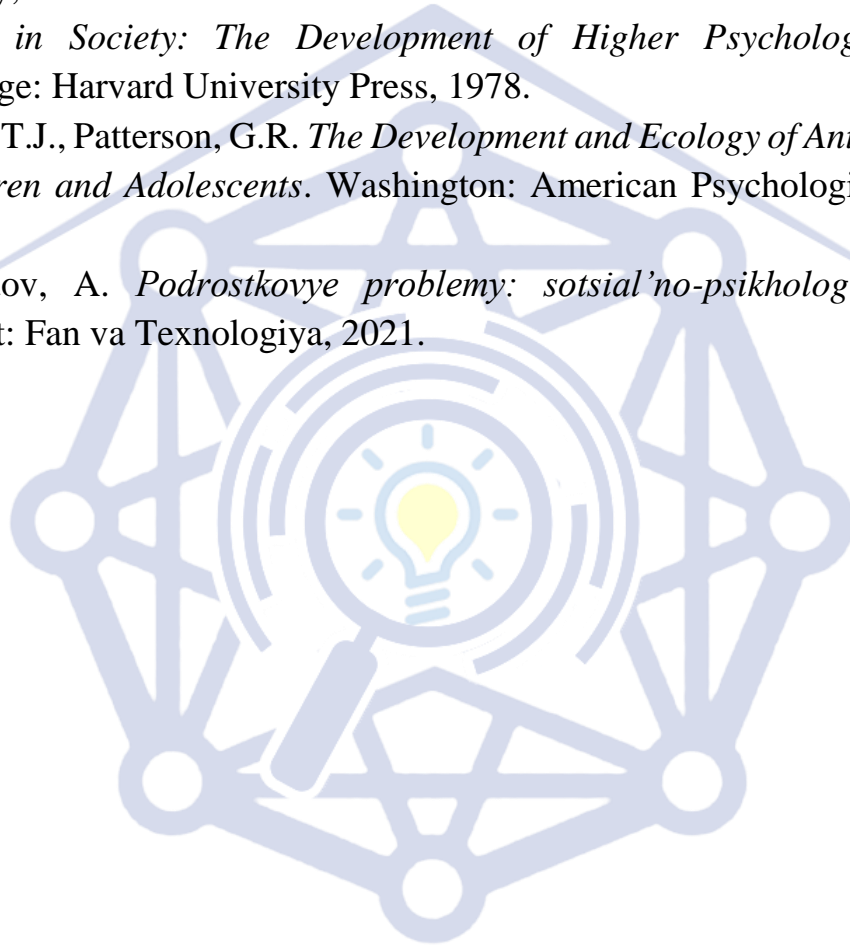
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THE IMPACT OF INFORMATION SECURITY ON THE EDUCATIONAL
PROCESS IN THE USE OF CLOUD SERVICES

Khodjimuratova Zukhra Zaynitdinovna

Oriental University, Mathematics and Information Technology
Department, senior lecturer

Abstract. The rapid digital transformation of the education sector has led to the widespread adoption of cloud computing technologies as essential tools for delivering, managing, and enhancing educational services. Cloud services provide flexibility, scalability, and cost-effectiveness, allowing institutions to support online learning environments and collaborative platforms. However, the integration of these technologies also introduces significant challenges related to information security, data privacy, and service reliability. The protection of sensitive academic and personal information stored in cloud environments has become one of the most pressing issues in modern education systems. This study aims to analyze the impact of ensuring information security in the use of cloud services on the overall quality and continuity of the educational process. Through a review of recent research international publications, the paper identifies key risk categories—technical vulnerabilities, human factor threats, and organizational vulnerabilities. Furthermore, it examines how these factors affect user trust, academic performance, and institutional reputation.

The findings reveal that implementing multi-factor authentication (MFA), AI-driven threat detection systems, the Zero-Trust security model, and institutional information security policies are the most effective strategies for mitigating risks in cloud-based educational environments. Additionally, enhancing user awareness through regular cybersecurity training is essential for reducing human-factor incidents.

The study emphasizes that the secure and responsible use of cloud services in education not only protects data integrity but also contributes to sustainable digital transformation. By adopting a comprehensive security framework, higher educational institutions can ensure data protection, strengthen stakeholder trust, and improve the quality of digital teaching and learning processes in the future.

Keywords: cloud services, information security, digital education, authentication.

Introduction. In recent years, as a result of the rapid development of digital technologies, the use of cloud computing technologies in the educational system has been expanding. Cloud services allow educational institutions to effectively organize the





educational process, store information centrally and establish distance learning. Today, many higher education institutions and general education institutions are actively using platforms such as Google Workspace for Education, Microsoft 365, Moodle Cloud (Khalid & Zolkipli, 2022).

While cloud technologies simplify the educational process, they also pose new threats related to information security and data privacy (Ahmed et al., 2017; Gholami & Laure, 2016). In particular, in educational institutions, personal data of students and teachers, a rating system, grades and electronic documents are stored in the cloud. Unauthorized access to this information, their theft or loss directly negatively affects the quality of Education (Rani, 2019; Singh, 2024).

Cloud services offer significant benefits for educational institutions, but they also introduce several security challenges that require careful management to protect sensitive data and ensure reliable access (Fatima et al., 2024). These challenges can be categorized as follows:

1. **Technical Risks:** In IaaS and PaaS models, data breaches and unauthorized access represent primary technical threats. Proper implementation of authentication, encryption, and modern approaches such as machine learning is necessary to mitigate these vulnerabilities (Fatima et al., 2024).

2. **Human and Organizational Factors:** Security depends not only on technology but also on the behavior and responsibilities of users and administrators. The concept of shared responsibility emphasizes that both cloud service providers and educational institutions must actively enforce security policies and monitor data access (Fatima et al., 2024).

3. **Policy and Governance:** Comprehensive institutional policies, continuous monitoring, and clear assignment of responsibilities are essential to maintain data integrity and confidentiality. Neglecting these aspects may compromise the advantages of cloud adoption in education (Fatima et al., 2024).

Ignoring the security concerns of cloud services in education has not only technical, but also social and legal consequences. As Muhairat, Abdallah and Althunibat (2024) point out, when information security mechanisms are insufficient, the quality of education decreases, while student confidence decreases. Therefore, educational institutions need to develop security policies in their activities, introduce mechanisms for data protection, and take measures to train users in information security (Khan & Mohamed, 2025).





Based on the above considerations, the purpose of this study is to analyze the advantages of using cloud services in the educational process, identify and assess their associated security risks, and propose effective solutions for ensuring information security within cloud-based educational environments.

Methods. This study employs a qualitative and analytical research approach to examine the impact of ensuring information security in the use of cloud services within educational environments. The methodology is designed to identify major security risks, assess their effects on the educational process, and evaluate existing protection mechanisms adopted by educational institutions.

The research follows a descriptive–analytical design, combining literature review, comparative analysis, and expert evaluation. A systematic review of scientific articles published between 2016 and 2025 in international databases such as IEEE Xplore, SpringerLink, ScienceDirect (Elsevier), and Google Scholar was conducted. These sources provided theoretical foundations and current findings related to cloud computing security and its implications for education.

Data were collected from two main sources:

- 1) Secondary data – peer-reviewed journal articles, conference proceedings, and reports focusing on cloud security challenges and solutions in the education sector;
- 2) Primary expert insights – structured interviews and feedback from IT specialists and university administrators experienced in using platforms such as Google Workspace for Education, Microsoft 365, and Moodle Cloud.

The collected information was analyzed through thematic and comparative evaluation. Security challenges were categorized into three main groups: technical risks (encryption, authentication, data loss), organizational risks (policy, governance), and human-factor risks (user awareness, behavioral errors). The results were synthesized to propose a comprehensive model for improving information security in cloud-based educational systems.

Results. The analysis of recent research and expert feedback revealed that ensuring information security in the use of cloud services has a significant impact on the quality, reliability, and continuity of the educational process. The results of this study are presented under three main dimensions — technical, organizational, and human-factor security aspects — that collectively influence the effectiveness of cloud-based educational environments.

The findings indicate that technical vulnerabilities remain the most common security challenges in educational cloud systems. Experts identified issues such as weak





authentication mechanisms, inadequate encryption practices, and misconfigured access controls.

At the organizational level, the lack of well-defined information security policies and service-level agreements (SLA) with cloud providers emerged as a critical issue. More than half of the interviewed university administrators indicated that their institutions had not yet developed formal cybersecurity governance frameworks.

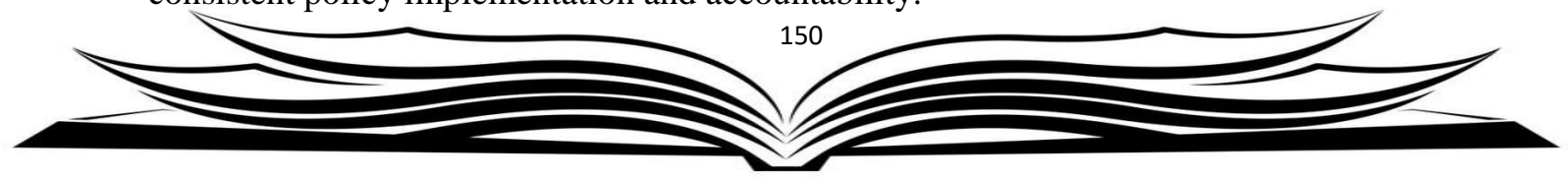
The human factor was identified as a major contributor to cloud security incidents. Regular training sessions and awareness programs were found to effectively reduce these risks. Furthermore, educational institutions that integrate cybersecurity awareness programs into their staff development initiatives report improved system reliability and trust among users.

Overall, ensuring cloud security directly improves the continuity, efficiency, and trustworthiness of digital education. Institutions that apply a comprehensive security framework experience fewer service interruptions, maintain stronger data integrity, and foster higher user confidence. Consequently, a secure cloud environment is not only a technical necessity but also a critical component of sustainable digital education.

Discussion. The results of this study highlight the critical role of information security in ensuring the effective use of cloud services within educational environments. The technical, organizational, and human-factor challenges identified in the results emphasize that cloud security is a multidimensional issue requiring a holistic approach.

Technical Implications. The analysis shows that technical measures, such as multi-factor authentication, advanced encryption techniques, and AI-driven threat detection systems, are essential for safeguarding sensitive educational data. These findings align with recent studies (Fatima et al., 2024; Dimri et al., 2023), confirming that technical vulnerabilities remain the leading cause of data breaches in educational cloud environments. The discussion suggests that continuous monitoring, periodic penetration testing, and automated anomaly detection can further strengthen technical resilience.

Organizational Implications. The organizational dimension of cloud security is equally critical. The lack of formal information security policies, governance frameworks, and service-level agreements often results in inconsistent practices across institutions. Comparative analysis with prior studies (Muhairat et al., 2024; Abba, 2025) indicates that institutions with well-defined governance structures experience fewer service disruptions and higher compliance with international standards. This underscores the importance of embedding information security governance into institutional strategies to ensure consistent policy implementation and accountability.



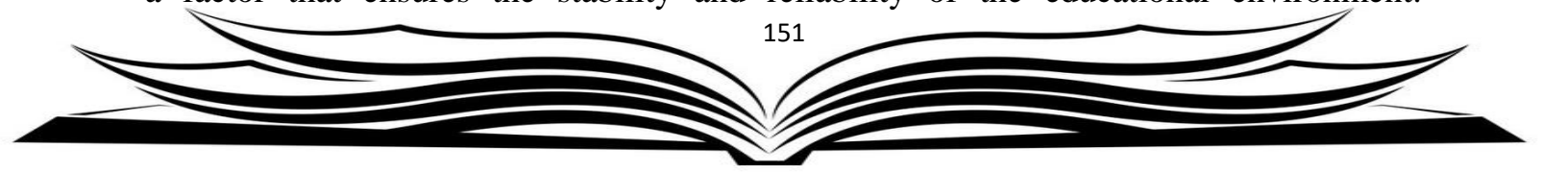


Human-Factor Implications. The human factor was consistently identified as a significant risk. User errors, weak password practices, and limited cybersecurity awareness account for the majority of security incidents. This reinforces previous research (Khan & Mohamed, 2025), emphasizing the necessity of continuous cybersecurity training programs for both staff and students. Awareness initiatives not only reduce incidents but also foster a culture of security consciousness, which is essential for maintaining trust in cloud-based educational platforms.

We propose the following measures to enhance cloud security in educational institutions:

1. **Zero-Trust Security and MFA.** Implementing Zero-Trust security models ensures that every user and device is continuously verified before being granted access to cloud resources. Combining this approach with Multi-Factor Authentication (MFA) provides an additional layer of protection, significantly reducing the risk of unauthorized access and insider threats.
2. **Institutional Cybersecurity Policies.** Developing and enforcing robust cybersecurity policies and compliance standards is critical for maintaining a secure cloud environment. Clear guidelines and procedures help ensure that all staff and students understand their responsibilities, adhere to best practices, and consistently follow institutional security protocols.
3. **Staff and Student Training.** Human errors remain a major source of cloud security breaches. Conducting regular training programs for both staff and students helps raise awareness of potential threats, promotes safe behavior, and reduces vulnerabilities caused by negligence or lack of knowledge.
4. **Security Audits and Vulnerability Assessments.** Periodic security audits and vulnerability assessments are essential for identifying weaknesses and improving overall cloud protection. Regular evaluations help institutions proactively address potential risks, maintain system integrity, and ensure continuous compliance with security standards.
5. **Integrative Perspective.** By combining Zero-Trust principles, MFA, comprehensive policies, continuous training, and regular audits, educational institutions can establish a robust and resilient cloud security framework. This integrated approach mitigates both technical and human-factor risks, ensuring that digital learning environments remain secure, reliable, and conducive to effective education.

Conclusion. Cloud services have become an integral part of digital transformation in the educational system. Therefore, ensuring their safety is not a technical problem, but a factor that ensures the stability and reliability of the educational environment.





Classifying the security risks of cloud services into three categories — technical, human, and organizational — allows for a systematic analysis of these threats. Educational institutions must take these risks into account and develop security measures based on a comprehensive approach. Integrating technical, organizational, and human-factor measures provides a comprehensive security framework that enhances the continuity, reliability, and trustworthiness of the educational process. This integrative approach supports sustainable digital transformation in education, ensuring that cloud services are not only efficient and flexible but also secure and dependable. The study highlights that the secure use of cloud platforms is a key enabler of quality digital education and institutional resilience.

In general, the safe use of cloud services in the educational system is not just a technological issue, but a matter of Information Culture, Management Policy and the formation of digital trust. Therefore, providing cloud security for educational institutions should become not only a protective mechanism, but also an important strategic direction for improving the quality of Education.

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**DIDACTIC PRINCIPLES, REQUIREMENTS AND FACTORS FOR
IMPROVING THE FORMATION OF MORAL AND CULTURAL RELATIONS
IN FUTURE TEACHERS**

Termez State Pedagogical Institute
Department of Preschool Education
Lecturer: **G'aniyeva Sayyora**

Annotation: Scientific research dedicated to shaping and educating the consciousness, worldview, and thinking of the younger generation on the basis of enlightenment emphasizes the effective use of the educational ideas of great scholars who made invaluable contributions to the development of world science. In the process of acquiring knowledge, expanding worldview and intellectual potential plays a practical and decisive role, and is regarded as a key pedagogical factor that determines the future.

Keywords: Spirituality, ethics and etiquette, enlightenment, modern culture, economy, science, technology, justice, honesty, sincerity, conscience, honor and dignity, patriotism.

The development of various branches of science in our land testifies to the region's rich cultural, spiritual, and economic potential, as well as the intellectual potential of our people, and also allows us to imagine the significant contribution of our thinkers to the development of Islamic sciences and Muslim culture.

There are many definitions of spirituality. Finding a precise and concise answer to the question "What is spirituality?" is not easy. Thinkers, political scientists, statesmen, public figures, and educational scientists have expressed various opinions on this matter.

The concept of "spirituality" in a broad sense is a socio-spiritual phenomenon that encompasses ideological, ideological, educational, cultural, religious, and moral views present in society.

This definition reflects all spiritual aspects of human activity. According to A. Erkaev, "Spirituality is the essence of man as a socio-cultural being, that is, the sum total of such human qualities as mercy, justice, honesty, sincerity, conscience, honor, patriotism, the pursuit of beauty, hatred of evil, will, courage, and many other innate virtues."

M. Imomnazarov writes: "Spirituality is the divine light in the human heart... spirituality is the light of truth reflected in the mirror of the human soul. To give another definition would be to limit this boundless essence."





T. Makhmudov gives the following definition: "...Spirituality is a concept expressing a certain level of physical, intellectual, moral, and spiritual development and worldview of a person."

Morality and etiquette form the basis of spirituality.

The word "akhloq" (morality) in Arabic means behavior, character, and manners. The term "morality" also expresses the meaning of morality. Translated from Greek, "ethos" means custom, behavior, or tradition. Aristotle used it as a synonym for morality.

The word "odob" (etiquette, manners) reflects the external and internal aspects of cultural behavior. It manifests itself in actions and relationships between people (in the family, at work, etc.).

Abu Nasr Farabi said: "Just as the maturity of a tree is determined by its fruit, so all human qualities are culminated in moral education."

Researchers distinguish three elements of morality: moral consciousness, moral feelings, and moral relationships (moral actions).

Without these three elements, it is impossible to imagine morality. In other words, moral relationships cannot exist without feelings and awareness.

Understanding the rules of morality helps a person distinguish between what is permitted and what is not, and how one should live.

Moral consciousness is the sum of people's views and ideas about norms of behavior, principles, responsibilities, and relationships in society.

Morality is formed through an awareness of moral views.

The content and essence of morality and etiquette determine their role in the life and development of society.

Education is the unity of training and upbringing: training imparts knowledge, and upbringing imparts the ability to apply it in practice.

Education eliminates dependence, fear, and uncertainty, bestowing spiritual strength and enormous potential on a person. Therefore, freedom fighters of all times believed that the independence of the state and the people lies in the spiritual awakening of society.

Great scholars such as Ibn Sina, Farabi, Beruni, Ulugbek, Bukhari, Termizi, Margiloni, Moturidi, Zamakhshari, and others not only reached the heights of scholarship but also widely disseminated knowledge and educated students.

The Turkestan school of education has a rich history. Abdurauf Fitrat, Abdullah Avloni, Mahmudkhosha Behbudi, and others believed that the only way to rid the people of ignorance was through education.





Avloni's words, "Knowledge is the support, life, guidance, and salvation of man," became the motto of this movement.

Mahmudkhozha Behbudi rightly noted, "To live in peace, it is necessary to master secular knowledge; a people deprived of modern sciences will inevitably fall under the oppression of others," a fact confirmed by time and technological advances.

It is essential to remember the hadith: "Do not forget the Hereafter for the sake of this world, and do not forget this world for the sake of the Hereafter," as spiritual and secular knowledge have always complemented each other.

Bahauddin Naqshband coined the motto: "The heart is with God, the hands are in labor."

The teachings of the Naqshbandi tariqa were later systematized by his student Muhammad Porso.

Khoja Akhror significantly expanded the social foundation of the tariqa and strengthened its influence, making it accessible to all strata of society.

Later, this term began to be used figuratively—as education, good breeding.

Conclusion

The concept of culture is a multifaceted and broad social phenomenon. Despite numerous studies devoted to the study of culture, there remains no single, universally accepted definition. Во многих научных трудах подчеркивается, что количество определений культуры превышает 500.

Considering that these data relate to the 1980s and 1990s, one can imagine how much their number has increased by today.

It was believed that since culture manifests itself, there was no need to define its essence. If the question was raised, references to history or the present were given, claiming that the issue had already been resolved.

However, today's events, when elements of culture and lack of culture dangerously intermingle, force us, whether we like it or not, to reflect on the essence of true culture and strive to understand it.

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MAKTABGACHA TA'LIMDA MUHANDISLIK TAFAKKURI TUSHUNCHASI
VA UNING SHAKLLANISH BOSQICHLARI

Ismoilova Gulmira Erkin Qizi

Termiz davlat pedagogika instituti

70110201-mutaxassisligi 1-bosqich magistranti

Orcid: 0009-0004-9612-6077

Annotatsiya: Ushbu maqolada maktabgacha ta'limda muhandislik tafakkuri tushunchasi va uning shakllanish bosqichlari o'rganiladi. Muhandislik tafakkuri masalalarni hal etish qobiliyati, mantiqiy fikrlash, tizimli yondashuv va yechimlarni loyihalash hamda amalga oshirish ko'nikmalarini o'z ichiga oladi. Maktabgacha yosh bolalar o'zlarining tabiiy qiziqishi, ijodiy salohiyati va tadqiqiy faoliyati orqali ushbu ko'nikmalarni shakllantirishga eng mos davrni tashkil qiladi. Tadqiqotda rivojlanish psixologiyasi, konstruktivistik pedagogika va STEM ta'limi nazariy asoslari yoritilib, yosh bolalar uchun mo'ljallangan faoliyatlar orqali mantiqiy fikrlash, ijodiy tafakkur va amaliy yechimlar ishlab chiqish muhimligi ta'kidlangan. Muhandislik tafakkurining shakllanish bosqichlarini tushunish pedagoglarga bolalarning kognitiv va ijodiy salohiyatini bosqichma-bosqich rivojlantirishga xizmat qiladigan metodik yondashuvlarni ishlab chiqish imkonini beradi.

Kalit so'zlar: Maktabgacha ta'lim, muhandislik tafakkuri, kognitiv rivojlanish, masalalarni hal etish, ijodiy fikrlash, STEM ta'limi, bolalar rivoji, pedagogik metodlar, shakllanish bosqichlari, mantiqiy fikrlash.

Muhandislik tafakkuri erta yoshdan shakllantirilishi zarur bo'lgan asosiy kognitiv ko'nikmalardan biri sifatida tobora keng e'tibor qozonmoqda. Maktabgacha yoshdagi bolalar tez rivojlanadigan kognitiv, ijtimoiy va hissiy jihatlariga ega bo'lib, bu davr ularning mantiqiy fikrlash, ijodiy salohiyat va muammolarni hal etish qobiliyatini shakllantirish uchun eng qulay davrdir. Shu sababli, bolalarning muhandislik tafakkurini rivojlantirishga mo'ljallangan faoliyatlarni o'z vaqtida va to'g'ri tashkil etish pedagoglar uchun muhim vazifa hisoblanadi.

Muhandislik tafakkuri – bu masalalarni tahlil qilish, naqsh va tartiblarni aniqlash, yechimlarni rejalashtirish va natijalarni baholash qobiliyatini o'z ichiga oladi. Maktabgacha yoshdagi bolalar bu ko'nikmalarni o'yin, eksperiment va amaliy faoliyat orqali rivojlantiradi. Masalan, turli bloklar yoki konstruksiya elementlari bilan qurilish qilish, ob'ektlarni belgilangan mezonlarga muvofiq tartibga solish yoki kichik robotik vazifalarni bajarish bolalarning muammolarni hal etish va mantiqiy tafakkurini



rivojlantiradi. Rivojlanish psixologiyasi tadqiqotlariga ko'ra, to'rtta va olti yosh oralig'idagi bolalar murakkab vazifalarni bajarishga, agar ular yoshga mos ravishda bosqichma-bosqich tashkil etilsa, qodir bo'ladi.

Muhandislik tafakkuri shakllanishi bir nechta bosqichlarni o'z ichiga oladi. Dastlab sensor-motor faoliyat va tajriba orqali o'rganish, keyin ramziy tushuncha va muammo konseptualizatsiyasi, oxir-oqibat esa rejalashtirish, sinov va yechimlarni takomillashtirish darajalarini qamrab oladi. Piagetning rivojlanish nazariyasiga ko'ra, bolalar atrof-muhit bilan faol aloqada bo'lish orqali bilim hosil qiladi, Vygotskiy esa murakkab kognitiv jarayonlarda ijtimoiy o'zaro ta'sir va qo'llab-quvvatlashning muhimligini ta'kidlaydi. Shu nazariy yondashuvlarni pedagogik amaliyotga tatbiq etish, bolalar uchun bosqichma-bosqich muhandislik tafakkuri ko'nikmalarini rivojlantiruvchi faoliyatlarni tashkil etish imkonini beradi.

Maktabgacha yoshdagi bolalar fikrlash va ijodiy qobiliyatlarini shakllantirishda muhandislik tafakkurining rivojlanishi muhim ahamiyatga ega. Bu davr bolalarning tabiiy qiziqishi, faoliyati va o'rganishga bo'lgan tayyorligi bilan ajralib turadi. Muhandislik tafakkuri – bu muammoni aniqlash, uni tahlil qilish, yechimlarni loyihalash va amalga oshirish jarayonlarini o'z ichiga oluvchi murakkab kognitiv ko'nikmadir. Maktabgacha ta'limda bu ko'nikmalarni rivojlantirish orqali bolalar nafaqat mantiqiy fikrlash va amaliy yechimlarni ishlab chiqish qobiliyatini egallaydi, balki ularning ijodiy va innovatsion salohiyati ham mustahkamlanadi.

Rivojlanish psixologiyasi bo'yicha o'tkazilgan tadqiqotlar shuni ko'rsatadiki, to'rtta va olti yoshdagi bolalar murakkab vazifalarni bajarishga qodir, agar ular yoshga moslashtirilgan faoliyatlar orqali bosqichma-bosqich o'rgatilsa. Masalan, bloklar yoki konstruksiya elementlari bilan qurilish qilish, muayyan vazifalarni bajarish uchun kichik robotlar yaratish yoki oddiy mexanik qurilmalarni yig'ish bolalarning mantiqiy tafakkur, sabab-natija munosabatlarini tushunish va muammoni hal etish qobiliyatini rivojlantiradi. Bers (2018) tadqiqotiga ko'ra, robotika bilan shug'ullangan maktabgacha yoshdagi bolalar murakkab vazifalarni rejalashtirish, natijalarni taxmin qilish va ularni amalga oshirishda sezilarli natijalarga erishadi. Shu bilan birga, bolalar o'z ishlarini sinab ko'rish va natijalarni baholash orqali kognitiv strategiyalarni shakllantiradi.

Muhandislik tafakkurining shakllanishi bir nechta bosqichlarni o'z ichiga oladi. Birinchi bosqich – sensor-motor va tajriba orqali o'rganish. Bu bosqichda bolalar atrof-muhit bilan faol aloqada bo'lib, ob'ektlar va hodisalarni sinovdan o'tkazadi. Ikkinchi bosqich – ramziy tushuncha va muammoni konseptualizatsiya qilish. Bu davrda bolalar qurilish va robotik loyihalarni rejalashtirish, turli variantlarni sinab ko'rish va natijalarni



baholash orqali tafakkurlarini chuqurlashtiradi. Uchinchi bosqich – yechimlarni ishlab chiqish va amalga oshirish, bunda bolalar o‘z tajribalaridan xulosa chiqaradi, xatolarini tuzatadi va yangi strategiyalarni qo‘llaydi.

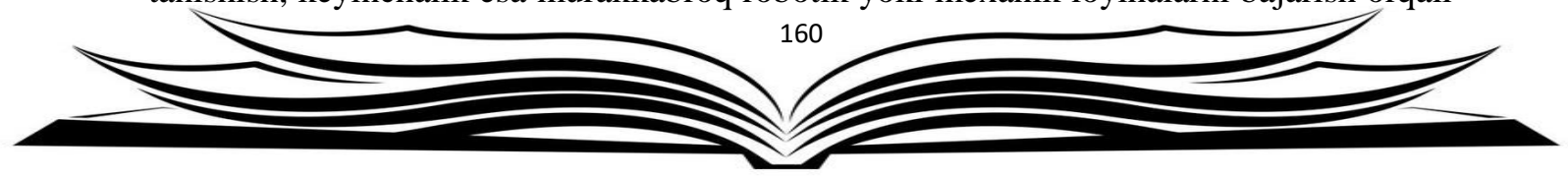
STEM (Science, Technology, Engineering, Mathematics) ta‘limi prinsiplari maktabgacha yoshdagi bolalarda muhandislik tafakkurini rivojlantirishda asosiy yo‘nalish hisoblanadi. Oddiy robotika, mexanik konstruktsiyalar, kodlash va sabab-natija tajribalari bolalarning mantiqiy va ijodiy ko‘nikmalarini bir vaqtda shakllantiradi. Alimisis (2013) tadqiqotida ko‘rsatilishicha, LEGO Education WeDo va Bee-Bot kabi robotik to‘plamlardan foydalanish bolalarga murakkab vazifalarni osonlashtiradi va ularni ijodiy yechimlar topishga rag‘batlantiradi. Shu jarayonda bolalar rejalashtirish, natijalarni prognoz qilish va xatolarini tuzatish orqali analitik va ijodiy tafakkurini rivojlantiradi.

Kognitiv rivojlanish nazariyalari muhandislik tafakkurini shakllantirishda asosiy yo‘riqchi hisoblanadi. Piagetning konstruktivistik nazariyasi bolalarning bilimni atrof-muhit bilan faol aloqada qurishini ta‘kidlaydi. Shu asosda robotika va qurilish faoliyati bolalarga muammoni o‘rganish, uni tahlil qilish va yechimlarni ishlab chiqishga imkon yaratadi. Vygotskiy esa ijtimoiy o‘zaro ta‘sir va qo‘llab-quvvatlashning ahamiyatini ta‘kidlaydi. Maktabgacha ta‘limda o‘qituvchi va tengdoshlar muhandislik vazifalarini bajarishda yordam beruvchi vosita bo‘lib xizmat qiladi, bolalarni yo‘naltiradi va ularga reflektiv fikrlashni o‘rgatadi.

Bolalar faoliyati orqali olingan muhandislik tajribalari ularning ijodiy qobiliyatini ham rivojlantiradi. Masalan, oddiy mexanik qurilmani yaratish jarayonida bolalar turli variantlarni sinab ko‘radi, natijalarni solishtiradi va eng maqbul yechimni tanlaydi. Bu jarayon bolalarda ijodiy fikrlash, xatolardan o‘rganish va yangi yechimlar ishlab chiqish qobiliyatini shakllantiradi. Bers, Flannery, Kazakoff va Sullivan (2014) tadqiqotiga ko‘ra, robotika bilan shug‘ullangan bolalarda ijodiy va analitik tafakkur sezilarli darajada rivojlanadi.

Maktabgacha yoshdagi bolalar uchun muhandislik tafakkuri faoliyati o‘yin va eksperiment orqali amalga oshirilishi lozim. Bu davrda bolalar kichik guruhlarda ishlash orqali ijtimoiy ko‘nikmalarni ham rivojlantiradi. Hamkorlik, muloqot va o‘zaro yordam jarayonida bolalar nafaqat texnik ko‘nikmalarini, balki ijtimoiy va hissiy salohiyatini ham oshiradi. Shu bilan birga, faoliyat bolalarning mustaqil fikrlash, xatolarni aniqlash va tuzatish, qaror qabul qilish qobiliyatlarini rivojlantiradi.

Maktabgacha ta‘limda muhandislik tafakkurini rivojlantirish uchun faoliyatlar bosqichma-bosqich tashkil etilishi lozim. Dastlab oddiy konstruktsiyalar va vazifalar bilan tanishish, keyinchalik esa murakkabroq robotik yoki mexanik loyihalarni bajarish orqali





bolalar kognitiv va ijodiy ko'nikmalarini tizimli rivojlantiradi. Shu yo'l bilan bolalar murakkab vazifalarni hal qilish, mantiqiy fikrlash va ijodiy yechimlar ishlab chiqish qobiliyatiga ega bo'ladi.

Shuningdek, robotika va muhandislik faoliyati bolalarning STEM ko'nikmalarini shakllantirishga yordam beradi. Bu esa ularni maktab va kundalik hayotdagi muammolarni hal etishga tayyorlaydi. Turli mamlakatlarda olib borilgan tadqiqotlar, xususan, Finlandiya va Janubi-Sharqiy Osiyo mamlakatlarida maktabgacha yoshdagi robotika dasturlari bolalarning muammolarni hal qilish va ijodiy fikrlash ko'nikmalarini sezilarli darajada oshirganini ko'rsatadi.

Xulosa qilib aytganda, maktabgacha ta'limda muhandislik tafakkurini shakllantirish bolalarning mantiqiy, ijodiy va amaliy ko'nikmalarini rivojlantirishda muhim ahamiyatga ega. Robotika, qurilish va boshqa STEM faoliyatlari orqali bolalar murakkab vazifalarni hal qilish, yechimlarni loyihalash va amalga oshirish, ijodiy fikrlash va analitik qobiliyatlarini rivojlantirish imkoniyatiga ega bo'ladi. Shu bilan birga, bu faoliyatlar bolalarning ijtimoiy, hissiy va kognitiv rivojlanishini bir vaqtda qo'llab-quvvatlaydi, ularni kelajakdagi ta'lim va ijtimoiy hayotga tayyorlaydi.

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RIVOJLANAYOTGAN JAMIYATDA TALABALARDA STRESSGA
BARQARORLIKNI OSHIRISH YO'LLARI

Dilnoza Nazarova Eraliyevna

Nizomiy nomidagi O'zbekiston Milliy Pedagogika Universiteti
Tarix kafedrasida dotsenti, tarix fanlari Falsafa doktori (PhD)

Xudoyberdiyeva Fotima Akmal qizi

Nizomiy nomidagi O'zbekiston Milliy Pedagogika Universiteti
"Psixologiya" fakulteti magistranti

Annotatsiya: Mazkur maqola hozirgi rivojlanayotgan davrda oliy ta'lim muassasalarida tahsil olayotgan talabalarning stressga barqarorligini oshirishning psixologik va amaliy jihatlarini o'rganishga qaratilgan. Tadqiqotning asosiy maqsadi-turli lokus nazoratga ega talabalar uchun stressni boshqarish va yechim topish strategiyalarini aniqlash. Shuningdek, maqolada stressga barqarorlikni oshirishning individual va psixologik omillari, talabalarning motivatsiyasi, emotsional intellekti, irodasi, tolerantligi kabi jarayonlari ham tahlil qilingan. Bundan tashqari, maqola mazmunida "Harakatlar strategiyasi", "Taraqqiyot strategiyasi" va "O'zbekiston-2030" strategiyasining yoshlar va ta'lim tizimiga oid yo'nalishlari va unda belgilangan maqsadlar-stressga chidamli, ijodiy va tashabbuskor yosh avlodni shakllantirish, talabalar orasida sog'lom psixologik muhitni yaratish uchun asosiy omil bo'la olishi yoritib berilgan.

Kalit so'zlar: stressga barqarorlik, lokus nazorat, talabalar, iroda, tolerantlik, motivatsiya, "O'zbekiston-2030" strategiyasi

Аннотация: Целью данной статьи является изучение психологических и практических аспектов повышения стрессоустойчивости студентов высших учебных заведений в условиях современного развития. Основной целью исследования является выявление стратегий управления стрессом и совладания со стрессом у студентов с разным локусом контроля. В статье также анализируются индивидуально-психологические факторы повышения стрессоустойчивости, такие как мотивация студентов, эмоциональный интеллект, сила воли и толерантность. Кроме того, в статье освещаются направления «Стратегии действий», «Стратегии развития» и стратегии «Узбекистан-2030» в отношении молодёжи и системы образования, а также поставленные в них цели – формирование стрессоустойчивого, креативного и предприимчивого молодого поколения, являющегося основным фактором создания здоровой психологической среды в студенческой среде.



Ключевые слова: стрессоустойчивость, locus контроля, студенты, сила воли, толерантность, мотивация, стратегия «Узбекистан-2030»

Abstract: This article is aimed at studying the psychological and practical aspects of increasing the stress resilience of students studying in higher education institutions in the current developing period. The main goal of the study is to identify stress management and coping strategies for students with different locus of control. The article also analyzes individual and psychological factors of increasing stress resilience, such as students' motivation, emotional intelligence, willpower, and tolerance. In addition, the article highlights the directions of the "Strategy of Actions", "Development Strategy" and the "Uzbekistan-2030" strategy regarding youth and the education system, and the goals set in them - the formation of a stress-resistant, creative and enterprising young generation, the main factor in creating a healthy psychological environment among students.

Keywords: stress resilience, locus of control, students, willpower, tolerance, motivation, "Uzbekistan-2030" strategy

Hozirgi rivojlanayotgan davrda mamlakatimizda ta'lim sohasini rivojlantirish, yoshlarni nafaqat ta'lim sohasida balki boshqa ko'plab sohalarda raqobatbardosh kadrlar sifatida tayyorlash, ularning salohiyatini oshirish eng ustuvor masalalardan biri hisoblanadi.

Bugungi kunda yoshlar orasida ayniqsa, oliy o'quv yurtlarida tahsil olayotgan talabalarda o'qish bosimi, shaxiy rivojlanish, kelajakdagi kasb bo'yicha tanlov, tengdoshlari bilan raqobat, turli xil axborot oqimi va raqamli muhitning kuchayishi tufayli ko'plab bosimlar, stress omillari va umidsizlikka duch kelmoqda. Shuning uchun ham yoshlar orasida stressga chidamlilik, barqarorlikni oshirish, ularning bilim salohiyatini yuksaltirish bugungi kundagi ta'lim siyosatining ustuvor vazifalaridan biri hisoblanadi.

Mamlakatimizning ravnaq topishi va uni rivojlantirish uchun davlatimiz rahbari tomonidan ma'lum strategiyalar qabul qilingan. Shulardan birinchisi 2017-2021-yillarga mo'ljallangan "Harakatlar strategiyasi" bo'lib, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan 2017-yil 7-fevraldagi PF-4947-sonli Farmoni bilan tasdiqlangan [1]. Ushbu strategiyada nafaqat davlat tizimidagi islohotlar, balki yoshlarning ta'limi, ta'im sohasidagi islohotlar ham keltirilgan. 5 ta ustuvor yo'nalishdan iborat bo'lgan ushbu strategiyaning 4-yo'nalishi ya'ni "Ijtimoiy sohani hrivojlantirish" yo'nalishi bo'yicha amalga oshirilgan islohotlarda ta'lim sohasi bo'yicha quyidagi ishlar amalga oshirilgan:

- oliy ta'lim muassasalarining soni 5 yilda 70 tadan 154 taga yetkazildi;



- mamlakatda 11 yillik majburiy maktab ta'limi qaytadan joriy etildi;
- xalq ta'limi tizimida qo'shimcha 1,2 million o'quvchi o'rni yaratish;
- oliy ta'lim bilan qamrov darajasini 50 foizga yetkazish va ta'lim sifatini oshirish; ta'lim olayotgan talabalar soni 268,3 ming nafardan 808,4 ming nafarga, oliy ta'lim bilan qamrov darajasi esa 3 barobar, ya'ni 9 foizdan 28 foizga yetkazildi [2].

Bu amalga oshirilgan islohotlarni yana davom ettirish mumkin. Bu harakatlardan ko'rinadiki yoshlar masalasi, ularning ta'lim olishi doimo davlat e'tiborida. Olib borilayotgan ushbu jarayonlar yoshlarni ko'proq ta'lim tizimiga jalb qilish, ularning turli yot g'oyalar ta'siriga berilib qolishining oldini olish, davlat uchun yetuk va malakali kadrlarni yetishtirish, ularni turli bosim va ta'sirlarga berilmasdan, bo'sh vaqtdan unumli foydalanishi uchun amalga oshirilmogda.

Harakatlar strategiyasidan keyin unga bog'liq bo'lgan yana bir strategiya "Taraqqiyot strategiyasi". Ushbu yo'nalish 7 ta ustuvor yo'nalishdan iborat, 2017-2021-yillarga mo'ljallangan

Taraqqiyot strategiyasida ta'lim sifatini oshirish bo'yicha belgilangan vazifalar doirasida 2022-yilda:

1-apreldan boshlab nodavlat maktabgacha ta'lim tashkilotlari va maktablarga farzandlarini yuborayotgan ota-onalarning oyiga 3 million so'mgacha bo'lgan to'lovlari daromad solig'idan ozod etilsin.

o'rta ta'lim tizimini zamon talablariga moslashtirish maqsadida: umumiy o'rta ta'lim muassasalarida darsliklarni yangilash dasturini amalga oshirish uchun Davlat budjetidan 605 mlrd so'm ajratilsin[3]

Yuqoridagi jarayonlardan ham ko'rinib turibdiki, ta'lim sohasi, yoshlar ta'limi hoirgi kunda eng e'tiborga molik masala. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni 2020-yil 23-sentabrda qabul qilingan. Bu qonunda ham yosh avlod ta'limi, intellektual salohiyatini oshirishga doir masalalar mavjud. Shuningdek, shunday jarayonlar amalga oshishida sog'lom ijtimoiy va psixologik muhitning mavjud bo'lishi ham ta'kidlangan[4].

Turli bosimlar, zo'riqishlar, stress jarayonlari o'quv jarayonida bo'ladimi yo boshqa sohadami ilm olayotgan talabalardan stressga barqarorlikni oshirish ,doimiy izlanishlarni, irodaning kuchli bo'lishini talab qiladi.

"Stress"– organizmning stressorga nisbatan javob reaksiyasi Hayot bor joyda stress bor, uning bo'lmasligi o'lim «Stress» atamasini 1936 yili fanga kanadalik fiziolog olim G. Sele (1907–1982) kiritgan[5].





"Stressga chidamlilik" atamasi hissiy barqarorlik, stressga psixologik qarshilik, stressga chidamlilik, umidsizlikka chidamlilik kabilarni anglatadi va boshqalar. Bir qator umumiy tavsiyalar mavjud bo'lib, ularga rioya qilish stressga chidamlilik darajasini kuchaytiradi va stressni muvaffaqiyatli bartaraf etishiga yordam beradi: muvozanatli ovqatlanish, yaxshi uxlash, ishdan dam olish, jismoniy mashqlar bilan shug'ullanish, aqliy va jismoniy mashqlarning almashinuvi, uy va ish o'rtasidagi muvozanatni o'rnatish, hayotga ko'tarinki ruhiyat bilan nazar solishl. Yu.V. Sherbatixning "O'quv faoliyati bilan bog'liq stress" testi. Muallif: Yu.V. Sherbatix - taniqli rus psixologi, psixofiziologiya va stress nazariyasi bo'yicha mutaxassis. Test 2000-yillar boshida ishlab chiqilgan, test talabalar va o'quvchilarda o'quv faoliyati bilan bog'liq stress darajasini aniqlashga mo'ljallangan.[6].

Talabalar duch keladigan: nazorat ishlari; imtihonlar; baholash tizimi; o'qituvchilar bilan munosabatlar; o'zini o'zi baholash, kabi omillar stressni kuchaytirishi mumkin - test shularni aniqlashga xizmat qiladi. Sherbatix testi Selye stress 2025 nazariyasi (G. Selye), psixofiziologik yondashuv va psixologik barqarorlik (stressga chidamlilik) nazariyalariga asoslangan. Bu nazariyalardan asosiy tushuncha - akademik stress: bu psixologik holat, u o'quv jarayonidagi tashqi bosimlarga organizmning javob reaksiyasi va holatini bildiradi[7].

Stress bilan kurashishning ba'zi usullari:

- dam olish;
- diqqat;
- nafas olishning avtoregulyatsiyasi.

1. Vaqtingizni to'g'ri boshqarishni o'rganing.

Vaqtni to'g'ri tashkil qilish-stressni oldini olishning muhim usuli hisoblanadi. Bir nechta oddiy qoidalar mavjud: kerakli vazifalar ro'yxatini tuzayotganda, undagi ro'yxatlar, zarur bo'lganlarga qo'shimcha ravishda, siz bugun qilishni xohlaysiz. Doimiy ravishda nimaga erishganingizni payqab, qoniqish hissini his qilaisiz; barcha vazifalarni toifalarga ajrating: asosiylari va keyinroq bajarilishi mumkin bo'lganlar, maqsadlarni belgilash va ustuvorliklarni belgilash muhimdir. Ushbu tavsiyani, barcha soddaligi bilan amalga oshirish juda qiyin: u "yo'q" deyish, o'zingizni cheklash, uzoq vaqt davomida belgilangan maqsadlarni hisobga olgan holda har kuni o'z faoliyatingizni rejalashtirish qobiliyatini o'z ichiga oladi; keraksiz va'dalardan qoching; bu va'dani bajara olmasangiz, asab tizimiga keraksiz yuk olib keladi; faollik va mahsuldorlik o'rtasidagi farqni o'zingiz uchun aniq tushuntiring. Faoliyat har doim ham foydali bo'lmagan katta tashqi energiyaning



namoyonidir; ba'zan bu notinchlik, ko'p harakatlar, lekin ozgina natijalar. Hosildorlik-rejalashtirilganni amalga oshirish, maqsadga bosqichma-bosqich yondashish; vaqtni behuda sarflash sabablarini tahlil qiling: uzoq telefon qo'ng'iroqlari, navbatda kutish, rejalashtirilmagan ishlarni bajarish. Juda ko'plab texnik vositalar ishlarni kundalik rejalashtirish va vaqt yo'qotishlarini tahlil qilish uchun: kundaliklar, organizator, shaxsiy kompyuterlar uchun ofis dasturlari va boshqalar[8].

FOYDALANILGAN ADABIYOTLAR

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