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IKAT TO`QIMACHILIGI

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Annotatsiya: Bugungi rivojlanib borayotgan davrda an`anaviy abrband ikat matosini hunarmandchilikdagi o`rni tiklash va xalq milliy, an`anaviy qadriyatlarini ommaga namoyish etish, shu bilan zamonaviy dunyo, moda tendentiyasiga to`qimachilikdagi an`anaviy matolarni olib chiqish. Qo`l mehnati natijasida tayyorlanadigan mahsulotning nechog`lik qadrli va mashaqqatli ish ekani bildirish. Ikat to`qimachiligi mahsulotining turlari va ularga berilgan tariflar jamlanmasi.

Kalit so`zlar: ikki tomonlama ikat, bir tarafli ikat, patola ikat, bo`yash texnikasi, to`quv dizayni, ipak mato, to`qimachilik.

IKAT TEXTILES

Annatation: In today's developing era, the restoration of the traditional abrband ikat fabric in craftsmanship and the demonstration of the national, traditional values of the people to the public, thereby bringing traditional fabrics in textiles to the modern world, fashion trends. To show how valuable and laborious the product made as a result of manual labor is. A collection of types of ikat weaving products and their definition.

Keywords: double ikat, single ikat, patola ikat, dyeing technique, weaving design, silk fabric, textiles.

ИКАТ ТЕКСТИЛЬ

Аннотация: В сегодняшний период развития восстанавливается место традиционной вышитой ткани икат в ремеслах и демонстрируется публике национальные, традиционные ценности народа, тем самым привносятся традиционные текстильные ткани в современный мир и модные тенденции. Чтобы выразить, насколько ценен и трудолюбив продукт, изготовленный ручным трудом. Краткое изложение видов текстильных изделий икат и их тарифов.

Ключевые слова: двухсторонний икат, односторонний икат, патола икат, техника крашения, рисунок плетения, шелковая ткань, текстиль.

Hech bir joyda yozma tarix mavjud emasligi sababli, tarixiy xulosaga kelish juda qiyin. Har xil tahlillar asosida eng to`g`ri xulosaga kelish mumkin. Hindistonda "Ikat" Orissadagi Bandha, Rajasthandagi Bandhani, Andhra-Pradeshdagi Pochumpalli va boshqalar kabi ko`plab tushunchalardan kelib chiqqan bo`lib, ba`zilari bog`lash

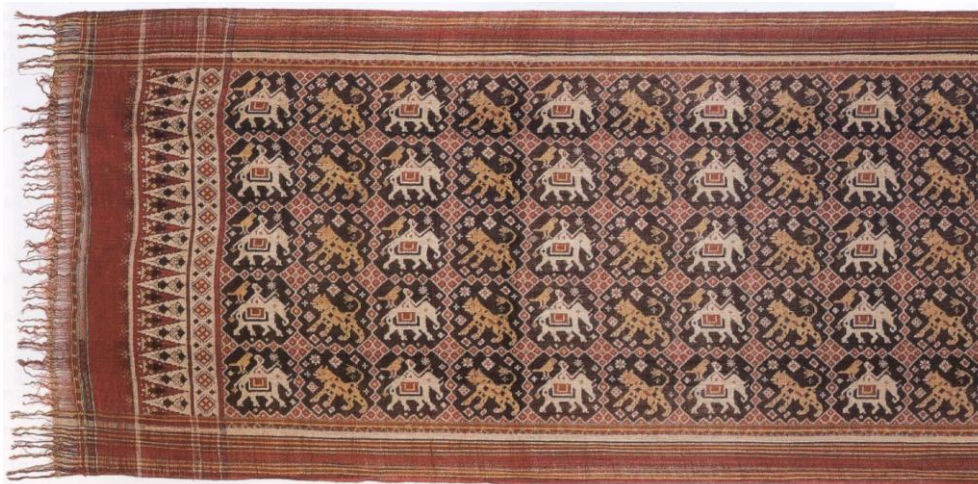
atamasidan, boshqalari esa ishlab chiqarish joyidan olingan. Biroq, to'qimachilik atamasi odatda "Ikat" deb nomlanadi.

Ruffer tomonidan Yevropa tiliga kiritilgan malaycha so'z bo'lgan Ikat atamasi bog'lash, tugunlash yoki aylana olmoq degan ma'noni anglatuvchi Mangikat so'zidan kelib chiqqan. U ipni bog'lash va bo'yash uchun faqat Hindistonda "Bandhani" nomi bilan mashhur bo'lgan matolarni bo'yash uchun ishlatiladi, ammo bu atama kengroq ma'noda qo'llaniladi. Malayya yarim orolida ikat texnikasidagi mahalliy ipak matolar "Tjinday", "Tjinde" yoki "Chindi" deb nomlanadi. Vetnamda bu texnika "Hol" deb nomlanadi.

Alfred Bax ushbu san'at bo'yicha ilmiy tadqiqot o'tkazib, uning so'zlariga ko'ra, faqat qo'lda qilingan qarshilik jarayoni Ikat deb ataladi. U ushbu turdagi to'qimachilikni butun dunyo bo'ylab, xususan, Janubi-Sharqiy Osiyo, Yaponiya, Fors, Yaqin Sharq, Afrikaning bir qismi, Meksika va Lotin Amerikasi va Amerika Qo'shma Shtatlarining G'arbiy qirg'oqlarida tadqiqot qildi. U hindlarning "Ikat" tilini, xususan Gujarat tilini ham o'rgangan.

Ikat jamoalari muhokama qilinayotganda, bu, albatta, iste'molchilar yoki foydalanuvchilarga emas, balki ishlab chiqaruvchilarga tegishli, chunki foydalanuvchilar universaldir. Bu yerda mashhur Ikat tekstilini ishlab chiqaruvchi turli jamoalar, ularning afsonalari va migratsiya hikoyalari haqida suhbatlar olib boriladi.

Patola - Gujaratning mashhur Ikat matosi. Dizaynning o'ziga xosligi shundaki, u dubl Ikat (ikki tomonlama ikat) to'quv dastgohida ham halqa, ham to'qima bo'yalgan va sozlangan, shuning uchun dizayn juda keskin va ko'zga tashlanadi. Ushbu mato Gujaratning Surendranagar tumanidagi Siddhanath Paton nomli joy atrofida joylashgan Salbhiya ismli jamoa tomonidan ishlab chiqariladi. Ba'zi afsonalarga ko'ra, Siddhanath Paton bir vaqtlar Gujarat poytaxti bo'lgan. Biroq eramizdan avvalgi XII-asrgacha Patola ishlab chiqarilishi haqida hech qanday ma'lumot topilmagan. (1-rasm). Patola ko'plik ma'nosini anglatib, patolu birlik ma'nosida keladi.



1-rasm. Patola. Gujarat, Hindiston. XVIII asr oxiri XIX asr boshi. Ikki tomonli ikat.

'To'qimachilik' atamasi lotin so'zidan kelib chiqqan, 'texere' so'zi 'to'qish' degan ma'noni anglatadi. To'qimachilik, ip sifatida ma'lum bo'lgan tabiiy yoki sun'iy tolalar tarmog'idan tashkil topgan moslashuvchan materialni anglatadi. To'qimachilik tolalarni to'qish, tugunlash va presslash orqali hosil bo'ladi. Taniqli Hind dostonlari Ramayana va Mahabxarat, Hindiston matolarning xilma-xilligi mavjud ekani tasvirlaydi. Ushbu dostonlar aristokratlar kiyadigan boy va stilizatsiya qilingan kiyim hamda oddiy odamlar kiyadigan kiyimlarni uchratishimiz mumkin. Hindistonda to'qimachilik an'analarining keng o'sishiga olib keladigan omillar quyidagicha, paxta, jun, ipak, zig'ir va boshqa ko'plab xom ashyolarning mavjudligi, keng tarqalgan ijtimoiy urf-odatlar, mahalliy madaniyatning xilma-xilligi, O'zbekiston Respublikasi moliya vazirligi huzuridagi byudjetdan tashqari, pensiya jamg'armasi Hindistonning har bir mintaqasi ko'plab to'qimachilik an'analarini yaratishda o'z hissasini qo'shmoqda. Pashmina va shahtoosh Kashmir sharflari, Himachal Pradesh va boshqa Shimoliy Sharqning ro'mollari va jun kiyimlari Shtatlar dunyoga mashhur jun, Hind to'qimachiligining ajoyib namunalarini taqdim etadi.

Rajastan va Gujarat kabi mintaqalar odatda yorqin rangli to'qimachilik kashta tikishni afzal ko'rishadi. Janubi-Sharqiy mintaqalarning qirg'oq hududlari ochiq rangli matolarni afzal ko'radi, ayniqsa, paxta va ipak to'qimachilik bu yerda juda mashhur. Uyda choyshab, yostiq kabi utilitar to'qimachilik mahsulotlari pardalar, salfetkalar, gilamlar va boshqa ko'plab narsalar mamlakatning barcha hududlari tomonidan ishlab chiqarilgan.

Hindistonda to'qishning boy an'analari ipak va paxta to'qish ustunlik qiladi. Ipak to'qish mamlakatning turli burchaklarida mashhur. Asosan, Banaras, Mysore, Surat, Kanchipuram va Surat ipak to'qishning barcha muhim markazlari hisoblanadi. Ushbu markazlarning barchasi asosan paxta va ixtisoslashgan ipak sari to'qiydi. Mashhur an'anaviy Hind sarilari Banarasi, Patola, Baluchari, Pochampalli, Paithani va boshqalar.

"Ikat" so'zi malay-indonez tilidan kelib chiqqan bo'lsa-da, ingliz tilida bu keng ma'noda qarshilikka bo'yalgan iplardan tayyorlangan matolarni anglatadi. Ikat bilan galstuk, shibori va batik kabi bo'yash usullaridan farqli o'laroq, to'qilgan mato emas, balki ipning o'zi bo'yalgan. Ular xarakter va o'lchov bilan to'ldirilgan chiroyli, ko'zni qamashtiruvchi to'qimachilikdir. Ikat yaratish uchun o'rim yoki to'quv iplari to'qishdan oldin ma'lum bir ketma-ketlikda bog'lanadi va bo'yaladi (bo'g'im uzunasiga bo'lgan ip yoki an'anaviy ravishda don chizig'ini topish uchun foydalanadigan ip, to'quv esa ko'ndalang yoki to'qilgan ipdir. Bu mashaqqatli, sinchkovlik bilan talab qilinadigan jarayon. Ikat bo'yash uchun ipni tayyorlash ipni ehtiyotkorlik bilan bog'lash va uni ramkalarga cho'zish, ipga naqshni belgilash, bo'yoqqa qarshilik ko'rsatish uchun joylarni mahkam o'rash, so'ngra to'qishdan oldin barcha iplarni to'quv dastgohiga yopishtirishdan iborat.

Bog'langandan so'ng, ochiq bo'laklar bo'yaladi, yopiq bo'laklar esa rang olmay qoladi. Bu jarayon, oddiy bitta rangli naqshlardan tortib, ko'p rangli naqshlargacha, istalgan effekt va ranglar palitrasini yaratish uchun bir necha marta bo'yash va qayta bog'lashni o'z ichiga olishi mumkin, Qo'lda tikilgan ikatlar an'anaviy dastgohlarda elektr energiyasidan foydalanmasdan to'qiladi. Ip bo'yalgandan so'ng, u to'quvchi tomonidan mohirlik bilan to'qilgan dastgohga tiziladi. Geometrik shakllar, kvadratlar, yulduzlar va xochlarni o'z ichiga olishi mumkin bo'lgan naqshning muvozanatini saqlash uchun har bir ipni ehtiyotkorlik bilan sozlash kerak.(2-rasm).



2-rasm. Ipak tolalarni rang berish uchun tayyorlov jarayoni, naqsh asosida kerakli joylarni mahkamlab bog'lash.

Bir tomonli ikatlar bilan faqat halqa yoki to'quv iplari bo'yaladi. Agar u "bo'yoq bilan bo'yalgan" bo'lsa, o'rash bo'yalgan va to'quv bir xil rangga ega. To'quv ipi o'ralgan ipga allaqachon qo'llaniladigan naqshni to'ldirishga yordam beradi. Agar u "to'qilgan" bo'lsa, to'quv ipiga bo'yoq qo'llaniladi; egri ip mustahkam va naqsh faqat to'qilayotganda paydo bo'ladi.

Ikki tomonlama Ikat, bundan ham murakkabroq, qo'shaloq ikat, ham halqa, ham to'quv bo'yalgan degan ma'noni anglatadi. Keyin ular to'qiladi, shunda bo'yalgan qismlar kesishadi va ajoyib naqshlar yaratadi. Ikki ikatlar ishlab chiqarish juda qiyin va ko'p vaqt talab qiladi va odatda oddiy to'quv dastgohlarida oddiy 1×1 to'quvda to'qiladi. Naqshning buzilmasligi uchun iplar doimiy ravishda sozlanishi kerak.

Ikatning mahorati va murakkabligiga qarab, naqshning konturlari biroz xiralashgan ko'rinishi mumkin. (3-rasm).



3-rasm. Double ikat. (Ikki tomonlama ikat) Bali qishlog'i, Tenganan. Indonesiya. Tasmaniya galereyasi.

Xulosa qilib aytadigan bo`lsak, ikatning ikki xil turi mavjud bo`lib, ularning bir-biridan o`zaro farqini bilish qiyin emas. To`rt asosiy omil ularni ajratib beradi. Birinchisi naqsh; yagona ikat asosan geometrik naqshlar bo`lsa, ikki tomonlama ikat, to'quvning har ikki yo'nalishida ikat bo'yalgan iplarni ikki tomonlama ishlatish tufayli yanada murakkab va keskin aniqlangan naqshlarni yaratishga imkon beradi. Ikkinchidan vizual ko`rinishi; ikki ikat dizaynlari odatda yagona ikat bilan solishtirganda yanada jonli ko'rinadi va qirralari aniqroq. Uchinchidan hunarmand ustalar vazifasi bo`yicha; qo'sh ikat ham halqa, ham to'quv iplaridan naqshlarni tekislashning murakkabligi tufayli yuqori malakali to'quvchilarni talab qiladi. To`rtinchidan ishlab chiqarish xarajatlari va mahsulotning tannarxi; ikki ikat ishlab chiqarish uchun yuqori malakali ishchi kuchi talab qilinadi. Bu yagona ikatga nisbatan qo'sh ikat matolarini ishlab chiqarishni qimmatroq qiladi.

Foydalanilgan adabiyotlar.

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**YASHIRIN TEMIR TANQISLIK KAMQONLIGI: 3-7 YOSHLI
BOLALARDA KLINIK O‘ZIGA XOSLIKLAR VA DAVOLASH
YONDASHUVLARI**

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Annotatsiya. Ushbu maqolada 3-7 yoshdagi bolalarda yashirin temir tanqislik kamqonligining (YTTK) klinik xususiyatlari, tashxis qo‘yish usullari va davolash yondashuvlari o‘rganilgan. Tadqiqot davomida bolalarda YTTKning asosiy belgilari, temir moddasining organizmdagi ahamiyati va davolashning samarali usullari aniqlangan. Tashxis qo‘yishda laborator tahlillar (ferritin, TBC, gemoglobin darajalari) va klinik kuzatishlardan foydalanildi. Davolash uchun temir preparatlari, vitamin C bilan qo‘llab-quvvatlovchi terapiya va temirga boy oziq-ovqat mahsulotlari tavsiya qilindi. Natijalar shuni ko‘rsatadiki, kompleks yondashuv bolalarda temir tanqislik muammolarini samarali bartaraf etishga yordam beradi va umumiy salomatlikni yaxshilaydi.

Kalit so‘zlar: Yashirin temir tanqislik kamqonligi, bolalar salomatligi, temir preparatlari, ferritin, oziq-ovqat terapiyasi, gemoglobin, o‘z vaqtida tashxis qo‘yish, kompleks davolash yondashuvi, vitamin C, klinik belgilari.

Kirish. Temir tanqislik kamqonligi (TTK) dunyo bo‘yicha bolalar orasida eng ko‘p uchraydigan ozuqaviy yetishmovchiliklardan biri bo‘lib, o‘sish va rivojlanish jarayonlariga salbiy ta‘sir ko‘rsatadi. Temir moddasi organizmda gemoglobin sintezida muhim rol o‘ynaydi va kislorod tashish jarayonining asosiy tarkibiy qismi hisoblanadi. Temir tanqisligi yuzaga kelganda, organizmning funksional faoliyati izdan chiqadi, bu esa umumiy salomatlikka, asab tizimiga va immunitetga sezilarli zarar yetkazadi.

Yashirin temir tanqislik kamqonligi (YTTK) esa TTKning dastlabki bosqichi bo‘lib, bunda gemoglobin darajasi nisbatan normal saqlangan bo‘lsa-da, organizmda temir zaxiralari kamayadi. Bu holat ko‘pincha klinik belgilar bilan namoyon bo‘lmasligi tufayli aniqlash qiyin kechadi, ammo o‘z vaqtida tashxis qo‘yilmasa, YTTK asta-sekin anemiya rivojlanishiga olib kelishi mumkin. 3-7 yoshdagi bolalar YTTK uchun eng xavfli guruhlardan biridir, chunki bu davrda ular tez o‘sadi va temir moddasiga bo‘lgan ehtiyoj sezilarli darajada ortadi.

So‘nggi yillarda yashirin temir tanqislik kamqonligi bo‘yicha olib borilgan tadqiqotlar ushbu muammoning dolzarbligini yanada kuchaytirdi. Jahon sog‘liqni saqlash tashkiloti (JSST) ma‘lumotlariga ko‘ra, kamqonlikning umumiy holatlari orasida temir tanqisligi 50%dan ortiqni tashkil qiladi. Shu bilan birga, o‘z vaqtida

aniqlanmagan yashirin kamqonlik bolalarning psixomotor rivojlanishi, intellektual qobiliyatlari va jismoniy faolligiga salbiy ta'sir ko'rsatadi.

YTTK rivojlanishining asosiy sabablari orasida noto'g'ri ovqatlanish, temirga boy oziq-ovqatlarni kam iste'mol qilish va surunkali infeksiyalarni ajratib ko'rsatish mumkin. Bolalarning oziq-ovqat odatlari va parhezlari ularning temir tanqislik xavfini sezilarli darajada oshirishi yoki kamaytirishi mumkin. Temir moddasining organizmga singishini pasaytiruvchi boshqa omillar qatoriga parazit infeksiyalar, surunkali ichak kasalliklari va kamqonlikning irsiy shakllari kiradi.

Tibbiy adabiyotlarda yashirin temir tanqislik kamqonligi ko'pincha klinik belgilar bilan birga kechmasligi ta'kidlangan, bu esa uni o'z vaqtida aniqlash va davolashni murakkablashtiradi. Ushbu muammoni hal qilish uchun bolalarda YTTKni aniqlash va oldini olish bo'yicha kompleks yondashuvlarni ishlab chiqish zarur. Bunga diagnostik metodlarni takomillashtirish, davolash algoritmlarini ishlab chiqish va ota-onalar hamda pedagoglar o'rtasida targ'ibot-tushuntirish ishlarini olib borish kiradi.

Shunday qilib, ushbu tadqiqotning asosiy maqsadi 3-7 yoshdagi bolalarda yashirin temir tanqislik kamqonligini o'z vaqtida aniqlash, uni davolashning samarali usullarini ishlab chiqish va klinik natijalarni yaxshilashga qaratilgan yondashuvlarni aniqlashdan iboratdir. Yashirin temir tanqislik kamqonligini boshqarish orqali bolalar salomatligini yaxshilash, ularning o'sish va rivojlanish jarayonlariga ijobiy ta'sir ko'rsatish mumkin.

Maqsad

Ushbu tadqiqotning maqsadi 3-7 yoshdagi bolalarda yashirin temir tanqislik kamqonligi rivojlanishining asosiy omillarini aniqlash, klinik belgilarni o'rganish va davolash algoritmini ishlab chiqishdan iborat.

Tadqiqot usullari

Ushbu tadqiqot 2022-2023 yillarda 3-7 yoshdagi 120 nafar bola ishtirokida amalga oshirildi. Tadqiqot quyidagi bosqichlarni o'z ichiga oldi:

1. Tashxis qo'yish

- Qon tahlillari: gemoglobin, ferritin, va temir bog'lovchi qobiliyat (TBC) darajalari aniqlash.
- Klinik belgilarning baholash: bolaning umumiy holati, terining rangi, soch va tirnoqlarning holati.
- Parhez va ozuqaviy odatlarning tahlili: bolalarning temirga boy oziq-ovqatlarni iste'mol qilish chastotasi o'rganildi.

2. Davolash yondashuvi

- Temir moddasi bilan boyitilgan oziq-ovqatlarni tavsiya qilish.
- Temir preparatlari bilan davolash: ferro sulfat preparatlari (yoshi va tana vazniga mos ravishda).
- Vitamin C qo'llash: temir so'rilishini yaxshilash uchun.

3. Natijalarni kuzatish

o 3 oy davomida bolalarning qon ko'rsatkichlari va klinik belgilari muntazam kuzatildi.

Tadqiqot natijalari

1. Klinik kuzatishlar

Tadqiqotda qatnashgan bolalarning 65%ida ferritin darajasi pasayganligi kuzatildi, ammo gemoglobin darajasi normal chegarada edi. YTTK bo'lgan bolalarda quyidagi klinik belgilar aniqlandi:

- o 45%ida tez charchash va holsizlik;
- o 35%ida sochlarning sinuvchanligi va tirnoqlarning quruqligi;
- o 30%ida ishtahaning pasayishi va ovqatlanish odatlarining buzilishi.

2. Davolash samaradorligi

3 oy davomida temir preparatlari va temirga boy parhez bilan davolash qilingan bolalarda quyidagi o'zgarishlar kuzatildi:

- o Ferritin darajasi o'rtacha 25%ga oshdi;
- o Klinik belgilar sezilarli darajada kamaydi (charchoq 15%da, soch va tirnoq holati yaxshilandi).
- o Temir moddasining so'rilishini oshirish uchun qo'llangan vitamin C kombinatsiyasi natijalari yaxshiroq bo'ldi.

3. Ozuqaviy odatlarning ta'siri

Parhez tahlil natijalari shuni ko'rsatdiki, temirga boy oziq-ovqatlar (go'sht, jigar, ko'katlar)ni iste'mol qilish yetarli darajada bo'lmagan bolalarda YTTK rivojlanish ehtimoli yuqori.

Munozara

YTTK rivojlanishi 3-7 yoshdagi bolalarda ko'pincha temir zaxiralarning yetarli darajada bo'lmasligi va noto'g'ri parhez bilan bog'liq. Tadqiqot natijalari shuni ko'rsatdiki, temir moddasini yetarli darajada iste'mol qilish va so'rilishini yaxshilash uchun parhezni boyitish hamda temir preparatlarini qo'llash zarur. Yashirin temir tanqisligini o'z vaqtida aniqlash va davolash orqali uning jiddiy asoratlarini oldini olish mumkin.

Antropometrik va biokimyoviy ko'rsatkichlarni muntazam kuzatish orqali bolalarning umumiy holatini yaxshilash va rivojlanishini ta'minlash muhim ahamiyatga ega. Kelgusidagi tadqiqotlar YTTKni diagnostika qilishda yangi biomarkerlarni aniqlash va davolash usullarini takomillashtirishga yo'naltirilishi zarur.

Xulosa

3-7 yoshdagi bolalarda yashirin temir tanqislik kamqonligi rivojlanishining oldini olish uchun parhezni temirga boy mahsulotlar bilan boyitish va temir preparatlarini qo'llash muhimdir. Ushbu tadqiqotning natijalari kompleks yondashuvning klinik samaradorligini ko'rsatdi va YTTKni davolashda o'z vaqtida tashxis qo'yishning

ahamiyatini tasdiqladi. Shu bilan birga, ota-onalar va pedagoglar orasida tushuntirish ishlarini olib borish bolalar salomatligini yaxshilashga yordam beradi.

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**O‘TIRIB ISHLASH SHAROITLARI TUFAYLI BO‘YIN ORALIQ
DISKLARDAGI MOSLASHUV VA PATOLOGIK O‘ZGARISHLAR**

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Annotatsiya: Mazkur tadqiqot uzoq vaqt davomida o‘tirib ishlashning bo‘yin umurtqa pog‘onasi va oraliq disklarda yuzaga keladigan moslashuv jarayonlari hamda patologik o‘zgarishlarga ta‘sirini o‘rganishga bag‘ishlangan. Tasviriy va gistologik tahlil natijalari bo‘yin disklardagi degenerativ jarayonlarning uzoq vaqt davomida statik holatda bo‘lish bilan bog‘liq ekanligini ko‘rsatadi. Tadqiqot natijalari moslashuv mexanizmlarini tushunish va oldini olish choralari bo‘yicha amaliy tavsiyalarni o‘z ichiga oladi.

Kalit so‘zlar: bo‘yin oraliq disklari, o‘tirib ishlash, moslashuv, patologik o‘zgarishlar, salomatlik.

Kirish: Bugungi kunda texnologiyalarning rivojlanishi va mehnat sharoitlarining o‘zgarishi natijasida odamlarning uzoq vaqt davomida o‘tirib ishlashi odatiy holga aylangan. Uzoq vaqt davomida statik holatda qolish umurtqa pog‘onasiga, xususan, bo‘yin sohasiga jiddiy bosim o‘tkazadi. Bo‘yin oraliq disklari boshning og‘irligini qo‘llab-quvvatlash va turli harakatlarni ta‘minlash uchun moslashgan murakkab strukturalar bo‘lib, statik bosim natijasida ularning moslashuv imkoniyatlari cheklanishi va degeneratsiya jarayonlari tezlashishi mumkin.

Statistik ma‘lumotlarga ko‘ra, bo‘yin og‘rig‘i va harakatchanlikning pasayishi bo‘yin disklari patologiyasining dastlabki belgilari hisoblanadi. Bu holatga noto‘g‘ri holatda o‘tirish, harakatsizlik va organizmning yetarli miqdorda harakatlanmasligi sabab bo‘lishi mumkin. Bo‘yin disklari moslashuv imkoniyatlarini tiklash uchun yetarlicha vaqt va sharoitga ega bo‘lmagan hollarda suyuqlikning yo‘qolishi, tolali halqadagi mikroyoriqlar va degenerativ o‘zgarishlar yuzaga keladi.

Mazkur tadqiqotda bo‘yin oraliq disklardagi moslashuv mexanizmlari va uzoq vaqt davomida o‘tirish natijasida paydo bo‘ladigan patologik o‘zgarishlar chuqur o‘rganildi. Ushbu o‘zgarishlarni aniqlash orqali profilaktika choralari va davolash usullarini ishlab chiqish maqsad qilib qo‘yilgan.

Bugungi kunda texnologiyalarning rivojlanishi va mehnat sharoitlarining o‘zgarishi natijasida odamlarning uzoq vaqt davomida o‘tirib ishlashi odatiy holga aylangan. Ko‘plab zamonaviy ish joylarida ofis muhitida o‘tirish soatlari kundalik hayotning ajralmas qismiga aylangan. Natijada, mushak-skelet tizimiga, xususan, bo‘yin umurtqa pog‘onasi va oraliq disklarga salbiy ta‘sir ko‘rsatadigan sharoitlar

yuzaga kelmoqda. Uzoq vaqt davomida statik holatda qolish bo‘yin sohasiga ortiqcha mexanik bosim o‘tkazadi, bu esa oraliq disklarda moslashuv imkoniyatlarining cheklanishiga va patologik o‘zgarishlarning rivojlanishiga sabab bo‘ladi.

Bo‘yin umurtqa pog‘onasi odamning bosh vaznini ushlab turish va boshni harakatlantirish vazifasini bajaradi. Bu murakkab vazifa doimiy dinamik va statik yuklarga moslashishni talab qiladi. Ammo uzoq vaqt davomida o‘tirish holati tufayli bo‘yin oraliq disklari normal gidratatsiya holatini yo‘qotib, suyuqlik balansining buzilishi va tog‘ay qatlamining degradatsiyasi bilan yuzma-yuz keladi. Bundan tashqari, noto‘g‘ri holatda o‘tirish, masalan, oldinga egilgan bosh holati yoki qaddi-qomatning buzilishi, bu jarayonlarni yanada kuchaytirishi mumkin.

Statistik ma‘lumotlarga ko‘ra, uzoq vaqt davomida o‘tirib ishlaydigan insonlar orasida bo‘yin og‘rig‘i va harakatchanlik cheklovlari kabi alomatlar ko‘proq uchraydi. Bu alomatlar oraliq disklardagi degeneratsiya jarayonlarining dastlabki belgilari hisoblanadi. Degeneratsiya jarayonlari boshlangandan so‘ng, ular vaqt o‘tishi bilan yanada chuqurlashadi va harakatchanlikni sezilarli darajada cheklab qo‘yadi.

Mazkur tadqiqotning asosiy maqsadi bo‘yin oraliq disklardagi moslashuv jarayonlarini va uzoq vaqt davomida o‘tirish sharoitida yuzaga keladigan patologik o‘zgarishlarni batafsil o‘rganishdir. Ushbu tadqiqot orqali biz degeneratsiya jarayonlarini oldini olishga qaratilgan samarali strategiyalarni ishlab chiqish uchun zarur bo‘lgan ilmiy asoslarni yaratishni maqsad qildik. Tadqiqotdan olinadigan natijalar nafaqat ilmiy jihatdan muhim, balki sog‘liqni saqlash tizimi va ish beruvchilar uchun amaliy ahamiyatga ega bo‘lishi kutilmoqda.

Materiallar va usullar:

1. Tadqiqot dizayni va ishtirokchilar:

- Tadqiqotga 25-55 yosh oralig‘idagi 120 nafar ishtirokchi jalb qilindi.
- Ishtirokchilar ikki guruhga ajratildi: uzoq vaqt davomida o‘tirib ishlovchilar va faol hayot tarziga ega bo‘lganlar.

2. Tasviriy tahlil:

- Magnit-rezonans tomografiya (MRT) yordamida bo‘yin oraliq disklari tekshirildi.

- Disk balandligi, gidratatsiya darajasi va strukturalar yaxlitligi baholandi.

3. Gistologik tahlil:

- Kadavr disklari namunalari tahlil qilinib, tolali halqa va yadroning holati, shuningdek, tog‘ay qatlamining mustahkamligi o‘rganildi.

4. Hayot tarzi ma‘lumotlari:

- Ishtirokchilar ish faoliyati, jismoniy mashqlar chastotasi va bo‘yin og‘rig‘i bo‘yicha so‘rovnoma to‘ldirdi.

Natijalar:

1. Tasviriy tahlil natijalari:

o Uzoq vaqt davomida o'tirgan ishtirokchilarda disk balandligining pasayishi va signal intensivligining kamayishi kuzatildi ($p < 0,05$). Bu o'zgarishlar bo'yin disklari gidratatsiyasining pasayganligini va strukturaviy barqarorlikning buzilganligini ko'rsatadi.

o Disk churralari uzoq muddatli statik bosimga duchor bo'lgan guruhda 40% hollarda aniqlangan bo'lsa, faol guruhda bu ko'rsatkich 10% ni tashkil etdi. Bu holat noto'g'ri holatda uzoq vaqt o'tirishning bo'yin disklari deformatsiyasini tezlashtirishini ko'rsatadi.

2. Gistologik kuzatishlar:

o Bo'yin disklari tolali halqasida mikroyoriqlar va tog'ay qatlamining yupqalashishi uzoq muddat statik bosimga duchor bo'lgan guruhda sezilarli darajada yuqori bo'ldi. Mikroyoriqlar strukturaviy yaxlitlikning buzilganligini tasdiqladi.

o Yadro pulpozumidagi proteoglikan miqdorining kamayishi moslashuv imkoniyatlarining pasayganligini ko'rsatdi. Bu jarayon oraliq disklardagi amortizatsiya funksiyasining susayishiga olib keladi.

3. Hayot tarzi va degeneratsiya:

o O'tirib ishlovchilarda bo'yin disklari moslashuv mexanizmlari cheklangan bo'lib, bu holat patologik o'zgarishlarni kuchaytirgan. Boshqa tomondan, faol guruh ishtirokchilari orasida degeneratsiya jarayonlari sezilarli darajada sekinroq kechdi.

o Tanaffuslar va jismoniy faollikning kamligi degeneratsiya jarayonlarini tezlashtiruvchi muhim omil sifatida qayd etildi.

Munozara: Tadqiqot natijalari uzoq vaqt davomida o'tirib ishlash bo'yin disklari strukturasi sezilarli darajada salbiy ta'sir ko'rsatishini ko'rsatadi. Tasviriy va gistologik tahlillar shuni ko'rsatdiki, uzoq muddat statik bosim va noto'g'ri holatda o'tirish bo'yin oraliq disklardagi degeneratsiyani kuchaytiradi. Profilaktika choralari sifatida jismoniy faollikni oshirish, tanaffuslar qilish va ergonomik mehnat sharoitlarini tashkil etish tavsiya etiladi.

Xulosa: Uzoq vaqt davomida o'tirib ishlash bo'yin oraliq disklari moslashuv mexanizmlarini cheklab, patologik o'zgarishlarni tezlashtirishi aniqlandi. Profilaktika va erta tashxis choralari degeneratsiya jarayonlarini sekinlashtirishda muhim ahamiyatga ega.

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GIMNASTIKA MASHG‘ULOTLARINING INSON
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Annotatsiya: Mazkur maqolada gimnastika mashg‘ulotlarining inson jismoniy rivojlanishiga ta’siri tahlil qilingan. Gimnastika jismoniy kuchni oshirish, moslashuvchanlik, muvozanat, chidamlilik va koordinatsiyani yaxshilashda muhim rol o‘ynaydi. Ushbu mashg‘ulotlar nafaqat mushak va suyak tizimini mustahkamlashga, balki yurak-qon tomir tizimi faoliyatini yaxshilashga ham yordam beradi. Gimnastika bilan shug‘ullanish bolalar va kattalar uchun sog‘lom turmush tarzining ajralmas qismi sifatida tavsiya etiladi. Maqolada gimnastika mashg‘ulotlarining jismoniy va ruhiy rivojlanishiga ta’siri, shuningdek, individual mashg‘ulotlarni qanday tashkil qilish bo‘yicha tavsiyalar keltirilgan.

Kalit so‘zlar: gimnastika, jismoniy rivojlanish, moslashuvchanlik, chidamlilik, muvozanat, jismoniy mashg‘ulotlar, sog‘lom turmush tarz

Kirish. Gimnastika — bu jismoniy tarbiya va sportning bir qismi bo‘lib, u insonning umumiy jismoniy holatini yaxshilash, mushak tizimini mustahkamlash, yurak-qon tomir tizimi faoliyatini normallashtirish va moslashuvchanlikni oshirish uchun mo‘ljallangan mashg‘ulotlar kompleksidir. Bu mashg‘ulotlar turli jismoniy mashqlarni o‘z ichiga oladi va organizmni keng qamrovli rivojlantirishga xizmat qiladi. Gimnastika mashg‘ulotlari nafaqat sportchilar, balki turli yoshdagi, turli darajadagi jismoniy tayyorgarlikka ega bo‘lgan insonlar uchun ham foydalidir.

Bugungi kunda, ekologik sharoitlar va zamonaviy hayot tarzining salbiy ta’siri tufayli insonlarning jismoniy faolligi sezilarli darajada kamaygan. Ko‘plab kasalliklar, xususan, yurak-qon tomir tizimi kasalliklari, osteoxondroz, osteoporoz va boshqa mushak-skelet tizimi kasalliklari jismoniy faollikni pasaytirgan va bu kasalliklarning rivojlanishiga sabab bo‘lgan. Shu sababli, sog‘lom turmush tarzini shakllantirish, jismoniy faollikni oshirish va umumiy salomatlikni yaxshilash maqsadida gimnastika mashg‘ulotlari keng tarqalgan.

Gimnastika mashg‘ulotlarining asosiy maqsadi nafaqat sport musobaqalarida yuqori natijalarga erishish, balki organizmning turli tizimlarining to‘g‘ri ishlashini

ta'minlash va jismoniy rivojlanishni yaxshilashdir. Jismoniy tarbiya va sport faoliyatining ahamiyati yosh va jismoniy holatdan qat'iy nazar, har bir inson uchun juda katta. Ayniqsa, gimnastika mashg'ulotlari mushaklarning elastikligini oshirish, suyaklarining kuchini mustahkamlash, yurak-qon tomir tizimining samarali ishlashini ta'minlashda muhim rol o'ynaydi.

Shuningdek, gimnastika mashg'ulotlari jismoniy holatni yaxshilash bilan birga, psixologik foyda ham keltiradi. Ular stressni kamaytirish, ruhiy salomatlikni yaxshilash va odamni faol hayot tarziga rag'batlantirishga xizmat qiladi. Shuning uchun gimnastika nafaqat jismoniy rivojlanish, balki umumiy sog'lom turmush tarzini shakllantirish uchun zarur vosita hisoblanadi.

Maqolada gimnastika mashg'ulotlarining inson jismoniy rivojlanishiga qanday ta'sir ko'rsatishi, uning turli tizimlarga, xususan, mushaklar, suyaklar va yurak-qon tomir tizimiga bo'lgan foydasi hamda mashg'ulotlarning samarali tashkil etilishi haqida so'z yuritiladi.

Material va metod. Gimnastika mashg'ulotlarining ta'sirini o'rganish uchun adabiyotlar tahlili, ilmiy tadqiqotlar va amaliy mashg'ulotlar natijalari asosida metodologik yondoshuv qo'llanildi. Asosiy diqqatni inson organizmi tizimlarining gimnastika mashg'ulotlari bilan qanday moslashishini va jismoniy holatni yaxshilashni ko'rsatish va tahlil qilishga qaratdik. Bu uchun mashg'ulotlarning intensivligi, davriyligi, va samaradorligi o'rganildi.

Natijalar. Gimnastika mashg'ulotlarining asosiy foydalari quyidagi sohalarda kuzatildi:

1. **Mushak tizimi va suyaklar:** Gimnastika organizmning barcha mushak guruhlarini faollashtiradi, bu esa kuch va chidamlilikni oshirishga yordam beradi. Ushbu mashg'ulotlar suyaklarning mustahkamlanishiga, suyak massasi va ularning rivojlanishiga ijobiy ta'sir ko'rsatadi.

2. **Yurak-qon tomir tizimi:** Gimnastika yurak va qon tomir tizimini mustahkamlashga yordam beradi. Bu tizimning samarali ishlashiga yordam berib, qon aylanishi va yurak urish ritmini normallashtiradi.

3. **Moslashuvchanlik va muvozanat:** Gimnastika mashg'ulotlari bo'shashtirish va harakatlarning muvozanatini oshiradi. Ayniqsa, bu yog'ochlar, tortish va qiyinchiliklarni engish uchun zarur bo'lgan moslashuvchanlikni oshirishga yordam beradi.

4. **Jismoniy va ruhiy holat:** Gimnastika stressni kamaytirishga, jismoniy va ruhiy salomatlikni yaxshilashga yordam beradi. Ularning jismoniy faoliyatini oshirish orqali motivatsiya va samaradorlikni oshirish mumkin.

Muhokama. Gimnastika mashg'ulotlarining inson jismoniy rivojlanishiga bo'lgan ta'siri keng qamrovli bo'lib, u mushak tizimi, suyaklar va yurak-qon tomir tizimiga o'zgarishlar kiritadi. Shu bilan birga, gimnastika boshqarilmagan va noto'g'ri

bajarilganda jarohatlarga olib kelishi mumkin. Shuning uchun mashg'ulotlarni individual yondashuv bilan, jismoniy holatni hisobga olgan holda tashkil qilish zarur. Ta'kidlash joizki, gimnastika faqat yoshlar va sportchilar uchun emas, balki har qanday yoshdagi insonlar uchun ham foydalidir. Bu ayniqsa, jismoniy cheklovlarga ega bo'lgan yoki ko'p vaqtini kompyuter oldida o'tkazadigan insonlar uchun muhimdir.

Xulosa. Gimnastika mashg'ulotlari inson jismoniy rivojlanishini yaxshilashda va sog'lom turmush tarzini shakllantirishda ajralmas vositadir. U mushak tizimi, suyaklar va yurak-qon tomir tizimining samarali ishlashini ta'minlaydi va umumiy jismoniy holatni yaxshilaydi. Mashg'ulotlarni individual yondashuv bilan tashkil etish, shuningdek, jarohatlardan saqlanish va sog'lom turmush tarzini saqlash uchun zaruriy vositadir.

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SANOATDA OQOVA SUVLARNI BIOLOGIK YO'L BILAN TOZALASH BIOTEKNOLOGIYASI

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Annotatsiya. Mazkur maqola oqova suvlarni tozalash bo'yicha biologik usullarni o'rganishga bag'ishlangan. Unda yuqori suv va suv-botqoq o'simliklari (Pistiya, Eyxorniya va Azolla) yordamida ekologik xavfsiz va iqtisodiy samarali biotexnologiyalarni yaratish usullari ko'rib chiqilgan.

Kalit so'zlar: biologik tozalash, yuqori suv o'simliklari, gidrokimyoviy tadqiqotlar, ekologik xavfsizlik, iqtisodiy samaradorlik.

БИОТЕХНОЛОГИЯ БИОЛОГИЧЕСКОЙ ОЧИСТКИ СТОЧНЫХ ВОД В ПРОМЫШЛЕННОСТИ

Аннотация. Данная статья посвящена изучению биологических методов очистки сточных вод. Рассматриваются пути создания экологически безопасных и экономически эффективных биотехнологий с использованием высоководных и водно-болотных растений (пистия, эйхорния, азолла).

Ключевые слова: биологическая очистка, высшие водные установки, гидрохимические исследования, экологическая безопасность, экономическая эффективность.

BIOTECHNOLOGY OF BIOLOGICAL TREATMENT OF WASTEWATER IN INDUSTRY

Abstract. This article is devoted to the study of biological methods of wastewater treatment. It examines ways to create environmentally safe and cost-effective biotechnologies using high-water and wetland plants (Pistia, Eichhornia, and Azolla).

Key words: biological treatment, higher water plants, hydrochemical research, environmental safety, economic efficiency.

KIRISH

Suvni tozalash – suv ta'minoti manbalari (daryolar, ko'llar, suv havzalari, suv

omborlari va boshqalar) dan vodoprovod tarmog'iga kelib tushadigan suvning sifatini belgilangan me'yorga keltirish uchun mo'ljallangan texnologik jarayonlar majmui. Sanoat korxonalarini va maishiy korxonalardan chiqadigan oqova suvlarni tozalashni ham o'z ichiga oladi. Suv ta'minoti va kanalizatsiya tizimidagi, korxonalaridagi muxandislik inshootlari yordamida hamda biologik va kimyoviy usullarda amalga oshiriladi.

TADQIQOT METODOLOGIYASI.

Yer yuzasidagi tabiiy suv manbalari (daryolar, ko'llar va boshqalar) suvini vodoprovod tarmog'iga yuborishdan oldin tindiriladi, tinqlashtiriladi va zararsizlantiriladi. Tozalash inshootlarida tindirish va tinqlashtirishda suv tarkibidagi muallaq va kolloid (mayda) zarralar suv tagiga cho'kadi, suvga maxsus idishlarda alyuminiy sulfat va xlorli temir bilan ishlov beriladi, suv shag'al, qum qavati, ba'zan esa g'ovak sopol filtrdan o'tkaziladi. Tinq suvni zararsizlantirish (turli mikroorganizm va viruslarni o'ldirish) uchun unga suyuq yoki gaz holatdagi xlor, gipoxloritlar — NaClO , $\text{Ca}(\text{ClO})_2$ va xlor qo'sh oksid ClO_2 , xlorli ohak qo'shiladi [1]. Tindirilgan suv va yer osti suvlarini zararsizlantirish maqsadida, shuningdek, ozon va ultrabinafsha nurlar ham qo'llanadi. Bunda simobkvarsli yoki argonsimobli lampalardan foydalaniladi. Agar suv qattiq (tarkibida kalsiy va magniy tuzlari umumiy miqdori me'yordagidan yuqori) bo'lsa, yumshatiladi. Yer osti suvlari ko'pincha aeratsiya usulida temirsizlantiriladi (havo kislorodi bilan boyitiladi). Suvni kremniysizlantirish (metasilikat kislotasi H_2SiO_3 va uning tuzlari miqdorini kamaytirish) uchun ohak, natriy alyuminat NaAlO_2 , ba'zan kuydirilgan dolomitdan foydalaniladi. Suv tarkibidagi boshqa erigan tuzlarni ketkazish uchun u chuchuklashtiriladi yoki tuzsizlantiriladi. Suv tarkibidagi vodorod sulfid, metan, radon, karbonat angidrid va boshqa erigan gazlarni ketkazish uchun suv degazatsiyalanadi [2]. Suv tarkibidagi ortikcha ftorni kamaytirish uchun suv faollashtirilgan alyuminiy oksid orqali suzib o'tkaziladi. Agar suv tarkibida radioaktiv moddalar borligi aniqlansa, u dezaktivatsiyalanadi. Agar suvda noxush hid bo'lsa, faollashgan kumir, ozon, kaliy permanganat yoki xlor ko'sh oksid bilan ishlanadi. Oqova suvlar (sanoat korxonalarini, maishiy korxonalar va turar joylardan chiqadigan iflos suvlar) va yog'in suvlarni tozalash masalalari tabiatni mahofaza qilishning muhim bir qismi hisoblanadi. Oqova suvlar tarkibidagi balchiq, kolloid va erigan moddalar tindirgichlarda cho'ktiriladi, zararli moddalar biologik usullarda zararsizlantiriladi, korxonalardan chiqayotgan suvlar tozalash inshootlarida tozalanadi [3].

Suvni tozalashning fizik-kimyoviy, termik va boshqa usullari ham bor. Tabiiy suvlarni sanoatda qo'llanadigan usullar yordamida mikroorganizmlar, tuzlar va gazlardan butkul tozalashning imkoni yo'q. Shu sababli ularning ichimlik suvidagi miqdori belgilangan ma'lum me'yordan ko'p bo'lmasligi talab etiladi. Masalan, ichimlik suvining 1 ml dagi mikroorganizmlarning umumiy soni 100 tadan oshmasligi,

ichak tayoqchalari guruhi bakteriyalarining soni 3 tadan oshmasligi shart. Suvning umumiy qattiqligi 7 mmol/l gacha, quruq qoldiq 1000 mg/l gacha, vodorod ko'rsatkichi 6,0 dan 9,0 gacha bo'lishi kerak. Ayrim hollarda ichimlik suvining qattiqligi 10 mmol/l gacha, quruq qoldiq 1500 mg/l gacha, temir va marganets ionlarining miqdori tegishli 1 va 0,5 mg/l gacha bo'lishiga ruxsat etiladi [4]. Yirik sanoat va maishiy korxonalarining oqova suvlari mahalliy tozalash inshootlarida tozalab chiqariladi. Ko'p yillik ilmiy tadqiqotlarimiz natijasida qishloq xo'jaligi korxonalarini (qoramollarni bo'rdoqiga boqish komplekslari, parrandachilik) va sanoat korxonalarini (kanopni qayta ishlash, mineral o'g'itlar ishlab chiqarish, biokimyoy, yog'-moy korxonalarini, pillachi sanoati) va kommunal-xo'jalik oqova suvlarini organo-mineral moddalardan, og'ir metallardan, sianidlardan, neft mahsulotlaridan hamda patogen mikroorganizmlardan yuksak suv o'simliklari-pistiya, eyxorniya va azolla yordamida biologik tozalashning yangi samarali biotexnologiyasi yaratilgan. Pistiya (*Pistia stratiotes* L., Araceae), eyxorniya (*Eichhorpia crassipes* Solms., Poptederiaceae) va azolla (*Azolla carolipiapa* Willd., sem. Azollaceae) suv betida qalqib o'suvchi, ko'p yillik o'simliklar bo'lib, tropik va subtropik mintaqalarda keng tarqalgan [5].

Hozirgi paytda mazkur o'simliklar O'zbekiston sharoitiga muvaffaqiyatli introduksiya qilingan. Olib borilgan gidrokimyoviy va mikrobiologik tadqiqotlarimiz natijalariga ko'ra, turli oqova suvlarni 12-15 sutkada to'liq biologik tozalashi mumkin. Bu vaqt ichida saprofit mikroorganizmlar soni ming martagacha, ichak tayoqchalari guruhi bakteriyalari esa uch-to'rt kundan keyin umuman uchramaydi. Suv tarkibidagi mikrofloraning miqdori keskin kamayib, o'simlik va hayvonlar uchun patogen hisoblangan mikroskopik zamburug'lar yo'qolib ketadi. Suvning fizikaviy va kimyoviy ko'rsatkichlari yaxshilanadi, ya'ni suvning oksidlanishi darajasi kamayadi, suvdagi azot va fosfor ionlari o'simliklar tomonidan deyarli to'la o'zlashtiriladi, suvda erigan kislorod miqdori ko'payadi, oqova suv tiniqlashadi va qo'lansa hidi yo'qoladi. Pistiya, eyxorniya va azolla yordamida tozalagan suvni texnik maqsadlarda, ya'ni molxonalarni yuvishda, qishloq xo'jalik ekinlarini sug'orishda, kanop poyasini ivitishda yoki baliqchilik hovuzlariga va ochiq suv havzalariga chiqarib yuborish mumkin. Pistiya suv yuzasida qalqib o'suvchi, qisqargan poyali, barglari yassi eshkaksimon o'simlikdir. Introduksiya sharoitida bo'yi 20-40 sm gacha yetadi. Ildiz bo'g'zidan chiqqan barglari qalin bog'lam hosil qilib, yuqori qismi yashil, bo'ylamada chiziqsimon chuqur izlar mavjud. Barglarining butun sathi qalin, ko'p hujayrali, shaffof tukchalar bilan qoplangan [6]. O'simlik barglarida aerenxima to'qimalari yaxshi rivojlanganligi sababli, suv yuzasida qalqib o'cadi. Pistiyaning ildiz tizimi popuksimon, uzunligi 50-60 sm bo'lib, ko'p tukchalar bilan qoplangan. Eyxorniya suv yuzasida qalqib o'suvchi o'simlik bo'lib, bo'yi 30 - 40sm. Qoshiqsimon; silliq, yashil, yaltiroq tUSDagi barg yaproqlari ovalsimon shaklda; chetlari tekis, simmetrik bo'ylamasiga parallel joylashgan va tomirlari aniq ko'rinib turadi. Barg bandlari

asosida, havo bilan to'lgan sharsimon etdor qismi aerenxima —o'simlikni suv yuzasida qalqib turishini ta'minlaydi. Popuksimon ildiz tizimi tukchalari yaxshi shoxlangan. Qisqargan poyasining asosidan 15-20 tagacha barg g'ilofi bilan qo'shilib, o'suvchi birinchi tartib yon ildizlar rivojlangan. Uzunligi 2,5 sm gacha bo'lgan ikkinchi tartib yon ildizlari suvda gorizontall joylashadilik Shuningdek, azollani sholichilikda “yashil o'g'it” sifatida ishlatish natijasida sholi hosildorligi nazorat variantiga nisbatan 20-25% ga oshganligi va 1 gektar sholi maydonidan olingan iqtisodiy samaradorlik 2008 yilda 500000 (besh yuz ming) so'mni tashkil etgan. Angren “Suvoqova” tozalash inshootida oqova suvlarni pistiya, eyxorniya va azolla yordamida tozalash natijasida elektroenergiya va oqova suvlarini zararsizlantirishda ishlatiladigan xlor va uning birikmalarini tejash hisobiga olingan iqtisodiy samaradorlik 2012 yilda 306 mln (uch yuz olti million) so'mni tashkil qilgan [7].

XULOSA

Tabiiy suvlarni sanoatda qo'llanadigan usullar yordamida mikroorganizmlar, tuzlar va gazlardan to'liq tozalashning imkoni yo'q. Shu sababli ularning ichimlik suvidagi miqdori belgilangan ma'lum me'yordan ko'p bo'lmasligi kerak. Suvni tozalashni ko'plab usullari mavjud. Masalan fizik, kimyoviy, gidrokimyoviy, biologik. Biologik usulning ustunlik taraflari tabiiy o'simliklar orqali tabiiy yo'l bilan sifatli va hamyonbob ekanligi bilan boshqa usullardan ko'ra ustun ko'rinadi. Biologik usul o'z nomi bilan tirik organizmlar ya'ni o'simliklar tomonidan tozalanadi. Ya'ni Eyxorniya, Pistiya, Azilla. Bu o'simliklar suv yuzida qalqib turgan holatda o'sadi. Azollani sholichilikda “yashil o'g'it” sifatida ishlatish natijasida sholi hosildorligi nazorat variantiga nisbatan 20-25% ga oshganligi va 1 gektar sholi maydonidan olingan iqtisodiy samaradorlik 2008 yilda 500000 (besh yuz ming) so'mni tashkil etgan.

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HUJAYRAVIY JARAYONLAR FIZIOLOGIYASIDA MEMBRANANING TUTGAN O'RNI

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ANNOTATSIYA

Ushbu maqolada hujayrada kechadigan fizikaviy va fizik-kimyoviy jarayonlar, hujayra membranalarining vazifasi, tuzilishi va ularda moddalarning o'tkazilishi jarayonlari yoritib berilgan.

Kalit so'zlar: biomembranalar, fosfolipidlar, glikolipidlar, steroidlar, gidrofob, gidrofil, integral oqsil, periferik oqsil

BIOPHYSICS OF CELLULAR PROCESSES

ABSTRACT

This article discusses the physical and physicochemical processes occurring in cells, the function and structure of cell membranes, and the processes of transport of substances through them.

Keywords: biomembranes, phospholipids, glycolipids, steroids, hydrophobic, hydrophilic, integral protein, peripheral protein

БИОФИЗИКА КЛЕТОЧНЫХ ПРОЦЕССОВ

АННОТАЦИЯ

В статье описаны физические и физико-химические процессы в клетке, функции и строение клеточных мембран, а также процессы переноса веществ в них.

Ключевые слова: биомембраны, фосфолипиды, гликолипиды, стероиды, гидрофобные, гидрофильные, интегральный белок, периферический белок

KIRISH

Hujayraviy jarayonlar biofizikasi hujayrada kechadigan fizikaviy va fizik-kimyoviy jarayonlarni o'rganadi. Har bir to'qima hujayralardan tuzilgan va ular faoliyatida kechadigan jarayonlar mohiyati va mexanizmini o'sha hujayraning morf

ologiyasi bilan uzviy bog'liq. Masalan, hujayra membranasi o'tkazuvchanligi, muskullar qisqarishi, nerv impulsi hosil bo'lishi va tarqalishi, retsepsiya, fotosintez, energiya almashinuvi va hokazo. [1,3]

Ma'lumki, barcha tirik hujayralarning ichki muhiti tashqi muhitdan membrana orqali ajralib turadi. Shuningdek, hujayra organellalari, kompartmentlari (hujayra ichki qismlari) ham membrana bilan qoplangan. Membrana so'zi lotincha "membrana" - yupqa parda degan ma'noni beradi. Hujayra membranasi qalinligi o'rtacha 7 - 10 nm ga teng. U hujayrani tashqi muhitdan chegaralaydi, moddalarning tanlab o'tkazilishini ta'minlaydi hamda turli xil tashqi ta'sirlardan himoyalaydi. [1,2,3]

Biomembranalar oqsil molekulalari, lipidlar, suv va anorganik komponentlardan tashkil topgan [1,3].

Membrana lipidlari 14-22 ta uglerod atomlaridan iborat zanjir bo'lib, fosfolipidlar, glikolipidlar va steroidlardan tashkil topgan. Fosfolipidlar molekulasi ikki qismdan tashkil topgan: bosh qismi (qutblangan gidrofil) va dum qismi (gidrofob). Fosfolipidning bosh qismi fosfor kislotasi qoldig'i, gidrofob dum qismi uglevododlar qoldig'idan tashkil topgan. Lipid molekulalari hujayra membranasida qalinligi 3,5-4,0 nm bo'lib, ikki qavat hosil qilib joylashadi [2]. Ma'lumki, barcha tirik hujayralarning ichki muhiti tashqi muhitdan membrana orqali ajralib turadi. Shuningdek, hujayra organellalari, kompartmentlari (hujayra ichki qismlari) ham membrana bilan qoplangan [4].

Biomembranalar tarkibiga kiruvchi oqsillar xilma - xil bo'lib, ularning molekulyar massasining qiymati o'rtacha 10-240 kD hisoblanadi. Oqsillar membranada lipid molekulalari matriksida joylashish o'rniga ko'ra integral va periferik oqsillarga bo'linadi. Membrananing lipid qismiga kam bog'langan bo'lib, membrana chekkasida joylashgan oqsillar periferik oqsillar deyiladi. Lipidga bog'lanib, membranani ichki qismiga yorib kirgan oqsillar esa integral oqsillar deb nomlanadi. Membrana oqsillari fermentativ, modda va ionlar tashilishi, regulyatorlik va strukturaviy tuzilish kabi funksiyalarni ta'minlaydi [1,5].

Membranada **oqsil** molekulalari uglevodlar bilan birikib glikoproteidlarni yoki lipidlar bilan birikib, lipoproteidlarni hosil qiladi. Oqsillar hujayra quruq massasining 10-15 % ni, lipidlar 25-75 % ni tashkil qiladi [5].

Membrananing asosiy komponentlarini tashkil qilishda va turgorlik potensialini doimiy ushlab turishda suv juda katta ahamiyat kasb etadi. **Suv** - membranada bog'langan, erkin va kam bog'langan shakllarda bo'lishi mumkin. Ichki bog'langan suv, alohida molekulalar holida uglevodod molekulalariaro joylashib, YaMR-spektroskopiyada korrelyatsion vaqti: ($s = 10^{-7}$ sek) ni tashkil etadi. Bog'langan suv gidrat qobiq holida lipid va oqsil qutbli qismlarida joylashib, osmotik nafaolligi uchun erituvchi emas. Erkin suv izotrop harakatchan ko'rinishda bo'lib, lipid qatlamlar orasida joylashadi [2,4].

Biologik membranalarining tuzilishi, unda biomolekulalarning joylashishi ko'p yillar davomida o'rganilib, ularning ultrastrukturasi haqida bir qator ilmiy qarashlar vujudga kelgan. Membrana tabiatiga ko'ra juda murrakkab tizim bo'lib, uning xususiyatlarini belgilash maqsadida turli xil modellar taklif qilingan. Bu modellarda membrananing asosiy tarkibiy qismi fosfolipid va oqsil moddalardan iboratligi, oqsil molekulalarining gidrofob qismi lipidlar tomonga, gidrofil qismi suv tomonga tortilib turishi inobatga olinadi. Shuningdek, membrana fosfolipidlari membranada bir xil tarqalmagan bo'lib, xolin guruhiga ega bo'lganlari membrana tashqarisida, aminogruppaga ega bo'lganlari membrana ichkarisida joylashgan[5,6].

Biomembranada joylashgan oqsil molekulalari diffuziya, alohida molekula va ionlarning tartibsiz va spontan harakatiga bog'liq boladi. Masalan, ammiakning suvli eritmasi solingan idish og'zini ochiq qoldirsak, ma'lum vaqtdan keyin butun xonaga uning o'tkir hidi tarqalib ketadi va bu jarayon ammiak molekulalarini diffuziyalanishini anglatadi. Molekulalar va ionlar yuqori konsentratsiyali tomondan past konsentratsiyali tomonga gradienti bo'yicha harakatlansa oddiy diffuziya, agar ular har xil yo'nalishda harakat qilsa Braun harakati deb ataladi .

Diffuziyada har bir molekula tipi o'zining konsentratsiya gradienti bo'yicha harakatlanadi. Masalan, o'pkada kislorod qonga diffuziyalanadi, shu bilan bir vaqtda uglerod (II)-oksidi qondan alveolalarga diffuziyalanadi. Yog'da eruvchi moddalar membranalarining lipid matriskida erib, undan osonlik bilan o'tadi. Suv va suvda eruvchi diametri kichik ionlar membranadan har ikki tomonga o'ta oladi.

Hujayraga O₂ diffuziyasi yuqorida ifodalangan konsentratsiya gradienti asosida borib, hujayraning kislorodga ehtiyoji, ya'ni oksidlanish reaksiyalari qiymatiga bog'liq holda amalga oshadi va bunda CO₂ ko'payishi kuzatilsa, avtoregulyativ protsesslar ishga tushib, kislorodga nisbatan gradient pasaytiriladi. Demak, biologik membranalar orqali elektr zaryadiga ega bo'lmagan, neytral moddalarning o'tish jarayoni diffuziya hisoblanadi[4].

Biologik membranalar orqali elektr zaryadiga ega bo'lmagan, neytral moddalarning o'tish jarayoni diffuziya hisoblanadi 40% α - spiral shaklida bo'ladi. Shuning uchun har bir membrana o'ziga xos bo'lgan funksiyani bajaradi[5].

Membranada tizimlar ikkita asosiy faza holatida bo'ladi: **qattiq** ikki qatlamli kristall holat yoki gel holatida yoki suyuq kristall holatda bo'ladi. Ikkala holatda ham lipid fazasining ikki qatlamli strukturasi saqlanib qoladi. Membrana harorati oshirilganda qattiq fazaning suyuq fazaga nisbati o'zgaradi. Membranani tashkil qilgan fosfolipidlarning yarim miqdori qattiq va ikkinchi yarmi suyuq bo'lgan holatni belgilaydigan harorat fazali o'tish harorati deyiladi. Bu harorat lipidlarning uglevodorod zanjiri uzunligi va uning to'yinish darajasiga bog'liq. Lipidlarning uglevodorod zanjirlarning uzunligi oshishi bilan fazali o'tish harorati ham oshadi va to'yinish darajasi kamayishi bilan bu harorat pasayadi. Fazali o'tishda sodir bo'ladigan

o'zgarishlar asosida lipidlarning uglevodorod zanjirlarining fazoviy o'zgarishlari yotadi. **Gel** - suyuq kristall holatdagi fazalararo o'tishda uglevodorod zanjirlari trans-holatidan tartibsiz holatiga o'tishi sodir bo'ladi. Bunda bir lipid molekulasi egallaydigan yuzaning qiymati oshadi va uglevodorod qatlamining qalinligi kamayadi. Bunda tashqi kavatlar oqsil molekulalaridan va o'rtada joylashgan qavat ikki qator holatda joylashgan lipid molekulalaridan tashkil topganligi aniqlangan. Membrana tashqi tomonida joylashgan oqsil molekulalari yaxlit holatda emasligiga sababli lipid molekulalari hujayra tashqarisida mavjud bo'lgan gidrofob xususiyatga ega moddalar bilan bevosita ta'sirlashadi. Buning natijasida esa suvda erimaydigan holatdagi moddalar membranadan bemalol lipid molekulalari qavatida erishi orqali o'ta oladi.[6].

Materiallar va usullar.

1. Tadqiqot ob'ekti va sharoitlari.

Tadqiqot davomida membraning hujayraviy jarayonlardagi funksional ahamiyatini o'rganishga qaratilgan usullar qo'llanildi. Ishda odatiy hujayralar (masalan, inson epiteliysi yoki hayvon hujayralari) laboratoriya sharoitida saqlangan va o'stirilgan. Harorat 37°C, namlik 5% CO₂ muhitda saqlangan.

Moddalar va reagentlar:

- Fosfolipidlar va oqsillarning lipid qatlamdagi xatti-harakatlarini kuzatish uchun markerlar (masalan, fluoroforlar).
- Elektrofiziologik tadqiqotlar uchun ion kanal inhibitorlari va stimulyatorlari.
- Membranaga bog'liq fermentlarning faolligini baholash uchun fermentativ reagentlar.

Ishlatilgan usullar

Membrana tuzilishini o'rganish. Membraning kimyoviy tarkibi va molekulyar tuzilishi spektroskopik va mikroskopik usullar yordamida; Membranadagi lipid va oqsil nisbatlari aniqlash uchun spektrofotometriya usuli qo'llanildi.

Membraning fiziologik xususiyatlari. Membranadagi ion o'tkazuvchanligi elektrofiziologik usullar yordamida baholandi, bunda patch-clamp texnikasi qo'llanildi. Bu usul hujayraning ion kanallarini tahlil qilish va membraning elektr qarshiligini aniqlash uchun ishlatilgan.

Eksperimental model. Eksperimental model sifatida sun'iy lipid-liposomalar hamda tirik hujayralar ishlatilgan.

Natijalar va muhokama

1. Membranalar hujayra fiziologiyasidagi asosiy roli nazariy ravishda tahlil qilindi. Tadqiqot natijasida membraning asosiy vazifalari, jumladan: Ionlar va molekulalarning selektiv transporti, signal uzatish jarayonlaridagi ishtiroki, hujayra ichki muhiti (gomeostaz)ni saqlashdagi o'rni, batafsil yoritildi.

2. Membranadagi ion transporti. Membranada sodir bo'ladigan ion transporti hujayraning elektrofiziologik xususiyatlarini belgilaydi. Tahlillar shuni ko'rsatdiki, ion

kanallari va nasoslar hujayra ichki va tashqi muhitidagi ion muvozanatini saqlashda muhim rol o'ynaydi.

Shuni takidlash joizki kaltsiy ionlarining membrana orqali o'tishi hujayraning metabolik faolligini boshqaruvchi asosiy omil sifatida qayd etildi.

3. Sun'iy lipid usuli - liposomal yordamida olib borilgan nazariy tahlillar membrananing fizikaviy-kimyoviy xususiyatlarini chuqurroq tushunishga xizmat qiladi. Ushbu model membrananing ion o'tkazuvchanligi va oqsil-lipid o'zaro ta'sirlarini o'rganishda samarali ekanligini ko'rsatadi.

XULOSA

Xulosa qilib aytilganda, hujayraviy jarayonlar biofizikasi biologic tizimlarda ro'y beradigan fizikaviy jarayonlarni o'rganadigan soha bo'lib, unda hujayralar ichidagi kimyoviy va fizikaviy jarayonlar o'rtasidagi o'zaro aloqalar aniqlanadi. Biofizikaning bu sohasi hujayralarda energiyaning qanday taqsimlanishi, molekulalar va ionlar oqimi, membranaviy jarayonlar, proteinlarning funksional holati va genetik materialning ishlashi kabi murakkab jarayonlar o'rganiladi.

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HAYVONLAR HUJAYRALARIDA REKOMBINANT GFP OQSILINING SINTEZI VA EKSPRESSIYASI

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Annotatsiya. Ushbu maqolada hayvon gen muhandisligi tushunchalari, kelib chiqishi, dolzarbligi va ahamiyati, hayvon gen muhandisligining metod va texnologiyalari, asosiy yo'nalishlari va qo'llanilish sohalari yoritib berilgan.

Kalit so'zlar: transgen hayvon, klonlashtirish, mikroineksiya, Dolly, CRISPR-Cas9, yadro transferi

СИНТЕЗ И ЭКСПРЕССИЯ РЕКОМБИНАНТНОГО БЕЛКА GFP В КЛЕТКАХ ЖИВОТНЫХ

Аннотация. В статье описаны понятия, происхождение, актуальность и значение генной инженерии животных, методы и технологии генной инженерии животных, основные направления и области применения.

Ключевые слова: трансгенное животное, клонирование, микроинъекция, Долли, CRISPR-Cas9, ядерный перенос.

SYNTHESIS AND EXPRESSION OF RECOMBINANT GFP PROTEIN IN ANIMAL CELLS

Abstract. This article describes the concepts, origin, relevance and importance of animal genetic engineering, methods and technologies of animal genetic engineering, main directions and fields of application.

Key words: transgenic animal, cloning, microinjection, Dolly, CRISPR-Cas9, nuclear transfer.

Hayvon gen muhandisligi genetik texnologiyalar yordamida hayvonlarning irsiy xususiyatlarini o'zgartirish va yaxshilashga yo'naltirilgan ilmiy yo'nalishdir. Bu soha molekulyar biologiya, genetik muhandislik va biotexnologiya bilan uzviy bog'liqdir. Gen muhandisligi, avvalo, hayvonlarning genetik kodiga tashqi genlarni kiritish orqali yangi xususiyatlarni shakllantirishni ko'zda tutadi. Hayvonlarning genetik

manipulyatsiyasi orqali inson ehtiyojlariga moslashtirilgan yangi hayvon turlarini yaratish imkoni tug'ildi. Hayvon gen muhandisligi zamonaviy jamiyat uchun katta iqtisodiy va ijtimoiy ahamiyatga ega bo'lib, sog'liqni saqlash, oziq-ovqat xavfsizligi va ekologik muammolarni hal qilishda muhim rol o'ynaydi. Shu sababli, sohaning rivojlanishi nafaqat ilmiy, balki iqtisodiy va ijtimoiy rivojlanishga ham xizmat qiladi [1].

Hayvon gen muhandisligining tarixiy rivojlanishi. Hayvon gen muhandisligining ilk bosqichlari XX asrning o'rtalarida boshlangan. Dastlab genetik manipulyatsiya usullari bakteriyalar va zamburug'larda sinovdan o'tkazilgan bo'lsa-da, keyinchalik bu texnologiyalar yuqori tashkilotli organizmlarga ham tatbiq etila boshlandi. 1980-yillarda transgen sichqonlar ustida muvaffaqiyatli tadqiqotlar o'tkazildi va bu usul hayvon gen muhandisligining yangi bosqichiga yo'l ochdi. Eng muhim yutuqlardan biri 1996-yilda klonlangan Dolly qo'ying yaratilishi bo'ldi. Bu yutuq gen muhandisligida somatik hujayra yadro transferi texnologiyasining samaradorligini isbotladi. 2000-yillarda CRISPR-Cas9 tizimi kashf qilinishi bilan gen tahrirlash aniq va tezkor bo'lib qoldi. Bugungi kunda gen muhandisligi hayvonlarning genetik kasalliklarini o'rganish va davolashda ham muhim o'rin tutadi. Shu bilan birga, u ko'plab yangi biotexnologik mahsulotlarni ishlab chiqishga imkon yaratmoqda [2].

Hayvon gen muhandisligining metodlari va texnologiyalari. Hayvon gen muhandisligi turli metod va texnologiyalarni o'z ichiga oladi, ular orasida gen kiritish, gen tahrirlash va klonlashtirish usullari yetakchi o'rinni egallaydi. Mikroin'yeksiya – bu usulda DNK molekulasi hayvon hujayrasiga bevosita mikropipetka yordamida kiritiladi. Elektroporatsiya texnologiyasi esa hujayra membranasini vaqtincha o'tkazuvchan qilish orqali DNK molekulasining hujayra ichiga kirishini ta'minlaydi. [2].

Gen muhandisligining asosiy yo'nalishlari. Hayvon gen muhandisligi bir nechta asosiy yo'nalishlarni o'z ichiga oladi. Birinchi navbatda, genetik kasalliklarni davolash yo'nalishi muhim ahamiyatga ega. Hayvonlarda irsiy kasalliklarning genetik asoslarini o'rganish va ularni davolash texnologiyalari rivojlanmoqda. Ikkinchi yo'nalish – biomeditsina va farmatsevtika sohasidagi yutuqlar. Gen muhandisligi yordamida hayvonlar organizmidan bioreaktor sifatida foydalanish orqali inson uchun muhim bo'lgan oqsillar va vaksinalarni ishlab chiqarish yo'lga qo'yilmoqda. Uchinchi, hayvonlarning genetik yaxshilanishi – bu yo'nalishda chorva mollari va boshqa qishloq xo'jaligi hayvonlarining mahsuldorligi va chidamliligini oshirish ustida ishlar olib borilmoqda [3].

Hayvon gen muhandisligining amaliy tatbiqlari. Hayvon gen muhandisligi ko'plab sohalarda muvaffaqiyatli qo'llanilmoqda. Sog'liqni saqlash sohasida genetik jihatdan o'zgartirilgan hayvonlar inson kasalliklarini tadqiq qilishda model sifatida keng qo'llaniladi. Misol uchun, genetik jihatdan modifikatsiya qilingan sichqonlar

saraton, Oziq-ovqat xavfsizligi sohasida esa transgen hayvonlar orqali ekologik toza va sifatli oziq-ovqat mahsulotlari ishlab chiqarish yo‘lga qo‘yilmoqda. Ushbu tatbiqlar hayvon gen muhandisligi sohasining global miqyosda iqtisodiy, ekologik va ijtimoiy rivojlanishga ta’sir ko‘rsatishidan dalolat beradi [4].

Genetik o‘zgartirishlarning hayvonlarga ta’siri va etik muammolar Hayvon gen muhandisligi texnologiyalarining rivojlanishi bilan bir qatorda, ularning ta’siri va etik masalalari ham dolzarb mavzulardan biriga aylandi. Genetik manipulyatsiya natijasida hayvonlar organizmida kutilmagan o‘zgarishlar yuzaga kelishi mumkin. Masalan, genetik jihatdan o‘zgartirilgan hayvonlar organizmida immun tizimining zaiflashishi yoki yangi kasalliklarning paydo bo‘lishi kuzatilishi mumkin. Etik masalalar esa, asosan, hayvonlarning huquqlari, ularning farovonligi va genetik manipulyatsiya yashash jarayonlarida og‘riq yoki azobdan himoya qilish bilan bog‘liq.[5].

Hayvon gen muhandisligining kelajakdagi rivojlanish istiqbollari. Hayvon gen muhandisligi sohasida kelajakda yangi yutuqlarga erishish uchun keng imkoniyatlar mavjud [6].

Hayvon gen muhandisligi sohasidagi xalqaro me’yorlar va qonunchilik. Hayvon gen muhandisligi faoliyati xalqaro me’yorlar va milliy qonunchilik bilan tartibga solinadi. [7].

Qishloq xo‘jaligida mahsuldorlikni oshirish orqali oziq-ovqat xavfsizligini ta’minlashda ijobiy o‘zgarishlar kutilmoqda. Ijtimoiy nuqtai nazardan, gen muhandisligi yangi ish o‘rinlari yaratib, iqtisodiy o‘sishga hissa qo‘shmoqda. Shu bilan birga, jamiyatda ushbu texnologiyalar bo‘yicha turli munozaralar davom etmoqda, chunki genetik manipulyatsiyaning uzoq muddatli ta’siri hali to‘liq o‘rganilmagan. Shu sababli, jamiyatning gen muhandisligi sohasidagi bilimlarini oshirish va ularning xavfsizligi haqida ochiq muloqotlar tashkil qilish muhimdir [8].

Material va metodika

Tadqiqot obyekti

- Hujayra turi: CHO (Chinese Hamster Ovary) hujayralari.
- Gen: Yashil florensant oqsil (GFP) genini o‘z ichiga olgan plazmid DNK.

Hujayra madaniyatini o‘stirish uchun materiallar:

- Dulbecco modifikatsiyalangan Eagle’s medium (DMEM).
- Fetal buzoq zardobi (FBS).
- Penitsillin-streptomitsin (antibiotiklar).
- Lipofektamin 2000 (transfektsiya uchun).

Tahlillar uchun uskunalar:

- Florensant mikroskop.
- ELISA to‘plami (oqsil miqdorini o‘lchash uchun).
- SDS-PAGE (oqsil tahlili uchun).

Tadqiqot usuli

Hujayralarni o‘stirish

CHO hujayralari DMEM muhitida 37°C va 5% CO₂ inkubatorida o‘stirildi. Fetal buzoq zardobi (FBS) qo‘shildi va antibiotiklar yordamida kontaminatsiya oldi. Hujayralar 24 soat davomida inkubatsiya qilindi.

Gen kiritish (Transfektsiya)

Lipofektamin 2000 yordamida GFP genini o‘z ichiga olgan plazmidni hujayralarga kiritish.

24 soat davomida hujayralar inkubatsiya qilindi. Gen kiritilgandan keyin hujayralar 48 soat davomida inkubatsiya qilindi.

Tahlil usullari

1. Florescent mikroskopiya. GFP genining ekspressiyasini tasdiqlash uchun florescent mikroskopdan foydalanildi. Yashil nur taratadigan hujayralar tasvirlandi.

2. Oqsil miqdorini aniqlash (ELISA). Hujayralarning supernatanti yig‘ildi va ELISA yordamida GFP oqsili miqdori o‘lchandi.

3. SDS-PAGE. GFP oqsili SDS-PAGE yordamida ajratildi va uni molekulyar og‘irligi bo‘yicha tahlil qilish.

Natijalar

Tadqiqot jarayonida quyidagi asosiy natijalar olish mumkin bo‘ldi:

GFP genining kiritilishi

Florescent mikroskopiya yordamida CHO hujayralarida GFP genining muvaffaqiyatli ekspressiyasi tasdiqlandi. Hujayralar yashil rangda porladi, bu esa GFP oqsilining muvaffaqiyatli ishlab chiqarilishini ko‘rsatdi. Bunday ranglanish 48 soatlik inkubatsiyadan so‘ng kuzatildi.

Oqsil miqdori (ELISA)

ELISA testidan olingan natijalar shuni ko‘rsatdiki, GFP oqsili miqdori yuqori darajada bo‘lib, bu genetik modifikatsiyaning muvaffaqiyatini tasdiqlaydi. Hujayralarning supernatantida GFP oqsili miqdori ortdi va bu yuqori darajadagi ekspressiyani bildiradi.

Oqsil tahlili (SDS-PAGE)

SDS-PAGE tahlili davomida GFP oqsili 27 kDa bo‘yicha ajratildi, bu uning molekulyar og‘irligiga mos keladi. Olingan oqsil markazidagi yoritilgan banda GFP ning muvaffaqiyatli sintezini ko‘rsatadi.

XULOSA:

Tadqiqot davomida gfp genining cho hujayralariga kiritilishi va uning muvaffaqiyatli ekspressiyasi ko‘rsatilgan. Bunday metodika yordamida rekombinant oqsillarni ishlab chiqarish jarayoni soddalashtirilgan va samarali bo‘ldi. Bu usul hayvonlar gen muhandisligida qo‘llanilishi mumkin bo‘lgan oddiy va samarali bir metod sifatida foydalanish uchun yaroqli ekanligi aniqlangan.

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MANAGEMENT SKILLS OF DEPARTMENT HEADS IN RELATION TO
EMPLOYEES WORK PERFORMANCE NATIONAL UNIVERSITY OF
UZBEKISTAN STUDENT

Abdurazzoqov Qosimjon Botirjon o'g'li

Abstract: The management skills of department heads play a vital role in determining employees' work performance. Department heads are expected to possess good qualities of manager and to deal effectively and efficiently require special skills which make the manager successful in their task. The department heads with high levels of management skills are also likely to have high levels of self-worth and self-esteem, which can impact every area of their lives, from relationships to employment and work performance. The study investigated the management skills of department heads in relations to employees' work performance of permanent regular casual employees of Local Government Unit of Negros Occidental during the fiscal years 2020. The design of this research is a descriptive study using a questionnaire as the research instrument. A total of 225 permanent and casual employee were involved as respondents in this study. The variables considered were age, sex, and highest educational attainment. The findings showed that the department heads' level of management skills is all at a very high level. The employees' work performance level during the fiscal year 2020 was interpreted as very satisfactory based on their OPCR. The findings also showed that there was no significant difference in the department heads' level of management when grouped and compared according to sex and highest educational attainment. However, results showed a significant difference in variables age. A significant difference in the employees' level of work performance when grouped and compared according to age and highest educational attainment, while sex showed no significant difference. Department Heads seem to be the most operational tool in influencing people, so they strive willingly and enthusiastically towards the accomplishment of goals in the department. Department heads design motivation systems to encourage employees to perform most effectively and draw potential candidates for promotion

Keywords: Management Skills, Employees Work Performance, Department Heads

Introduction

Management appears to be the most effective tool for persuading people to work willingly and enthusiastically toward achieving goals. Leaders create motivation systems to encourage employees to perform at their best and attract potential candidates. The answer to what truly improves public employees' performance is the key to creating a conducive environment in every department or office (Jay, 2015).

Also, Managers may directly influence the workers' attitudes and interests and change their behavior towards commitment to work and objectives. A department can stand to bear changes only if there are the right managerial skills and behavior since the performance of an organization depends on the entire support of employees, the community, and investors. To deal with them effectively requires special skills which make the manager successful in their task (Kamete, 2014). To this effect, it is necessary to determine the management skills and the knowledge, attributes, and skills that any public employee should expect to have by the time they are employed. It also aims to inspire and enable individuals to develop their capabilities to their full potential throughout their lives to grow intellectually, contribute effectively to society, achieve personal fulfillment, and be well-equipped for work. Also, the researchers observe the uneven dynamism among department heads in the offices that some can develop and achieve their goals while the rest are losing their battle for development. These keen observations motivated the researcher to conduct this study.

Objectives of the Study

This paper aimed to determine the Department Heads' level of management skills in relation to employees' level of work performance in a Local Government Unit of Negros Occidental, Fiscal Year 2020.

Specifically, the objectives of this study were to:

1. What is the Department Heads' level of management skills?
2. What is the employees' level of work performance during the fiscal year 2020?
3. Determine the difference in the Department Heads level of management skills and employees' level of work performance when grouped and compared according to the aforementioned variables.
4. Determine the difference in the employees' level of work performance when grouped and compared according to the aforementioned variables.
5. Determine the relationship between the Department Heads' level of management skills and the employees' level of work performance.

Materials and Methods Research Design

This study utilized the descriptive research design which is believed to be appropriate in measuring whether a significant difference and relationship exist in the Department Head's level of management skills and employees' level of work performance when grouped and compared according to age, sex and highest educational attainment.

Respondents

A sample of 225 was the respondents of the study out of the total population 536 regular/permanent employees and Cochran Formula was used in getting the sample size. This respondent was identified using the stratified sampling and random sampling

using Fishbowl method.

Instruments

A survey questionnaire was used in gathering the data to determine the Department Head's level of management skills and employees' level of work performance were it subjected to validity (4.93=excellent) and reliability (0.912=excellent). The questionnaire was made up of two main parts. Part I contains queries on respondents in terms of age, sex and highest educational attainment. Part II contains the different issues on management skills of department heads in LGU. Each variable contains fifteen (15) issues that could be rated with numbers 1 to 5, 5 being the highest and 1 being the lowest. Further, each of the descriptions were interpreted using the five-point Likert's scale, performance, the researcher utilized the Office Performance Commitment which contains the following scores: 5 – Very High level; 4 – High level; 3 – Moderate level; 2 – Low level and 1 – Very Low Level. Moreover, to determine the respondents' work Rating (OPCR) based on the Civil Service Commission (CSC) Strategic Performance Management System. The result of the performance rating has the following scaling: (4.50-5.00)-Outstanding, (3.50-4.49)-Very Satisfactory, (2.50-3.49)-Satisfactory, (1.50-2.49)-Unsatisfactory, (Below 1.499)-Poor.

Gathering Procedure

After establishing the validity and reliability of the instrument, the researcher wrote a letter to the Office of the Mayor to ask permission for the conduct the study. Upon approval, the researcher sets a schedule for the data gathering with a letter of request to the department heads. In the conduct, the researcher explained the purpose of the study, personally and administer the questionnaire to the respondents and guide them carefully in answering and giving the needed data, and retrieve the questionnaires. The respondents were assured of the confidentiality of the data gathered.

Data Analysis

A descriptive-analytical scheme was used to determine the Department Head's level of management skills and employees' level of work performance, meaning and achievements with mean as the tool, while comparative analytical scheme was used to test the significant difference in the Department Heads level of management skills when grouped and compared according to the aforementioned variables with MannWhitney U test as the tool, also relational analytical scheme was used to the significant relationship between the Department Heads' level of management skills and the employees' level of work performance used Spearman Rank-Order Correlation. Finally, the following rating scale and description was utilized in interpreting the results: 4.50-5.00=Very High Level; 3.50-4.49=High level; 2.50-3.49=Moderate Level; 1.50-2.49=Fair; 1.00-1.49=Very Low Level.

Ethical Considerations

The researcher will orient first the respondents on the objectives, expectations, and coverage of the study. All respondents will be encouraged voluntarily to participate and shall never be forced or coerced by the researcher. They were assured that their identity will be treated with confidentiality and their responses will be recorded accordingly. Given this, respondents give their total consent and understood the undertakings of the study. Finally, respondents are encouraged to ask freely for any concern and inquiries in relation to the nature of the study.

Results and Discussion

This section presents the results pertaining to the objectives of the study

Table 1. Department Heads' Level of Management

Items	Mean	SD	Interpretation
As an employee, I experienced that my Department Head ...			
1. plans, prioritizes, sets goals and establishes performance standards	4.62	.53822	Very High Level
2. manages department operations with objectivity.	4.60	.52524	Very High Level
3. develops others to perform and contribute to the organization	4.63	.52772	Very High Level
4. shows significant level of effort, persistence and commitment to achieve goals	4.50	.52716	Very High Level
5. communicates effectively in disseminating information, memos, notices during meetings	4.53	.60504	Very High Level
6. makes document accessible to the public for readily available for inspection	4.56	.54819	Very High Level
7. operates the departments with full transparency.	4.54	.61936	Very High Level
8. aligns and manages human, financial and information resources strategically	4.59	.52772	Very High Level
9. delegates and makes others accountable for their own action	4.60	.53452	Very High Level

10. Keeps updated with issues surrounding employees to be able to objectively resolve them.	4.70	.58801	Very High Level
11. identifies root cause of problems and evaluates alternative solutions	4.60	.60504	Very High Level
12.talks enthusiastically about what needs to be accomplished by the department	4.64	.60340	Very High Level
13.acts immediately on the public's personal transaction	4.60	.61308	Very High Level
14.engages others in partnerships and collaborations	4.65	.51304	Very High Level
15.sets himself/herself as a positive example to others	4.64	.50690	Very High Level
Overall Mean	4.60	.42676	Very High Level

As divulged in Table 1, the overall mean score was 4.60 and SD=.42676 interpreted as “very high level”. The respondents obtained the highest mean score of 4.70 and SD .58801 on item No. 10 which states “Keeps updated with issues surrounding employees to be able to objectively resolve them” interpreted as “very high level”. On the other hand, the lowest mean of 4.50 and SD .52716 was on item No. 4 which states “shows a significant level of effort, persistence and commitment to achieve goals” interpreted as “very high level”.

This implies that the respondents perceived wherein there are some department heads exhibit minimal effort and commitment in achieving the goals of their offices. Some heads rarely delegate important information and memos to show transparency to his/her subordinates. As a manager, you are responsible for overseeing the work of subordinates and motivating them toward a common goal. You are also responsible for leading meetings, assigning workloads, and supporting collaboration across teams and departments.

A manager is everyone who has an influence on others in the organization, can be the president, administrator, department head and executive of an institution and so forth. The department head in this matter is the manager that requires a set of qualities to manage the department to achieve its intended goal. Managers may directly influence the workers’ attitudes, interests and change their behavior towards commitment to work and objectives (Lachica, 2018).

According to Vitaza (2020), management in essence is dealing with life. Its decisions made, carried plans, head-on directions, and chartered policies affect directly and indirectly the well-being of those people within the organization and for which it is intended to serve. Whether this organization's purpose is promptly implemented effectively, delayed, deviated or fulfilled these can be traced primarily to the quality of

its manager or leaders. Therefore, the immense necessity for a well-rounded manager/leader is highly required to flourish the existence of an organization.

TABLE 2. EMPLOYEES’ LEVEL OF WORK PERFORMANCE DURING THE FISCAL YEAR 2020

Work Performance	Mean	SD	Interpretation
OPCRF	4.49	.11294	Very Satisfactory

Table 2 showed that the employees' work performance during the fiscal year 2020 obtained an overall rating of 4.49 and SD=.11294 which is interpreted as “very satisfactory”.

This implies that most of the respondent performs very satisfactorily in their respective line of duties and responsibilities. They show enthusiasm and passion for their work and collaborate harmoniously with respective department heads and colleagues to achieve the goals of the department. According to Amussah (2020) employees’ work performance can be described as the ability of an employee, assigned to specific tasks, to carry out all those tasks in line with the expectations of the organization. The effectiveness of a leader, regardless of whether positive or negative, maybe assessed through employee performance and organizational growth. The overall performance of an employee can be a consequence of his or perhaps her behavior on the job that can easily be observed as well as assessed. Performance is the result of work that can be achieved by employees of an organization both individually and in groups. This is in accordance with the organization’s authority and responsibility to achieve the vision, mission, and goals by including persistence, independence, ability to solve problems within the legally assigned time limit, and in line with morals and ethics (Busro, 2018). Meanwhile, according to Bintoro and Daryanto (2017), performance results from work in quality and quantity achieved by employees in carrying out their responsibilities.

TABLE 3. COMPARATIVE ANALYSIS IN THE DEPARTMENT HEADS’ LEVEL OF MANAGEMENT SKILLS WHEN GROUPED AND COMPARED ACCORDING TO VARIABLES

Variable	Category	N	Mean Rank	Mann Whitney U	pvalue	Sig. level	Interpretation
Age	Younger	116	102.72	5130.000	0.013	0.05	Significant
	Older	109	123.94				
Sex	Male	78	111.28	5599.000	0.770		Not Significant
	Female	147	113.91				
Highest Educational Attainment	Lower	162	113.88	4961.000	0.742		Not Significant
	Higher	63	110.75				

As revealed in table 3, on variable age, the computed U was 5130.0 with a *p*-value of 0.013 which is less than 0.05 level of significance, thus, interpreted as “significant”. Therefore, the hypothesis that states “there is no significant difference in the department head’s level of management skills when they are grouped and compared according to age” was rejected.

With regards to variable sex, the computed U was 5599.0 with a *p*-value of 0.770 which is greater

than 0.05 level of significance, thus, interpreted as “not significant”. Therefore, the hypothesis that states “there is no significant difference in the department head’s level of management skills when they are grouped and compared according to sex” was accepted.

Further, for the variable highest educational attainment, the computed U was 4961.0 with a *p*-value

of 0.742 which is greater than 0.05 level of significance, thus, interpreted as “not significant”. Therefore, the hypothesis that states “there is no significant difference in the department head’s level of management skills when they are grouped and compared according to highest educational attainment” was accepted.

This implies that the respondent perception of department heads’ management skills when they grouped and compared according to age varies while when compared according to sex and highest educational attainment do not vary. Results may imply that because of experience older employees tend to easily accept and absorb any policy implementation employed by their department heads while younger employees seem to lack maturity and most of the time think ideally hence, cannot easily accept demands and tasks that they think are unreasonable for them and are not aligned to the ideals they looked up to.

SUPPORTING THE PRESENT RESULT, ACCORDING TO RIBAYA (2017) EMPLOYEES’ AGE IS A BIG FACTOR THAT MAY INFLUENCE THE MANAGERIAL SKILLS OF ADMINISTRATORS. WHAT IS BASIC IS THAT THEY ARE MATURE ENOUGH TO TAKE RESPONSIBILITY.

AS INDIVIDUALS MATURE AND BECOME WORKING ADULTS, COMMUNICATION COMPETENCE CONTINUES TO BE ESSENTIAL. TABLE 4. COMPARATIVE ANALYSIS IN THE EMPLOYEES’ LEVEL OF WORK PERFORMANCE WHEN GROUPED AND COMPARED ACCORDING TO VARIABLES

Variable	Category	N	Mean Rank	Mann Whitney U	pvalue	Sig. level	Interpretation
Age	Younger	116	96.62	4422.000	0.000	0.05	Significant
	Older	109	130.43				Not Significant
Sex	Male	78	118.58	5298.000	0.317		Not Significant
	Female	147	110.04				Significant
Highest Educational Attainment	Lower	162	97.60	2608.500	0.000		Significant
	Higher	63	152.60				

As presented in the table, on variable age, the computed U was 4422.0 with a *p*-value of 0.000 which is less than 0.05 level of significance, thus, interpreted as “significant”. Therefore, the hypothesis that states

“there is no significant difference in the employees’ level of work performance when they are grouped and compared according to age” was rejected.

With regards to variable sex, the computed U was 5298.0 with a *p*-value of 0.317 which is greater

than 0.05 level of significance, thus, interpreted as “not significant”. Therefore, the hypothesis that states “there is no significant difference in the employees’ level of work performance when they are grouped and compared according to sex” was accepted.

Further, for the variable highest educational attainment, the computed U was 2608.5 with a *p*-value of 0.000 which is less than 0.05 level of significance, thus, interpreted as “significant”. Therefore, the hypothesis that states “there is no significant difference in the employees’ level of work performance when they are grouped and compared according to highest educational attainment” was rejected.

This implies that the employees’ level of work performance differs when they are grouped and compared according to age and highest educational attainment while when compared according to sex do not. Being matured and having a higher educational background may contribute to have a better work performance than their counterpart. Older and highest educational attainment can also mentor the young employees based on their experienced in the workplace. In the study of Valerio L. (2018) stated pursuing the professional growth will help you to become effective and efficient employees adapting the current trends, embracing changes for the betterment of the department.

TABLE 5. RELATIONAL ANALYSIS BETWEEN DEPARTMENT HEADS' LEVEL OF MANAGEMENT SKILLS AND THE EMPLOYEES' LEVEL OF WORK PERFORMANCE

Variable	rho	p-value	Sig. level	Interpretation
Level of Management Skills	-0.042	0.534	0.05	Not Significant
Level of Work Performance				

Table 5 reveals the relationship between the department heads' level of management skills and employees' level of work performance obtained a rho-value of -0.042 and the *p*-value was 0.534, it is higher than the level of 0.05 level of significance, interpreted as “not significant”. Thus, the hypothesis that states

“there is no significant relationship between the department heads' level of management skills and employees' level of work performance” was hereby “accepted”.

The results showed that the management skills being provided by department heads do not influence employees' work performance. This may or may not be true but the study simply revealed that employees are independent in performing their duties with additional inputs from their department heads.

According to Oliver and Edama (2019), if an organization is to gain performance in its operations, management must be considered as a vital strategy that will lead to a performance in the workplace. Management is an important strategy that facilitates the effective and efficient operation of an organization which will lead to performance, growth and performance. Effective management in an organization will enable the organization to achieve its objectives and goals as required. Therefore, managing efficiently the organization helps achieve its goals and objectives as well as servicing the interest of its various stakeholders which leads to high performance and growth in the workplace.

Conclusion

The focus of this study is to determine the Department Heads' level of management skills in relation to employees' level of work performance. The results showed the department heads' management skills results were “very high level”. It can be concluded that is looked up to by colleagues and subordinates alike as inspiration, thus becoming a source of motivation but can still be improved by showing a significant level of effort, persistence and commitment to achieve goals.

Likewise, the employees' level of work performance during the fiscal year 2020 result showed “very satisfactory”. There is room for improvement in terms of employees' performance to become outstanding.

Also, the department heads' level of management skills when grouped according to the aforementioned variables respondents indicated the need to show a significant level of effort persistence and commitment to achieve goals. It can be concluded that some of the department heads lack the necessary time and effort to coalesce with employees and start making collaborative efforts to achieve goals.

Furthermore, the employees' level of work performance when grouped according to the aforementioned variables a little over half of the employees were able to achieve an "outstanding" level of performance for fiscal year 2020. This implies that the other half needed to work on their way to reach the outstanding level. It can be concluded that there is still enough room for some employees to improve, performance-wise.

On the other hand, the significant difference in the level of department heads management skills when grouped and compared according to the aforementioned variables, the results showed that there was a significant difference when grouped and compared according to age. It can be concluded that the age of the respondents greatly influenced their opinion in assessing the management skills of the department heads. With age comes experience and wisdom. The managerial skills of department heads are not affected by sex and educational qualification. Managerial skills are the knowledge and ability of the individuals in a managerial position to fulfill some specific management activities or tasks. This knowledge and ability can be learned and practiced. It can be concluded, every administrator can become better in management when they will learn and practice the behaviors, methods, and techniques of other successful administrators.

Further, the employees' level of work performance when grouped and compared according to variables where the age and highest educational attainment had a significant effect on employee performance. It concludes that these 2 variables significantly affect the employees' work performance. Age brings wisdom and brings massive experiences and their highest educational attainment allows them to be keener in terms of details.

Lastly, the relationship between the department heads' level of management skills and the employees' level of work performance shows not significant. It can be concluded that for employees particularly, the strategies that department heads employ in imposing regulations matter in maintaining their commitment to their duties plays an important role in the improvement and attaining the goal by taking on the responsibility of professionally developing employees with good management of department heads.

Based on the substance of the study, the researcher recommends the following ideas: In Management Skills, the results saying "shows significant level of effort, persistence and commitment to achieve goals" it is

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**FORENSIC ASPECTS OF ANALYTICAL COMPARISON
OF TENDER INJURIES**

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The occurrence of contusion foci in the area of the counterblow is explained by the theory of cavitation (Lebedev V.V., 1998). The second mechanism of development of brain contusion by the counterblow type is associated with the effect of "sliding" of the brain in the cranial cavity when foci of damage occur in the subcortical structures. Secondary brain damage develops as a result of extracranial complications that cause a disruption in the transport of nutrients and oxygen to the brain, the inability of the brain to utilize oxygen. Secondary brain damage is associated with hypoxia, ischemia, vasospasm, cerebral edema, intracranial hypertension, infection, disruption of systemic hemodynamics, cerebrospinal fluid circulation and water-electrolyte balance and increased permeability of the blood-brain barrier. Dislocation syndrome also develops due to increased intracranial pressure with displacement and deformation of various parts of the brain, then their wedging and infringement. Due to the activation of microglia, the synthesis of anti-inflammatory cytokines and leukocyte reaction increases, which in turn causes a further increase in the BBB and damage to the capillary walls. This is a prologue to the development of post-traumatic angiopathy, with the formation of clinical manifestations of remote consequences of traumatic brain injury. Eicosanoids and PAF play a significant role in this mechanism. Their effects are realized through specific receptors that are associated with phospholipase C and phospholipid metabolism processes. A feedback loop is formed with the formation of a "vicious" pathological circle: changes in phospholipid metabolism, activation of the free radical process with pathological activation of lipid peroxidation with damage to cell membranes and structural and functional disorders of the neuronal-glia-vascular complex. Primary structural changes in the brain are the trigger mechanism for a chain reaction of secondary changes at the molecular, cellular, tissue, organ and systemic levels. In young people, the frontal lobes are affected in approximately 66% of cases, the temporal lobes in 49% of cases, and up to 90% of patients have epidural hemorrhages and increased intracranial pressure. In middle-aged people, these figures are 77% and 64%. Increased intracranial pressure with the presence of subdural hematomas is found in up to 82% of affected individuals. Quite often, traumatic brain injury is accompanied by damage to the cervical spine, and post-traumatic encephalopathy with reflex-hemodynamic disorders and neuro-ophthalmological disorders develops. Atherosclerotic changes in the cerebral vessels as a result of

injuries develop mainly in the vertebrobasilar system. As a result of damage to the brain substance, serotonin or other vasoactive compounds are released into the cerebrospinal fluid, causing spasm of the cerebral vessels. The severity of traumatic brain injury and its outcomes correlate with the level of serotonin in the blood. Vestibular disorders associated with circulatory changes in the brain stem occur in individuals who have suffered traumatic brain injury. In this case, autoregulation of cerebral blood flow is disrupted, its speed decreases and local metabolism is disrupted, leading to an increase in the reaction of cerebral vessels to carbon dioxide, euphyllin, nitroglycerin, vasomotor lability, with neurotrophic changes. A special role in the development of acute vascular disorders is played by complex reflex-vascular reactions caused by the physical impact of the traumatic factor on the autonomic nervous formations embedded in the walls of blood vessels. The logical conclusion of the gradual encephalopathy of functional vascular disorders is the transition of post-traumatic to discirculatory, due to the insufficiency and depletion of the mechanisms regulating vascular tone, in particular the sympathetic-adrenal system, which is confirmed by the daily dynamics of the content of catecholamines in the urine and its changes in the insulin-adrenal test.

Autoimmune processes also play a major role in the pathogenesis of traumatic brain injury. Based on clinical data, it is not always possible to see a clear line between CCI and mild brain contusion (MCC). Neuroimmunological studies are of differential diagnostic value in this matter, in which CCI is characterized by a decrease in the nonspecific resistance of the body, a decrease in the quantitative indicators of cellular immunity, and an increase in the formation of antibodies. Mild brain contusion is characterized by suppression of the nonspecific resistance of the body, an increase in humoral immunity, and a less pronounced suppression of cellular immunity than in CCI. Damage to the soft tissues of the head, accompanying CCI, is characterized by an increase in the intensity of phagocytosis, which is associated with the cleansing of the wound surface of cicatricial adhesive processes, autoneurosensitization processes. Endocrinologists have established that injuries sustained in childhood and adolescence can cause delays in psychophysical development. According to psychiatrists, in 63-75% of cases, after a traumatic brain injury, educational, work, and social maladaptation develops. This is due to the fact that these changes are concentrated mainly in the brain stem, as well as in the cortical-subcortical formations, hypothalamus, and pituitary gland, which explains the formation of vegetative, metabolic, and neurotropic disorders in the period following a traumatic brain injury. Vegetative dysfunctions lead to changes in the cardiovascular system. In case of disorders in suprasedgmental structures of the autonomic nervous system (ANS), changes in the relationships between ergotropic and trophotropic mechanisms occur, which determine deviations in the indices of autonomic tone, reactivity and activity

support. The main role in the pathogenesis of these disorders belongs to the frontal and temporal lobes of the cerebral cortex. Control and coordination of the autonomic nervous system activity is carried out through the structures of the diencephalon and the striatum. The limbic-reticular complex is involved in the regulation of sleep, wakefulness, memory, attention, in the formation of motivations and internal drives. Autonomic tone reflects the background activity of structures that ensure the regulation of body functions during adaptive activity. Autonomic reactivity forms a response in the form of autonomic changes to external disturbing factors when the body is at rest. The state of segmental and suprasegmental apparatuses to external influences can be normal, distorted, excessive and insufficient. Vegetative support of activity or vegetative components accompany all types of activity (mental, physical, etc.), which is controlled and carried out by the suprasegmental system. When it disintegrates, general somatic, mental and vegetative disorders arise. Vegetative disorders are equated with psychovegetative disorders and arise more often as a result of secondary changes in neurohumoral and vegetative regulation or in the case of pathology of internal organs and systems, including the central nervous system, as a result of a “neurotic state associated with stress and somatotropic disorders.”

The morphological substrate of the consequences of MCCI is formed as a result of primary and secondary circulatory disorders, cerebrospinal fluid dynamics and autoimmune processes due to hyperplasia of the arachnoendothelium and perivascular connective tissue. This in turn leads to obliteration and compression of blood vessels, disruption of blood flow, cerebrospinal fluid with the formation of ischemic and cerebrospinal fluid cysts of the brain. The formation of the consequences of CCCI is based on a single pathological complex consisting of a set of processes leading to a disorder of the integrative function of the brain with the formation of a new unstable nervous organization. The remote period of traumatic brain injury has several types of course: regressive, stable, remittent, progressive. D. R. Shtulman (2004) conducted a correlation of the main types of changes in the level of compensation of cerebral functions in the consequences of TBI and various syndromes of the consequences of TBI: constantly decreasing - in 38.5% of patients (hydrocephalic, psychoorganic, convulsive); stable with further decrease - in 30.4% (hypertensive, cephalgic); relatively stable - in 27.7% (cephalgic, vegetative); gradually increasing - in 3.4% of patients (asthenic). Decompensation of the post-traumatic process is associated with a breakdown of the compensatory and adaptive capabilities of the nervous system against the background of the desire of the new functional state of the nervous system to a normal level, with the resulting neurological deficit. The duration of remission of patients depends on the degree of expression of morphological post-traumatic changes and compensatory-adaptive processes. The prognosis of the disease depends on the frequency and severity of periods of decompensation of the post-traumatic state. As

the analysis of literary data showed, post-traumatic changes represent a set of compensatory-adaptive and formed pathological processes that can independently develop and at the same time determine the condition of patients. At the same time, pathological processes developing after injury have a protracted, progressive course, are transformed into various neurological symptoms and syndromes, lead to disability and early mortality. Timely detection and treatment of these pathological processes, with an assessment of the adaptive-compensatory capabilities of the central nervous system remains an urgent problem for clinical neurology and requires further study using modern research methods. Subarachnoid hemorrhages can be of both traumatic and non-traumatic origin. The first most often occur as a result of mechanical impact on the head. The causes of non-traumatic hemorrhages are quite varied: bleeding from ruptured arterial or arteriovenous aneurysms, in blood diseases. Subarachnoid hemorrhages are described in cases of general physical overload, alcohol intoxication, vitamin deficiency, etc. Despite the variety of causes, it should be considered unsuccessful to replace the term “non-traumatic” with “spontaneous”, “essential”, “idiopathic”, since the latter do not explain the essence of the hemorrhage and usually indicate only that its cause remains unknown.

The origin of the hemorrhage, as a rule, does not raise doubts for the clinician and morphologist. Along with this, forensic experts encounter serious difficulties, especially in cases where the integrity of the skull bones is intact, the consequences of the injury are limited to damage to the soft tissues of the face, and subarachnoid hemorrhages are localized mainly on the basal surface of the brain (the so-called basal subarachnoid hemorrhages). Some forensic doctors believe that the detected vascular pathology allows us to completely exclude the influence of trauma, while others consider it possible to judge the traumatic nature of such hemorrhages based only on the fact of traumatic impact on the head, which is often established only by the case materials. Naturally, the expert's opinion in such cases plays a decisive role in qualifying the actions of the suspect, accused or defendant. It is clear that two polar points of view (either trauma or pathology) cannot be correct at the same time. Who is right? Some experts see confirmation of their opinion in the court's verdict, while the court is confident in the correctness of its decision, based on the expert's conclusion on the cause of death. The correctness of the forensic medical conclusion can be verified by the results of scientific research, but even here there are diametrically opposed judgments. Various aspects of expert assessment of hemorrhages are presented in the works of many authors. These works are descriptions of individual cases from practice, or generalizations of expert opinions performed by different experts and with varying degrees of detail.

Analysis of clinical, pathomorphological and forensic literature and our own 25 years of experience in studying the problem of subarachnoid hemorrhages allows us to

propose criteria for forensic medical assessment of trauma and pathology in the genesis of hemorrhages.

If hemorrhages are an integral part of severe craniocerebral trauma and a consequence of some pronounced pathological conditions, then there is no need to discuss their etiology (origin, cause). It is obvious. On the contrary, basal subarachnoid hemorrhages that occur during domestic conflicts are assessed in the most contradictory way. In such cases, their traumatic or non-traumatic nature must be proven during a forensic medical examination. An attempt to evaluate differential diagnostic criteria for the origin of hemorrhages can be based primarily on a comparison of the morphology of obviously traumatic and obviously non-traumatic hemorrhages under the arachnoid membrane of the brain.

Traumatic hemorrhages are represented by two main morphological types: spotted and limited-diffuse. Both types can be observed both with preservation and with violation of the integrity of the soft meninges.

In craniocerebral trauma, hemorrhage into the subarachnoid space is localized mainly in the impact and counter-impact zones, which determines the asymmetry of their topography on the surface of the brain. Symmetrical arrangement of traumatic subarachnoid hemorrhages is rare. They are observed only with anteroposterior and posteroanterior central blows, as well as with special mechanisms of craniocerebral trauma - direct traumatic impact on the central sections of the skull base: for example, with a blank shot to the mouth or neck in the direction of the skull base.

Isolated traumatic subarachnoid hemorrhages in the basal cistern are also rare and occur with direct trauma to the central sections of the skull base.

Traumatic hemorrhages are typically combined with skull fractures and contusions of the cerebral cortex, as well as erosive (ulcer-like) ruptures of the soft meninges.

Non-traumatic hemorrhages may be diffuse, focal-diffuse or petechial (point) in nature, their localization is determined by the location of the bleeding source [15]. If the damaged vessel is located near the basal cistern, it is filled with blood clots, and diffuse subarachnoid hemorrhages are symmetrically located around it, the intensity of which gradually decreases towards the periphery of the base of the brain. In some cases, blood penetrates into the subarachnoid space of the convex surface of the brain. An asymmetric location of non-traumatic subarachnoid hemorrhages is also possible: for example, if the bleeding source is no closer than 2.0-2.5 cm from the basal cistern.

Non-traumatic subarachnoid hemorrhages very often fill the basal cistern. They are usually observed with ruptures of aneurysms of the vessels of the circle of Willis - an arterial ring located in the center of the base of the brain. There may be no blood in the basal cistern if, upon rupture of a pathologically altered vessel, blood breaks through either into the tissue or into the ventricles of the brain.

In the absence of a sufficient number of typical morphological signs that allow reliable differentiation of traumatic and non-traumatic subarachnoid hemorrhages, the judgment about their origin can be based on an assessment of the conditions and characteristics of the traumatic impact on the head.

Some authors point to specific features of the mechanism of head trauma, which they regard as particularly dangerous for the occurrence of subarachnoid hemorrhages, in particular basal localization. The following are considered to be particularly dangerous variants of the mechanism of head injury: 1) blows to the chin; 2) indirect trauma to the spine; 3) multiple subthreshold blows (impacts of low force, each of which individually cannot cause the formation of hemorrhages); 4) blows to reflexogenic zones.

Particular attention should be paid to the fact that there is no information in the literature on basal subarachnoid hemorrhages in traffic accidents, which are abundant in whiplash injuries.

The data presented indicate a low probability of damage to the vertebral arteries, but there is no reason to completely exclude the possibility of rupture of these vessels with direct or indirect trauma to the cervical spine.

H. Groh, giving a detailed list of whiplash injuries, includes ruptures of the vertebral arteries and damage to the cervical spinal cord. Some authors admit the possibility of trauma to the brain stem in whiplash injuries. A number of authors claim that compression of the vertebral arteries can occur with mutual displacements of the atlas (1st cervical vertebra) and the occipital bone. The judgment on the possibility of damage to the vertebral arteries with displacement in the occipitovertebral joint is permissible only if there is morphological evidence confirming the fact of such overstretching that actually took place.

Anatomical evidence of displacement is primarily a violation of the integrity of the joint capsules and ligamentous apparatus of the atlanto-occipital and atlanto-axial articulations. J.-Y. de la Caffiniere et al. who performed an experimental X-ray anatomical study, cite the following morphological criteria: 1) displacement of the atlas is impossible without damage to the transverse ligament; 2) stabilization of the I and II cervical vertebrae is ensured by the capsule of the atlanto-axial articulation; 3) in case of fractures of the odontoid process, displacement does not occur until the capsule and ligamentous apparatus are damaged.

R. Roy-Camille et al. separately studying the possibility of displacement in the block of the I-II cervical vertebrae, established that displacement between them is possible only with damage to the ligamentous apparatus of the spine at the same level. It should be borne in mind that with overstretching of the cervical spine, damage to the vertebral arteries is by no means necessary, since there is compensation due to the anatomical and topographic position of these vessels in the form of a half-loop before

entering the cranial cavity. The compensatory value of the half-loop and the elastic properties of the vessels is so great that with complete ruptures of the atlanto-occipital joint and the brain stem, the integrity of the vertebral arteries can be preserved.

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**FORENSIC CHARACTERISTICS OF MEDICAL CARE ERRORS
COMMITTED BY ANESTHESIOLOGISTS-RESUSCITATORS**

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ANNOTATION

Every citizen of the Russian Republic of Uzbekistan is guaranteed by the state, as stated in the constitution, the use of qualified medical care. In recent years, great attention has been paid to measures aimed at improving the quality of medical care. In this matter, the commission of forensic medical expertise on the activities of medical personnel has a special place. It should be noted that the analysis of these materials is neglected.

Key words: forensic examination, medical care defects.

Commission of forensic medical expertise s conducted on the activities of anesthesiologists-reanimatologists in forensic medical examination institutions of our republic were obtained. First, a special classification of medical care deficiencies was developed, taking into account the characteristics of the anesthesiologist-reanimatologist. In this classification, the types of deficiencies, the reasons for the occurrence of specific defects, the institution of the defect, and the effect of the occurrence of specific defects on the health and life of the patient are distinguished.

A total of 59 Commission of forensic medical expertise related to the activities of an anesthesiologist-reanimatologist were conducted, and 91.5% of them were found to be deficient. A total of 86 Defects in medical cares were identified, and each of them was studied one by one, due to the fact that several defects were allowed in most cases.

Defects in medical care was divided into groups of diagnostic, treatment and other defects based on their essence. According to the results of the analysis, out of 86 Defects in medical care, the leading place were the errors made in diagnostics by anesthesiologists-reanimatologists, which amounted to 35. 28.6% (10) of the identified 40.7% of diagnostic Defects in medical cares were non-detection of the main disease or injury (mainly brain tumor, cerebral blood circulation disorder, acute cardiovascular and respiratory failure) and late diagnosis in 31.4% (11), treatment defects were identified in 36.0% of cases (31), of which In 64.5% (20 cases) it consisted of late admission of the patient to the hospital or anesthesiology-reanimatology department. There were relatively few defects in the appointment, conduct and treatment of medical procedures. 3rd group of defects in 23.3% were mainly related to defects in keeping medical records and transporting patients.

In the legal assessment of shortcomings in the activities of medical personnel, the causes of their occurrence and the degree of impact on the outcome are of great importance. According to the data obtained, 36 of the shortcomings in medical care were associated with subjective reasons, mainly due to the inadequate qualifications of anesthesiologists and resuscitators. Out of 86 Defects in medical cares, 33.7% (29) occurred for reasons unrelated to medical personnel and the medical institution. Most of them were due to late appeal for medical care. In total, organizational reasons were identified in 21 Defects in medical cares, including shortcomings in the organization of the treatment-diagnostic process in the medical institution and the provision of diagnostic tools.

It was found that the shortcomings in the work of anesthesiologists and resuscitators have a serious impact on the health of patients, and in 33.7% (29) of 86 shortcomings, they had a significant impact on the outcome, leading to the death of the patient. In 18.6% of cases, shortcomings in the work of anesthesiologists and resuscitators were the direct cause of the death of patients. According to the conclusions of the commission of forensic medical expertise, shortcomings in the work of anesthesiologists and resuscitators were mainly observed in central district hospitals (30), in the emergency medical care system (22) and in city hospitals (19).

Conclusion:

A general analysis of the shortcomings of the defects in medical care made by anesthesiologists-resuscitators based on the Commission of forensic medical expertise materials in the forensic medical examination institution of our country may be useful in developing measures to improve their activities.

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MAYATNIKLARLARNING ISHLASH PRINSIPINI
O'RGANISH METODIKASI

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Anotatsiya: Maqolada mayatniklarni real va virtual laboratoriyada hamda kreativ rasmlardan foydalangan holada namoyish tajriba orqali tushuntirish, ularni bilim ko'nikmalarini yanada oshirish

Kalit so'zlar: Mayatnik, tajriba, laboratoriya, muvozanat, virtual, tenglama, moment, rasm.

Agar jismni uning og'irlik markazidan o'tmaydigan gorizontal o'qqa osib va muvozanat holatdan chiqarib qo'yib yuborilsa, u o'zining og'irlik kuchi momenti ta'sirida tebranma harakatga keladi . Bunday tebranuvchi jismga fizik mayatnik deyiladi.

Muvozanat xolatda mayatnikning S inersiya markazi osilish nuqtasi 0 dan pastda va u bilan bir vertikalda yotadi. Mayatnik muvozanat xolatdan φ burchakka og'ganda mayatnikning muvozanat holatiga keltirish intiluvchi kuch momenti yuzaga keladi. Bu moment quyidagiga teng:

$$M = - mgl \sin\varphi$$

Bu yerda m- mayatnikning massasi, g- erkin tushish tezlanishi, ℓ – mayatnikning osilish nuqtasi bilan inersiya markazi orasidagi masofa, M bilan φ ning yo'nalishi qarama- qarshi bo'lgani uchun “-“ ishora qo'yilgan. Mayatnikning osilish nuqtasi orqali o'tuvchi o'qqa nisbatan inersiya momentini J harfi bilan belgilab, aylanma harakat dinamikasining asosiy tenglamasiga asosan quyidagini yozishimiz mumkin ;

$$M = J\varepsilon = J\ddot{\varphi} = - mgl \sin\varphi \quad (1)$$

ε – burchak tezlanishi ; ε - burchak φ - ning vaqt bo'yicha olingan ikkinchi tartibli xosilasiga teng ; $\varepsilon = \frac{d^2\varphi}{dt^2} = \ddot{\varphi}$

Kichik tebranishlar uchun $\sin \varphi \approx \varphi$ deb olish mumkin; U holda /1)tenglamani quyidagicha yozish mumkin ;

$$J\ddot{\varphi} + mgl \varphi = 0 \quad \text{yoki} \quad \ddot{\varphi} + \frac{mgl}{j} \varphi = 0$$

/2/ tenglama uchun $\frac{mgl}{J} = \omega_0^2$ /2a/ belgilashni kiritsak, quyidagi ifoda hosil bo'ladi.

$$\ddot{\varphi} + \omega_0^2 \varphi = 0 \quad (3)$$

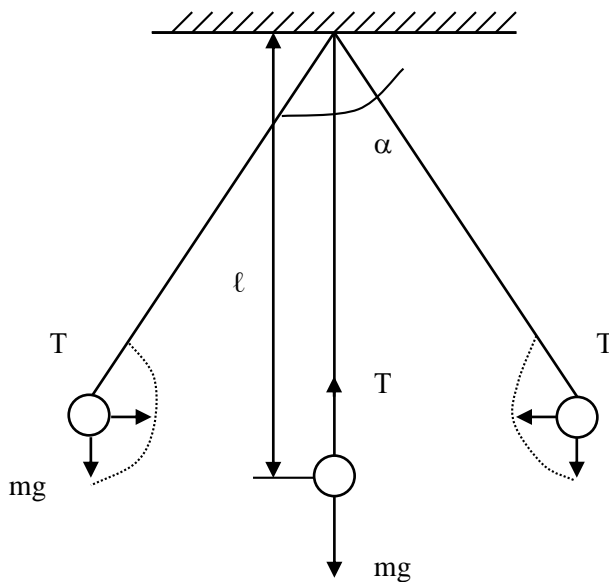
/3/ tenglama garmonik tebranma harakatining ikkinchi tartibli chiziqli va bir jinsli differensial tenglamasidir. Uning echimi quyidagi ko'rinishga ega:

$$\varphi = A \cos(\omega_0 t + \alpha) \quad (3a)$$

bunda, A tebranishlar amplitudasi, α – boshlang'ich faza, ω_0 -siklik yoki doiraviy chastota. /3a/ tenglama – garmonik tebranma harakatning asosiy tenglamasidir. (2a) va (3a) tenglamalardan quyidagi xulosa kelib chiqadi: muvozanat holatdan kam og'gan vaqtlarda fizik mayatnik garmonik qonun bo'yicha tebranar ekan. Fizik mayatnikning tebranishlar davri quyidagiga teng ;

$$T = 2\pi \sqrt{\frac{J}{mgl}} \quad (4)$$

Matematik mayatnik fizik mayatnikning xususiy holidan iborat bo'lib , u cho'zilmaydigan, vaznsiz ipga osilgan moddiy nuqtadan iboratdir (1-rasm) sistemadir.



1-rasm

Matematik mayatnikning inersiya momenti quyidagiga teng :

$$J = ml^2$$

Bunda l osilish nuqtasidan moddiy nuqtagacha bo'lgan masofa bo'lib, son jixatidan $l_0+d/2$ ga teng.

J ning qiymatini (4) ga qo'ysak matematik mayatnik tebranish davrining formulasi kelib chiqadi :

$$T=2\pi \sqrt{\frac{l}{g}} \quad (5)$$

XXI asr bu texnologiya asri bo'lib hozirgi kunda kompyuter texnologiyalaridan foydalanib virtual laboratoriyani bajarish juda qulaydir, yani bu orqali bugungi kunda ilmiy izlanish va tajribalarni amalga oshirishda kompyuter texnikasi muhim rol o'ynaydi. Virtual laboratoriyalar shunday zamonaviy vositalardan biri bo'lib, ular murakkab ilmiy jarayonlarni simulyatsiya qilish va o'rganishni sezilarli darajada osonlashtiradi.

Virtual laboratoriyalar, ayniqsa, fizika sohasida, masalan, mayatniklar harakatini o'rganishda juda foydali.

Masalan, mayatnik harakatini virtual laboratoriyada kuzatib, uning tebranish davri, kuchlar ta'siri va boshqa xususiyatlarini aniqlash mumkin. Bu nafaqat nazariy bilimlarni mustahkamlaydi, balki amaliy ko'nikmalarni shakllantirishga yordam beradi.

II. Matematik mayatnik yordami bilan og'irlik kuchi tezlanishini aniqlash

Uzunliklari l_1 va l_2 bo'lgan ikkita matematik mayatnikning tebranish davrlari /5/ formulaga asosan quyidagiga teng:

$$T_1=2\pi \sqrt{\frac{l_1}{g}}; \quad T_2=2\pi \sqrt{\frac{l_2}{g}}; \quad (6)$$

(6) tenglamalarni kvadratga ko'tarib, birinchisidan ikkinchisini ayrib, g ni topish mumkin .

$$g = \frac{4\pi^2(l_1 - l_2)}{T_1^2 - T_2^2} \quad (7)$$

Shunday qilib, og'irlik kuchining tezlanishini aniqlashda, ikki xil uzunlikdagi matematik mayatniklarning tebranish davrlarini va uzunliklarini bilish kifoya ekan

Ishning maqsadi: matematik va fizik mayatniklarning tebranish qonunlarini o'rganish.

Kerakli asboblari: fizik va matematik mayatniklar, shtangensirkul chizg'ich, sekundomer

III. Ishni bajarish tartibi

1. Sekundomer bilan mayatnikning 20 marta to'liq tebranishi uchun ketgan vaqt t_1 ni aniqlab, tebranish davri $T_1 = \frac{t_1}{n}$ hisoblanadi. Chizg'ich yordamida mayatnik ipning uzunligi ℓ_1^1 shtangensirkul bilan sharning diametri d o'lchanadi va mayatnikning uzunligi $\ell_1 = \ell_1^1 + \frac{d}{2}$ topiladi (1-rasm)

2. Mayatnikning uzunligini o'zgartirib, bu yangi $\ell_2 = \ell_2^1 + \frac{d}{2}$ uzunlikdagi mayatnik uchun, tebranish davri $T_2 = \frac{t_2}{n}$ aniqlanadi. Mayatnikning burilish burchagi φ -15-20° dan oshmasligi kerak. Og'irlik kuchining tezlanishi (7) formula orqali hisoblanadi .

Hamma olingan natijalar quyidagi jadvalga yoziladi:

No	$\ell_1(m)$	t_1s	n_1	T_1s	ℓ_2m	t_2s	n_2	T_2s	G m/s ²	G ms ²	Δg m/s ²	$\Delta \check{g}$ m/s ²	$\varepsilon, \%$
1													
2													
3													

Fizik mayatnikning inersiya momentini aniqlash

Fizik mayatnik sifatida olingan bir jinsli sterjenning bir uchidan o'tuvchi o'qqa nisbatan inersiya momentini aniqlaymiz. Buning uchun, birinchi galda, sterjenning og'irlik markazi S ni topishimiz kerak. Bu uning o'rta qismida bo'ladi, ya'ni $d_0=d/2$. L-fizik mayatnikning uzunligi, so'ngra osilish nuqtasi O bilan og'irlik markazi S orasidagi masofani aniqlaymiz. (4) tenglama asosida inersiya momenti J ni topamiz.

$$J = \frac{T^2 mgL}{4\pi^2}$$

Ishni bajarish tartibi

1. Fizik mayatnikning og'irlik markazi topiladi va L masofa o'lchab olinadi.

2. Mayatnikning n=50 marta tebranishi uchun ketgan t vaqt aniqlanadi va $T = \frac{t}{n}$

formuladan tebranish davri T topiladi.

$g=9,8 \text{ m/s}^2$ deb olinadi.

3. O'lchashlar kamida 5 marta bajariladi.

Olingan natijalar quyidagi jadvalga yoziladi va o'lchash xatoliklari aniqlanadi

№	N	t_{sek}	T_{sek}	J kg m ²	$J_{o'}$	ΔJ	$\Delta J_{o'r}$	$\varepsilon, \%$
1								
2								
3								

Mayatniklar uchun real laboratoriya ishining afzalliklari:



1. Haqiqiy tajriba hissi: Real laboratoriyalarda tajriba o'tkazish orqali talabalar amaliyotda fizik qonuniyatlarni o'z ko'zlari bilan ko'radi va his qiladi, bu esa tushunishni chuqurlashtiradi.

2. Mexanik jihatlarini tushunish: Mayatnikning harakati, tortishish kuchining ta'siri va energiya almashinuvi kabi jarayonlarni bevosita kuzatish orqali talabalar mexanik tushunchalarni yaxshiroq anglab oladi.

3. Qiyinchiliklarga moslashish: Real laboratoriyalarda yuzaga keladigan muammolarni hal qilish talabalarni muammolarni tahlil qilish va amaliy echimlar topishga o'rgatadi.

4. Tajriba uskunalari bilan ishlash ko‘nikmasi: Talabalar mayatniklar uchun zarur bo‘lgan o‘lchov asboblari (masalan, shtativ, soat, o‘lchov tasmasi) bilan ishlashni o‘rganadilar. Bu ularning kelgusidagi ilmiy faoliyatlari uchun foydali.

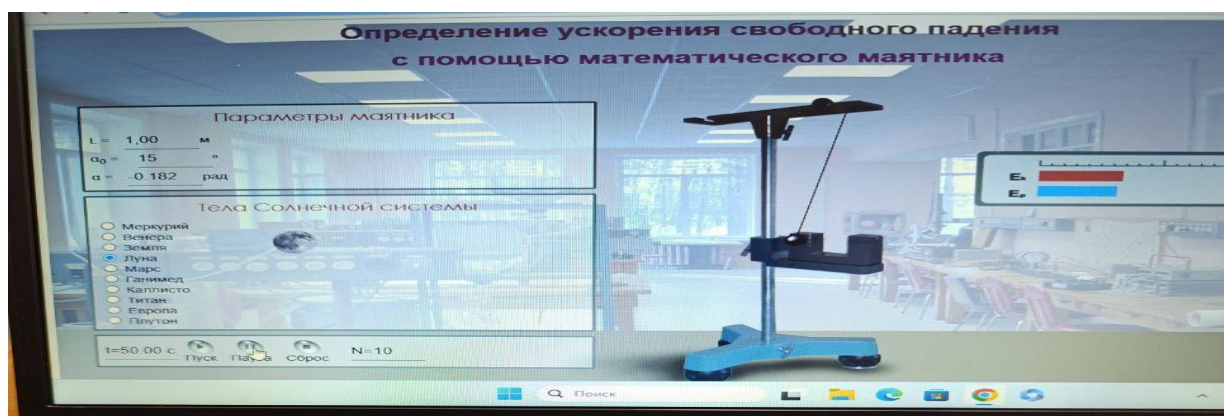


5. Ijtimoiy ko‘nikmalarni rivojlantirish: Real laboratoriya ishlarida talabalar guruh bo‘lib ishlashadi, bu esa muloqot qilish va jamoada ishlash ko‘nikmalarini shakllantiradi.

6. Xatolarni sezish va tuzatish: Real tajribalarda noaniqliklar va xatoliklarni sezish, ularni tahlil qilish va tuzatish talabalarga ilmiy yondashuvni o‘rgatadi.

7. Asbob-uskunalarni sozlash imkoniyati: Talabalar mayatnikning uzunligi, massasi yoki boshqa parametrlari bilan ishlash orqali o‘zlariga kerakli sharoitlarni yaratishadi, bu esa o‘quv jarayonini yanada boyitadi.

Mayatniklar uchun virtual laboratoriyaning afzalliklari:

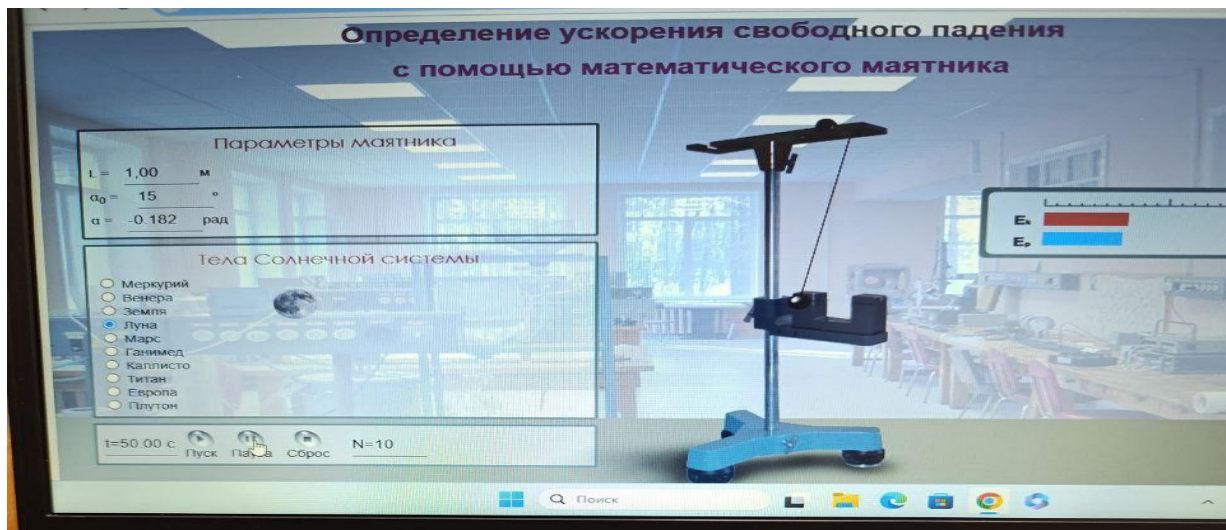


1. Xavfsizlik: Real laboratoriyalarda yuzaga keladigan texnik nosozliklar yoki

jarohatlar xavfi yo‘q. Bu ayniqsa, murakkab tajribalar uchun muhim.

2. Qulaylik va qulaylik: Virtual laboratoriyalar istalgan joydan foydalanish imkonini beradi. Talabalar uydan chiqmasdan ham tajribalarni o‘tkazishlari mumkin

.3. Qayta-qayta sinovlar: Tajribalarni istalgancha marta takrorlash imkoniyati mavjud. Xatolarni tahlil qilish va tushunchalarni mustahkamlash uchun foydali.



4. Vaqtni tejash: Mayatnikning harakati yoki vaqt o‘lchovi kabi jarayonlar avtomatik ravishda amalga oshiriladi, bu esa vaqtni sezilarli darajada tejaydi.

5. Moslashuvchan parametrlar: Turli omillarni (masalan, tortishish kuchi, ip uzunligi yoki mayatnik og‘irligi) tezkor o‘zgartirish mumkin, bu real laboratoriyalarda har doim ham oson emas.

6. Ekologik tozaligi: Real laboratoriyalardan farqli o‘laroq, hech qanday material yoki energiya isrof qilinmaydi.

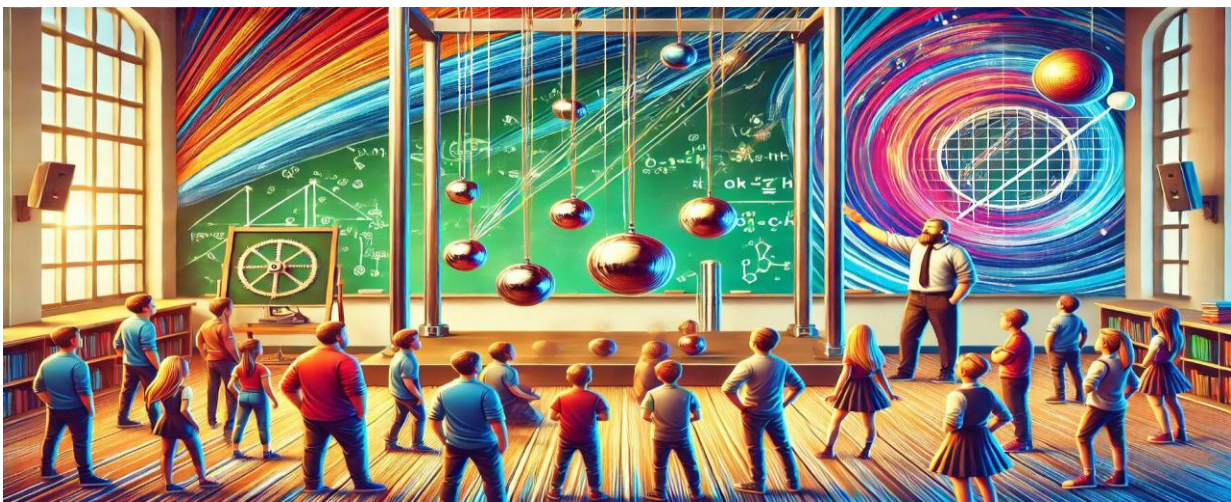
Mayatniklar krativ rasmlar orqali ham tushuntirish mumkin:

1. Birinchi rasm:



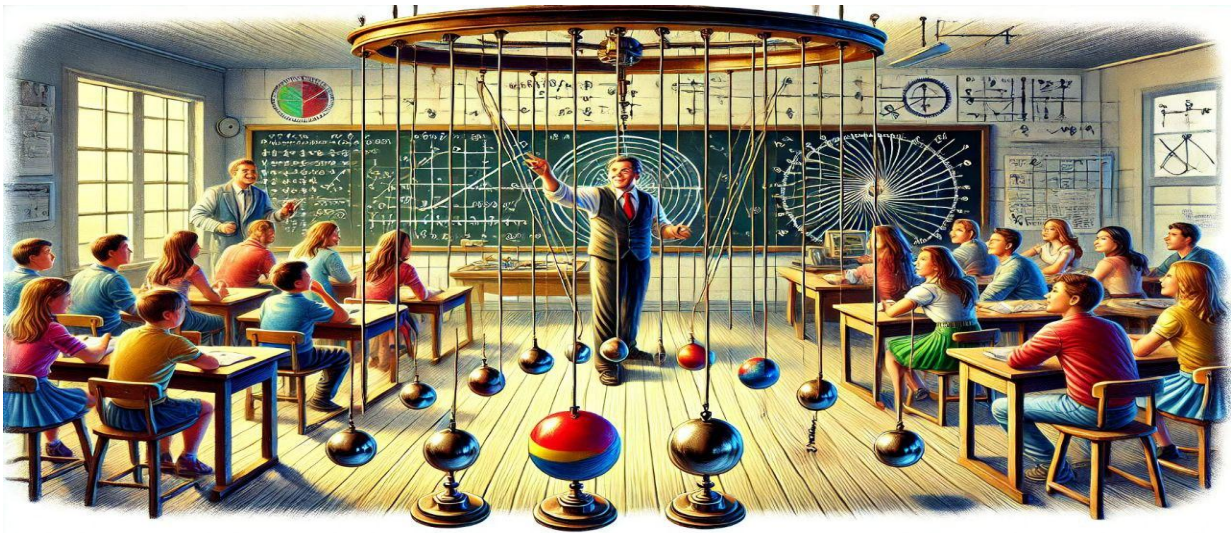
Rasmda mayatniklar tajribasi aks etgan. Turli uzunlikdagi bir nechta mayatniklar yog‘och ramkadan osilgan va ular o‘zaro harakatlanmoqda. Oldingi planda o‘quvchilar bu tajribani diqqat bilan kuzatmoqda, ularning qiziqishi yaqqol seziladi. O‘qituvchi mayatniklarning fizikasini tushuntirib, sinfdagi doskada formulalar va diagrammalarni ko‘rsatmoqda. Yorqin va ilmiy muhit rasmni yanada jozibali qilib ko‘rsatgan.

Ikkinchi rasm:



Bu rasmda ham pendulumlar tajribasi tasvirlangan, biroq o‘ziga xos vizual uslub qo‘llanilgan. Mayatniklar uzunligi har xil va ular metall sharlar bilan yakunlangan. Ular ramkadan osilgan holda chiroyli sinusoidal harakatni hosil qilmoqda. O‘quvchilar quvnoq muhitda tajribani kuzatib, savollar bilan o‘qituvchiga murojaat qilishmoqda. Orqa fonida fizikaga oid yozuvlar va chizmalar bilan to‘ldirilgan doska mavjud.

Uchinchi rasm:



Bu tasvir mayatniklarning fizik tajribasini ijodiy tarzda ko'rsatadi. Rasmda ko'plab turli uzunlikdagi mayatniklar ritmik harakatlanmoqda, bu esa vizual jihatdan maftunkor geometrik naqsh hosil qiladi. O'qituvchi ushbu jarayonni tushuntirar ekan, o'quvchilar faol qatnashib, tajribadan zavq olishmoqda. Yorqin ranglar, jozibali tafsilotlar va ta'limiy atmosfera rasmni jonlantiradi.

Xulosa: Mayatniklar nafaqat fizikaning asosiy tushunchalarini tushunishda, balki ilm-fan va texnologiyaning rivojlanishida muhim o'rin tutadi. Ularning oddiy ko'rinishi va murakkab harakat qonuniyatlari tabiatdagi tartib va sinxronlikni anglashda yordam beradi. Ushbu maqolada mayatniklarning nazariy asoslari, ularning turlariga oid bilimlar va ularni o'rganish uchun amaliy tajribalar yoritildi. Virtual laboratoriyalar va kreativ rasmlar namoyishlar orqali bu mavzuni tushuntirish esa nafaqat bilimni oshirishga, balki o'quvchilarning qiziqishini kuchaytirishga xizmat qiladi.

Zamonaviy ta'limda bunday interaktiv yondashuvlar o'quv jarayonini yanada samarali qilish bilan birga, mayatniklar kabi ilmiy tushunchalarni kengroq ommaga yetkazishga ham yordam beradi. Mayatnikning oddiy harakati ortidagi murakkablikni o'rganish bizni koinot va undagi tabiiy qonuniyatlarni chuqurroq anglashga ilhomlantiradi.

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FIZIKADAN SINFDAN TASHQARI ISHLAR VA ULARDA
NAMOIYISH TAJRIBALARINING AHAMIYATI

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Annotatsiya:Fizikadan sinfdan tashqari ishlarni tashkil qilish va o'quvchilarning mustaqil shug'ullanish va fiklashga o'rgatish

Kalit so'zlar:Fizika,mustaqil ish,sinfdan tashqari ishlar.

Kirish

Umumiy o'rta ta'lim maktabi o'quv tarbiyaviy ishning tarkibiy qismi o'quvchilarning bo'sh vaqtini tashkil etish shakllaridan biri sinfdan tashqari ishlar o'quvchilarni barkamol shaxs sifatida shakllantirish va ularni hayotga tayyorlashda keng imkoniyatlar yaratadi. Sinfdan tashqari ishlarga o'quvchilar bilan o'tkaziladigan va ularga tarbiya hamda bilim berishga qaratilgan turli xil mashg'ulotlar tizimi kiradi. Fizikadan sinfdan tashqari ishlar o'quvchilarning mustaqil ishlashiga, injenerlik qobiliyatlarini oshirishga, nazariya va amaliyotni bog'lab o'rganishga, uyda bajariladigan tajribalarni bajarib ko'rish imkonini beradi.

Adabiyotlar tahlili

M.Djo'rayev sinfdan tashqari ishlarni ko'rinishlaridan biri sifatida fizika yoki astronomiyadan olimpiadalarni tashkil qilish, bu esa o'quvchilarda fanni yanada chuqurroq o'zlashtirishlariga turtki bo'lishligini ta'kidlab o'tgan [1]. N.Sadriddinov va boshqalar "Fizika o'qitish uslubi asoslari" nomli o'quv qo'llanmasida quyidagi fikrlarni ham bayon qilishgan: Sinfdan tashqari ishlar o'quvchilarda fizikani o'rganishga qiziqish uyg'otadi, fan va texnikaning yangi yutuqlari bilan tanishtirib boradi, tashabbuskorlikni, mustaqillikni, jamoadoshlik va o'rtoqlik hissini, qo'yilgan maqsadga erishishdagi qat'iylikni tarbiyalaydi[2].

TADQIQOT METODOLOGIYASI

Har bir bolaning sinfiga hamda yoshiga mos kelishi kerak. Masalan 7-sinflar uchun mexanika bo'limini qaraydigan bo'lsak. Bu bo'limdan aylana bo'ylab tekis harakatni uzatish mavzusini oladigan bo'lsak o'qituvchi dars vaqtida tishli, tasmali va friksion uzatmalarni chizma va formulalari orqali tushuntiradi. Bunda o'quvchi uy

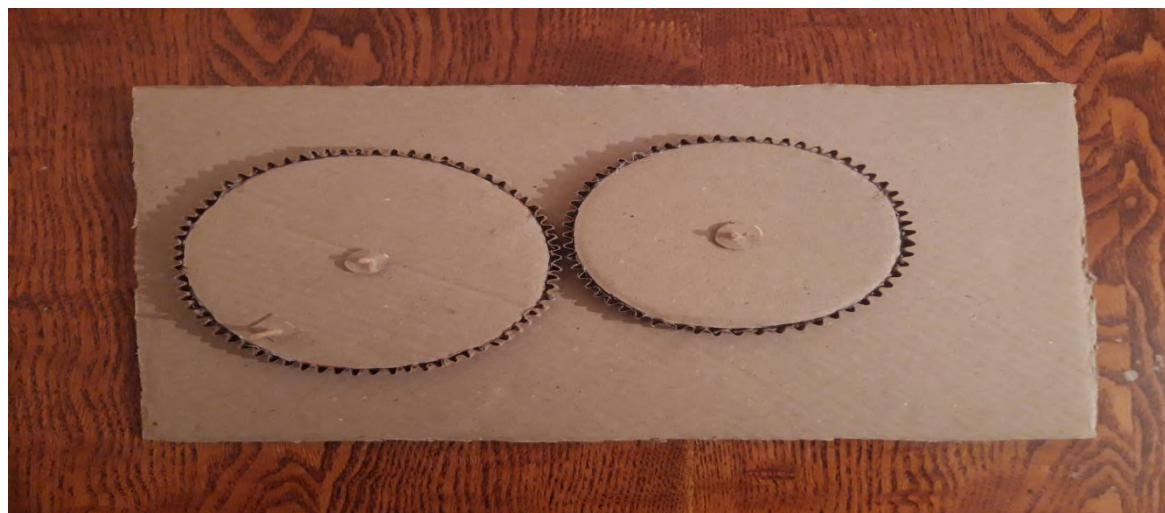
sharoitida bu 3 ta uzatmalardan birini mustaqil yasab ko'rish orqali mavzuni mustahkamlash va mavzu bo'yicha o'zida yanada yaxshiroq ko'nikma shakllantirishi mumkin. Bunday vaziyatda o'quvchida injenerlik, yaratuvchanlik qobiliyatlari yanada rivojlanadi va mustaqil ravishda mavzuni yanada mustahkamlaydi, fikrlash qobiliyati o'sadi, dunyoqarashi kengayadi. Bu mavzu yuzasidan tishli uzatmani oladigan bo'lsak. Tishli uzatmani namoyish eksperimenti sifatida amaliyotda sinab ko'rish uchun uyda mustaqil yasash jarayonini ko'rib chiqsak.

Tajribani bajarish uchun kerakli jihozlar: karton, tayoqcha, qaychi, pistalet kley va asos taglik kerak bo'ladi.

Namoyish eksperimentini yasash tartibi: karton qog'oz orasidagi zig-zag qismini ajratib olamiz va boshqa karton qog'ozdan katta va kichik aylana shakllar qirqib olamiz. Karton qog'ozdan ajratib olgan zig-zag qismni aylananing chetiga moslab kesib olamiz. Va Katta kichik aylananing chetlariga yopishtirib chiqamiz. Asos taglikdan katta kichik aylanalarga mos qilib tirqish ochib olamiz. So'ngra tirqishga tayoqcha orqali aylanalarni mos ravishda bir-biriga tekkizgan holda joylashtiramiz. Pistalet kley orqali tayoqchalarni asos taglikka qotiramiz. Tishli uzatmamiz tayyor.



(1-rasm)



(2-rasm)

Endi tishli uzatmaning formulalarini yozib chiqamiz:

$$v_1=v_2 \quad (1)$$

$$R_1>R_2 \quad (2)$$

$$w_1>w_2 \quad (3)$$

$$V_1>V_2 \quad (4)$$

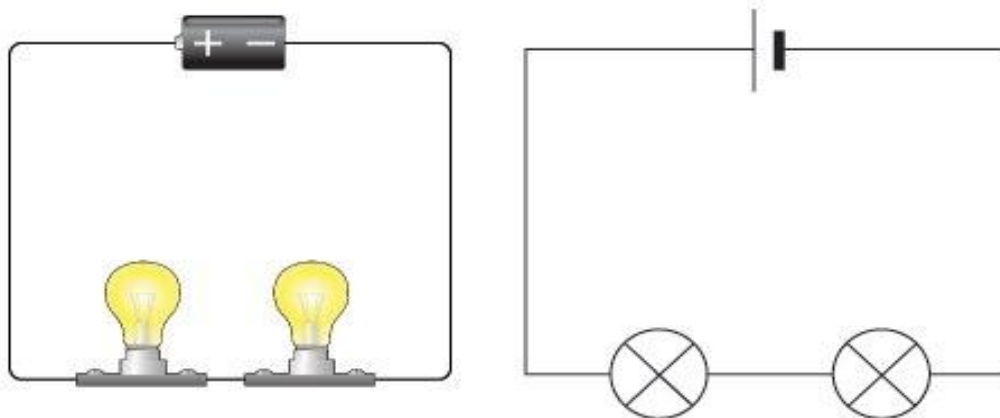
$$T_1>T_2 \quad (5)$$

$$N_1<N_2 \quad (6).$$

8-sinf darsligida iste'molchilarni ketma- ket va parallel ulash mavzusini ko'radigan bo'lsak.

Kerakli jihozlar: diod lampachalar,batareyka, kalit, payalnik, qalay, ulovchi similar.

Namoyish eksperimentini yasalish tartibi: Ketma-ket ulash tartibi. Qalay bilan payalnik orqali diod lampachalarni sim bilan ketma-ket holda birlashtirib ulaymiz. So'ngra batareykaga ham sim ulab , batareykaning musbat qutbi tomoniga kalitni joylashtirib diod lampachalarni simining bir uchini kalitga qalay bilan qotiramiz. Ikkinchi uchini batareykaning manfiy qutbiga qotiramiz.



(3-rasm)

Ketma-ket ulangan zanjirda tok kuchi

Bu namoyish eksperimentimizning turli nuqtalariga 3 ta ampermetr ulab tok kuchini tekshiradigan bo'lsak uchala ampermetr ham bir xil tokni ko'rsatadi. Bundan kelib chiqadiki zanjirdan oqib o'tayotgan umumiy I_{um} tok kuchi birinchi va ikkinchi lampochkadan o'tayotgan tok kuchlari I_1 va I_2 bir xil.

$$I_1 = I_2 = I_{um} \quad (1)$$

Agar n ta lampochka ketma-ket ulangan bo'lsa, ulardan o'tayotgan tok kuchlari ham bir-biriga teng:

$$I_1 = I_2 = I_3 = \dots = I_n \quad (2)$$

Ketma-ket ulangan zanjirda kuchlanish

Bunda lampochkalarining yonishi xiralashadi.Zanjirdagi to'liq kuchlanish ikkala lampochkadagi kuchlanishlarning yig'indisiga teng bo'ladi:

$$U_{um} = U_1 + U_2 \quad (3)$$

Agar n ta lampochka ketma-ket ulangan bo'lasa:

$$U_{um} = U_1 + U_2 + \dots + U_n \quad (4)$$

Ketma-ket ulangan zanjirda qarshilik

Om qonuniga binoan birinchi lampochkadagi $U_1 = IR_1$, ikkinchi lampochkadagi kuchlanish $U_2 = IR_2$ ga teng. Bu ifodalardan umumiy kuchlanish quyidagicha bo'ladi:

$$U_{um} = U_1 + U_2 = IR_1 + IR_2 = I(R_1 + R_2) \quad (5)$$

$$U = IR \quad (6)$$

(5) va (6) formulalarni tenglashtirsak:

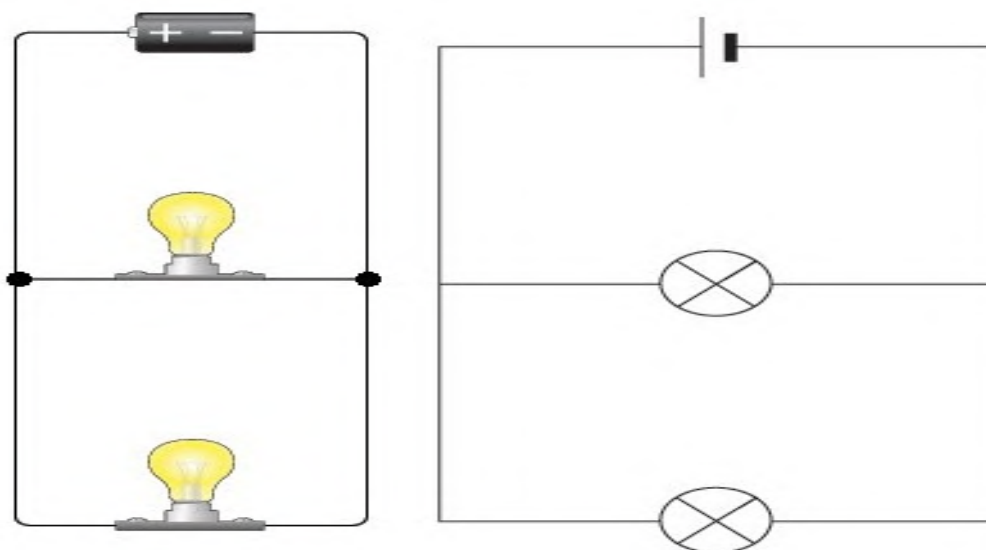
$IR = I(R_1 + R_2)$, I lar qisqarib ketsa umumiy qarshilikni aniqlagan bo'lamiz:

$$R_{um} = R_1 + R_2 \quad (7)$$



(4-rasm)

Parallel ulashni ham huddi shu tarzda amalga oshiramiz.



(5-rasm)

Parallel ulangan zanjirda kuchlanish

Parallel ulangan ikkita lampochkada kuchlanish bir xil bo'lib, u zanjirdagi to'liq kuchlanishga teng bo'ladi:

$$U_{um} = U_1 = U_2 \quad (8)$$

Parallel ulangan zanjirda tok kuchi

Tok kuchi esa birinchi va ikkinchi lampochkalardan o'tayotgan I_1 va I_2 tok kuchlarining yig'indisiga teng:

$$I_{um} = I_1 + I_2 \quad (9)$$

Parallel ulangan zanjirda qarshilik

Qarshilikni toppish uchun esa tok kuchlari yig'indisi ifodasi o'rniga

$$I = \frac{U}{R} \quad (10)$$

Ifodani qo'yish orqali topiladi.

$$\frac{U}{R} = \frac{U}{R_1} + \frac{U}{R_2} \quad (11)$$

Bunda U lar qisqarib ketsa:

$$\frac{1}{R_{um}} = \frac{1}{R_1} + \frac{1}{R_2} \quad (12)$$

XULOSA

Fizika fanini o'qituvchi qanchalik mahorat bilan o'tib bermasin sinfdan tashqari ishlar o'quvchini mustaqil izlanishiga, nazariya va amaliyotni bir biriga bog'lab o'rganishga, dunyoqarashini shakllantirishga va o'quvchida yaratuvchanlik qobiliyatini oshirishga xizmat qiladi.

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**FIZIKADAN NAMOYISH TOPSHIRIQLARNI BAJARISHDA
O‘QUVCHILARNI KREATIVLIK FAOLIYATINI RIVOJLANTIRISH**

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Annotatsiya: Ushbu maqolda mualliflar fizikadan namoyish topshiriqlarni bajarishda o‘quvchilarni kreativlik faoliyatini rivojlantirishning ahamiyati haqida so‘z boradi

Kalit so‘zlar: kreativ, faoliyat, nostandart, tajriba, kuzatish, elektromagnit to‘lqin, eksperiment, muammoli vaziyat.

Kirish. O‘quvchi kreativ faoliyatini rivojlantirish fizika ta’limi mazmunida birinchi o‘rinda turadi. Shuningdek, o‘quv materialining tuzilishi va uni bayon etish metodlari katta ahamiyatga ega. Agar o‘quvchini faqat yangi fizik qonunlar bilan tanishtirmoqchi bo‘lsak, tayyor nazariy xulosalarni berishning o‘zi kifoya. O‘quvchini faqat xabardor qilish emas, balki o‘qitish jarayonida uning kreativ faoliyatini rivojlantirish masalasi qo‘yiladigan bo‘lsa, u holda o‘rganilayotgan fizik qonuniyatlar qaysi faktlar asosida yuzaga kelishi va nazariya to‘g‘riligining tajriba yordamida tasdiqlanganligini tushuntirish mumkin.

O‘quvchi kreativ faoliyatini rivojlantirish uchun ularga bilim saviyasiga mos keladigan fizikadan namoyish topshiriqlarni bajarishga oid topshiriqlar berib borish talab qilinadi. O‘quvchi kreativ faoliyatini rivojlantirishda, dastlabki fizika fani boshlanishidan tayyorlab borilsa, natija shuncha samarali bo‘ladi. Shu maqsadda fizika bo‘yicha fizikadan namoyish topshiriqlarni bajarishga doir topshiriqlarni VII sinfdan boshlash maqsadga muvofiq.

O‘quvchi tomonidan o‘quv jarayonida bajariladigan fizikadan namoyish topshiriqlarni bajarishning mazmun-mohiyati jihatidan turlicha bo‘lishi mumkin.

O‘quvchi yuqori sinfga o‘tganda nostandart laboratoriya ishlari mazmuni va ularni amalda bajarish murakkablashib boradi. Shuning uchun o‘quvchilar tomonidan fizikadan namoyish topshiriqlarni bajarish murakkablashib borish ketma-ketligida ko‘rib chiqish talab etadi.

1. Fizik hodisalarni hamda moddalarning xossalarini bir-biri bilan taqqoslash, ulardagi umumiylikni va farqni aniqlash, bu hodisalarni amalda bajarish. Masalan, tajriba va kuzatishlarga asoslanib, gazsimon, suyuq va qattiq moddalarning xossalarini taqqoslashni o'rganish.

2. Hodisalarning sababini (ularni namoyish tajriba asosida) aniqlash va tahlil qilish. Masalan, "Amper qonuni" mavzusini o'rganishda, eng avvalo, unga tegishli namoyish tajriba natijalarini tahlil qilish asosida "Amper qonuni"ning formulasi va qoidasini keltirib chiqarish.

3. Fikrlash yo'li bilan kuzatilishi mumkin bo'lgan hodisani oldindan ayta olish. Masalan, suvning temperaturasi yuqori bo'lganda diffuziya hodisasi qanday ro'y beradi?, Nima uchun? Uni tajriba yo'li bilan izohlash.

4. "Nima uchun?", "Nima qilish kerak?", "Qanday qilib?", "Qaysi qonunga asosan?" kabi savollarga javob topish. Masalan, "Qanday qilib issiqlik dvigatellarining foydali ish koeffitsienti (FIK) qiymatini oshirish mumkin?", "Elektrostantsiyada hosil qilingan elektr energiyani iste'molchiga isrof qilmasdan etkazish tartibi qanday amalga oshiriladi? kabi savollarni tushuntirish.

5. Avtomatik qurilmalar uchun sxemalar chizish. Masalan: "Buyumlarni avtomatik sinovchi qurilma sxemasini chizish", "Elektron qorovul" sxemasini tuzishni o'rganish.

6. Mavzuga oid referatlar yozish, konferentsiya yoki seminarlar uchun ma'ruza tayyorlash, o'quvchilar o'rtasida o'tkir zehnlilar tadbirini o'tkazish. Konferentsiya va seminarlarni o'tkazishda quyidagi "Qishloq xo'jaligida fizika", "Fizika va tibbiyot", "7 may–radio kuni" va "Ovozni magnit usulida yozib olish" kabi mavzular bilan ishtirok etishni ta'minlash.

O'quvchining kreativ faoliyatini rivojlantirishda o'qituvchi tomonidan o'quv jarayonida doimo muammoli vaziyatlarni vujudga keltirish va ularning echimini topishda o'quvchilarni jalb qilib borish talab qilinadi.

Biz endi o'quvchilarni fizikadan namoyish topshiriqlarni bajarishda o'quvchilarni kreativlik faoliyatini rivojlantirish maqsadida quyidagi eksperimental qurilma orqali tushuntirib o'tamiz.

UZATKICH – ELEKTROMAGNIT TO'LQINLAR XOSSALARINI O'RGANUVCHI QURILMA:

Elektromagnit to'lqinlarning xossalarini o'rganish uchun maktablarda maxsus qurilmalar majmuasi mavjud. Lekin bu qurilmalarni namoyishga tayyorlash va ular bilan tajribalar o'tkazish ancha ko'p vaqtni oladi. "Uzatkich" qurilmasi esa sodda va ixcham bo'lib, uning yordamida hech qanday qo'shimcha tayyorgarliksiz qisqa vaqt ichida elektromagnit to'lqinlarning xossalarini o'rganish uchun maktablarda maxsus qurilmani yasash uchun kerakli jihozlar: Tranzistor- P403 yoki P422, qarshilik $R=800 \Omega$, kondensatorlar $C_1=500 \text{ pF}$, $C_2=1000 \text{ pF}$, naushnik $R=1600 \Omega$, sim o'rami PELShO

– 0,1 mm, batareyka “Krona” 9 V, tekstolit plastinka 60x150 mm², ferromagnit tayoqcha diametri 8 mm uzunligi 400 mm va o‘lchamlari 20x20 mm² bo‘lgan yog‘och reyka.

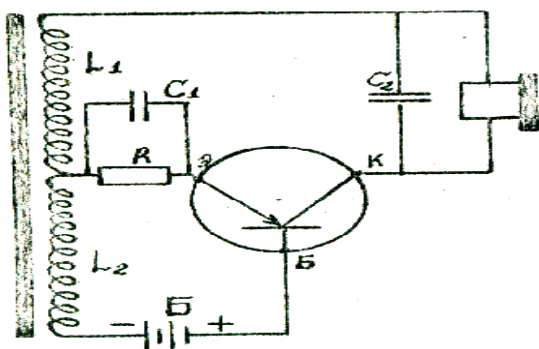
Qurilmani yasash tartibi:

1. Eng avvalo, “Uzatkich” g‘altagi yasaladi. Buning uchun karton qog‘ozdan diametri 9 mm, uzunligi 50 mm bo‘lgan g‘altak asosi tayyorlanadi. Tayyor bo‘lgan asosga ikki marta 200 o‘ramdan sim o‘raladi.

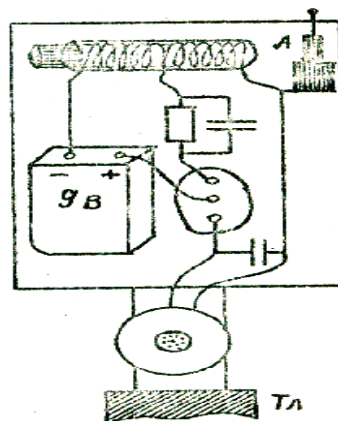
2. “Uzatkich” detallari tekstolit plastinkaga o‘rnatib chiqiladi. Tekstolit va naushnik esa yog‘och reykaga mahkamlanadi (12- va 13-rasmlar).

3. Berilgan sxemaga asosan, elektr zanjiri yig‘iladi.

Qurilmaning ishlash rejimi. “Uzatkich” qurilmasi yuqori chastotali elektromagnit tebranishlar hosil qiluvchi tranzistorli generatoridan iborat. Mikrofondagi berilgan tovush tebranishlari xuddi shunday chastotali elektr tebranishlariga aylanadi. Past chastotali bu elektr tebranishlari generatorida modulyatsiyalanadi va antenna orqali fazoga tarqatiladi. “Uzatkich” tarqatayotgan elektromagnit to‘lqinlarning to‘lqin uzunligi $\lambda=68$ m atrofida bo‘lib, qisqa to‘lqinlar (QT) guruhiga kiradi. G‘altak ichiga ferromagnit tayoqcha kiritish yo‘li bilan to‘lqin uzunligining qiymatini o‘zgartirish mumkin.



12-rasm. To‘lqin uzatkich.



13-rasm. To‘lqin uzatkich.

“Uzatkich” qurilmasi sodda tuzilishga ega bo‘lib, energiyasi juda kichik. Shuning uchun u tarqatayotgan elektromagnit to‘lqinlarni qabul qilish masofasi 3-4 m dan oshmaydi. Lekin bu qurilma yordamida elektromagnit to‘lqinlarga bog‘liq bo‘lgan bir qancha fizik hodisalarning mohiyatini ochib berish mumkin. Ular jumlasiga elektr zanjirdagi rezonans hodisasi, elektromagnit to‘lqinlarning tarqalishi va qabul qilinishi, elektromagnit to‘lqinlarning metallardan o‘ta olmasligi, modulyatsiya, radioaloqa rejimi va boshqalar misol bo‘ladi. Shu sababli “Uzatkich” qurilmasidan o‘rta maktabning fizika kursidagi “Elektr zanjiridagi rezonans”, “Elektromagnit to‘lqinlarning tarqalishi” va “Radioaloqa rejimi” kabi mavzuni o‘rganishda ko‘rgazmali qurol sifatida foydalanish mumkin.

Xulosa

O‘quvchini fizika faniga qiziqтира olishva ta’lim jarayonida uni aniq maqsadga yo‘naltirish, yangilikka intilish, ijodkorlik, shaxs psixologiyasiga ta’sir ko‘rsatish kabi muammo yechimini topishning yengillashtiradigan kreativ faoliyatni rivojlantirishda psixologik-pedagogik hamkorlik samarasini oshirishga doir ijodiy ko‘rsatkichlar tahlil qilindi. Darsda va darsdan tashqari mashg‘ulotlarda fizikadan namoyish topshiriqlarni bajarishda o‘quvchi kreativ faoliyatini rivojlantirish kelgusida jamiyatning fan va ilmiy kashfiyotlar taraqqiyotida zamin tayyorlashi asoslab berildi. fizikadan namoyish topshiriqlarni bajarishda o‘quvchi kreativ faoliyatini rivojlantirishga kam e’tibor qaratilganligi ta’kidlanib, tadqiqot ishi asoslandi.

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UMUM TA'LIM MAKTABLARIDA FIZIKA FANI MEXANIKA
BO'LIMIDA "ERKIN TUSHISH TEZLANISHI" NI ANIQLASH

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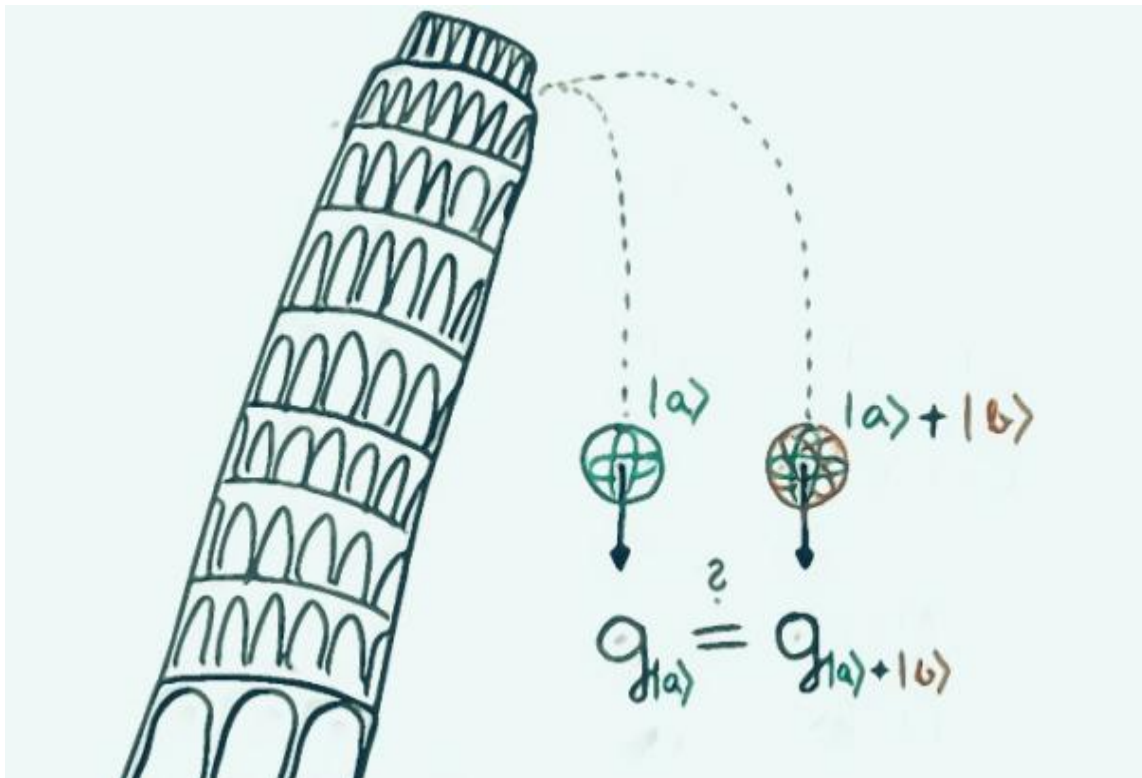
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Kirish Pastga tushayotgan jism bu — hech narsa ushlab turmagan va gravitatsiya (tortishish) kuchi bilan Yer yuzasiga tortilayotgan jism. Gravitatsiya — yer boshqa jismlarni o'ziga tortadigan kuch. Havo qarshiligi bo'lmaganida, jismlar birinchi marta XVI asrda mashhur italiyalik olim Galiley ta'rif bergan erkin tushish qonuni deb ataluvchi qonunga muvofiq tushadi.

Galiley o'z laboratoriyasida tushayotgan jismlar bilan ko'plab tajribalar o'tkazdi. Bu tajribalar asosida u quyidagi qonunni ishlab chiqdi: havosiz bo'shliqda tushayotgan jismning tezligi faqat tushish balandligiga bog'liq va uning massasiga bog'liq emas. Jism erkin tushishda qancha uzoq vaqt bo'lsa, u shunchalik tezroq harakatlanadi. Biror jism tezligini oshirganda, u tezlanish oldi deymiz. Erkin tushayotgan jismning tezlanishi sekundiga 9,8 metrni tashkil qiladi. Bu erkin tushayotgan jismning tushish tezligi har soniyada taxminan soniyasiga 10 metrga ortishini anglatadi.

Birinchi soniyadan so'ng tushayotgan jismning tezligi soniyasiga 9,8 metrni tashkil qiladi. Dastlabki ikki soniyadan so'ng uning tezligi 9,8 plyus 9,8, ya'ni soniyasiga 19,6 metrga yetadi va hokazo. Havo qatlami orqali o'tayotgan jism tezlikni bunday progressiyada oshira olmaydi. U faqat ma'lum bir tezlikka erishishi mumkin. Havoning qarshiligi tufayli tushayotgan jismning tezlik chegarasi mavjud. Bu hatto eng og'ir jismlar uchun ham taalluqli. Ular pastga tushish boshlanganida tezlanish oladi, lekin shu bilan birga havo qarshiligi ham oshib boradi. Ko'p o'tmay qarshilik kuchi gravitatsiya kuchi bilan tenglashadi. Shu paytdan boshlab, jismning tushish tezlanishi ortishdan to'xtaydi. Jism o'zining yakuniy tezligiga erishadi va tushishning oxirigacha o'zgarmaydi.



1-rasm

Yer yuzasida o'rtacha tezlanish: Yer yuzasida erkin tushayotgan jismlar uchun bu tezlanishning qiymati taxminan 9.8 m/s^2 (metr sekundning kvadrati) ga tengdir. Bu qiymat gravitatsiya tezlanishi deb ataladi va yerning tortishish maydoni tufayli yuzaga keladi.

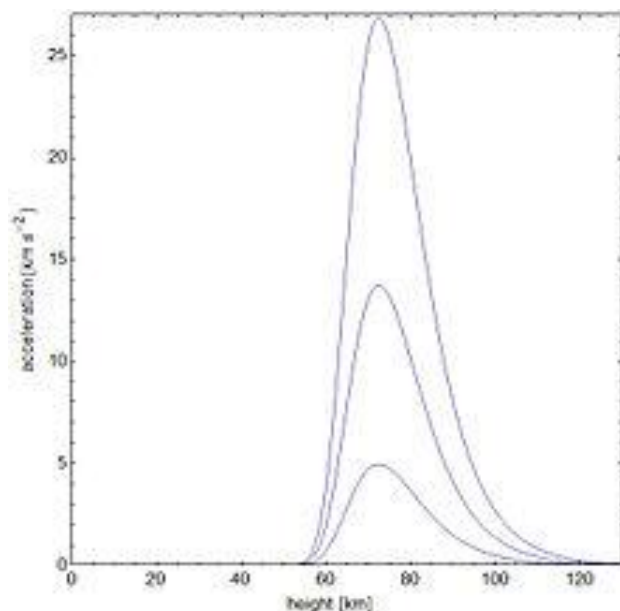
Tezlanishning barqarorligi: Erkin tushish jarayonida, jismning tezlanishi vaqtga bog'liq emas va bir xil bo'ladi. Bu demak, jism har bir soniyada o'z tezligini 9.8 m/s ga oshiradi.

Jismning massa va hajmi ta'siri: Erkin tushish jarayonida jismlar massasi va hajmiga qarab farqlanmaydi. Ya'ni, og'ir va yengil jismlar bir xil tezlikda tushadi, chunki yerning tortishish kuchi barcha jismlarga bir xil ta'sir qiladi. Ammo havoning qarshiligi ta'sir qilsa, aerodinamik xususiyatlar o'zgarishi mumkin.

Havoning qarshiligi: Erkin tushish nazariyasida havoning qarshiligi inobatga olinmaydi, lekin amaliyotda bu kuch ba'zi jismning tushish tezlanishiga ta'sir qilishi mumkin. Masalan, katta sirt maydoniga ega jism (masalan, parashyut) tezlanishni kamaytirishi mumkin.

Yuqoridan pastga tushish: Erkin tushishda jism to'g'ridan-to'g'ri pastga, ya'ni gravitatsiya maydoniga qarshi harakat qiladi.

Erkin tushish jarayoni fizikada ko'plab hisob-kitoblar va tajribalar uchun asos bo'lib xizmat qiladi.



2-rasm

Erkin tushish tezlanishi haqida

1. **Jismning boshlang'ich holati:** Jism biror balandlikdan (masalan, osmon yoki binodan) erkin tushmoqda.
2. **Tortishish kuchi:** Jismga tortishish kuchi ta'sir qilmoqda, bu kuch yerning tortishish maydonidan kelib chiqadi.
3. **Tezlanishning yo'nalishi:** Jismni tushayotgan yo'nalish — pastga (yerga).
4. **Vaqt o'tishi bilan tezlik:** Jismning tezligi har bir sekundda 9.81 m/s ga ortadi.

Tarif:

Erkin tushish tezlanishi — bu jismning yerga yoki boshqa bir katta jismga tushish jarayonida yerning tortishish kuchi ta'sirida qanday tezlik bilan harakatlanishini ifodalovchi fizika kattasi. Erkin tushishda boshqa kuchlar (masalan, havoning qarshiligi) hisobga olinmaydi.

Yer yuzasida erkin tushish tezlanishi o'rtacha **9.81 m/s²** ga teng. Bu shuni anglatadiki, jism har bir sekundda o'zining tezligini **9.81 m/s** ga oshiradi

Erkin tushish tezlanishining asosiy xususiyatlari;

1. **Tezlanish:** Erkin tushayotgan jismning tezlanishi doimiy bo'lib, **9.81 m/s²** ga teng bo'ladi. Bu shuni anglatadiki, har bir sekundda jismning tezligi 9.81 m/s ga oshadi.
2. **Massaning ta'siri yo'qligi:** Jismning massasi erkin tushishda ahamiyatga ega emas. Masalan, yengil va og'ir jism bir xil tezlanish bilan tushadi.
3. **Havo qarshiligi:** Ideal holatda, havoning qarshiligi hisobga olinmaydi. Ammo real sharoitda, agar havoning qarshiligi ko'zga olinadigan bo'lsa, jismning tezlanishi vaqt o'tishi bilan kamayadi va oxir-oqibat terminal tezlikka erishadi.

Erkin tushish va tezlik:

Jismning tezligi vaqt o'tishi bilan ortib boradi va bu quyidagi formula bilan ifodalanadi:

$$v = g * t$$

Bu yerda:

- v — jismning tezligi,
- g — erkin tushish tezlanishi (9.81 m/s^2),
- t — vaqt (soniya bilan).

Misol:

Agar jism birinchi sekundda erkin tushsa, uning tezligi quyidagicha bo'ladi:

$$v = 9.81 \text{ m/s} \times 1 \text{ sekund} = 9.81 \text{ m/s} = 9.81 \text{ m/s}$$

Ikkinchi sekundda tezlik:

$$v = 9.81 \text{ m/s} \times 2 \text{ sekund} = 19.62 \text{ m/s} = 19.62 \text{ m/s}$$

Uchinchi sekundda tezlik:

$$v = 9.81 \text{ m/s} \times 3 \text{ sekund} = 29.43 \text{ m/s} = 29.43 \text{ m/s}$$

Bu jarayonda jism har bir sekundda o'z tezligini 9.81 m/s ga oshiradi.

Xulosa;

Xulosa qilib aytganda, o'qitishning har qanday asosida inson faoliyatining muayyan

qonuniyatlari, shaxs rivoji va ular negizida shakllangan pedagogik fanning tamoyillari va qoidalari yotadi. Insonning bilish faoliyati jarayoni mantiqiy bilish ziddiyatlarini hal qilishda obyektiv qonuniyatlari didaktik tamoyil – muammolilikka tayanadi. O'qitishning hozirgi jarayoni tahlili psixolog va pedagoglarning fikrlash muammoli vaziyat, kutilmagan hayrat va mahliyo bo'lishdan boshlanadi, degan xulosalari haqiqatga yaqin ekanligini ko'rsatadi.

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**FUQAROLIK SUDLARIDA YUQORI INSTANSIYA ISHLARIDA
ADVOKAT ISHTIROKINING O'ZIGA XOS XUSUSIYATLARI**

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Annotatsiya: Ushbu maqolada fuqarolik sudlarida yuqori instansiya ishlarida advokat ishtirokining o'ziga xos xususiyatlari, uning vazifalari, sud ishtirokchilarining yuridik yordam olish huquqining qonun normalarida o'z aksini topganligi, advokatning huquq va majburiyatlari va boshqalar o'z aksini topgan.

Kalit so'zlar: advokat, advokatlik faoliyati, vakil, apellatsiya, kassatsiya, qonuniy kuchga kirgan sud hujjatlarini yangi ochilgan holatlar bo'yicha qayta ko'rish, advokatning majburiy ishtiroki, konstitutsiyaviy norma, advokat gonorari.

Bugungi kunga kelib advokatura instituti o'zining yangi bosqichiga chiqmoqda ya'ni doimiy rivojlanishdadir. Hozirgi vaqtga kelib jamiyatda fuqarolarning huquqiy ong va huquqiy madaniyatda bir pog'ona ildamlagini ko'rishimiz mumkin. Buni aksi sifatida o'zining huquq va erkinliklari, qonuniy manfaatlari buzulgan shaxslarning buzulgan va nizolashilayotgan huquqlarini tiklash uchun davlat organlari, tashkilotlari va mansabdor shaxslariga bevosita yoki bilvosita murojaat qilishlarida ko'rishimiz mumkin. Bilvosita ishtirok etishda fuqarolar o'zlarining qonuniy va ixtiyoriy vakillari xizmatidan foydalanadilar. Fuqarolarning qonuniy vakillari ularning otanalari, farzandlikka oluvchilar, vasiylik va homiylik organlari bo'lishi mumkin. FPKning 67-moddasida esa shartnoma bo'yicha ixtiyoriy vakillar ko'rsatib o'tilgan. Unga ko'ra-ishonch bildiruvchi o'z huquqlari va qonun bilan qo'riqlanadigan manfaatlarini himoya qilish bo'yicha sudda ish yuritishni shartnoma bo'yicha (ixtiyoriy) vakillikka binoan vakilga topshiradi.

Quyidagilar shartnoma bo'yicha (ixtiyoriy) vakil bo'lishi mumkin:

- 1) advokatlar;
- 2) nasl-nasab shajarasi bo'yicha to'g'ri tutashgan yoki yon shajara bo'yicha qarindoshlar, shuningdek er (xotin) yoxud uning qarindoshlari;
- 3) yuridik shaxslarning xodimlari — shu yuridik shaxslarning ishlari bo'yicha;
- 4) notijorat tashkilotlarning vakolatli vakillari — shu tashkilotlar a'zolarining ishlari bo'yicha;
- 5) qonunga binoan boshqa shaxslarning huquq va manfaatlarini himoya qilish huquqi berilgan notijorat tashkilotlarning vakolatli vakillari;
- 6) birgalikda ishtirok etuvchilardan biri boshqa birgalikdagi ishtirokchilarning topshirig'i bo'yicha;

7) ishni ko‘rib chiqayotgan sud tomonidan ishda jismoniy shaxslarning vakillari sifatida ishtirok etishiga yo‘l qo‘yilgan shaxslar.

Fuqarolarga ixtiyoriy ya‘ni shartnomaviy vakil sifatida professional faoliyat bilan faqatgina advokatlar shug‘ullanadilar. Bunday vaqtda biz istaymizmi yo‘qmi jamiyatda advokatlar va advokatlik faoliyatiga talab va etibor oshadi. Advokatlik faoliyati jamiyatning muhim sohalaridan biri bo‘lganligini isboti sifatida 2023-yil 30-aprelda referendum orqali qabul qilingan yangi tahrirdagi konstitutsiya advokatlik faoliyati haqida yangi bob va yangi normalarni keltirib o‘tishimiz mumkin. Yangi tahrirdagi konstitutsiyaning 141-moddasida ¹“Jismoniy va yuridik shaxslarga malakali yuridik yordam ko‘rsatish uchun advokatura faoliyat ko‘rsatadi. Advokatura faoliyati qonuniylik, mustaqillik va o‘zini o‘zi boshqarish prinsiplariga asoslanadi. Advokaturani tashkil etish va uning faoliyati tartibi qonun bilan belgilanadi” degan normalar o‘z aksini topgan. Bundan tashqari advokatning faoliyi, sha‘ni va qadr-qimmatini davlat tomonidan himoya qilinishi haqida norma ham kiritildi.

Fuqarolar o‘z ishlarini sudda ²shaxsan yoki o‘z vakillari orqali yuritishi mumkin. Fuqaroning ishda shaxsan ishtirok etishi uni ish bo‘yicha vakilga ega bo‘lish huquqidan mahrum etmaydi. Yuqoridagi norma fuqarolik protsessual kodeksining vakillik deb nomlangan bobining 65-moddasida keltirib o‘tilgan. Yuqorida aytib o‘tganimizdek shartnomaviy vakillik bilan professional faoliyat bilan advokatlar shug‘ullanadi. Sud ishlarida vakil orqali ishtirok etish huquqi ularda protsessning barcha bosqichlarida mavjud hisoblanadi. Agar fuqaro birinchi instansiyada vakil olmagan bo‘lsa ham yuqori instansiyalarda vakil orqali yoki u bilan birga protsessda ishtirok etishi mumkin. Advokatlik faoliyati advokat va ishonch bildiruvchi shaxs (himoya ostidagi shaxs) o‘rtasida tuziladigan yuridik yordam ko‘rsatish to‘g‘risidagi bitim (shartnoma) asosida amalga oshiriladi. Yuridik xizmat uchun haq to‘lash advokat bilan ishonch bildiruvchi shaxs (himoya ostidagi shaxs) o‘rtasida ixtiyoriy ravishda tuziladigan bitim (shartnoma) asosida amalga oshiriladi. Agar fuqarolar va yuridik shaxslar yuqori instansiyada ham advokat xizmatidan foydalanishni xohlasa, u yuqoridagi bitimni yana advokat bilan tuzishi kerak bo‘ladi. Agarda fuqaro birinchi instansiya sudida advokat xizmatidan foydalanmasa ham yuqori instansiya sudlarida advokat xizmatidan foydalanishi va o‘zlari istagan advokat bilan yuridik yordam ko‘rsatish va sudda vakil bo‘lish haqida shartnoma tuzushlari mumkin. Advokat agar birinchi instansiyada o‘zi ishtirok etmagan ish yuzasidan yuqori instansiyada bo‘lsa ham yuqori instansiyada advokatishtirok etsa, ish bilan batafsil tashib chiqishi lozim bo‘ladi. Buning uchun advokat O‘zbekiston Respublikasi Fuqarolik protsessual kodeksining 40-moddasida keltirilgan “ish materiallari bilan tanishish” huquqidan foydalanishi mumkin. Chunki advokat vakil sifatida FPKning 39-moddasiga ko‘ra

¹ O‘zbekiston Respublikasi konstitutsiyasi, <https://lex.uz/docs/-6445145#-6446155>

² O‘zbekiston Respublikasining fuqarolik protsessual kodeksi, <https://lex.uz/docs/-3517337>

ishda ishtirok etuvchi shaxs hisoblanadi. Advokat ishning apellyatsiya ³instansiyasida ko'rilishi uchun tayyorlanayotganda FPKning 396-moddasiga ko'ra ish yuzasidan yangi dalillar yig'ishi va sudga taqdim etishi mumkin, ammo FPKning 416-moddasiga ko'ra kassatsiyada bunday imkoniyatga ega emas.

Yuqori instansiyada ish yuritishda advokat duch keladigan muammolardan biri sudning apellyatsiya shikoyatini harakatsiz qoldirish to'g'risidagi ajrim ustidan shikoyat qilib bo'lmasligidir. FPKning 400-moddasiga ko'ra birinchi instansiya sudning ajrimi ustidan ikki holatda apellyatsiya shikoyati berilishi mumkin:

1. Fuqarolik protsessual kodeksda nazarda tutilgan hollarda;
2. Sudning ajrimi ishning keyingi harakatlanishiga to'sqinlik qiladigan hollarda.

Advokat sudda fuqarolar va yuridik shaxslarni huquqlarini himoya qilish jarayonida vakilning vakolatlaridan foydalanadi. Vakilning vakolatlari o'z mazmuniga ko'ra, umumiy va maxsus vakolatlarga ajratiladi. Umumiy vakolatlar vakolat beruvchining nomidan ishtirok etayotgan va vakolatnomadan nazarda tutilgan-tutilmaganligidan qat'iy nazar, har qanday vakil amalga oshirishi mumkin bo'lgan protsessual harakatlardir. Bunday protsessual harakatlar jumlasiga ish materiallari bilan tanishish, ulardan ko'chirmalar olish, nusxalar ko'chirish, rad etish to'g'risida arz qilish, dalillar taqdim etish, dalillarni tekshirishda ishtirok etish, ishda ishtirok etuvchi boshqa shaxslarga va odil sudlovni amalga oshirishga ko'maklashayotgan shaxslarga savollar berish, arz qilish, iltimosnomalar taqdim etish, sudga og'zaki va yozma tushuntirishlar berish, ishni sudda ko'rish davomida tug'iladigan hamma masalalar bo'yicha o'zlarining vajlarini bayon qilish, boshqa shaxslarning arzlari, iltimosnomalari, vajlariga qarshi e'tirozlar bildirish kabilami kiritish mumkin (FPK 40-modda).⁴

Maxsus vakolatlar FPKning 69-moddasida ko'rsatilgan. Unga ko'ra -shartnoma bo'yicha vakillik qiluvchining arz qilingan talablardan to'liq yoki qisman voz kechish, ularning asosini yoki predmetini o'zgartirish, miqdorini ko'paytirish yoki kamaytirish, da'vogarning talablarini tan olish, kelishuv bitimi, mediatsiya tartib-taomilini amalga oshirish to'g'risidagi kelishuv yoki mediativ kelishuv tuzish, vakolatlarni boshqa shaxsga o'tkazish (boshqa shaxsga ishonib topshirish), sud hujjati ustidan shikoyat qilish, arizalarni imzolash, ijro varaqasini undiruvga taqdim etish, undirilgan mol-mulkni yoki pullarni olish vakolati har bir alohida holda vakolat beruvchi tomonidan berilgan ishonchnomada maxsus ko'rsatilgan bo'lishi kerak. Agarda advokatga ishonch bildiruvchi shaxs tomonidan sud hujjatlari ustidan shikoyat qilish huquqi berilgan bo'lsa, advokat ishonch bildiruvchi shaxsning manfaatlarini ko'zlab sudning qonuniy kuchga kirmagan hujjatlari ustidan bir oy muddat ichida appellatsiya shikoyati berishi mumkin. Bu muddat bir nechta holatlarda istisno tariqasida o'n kun

³https://www.researchgate.net/publication/368276351_Fuqarolik_ishlari_boyicha_sudlarda_yuqori_instansiyada_ish_yuritishda_advokat_ishtirokining_ahamiyati

⁴ O'zbekiston Respublikasining fuqarolik protsessual kodeksi, <https://lex.uz/docs/-3517337>

hisoblanadi. Bu haqda FPKning 385-1- moddasida sudning soddalashtirilgan ish yuritish tartibida ko‘rib chiqilgan, shuningdek o‘zboshimchalik bilan egallab olingan, davlat mulkida bo‘lgan yer uchastkasini qaytarish, o‘zboshimchalik bilan qurilgan imoratni buzib tashlash to‘g‘risidagi ishlar bo‘yicha hal qiluv qarori ustidan apellyatsiya shikoyati (protesti) hal qiluv qarori qabul qilinganidan keyin o‘n kun ichida berilishi mumkinligi keltirib o‘tilgan.

Xulosa qilib aytadigan bo‘lsak, advokatning fuqarolik ishlarining har bir bosqichida ya‘ni birinchi va yuqori instansiya bosqichlarida ishtirok etishi juda muhim hisoblanadi. Chunki jamiyatda hammada ham yetarlicha huquqiy ong va huquqiy madaniyat shakllanmagan. Ya‘ni ular o‘zlarida mavjud huquqiy bilimlari bilan sudda o‘z haq-huquqlarini himoya qilolmasliklari mumkin. Bunday vaziyatda advokatning yuridik bilim, malaka va ko‘nikmalaridan foydalanish ya‘ni uning yuridik yordamidan foydalanish maqsadga muvofiq bo‘ladi.

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EMOTSIONAL INTELLEKT

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Annotatsiya. Ushbu maqola emotsional intellekt tushunchasining tarixi, mohiyati, belgilari, olimlarning qarshlari, komponentlik kabi masalalar ham keng yoritilgan.

Kalit so'zlar. Emotsiya, shaxs, emotsional intellekt, umumiy intellekt, o'z-o'zini baxolash, emotsiyani nazorat qilish, boshqalar emotsiyalari, emotsional kompetentlik, empatiya, frustratsiya, shaxsiy ko'nikma, ijtimoiy ko'nikma, shaxslararo munosabatlar.

Kirish. Yurtimizda bugungi kunda jismonan sog'lom va ma'nan yetuk avlodni tarbiyalash ustuvor vazifa etib belgilanganligi ijtimoiy yo'naltirilgan davlat siyosatining mantiqiy davomi hisoblanadi. Farzandlarimizning sog'lom va barkamol o'sishi ota-ona baxti, oila quvonchi ekanligi bilan birga, yurtimizning buguni va kelajagini belgilovchi muhim omil sanaladi.

Global zamonda shaxsni emotsional intellektini o'stirish muhimdir. Chunki bu orqali insonning emotsional jihatdan farovonligi ta'minlanibgina qolmay, unda yuzaga kelishi mumkin bo'lgan psixosomatik kasalliklarning ham oldi olinadi. Emotsional intellekt zamonaviy psixologiyada jadal rivojlanayotgan tadqiqot sohalaridan biridir. Ushbu hodisaga ko'plab tadqiqotchilar tamonidan taxlil qilingan.

Adabiyotlar tahlili. O'z his-tuyg'ularingizdan maqsadingizga erishish uchun resurs sifatida foydalanishingiz mumkin, shuning uchun emotsional intellektni rivojlantirish — kelajakdagi muvaffaqiyat va katta g'alabalarning garovidir.

Emotsional intellekt — o'z hislaringizni va atrofingizdagi kishilarning hissiyotlarini tushuna olishdir. Bu qobiliyat o'ziga nisbatan va boshqa kishilarga nisbatan o'z hislarini va kechinmalarini to'g'ri baholashda namoyon bo'ladi.

Dunyo juda tez o'zgarib bormoqda. Bugungi kunda bizga yaxshi mutaxassis yoki o'z ishining ustasi bo'lish yetarli emas. Jamiyat bilan samarali o'zaro munosabatda bo'la olish ham muhimdir.

Hammaga ma'lumki, IQ (intelligence quotient, ya'ni, zehn koeffitsienti) insonning aqliy va tahliliy qobiliyatini belgilab beradi. EQ (emotional Intelligence) esa insonning shaxsiy va ijtimoiy ko'nikmalari va malakalari jamlanmasidir. Ushbu malakalarga quyidagilar kiradi:

- **o'z-o'zini anglash** — o'z shaxsiy his-tuyg'ularini anglash va tahlil qilish qobiliyati, hamda o'zining zaif va kuchli jihatlarini bilish;
- **o'z-o'zini boshqarish** — o'z his-tuyg'ularini boshqara olish va hatto o'ta inqirozli vaziyatlarda ham emotsional muvozanatni saqlay olish qobiliyati;

- **empatiya** — atrofda gilarning his-tuyg'ularini sezish, tushunish va boshqalar bilan ularning ichki holatini hisobga olgan holda muloqot qilish qobiliyati;
- **munosabat ko'nikmalari** — kishilar bilan o'zaro munosabatda bo'la olish, ularning his-tuyg'ularini boshqarish, nizolarni hal qilish qobiliyati.

Emotsional intellektni uchta bosqich yordamida rivojlantirish mumkin:

1. His-tuyg'ularingizni muntazam yozib boring.
2. Tuyg'ularingiz sabablarini o'rganib, tushunib oling.
3. Sizni tinchlantiradigan (sokin nafas olish, meditatsiya, sayr qilish) yoki energiya beradigan (sport, raqs, baland ovozli sho'x musiqa) usullarni qo'llang.

EQ darajasi yuqori bo'lgan kishilar, jamiyatdagi munosabatlari yuzasidan do'stona, vazmin bo'lishi, doim yaxshi kayfiyatda bo'lishi bilan ajralib turadi. Emotsional barqaror bo'lgan insonlar hissiyotlarni yaxshiroq anglay oladi, chunki diqqat e'tibori o'zida emas, ko'proq atrofda gilarida bo'ladi.

O'zining his-tuyg'ularini boshqarmasdan, inson o'z kasbiy faoliyatida va shaxsiy hayotida muvaffaqiyatga erisha olmaydi, chunki umumiy muammolarni muvaffaqiyatli hal qilish hissiyotlarni anglash va boshqarish bilan bog'liq. Aksariyat emotsional vaziyatlarda aql-idrok bilan hukm qilinishi kerak bo'lgan holatlar mavjud. Emotsiyalarni boshqarish va nazorat qilish shaxsning muhim qobiliyatidir.

Bu borada ko'plab tadqiqodlar amalga oshirilgan masalan: A.K. Kravtsova hissiy aql va jamoadagi etakchilik masalalarini ko'rib chiqadi.¹

T.I.Solodkova o'qituvchilar ishida emotsional intellektning resurs imkoniyatlarini tahlil qiladi, K.S. Kuznetsova, I. N. Meshcheryakova va boshqalar turli yoshdagi odamlarda emotsional intellektning dolzarb muammolarini o'rganadilar.²

Maqolaning maqsadi: Shaxs emotsional intellektini o'rganishga umumiy yondashish,shu bilan birga uning psixologik va psixofiziologik asoslarini taxlil qilishdir. Emotsional intellekt shubhasiz dolzarbligi va amaliy ahamiyati, shaxsning hissiy zakovati muammosi va uning kasbiy faoliyatga ta'siri yetarlicha o'rganilmagan. Shu boisdan XX asr oxirida ushbu kontseptsiyani tushunish uchun R. Bar-On, V.L.Payne, J. Mayer va P. Salovei asos yaratdilar.

Zamonaviy tushuncha sifatida emotsional intellekt bir necha xil nazariy qarashlar asosida rivojlanadi. Birinchidan, bu kognitiv yondashuv sifatida talqin etilgan, uning asoschilari J.Mayer va P.Salovey bo'lib, ushbu sohadagi asosiy g'oyalarni emotsional intellektning tarkibiy qismlarini quyidagicha tadqiq etdilar: hissiyotlarni aniqlash va ifoda etish, hissiyotlarni tartibga solish, shuningdek, hissiy ma'lumotlardan fikrlash va faoliyatda foydalanish to'g'risidagi qoidalar edi. Ikkinchidan, hissiy idrokning shaxsni

¹ Kravtsova, A. K. Tashkilot madaniyatining o'zgarishi omili sifatida tashkilot rahbarining hissiy zakovati: tezis mavhumligi. ... psixologiya fanlari nomzodi: 19.00.05 / A.K. Kravtsova [Himoyalangan joyi: Mosk. davlat reg un-t]. - Saratov, 2013. -25 b.

² Мещерякова, И. Н. Развитие эмоционального интеллекта студентов-психологов в процессе обучения в вузе: диссертация ... кандидата психологических наук: 19.00.07 / И. Н. Мещерякова [Место защиты: Кур. гос. ун-т]. - Курск, 2011. - 239 с.

shakllantirishdagi pozitsiyalari ko'rsatilgan, unda ma'lumotni qabul qilish va qayta ishlash qobiliyati emas, balki shaxsning shaxsiy xususiyatlari to'plami (o'ziga ishonch, o'ziga hurmat, mustaqillik, ijtimoiy mas'uliyat, moslashuvchanlik, qarshilik ko'rsatish, stress, impulsivlikni boshqarish kabillar).³

Emotsional intellektning ushbu talqini D. Goleman va R. Bar-On tomonidan taklif qilingan va u keng omma orasida juda mashxur bo'lgan. Uchinchidan, ushbu ikki yondashuv o'rtasida murosani topishga urinishlar mavjud. Shunday qilib, D.V Lucin tadqiqotlarida odamda emotsional intellektini namoyon etish darajasining uch omilini taxlil etadi - kognitiv qobiliyat (hissiy ma'lumotni qayta ishlash tezligi va aniqligi), odamning hissiyotni idrok etishining zaxirasi va sifatiga (qadriyatlar sifatida, o'zi va boshqa odamlar haqida muhim ma'lumot manbai sifatida) bog'liqligiga ishora qilinadi.) va nihoyat, shaxsning hissiyotlilik xususiyatlariga (hissiy barqarorlik, hissiy sezgirlik va boshqalar).⁴

N.V.Nosenko va E.L. Kovrigoy tomonidan ishlab chiqilgan emotsional intellektini aqliy aks ettirishning eng yuqori darajalaridan biri sifatida tushunishga yondashuv va o'rganilayotgan hodisaning asosiy belgisi emotsional reaksiyaning ichki motividir.⁵

Bizning fikrimizcha, mualliflar emotsional intellekt tushunchasini xuddi o'zlarining va boshqalarning his-tuyg'ularini tushunish va boshqarish qobiliyati sifatida aniqlaydilar. Ushbu kontsepsiya doirasidam ishlab chiqilgan D.V.Lyusin modeli emotsional intellekt namoyon bo'lishining aniq ta'rifi bilan e'tiborni jalb qiladi: - hissiyotni bilish, uni aniqlash, inson faoliyati va xatti-harakatlar tizimidagi o'rnini (hissiyot sabablari va oqibatlarini) anglash qobiliyati; Tuyg'ularni boshqarish qobiliyati shuni anglatadiki, inson holatlarning intensivligini, ularning tashqi ifodasini nazorat qila oladi va agar kerak bo'lsa, ma'lum bir hissiyotni o'zboshimchalik bilan keltirib chiqaradi. D.V.Lyusinning emotsional intellektni rivojlantirish omillari ushbu kontseptsiyaga keng qamrovli fanlararo yondashuvni ishlab chiqish va odamlarda bu qobiliyatlarni shakllantirish texnologiyasini yaratish uchun nazariy asosni ta'minlaydi.

O'rganilayotgan hodisaning mohiyatini aniq tushunish uchun, bizning fikrimizcha, nafaqat uning psixologik tarkibini, balki u jarayinning psixofiziologik asoslarini ham aniqlash kerak. Shaxsda emotsional intellekt namoyon bolishi uning fiziologik tarkibiy qismiga uzviy bog'liq bo'lib. Boshqa ruhiy jarayonlar singari, emotsiyalar tashqi yoki ichki (tananing ichki muhitidan kelib chiqadigan)

³ Сергиенко Е. А., Ветрова И. И. Тест Дж. Мэйера, П. Сэловея, Д. Карузо «Эмоциональный интеллект»: Руководство - Москва: Издательство «Институт психологии РАН», 2010. - С. 176.

⁴ Люсин, Д. В. Современные представления об эмоциональном интеллекте Москва: Институт психологии РАН, 2004. С. 29-36.

⁵ Устин, П., Лутфуллаева, Ф., & Санаев, А. (2022). Гендерная психология: некоторые проблемы и перспективы. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollari, 1(1), 412-415.

ogohlantirishga javoban yuzaga keladigan refleksli tabiatga ega. Emotsiyalar refleksning markaziy qismini anglatadi.

Emotsiyalarning fiziologik mexanizmlari murakkab jarayondir. Ular po'stloq markazlarda va avtonom asab tizimida sodir bo'ladigan ilgargi jarayonlardan, shuningdek miya yarim sharlarining boshqaruvi ostida yuqori asabiy faoliyat jarayonlaridan iborat. Ushbu mexanizmlarni quyidagi shaklda namoyish etish mumkin: miya yarim sharlarida ma'lum tashqi va ichki stimullar natijasida kelib chiqadigan asab qo'zg'alishlari (shuningdek, xotira ostidagi qoldiq qo'zg'alishlar), po'stloq markazlar va avtonom nerv tizimining hududini keng qamrab oladi. Bu avtonom jarayonlarning tegishli o'zgarishlariga olib keladi, vazomotor reaksiyalarni keltirib chiqaradi, yuzning qizarishi yoki qizishi, ichki organlardan qon ketishi, ichki sekretiya bezlarini sekretsiyasi kabilar. Vegetativ o'zgarishlar, o'z navbatida, yana afferent o'tkazgichlar orqali miya yarim sharlariga o'tadi, u erdagi qo'zg'alishlar ustiga yotqizilgan va ma'lum bir hissiy holatning asosini tashkil etadigan asabiy jarayonlarning murakkab tizimini yaratadi.

Tuyg'ular hayajon bilan bog'liq bo'lib. Yurak urishi, ter bezlari faoliyati, qon bosimi, tupurik va boshqalardagi o'zgarishlarni aniq his etamiz. Ushbu fiziologik o'zgarishlar avtonom nerv tizimining (miyani ichki organlar va bezlar bilan bog'laydigan asab tizimi) faoliyati bilan bog'liq bo'lib, ular simpatik va parasempatikaga bo'linadi. Simpatik asab tizimi tanani faollashtiradi va uni tezkor harakatlarga tayyorlaydi "kurashish" yoki "qochish". Bu tanadagi ba'zi tizimlarning qo'zg'alishi va boshqalarni cheklash bilan bog'liq. Shunday qilib, qahrg'azab bilan shakar qon oqimiga kiradi va tanaga tezda energiya beradi, yurak tezroq uradi va qonni mushaklarga tezroq etkazib beradi, hazm qilish biroz vaqtgacha ushlab turiladi va terida qon oqimi cheklanadi. Ushbu reaksiyalarning barchasi favqulodda vaziyatlarda odamning omon qolish ehtimolini oshiradi. Parasempatik tizim, aksincha, hissiy qo'zg'alishni tiklaydi, tanani tinchlantiradi va bo'shashtiradi. Shunday qilib, qo'rquv bilan yurak urishi sekinlashadi, qon tomirlarida bosim pasayadi, ko'zlar qisqaradi, yorug'lik chiqishi pasayadi, ammo tupurik ko'payadi, qizilo'ngach va oshqozonda sekretor funktsiyasi kuchayadi. Bularning barchasi tana energiyasini tiklash va tejashni ta'minlaydi.⁶

Xulosa. Eksperimental tadqiqotlar natijalari shuni ko'rsatadiki, miya yarim sharlari po'stloq qismi hissiy holatlarni tartibga solishda etakchi rol o'ynaydi. Agar miya yarim sharlari po'stlog'i haddan tashqari qo'zg'alish holatiga tushib qolsa, unda po'stloq ostidagi markazlarning ko'payishi sodir bo'ladi, buning natijasida normal cheklash yo'qoladi. Shunday qilib, odamning hissiy tajribasini vujudga kelishini, odamning o'zi boshdan kechirayotgan holati to'g'risidagi o'z-o'zini hisobotidan,

⁶ To'liqinovich, A. G. (2022). Ijtimoiy tarmoqlarning yoshlar ongi va ma'naviyatiga psixologik ta'siri. International Journal of Contemporary Scientific and Technical Research, 561-566.

shuningdek asab tizimining qo'zg'alishidagi (faollashuvidan) o'zgaruvchanligi, vegetativ ko'rsatkichlari (yurak urishi, qon bosimi, nafas olish tezligi va boshqalar) bo'yicha baholash mumkin. Emotsional kompetentlikka erishishning muhim unsuri adaptatsiya ya'ni joriy holatga moslasha olishi ko'nikmasidir. Ushbu ko'nikma shakllanishida sabr va shukrning o'rnini beqiyosdir, shaxsda emotsional intellektni oshirish orqali uni stresga bardoshli, irodali qilib tarbiyalash mumkin. Yoshlarda emotsiyalarni to'g'ri anglash va boshqarishni qobiliyatini ko'rsatmalariga amal qilish ko'nikmasini hosil qilish orqali shakllantirishimiz mumkin.

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ОДЕЖДА ЖЕНЩИН СРЕДНЕЙ АЗИИ И ЕЕ ТРАНСФОРМАЦИЯ
CLOTHING OF WOMEN OF CENTRAL ASIA AND ITS TRANSFORMATION

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Аннотация. В статье на основе исторических источников изучаются и анализируются сведения об одежде женщин, проживавших на территории Средней Азии. В статье содержится информация об одежде, которую носят женщины, такой как плиссированные платья, нимча, платки, тюрбейка и сапоги. В статье подробно рассматриваются вопросы одежды из шелка, хлопка и вуали. Роль женщины в семье и обществе также проявляется через женскую одежду и ее трансформацию.

Ключевые слова. Женщина, шелк, хлопок, платок, тюрбан, нимча, обувь, вышивка, Бухара, Самарканд, дворец, амулет.

Abstract. The article studies and analyzes information about the clothing of women who lived in Central Asia based on historical sources. The article contains information about the clothing worn by women, such as pleated dresses, nimcha, headscarves, hats, and boots. The article discusses in detail the issues of clothing made of silk, cotton, and veils. The role of women in the family and society is also manifested through women's clothing and its transformation.

Keywords: Woman, silk, cotton, scarf, turban, nimcha, shoes, embroidery, Bukhara, Samarkand, palace, amulet.

Введение и актуальность. Исследований, посвященных женщинам в Средние века, до сих пор очень мало. Это напрямую объясняется скудностью исторических материалов, относящихся к этому периоду, и недостаточной научной изученностью имеющихся. В частности, сведения о женской одежде также весьма редки в исторических источниках. Однако если их изучать последовательно и собирать в одном месте, можно составить определенную историческую картину. В данной статье предпринята попытка проанализировать, насколько это возможно, одежды, головные уборы женщин, проживавших в Средней Азии, в разные исторические периоды.

Методы. В научной статье использованы методы микроистории, сравнительного и статистического анализа.

Результаты исследования.

Известно, что ткани для одежды в основном состоят из шерсти, льна, хлопка, шелка, лома или смесовых тканей, которые изготавливаются белого, красного, синего цветов. Хранителя шелковой одежды называют казначеем, который ее хранит. В средние века по одежде, которую носил человек, можно было узнать его социальное положение в обществе и какое положение он занимал. Например, государственные служащие, работавшие в Арабском

халифате: служащие носили длинную рубашку (дурраа) с отрезанной грудью, священнослужители (религиозные деятели) носили тонкую верхнюю одежду (тайласан), а солдаты носили короткий Персидский жакет (кабо). В X веке в Медине ткани изготавливались из шерсти или шелка, а мужчины носили преимущественно белую одежду, что напрямую было связано с тем, что знатные люди будут носить белую одежду на небесах. Женщины, в отличие от мужчин, носили белые шальвары и платья из тканей, окрашенных в натуральные цвета.

Можно выделить специфические черты девушек, молодых женщин и старух, изображенных на миниатюрах, написанных в средние века. Чаще всего эти случаи выражены в одежде, тканях и их украшениях, украшениях, головных уборах и различных аксессуарах. Помимо ичкур и золотого или серебряного кольца, женщины носили также специальный нож кезлик.

Одежда среднеазиатских женщин с древнейших времен обогащалась магическими элементами, которые представляют собой различные ритуальные знаки как уникальную традицию. Одним из них является амулет, который носят на шее, на груди и под мышкой (который обычно носят через левое плечо). Амулеты в основном носили беременные и кормящие женщины для защиты от злых сил и сглаза.

Женская одежда также ярко изображена на старинных картинах и скульптурах. Их платья часто плиссированные, изготовлены из рыхлых, жестких или шелковистых тканей и украшены вышивкой. В качестве верхней одежды они носили голый жилет (нимча), кардиган, похожий на костюм. Например, Махмуд Кашгари в своем труде «Девону лугат ат-турк» приводит сведения о нимче (артг), которую носят турецкие женщины. Соблюдаются не только местные, но и иранские и греческие стили, связанные с обычаями и традициями народов Средней Азии. Эти стилистические формы отражены и в женской одежде. Например, в Иране женщины носят длинные свободные платья, достигающие до пола. Придворные дамы или королевские дамы носили одежду из особых тканей, а их воротники, подол и юбки украшались в классическом стиле. Изображения женщин в подобных платьях изображены и на фресках Афросиаба. На самом деле такая одежда должна была быть более свойственна женщинам высшего сословия. В частности, Ибн Баттута упоминал, что платья монгольских царевен несли тридцать служанок, а для поднятия платья на подоле были пришиты специальные плечики. В 1403 году испанский посол Руи Гонсалес де Клавихо, посетивший Самарканд, также имеет картину, изображающую длинное платье Бибиханим (Сароймулханим), которое несут около пятнадцати женщин.

В Бухаре развито ювелирное дело, одежда украшена уникальным способом. По информации, это ремесло официально считалось придворным искусством в Бухаре до 1920-х годов, когда эмир был свергнут. Одежды эмиров или принцесс украшаются чрезвычайно нежными, роскошными узорами, выполненными из серебряных и золотых нитей. Царское одеяние эмира было сшито специальными портными. Во дворец приезжали несколько мастериц и все они принимали участие в украшении одеяния.

Женские головные уборы состояли преимущественно из шали и платка из легкой ткани. Их заворачивают в тюрбан или просто накидывают на голову, а

иногда украшают роскошными украшениями. Женские покрывала называются сарагуч, и их подвязывают под подбородком веревкой انكك (энгак). По сведениям, согдийские женщины в Самарканде собирали волосы и покрывали голову черным покрывалом, украшенным золотистым цветом. На найденной в Варахше фигурке головной убор женщины высокий, в форме прямоугольного треугольника, а в Самарканде она изображена в длинном, коротком и вышитом тюбитейке. Головные уборы турецких женщин также имеют изображение «древа жизни» или «букета» из цветов с золотыми нитями. «Древо жизни» — символ племени и рода, женщина, рождающая ребенка, т. е. материнство, пробуждение природы, а цветы олицетворяют рай. Эти символы имеют прямое отношение к богу Умаю. В источниках Средневековья имеются также сведения о головном уборе-тюбитейке с изображением цветков персика.

Встречается в восточной части Республики Казахстан когда была вскрыта и исследована могила женщины, относящаяся к IV-III векам, то выяснилось, что ее головной убор состоял из трех частей. Это: искусственные волосы, настоящий головной убор и корона. Натуральные волосы похороненной женщины, возможно, не сохранились или были соскоблены. Покрывание этой женщины, похожее на шаль, было из красного шелка. Использование искусственных волос турецкими женщинами также зафиксировано в достоверных источниках. Например, в работе Махмуда Кашгари есть сообщение об искусственных волосах из козьей шерсти. Тот факт, что искусственные волосы изготавливаются не только из козьей шерсти, но и из конского хвоста, подтвержден археологическими находками. В частности, у тюркских народов человеческие волосы и конские волосы называются борчак и выражаются одним словом.

В зороастрийских церемониях женщины покрывали волосы платком. Л.Будагов ссылается на то, что женский головной убор называется чук\чуг и делается из шелка того же цвета. Поскольку шелковые ткани были очень дорогими, шить одежду и носить ее могли в основном представители высших слоев общества. Махмуд Кашгари приводит пословицу о шелковой ткани турку: «У Китайского императора шёлка много, но его нельзя разрезать без измерения». Хотя эта пословица означает, что всю работу следует выполнять тщательно, в ней указывается, что сам шелк и его стоимость рассчитываются и измеряются. Когда невесты переезжают, они закрывают лица дидак, чтобы скрыть лицо от посторонних. В Средней Азии головной убор, во-первых, указывал на положение женщины в обществе, во-вторых, был признаком того, замужем она или нет. В частности, в период Амира Темура и Тимуридов принцессы носили на голове богтак (или богтаки) (монгольское-богтаг, богтак, бокто; европейское-бока, бокка; китайское-гугу, гугугуань) на голове, и это был род символ того, что они замужняя женщина, которая также показывала принадлежность к высшему классу. Эту ситуацию можно наблюдать не только у народов Средней Азии, но и в специфических обычаях и традициях других народов.

Арабы считали, что кабо персидская одежда, впервые они появились при дворе халифа Мансура в VIII веке. Позже, в результате крестовых походов, богтак (с шаль) проник на Запад и появился как женский головной убор. Также в средневековых источниках упоминается, что мужчины использовали три типа

головных уборов - шапку, борк, такия. Салла представлена терминами дастор и фута. Головные уборы квадратной формы – шапки распространены только в Восточном Туркестане, Ферганской долине и Ташкентском оазисе. Женщины, живущие в этих местностях, также носили тюбетейку, украшенные нитками разного цвета.

Парандж (фрджях-араб. Фараджи/фараджия, узбек. паранджи, тадж. фаранчи, чодра, тюрк. фереже) считалась специальной одеждой, которую женщины надевали при выходе из дома наружу. Он покрывал все тело с головы до ног. У мусульманских народов такая одежда не имела такого же внешнего вида и названий. Например, в Египте она называется хабара или милея, а часть, закрывающая лицо, называется бурку. В Средней Азии паранджа представляет собой ложную широкую длинную вуаль с капюшоном, изготавливаемую преимущественно из неприметных тканей серого цвета. Под чадру надевают специальный сетчатый чачван или чиммат, чашбанд. Он сплетен из волос конского хвоста.

По мнению исследователей, некоторые характерные особенности вуали встречается он и в изображениях богинь-матерей III-I веков до н.э. Золотая статуэтка мужчины периода Ахеменидов также изображена с поддельной рубашкой. Женское ношение паранджи в общественных местах существовало и в других религиозных традициях и обычаях. Например, это было распространено среди женщин из высшего сословия, живших в древней Индии, Византии, Палестине и Вавилоне. Л.И. Шайдулина выдвинула идею о том, что паранджа была принята в результате влияния традиций еще до появления ислама, и рассказала, что в Персии, Византии, Ассирии женщины раньше не носили паранджу, а византийцам она досталась от древних греков.

Согласно источникам XV века, женщины, жившие в Самарканде и Герате, при выходе на улицу надевали белый платок. Платок покрывает все тело женщины, кроме глаз. Иностранцы путешественники, посетившие Среднюю Азию в конце 19-начале 20 века, особое внимание уделяли внешнему виду, украшениям и одежде местных женщин. По имеющимся данным, женщины Средней Азии в повседневной жизни старались носить одежду из ярких тканей с головы до ног. Конечно, эта одежда предназначена для ношения «внутри». В такой одежде запрещено выходить на улицу. Специальный человек-председатель контролировал хождение женщин по улицам и в общественных местах. Именно поэтому паранджу, которую носят женщины, в основном изготавливают из ярких, ненавязчивых тканей.

В Средней Азии чадру носят девочки с 10 до 13 лет. Паранджи в основном носят оседлые женщины, живущие в центральных городах. Среди деревенских женщин чадру носили только женщины, принадлежащие к одному дому. Потому что не каждый может позволить себе его купить. Поэтому деревенские женщины надевали на голову большой платок и закрывали лицо тюрбаном, халатом, жилеткой или любой детской одеждой.

В средние века не все женщины носили чадру. По словам Ибн Баттуты, известного путешественника, ученого и судьи XIV века, женщины тюркского народа обычно ходили открытым лицом. Женщинам-девицам (или служанкам)

не обязательно носить паранджу. Известно, что женщины, ведшие полуоседлый или кочевой образ жизни, считались более свободными, чем оседлые. Их жизнь не всегда была «закулисной». Исходя из условий жизни, в определенном смысле они были обязаны ездить на лошадях, приспосабливаясь к любым условиям. Чаще всего они носили на голове большую шаль и закрывали лица.

Вопрос паранджи (как и хиджаба)-один из вопросов, вызвавший горячие споры в научных кругах. Итак, основываясь на некоторых исторических источниках и проведенных научных исследованиях, мы констатировали вышеизложенные положения.

В процессе научного изучения и наблюдения за женскими проблемами мы убедились, что одежда, которую издавна носили наши матери, была символом женственности и свойственной женщине загадочности, таких как целомудрие, скромность, терпение и красота, и это давало на них большую ответственность.

Обувь состоит в основном из сапог, кафша и махси, которые изготавливаются из кожи и меха. Махмуд Кошгари рассказал, что женские сапоги называются букум этик, и на огузском языке это слово означает махси. Среди обуви, использовавшейся в средние века, были мягкие арабские сапоги с пуговицами, называемые папуш, которые изготавливались в Самарканде в 16 веке. Женские сапоги длинные, на высоком каблуке, украшенные красивой вышивкой, иногда из бархатной ткани. Женщины высшего сословия носили такие сапоги «даже в своих спальнях». Такая ситуация всегда удивляла иностранцев, посещающих Центральную Азию. Потому что для женщины, которая целый день не выходит из дома, такая роскошь показалась «чрезмерной». Фактически женщина, живущая «внутри», также считается частью общества, в котором она живет, и можно сказать, что она прямо или косвенно участвовала в социальных, экономических и политических процессах.

Некоторые сведения о среднеазиатских женских сапогах приводятся и в местных источниках. В частности, когда арабы напали на Бухару в 673 году, ее правительницей была женщина. В исторических трудах эта женщина известна как Хутак Хатун. В результате этого набега арабы получают много добычи. Среди добычи были пара сапогов и чулок Хутак-хатун, украшенные золотом и драгоценными камнями. В то время эти предметы оценивались в двести дирхамов. Похожий случай произошел в гареме во время трагического убийства Убайдуллы-хана II (1702-1711), правившего Бухарой. По версии автора, один из женских сапог упал в спальне ханского гарема, которая была разграблена. Эти изображения, приведенные в источниках, имеют, на наш взгляд, символическое значение. То есть эти изображения, во-первых, показывают роскошь замужества женщины, жившей в гареме, а во-вторых, указывают на ее уязвимость и уязвимость и на то, что она стала жертвой некоторых общественно-политических событий.

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INVESTIGATION OF THE EFFECT OF Mn IMPURITY ON HIGH-VOLTAGE p^0-n^0 HETEROJUNCTIONS BASED ON A LOW-DOPED GaAs LAYER.

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Annotation. Experiments have been carried out and the influence of Mn impurity on high-voltage p^0-n^0 heterojunctions based on a lightly doped gallium arsenide layer has been studied. The influence of Mn impurity on the position of the p^0-n^0 transition has been studied, the concentration and nature of the distribution of the main charge carriers have been determined, diffusion length of minority charge carriers, mobility of charge carriers, emergence of deep levels in a lightly doped gallium arsenide layer.

Keywords. Heterojunctions, high-voltage p^0-n^0 junctions, lightly doped GaAs layers, diffusion length, and mobility of charge carriers, deep levels, acceptor and donor levels.

Introduction. In modern microelectronics, applications of large complex semiconductor structures, which are formed when different chemical elements are used together - heterostructures. Heterojunctions, with different band gaps and varying degrees of doping, have received wide practical application in emitting and photoelectric devices (LEDs, lasers, photodiodes, etc.). Potential well formed by the peak in the energy diagram of the transition makes it possible to increase the efficiency. Light-emitting electronic devices.

It is of interest to study the influence of isovalent atoms on the process of formation of smooth p^0-n^0 transitions, since their use allows you to change the concentration level and spectrum of small impurities and deep-level traps due to interaction with background impurities in the melt and changes in intrinsic point defects in epitaxial layers.

Method. Currently, epitaxial methods for producing single-crystal layers for the manufacture of various semiconductor devices are widely used [1]. Epitaxial growth methods make it possible to combine in time the process of crystallization of a semiconductor material and the production of a device structure. Gas transport, molecular beam and liquid phase epitaxy (LPE) have become the most widespread. Ideal joining of crystal lattices into a semiconductor heterojunction is possible using LPE. This method makes it possible to produce not only two-layer but also multilayer heterostructures. One of the most promising areas in the rapidly developing field of

semiconductor micro-, opto- and nanoelectronics is the development of methods for improving the perfection of gallium arsenide heterostructures and controlling the electrical parameters of semiconductor devices. Understanding the role of impurities and the resulting defects is crucial for explaining a range of phenomena from diffusion to one-way injection, or for building a theory of processes occurring in alloyed materials.

Various studies in the field of semiconductor materials science, namely, the study of the peculiarities of the processes of interaction of various impurities and defects in the structure of a semiconductor led to the need to create and produce new materials with different properties, which can be achieved through doping with various impurities.

In this regard, there is a growing need to study the processes of interaction of various impurities and the formation of defects in a lightly doped layer of gallium arsenide doped with impurities of transition metals and rare earth elements in order to develop methods for controlled stabilization of the parameters of semiconductor devices.

Despite the huge number of experimental results, the processes of formation and development of the defect structure of a gallium arsenide heterostructure doped with impurities of transition elements still remain unknown.

The purpose of this work is:

- to determine the location of the p^0-n^0 transitions;
- determine the concentrations and nature of the distribution of the main charge carriers of the lightly doped GaAs layer;
- determine the diffusion length of minority charge carriers (MCCs) in lightly doped GaAs layers;
- determine the mobility of charge carriers in lightly doped epitaxial GaAs layers;
- study the peculiarities of the behavior of Mn atoms in GaAs and determine the influence of technological doping modes on the parameters of deep centers formed by these impurities;
- study the influence of Mn atoms and the processes of thermal defect formation in lightly doped GaAs layers;
- study the processes of degradation of deep centers in lightly doped GaAs layers at high operating temperatures;
- изучить влияние дополнительно введенных примесей на процесс получения p^0-n^0 перехода в слаболегированных слоях GaAs.

Methodology. To solve the problems, the following methods were used:

After growing the epitaxial structures, the thickness of the layers, their planarity and the location of the p^0-n^0 transition were first determined.

To determine the location of the p^0-n^0 junction or space charge region (SCR),

the electrooptical effect method was used [2]. The electrooptical effect manifests itself in the occurrence of double refraction in an electric field. In the case of an epitaxial structure with a p⁰-n⁰ junction, double beam interference should arise in the SCR due to the indication of optical anisotropy at the p⁰-n⁰ junction. During the studies, a MIC-5 microscope was used.

To determine the concentration and nature of the distribution of the main charge carriers, the capacitance-voltage method was used using a mercury probe with layer-by-layer etching of gallium arsenide layers. A typical distribution of charge carrier concentration in one of the resulting p⁰-n⁰ structures is shown in Fig. -1.

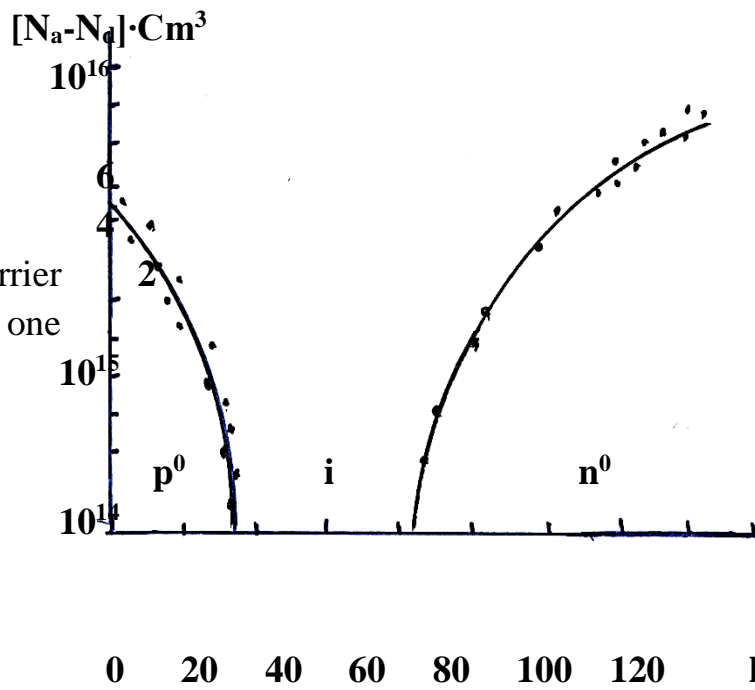


Fig. - 1. Distributions carrier concentrations charge in one p⁰-n⁰ structures.

The diffusion length of the NCC is the most important characteristic of any semiconductor material [5]. To determine the diffusion length of the NCC in lightly doped GaAs layers introduced with Mn impurities, a method was used to study the current distribution induced by a small diameter electron probe and is determined by the expression.

$$I = I_0 \exp \left(\frac{r_0 - x}{L_p} \right)$$

where x is the distance from the excitation area to the p⁰-n⁰ transition, r₀ is the radius of the excitation area.

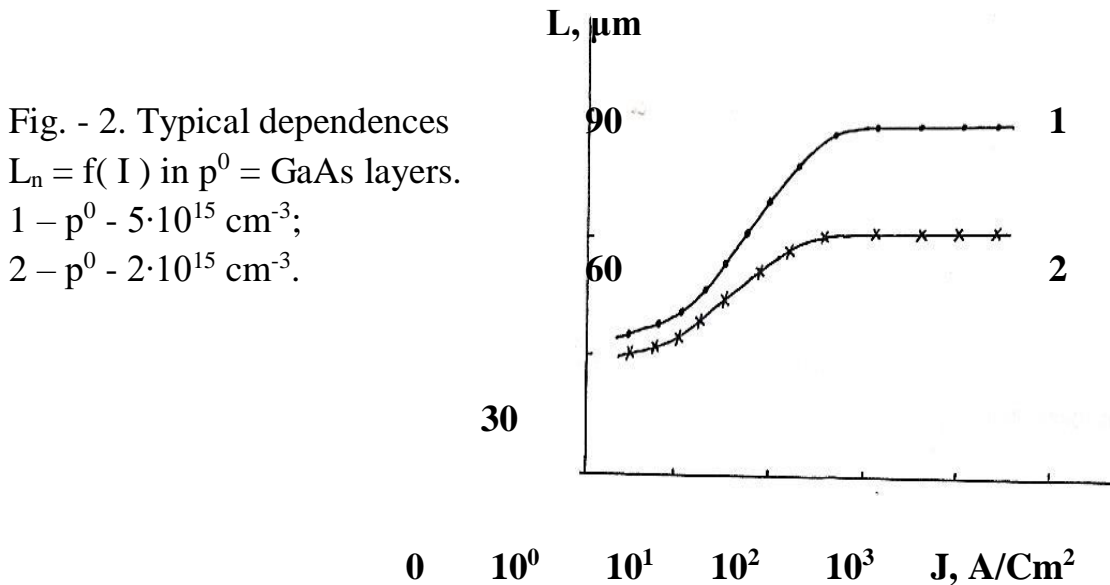
The diffusion lengths L_d in n⁰ – GaAs, determined by this method from the slope of the dependence L_{n1} = f(x), reached 7÷10 μm at zero bias and increased to ≥ 90 μm at U_{arr} = 100 V. Measurements were carried out using a jXA-5A scanning electron microscope microanalyzer. In Fig. - 2.

The dependence of the diffusion length of electrons on the current in a lightly doped p⁰ – GaAs layer 40 μm thick is presented. It can be seen that starting with current densities j > 50 A/Cm², the diffusion length L_n practically does not change and reaches

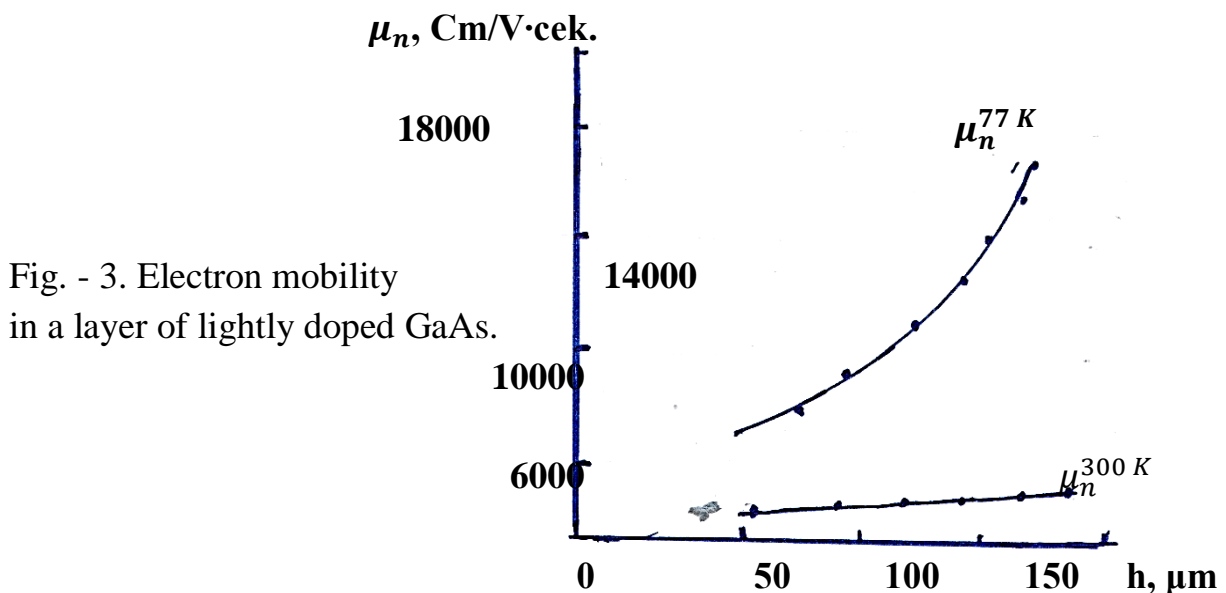
values of $75 \div 85 \mu\text{m}$. The increase in L_n in the region of lower currents is apparently associated with the saturation of electron capture centers.

The charge carrier mobilities were determined by measuring the Hall effect in epitaxial layers grown on semi-insulating substrates.

The measurements were carried out by the Van der Pai method on samples with six ohmic contacts obtained by melting Mindean droplets into an epitaxial layer. The values of electron mobility in n^0 -GaAs layers are in the range $\approx 5000 \div 6000 \text{ cm}^2/\text{V}\cdot\text{sec}$, and the hole mobility in p^0 - n^0 -GaAs layers is $\approx 3000 \div 5000 \text{ cm}^2/\text{V}\cdot\text{sec}$.



The results of studies of the mobility of the main charge carriers in the n^0 -regions showed that there is a high degree of compensation in the epitaxial layers Fig. - 3. As follows from the figure, the degree of compensation in the n^0 layer increases as it approaches the p^0 - n^0 transition.



This nature of the dependence of mobility may indicate that the total concentration of infected centers in the layer decreases with increasing thickness of the n⁰-layer and with decreasing crystallization temperature of the layer.

To determine the energy parameters of deep levels in lightly doped layers introduced with Mn impurities, the method of transient capacitive deep level spectroscopy (DLTS) and phot capacitance (PC) were used.). In all layers obtained by the LPE method, in addition to shallow acceptor and donor levels, deep levels A(E_c + 0.4 eV), B(E_c + 0.54 eV), C(E_c + 68 eV) were detected (Fig. – 4). The crosssection for capturing deep levels corresponds to the value $\sigma = 8 \cdot 10^{-17} \text{ cm}^2, 6 \cdot 10^{13} \text{ cm}^2, 4 \cdot 10^{-17} \text{ cm}^2$. In the literature, these levels are designated HL5, HL3, HL2 [3-4].

The recombination properties of the p⁰ region are largely determined by the deep acceptor A and B centers. At the same time, the main. These centers play a role in the p – part of the p⁰ region. In p⁰-GaAs, they, detected by capacitance spectroscopy (LLTS) and attributed to a growth defect, are traps for holes, and their concentration decreases exponentially with decreasing growth temperature.

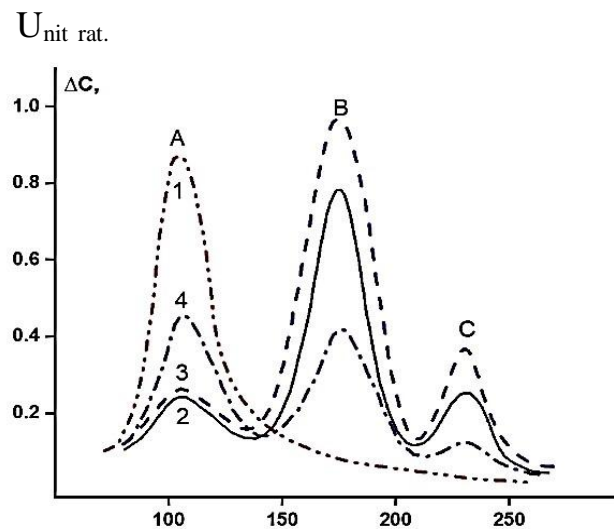
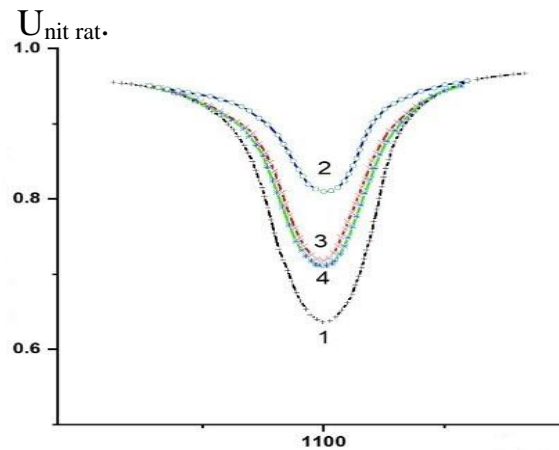


Fig.-4. DLTS spectrum one of the samples doped with Mn impurity.

The IR absorption spectrum of these samples doped with Mn impurities at temperatures from 20 °C to 200 °C are presented in Fig. - 5, and the kinetics of the influence of temperature in the range from 20 °C to 200 °C at deep levels is shown in

Fig. - 6.

Rice. - 5. IR absorption spectrum alloyed with Mn at different operating temperatures.

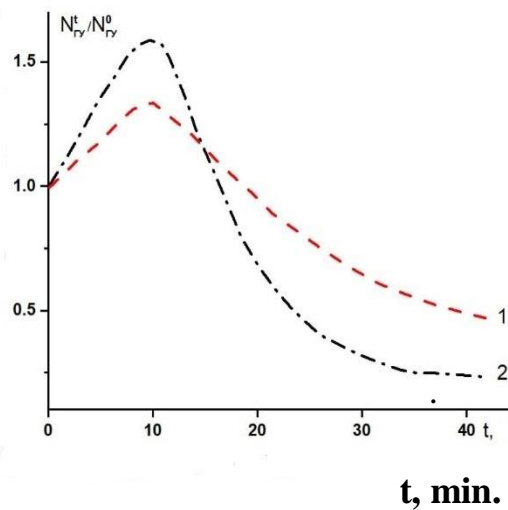


Along with shallow acceptors and shallow donors, deep acceptors determine the position of the p^0-n^0 junction and the size of the SCR [6]. The part of the p^0 layer adjacent to the substrate has a relatively high concentration of small acceptors, greater than the concentration of small donors and sponge acceptors.

As mixing progresses from the substrate deeper into the layer, the difference $N_{d.m.} - N_{m.a.}$ decreases and then becomes equal to zero and changes sign, however, due to the presence of deep acceptors, the type of conductivity of the layer does not change.

If $0 < N_{d.m.} - N_{m.a.} < N_{a.g.}$, then the Fermi level will be close to the position of the first deep acceptor level – A. With further displacement deeper into the layer, when $N_{a.g.} < N_{m.a.} - N_{m.a.} < N_{a.g.}$, the Fermi level will approach the position of the second level - B and further to the third level - C.

Fig. - 6. Kinetics of influence operating temperatures at deep levels Mn-doped samples.



Estimates show that the resistivity of the region of non-field ionization of centers with levels A, B and C at 300 K is 10^6 Ohm·cm or more. Layer coordinate, where $N_{d.m.} = N_{a.m.} + 2N_{a.g.}$ is the location of the p^0-n^0 transition. Further, in the n^0 -type

layer, the electron concentration will be determined by a decrease in $N_{d,m}$.
 – $N_{a,g}$. Therefore, the p^0 region consists of two parts: a low-resistance p^0 and a high-resistance i part, and the p^0 - n^0 junction is located on the border of the i and n^0 regions.

Conclusions. In conclusion, we note that

- The positions of the p^0 - n^0 transition or the space charge region of the lightly doped GaAs layer doped with Mn impurities are determined. The thickness of the p^0 region is determined by the values of the transmission coefficient and the recombination properties of the resulting p^0 - n^0 transitions [7,9].

– The nature and profile of the concentration distribution of the main charge carriers have been studied. The carrier concentration in the p^0 - and n^0 -regions ranged from $1 \cdot 10^{15} \text{ cm}^{-3}$ to $0.1 \cdot 10^{15} \text{ cm}^{-3}$ [7].

- The mobility of charge carriers is determined. The mobility of charge carriers was, in the n^0 layer $\mu_n \approx (5 \div 6) \cdot 10^3 \text{ cm}^2/\text{V} \cdot \text{sec}$, and in the p^0 layer $\mu_p \approx (400 \div 450) \text{ cm}^2/\text{V} \cdot \text{sec}$ [7,10].

- The diffusion lengths of the NCC in lightly doped GaAs layers doped with Mn impurities were determined [8,13];

- A comprehensive study of the properties of a lightly doped GaAs layer doped with Mn impurities was carried out and it was found that these impurities form deep levels with ionization energies $E_c - 0.4 \text{ eV}$, $E_c - 0.54 \text{ eV}$, $E_c = 0.68 \text{ eV}$ in n^0 -GaAs <Mn >

[7,8];

- The influence of deep centers created by Mn impurities has been studied and it has been established that impurities are unstable in the gallium arsenide lattice when operating temperatures change and the kinetics of the influence of temperature on deep levels is nonlinear [11,12].

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ДЕФОРМАЦИЯЛАНГАН $^{236,238}\text{U}$ ЯДРОЛАРИНИНГ МАНФИЙ ЖУФТЛИКЛИ КОЛЛЕКТИВ ҲОЛАТЛАРИНИ ТАҲЛИЛИ

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Калит сўзлар: Уран-236, Уран-238, коллектив ҳолатлар, манфий жуфтлик, октупол тебранишлар, назарий моделлар, Қаттиқ айланувчи ротор, Боголюбов-Валатин, РРА, IBM, экспериментал маълумотлар.

Анотация: Ушбу мақолада деформацияланган Уран-236 ва Уран-238 ядроларининг паст энергияли манфий жуфтликли коллектив ҳолатлари таҳлил қилинади. Ядронинг тузилиши ва коллектив ҳаракатларини таърифлаш учун турли назарий моделлар, жумладан, Қаттиқ айланувчи ротор, Боголюбов-Валатин, РРА ва IBM моделлари муҳокама қилинади. Экспериментал маълумотлар, гама-спектроскопия ва кулон ўйғониш реакцияларидан олинган маълумотлар билан назарий ҳисоб-китоблар таққосланди. Натижалар моделларнинг афзалликлари ва камчиликларини кўрсатади, шунингдек, моделларни такомиллаштириш ва тадқиқотларни давом эттириш заруратини кўрсатади.

Кириш

Уран-236 ва Уран-238 ядролари оғир, деформацияланган ядролар бўлиб, уларнинг коллектив ҳаракатлари ва энергия даражалари тузилиши ядро физикасининг муҳим масалаларидан бири ҳисобланади. Ушбу ядроларнинг паст энергияли кўзғалиш ҳолатлари, хусусан, манфий жуфтликли коллектив ҳолатларнинг таҳлили ядро тузилишининг микроскопик моделларини текшириш ва такомиллаштириш учун муҳим маълумот беради. Ушбу мақолада Уран-236 ва Уран-238 ядроларининг манфий жуфтликли коллектив ҳолатларининг экспериментал ва назарий таҳлили келтирилади.

Экспериментал Маълумотлар

Уран-236 ва Уран-238 ядроларининг манфий жуфтликли ҳолатлари тўғрисидаги экспериментал маълумотлар асосан ядро спектроскопияси усуллари, жумладан, гамма-спектроскопия ва кулон ўйғониш реакцияларидан олинган. Ушбу маълумотлар ядронинг энергия даражаларини, уларнинг спин ва партетларини, шунингдек, ядро ўтишларининг эҳтимоллигини аниқлаш имконини беради[1-5]. Экспериментал маълумотларни таҳлил қилиш натижасида Уран-236 ва Уран-238 ядроларида бир нечта манфий жуфтликли октупол-тебраниш ва айланиш бандлари аниқланган. Уларнинг энергия

даражалари ва о'тиш эҳтимоллиги ядронинг деформацияси ва коллектив ҳаракатларига боғлиқ.

Назарий Моделлар

Манфий жуфтликли коллектив ҳолатларни таърифлаш учун бир нечта назарий моделлардан фойдаланиш мумкин. Бу моделлар ядронинг микроскопик тузилишини турли даражада ҳисобга олади:

• **Қаттиқ айланувчи ротор модели:** Бу модель ядрони қаттиқ жисм деб ҳисоблайди ва унинг айланиш ҳаракатини таърифлайди. Ушбу модель оддий бўлиб, ядронинг деформацияси ва ички тузилишини тўлиқ ҳисобга олмайди.

• **Боголюбов-Валатин модели:** Ушбу модель ядро нуклонларининг жуфтланиш таъсирини ва ядронинг деформациясини ҳисобга олиб, ядронинг асосий ҳолатини ва унинг кўзғалиш ҳолатларини таърифлайди.

• **Тасодифий фазалар яқинлашуви (РРА) модели:** Ушбу модель ядронинг коллектив кўзғалиш ҳолатларини, жумладан, октупол тебранишларини ҳисоблаш учун ишлатилади. Ушбу модельда ядро нуклонларининг ўзаро таъсири ҳисобга олинади.

• **Ўзаро таъсирланувчи бозон модели (IBM):** Бу модель ядронинг коллектив ҳаракатларини, жумладан, айланиш ва тебраниш ҳолатларини таърифлаш учун фойдаланилади[6-18].

Ушбу моделларнинг ҳар бири ўзига хос афзалликлари ва камчиликларига эга бўлиб, уларнинг танланиши ядронинг хусусиятлари ва тадқиқот мақсадига боғлиқ.

Назарий ва Экспериментал Маълумотларни Таққослаш

Юқорида келтирилган назарий моделлардан фойдаланиб, Уран-236 ва Уран-238 ядроларининг манфий жуфтликли коллектив ҳолатларининг энергия даражалари ва о'тиш эҳтимоллиги ҳисоблаб чиқилади ва экспериментал маълумотлар билан таққосланди. Натижалар моделларнинг ядронинг коллектив ҳолатларини таърифлашдаги самарадорлигини баҳолаш имконини беради. Шунингдек, экспериментал маълумотлар билан назарий ҳисоб-китоблар орасидаги фарқларни таҳлил қилиш орқали моделларни такомиллаштириш йўллари аниқлаш мумкин[30-160].

Муҳокама

Экспериментал маълумотлар ва назарий ҳисоб-китобларни таққослаш натижалари моделларнинг афзалликлари ва камчиликларини кўрсатади. Айрим ҳолатларда моделлар экспериментал маълумотларни яхши таърифлайди, бошқа ҳолатларда эса фарқлар кузатилади. Ушбу фарқлар ядронинг тузилишини тўлиқроқ ҳисобга оладиган такомиллаштирилган моделларни яратиш заруратини кўрсатади.

Хулоса

Уран-236 ва Уран-238 ядроларининг манфий жуфтликли коллектив ҳолатларини таҳлил қилиш натижасида ушбу ядроларнинг коллектив ҳаракатлари ва энергия даражалари тузилиши ҳақида муҳим маълумотлар олинди. Экспериментал маълумотлар ва турли назарий моделларнинг ҳисоб-китобларини таққосланганда моделларнинг афзалликлари ва камчиликлари аниқланди. Келажакда ядронинг тузилишини батафсилроқ ҳисобга оладиган такомиллаштирилган назарий моделларни яратиш ва экспериментал тадқиқотларни давом эттириш зарур. Ушбу тадқиқотлар ядро физикасининг асосий масалаларини, хусусан, ядро деформацияси ва коллектив ҳаракатларини чуқурроқ тушунишга ёрдам беради.

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СПЕКТР КОЭФФИЦИЕНТА ПОГЛОЩЕНИЯ МЕЖДУ РАЗРЕШЕННЫМИ ЗОНАМИ В АМОРФНЫХ ПОЛУПРОВОДНИКАХ

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Аннотация: Методом приближения Дэвиса-Мотта по формуле Кубо-Гринвуда получен аналитический вид спектра коэффициента поглощения между разрешенными зонами в аморфных полупроводниках. Определены коэффициент пропорциональности и энергетическая ширина щели подвижности. Сравнивая расчетные и экспериментальные результаты спектра поглощения между разрешенными зонами, получена новая формула, определяющая распределения плотности состояний электронов в валентной зоне.

Ключевые слова: аморфные полупроводники, параболические разрешенные зоны, формула Кубо-Гринвуда, метод приближения Дэвиса-Мотта, оптические переходы электронов между разрешенными зонами, спектр коэффициента поглощения между разрешенными зонами, энергетическая ширина щели подвижности, распределение плотности состояний электронов.

Спектра коэффициента оптического поглощения аморфных полупроводников можно рассчитать по методу приближения Дэвиса-Мотта из формулы Кубо-Гринвуда [1].

$$\alpha(\hbar\omega) = B \int_{\varepsilon_0 - \hbar\omega}^{\varepsilon_0} g(\varepsilon)g(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega}, \quad (1)$$

здесь коэффициент пропорциональности равно на $B = \frac{8\pi^4 e^2 \hbar^2 a}{nc(m^*)^2}$, где a - среднее расстояние между атомами полупроводника, n - показатель преломления полупроводника, c - скорость света в вакууме, m^* - эффективная масса электрона в валентной зоне и в зоне проводимости полупроводника, \hbar - постоянная Планка, ω - частота поглощенных фотонов, ε_0 - энергетическое положение точки пересечения экспоненциальных хвостов разрешенных зон, $g(\varepsilon)$ - и $g(\varepsilon + \hbar\omega)$ -

распределения плотностей начального и конечного состояний электронов, участвующих в оптическом переходе.

Известно, поглощения между разрешенными зонами происходит тогда, когда энергия фотонов, больше чем от энергетической ширины щели (E_g) подвижности (то есть $\varepsilon_C - \varepsilon_V = E_g \leq \hbar\omega$). В этом случае одновременно происходит следующие оптические переходы электронов: из «хвоста» валентной зоны в зону проводимости, между разрешенными зонами и из валентной зоны в «хвост» зоны проводимости [2] (рис. 1). Поскольку коэффициент поглощения является аддитивной величиной [3], суммарный коэффициент поглощения состоит из суммы парциальных коэффициентов поглощения, обусловленных вышеприведенными оптическими переходами электронов. Если формулу Кубо-Гринвуда разделить соответственно для этих переходов, тогда получим следующее выражение:

$$\alpha(\hbar\omega) = B \int_{\varepsilon_0 - \hbar\omega}^{\varepsilon_0} g(\varepsilon)g(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega} = B \int_{\varepsilon_V}^{\varepsilon_0} g(\varepsilon)g(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega} + B \int_{\varepsilon_C - \hbar\omega}^{\varepsilon_V} g(\varepsilon)g(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega} + B \int_{\varepsilon_0 - \hbar\omega}^{\varepsilon_C - \hbar\omega} g(\varepsilon)g(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega} = \alpha_1(\hbar\omega) + \alpha_2(\hbar\omega) + \alpha_3(\hbar\omega) \quad (2)$$

В этом выражении $\alpha_i(\hbar\omega)$ - парциальные коэффициенты поглощения, определенные следующими оптическими переходами электронов: $\alpha_1(\hbar\omega)$ - из «хвоста» валентной зоны в зону проводимости, $\alpha_2(\hbar\omega)$ - между разрешенными зонами, $\alpha_3(\hbar\omega)$ -из валентной зоны в «хвост» зоны проводимости.

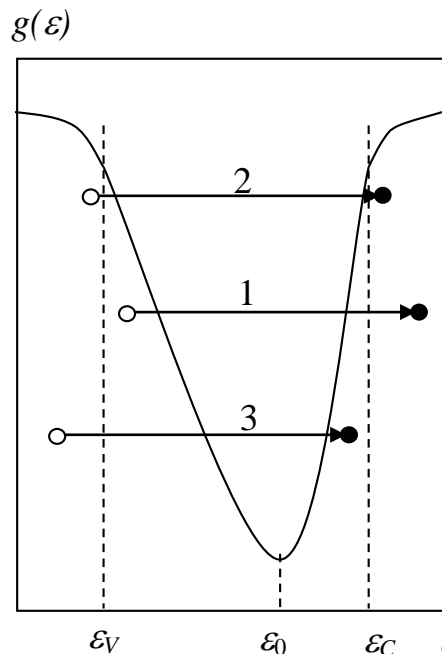


Рис. 1. Виды оптических переходов электрона, когда энергия поглощенных фотонов больше чем ширины щели подвижности ($\varepsilon_C - \varepsilon_V = E_g \leq \hbar\omega$) в аморфных полупроводниках: 1- из хвоста валентной зоны в зону проводимости, 2- между разрешенными зонами, 3- из валентной зоны в хвост зоны проводимости.

Распределение плотности состояний электронов в аморфных полупроводниках можно разделить на три типа в зависимости от их энергетического положения: нелокализованные в валентной зоне и в зоне проводимости, локализованные в «хвостах» зон, расположенные в щели подвижности, и локализованные в дефектах структурной сетки (оборванные связи, дефекты). Энергетическое распределение плотности состояний электронов на краях разрешенных зон имеет степенную, а на «хвостах» этих зон экспоненциальную зависимость и на дефектах подчиняется распределению Гаусса [4]. Имея в виду этого, в работе [5] выражении зависимости плотностей состояний электронов от энергии в аморфных полупроводниках выбрали следующих видах: для разрешенных зон соответственно:

$$g(\varepsilon) = N(\varepsilon_V) \left(\frac{\varepsilon_C - \varepsilon}{E_g} \right)^{n_1}, \quad \text{здесь } \varepsilon \leq \varepsilon_V, \quad (3)$$

$$g(\varepsilon) = N(\varepsilon_C) \left(\frac{\varepsilon - \varepsilon_V}{E_g} \right)^{n_2}, \quad \text{здесь } \varepsilon_C \leq \varepsilon, \quad (4)$$

где $N(\varepsilon_V) = N(\varepsilon_C) = 10^{22} \text{ эВ}^{-1} \text{ см}^{-3}$ [6] эффективные значение плотности электронных состояний в валентной зоне и в зоне проводимости, соответственно, ε_V - верхняя граница валентной зоны, ε_C - нижняя граница зоны проводимости.

Обычно, при проведении теоретических расчетов энергетическая зависимость плотности электронных состояний на границах разрешенных зон является параболическим [7], поэтому степени равны на $n_1 = 1/2$ и $n_2 = 1/2$.

В работе [8] распределения электронных состояний в экспоненциальных «хвостах» разрешенных зон написано следующими выражениями: для «хвоста» валентной зоны

$$g(\varepsilon) = N(\varepsilon_V) \exp(-\beta_1(\varepsilon - \varepsilon_V)), \quad \text{здесь } \varepsilon_V < \varepsilon < \varepsilon_0, \quad (5)$$

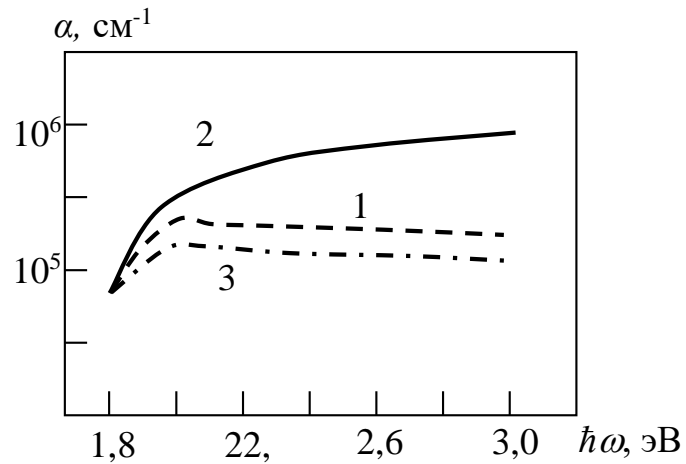


Рис. 2. Спектры парциальных коэффициентов поглощения когда, энергия поглощенных фотонов больше чем ширины щели подвижности аморфных полупроводников, соответствующие следующим оптическим переходам электронов: 1- $\alpha_1(\hbar\omega)$ – из хвоста валентной зоны в зону проводимости, 2- $\alpha_2(\hbar\omega)$ – между разрешенными зонами и 3- $\alpha_3(\hbar\omega)$ – из валентной зоны в хвост зоны проводимости.

а для «хвоста» зоны проводимости

$$g(\varepsilon) = N(\varepsilon_C) \exp(\beta_2(\varepsilon - \varepsilon_C)), \quad \text{здесь } \varepsilon_0 < \varepsilon < \varepsilon_C \quad (6)$$

В этих формулах β_1 - и β_2 - являются параметрами, которые определяют экспоненциальную кривизну «хвостов» разрешенных зон, соответственно.

Согласно результатам расчетов, выполненных путем подстановки (3), (4), (5) и (6) в выражение (2), показано, что значению коэффициента поглощения фундаментальной области в основном определяют $\alpha_2(\hbar\omega)$, т.е. коэффициент поглощения между разрешенными зонами (рис 2). Поэтому коэффициент поглощения между разрешенными зонами можно написать следующим образом:

$$\alpha(\hbar\omega) = B \int_{\varepsilon_C - \hbar\omega}^{\varepsilon_V} g_1(\varepsilon) g_2(\varepsilon + \hbar\omega) \frac{d\varepsilon}{\hbar\omega} \quad (7)$$

где $g_1(\varepsilon)$ - плотность электронных состояний в валентной зоне, а $g_2(\varepsilon + \hbar\omega)$ - плотность электронных состояний в зоне проводимости. В работе [2] подставляя (3) и (4) в (7), получено следующее выражение для коэффициента межзонного поглощения при параболическом распределении электронных состояний на краях разрешенных зонах:

$$\alpha(\hbar\omega) = \frac{A}{4E_g \hbar\omega} \left(2(\hbar\omega - E_g) \sqrt{E_g \hbar\omega - (E_g + \hbar\omega)^2} \arctg \left(\frac{E_g - \hbar\omega}{\sqrt{4E_g \hbar\omega}} \right) \right). \quad (8)$$

где $A = N(\varepsilon_V)N(\varepsilon_C)B$.

В работе [9] представлены экспериментальные спектры коэффициента межзонного поглощения аморфного углерода (a-C), полученного методом «магнетронного напыления» (рис. 3). Применяя уравнение Тауца к экспериментальным результатам [10]:

$$\sqrt{\alpha \hbar\omega} = \sqrt{A}(\hbar\omega - E_g) \quad (9)$$

проведенные расчеты показали, что энергетическая ширина щели подвижности этого материала составляет $E_g \approx 1$ эВ, а согласно методике определения начальной точки спектра межзонного поглощения, $E_g \approx 1,2$ эВ. По нашему мнению, чтобы определить этого параметра, необходимо скорректировать результаты расчета, полученные по формуле (8) и экспериментальные данные, рассматривая коэффициент пропорциональности (A) и энергетическую ширину щели подвижности (E_g) в качестве подгоночного параметра.

Результаты расчетов, выполненные этим методом, также показаны на рисунке 3 (непрерывная кривая). Экспериментальные результаты получение для $a-C$ и результаты расчетов, полученные по формуле (8), показали, что они соответствуют при $A=6,19 \cdot 10^5 \text{ см}^{-1}$ и $E_g = 1,235 \text{ эВ}$.

Из уравнения (7) видно, что коэффициент межзонного поглощения сильно зависит от плотности электронных состояний в разрешенных зонах. Поэтому мы предполагаем, что по этой

формуле можно рассчитать Распределение плотности состояний электронов в разрешенных зонах. В работе [11] приведено следующее выражение для дифференцирования интеграла функции двух переменных от одной переменной:

$$\frac{d}{dy} \int_{\alpha(y)}^{\beta(y)} f(x, y) dx = \int_{\alpha(y)}^{\beta(y)} \frac{\partial f(x, y)}{\partial y} dx + \frac{\partial \beta(y)}{\partial y} f(\beta(y), y) - \frac{\partial \alpha(y)}{\partial y} f(\alpha(y), y) \quad (10)$$

Используя эту формулу, дифференцируем формулу (7) по энергии поглощенных фотонов ($\hbar\omega$) и получаем следующее выражение:

$$\begin{aligned} \frac{\partial \alpha(\hbar\omega)}{\partial \hbar\omega} &= \frac{\partial}{\partial \hbar\omega} B \left(\int_{\varepsilon_c - \hbar\omega}^{\varepsilon_v} \frac{g_1(\varepsilon)g_2(\varepsilon + \hbar\omega)}{\hbar\omega} d\varepsilon \right) = B \left(\int_{\varepsilon_c - \hbar\omega}^{\varepsilon_v} \frac{\partial}{\partial \hbar\omega} \left(\frac{g_1(\varepsilon)g_2(\varepsilon + \hbar\omega)}{\hbar\omega} \right) d\varepsilon + \right. \\ &+ \left. \frac{\partial \varepsilon_v}{\partial \hbar\omega} \frac{g_1(\varepsilon_v)g_2(\varepsilon_v + \hbar\omega)}{\hbar\omega} - \frac{\partial(\varepsilon_c - \hbar\omega)}{\partial \hbar\omega} \frac{g_1(\varepsilon_c - \hbar\omega)g_2(\varepsilon_c - \hbar\omega + \hbar\omega)}{\hbar\omega} \right) = \\ &= \frac{B}{\hbar\omega} \int_{\varepsilon_c - \hbar\omega}^{\varepsilon_v} g_1(\varepsilon) \frac{\partial}{\partial \hbar\omega} g_2(\varepsilon + \hbar\omega) d\varepsilon - \frac{\alpha(\hbar\omega)}{\hbar\omega} + \frac{B}{\hbar\omega} g_1(\varepsilon_c - \hbar\omega)g_2(\varepsilon_c). \end{aligned} \quad (11)$$

Подставляя (3) и (4) в эту формулу получаем следующую выражению:

$$\begin{aligned} \frac{\partial \alpha(\hbar\omega)}{\partial \hbar\omega} &= \frac{B}{\hbar\omega} \int_{\varepsilon_c - \hbar\omega}^{\varepsilon_v} N(\varepsilon_v) \left(\frac{\varepsilon_c - \varepsilon}{E_g} \right)^{\frac{1}{2}} \frac{\partial}{\partial \hbar\omega} N(\varepsilon_c) \left(\frac{\varepsilon - \varepsilon_v + \hbar\omega}{E_g} \right)^{\frac{1}{2}} d\varepsilon - \frac{\alpha(\hbar\omega)}{\hbar\omega} + \\ &+ \frac{B}{\hbar\omega} N(\varepsilon_v) \left(\frac{\varepsilon_c - \varepsilon_c + \hbar\omega}{E_g} \right)^{\frac{1}{2}} N(\varepsilon_c) \left(\frac{\varepsilon - \hbar\omega - \varepsilon_v + \hbar\omega}{E_g} \right)^{\frac{1}{2}} = \\ &= \frac{A(\hbar\omega - E_g)}{2E_g \hbar\omega} \operatorname{arctg} \left(\frac{\hbar\omega - E_g}{2\sqrt{E_g \hbar\omega}} \right) - \frac{\alpha(\hbar\omega)}{\hbar\omega} + \frac{A}{\hbar\omega N(\varepsilon_v)} N(\varepsilon_v) \left(\frac{\hbar\omega}{E_g} \right)^{\frac{1}{2}} \end{aligned} \quad (12)$$

в выражении (12) обозначаем:

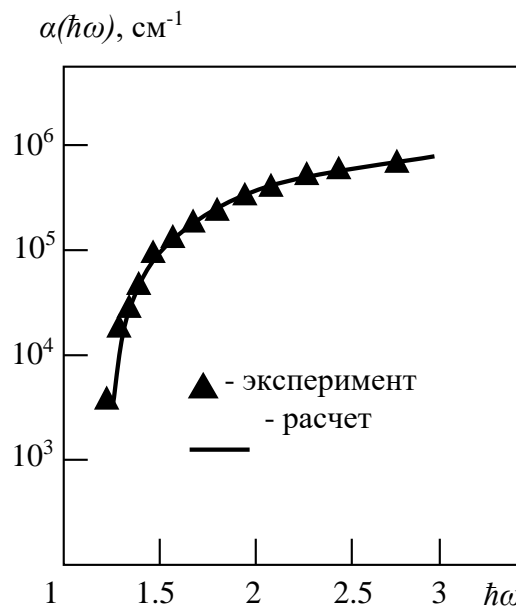


Рис. 3. Спектры межзонного поглощения определение из эксперимента [8] и расчетные данные получение по формуле (8).

$$g_1(\varepsilon) = N(\varepsilon_V) \left(\frac{\hbar\omega}{E_g} \right)^{\frac{1}{2}} = N(\varepsilon_V) \left(\frac{\varepsilon_C - \varepsilon}{E_g} \right)^{\frac{1}{2}} \quad (13)$$

применяя (13), вычислим, какое энергетическое состояние соответствуют на энергию $\hbar\omega$:

$$\hbar\omega = \varepsilon_C - \varepsilon; \quad \varepsilon = \varepsilon_C - \hbar\omega = \varepsilon_C - \varepsilon_V + \varepsilon_V - \hbar\omega = \varepsilon_V + (E_g - \hbar\omega).$$

Поскольку в этом выражение $E_g - \hbar\omega < 0$ и $\varepsilon \leq \varepsilon_V$, то ε определяет расположение энергетического состояния в валентной зоне. Следовательно, из уравнения (12) для распределения плотности электронных состояний валентной зоне, получаем следующее выражение:

$$\begin{aligned} \frac{\partial \alpha(\hbar\omega)}{\partial \hbar\omega} &= \frac{A(\hbar\omega - E_g)}{2E_g \hbar\omega} \operatorname{arctg} \left(\frac{\hbar\omega - E_g}{2\sqrt{E_g \hbar\omega}} \right) - \frac{\alpha(\hbar\omega)}{\hbar\omega} + \frac{A}{\hbar\omega N(\varepsilon_V)} g_1(\varepsilon) \\ g_1(\varepsilon) &= \frac{\hbar\omega N(\varepsilon_V) \left(\frac{\partial \alpha(\hbar\omega)}{\partial \hbar\omega} + \frac{\alpha(\hbar\omega)}{\hbar\omega} - \frac{A(\hbar\omega - E_g)}{2\hbar\omega E_g} \operatorname{arctg} \frac{\hbar\omega - E_g}{2\sqrt{E_g \hbar\omega}} \right)}{A} \end{aligned} \quad (14)$$

Запишем это уравнение, используя средние значение коэффициента межзонного поглощения и энергии поглощенных фотонов в следующем виде:

$$\begin{aligned} g_i(\varepsilon) &= \frac{1}{A} \left(N(\varepsilon_V) \left(\frac{\hbar\omega_i + \hbar\omega_{u+1}}{2} \right) \left(\frac{\alpha_{i+1}(\hbar\omega) - \alpha_i(\hbar\omega)}{\hbar\omega_{i+1} - \hbar\omega_i} + \frac{\alpha_{i+1}(\hbar\omega) + \alpha_i(\hbar\omega)}{\hbar\omega_i + \hbar\omega_{u+1}} - \right. \right. \\ &\quad \left. \left. - \frac{A \left(E_g + \frac{\hbar\omega_i + \hbar\omega_{u+1}}{2} \right)}{E_g (\hbar\omega_i + \hbar\omega_{u+1})} \operatorname{arctg} \frac{E_g - \frac{\hbar\omega_i + \hbar\omega_{u+1}}{2}}{2\sqrt{E_g \frac{\hbar\omega_i + \hbar\omega_{u+1}}{2}}} \right) \right) \end{aligned} \quad (15)$$

где $\alpha_i(\hbar\omega)$ - и $\hbar\omega_i$ - экспериментальные значение коэффициента межзонного поглощения и энергии поглощенных фотонов, соответственно.

Из уравнения (15) следует, что если известна экспериментальная спектральная характеристика коэффициента межзонного поглощения, то с помощью этого выражения можно определить распределение плотности состояний электронов в валентной зоне.

На рис.4 показано распределение плотностей состояний электронов в валентной зоне, определенное с использованием экспериментальных спектральных характеристик коэффициента поглощения между разрешенными зонами, показанного на рис.3.

Таким образом, в данной работе, исследован аналитический вид спектра коэффициента поглощения между разрешенными зонами полученного для параболических разрешенных зон аморфных полупроводников. Используя спектра коэффициента поглощения между разрешенными зонами, определенная по этой работе и эксперимента, показана возможность определения плотность электронных состояний в валентной зоне. Определено распределение плотности состояний электронов расположенные, в валентной зоне сравнивая расчетные и экспериментальные результаты получение для спектра межзонного поглощения. Поскольку поглощение между разрешенными зонами характерно для всех полупроводников, результаты, полученные в этом исследовании, также могут быть использованы кристаллическим, поликристаллическим и микрокристаллическим полупроводникам.

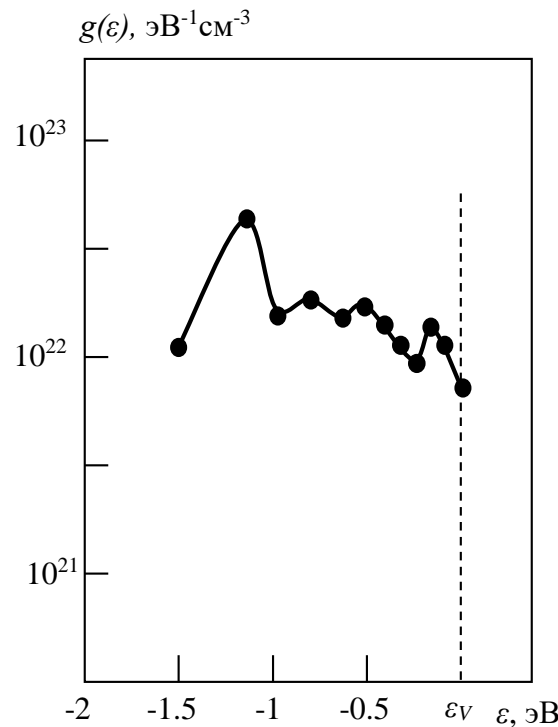


Рис. 4. Расчетные данные плотность электронных состояний в валентной зоне аморфного углерода (*a-C*) получение из формулы (15).

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TiO₂ АСОСИДАГИ ЮҚОРИ СЕЗГИР БЎЁҚЛИ ҚУЁШ ЭЛЕМЕНТЛАРИНИНГ ФОТОЭЛЕКТРИК ХАРАКТЕРИСТИКАЛАРИ

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Аннотация. Ушбу ишда TiO₂ асосидаги (DSSC- Dye sensitized solar cell) қуёш элементларини фотоэлектрик характеристикалари яъни: заряд тўплаш самарадорлиги (η_{coll}), электронларни диффузия коэффиценти (D) ва электронларнинг эркин югуриш узоклиги (L_n) тадқиқ қилинди. Қуёш элементидаги эркин электронларнинг 87% қисми электр токини ҳосил қилишда иштирок этиши аниқланди.

Калит сўзлар. Юқори сезгир бўёқли қуёш элементлари (DSSC- Dye sensitized solar cell), фотоэлектрод, контурэлектрод, фотоанод, электролит, гел полимер электролит (GPE), ёруғликка юқори сезгир бўёқ.

Ҳозирги вақтда дунёда истемол қилинадиган энергияни асосан қазилма ёқилғилардан олинадиган энергия, яъни иссиқлик энергияси, ядро энергияси, гидроэнергиялар ташкил қилади. Лекин бундай ёқилғиларнинг миқдори чекланганлиги, экологик жиҳатдан тоза эмаслиги ва сейсмик жиҳатидан барқарор эмаслиги уларнинг асосий камчилиги ҳисобланади [1]. Шу сабабли замонавий талаблар қайта тикланувчи ва экологик тоза энергия манбалари, яъни қуёш ҳамда шамол энергиясидан фойдаланишни инсоният олдига қўймоқда.

Айни пайтда жаҳонда қуёш радиацияси энергиясини электр энергиясига айлантирувчи яримўтказгич асосли қуёш элементларини тайёрлаш технологиясини мураккаблиги ва улардан олинадиган электр энергияси таннархини қимматлиги бу қуёш элементларидан кенг миқёсда фойдаланиш имкониятларига тўсқинлик қилмоқда. Умуман олганда эски типдаги кремний асосли қуёш элементларининг фойдали иш коэффицентини лаборатория шароитида 25% гача, арсенид-галлий асосли қуёш элементларининг фойдали иш коэффицентини лаборатория шароитида 32% гача ошириш мумкин [2].

Шунга қарамай, ҳозирги замон талаби тайёрлаш технологияси ва ишлаб чиқариладиган электр энергиясини таннархи арзон бўладиган қуёш элементларини излашга мажбур қилмоқда. Бундай қуёш элементларига "Юқори сезгир бўёқли қуёш элементлари (DSSC- Dye sensitized solar cell) ёки "Грацел элементлари"ни мисол қилиб кўрсатиш мумкин DSSC қуёш элементларининг схематик кўриниши 1-расмда келтирилган. Бу қуёш элементлари тайёрлаш технологияси, уларни жорий этиш ва такомиллаштиришнинг арзонлиги, улардан

фойдаланиш ва ишлаб чиқаришнинг бир қанча қулайликларга эгаллиги билан шу соҳа мутахассисларини ўзига жалб қилмоқда [3-4]. 2-расмда DSSC қуёш элементларининг ишлаш принципи келтириб ўтилган.

Ушбу ишда TiO_2 асосидаги (DSSC- Dye sensitized solar cell) қуёш элементларини фотоелектрик характеристикалари ўрганилган.

TiO_2 асосидаги бўёқли кўп қатламли структуралардан ташкил топган ҚЭ лари учун электронларни транспорт вақти ва ўртача яшаш вақтини аниқлаш учун модуляцияланган фототок интенсивлиги спектроскопияси (IMPS) ва Модуляцияланган фотокучланиш интенсивлиги спектроскопияси (IMVS) усулларидан фойдаланилди.

$$\tau_{tr} = \frac{1}{2\pi f_{IMPS}} \quad (1)$$

бу ерда f_{IMPS} DSSC учун IMPS нинг максимал частотаси

Бундан ташқари IMVS тажрибасидан фойдаланиб электроннинг ўртача яшаш вақти аниқланди.

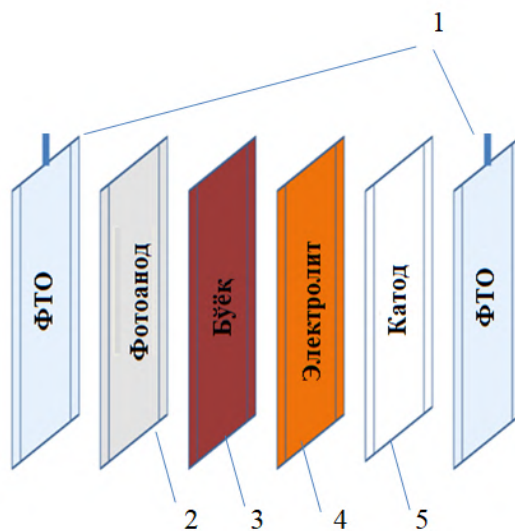
$$\tau_{rec} = \frac{1}{2\pi f_{IMVS}} \quad (2)$$

бу ерда f_{IMVS} DSSC учун IMVS нинг максимал частотаси.

$$\eta_{coll} = 1 - \frac{\tau_{tr}}{\tau_{rec}} \quad (3)$$

$$D = \frac{d^2}{2.35\tau_{tr}} \quad (4)$$

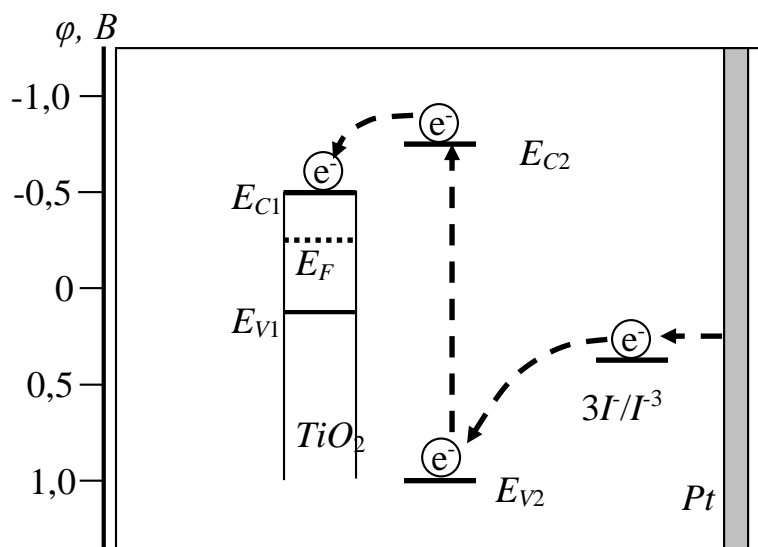
$$L_n = \sqrt{D\tau_{rec}} \quad (5)$$



1-расм. DSSC қуёш элементининг таркибий қисмлари. 1- FTO ўстирилган шиша, 2-фотоанод, 3- фотосезгир бўёқ, 4-электролит, 5-контр электрод (катод).

Электронларни транспорт вақти ва ўртача яшаш вақтини мос равишда (1) ва (2) формулалардан фойдаланиб аниқланди. Юқоридаги параметрларни билган ҳолда биз (3), (4) ва (5) формулалар орқали заряд тўплаш самарадорлиги (η_{coll}),

электронларни диффузия коэффициентини (D) ва электронларнинг эркин югуриш узоклиги (L_n) ни аниқладик. 1-жадвалда Таркибида 0.20 гр ТРАИ ва 0.1 гр РЕО бўлган гел-полимер электролит асосли ва турли миқдардаги ТРАИ тузига эга бўлган суюқ электролит асосли DSSC ларидан олинган натижалар келтирилган.



2-расм. TiO_2 асосли DSSC қуёш элементи-нинг ишлаш принципи. E_{C1} - ва E_{V1} – лар мос равишда TiO_2 нинг ўтказувчанлик ва валент зонасининг чегаралари, E_{C2} – ва E_{V2} - бўёқнинг ўтказувчанлик ва валент зонасининг чегаралари, E_F – Ферми сатҳи.

1-жадвал.

Таркибида 0.20 гр ТРАИ ва 0.1 гр РЕО бўлган гел-полимер электролит асосли яримўтказгичли DSSC ларининг τ_{tr} , τ_{rec} , D , L_n ва η_{coll} параметрлари

Электролит	τ_{tr} (ms)	τ_{rec} (ms)	D (nm^2 s^{-1})	L_n (μm)	η_{coll}
ГПЭ (РЕО+ТРАИ)	6.3	50.3	11.42	23.97	0.87

Хулоса. Тажриба натижаларини кўрсатишича қуёш элементида ёруғлик таъсирида пайдо бўладиган эркин электронларнинг 87% қисми электр токини ҳосил қилишда иштирок этади. Бу эса DSSC лардан самарали қуёш элементлари сифатида фойдаланиш мумкин эканлигидан далолат беради.

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**OPERATSION MIKROSKOP ZEISS OPMI MDU XY S5 DA OPTIK
DEGREDATSIYA PARAMETRLARINI TADQIQ QILISH**

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Annotatsiya: Ushbu maqolada biz operatsion mikroskoplar fotolyuminisensiya uchun ko'k va oq yorug'lik intensivligini va PpIX vizualizatsiyasi uchun ishlatiladigan klinik darajadagi operatsion mikroskoplarning yorug'lik nurlari profilini batafsil baholashni amalga oshirdik.

Annotation: In this article, we performed a detailed evaluation of the blue and white light intensities for photoluminescence of operating microscopes and the light beam profile of clinical-grade operating microscopes used for PpIX visualization.

KIRISH

Operatsion mikroskoplar neyroxirurgik operatsiya xonasida keng tarqalgan bo'lib, miya shishini olib tashlash uchun jarrohlik muolajalarning asosiy qismi hisoblanadi. Neyroxirurgiya uchun kundalik foydalanishda eng muhim vizualizatsiya vositasi sifatida operatsion mikroskoplar innovatsion yoritish rejimlari orqali ilg'or funkcionallikka ega bo'lmoqda. Jarrohlik muvaffaqiyatini ta'minlash uchun neyroxirurg mikroskopning yorug'lik xususiyatlarini va funkcionalligini, ayniqsa fluorosensiya ostida to'qimani rezektsiya qilish kontekstida to'liq tushunishi kerak.

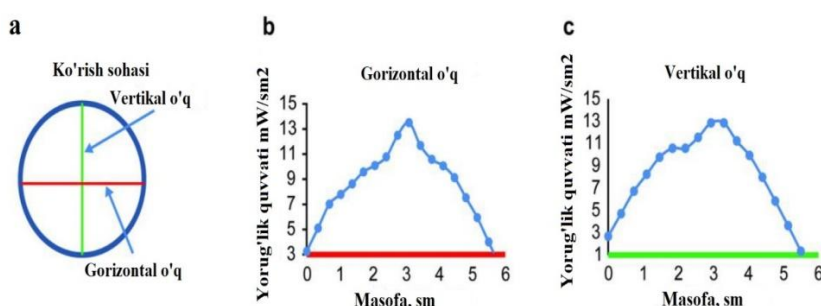
To'qimani fluorosensiya yordamida rezektsiya qilish printsipi operatsiyadan oldin yoki operatsiya vaqtida bemorlarga qo'llanilishi mumkin bo'lgan fluorosensiya xususiyatlarga ega maqsadli vositalardan foydalanishga asoslanadi. Ushbu agentlar floroforning selektivligi va ta'siriga qarab to'qima to'qimalari ichida va atrofida yoki to'qima hujayralari ichida to'planish uchun mo'ljallangan. Operatsiya paytida asosiy talab etiladigan diagnostika tahlil bu fluorosensiyaga asoslangan vizual farqlashni kuchaytirish va o'sma to'qimalarining chegaralarini aniqlashdir. Neyroxirurgiyada o'smalarni aniqlash uchun ishlab chiqilgan lyuminestsent agentning eng mashhur namunasi 5-aminolevulin kislotasi (5-ALA) bo'lib, u o'smalar va malign gliomalarning chegara hududlarini ko'rsatish uchun ishlatiladi.

Asosiy qism. Tijorat darajasidagi operatsion mikroskoplar turli to'lqin uzunliklarida fluorosensiya emissiyasini aniqlash: Ushbu maxsus yoritish modullari serebrovaskulyar kasalliklar uchun neyroxirurgiya paytida odatiy holga aylangan va miya o'smalarini rezektsiya qilish uchun tobora ko'proq foydalanilmoqda. Mikroskopning yorug'lik chiqishi, lyuminestsentlik va fotooqartirishni tushunish

neyroxirurg to'qimalarni rezektsiya qilish uchun mos keladigan protokolga chuqur ta'sir ko'rsatishi mumkin. Past va yuqori darajadagi gliomalar uchun rezektsiya darajasi bemorning umr ko'rish davomiyligiga katta ta'sir ko'rsatadi. Ushbu tamoyillarini nafaqat fiziklar va ishlab chiqaruvchilar, balki neyroxirurglar ham tushunishlari kerak, ular jarrohlikda va miya o'smalarini davolashning boshqa usullarida qo'llanilishi mumkin bo'lgan fluorosensiya mikroskop modullarining imkoniyatlari va cheklovlari haqida ma'lumotga ega bo'lishi kerak. Shunday qilib, standartlashtirilgan usullarni ishlab chiqish, neoplastik miya to'qimalarini rezektsiya qilish paytida intraoperativ lyuminestsent usullarda jarrohlik mikroskop yordamida o'lchovlar yoki kuzatuvlarni oladigan klinik sinovlar va tadqiqotlar uchun tobora muhim ahamiyat kasb etmoqda

Biz baholagan barcha operatsion mikroskoplarning oq yorug'lik va ko'k chiroq (BLUE 400 lyuminestsent rejimi) optik quvvati ko'rish maydoni (FOV) bo'ylab turlicha edi. Gorizontal va vertikal o'q bo'ylab yorug'likning tarqalishi qo'ng'iroq shaklida bo'lgan (1a-c-rasm). Mikroskopning sirtga nisbatan burchagi tufayli yorug'lik intensivligi profili vertikal o'q bo'ylab bir tomonga biroz egilgan.

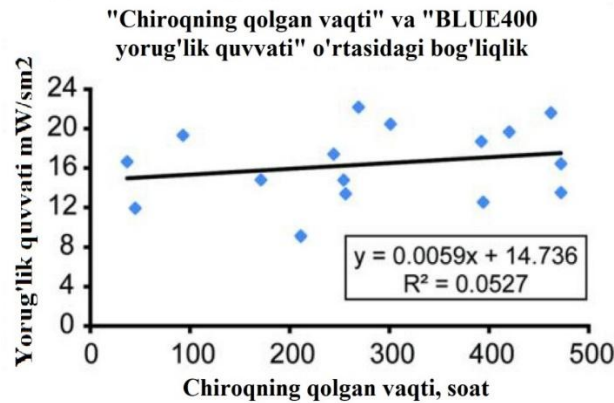
Qizig'i shundaki, keyingi tahlillar "chap chiroq soati" qiymati va ko'k chiroq optik quvvati o'rtasida hech qanday bog'liqlik yo'qligini aniqladi (2-rasm). "Chiroq soati" parametri o'zgarganligi sababli, ko'k chiroq optik quvvatining intensivligining o'zgarish darajasi mos kelmadi.



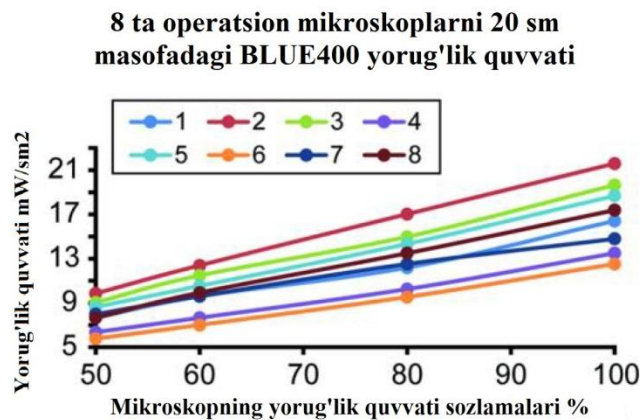
1-rasm. Optik quvvatni o'lchash tajribalari. BLUE 400 rejimini operatsion mikroskopning ko'rish maydoni bo'ylab optik quvvat profili. Agar boshqacha berilmagan bo'lsa, o'lchovlar 20 mm fokus masofasida va 100% mikroskop yorug'lik quvvati sozlamalarida ES120C Piroelektrik termal optik quvvatni o'lchovchi sensor yordamida amalga oshirildi. (a) o'lchovlar olingan joyni ko'rsatadigan diagramma (b) Ko'rish maydonining gorizontal o'qi bo'ylab yorug'lik intensivligi profili. (c) Ko'rish maydonining vertikal o'qi bo'ylab yorug'lik intensivligi profili.

Shuningdek, biz fokus masofasi va yorug'lik quvvati sozlamalarining FOV bo'ylab o'lchangan yorug'lik quvvati zichligiga ta'sirini tahlil qildik. Tahlil shuni ko'rsatdiki, 20 sm fokus masofasida o'lchangan ko'k yorug'lik optik quvvat zichligi mikroskopning yorug'lik quvvati sozlamalari bilan to'g'ridan-to'g'ri va ijobiy korrelyatsiyaga ega (3-rasm). Xuddi shunday korrelyatsiya 30 sm fokus masofasida

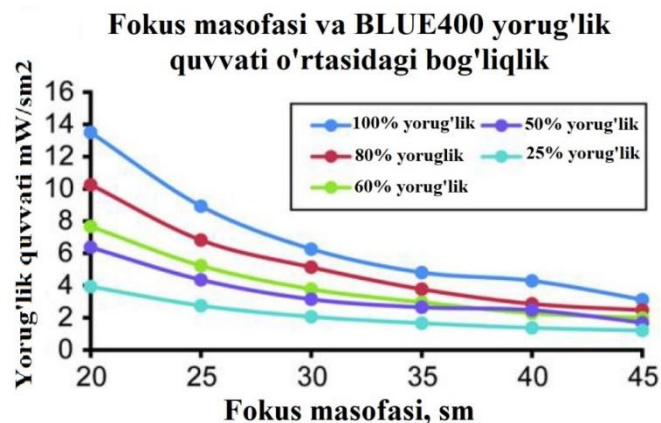
ham topilgan. Keyingi tahlillar, kutilganidek, BLUE 400 ish rejimida fokus masofasi va o'lchangan yorug'lik quvvati zichligi o'rtasidagi teskari munosabatni aniqladi (4-rasm). Oq yorug'lik rejimidan foydalangan holda optik quvvat o'lchovlari turli yorug'lik quvvati sozlamalari orasida fokus masofasi va optik quvvat zichligi o'rtasidagi o'xshash bog'liqlikni ko'rsatdi. Misol uchun, mikroskop BLUE 400 rejimida 100% yorug'lik quvvatida va 30 sm fokusda ishlaganda, optik quvvat zichligi taxminan bir xil mikroskopni BLUE 400 rejimida 50% yorug'lik quvvatida 20% yorug'lik quvvati bilan ishlatishga teng. Fokus masofasi va o'lchangan yorug'lik quvvati zichligi o'rtasidagi munosabat ko'k va oq yorug'lik yoritilishi uchun chiziqli bo'lmagan.



2- rasm. BLUE400 rejimida chiroqning resursini ishlatilgan soatlari va ko'rish maydonining markazida o'lchangan optik quvvat o'rtasidagi bog'liqligi.



3-rasm. 8 ta mikroskopda 20 sm fokus masofasida mikroskopning optik quvvat sozlamalari va o'lchangan tushuvchi optik quvvat o'rtasidagi bog'liqligi.



4-rasm. 5 xil mikroskop yorug'lik quvvati sozlamalarida fokus masofasi va o'lchangan tushuvchi optik quvvat o'rtasidagi bog'liqlik.

XULOSA

Ushbu tadqiqotda biz standart oq yorug'lik va ko'k yorug'lik rejimlarida tijorat neyroxirurgik operatsion mikroskoplarining fazoviy yoritish intensivligini o'lchadik. Yoritish intensivligi namuna to'qimasigacha bo'lgan masofaga, mikroskop yorug'lik quvvati sozlamalariga va ko'rish maydonidagi joylashuvga bog'liqligi o'rganildi.

Bundan tashqari, turli mikroskoplar bir xil tizim sozlamalarida sezilarli darajada turli xil yorug'lik optik quvvatlarini namoyon etishi o'rganildi. 500 soatlik vaqtga asoslangan ksenonli yoy chiroqning qolgan vaqtlari, o'lchangan optik quvvatdagi o'zgarishlarga hech qanday bog'liqlik ko'rsatmadi; ammo qolgan vaqtning o'zgaruvchanlikka qo'shgan hissasini to'liq bartaraf bo'lmasligi aniqlandi

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SOLISHTIRMA ISSIQLIK SIG'IMINI ANIQLASH USULLARI

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Annotatsiya: Ma'lumki, bugungi kunda energiyaga bo'lgan talab xar qachongidan ortgan zamonda, muqobil energiya resurslari qayta tiklanuvchi energiya manbalariga bo'lgan qiziqish ortadi, bu manbalarni o'rganishda solishtirma issiqlik sig'imini bilish muximdir. Shuning uchun bu ishda ularni aniqlash usullari keltirilgan.

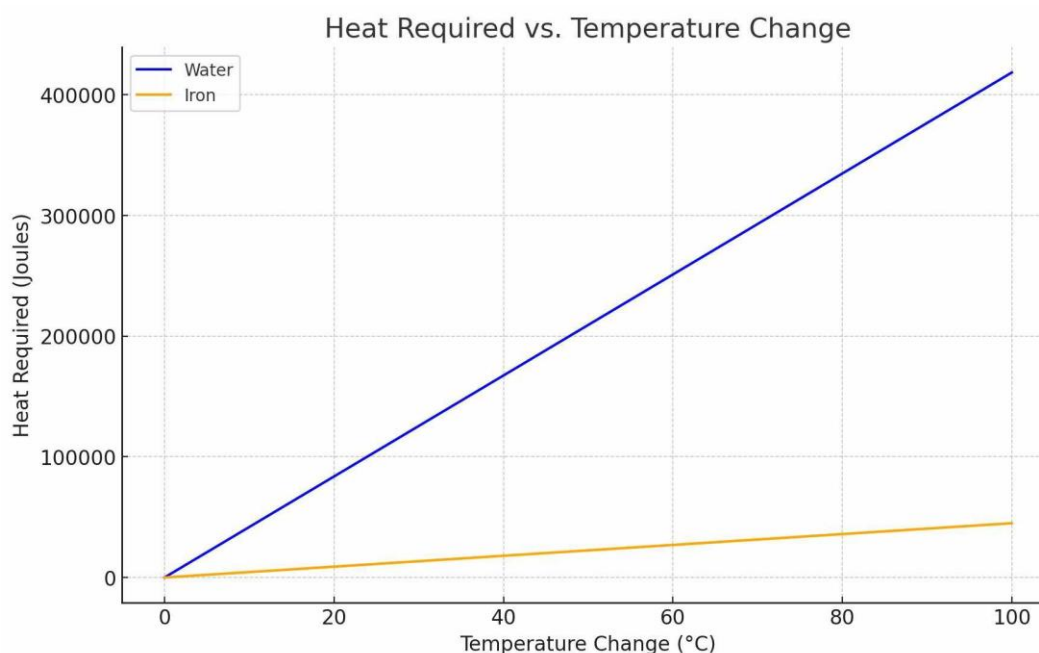
Kalit so'zlar: issiqlik sig'imi, solishtirma issiqlik sig'imi, molyar issiqlik sig'imi, faza, yashirin issiqlik miqdori, yashirin erish issiqligi, kalorimetriya, politropa, politropik jarayon,

Tajribalardan shu narsa aniqlandiki, sistema temperaturasini o'zgarishi uchun zarur bo'lgan issiqlik miqdori sistema massasi va temperatura o'zgarishiga to'g'ri proporsionaldir. Bu o'n sakkizinchi asrdayoq ma'lum edi. Massa, issiqlik sig'imi va temperatura o'zgarishi orasidagi munosabatni

$$Q = mc\Delta T$$

Ko'rinishda yozish mumkin. Bu yerda c-berilgan moddani xarakterlovchi kattalik bo'lib, solishtirma issiqlik sig'imi deyiladi.

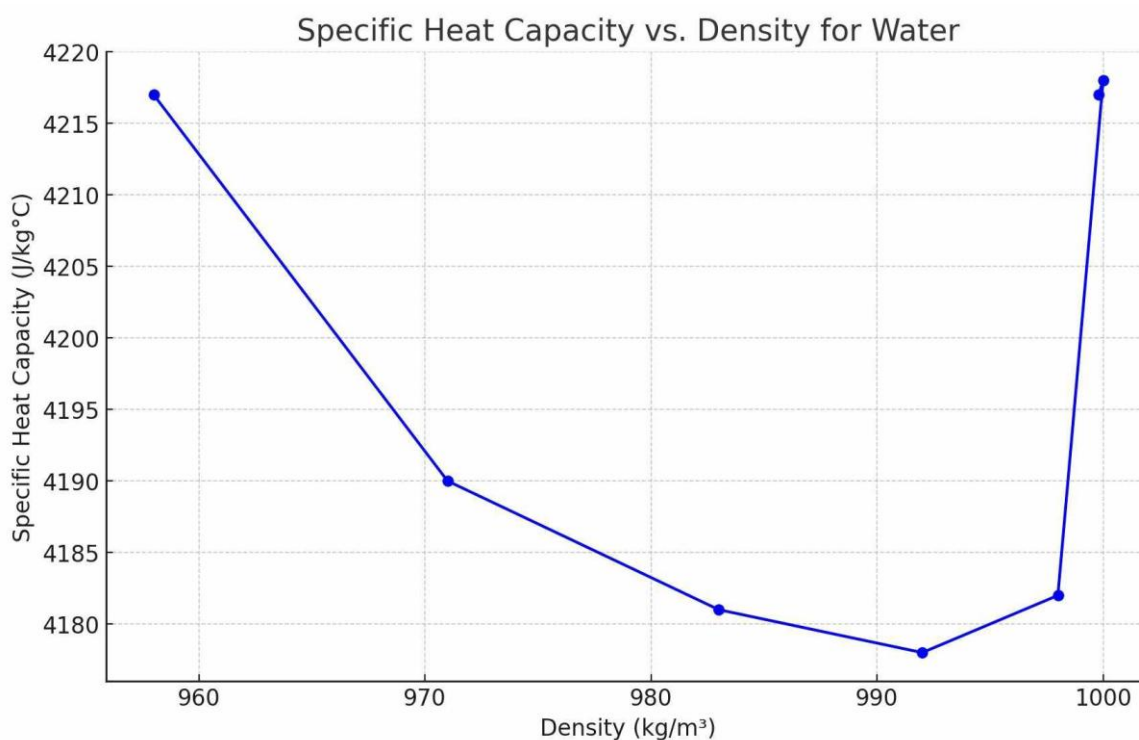
Birinchi rasmda suv va temirni harorat va issiqlik miqdori orasida bog'lanishni ko'rishimiz mumkin.



1-rasm

Issiqlik, bu temperaturalar farqi tufayli uzatilgan energiyadir. O'n yettinchi asr davomida Galiley, Nyuton va boshqa olimlar qadimgi grek olimlarining issiqlik energiyasini molekulyar harakatlar yuzaga keltiradi, degan nazariyasini quvvatlab kelganlar. Keyingi asrda temperatura farqi tufayli yuzaga keladigan energiya miqdorini xisoblash uchun usullar rivojlantirildi. Ikki jism o'zaro bir-biri bilan kontaktga keltirilganida temperaturasi yuqoriroq jism temperaturasi pastroq jismga issiqlik berishi va bunda berilgan issiqlik olingan issiqlikka teng ekanligi topildi. Issiqlik-bu energiya uzatish usuli. Issiqlik issiqroq jismdan sovuqrog'iga uzatilganida, aynan energiya issiqrog'idan sovuqrog'iga o'tadi. Demak, issiqlik-temperatura farqi tufayli bir jismdan ikkinchisiga o'tadigan energiyadir.

Suvning solishtirma issiqlik sig'imini zichlikka bog'lanish grafigi 2-rasmda keltirilgan.



2-rasm

Issiqlik harakatning alohida ko'rinishidir. Ayrim xolatlarda issiqlik mexanik ish tufayli, masalan, ikki jism bir-biriga ishqalishida, yuzaga keladi. Issiqlikning zamonaviy nazariyasi 1840 yillargacha noma'lum edi. (1818-1889) Jeyms Joul o'tkazgan tajribasi issiqlik ish singari energiya uzatish usuli ekanligi haqidagi zamonaviy tasavvur uchun asos bo'ldi. Osilgan jism lopatkali bilan turbinani aylanishiga olib keladi. Lopatkani suyuqlik bilan ishqalanishi suyuqlik temperaturasining bir muncha oshishiga olib keladi. Joul ish issiqlik miqdoriga ekvivalent ekanini aniqladi. Ichki energiya barcha atomlar ilgariharakati kinetik energiyalari yig'indisiga tengdir. Bu yig'indi bitta molekula o'rtacha kinetik energiyasining to'liq molekulalar soniga ko'paytmasiga tengdir. Issiqlik bu jismdagi

mavjud energiya bo'lmay, u sovuqroq jismdan issiqrog'iga uzatilayotgan energiyaning miqdoridir. Sistema temperaturasi o'zgartirish uchun zarur bo'lgan issiqlik miqdori Q sistema massasi m ga va temperatura o'zgarishi ΔT ga proporsional bo'lib, bu o'n sakkizinchi asrda ma'lum bo'ldi. Q , m va ΔT orasidagi bog'lanish

$$Q = \Delta E_{int} = C \Delta T = m c \Delta T \quad (1)$$

ko'rinishga ega bo'lib, bu yerda S - issiqlik sig'imidir. Issiqlik sig'imi deb, modda temperaturasi 1 K ga oshirishdagi ichki energiyaning o'zgarishini ko'rsatuvchi fizik kattalikka aytiladi. Modda solishtirma issiqlik sig'imi issiqlik sig'imni modda massasiga nisbati bilan aniqlanadi:

$$c = C / m \quad (2)$$

Juda kichik bo'lsa ham, isitish uchun zarur bo'lgan issiqlik miqdori temperaturaga bog'liqdir. Yuqori temperaturalarni o'lchashning tarixiy birligi *kaloriyadir*. Bu birlik bir gramm suv temperaturasi bir gradusga oshirish uchun zarur bo'lgan issiqlik miqdori kabi aniqlanadi. Kaloriyaning SI sistemasidagi birligi Joul bo'lib, ular orasida:

$$1 \text{ kal} = 4,186 \text{ J} \quad (3)$$

bog'liqlik mavjud.

Yuqori issiqlikning amerika o'lchov birligi **Btu** bo'lib, **britaniya issiqlik birligi deyiladi**. Britaniya issiqlik birligi bir funt suv temperaturasi 1 °F ga o'zgartirish uchun kerak bo'lgan issiqlik miqdoridir. Britaniya issiqlik birligi kaloriya va Joul bilan quyidagicha bog'langan:

$$1 \text{ Btu} = 252 \text{ kal} = 1.054 \text{ kJ} \quad (4)$$

Suvning (suyuq xolatdagi) solishtirma issiqlik sig'imi:

$$s_{suv} = 1 \frac{\text{kal}}{\text{g} \cdot \text{K}} = 1 \frac{\text{kcal}}{\text{kg} \cdot \text{K}} = 4,184 \text{ kJ}/(\text{kg} \cdot \text{K}) \quad (5a)$$

Xuddi shunday, britaniya issiqlik birligida issiqlik sig'imi

$$s_{suv} = 1 \text{ Btu}/(\text{lb} \cdot \text{°F}) \quad (5b)$$

kabi aniqlanadi.

Molyar issiqlik sig'imi (c') deb, bir mol modda temperaturasi bir gradusga isitish uchun kerak bo'lgan issiqlik miqdoriga aytiladi,

$$c' = C / n$$

bu yerda n -mollar soni. $C = m c$ ligidan, molyar issiqlik sig'imini solishtirma issiqlik sig'imi orqali ifodalash mumkin:

$$c' = C / n = m c / n = M c \quad (6)$$

bu yerda $M = m / n$ bo'lib, molyar massadir.

1-jadvalda ayrim qattiq jism va suyuqliklarning solishtirma va molyar issiqlik sig'imlari qiymatlari keltirilgan. Metallarning molyar issiqlik sig'imlari qiymatlari bir-biriga yaqinligiga e'tibor bering. Biz ushbu qiymatlar yordamida metallarning issiqlik sig'imi haqida mulohaza yuritimiz.

Ayrim qattiq jism va suyuqliklarning solishtirma va molyar issiqlik sig'irlari qiymatlari

Modda	S (kJ/kg•K)	S (kkal/kg •K) yoki Btu=(b•°F)	C' (J/mol•K)
Alyuminiy	0.900	0.215	24.3
Vismut	0.123	0.0294	25.7
Mis	0.386	0.0923	24.5
SHisha	0.840	0.20	—
Oltin	0.126	0.0301	25.6
Muz	2.05	0.49	36.9
Qo'rg'oshin	0.128	0.0305	26.4
Kumush	0.233	0.0558	24.9
Vol fram	0.134	0.0321	24.8
TSink	0.387	0.0925	25.2
Spirit(etil)	2.4	0.58	111
Simob	0.140	0.033	28.3
Suv	4.18	1.00	75.2
Bug' (1atm)	2.02	0.48	36.4

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LITIY IONLARI KIRITILGAN KALIY ANTIMONAT-VOLFRAMATLARNI QATTIQ FAZALI REAKSIYA YORDAMIDA SINTEZ QILISH VA ULURNI TAYYORLASH TEXNOLOGIYASI

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Annotatsiya. $x\text{Li}_2\text{CO}_3-(y-x)\text{K}_2\text{CO}_3-y\text{Sb}_2\text{O}_3-(2-y)\text{WO}_3$ tizimida fazalar hosil bo'lish xususiyatlari o'rganildi va qattiq fazali reaksiyasi ishlab chiqildi. Harorat 1123 K bo'lganida, piroxlor tipidagi tuzilishga ega $\text{Li}_x\text{K}_{y-x}\text{Sb}_y\text{W}_{2-y}\text{O}_6$ o'zgaruvchan fazalar hosil bo'lishi aniqlandi.

KIRISH

Yoqilg'i elementlari uchun anod va katod materiallarini, shuningdek, hozirgi an'anaviy elektrolitlar bilan raqobatlasha oladigan yangi kation va anion o'tkazuvchi materiallarni izlashga katta e'tibor qaratilmoqda. Bugungi kunga kelib, ishqoriy kationlarga nisbatan yuqori o'tkazuvchanlikka ega bo'lgan, har xil sinflar va tuzilish turlariga mansub o'nlab qattiq elektrolitlar sintez qilingan [1-6].

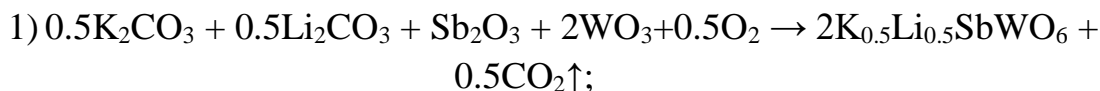
Ta'kidlash joizki, hozirgacha qattiq fazalarning termal barqarorligi, nuqsonli piroxlor tipidagi qattiq eritmalarning barqarorlik chegaralarini aniqlash, ionlarning strukturadagi kristallografik pozitsiyalar bo'yicha joylashuvi va olingan birikmalarda ionlarni tashish mexanizmi yaxshi tushunilmagan bo'lib qolmoqda. Shunday qilib, oksidli tizimlarning fazaviy diagrammasi, hosil bo'lish shartlari va xossalari haqida yangi ma'lumot olish kondensatsiyalangan moddalar fizikasi va zamonaviy materialshunoslikning dolzarb muammolaridan biridir [7-9].

Asosiy qism. Murakkab oksidlarni tayyorlashda ishlatiladigan materiallar: Shu munosabat bilan, bu ishning maqsadi $x\text{Li}_2\text{CO}_3-(y-x)\text{K}_2\text{CO}_3-y\text{Sb}_2\text{O}_3-(2-y)\text{WO}_3$ tizimida fazalar hosil bo'lish jarayonlarini o'rganish, hosil bo'lgan fazalarning tarkibi va tuzilishini aniqlashdir. Bunday birikmalarni tayyorlashning eng keng tarqalgan usullaridan biri qattiq fazali reaksiya usuli hisoblanadi. Namunalarning sintezi standart qattiq fazali texnologiya bo'yicha kaliy karbonatlarning K_2CO_3 boshlang'ich reaktivlari va reaktivlaridan, shuningdek, litiy karbonatlari (Li_2CO_3), surma oksidlari (Sb_2O_3), volfram (WO_3) dan amalga oshirildi [9-11].

Murakkab oksidlar sintezi va ularni tayyorlash. Gidratlangan namlikni olib tashlash uchun bir valentli metall karbonatlar 500-600 K haroratda mufel pechida ikki soat davomida issiqlik bilan ishlov berildi. Boshlang'ich reagentlarning tortilgan qismlari tegishli qattiq fazali reaksiyalar komponentlarining molyar nisbatlaridan hisoblab chiqilgan [12-17]. Oksidlar va karbonatlar kukunlari aralashmalari oz

miqdordagi etil spirti qo'shilgan holda maxsus o'g'irchada yaxshilab maydalangan va havoda toblangan: $T_1=700$ K, $T_2=900$ K va $T_3=1123$ K.

Биз қўйида изотермик термогравиметрия (μ_3) ва назарий ҳисобланган (μ_T) ($T=123$ K) $x\text{Li}_2\text{CO}_3-(y-x)\text{K}_2\text{CO}_3-y\text{Sb}_2\text{O}_3-(2-y)\text{WO}_3$ тизими намуналари бўйича массасининг $x = 0.5$ да нисбий ўзгаришини кўришимиз мумкин:



$$y = 1.0 \text{ (Mole ratio of reactants)}$$

$$M_1 = (0.5\text{K}_2\text{CO}_3) = 0.5 \cdot (2 \cdot 39.09 + 12.01 + 48) = 276.38$$

$$M_2 = (0.5\text{Li}_2\text{CO}_3) = 0.5 \cdot (2 \cdot 6.9 + 12.01 + 48) = 36.905$$

$$M_3 = (\text{Sb}_2\text{O}_3) = 2 \cdot 121.75 + 48 = 291.5$$

$$M_4 = (2\text{WO}_3) = 2 \cdot (183.85 + 48) = 463.7$$

$$M_5 = (2\text{K}_{0.5}\text{Li}_{0.5}\text{SbWO}_6) = 2 \cdot (0.5 \cdot 39.09 + 0.5 \cdot 6.9 + 121.75 + 183.85 + 96) = 849.19$$

$$x_5 = 1$$

$$x_1 = \frac{x_5 \times M_1}{M_5} = \frac{1 \times 276.38}{849.19} = 0.325 \text{ mg}$$

$$x_2 = \frac{x_5 \times M_2}{M_5} = \frac{1 \times 36.905}{849.19} = 0.043 \text{ mg}$$

$$x_3 = \frac{x_5 \times M_3}{M_5} = \frac{1 \times 291.5}{849.19} = 0.343 \text{ mg}$$

$$x_4 = \frac{x_5 \times M_4}{M_5} = \frac{1 \times 463.7}{849.19} = 0.546 \text{ mg}$$



$$y = 1.125 \text{ (Mollar nisbati)}$$

$$M_1 = (0.625\text{K}_2\text{CO}_3) = 0.625 \cdot (2 \cdot 39.09 + 12.01 + 48) = 86.36$$

$$M_2 = (0.5\text{Li}_2\text{CO}_3) = 0.5 \cdot (2 \cdot 6.9 + 12.01 + 48) = 101.46$$

$$M_3 = (1.125\text{Sb}_2\text{O}_3) = 1.125 \cdot (2 \cdot 121.75 + 48) = 327.94$$

$$M_4 = (1.75\text{WO}_3) = 1.75 \cdot (183.85 + 48) = 405.7$$

$$M_5 = (2\text{K}_{0.625}\text{Li}_{0.5}\text{Sb}_{1.125}\text{W}_{0.875}\text{O}_6) = 2 \cdot (0.625 \cdot 39.09 + 0.5 \cdot 6.9 + 1.125 \cdot 121.75 + 0.875 \cdot 183.85 + 96) = 840$$

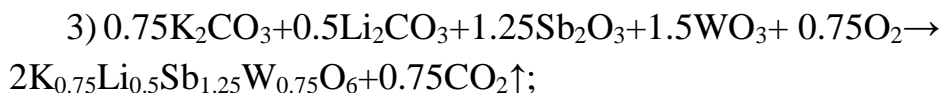
$$x_5 = 1$$

$$x_1 = \frac{x_5 \times M_1}{M_5} = \frac{1 \times 86.36}{840} = 0.102 \text{ mg}$$

$$x_2 = \frac{x_5 \times M_2}{M_5} = \frac{1 \times 101.46}{840} = 0.121 \text{ mg}$$

$$x_3 = \frac{x_5 \times M_3}{M_5} = \frac{1 \times 327.94}{840} = 0.391 \text{ mg}$$

$$x_4 = \frac{x_5 \times M_4}{M_5} = \frac{1 \times 405.7}{840} = 0.483 \text{ mg}$$



$$y = 1.25 \text{ (Mollar nisbati)}$$

$$M_1 = (0.75\text{K}_2\text{CO}_3) = 0.75 \cdot (2 \cdot 39.09 + 12.01 + 48) = 103.6$$

$$M_2 = (0.5\text{Li}_2\text{CO}_3) = 0.5 \cdot (2 \cdot 6.9 + 12.01 + 48) = 36.9$$

$$M_3 = (1.25\text{Sb}_2\text{O}_3) = 1.25 \cdot (2 \cdot 121.75 + 48) = 364.4$$

$$M_4 = (1.5\text{WO}_3) = 1.5 \cdot (183.85 + 48) = 347.7$$

$$M_5$$

$$= (2\text{K}_{0.75}\text{Li}_{0.5}\text{Sb}_{1.25}\text{W}_{0.75}\text{O}_6) = 2 \cdot (39.09 \cdot 0.75 + 0.5 \cdot 6.9 + 121.75 \cdot 1.25 + 183.85 \cdot 0.75 + 96) = 830.8$$

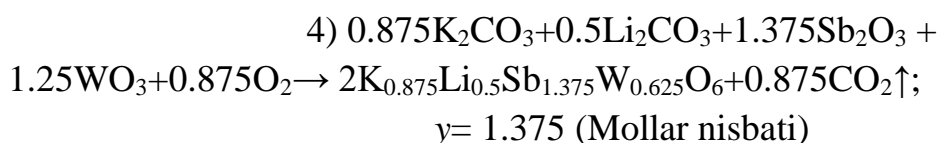
$$x_5 = 1$$

$$x_1 = \frac{x_5 \times M_1}{M_5} = \frac{1 \times 103.6}{830.8} = 0.125 \text{ mg}$$

$$x_2 = \frac{x_5 \times M_2}{M_5} = \frac{1 \times 36.9}{830.8} = 0.044 \text{ mg}$$

$$x_3 = \frac{x_5 \times M_3}{M_5} = \frac{1 \times 364.4}{830.8} = 0.439 \text{ mg}$$

$$x_4 = \frac{x_5 \times M_4}{M_5} = \frac{1 \times 347.7}{830.8} = 0.418 \text{ mg}$$



$$M_1 = (0.875\text{K}_2\text{CO}_3) = 0.875 \cdot (2 \cdot 39.09 + 12.01 + 48) = 122$$

$$M_2 = (0.5\text{Li}_2\text{CO}_3) = 0.5 \cdot (2 \cdot 6.9 + 12.01 + 48) = 36.9$$

$$M_3 = (1.375\text{Sb}_2\text{O}_3) = 1.375 \cdot (2 \cdot 121.75 + 48) = 400.8$$

$$M_4 = (1.25\text{WO}_3) = 1.25 \cdot (183.85 + 48) = 289.8$$

$$M_5 = (2\text{K}_{0.875}\text{Li}_{0.5}\text{Sb}_{1.375}\text{W}_{0.625}\text{O}_6) = 2 \cdot (39.09 \cdot 0.875 + 0.5 \cdot 6.9 + 121.75 \cdot 1.375 + 183.85 \cdot 0.625 + 96) = 639.9$$

$$x_5 = 1$$

$$x_1 = \frac{x_5 \times M_1}{M_5} = \frac{1 \times 122}{639.9} = 0.191 \text{ mg}$$

$$x_2 = \frac{x_5 \times M_2}{M_5} = \frac{1 \times 36.9}{639.9} = 0.058 \text{ mg}$$

$$x_3 = \frac{x_5 \times M_3}{M_5} = \frac{1 \times 400.8}{639.9} = 0.626 \text{ mg}$$

$$x_4 = \frac{x_5 \times M_4}{M_5} = \frac{1 \times 289.8}{639.9} = 0.453 \text{ mg}$$

Shakllangan fazalar tarkibi izotermik termogravimetriya ma'lumotlari bo'yicha namunalarni VLR-200 ikkinchi aniqlik sinfining analitik balansida tortish yo'li bilan hisoblab chiqilgan. Bu hisob - kitoblar olingan birikmalarning kimyoviy tarkibini

aniqlash imkonini berdi [18-22].

XULOSA

Aralashmalar $x\text{Li}_2\text{CO}_3-(y-x)\text{K}_2\text{CO}_3-y\text{Sb}_2\text{O}_3-(2-y)\text{WO}_3$ reagentlarining har xil nisbati bilan tayyorlanadi, x aralashmaning tarkibiy qismlarining molyar nisbati 0.125 qadam bilan $1.0 \leq y \leq 1.375$ oralig'ida o'zgarib turadi.

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POLIMER ASOSLI LI-ION BATAREYALARINING TARKIBIY QISMLARI VA ULARNI TAYYORLASH TEXNOLOGIYASI

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Annotatsiya: Ma'lumki, yangi tarkibli metall asosli qattiq polimer elektrolitdan tayyorlangan batareyalarni energiyasi va quvvati zichligini yuqoriligi, tannarxi arzonligi, tayyorlash texnologiyasi soddaligi hamda uzoq muddat razryadlanmay tura olishi bilan ajralib turadi. Shuning uchun bu ishda ularni tayyorlash texnologiyasi qarab chiqilgan.

Kalit so'zlar: Li-ion batareya, polimer elektrolit, impedans, ion o'tkazuvchanlik, magniy triflorometansulfonat.

Kirish. Li-ion batareyalari 1990 yillardan beri juda yaxshi rivojlanib kelmoqda [1-5]. Ular xosil qiladigan kuchlanishi va energiya zichligining yuqoriligi, atrof muhitni ifloslantirmasligi, yengilligi, o'z-o'zidan razryadlanish darajasining pastligi, ishchi holatining barqarorligi kabi afzalliklari tufayli bugungi kunda ixcham quvvat manbai sifatida keng qo'llanib kelinmoqda [6-15].

Xozirgi kunda Li-ion batarekalari millionlab insonlarni kundalik turmushida ko'chma olib yuriladigan texnikalar - noutbuk, uyali telefon, raqamli fotoapparat, videokamera kabi elektron qurilmalarida foydalanib kelinmoqda [16-23]. Ammo bu turdagi batareyalarni kamchiligi mavjud bo'lib bular portlash xavfi mavjudligi, minus temperaturada zaryadlash qiyinligi, ulardan foydalanilmagan xolatda ham ishdan chiqishi kabilardir [24-35]. Tadqiqotlar natijasida Li-ion batareyalariga nisbatan xavfsiz, yengil va ancha ixcham bo'lgan yangi turdagi polimer asosli Li-ion batareyalari yaratildi [36-45]. Bu batareyalar an'anaviy Li-ion, qo'rg'oshin kislotali, nikel-kadmiy batareyalaridan energiya va quvvat zichligini yuqoriligi, tannarxi arzonligi, yengilligi, xajmining kichikligi hamda foydalanilmagan holatda ham uzoq muddat razryadlanmay tura olishi bilan ajralib turadi [46-58].

Polimer elektrolitlar elektrofizik barqaror va yuqori ion o'tkazuvchanlikka ega [1]. Turli xil polimer elektrolit tizimlari ko'plab elektrofizik qurilmalarda o'rganilgan va qo'llanilgan. Suyuq elektrolitlardan foydalanganimizda erituvchini bug'lanish xavfi, elektrokimyoviy korroziya va oqish kabi salbiy oqibatlarini kuzatishimiz mumkin [59-69]. Bu xolatlar polimer elektrolitlarda sezilarli darajada kamayadi. Shuningdek, polimer elektrolitlar suyuq elektrolitlarga juda o'xshash bo'lgan va batareyani ishlash paytida yaxshi elektrod-elektrolitlararo aloqani ushlab tura oladigan xususiyatlarini namoyon etadi [70-89].

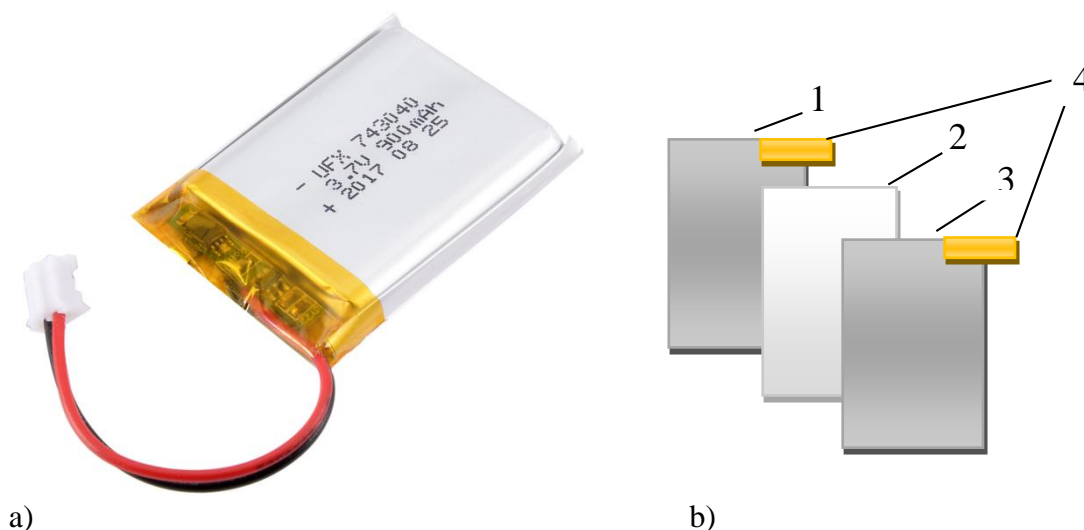
Polimer elektrolitlarni ham o'z navbatida 3 ta turga bo'linadi: qattiq polimer elektrolit (SPE) [90-110], Gel polimer elektrolit (GPE) [111-125], Suyuq polimer elektrolit (LPE). Suyuq polimer elektrolitlar organik erituvchida litiy tuzi va elektrodning qisqa tutashuvini oldini oladigan separator dan iborat. Gel-polimer

elektrolitlar - erituvchi, past molekulyar birikmali polimer va litiy tuzidan iborat. Polimer elektrolitlarda aralashma sifatida asosan polimetilmetakrilat (PMMA), poliakrilonitril (PAN), propilin karbonat (PC), polietilen oksid (PEO)[126-145], polivinilidenftorid (PVDF), polivinilbutiral (PVB), polipropilyen oksid foydalaniladi[146-158].

Asosiy qism

Polimer elektrolitni tayyorlashda ishlatiladigan materiallar Elektrolitlarni tayyorlashda quyidagi kimyoviy moddalar va eritmalaridan foydalanildi. AQSH da (Sigma Aldrich firmasi) ishlab chiqilgan: polimetilmetakrilat (PMMA), polietilenoksid PEO, litiy triflorometansulfonat (LiTf_2), etilen karbonat (EC), propilen karbonat (PC), tetragidrofuran (THF). Litiy permanganat (LiMnO_4), uglerod, polivinilidenftorid (PVDF), N-metilpirrolidon (NMP). Agar bu davlatlarda ishlab chiqilgan materiallar bo'lmasa, O'zbekistonda ishlab chiqarilgan materiallardan foydalanish mumkin[160-165].

Polimer asosli Li-ion batareyalarining umumiy ko'rinishi 1- a rasmda, tarkibiy qismlari esa 1-b rasmda keltirilgan. Unga ko'ra bu turdagi batareyalar katod, polimer elektrolit (seperator) va anoddan iborat. Biz ushbu ishda batareya tarkibiy qismlarining tayyorlanish texnologiyasi va ishlash prinsipini ko'rib chiqamiz[166-171].

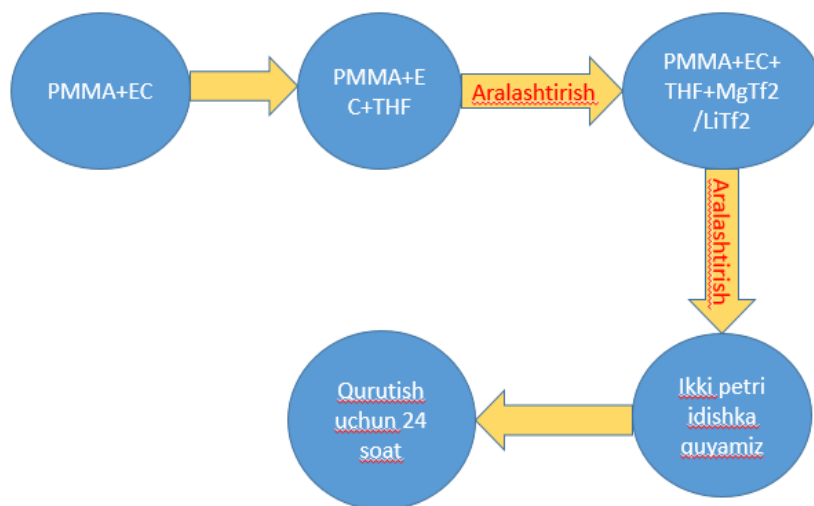


1-rasm. a) Polimer asosli Li-ion batareyalarining umumiy ko'rinishi, b) polimer asosli Li-ion batareyalarining tarkibiy qismlari. 1-anod, 2-elektrolit(seperator), 3-katod, 4- kontakt.

Qattiq polimer elektrolitni tayyorlash: Dastlab 2 gr polimetilmetakrilat (PMMA) moddasi, 1 gr etilen karbonat (EC), 0,75 gr litiy triflorometansulfonat (LiTf_2) moddasidan olib menzurkaga solamiz va bunga erituvchi sifatida tetragidrofuran (THF) moddasidan 40 ml qo'shamiz. Bu aralashmani 24 soat davomida xona xaroratida IKA C-MAG apparatida birjinsli holatga kelgunicha aralashiramiz undan so'ng diametri 8 smli petri chashkaga quyib olamiz. Petri idishdagi namunani 24 soat qurutish uchun yopiq idishda, qorong'u joyga qo'yamiz (2-rasm).

Tayyorlangan namunalarning o'lchamlari va tarkibi quyidagi jadvalda keltirilgan:

Namuna nomi	Namuna qalinligi (sm)	PMMA (gr)	EC (gr)	LiTf ₂ (gr)	THF (ml)
N1	0.0246	2	1	0.75	40
N2	0.0233	2	1	0.75	40
N3	0.028	2	1	0.75	40
N4	0.0287	2	1	0.75	40
N5	0.0203	2	1	0.75	40



2-rasm. Qattiq elektrolitni tayyorlanish bosqichlari

Polimer asosli Li-ion batareyalarining elektrodlarini tayyorlash.

Elektrodlarning tarkibi quyidagi materiallardan tashkil topgan: Litiy permanganat (LiMnO₄), uglerod, polivinilidenftorid (PVDF), N-metilpirrolidon (NMP). Dastlab 0.8 mg litiy permanganat (LiMnO₄), 0,1 mg uglerod (S), 0,1 mg polivinilidenftorid (PVDF) tortib olamiz, 80°S temperaturada vakuum sharoitida LiMnO₄ hamda uglerod aralashmasini 5 daqiqa vaqt davomida qizdiramiz, so'ng PVDF qo'shib aralashiramiz. Aralashma birjinsli xolatga kelganidan so'ng unga NMP erituvchisidan 3-4 tomchi tomizamiz va aralashmani bir sutka davomida xona haroratida aralashiramiz. Tayyor bo'lgan namunalardan sendvich usulida quyidagi ketma-ketlikda batareyani yig'amiz LiMnO₄/SPE/ Li metalli 1-b rasm.

Hulosa. An'anaviy Li-ion batareyalariga nisbatan xavfsiz, yengil va ancha ixcham bo'lgan polimer asosli Li-ion batareyalari energiya va quvvat zichligini yuqoriligi, tannarxi arzonligi, tayyorlash texnologiyasi soddaligi hamda uzoq muddat razryadlanmay turaolishi bilan ajralib turadi. Bu batareyalarni respublikamizda ishlab chiqarishga tavsiya etamiz.

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^{242}Cm , ^{246}Cm ва ^{248}Cm ИЗОТОПЛАРИНИНГ ЮҚОРИ СПИН ХОЛАТЛАРИ ВА ИНЕРЦИЯ МОМЕНТЛАРИНИНГ ЭНЕРГЕТИК ХУСУСИЯТЛАРИ

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Калит сўзлар: *энергия, ядро спини, ираст-банд, кориолис аралашуви, айланиш, банд, коллектив ҳолатлар*

Анотация: *^{242}Cm , ^{246}Cm ва ^{248}Cm изотоплари учун ураст зоналари ҳолатлари энергиясининг экспериментал қийматлари мос равишда 18+ ва 22+ спингача маълум. Ушбу ишда ураст тасмаларининг энергиялари икки параметрли Харрис формуласи ёрдамида ҳисоблаб чиқилган. Ҳисобланган энергия қийматлари экспериментал ва IBM1 феноменологияси доирасида ҳисобланган қийматлар билан таққосланади.*

Кириш

Ядро физикаси соҳасида юқори спинга эга ҳолатлар ва уларнинг хусусиятлари муҳим ўринни эгаллайди. Айниқса, актинидлар оиласига мансуб курий (Cm) изотопларининг юқори спинга эга ҳолатларини ўрганиш уларнинг тузилиши ва энергия даражаларини чуқурроқ тушуниб олишга ёрдам беради. Ушбу мақолада курийнинг ^{242}Cm , ^{246}Cm ва ^{248}Cm изотоплари, уларнинг юқори спинга эга ҳолатлари ва ушбу ҳолатларнинг энергетик ва структура хусусиятлари ҳақида таҳлил олиб борилади. Бу тадқиқот ядро физикасида янги билимлар ва назариялар ишлаб чиқишга ёрдам бериши мумкин. Ядро спини — бу ядронинг ички ҳаракати натижасида ҳосил бўлган бурчак моменти бўлиб, у ядро ичидаги протон ва нейтронларнинг квант механик ҳолатлари билан боғлиқ. Ядро спини ортган сари энергия даражалари ҳам ортиб, бу жараён ядронинг ички динамикасига таъсир кўрсатади. Айниқса, актинид элементларида юқори спинга эга ҳолатлар жуда мураккаб структуралар билан бирга келади. Ядро спини юқори бўлиши ядронинг квант ҳолатида янги энергетик хусусиятлар ҳосил бўлишига олиб келади. Бу юқори спинга эга ҳолатлар турли ядровий моделлар ёрдамида ўрганилади ва аниқланади. Масалан, қобик модели ва коллектив модель ядронинг юқори энергетик ҳолатларида ишлатилади ва ядронинг ўзига хос хусусиятларини аниқлашда кўл келади.

Курий изотоплари: ^{242}Cm , ^{246}Cm ва ^{248}Cm нинг юқори спинга эга ҳолатлари

Курий элементининг ^{242}Cm , ^{246}Cm ва ^{248}Cm изотоплари юқори спинга эга бўлган ҳолатларида турли энергетик хусусиятларни намоён қилади. Ушбу изотоплар атом оғирликлари ва нейтронлар сони фарқ қилгани сабабли, уларнинг юқори

спинга эга ҳолатлари бир-биридан биоз фарқ қилади.

²⁴²Cm изотопининг юқори спинга эга энергия ҳолатлари бошқа изотопларга қараганда биоз пастроқ бўлиши мумкин. Бу изотопнинг юқори спинга эга ҳолатларини аниқлашда қобиқ моделидан фойдаланган ҳолда ядронинг ички тузилиши ва нейтрон-протон таъсирларини ўрганиш муҳим аҳамиятга эга.

²⁴⁶Cm изотопи нисбатан катта спин қийматларига эга бўлган ҳолатларни ҳосил қилиши мумкин. Ушбу изотопнинг юқори спинга эга ҳолатлари курий ядросининг коллектив ҳаракатларининг кучлироқ намоён бўлишига сабаб бўлиши мумкин. Бундай ҳолатларда ядродаги протон ва нейтронларнинг биргаликдаги ҳаракати коллектив модель билан тушунтирилади.

²⁴⁸Cm изотопи актинидлар орасида энг кўп ўрганилганларидан бири бўлиб, юқори спинга эга ҳолатларида энг катта энергия даражаларига эга бўлиши мумкин. Ушбу изотопнинг юқори спинга эга ҳолатларини ўрганиш орқали ядро структураси, айниқса, кучли ядровий таъсир кучлари ва ядро шакли ҳақида янада кенгроқ маълумот олиш мумкин.

Ядро моделларига таяниб юқори спинга эга ҳолатларни аниқлаш
Курий изотопларининг юқори спинга эга ҳолатларини аниқлаш учун бир нечта ядро моделларидан фойдаланилади. Бу моделлар орқали юқори энергетик ҳолатлар ҳақида тахминий маълумот олиш ва уларни тажриба натижалари билан солиштириш мумкин.

Қобиқ модели

Қобиқ модели ядродаги протон ва нейтронларнинг ҳар бирининг мустақил квант ҳолатларини ҳисобга олади. Бу модель юқори спинга эга ҳолатлар учун аниқ квант ҳолатларни тавсифлайди. Курий изотопларида қобиқ модель ёрдамида турли энергия даражалари ва спинга эга ҳолатлар аниқланади, бу ҳолатлар ядронинг ички тузилишини очиб беришга ёрдам беради.

Коллектив модель

Коллектив модель ядродаги протон ва нейтронларнинг биргаликдаги ҳаракатларини ҳисобга олади. Ушбу модель юқори спинга эга изотоплар учун муҳим, чунки у ядронинг шакли, яъни деформацияланган ёки сферик ҳолатини аниқлашга ёрдам беради. Курий изотопларида коллектив ҳаракатлар, масалан, ядро деформацияси ёки вибрация ҳолатларининг роли катта бўлиши мумкин. Шу сабабли, ²⁴⁶Cm ва ²⁴⁸Cm изотопларининг юқори энергетик ҳолатлари коллектив модель орқали самарали таҳқиқ қилинади.

Экспериментал методлар

Курий изотопларининг юқори спинга эга ҳолатларини ўрганиш учун турли экспериментал усуллар қўлланилади. Гамма-спектроскопия ва реакция

тахлиллари ёрдамида ядро ички тузилиши ва энергия даражалари аниқланади. Ушбу методлар юқори спинга эга ҳолатларни тавсифлашда кенг қўлланилади ва улар орқали курий изотопларининг аниқ энергетик хусусиятлари ўлчанади.

Curium изотопларининг инерсия моменти ядро тузилишининг чуқур физик хусусиятларини ўрганишда муҳимдир. Ядро ичида протон ва нейтронлар ўзаро кучли ядро кучлари орқали боғланган бўлиб, уларнинг жойлашуви ва ҳаракати изотопнинг инерсия моментини шакллантиради. Curium изотопларида, масалан, ^{242}Cm , ^{246}Cm ва ^{248}Cm инерсия моменти ядрогаги массанинг тақсимланиши ва шаклга боғлиқ. Ушбу изотопларда нейтронлар ва протонлар сонидagi фарқ ядро шаклида деформация ёки симметрияни келтириб чиқариши мумкин. Ядро симметрик ёки деформацияланган бўлишига қараб, унинг инерсия моменти ўзгаради: **Деформацияланган ядролар** —

Баъзи curium изотоплари, айниқса оғирроқ изотоплар (масалан, ^{248}Cm), деформацияланган шаклга эга бўлиб, бу эса уларнинг инерсия моментини оширади. Бу ҳолатда ядро айланиш энергиясини сақлашда катта қаршилиқ кўрсатади.

Сферик шаклга яқин ядролар — Енгилроқ curium изотоплари, масалан, ^{242}Cm , сферик шаклга яқин бўлиши мумкин. Сферик шаклда ядро айланиш ўқиға нисбатан тенг тақсимланади ва инерсия моменти нисбатан кичикроқ бўлади. Ядроларнинг инерсия моментларини ўлчаш ядро физикаси экспериментларида, айниқса гамма-спектроскопия ва қисман айланиш даражалари ёрдамида амалга оширилади. Шу орқали curium изотопларининг шакли ва структураси, шунингдек, уларнинг квант ҳолатлари ҳақида аниқроқ маълумот олиш мумкин.

Хулоса

Курий изотопларининг юқори спинга эга ҳолатларини ўрганиш ядро физикасида муҳим аҳамиятга эга. Ушбу изотопларнинг энергетик хусусиятлари, спин қийматлари ва бошқа физик параметрларини аниқлаш орқали ядро структураси ҳақидаги тушунчаларимизни кенгайтириш имкониятига эга бўламиз. Бу тадқиқотлар келажакдаги фундаментал ядро физикаси илмий ишларига замин яратиб беради ва ядро назарияларининг такомиллаштирилишига ёрдам беради.

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ENHANCING SELF-CONFIDENCE IN SPEAKING SKILLS AMONG
MIDDLE-AGED STUDENTS THROUGH EDUCATIONAL
TECHNOLOGIES

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Abstract

This article explores how educational technologies can enhance self-confidence in speaking skills among these students. By integrating interactive applications, virtual classrooms, and gamified learning experiences into the curriculum, educators can create supportive environments that encourage practice and reduce anxiety. Case studies demonstrate the effectiveness of these technologies in improving students' speaking abilities. The article concludes by emphasizing the importance of equitable access to technology and professional development for teachers to maximize the benefits of these tools. Effective communication is crucial for academic and personal success, particularly for students in elementary schools who are developing their speaking skills. However, many students face challenges related to speaking anxiety, which can hinder their participation in class and limit their language development.

Keywords: Self-confidence, speaking skills, educational technologies, middle school, language learning, anxiety reduction, interactive learning, gamification, teacher training, self confidence, acquisition, learning environment

In an increasingly interconnected world, effective communication skills are vital for academic and professional success. Among these skills, speaking proficiency is particularly important for students in grades 5 to 9, a developmental stage where they are honing their language abilities. However, many students experience anxiety and a lack of confidence when it comes to speaking in front of their peers or teachers. This article explores how educational technologies can enhance self-confidence in speaking skills, providing students with the necessary tools and opportunities to practice and improve. Self-confidence is a crucial factor that influences various aspects of our lives, from personal relationships to professional success. It acts as a foundation for resilience, enabling individuals to face challenges and setbacks with a positive mindset. When people believe in their abilities, they are more likely to take risks, pursue their goals, and embrace new opportunities. Moreover, self-confidence can significantly impact communication skills. Confident individuals tend to express their thoughts and ideas more clearly and assertively, making it easier to connect with others and build meaningful relationships. This ability to communicate effectively can lead to better

teamwork and collaboration in professional settings. In addition to enhancing interpersonal skills, self-confidence is linked to improved mental health. It can reduce anxiety and stress, as individuals with high self-esteem are more likely to cope with life's pressures in a constructive manner. They are also more inclined to seek help and support when needed, fostering a healthier mindset. Furthermore, self-confidence can be cultivated through practice and positive reinforcement. Setting achievable goals and celebrating small victories can help individuals build their self-belief over time. Engaging in activities that align with one's passions and strengths can also contribute to a stronger sense of self-worth.

Speaking skills are essential for effective communication, influencing students' academic performance and social interactions. According to a study by McCarthy and Carter (2001), speaking proficiency is linked to students' overall language competence and their ability to engage in meaningful conversations. However, many students struggle with speaking anxiety, which can hinder their participation in class discussions and presentations. This anxiety often stems from fear of judgment, lack of preparation, or previous negative experiences (Horwitz, 2001). Therefore, finding effective strategies to build self-confidence in speaking is crucial for fostering a positive learning environment.

Educational technologies encompass a wide range of digital tools designed to facilitate learning. These include language learning apps, online platforms for collaborative learning, and virtual classrooms that connect students and teachers in real time. By integrating these technologies into the curriculum, educators can create a more engaging and interactive learning environment. For instance, language learning applications like Duolingo and Babbel offer speaking exercises that allow students to practice pronunciation and conversational skills at their own pace. These platforms often utilize voice recognition technology to provide instant feedback, helping students correct their mistakes and build confidence as they progress (Wang et al., 2015).

Strategies to Enhance Self-Confidence:

• **Interactive Applications:** Language learning apps often include features such as role-playing scenarios, where students can practice dialogues in a safe and controlled environment. This approach not only helps develop speaking abilities but also reduces anxiety by allowing students to rehearse before speaking in front of peers (Kukulska-Hulme, 2009).

• **Virtual Classrooms and Online Discussions:** Platforms like Zoom and Google Meet enable students to participate in discussions and presentations from the comfort of their homes. This can be particularly beneficial for shy or anxious students, as they may feel less intimidated when speaking in a familiar setting. Educators can facilitate small group discussions, allowing students to practice speaking in a supportive atmosphere (Baker et al., 2018).

•**Gamification:** Incorporating gamified elements into language learning can significantly enhance motivation and engagement. For example, platforms like Kahoot! or Quizlet enable students to compete in speaking challenges, making the learning process fun and interactive. This competitive aspect can encourage students to take risks and speak more freely, ultimately boosting their confidence (Deterding et al., 2011).

Several educational institutions have successfully implemented technologies to enhance speaking skills. For instance, a middle school in California integrated virtual reality (VR) into their language curriculum, allowing students to engage in immersive speaking experiences. Students reported feeling more confident speaking in VR scenarios, as they could practice in a low-pressure environment before engaging in real-life conversations (Fowler, 2015). Similarly, a school in New York utilized language learning apps to supplement traditional teaching methods. Teachers noted a marked improvement in students' speaking abilities and self-confidence, as students were eager to share their progress and achievements with their peers (Thorne, 2013).

While educational technologies offer numerous benefits, challenges remain. Not all students have equal access to technology, which can create disparities in learning opportunities (Warschauer, 2004). Additionally, some educators may lack the training to effectively integrate these tools into their teaching practices. To overcome these challenges, schools should invest in professional development for teachers and ensure that all students have access to the necessary resources. Enhancing self-confidence in speaking skills is crucial for the academic and personal development of students in grades 5 to 9. Educational technologies provide innovative solutions to address the challenges students face when practicing speaking. By leveraging interactive applications, virtual classrooms, and gamified learning experiences, educators can create a supportive environment that encourages students to take risks and improve their speaking abilities. As we continue to embrace technology in education, it is essential to focus on fostering self-confidence, which will ultimately lead to greater success in language learning and beyond.

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MAKTABGACHA TA'LIM PEDAGOGLARINING KREATIV QOBILIYATLARINI RIVOJLANTIRISH USULLARI

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Anotatsiya. Ushbu maqolada, maktabgacha ta'lim pedagoglarini kreativ qobiliyatlarini rivojlantirish mazmuni shakllantirish masalasining ilmiy nazariy ahamiyati, uni o'rganilganlik darajasi va hozirgi vaqtdagi ahamiyati yoritilgan.

Kalit so'zlar: tarbiya, tarbiyachi shaxsi, kasbiy sifatlar, kreativlik, kasbiy faoliyat, kreativqobiliyatlar, talablar.

Аннотация. В данной статье рассмотрены требования к воспитателю дошкольной организации образования, роль спитателей и педагогов в обществе, личностные и профессиональные качества воспитателя, творческие способности воспитателя в процессе деятельности, научная теория вопроса. Формирования содержания развития творчески способностей будущих педагогов дошкольного образования выделены ее значение, уровень ее обучения и ее значимость в настоящее время.

Ключевые слова: образование, личность педагога, профессиональные качества, творчество, профессиональная деятельность, творческие способности, потребности.

Abstract. In this article, the requirements for the educator of the preschool education organization, the role of educators and pedagogues in society, the personal and professional qualities of the educator, the creativity of the educator in the process of activities, the scientific theory of the issue of the formation of the content of the development of the creative abilities of future preschool education pedagogues its importance, its level of study and its importance at the present time are highlighted.

Keywords: education, educator's personality, professional qualities, creativity, professional activity, creative abilities, requirements.

Tarbiya – tarbiyachi va tarbiyalanuvchilar o'rtasida tashkil etiluvchi pedagogik faoliyat bo'lib, tarbiyalanuvchini ma'lum bir maqsadga muvofiq takomillashtirish uchun shaxsga muntazam va tizimli ta'sir etish, jamiyatning ijtimoiy-tarixiy tajribalariga yondoshib shaxsni xar tomonlama shakllantirish, uning xulq atvori va dunyo qarashini, ijtimoiy ongini tarkib topditishdaxalqning boy mafkuralariga yo'naltirilgan qizg'in faoliyat jarayonidir.

Tarbiyachi maktabgacha yoshidagi bolalarga tabiat, jamiyat hodisalari, kattalarning mehnati haqida boshlang'ich bilim va tushunchalar beradi, ularga madaniy axloq, o'z tengdoshlari va kattalar bilan madaniyatli munosabatda bo'lish odatlarini singdiradi, yaxshilik, xaqiqatgo'ylik, adolat, jasurlik, kamtarlik kattalarga hurmat bilan qarash, tabiatga qiziqish, kuzatuvchanlik, o'simlik va hayvonlarga g'amxo'rlik bilan qarash, mehnatsevarlik, kattalarni mehnat natijalarini asrab-avaylash kabi axloqiy sifatlarni tarbiyalaydi.

Eng muhimi-tarbiyachi bolalarga ishonch bilan qarashi, ularning mehnat sevarligi, mustaqilligi, tashabbuskorligini to'g'ri taqdirlash va mustaqil faoliyat qilishlar uchun imkoniyat yaratishi kerak. Buni bolalar yuqori baholaydilar.

- Tarbiyachining shaxsiy va kasbiy sifatlari.
- Tarbiyachining pedagogik faoliyati yuqori darajada bo'lishligi kerak.

Pedagog yosh avlodni tarbiyalash uchun yuqori ma'lumotli, kerakli bilimlarni egallab, kerakli adabiyotlarni tanlay oladigan, ilmiy adabiyotlar bilan ishlay oladigan, ilg'or tajribali pedagoglarning tajribasini o'rganib, o'z ishiga tadbiq eta oladigan bo'lishi;

- Pedagog bolalarni kuzata oladigan, ularning xulqi, xatti-harakati sabablarini to'g'ri tahlilqilib, unga ijobiy ta'sir etuvchi vositalarni topa olishi;

- Yosh avlodni kerakli bilim, malaka, ko'nikmalardan xabardor qilish uchun pedagogning nutqi ravon, aniq, mantiqiy, ixcham bo'lishi lozim. Ta'lim berishda texnikaviy vositalardan samarali foydalana olishi kerak. Bolalar bilim, malaka, ko'nikmalarni yaxshi o'zlashtirib olishlari uchun ularni faollashtirib savollardan foydalanishi;

- Tarbiyachi o'ziga yuklangan vazifani bajarish uchun bolalarda o'sha faoliyatiga nisbatan qiziqish uyg'ota olish, ularning diqqatini jalb qilib, faolligini o'stirish, bolalarning xulqini, xatti-harakatini haqqoniy baholay olishi;

- Har bir faoliyat uchun kerakli materiallarni oldindan tayyorlab qo'yishi;

- Kun tartibini to'g'ri tashkil eta bilishi, bolalar jamoasiga undagi har bir a'zoni e'tiborga olgan holda rahbarlik qila bilish;

- Bolalarning ruhiy va jismoniy holatini aniqlay bilishi va buni bolalar bilan amalga oshiriladigan ta'lim-tarbiyaviy ishlarida e'tiborga olishi;

- Tarbiyachi ota-onalar bilan muntazam ravishda suhbatlar, uchrashuvlar o'tkazib, axborotalmashtirib turishi;

- Pedagog bolalarga nisbatan hayrihoxlik munosabatda bo'lishi, har bir bola uchun qulay sharoit yaratishi, hafa bo'lsa ovuntara olishi;

- Kun tartibida olib borgan ta'lim-tarbiya ishini tahlil qila bilishi va uni yanada yaxshilash yo'llarini topa olishi kerak.

Bolalarni sevish – pedagogning murakkab mehnatini jozibali va yengil qiladi. Tarbiyachining bolalarga munosabati pedagogikada tarbiyalanuvchi shaxsga hurmat, unga talabchanlik bilan bir qatorda turadi. Bu munosabat bolada pedagogga nisbatan ishonchni uyg'otadi, tarbiyachiga bolalarni chinakam ma'naviy murabbiysi bo'lishga imkon beradi.

- Tarbiyachining faoliyatlar jarayonidagi kreativligi.

Pedagog faoliyatining muvaffaqiyati pedagogik qobiliyatlarining mavjudligiga ham bog'liqdir. Pedagogik qobiliyat - pedagogik mahoratga erishishning zaminidir. Pedagogik qobiliyat tarkibiga: pedagogik kuzatuvchanlik, pedagogik tasavvur, diqqatni taqsimlash, tashkilotchilik qobiliyati va pedagogik muomala kiradi. Pedagogik qobiliyatlar pedagogik faoliyat jarayonida, shuningdek uni bu faoliyatga tayyorlash jarayonida shakllanadi. Pedagogik mahorat – bu yosh avlodga ta'lim-tarbiya berishni yuksak darajada va doimiy ravishda takomillashtirib borish san'atidir.

Nutq madaniyati — ijtimoiy madaniyatni, kishilik jamiyati madaniyatini aks ettiruvchi bir ko`zgudir. Nutq madaniyati adabiy tilning har ikki shakli — yozma va og`zaki shakli uchun zarurdir. Nutq madaniyatiga e`tibor yolg`iz tarbiyachilardan emas, balki har bir fuharodan ongli ravishda o`zlashtirish talab qilinadigan insoniy fazilatlaridan biridir. Uni egallash har bir tarbiyachining va shaxsning madaniy saviyasi va bilimiga bog`liq. Tarbiyachi pedagogik mahoratida nutq madaniyati, uning nafaqat ma`naviy va axloqiy jihatdan boyligini, balki bilimini, tafakkurini, ilmiy dunyoqarashini, fikr va mushohada yuritishini belgilovchi me`yordir. Tarbiyachining nutq madaniyati birdaniga shakllanib maromiga yetadigan jarayon emas, u pedagogik mahorat bilan, kasb faoliyati davomida, tajribali ustozlar o`giti natijasida yillar davomida takomillashib, sayqallanib boraveradi.

Pedagogik-tarbiyachining nutq madaniyatiga xos bo`lgan vositalar

Nutq madaniyati tarbiyachining ma`naviy axloqiy kamoloti tarikibiy qismidir. Nutq madaniyatini egallashning yana bir ko`rinishi nutq taqlididir. Nutq madaniyati tarbiyachilarning madaniy va manaviy saviyasi bilan, hamda adabiy tilni mukammal bilishi bilan boshqa kasb egalaridan ma`lum ma`noda ajratib turadi.

Nutq madaniyatining pirovard maqsadi erkin fikr egasi bo`lgan barkamol avlodni qanday kasb egasi bo`lib yetishishidan qat`iy nazar ma`naviy jihatdan tarbiyalash.

Nutq madaniyati-bu avvalo tarbiyachilarda mutqiy ko`nikma va nutqiy malakalarni hosil qiladi va nutq madaniyatiga o`zbek adabiy tilini mukammal egallash asosida erishiladi.

- Bo`lajak maktabgacha ta`lim pedagoglarini kreativ qobiliyatlarini rivojlantirish mazmuni.

Pedagogning maktabgacha ta`limda shaxsga yo`naltirilgan yondashuvni amalga oshirishga tayyorgarlik ko`rsatkichlarini belgilashda 3ta sohani inobatga olish lozim: shaxs, faoliyat bo`yicha varefleksiv.

Shaxs sifatida tayyorgarlik – bu pedagogik tafakkur (gnostik, ya'ni aqliy qobiliyatlar - ilmiy ma'lumotlarni farqlash malakalari, amaliy faoliyatda ilmiy bilimlarni to`g`ri qo`llash, pedagogik vazifalarni malakali xal etish); pedagogik maqsadni belgilash (tashkilotchilik qobiliyatlari - o`qitish va takrorlash uchun optimal sharoit yaratish malakalari, mashg`ulotning kerakli shakllarini tanlash, vaqtni to`g`ri taqsimlash, o`quv jarayonini kerakli inventar jihozlari bilan ta`minlash; o`z mehnatini tashkil etish, har qanday tadbirlarni rejalashtirish va o`tkazish (ertaliklar, adabiy kechalar va boshqalar); pedagogik yo`naltirilganlik (kommunikativ qobiliyatlar: ma`lum bir ta`lim olayotganlar kategoriyasi uchun hammabop shaklda ma'lumotni taqdim etish qobiliyati, vaziyatga qarab ma'lumotni berish usul va uslublarini to`g`rilash, birovni ishontira olish qobiliyati, “pedagog- pedagog”, “pedagog-ota-ona”, “pedagog-menedjer”, “pedagog-bola” darajalarida kasbiy muloqotni savodli tuzish; bolalar jamoasida ijobiy psixologik mikroiklimni yaratish va boshqalar).

Kasbiy tayyorgarlik: pedagogik takt (intellektual mehnat bo`yicha loyihaviy qobiliyatlar: oddiy standartlar va qaror uslublarini olib tashlab, yangi, ajoyiblarini izlash; ushbu va o`z o`zidan ma`lum narsadan yuqorilarini ko`ra bilish; odatdagi muammolarni asosiy bog`liqliklarini qamrab olish; qaror qabul qilishning bir nechta turli yo`llarini aniq ko`ra bilish va hayolan eng samaraligini tanlash; barcha masalalar

xal etilib bo‘lingan joyda muammoni sezish va mavjudligi; g‘oyaviy hosildorlik; bolaning individual rivojlanish o‘quv jarayonini, innovatsion o‘quv rejasini, dasturni, o‘zfaoliyatini loyihalashtirish va boshqalar).

Refleksiv tayyorgarlik: pedagogik refleksiya (refleksiv qobiliyatlar sezgirlikning 3 turini o‘z ichiga oladi: ob'ektni his etish: real haqiqat bolalarda qanday aks-sado berayotganiga, bunda qay darajada bolalarning qiziqish va ehtiyojlari namoyon bo‘lishiga, “ularni pedagogik tizimning talablariga mos kelishiga” pedagogning alohida sezgirliigi; me'yorni his etish va takt turli pedagogik ta'sir ko‘rsatish vositalari ta'sirida bola shaxsida va faoliyatida sodir bo‘layotgan o‘zgarishlar o‘lchoviga alohida sezgirlikda namoyon bo‘ladi, umuman qanday o‘zgarishlar ro‘y bermoqda, ular ijobiymi yoki salbiymi, qaysi belgilarga ko‘ra ular haqida so‘zlash mumkin; dahldorlik hissi pedagogning shaxsiy faoliyati kamchiliklariga, tanqidiyligi va o‘quv jarayoniga javobgarlik sezgirligibilan ta'riflanadi).

Yuqoridagilar shaxsga yo‘naltirilgan yondashuvni tadbqiq etishda bola va pedagog shaxsining alohida rivojlanishi emas, balki ta'lim jarayoni yaxlit sub'ektining rivojlanishi amalga oshirilishi lozimligidan dalolat beradi.

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TA'LIM TIZIMIDA BOLALAR RIVOJLANISHIDAGI
BAHONING IJTIMOYIY-PEDAGOGIK AHAMIYATI

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Annotatsiya: Ushbu maqolada Ta'lim tizimida bolalar rivojlanishidagi Bahoning ijtimoiy-pedagogik ahamiyati haqida batafsil yoritilgan

Kalit so'zlar: Metod, tarbiya, muloqot, kommunikativ, kreativlik, munosabat, krezis.

Maktabgacha yoshdagi bolalarning psixologik tarbiyasida ularga baho berish, rag'batlantirish nihoyatda muhim jarayondir. Ularga to'g'ri ta'lim va tarbiya berishda bahoning yuksaltiruvchi munosabati bugungi kunning eng dolzarb vazifalaridir. O'zbekiston mustaqilligining keyingi yillaridanoq mamlakatimizda maktabgacha ta'lim tashkiloti va bolalar masalalari kabi dolzarb vazifalarga katta e'tibor berib kelinmoqda. Jumladan bolalar rivojlanishidagi barcha jihatlarni keng qamrab olgan Prezidentimizning "Maktabgacha ta'lim va tarbiyaning davlat standartini tasdiqlash to'g'risida" Vazirlar Mahkamasining 2020-yil 22-dekabrda 802-son qarori, "O'zbekiston Respublikasining ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan Davlat talablarini tasdiqlash haqqida"gi (O'zbekiston Respublikasi Adliya vazirligi tomonidan 2020-yil 4-dekabrda ro'yxatdan o'tkazildi.) buyrug'ini keltirishimiz mumkin. Bu kabi bir qancha chora va tadbirlar so'nggi yillarda ko'plab qabul qilinmoqda.

Maktabgacha tarbiya yoshidagi bolalar ta'limi va tarbiyasining muvaffaqiyati motivatsiyaga, stimullar (rag'batlar) mavjudligiga to'g'ridan-to'g'ri bog'liq bo'lishi bir qancha psixologik va pedagogik nazariyalardan yaxshi ma'lum hisoblanadi. Chunki bolalar ta'limi va tarbiyasida namoyon bo'ladigan motivlar va qiziqishlar rag'batlantirish va jazolash tizimiga olib keladi. Rag'batlantirish ijobiy hislatlarni vujudga keltirsa, jazolash salbiy hislatlarning paydo bo'lishiga to'sqinlik qiladi va biz kutgan natijani beradi. Bolalarga baho berish munosabati o'zida rag'batlantirish va jazolashni birlashtirgan pedagogik stimullar hisoblanadi: yaxshi baho rag'batlantiradi, yomon baho jazolash uchun xizmat qiladi. Shuni esda tutish lozim-ki, eng minimum baho ham, eng maksimum baho ham bolani rivojlantiruvchi vazifani bajarmaydi. «Men» tizimi – erta bolalikda (L.I Bojovich) paydo bo'luvchi markaziy hodisadir. Bola o'zini kattalardan ajratishni o'rganadi, o'ziga nisbatan mustaqil «men» sifatida munosabatda bo'la boshlaydi, ya'ni unda o'zini anglashning boshlang'ich shakli paydo bo'ladi.

Rivojlanishdagi muvaffaqiyatlar bola xulq-atvorini o'ziga xos tarzda o'zgartiradi. Kattalar avvalgidek yetakchi o'rin tutsa-da, bola o'z amaliy hayotining tor muhiti va u qadar katta bo'lmagan imkoniyatlari doirasida kattalar yordamisiz harakat qilishga intiladi. Yangi tendensiyalar bola faolligini («men o'zim») kuchaytiradi va kattalar bilan yangi munosabatlarning paydo bo'lishiga olib keladi. Bu davr tanqidiy davr («uch yosh krizisi») deb ataladi, ya'ni kattalar bolalar bilan munosabatda yangi qiyinchiliklarga duch kela boshlaydilar. Bunda bola o'zining negativizmi va qaysarligi bilan bardosh berib bo'lmas darajaga etishi mumkin.

Uch yosh krizisi o'tkinchi hodisa, lekin uning natijasi – boshqalardan o'zini ajrata bilish, boshqa odamlar bilan o'zini taqqoslash bolaning psixik rivojlanishida muhim qadamdir. Kattalardek bo'lishga intilish faqat o'yin shaklidagina nisbatan to'liq yechimini topishi mumkin (faqat o'yinda bola do'konga borishi, tushlik tayyorlashi, raketada kosmosga ucha olishi mumkin). Shuning uchun ham uch yosh krizisi bolaning o'yin faoliyatiga o'tishi bilan hal etiladi. Lekin bu krizis bola shaxsining ma'lum bir darajada rivojlanganligi va kattalar bajaradigan xatti-harakatlarni qila olmayotganligini anglash natijasi hisoblanadi. Krizis davrida yuzaga keladigan xususiyatlar iroda, layoqat va boshqa xususiyatlar uni shaxs bo'lib shakllanishiga tayyorlaydi. O'z-o'zini anglash layoqati sekin – astalik bilan rivojlanib, avval u qanday bo'lganini va kelajakda qanday bo'lishini fikrlab ko'rishga harakat qiladi. Bu esa bolalar beradigan “Men kichkina paytimda qanday bo'lgan edim?”, “Men katta bo'lganimda kim bo'laman?” singari savollarda ko'rinadi. Kelajak haqida fikr yuritib, bolalar kelgusida kuchli, jasur, aqlli va boshqa qimmatli insoniy fazilatlariga ega bo'lishga harakat qiladilar.[3]

Bolada tengdoshlari bilan ma'lum bir munosabatlarning yuzaga kelishi, «bolalar jamiyati»ning shakllanishi maktabgacha yoshning muhim xususiyati bo'lib hisoblanadi. Ayniqsa, ikkinchi signal sistemasi jadal rivojlanib, sensor idrok, ayniqsa, ko'rish va eshitish orqali qabul qilish sezilarli rivojlanadi. Bolada oddiy majburiyatlar majmui paydo bo'ladi, ongli ravishda rasm chizadi va musiqiy faoliyatda ishtirok eta boshlaydi. U unga qanday surat yoki musiqa yoqishini, qaysilari yoqmasligini aytishi mumkin. Maktabgacha yoshdagi bolaning boshqa odamlarga ichki pozitsiyasi o'z «men»i va o'z harakatlari ahamiyatini tobora anglab borishi, kattalar dunyosiga, ularning faoliyati va o'zaro munosabatiga katta qiziqishi bilan xarakterlanadi.

Mavjud hisob-kitoblar shuni ko'rsatadiki, past va o'rta daromadli mamlakatlardagi 5 yoshgacha bo'lgan bolalarning 43 foizi rivojlanish potentsialiga erisha olmaslik xavfi ostidadir. Miya plastisitivligi va neyrogenezning yuqori darajasi tufayli 0-5 yoshdan boshlab erta bolalik uzoq muddatli kognitiv va psixososyal rivojlanish uchun juda muhim davrdir.[2]

Bolalar bilan o'ynash, o'qish va qo'shiq aytish kabi oddiy mashg'ulotlar erta bolalikni rag'batlantirishning (ECS) asosiy komponentlari hisoblanadi. ECS yosh bolalarning fikrlash, muloqot qilish va boshqalar bilan aloqa qilish qobiliyatini

yaxshilashi mumkin. Biroq, ko‘plab bolalar ushbu muhim davrda yetarlicha rag‘batlantirmaydilar. Eng keng tarqalgan ECS dasturlaridan ba‘zilari tarbiyachilarni bolalar bilan o‘ynashga undashga qaratilgan: ko‘ngillilar yoki jamoat tibbiyot xodimlari o‘z uylarida g‘amxo‘rlik qiluvchilarga tashrif buyurishadi yoki tibbiy klinikalarda, uylarda yoki boshqa jamoat joylarida guruh mashg‘ulotlarini o‘tkazadilar. [7]

“11 ta past va o‘rta daromadli mamlakatlardan olingan 17 ta tasodifiy baholashni ko‘rib chiqish 1 0-3 yoshdagi bolalar bilan tarbiyachilarni ECSni qo‘llashga o‘rgatuvchi va rag‘batlantiradigan dasturlar bolalarning uy sharoitida o‘yin sifati va miqdorini yaxshilashi hamda bolalarning kognitiv qobiliyatlarini yaxshilashi mumkinligini aniqladi. Yamaykada o‘tkazilgan kichik miqyosdagi tadqiqot ishtirokchilarni 20 yil davomida kuzatishga muvaffaq bo‘ldi: u dastlabki yillarda uyda rag‘batlantirishning kuchayishi bilish, akademik yutuqlar, bandlik, ruhiy salomatlik va kattalar daromadida uzoq muddatli yutuqlarga olib kelishini aniqladi”[6].

Bolaning maktabda muvaffaqiyatli o‘qishi nafaqat uning aqliy va jismoniy tayyorgarligi, balki shaxsiy va ijtimoiy-psixologik tayyorgarligiga ham bog‘liq. Maktabga o‘qish uchun kelayotgan bola yangi ijtimoiy mavqeini - turli majburiyatlari va huquqlari bo‘lgan va unga turlitalablar qo‘yiladigan - o‘quvchi mavqeini olish uchun tayyor bo‘lmog‘i lozim. Katta bog‘cha yoshdagi bolalar asosan maktabda o‘qish uchun ehtiyoj sezadilar, lekin bu xohish va ehtiyoj motivi turlicha bo‘lishi mumkin. “Menga chiroyli forma va daftar, qalam, ruchkalar sotib olibberishadi”, “Maktabda o‘rtoqlarim ko‘p bo‘ladi va men ular bilan mazza qilib o‘ynayman”, “Maktabda uxlatishmaydi” kabi. Maktab tashqi atributlari shubhasiz bolalarni juda qiziqtiradi, lekin bu maktabda muvaffaqiyatli o‘qish uchun asosiy motiv bo‘la olmaydi. “Men otamga o‘xshagan bo‘lishim uchun o‘qishim kerak”, “Yozishni juda yaxshi ko‘raman”, “O‘qishni o‘rganaman”, “Maktabda qiyin misollarni yechishni o‘rganaman” ushbu xohish va harakat bolaning maktabda muvaffaqiyatli o‘qishi uchun tabiiy ravishda asos bo‘la oladi. Bolaning endi o‘zini katta bo‘lganini, bog‘cha bolasi emas, balki ma‘lum bir majburiyatlari bor bo‘lgan o‘quvchi bo‘lishini anglashi, jiddiy faoliyat bilan shug‘ullanayotganligini bilishi nihoyatda muhim. Bolaning maktabga borishini istamasligi ham salbiy holat hisoblanadi. Maktabga shaxsiy va ijtimoiy-psixologik tayyorgarlik bolalarda tengdoshlari, o‘qituvchilari bilan munosabatga kirisha olish xususiyatini shakllantirishni ham o‘z ichiga oladi. Har bir bola jamoaga qo‘shila olishi, ular bilan hamkorlikda harakat qila olishi, ba‘zi vaziyatlarda ularga yon bosib, boshqa vaziyatlarda yon bosmaslikka erisha olishi zarur. Ushbu xususiyatlar bolaning maktabdagi yangi sharoitlarga tez moslasha olishini ta‘minlab beradi. 6-7 yoshli bolalar o‘qishdagi asosiy qiyinchilik shundan iboratki, ko‘pincha bu yoshdagi bolalar o‘qituvchini uzoq vaqt davomida eshita olmaydilar. O‘quv harakatlariga uzoq vaqt diqqatlarini qarata olmaydilar. Bunga sabab faqat shu yoshdagi bolalarda ixtiyoriy

diqqatning rivojlanmaganligida emas, balki bolaning kattalar bilan muloqotga kirisha olishi xususiyatiga ham to'la bog'liq. Chunki shu xususiyati rivojlangan bolalar erkin muloqotga kirisha oladilar, qiziqtirgan narsalar haqida so'ray oladilar. Natijada ularning o'qishga bo'lgan qiziqishlari ortadi va o'qituvchi gapirayotgan narsalarni diqqat bilan uzoq vaqt eshita oladilar. Demak, bolaning maktabga tez moslashishi vamuvaffaqiyatli o'qishida shaxsiy va ijtimoiy psixologik tayyorgarligining ham ahamiyati juda katta.

“Men” konsepsiyasi yoki o'z-o'zini anglash va baholash tushunchasi:

Kattalar yordamida o'z kamchiliklarini bartaraf qilish, jamoada o'zini tuta bilish;

O'zini, o'z mavqeini va kamchiligini anglashga intilish, o'zlarini kattalarning baholashi bilan solishtirish, o'z familiyasini, ismini, yoshini, manzilini, oila a'zolarini bilish, boshqalarning xohishini hurmat qilish. O'zlari to'g'risida tasavvurga ega bo'lish, o'zining shaxsiy ahloqiy sifatlarini baholay va ang'lay olish, qaysi shaharda yashaydi, o'zi to'g'risida, boshqa bolalar to'g'risidagi ma'lumot bilan almasha olish. O'zini hurmat qilish, o'z qadr-qimmatini bilish, o'zini tanqidiy baholash, o'z milliy an'analarini va madaniy qadriyatlarini bilish, ular bilan mag'rurlana olish (milliy kiyim, o'yin, urf-odatini hamda tarixini bilishga intiladi).

Hissiy ifodalash. Kattalarga va tengdoshlariga nisbatan o'zaro hurmat bilan qarash.

Saxiylik, yaxshilik va rahmdillik ko'rsatish, o'z kayfiyati va boshqalarning kayfiyatini tushunish.

Kattalar va tengdoshlariga samimiy munosabat bildirish.

O'z hissiyotlarini so'z bilan ifodalay olish, o'zini va boshqalarning holatlarini taqqoslash va baholash.

Katta maktabgacha yoshdagi bolaning guruh umumiy manfaatlarini his etishi, boshqalarning huquqlari bilan hisoblashishi, umumiy yutuqlardan quvonishi, yordam ko'rsatishi, umum foydasi uchun mehnat qilishi, ijtimoiy mulkka o'yinchoqlar, kitoblar, qo'llanmalar, qo'g'irchoqlarga ehtiyotkorlik bilan munosabatda bo'lishida o'z ifodasini topadi. Bolalarda jamoatchilikni tarbiyalash individuallikning rivojlanishini ko'zda tutadi: guruhda bolaning tashabbusi rag'batlantiriladi, qizquvchanlik, zehni o'tkirlik, individual qiziqishlar, did, mayllar qo'llab-quvvatlanadi. guruh o'yinlarni rag'batlantirish individual o'yinlarga yordam berish bilan qo'shib olib boriladi.

Tarbiyachi ish boshlanishidan oldin bolalar bilan suhbatlanib, umumiy mehnatning va har bir bola faoliyatinnig muhimligini ta'kidlaydi. Pedagog ishning taqsimlanishi masalalarini muhokama qilar ekan, bir-birini xafa qilmasdan, navbatchilarga talabchanlikni ham murakkablashtirish imkonini beradi.

Maktabgacha ta'lim tashkilotilari bolalarini axloqiy tarbiyalash asosiy bosqichlaridan biridir. Bu davrda bolalarda axloqiy fazilatlar tarkib topib boradi.

Maktabgacha tayyorlov guruh bolalarida irodaviy sifatlar shakllana boradi, xarakter xislatlari barqarorlashadi, bolada mustaqillikka nisbatan intilish tuyg'usi paydo bo'ladi. Shuningdek, tayyorlov guruhidan bola maktabda o'qishga tayyorgarlik ko'ra boshlaydi.

Bu davrda maktabgacha yoshidagi bolalar o'z ko'chalariga ishonch hosil bo'lsa, ular muvotqillik, faollikni rivojlantirishga ta'sir ko'rsatadi. Tayyorlov guruhi bolalarida kattalar va tengdoshlar bilan muloqot jarayonida madaniy va uyushgan xulq-atvor ko'nikmalari va odatlarning shakllanishi davom etadi. Bolalar xulq-atvoriga ularning tengdoshlari bilan munosabatlari murakkablashadi. Tarbiyachi Maktabgacha ta'lim tashkilotisi qoidalarining ongli va majburiy, bolalarda o'z-o'ziga xizmat ko'rsatish, tashqi ko'rinishi, harakatlari, predmetlarga munosabati, tejamkorlik, buyumlarini tartibga keltirish madaniyatini shakllantirishga, kattalar va tengdoshlari bilan munosabatga xushmuomalalik madaniyatini tarbiyalashga alohida e'tibor berishadi.

MTT psixologlari ish ma'lumotlari va metodikalari asosida bola shaxsi o'zini-o'zi anglash komponentlarining shakllanish darajasini aniqlashlari hamda ularga individual yondashib tegishli ko'rsatmalar berishlari lozim.

3-5 yoshli bolalarda o'z-o'zini anglashda o'ziga va boshqalarga nisbatan munosabatni baholash asosiy ko'rsatgich hisoblanadi. Bolaning o'zining kelajakdagi qiyofasi haqida ijobiy tasavvuri birinchi marotaba bolaning o'ziga o'zining kamchiliklariga nisbatan tanqidiy jihatidan munosabatda bo'lishga va kattalar yordamida bu kamchiliklarni bartaraf qilishga yordam beradi.

Bolaning o'zining kelajakdagi qiyofasi haqida ijobiy tasavvuri birinchi marotaba bolaning o'ziga o'zining kamchiliklariga nisbatan tanqidiy jihatidan munosabatda bo'lishga va kattalar yordamida bu kamchiliklarni bartaraf qilishga harakat qilishadi.

Vaholanki o'z-o'zini baholash maktabgacha yoshdagi bolalar rivojlanishida o'ta muhim ahamiyatga ega. Baholash va rag'bat A.S. Makarenkoning ta'kidlashicha, tarbiya - to'g'ri xatti-harakatga o'rgatuvchi mashqdan boshqa narsa emas. Baholash - bolalar hayotini oqilona bir maqsadga qaratiladi, har taraflama faoliyatini jamiyatda qabul qilingan normalar va qoidalarga muvofiq, tashkil etishdir. Rag'bat muayyan harakatlar va ishlarni ko'p marta takrorlashni o'z ichiga oladi.[57]

Bola uchun baholash - ongli ijodiy jarayondir. Baholash natijasida malaka va ko'nikmalar, odatlar, yangi bilimlar hosil qilinadi, aqliy qobiliyat rivojlantiriladi.

—Rag'bat sinchkovlik va qiziquvchanlik olovini o't oldiruvchi uchqundir", - degan V.A. Suxomlinskiy. Tarbiyalanuvchilar hayotida, ayniqsa boshlang'ich tarbiyalanuvchi bolalarning hayotida baholash psixologiyasi faoliyati katta o'rin tutadi.

"Bola uchun baholash, rag'batlantirish – voqelik, - deb yozgan edi K.D. Ushinskiy, - binobarin, uning tevarak atrofidagi voqelikdan ko'ra qiziqarliroq voqelikdir. U bolaga, xususan tushunarli bo'lgani uchun qiziqdir, rag'bat bolaga

shuning uchun tushunarliki, unda bolaning o‘zi yaratgan mehnatining mahsuli bor".

Bola baholash jarayonida qanday bo‘lsa, u katta bo‘lganida ishda ham ko‘p hollarda shunday bo‘ladi, deb bildirgan.

Makarenkonging so‘zlarida katta pedagogik mazmun bor. Baholash - bolalar jamosini jipslashtiradigan va rivojlantiradigan faoliyat turlaridan biridir. Bolalar baholanishiga e‘tibor bilan razm solinsa, ularning ko‘zlarida kattalar dunyosi qanday aks etishini qanday bilib olayotganliklarini ko‘rish mumkin.[57]

Bola uchun baholash - ongli, ijodiy jarayondir. Baholar, rag‘batlar natijasida malaka va ko‘nikmalar, odatlar, (tajriba) bilimlar hosil qilinadi, aqliy qobiliyat rivojlantiriladi. K.D. Ushinskiy tarbiyaning vazifasi xarakterni shakllantirishdan hamda hayotda hosil qilingan e‘tiqod va odatlardan tarkib toptirish deb hisoblagan. Odat, Ushinskiyning fikricha, e‘tiqodni maylga aylantiradigan va fikrni ishga aylantiradigan jarayondir. Odat - odamning ikkinchi tabiati, lekin tarbiya san‘atiga bo‘ysunadigan tabiatdir.

Avestoda esa «Bolalar yoshlik paytlaridanoq daraxt ko‘chati o‘tqazish, uy-ro‘zg‘or qurilmalarini yasash, yerga ishlov berish va chorva bilan shug‘ullanishga o‘rgatish va buning uchun rag‘batlantirilishi kerakligini» - ta‘kidlagan. Yaxshilik va ezgulik yaratish uchun kishi mehnat qilishi, o‘z qo‘llari bilan moddiy noz-ne‘matlar yaratishi va buning uchun baholanishi lozim.

Bolalarga baholash quvonchi, o‘qishdagi yutuq quvonchini berish ular qalbida faxrlanish hissini, o‘z izzat-nafsi hissini uyg‘otish – bu tarbiyaning eng asosiy birinchi vazifasidir, degan Suxomlinskiy.

Shunga qaramasdan bunday tajribani o‘tkaza olish individual jarayon, u muayyan qonunlarga bo‘ysunish kerakli demakdir:

1. Shaxsni shakllantirish va baholash uchun asos sifatida ta‘limni tan olish; Ta‘lim - kerakli shaxsiy parametrlarni shakllantirish uchun shaxsiy xususiyatlarga fortsk asosidagi ta‘siri. Shaxsda sodir bo‘ladigan o‘zgarishlar tarbiyaning natijasi bo‘ladi va baholanishga olib keladi. Ta‘lim jarayonisiz, ma‘naviy o‘zgarishlar, urf-odatlariga rioya qilish, xulq-atvor va baholash normalarini ishlab chiqish, ya‘ni shaxsning sifatli o‘zgarishi mumkin emas.

2. Bolani o‘quv va o‘quv jarayoni mavzusi bilan tan olish va baholash; Bolaning mustaqil faoliyati dunyoga bo‘lgan munosabatning xususiyatlaridan biridir. Bu shuni anglatadiki, faqat shaxsiy istak, biron bir harakatning shaxsiy istagi ijobiy natijaga olib keladi va ijobiy rag‘bat hosil qiladi. Shaxsiy faoliyatsiz, shaxsiyatni shakllantirish va baholash jarayoni juda samarasiz. Shu sababli, rivojlanish ob‘ekti sifatida insonning rivojlanayotgan shaxsiga bo‘lgan munosabat kerakli natijalarga, baholarga olib kelmaydi. O‘qituvchi bola faoliyatini shunday xohlaganiga ishonishi kerakligini yodda tutishi kerak. O‘qituvchisining roli, noyob, faqat tashkiliy sharoitda va bolaning mustaqil faoliyat natijalarini nazorat qilishda hamda baholashda.

3. Bolaning motiv va maishiy sektorini kiritish;

Har qanday mavjudotning hayotiy faoliyatida ehtiyoj katta rol o'ynaydi. Tabiiy ehtiyojlarga qo'shimcha ravishda ijtimoiy ahamiyatga ega. Muayyan ijtimoiy-iqtisodiy aloqalarning kelib chiqishi, manfaatlar va ichki hazmni shakllantirgan. Shaxsning sifatini shakllantirgan tangliklarning qaramligini hisobga olgan holda, motivlarni amaliy ravishda amalga oshirish uchun asos bu baholashdir.

Maktabgacha ta'lim tashkilotida bolalarda to'g'ri baholash, rag'batlantirish orqali intellektini oshirish, bolalarning ta'lim-tarbiya jarayoniga faol ishtirokini ta'minlash, bolalarni to'g'ri baholash o'ld turli amaliy bo'lgan muammolarni o'rganish va ularni bartaraf etish usullarni, texnologiyalarni, ilmiy-metodologik usullarni yaratish. Bolalar rivojlanishida baho munosabati asosida o'rgatish metodlardan foydalanib ta'lim jaroyonlarini tashkil etish. Tadqiqot natijalari va xulosalaridan maktabgacha ta'lim tashkilotlarining uslubchi, tarbiyachilari, pedagogika oliy ta'lim muassasalari professor-o'qituvchilari, dastur va darsliklar mualliflari, tadqiqotchilar, yosh mutaxassislar o'z faoliyatlarini takomillashtirishda samarali foydalanishlari mumkin. Yuqoridagi barcha olimlarning nazariyalari bolalarda baho munosabatining nazariy va amaliy jihatlarini, o'z asarlarida yoritib o'tishgan.

Bolalarni tarbiyalashda rag'batlantirishning o'rni katta. Rag'batlantirish bolaning ruhini, kayfiyatini ko'taradi, ularni tetiklantiradi, g'ayratiga g'ayrat qo'shadi, o'z kuchiga ishonchini orttiradi. Maktabgacha ta'lim tajribasida rag'batlantirishning turli shakllari qo'llaniladi: ma'qullash, ko'ngilni ko'tarish, ishonch bildirish, maqtash, yozma tashakkur, mukofotlash kabi turlari samarali.

Bundan tashqari jamoada rag'batlantirish shakllari ham mavjud. Bularga: ma'qullash: boshni qimirlatib ma'qullash, yuz va qo'l harakatlari bilan "balli", "barakalla", "rahmat", "juda soz" kabi so'zlar orqali ham rag'batlantirilsa maktabgacha yosh uchun mahsuldor bo'ladi.

Ko'ngilni ko'tarish, dalda berish ba'zan tarbiyaviy faoliyatda yoki uyda muvaffaqiyatsizlikka uchragan paytda bolalar ko'nglini ko'tarish va dalda berish kerak bo'ladi. Bunday vaziyatda esa ishonch bildirish. Bolani kuchi yetadigan biror vazifani topshirish va uni rag'batlantirish, ko'nglini ko'tarish yo'llarini qo'llash kerak.

«Maqtash. Kishini maqtash juda foydali»- deydi M. Gorkiy, - chunki bu narsa uning o'ziga bo'lgan hurmatini oshiradi, o'z kuchiga ishonchni orttiradi.[43]

Bu bolani nimaga undashi mumkin?

Xulosa qilib aytadigan bo'lsak, aslida, bolalar uchun ma'qullash shakllari mavjud, bu aniq vaziyatlarga nisbatan samarali ishlamoqda. Psixologlar maqtashning qanday usullari tavsiya etishadi? Oddiy ta'sir ko'rsatadigan, keng tarqalgan va rag'batlantirishning usuli bu dalda hisoblanadi. Oddiy qilib aytganda, bolani maqtashning usuli uning yaxshi xatti-harakatlari, yaxshi xulqi uchun ota-onalari tomonidan qo'llab-quvvatlanishlari nazarda tutiladi.

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АНАЛИЗ ЭКОНОМИКИ С ПОМОЩЬЮ МОДЕЛИ ЛЕОНТЬЕВА

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Аннотация: В работе проделан анализ экономики с помощью модели Леонтьева для конкретного случая производственного сектора народного хозяйства.

Исследованы продуктивность матрицы прямых затрат, определены коэффициенты полных затрат, вектор валового выпуска и цены по правилу полных затрат.

Ключевые слова: модель Леонтьева, матрица прямых затрат, валовый выпуск, обратная матрица, продуктивность.

Пусть весь производственный сектор народного хозяйства разбит на n чистых отраслей, т.е. продукция каждой из отраслей предполагается однородной. Предположим, что различные отрасли выпускают разные продукты. Таким образом, в рассматриваемой экономике выпускается n видов продуктов. В процессе производства своего вида продукта каждая отрасль нуждается в продукции других отраслей. Введем следующие обозначения:

величина x_{ij} показывает объем продукции отрасли j , израсходованной отраслью i в процессе производства за отчетный период. Число X_i равно общему объему продукции (валовому выпуску) i -й отрасли за тот же период,

а значение Y_i показывает объем продукции, который был потреблен в непромышленной сфере, для создания запасов и т.д.

Таким образом, j -й столбец $(x_{ij}), i=1, \dots, n$, показывает распределение продукции отрасли j на производственные нужды других отраслей. Если все переменные i -й строки разделить на X_i , то число $a_{ij} = x_{ij} / X_i$ можно понимать как объем продукции j -й отрасли, необходимый для производства единицы i -го продукта; число $y_i = Y_i / X_i$ будем понимать как долю продукции i -й отрасли, которая пошла на непромышленное потребление.

Числа a_{ij} носят название коэффициентов прямых затрат отраслей i .

Сделаем два предположения.

1. Будем считать технологию производства неизменной в течение некоторого промежутка времени.

2. Будем считать существующую технологию линейной, т.е. такой, при которой для создания объема валового выпуска продукции i -й отрасли X_i необходимо произвести затраты в объемах $X_i a_{ij}$, $j=1, \dots, n$, продукции всех отраслей.

Будем говорить, что матрица $A(a_{ij})$ задает технологию при единичной интенсивности работы всех отраслей. Сопоставим каждой i -й отрасли число $l_i > 0$ — количество прямых затрат на производство единицы продукта i -й отрасли, или затраты трудовых ресурсов при единичной интенсивности технологического процесса.

Таким образом, имеем $(n \times n)$ -матрицу A прямых затрат, или матрицу технологических коэффициентов, и вектор $L^T = (l_1, l_2, l_3, \dots, l_n)$ прямых затрат труда (L — вектор-столбец).

В рассматриваемой модели имеется n воспроизводимых факторов производства и один невоспроизводимый фактор (труд).

Допустим, что в некотором промежутке времени $[T_0, T]$ все отрасли работают таким образом, что годовой объем валового выпуска отрасли с номером i составляет X_i , т.е. считается, что i -я отрасль работает с интенсивностью X_i .

Обозначим через X вектор валового выпуска или интенсивности:

$$X = (X_1, X_2, \dots, X_n).$$

Чтобы произвести единицу первого продукта, необходимо затратить $(a_{11}, a_{12}, \dots, a_{1n})$ продуктов различных отраслей.

По свойству линейности для производства X_1 единиц первого продукта надо затратить $(a_{11}, a_{12}, \dots, a_{1n})X_1$.

Аналогично чтобы произвести единицу j -го продукта, надо затратить $(a_{j1}, a_{j2}, \dots, a_{jn})$, а на X_j единиц j -го продукта потребуется $(a_{j1}, a_{j2}, \dots, a_{jn})X_j$ продуктов.

В то же время, чтобы произвести выпуск $X = (X_1, X_2, \dots, X_n)$, надо затратить первого продукта $X_1 a_{11} + X_2 a_{21} + \dots + X_n a_{n1}$, а i -го продукта

$$X_1 a_{1i} + X_2 a_{2i} + \dots + X_n a_{ni}.$$

Для выпуска X надо затратить также $l_1 X_1, l_2 X_2, \dots, l_n X_n$ труда.

В матричной форме получаем следующие результаты: для того чтобы произвести $X = (X_1, X_2, \dots, X_n)$, необходимо затратить XA товаров и XL труда.

Таким образом, часть общего валового выпуска, пошедшая на производственные нужды, описывается вектором

$$\left(\sum_{i=1}^n a_{i1} X_i, \sum_{i=1}^n a_{i2} X_i, \dots, \sum_{i=1}^n a_{in} X_i, \right),$$

т.е. вектор производственных затрат равен XA .

Тогда свободный остаток $Y = X - XA$ будет использован на непроизводственные цели. Если каждый год выпускается X , то конечное потребление $X - XA = Y$. Вектор Y — вектор конечного потребления (спроса) — называется еще вектором чистого выпуска или непроизводственного потребления конечного выпуска. Элементы матрицы A и вектора L называют коэффициентами прямых затрат.

Основной вопрос, возникающий в процессе планирования и при анализе производства, формулируется следующим образом: при заданном векторе Y конечного потребления требуется определить необходимый вектор X валового выпуска, т.е. требуется решить систему уравнений $X - XA = Y$ при заданном векторе Y и матрице A . Данное уравнение вместе с изложенной интерпретацией матрицы A и векторов X и Y называется моделью Леонтьева.

Матрица A с неотрицательными элементами называется продуктивной, если существуют векторы $Y \geq 0$ и $X \geq 0$, такие что $X - XA = Y$.

Теорема. Пусть A — матрица размера $n \times n$ с неотрицательными элементами. Следующие условия эквивалентны:

- 1) A — продуктивна;
- 2) $(E - A)$ — неотрицательно обратима, т.е. существует $(E - A)^{-1}$ и $(E - A)^{-1} \geq 0$ поэлементно;
- 3) $(E - A)$ обратима и $(E - A)^{-1} = E + A + A^2 + A^3 + \dots = \sum_{k=0}^{\infty} A^k$.

Следствие. Неотрицательная матрица A продуктивна тогда и только тогда, когда ее спектральный радиус меньше 1.

Напомним, что спектральный радиус матрицы — это максимум из модулей всех ее собственных чисел.

Следствие. Матрица A продуктивна тогда и только тогда, когда

$$\forall Y \gg 0 \exists X \gg 0 : X - AX = Y$$

Замечание. Формула (3.1) имеет весьма важную экономическую интерпретацию. Для того чтобы произвести чистый выпуск Y , следует затратить YA товаров. Чтобы их затратить, их надо произвести, но чтобы их произвести, необходимо затратить YA^2 товаров, для этого необходимо затратить YA^3 товаров и т.д.

Коэффициенты матрицы $B = (E - A)^{-1}$ называются коэффициентами полных затрат.

Для того чтобы произвести чистый выпуск Y , необходимо тратить не только продукты, но и труд.

Чтобы произвести вектор Y чистого выпуска, надо затратить величину YL труда. Но до этого необходимо затратить YA^2L труда на производство YA^2 товаров и т.д. Получаем

$$XL = Y(E + A + A^2 + A^3 + \dots)L = YT,$$

где $T = (E + A + A^2 + A^3 + \dots)L = (E - A)^{-1}L$ – вектор полных затрат труда.

Таким образом, $XL = YT = Y(E - A)^{-1}L$.

Валовой выпуск, умноженный на прямые затраты труда, равен конечному (чистому) выпуску, умноженному на полные затраты труда.

Система ценовых уравнений

Предположим, что вектор цен $p = \begin{pmatrix} p_1 \\ \dots \\ p_n \end{pmatrix}$ и номинальная ставка заработной

платы ω заданы. Очевидно, что цена единицы i -го продукта равна

$$p_i = a_{i1}p_1 + a_{i2}p_2 + \dots + a_{in}p_n + l_i\omega, \quad i = 1, 2, \dots, n.$$

В матричной форме имеем

$$p = Ap + L\omega; \quad p - Ap = L\omega; \quad (E - A)p = L\omega;$$

$$p = (E - A)^{-1}L\omega = (E + A + A^2 + \dots)L\omega = T\omega; \quad p = T\omega, \quad (1)$$

т.е. цены, построенные по затратному принципу, пропорциональны вектору полных затрат труда. Таким образом, схема формирования цен по полным затратам труда (1) исходит из системы ценовых уравнений

$$p = Ap + L\omega.$$

Схема формирования цен по правилу «затраты плюс» может быть легко получена, если исходить из системы ценовых уравнений

$$p = (1 + r)(Ap + L\omega), \quad (2)$$

где r — норма прибыли, $r = (R - C)/C$; R — выручка; C — полные затраты.

При не очень больших r система ценовых уравнений (2) имеет решение.

Для наглядного выражения взаимной связи между отраслями используют таблицы определенного вида, называемые таблицами межотраслевого баланса. Такая таблица межотраслевого баланса (МОБ) составлена для рассматриваемые нами задачам, но не приведена из-за большого объема математическая модель межотраслевого баланса, которая допускает .

Рассмотрим пример анализа экономики с помощью модели В. В. Леонтьева:

Даны коэффициенты прямых материальных затрат a_{ij} и вектор конечной продукции для трехотраслевой экономической системы:

$$A = \begin{pmatrix} 0,3 & 0,1 & 0,4 \\ 0,2 & 0,5 & 0,0 \\ 0,3 & 0,1 & 0,2 \end{pmatrix}, \quad Y = \begin{pmatrix} 200 \\ 100 \\ 300 \end{pmatrix}.$$

Вектор прямых затрат труда $L = (5 \ 4 \ 2)$, вектор чистого выпуска

$$Y = \begin{pmatrix} 200 \\ 100 \\ 300 \end{pmatrix} \text{ и номинальная ставка заработной платы } \omega = 1$$

Требуется выполнить следующие задания.

1. Проверить продуктивность матрицы A .
2. Определить коэффициенты полных затрат.
3. Определить вектор валового выпуска.
4. Определить межотраслевые поставки продукции.
5. Определить цены по правилу полных затрат.

Решение. 1. Матрица A продуктивна на основании достаточного признака, так как сумма элементов в каждом ее столбце меньше 1.

2. Матрица коэффициентов косвенных затрат 1-го порядка

$$A^{(1)} = A^2 = \begin{pmatrix} 0,3 & 0,1 & 0,4 \\ 0,2 & 0,5 & 0,0 \\ 0,3 & 0,1 & 0,2 \end{pmatrix} \cdot \begin{pmatrix} 0,3 & 0,1 & 0,4 \\ 0,2 & 0,5 & 0,0 \\ 0,3 & 0,1 & 0,2 \end{pmatrix} = \begin{pmatrix} 0,23 & 0,12 & 0,20 \\ 0,16 & 0,27 & 0,08 \\ 0,17 & 0,10 & 0,16 \end{pmatrix}.$$

Матрица коэффициентов косвенных затрат 2-го порядка

$$A^{(2)} = A^3 = \begin{pmatrix} 0,3 & 0,1 & 0,4 \\ 0,2 & 0,5 & 0,0 \\ 0,3 & 0,1 & 0,2 \end{pmatrix} \cdot \begin{pmatrix} 0,23 & 0,12 & 0,20 \\ 0,16 & 0,27 & 0,08 \\ 0,17 & 0,10 & 0,16 \end{pmatrix} = \begin{pmatrix} 0,153 & 0,103 & 0,132 \\ 0,126 & 0,159 & 0,800 \\ 0,119 & 0,083 & 0,100 \end{pmatrix}.$$

Матрица коэффициентов полных затрат приближенно равна

$$B \approx E + A + A^2 + A^3 = \begin{pmatrix} 1,683 & 0,323 & 0,732 \\ 0,486 & 1,929 & 0,160 \\ 0,589 & 0,283 & 1,460 \end{pmatrix}.$$

Определим матрицу коэффициентов полных затрат точно. Сначала найдем

$$E - A = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix} - \begin{pmatrix} 0,3 & 0,1 & 0,4 \\ 0,2 & 0,5 & 0,0 \\ 0,3 & 0,1 & 0,2 \end{pmatrix} = \begin{pmatrix} 0,7 & -0,1 & -0,4 \\ -0,2 & 0,5 & -0,0 \\ -0,3 & -0,1 & 0,8 \end{pmatrix}.$$

Определитель матрицы $E - A$

$$\Delta = 0,7 \cdot 0,5 \cdot 0,8 + (-0,4) \cdot (-0,1) \cdot (-0,2) - (-0,4) \cdot 0,5 \cdot (-0,3) - (-0,2) \cdot (-0,1) \cdot 0,8 = 0,196.$$

и получим матрицу $B = (E - A)^{-1}$:

$$B = \frac{1}{0,196} \begin{pmatrix} 0,40 & 0,12 & 0,20 \\ 0,16 & 0,10 & 0,33 \\ 0,17 & 0,10 & 0,33 \end{pmatrix} = \begin{pmatrix} 2,041 & 0,612 & 1,020 \\ 0,816 & 2,245 & 0,408 \\ 0,867 & 0,510 & 1,684 \end{pmatrix}$$

3. Найдем величины валовой продукции трех отраслей:

$$X = \begin{pmatrix} 2,041 & 0,612 & 1,020 \\ 0,816 & 2,245 & 0,408 \\ 0,867 & 0,510 & 1,684 \end{pmatrix} \begin{pmatrix} 200 \\ 100 \\ 300 \end{pmatrix} = \begin{pmatrix} 775,51 \\ 510,20 \\ 729,59 \end{pmatrix}.$$

5. Запишем уравнение межотраслевого баланса в матричной форме:

$$X - AX = Y$$

Тогда

$$(E - A)X = Y; X = (E - A)^{-1} Y;$$

$$X = (E + A + A^2 + \dots) Y = (E - A)^{-1} Y;$$

$$LX = L(E + A + A^2 + \dots) Y = TY,$$

где

$$T = L(E + A + A^2 + \dots) = L(E - A)^{-1};$$

Запишем ценовое уравнение модели Леонтьева (матричная запись):

$$p = Ap + L\omega \text{ таким образом,}$$

$$p = L\omega(E - A)^{-1} = \omega L(E + A + A^2 + \dots) = \omega T.$$

$$T = (542) \begin{pmatrix} 2,041 & 0,612 & 1,020 \\ 0,816 & 2,245 & 0,408 \\ 0,867 & 0,510 & 1,684 \end{pmatrix} = (12,683 \ 13,06 \ 10,1)$$

цены по правилу полных затрат

$$p = T\omega = (12,683 \ 13,06 \ 10,1)$$

Проверка. Другой способ определения продуктивности матрицы A:

$$\det \begin{pmatrix} 0,3 - \lambda & 0,1 & 0,4 \\ 0,2 & 0,5 - \lambda & 0,0 \\ 0,3 & 0,1 & 0,2 - \lambda \end{pmatrix} = -\lambda^3 + \lambda^2 - 0,17\lambda - 0,566;$$

Уравнение

$$-\lambda^3 + \lambda^2 - 0,17\lambda - 0,566 = 0$$

Имеет единственный действительный корень лежащая на интервале (-1;0).

Таким образом, спектральный радиус матрицы A меньше единицы, следовательно, она продуктивна.

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A REVIEW OF RECENT WORK ON USING METAL–ORGANIC FRAMEWORKS TO GROW CARBON NANOTUBES

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Abstract. Carbon nanotubes (CNTs) have long been known as a class of one-dimensional carbon nanomaterials with sp²-hybridized structures that can be constructed with a very large length-to-diameter ratio, which is significantly larger than that of any other carbon nanomaterials. It is well known that CNTs exhibit many excellent properties in mechanics, electricity, chemistry, optics, etc., and are widely used in various fields, thus attracting scientists' attention. In this context, the development of new strategies for optimizing and synthesizing CNTs has far-reaching significance and demand. On the other hand, most metal–organic frameworks (MOFs) are microporous crystals constructed from ordered and uniform metal ions/clusters and organic linkers to obtain crystalline solids with potential porosity. Using MOF materials as precursors, hierarchical CNT-based composite materials, which are difficult to synthesize through the traditional catalyst-assisted chemical vapor deposition method, can be conveniently synthesized by thermal treatment at high temperature. In the process of converting MOFs into CNTs, MOF crystals are used as both catalysts and carbon sources, which are necessary for the growth of CNTs, and they are also used as templates and/or carriers for additional catalysts. Therefore, there are various possibilities for the thermal conversion of MOFs into CNT-based composite materials. In this review, we mainly summarize the two aspects of catalysts and synthetic strategies for MOF-derived CNT-based composite materials. Despite the rapid development in this area, there is still much space for exploration. In order to accurately control the synthesis of CNTs, we should deeply explore the thermal conversion process and mechanism for the conversion of MOFs into CNTs.

Background. Carbon nanotubes (CNTs) have long been known in the form of multi-wall carbon nanotubes (MWCNTs) based on nested single-wall carbon nanotubes (SWCNTs), which are a class of one-dimensional nanomaterials with a radial dimension of nanometers and an axial dimension of micrometers.¹ Such tube-based structures were first observed by Radushkevich and Lukyanovich in 1952.² Subsequently, a Japanese scientist, Dr Iijima of the NEC Corporation, described CNTs in detail in Nature in 1991,³ which ignited extensive research by scientists.⁴ It is

well known that the carbon element in CNTs exhibits sp^2 hybridization,⁵ and CNTs are endowed with many excellent mechanical,^{6,7} electrical,^{8,9} chemical,¹⁰ optical^{11,12} and thermal properties.¹³ In this context, CNT-based composites made from two or more constituent materials, which have significantly different physicochemical properties when combined with CNTs, can be widely used in various applications, such as electrocatalysis,^{14,15} nanoelectronic devices,^{16,17} thermally conductive films,¹⁸ structural materials for aviation,¹⁹ etc. Among the facile synthetic methods,⁴ catalyst-assisted chemical vapor deposition (CCVD)²⁰ can efficiently control the growth of various desired SWCNTs as well as MWCNTs and is utilized on a large scale. To date, optimizing and developing new strategies for growing CNTs still has far-reaching significance and necessity.²¹ On the other hand, metal-organic frameworks (MOFs) are ordered and porous crystalline materials built from metal ions/clusters and organic ligands through versatile coordination bonds.²² According to reported research, the combination of MOFs and CNTs could enhance the electrochemical energy storage and conversion^{23,24} and catalytic performance²⁵ of their composite materials. Therefore, researchers have considered the in situ conversion of MOFs into MOF-derived CNT-based composites,²⁶ which is a convenient strategy for improving the properties of these derived materials.^{27,28} In recent years, due to MOFs' unique pore structures and controllable morphology, and the combination of metal components and carbon sources, people have been keen to use MOF precursors for designing and synthesizing various metal-based and carbon-based nanocomposite materials by pyrolysis at high temperature. Many previous studies have shown that by adjusting the pyrolytic conditions and the combination of ligands and metal species in the MOF materials, the structure and morphology of the derived carbon materials can be controlled and tuned,¹ thereby preparing a variety of carbon materials, such as graphitized carbon nanosheets, carbon nanotubes, porous carbon. At present, due to technical reasons, there are no literature reports on MOF-derived SWCNTs, which need to be explored in the future, so we only discuss MOF-derived MWCNTs in the following. In 2013, Yang et al. doped ZIF-8 with iron ions and pyrolyzed a mixture of the resulting Zn-Fe-ZIF crystals and dicyandiamide under a nitrogen atmosphere, so that N-doped CNT-based composites (NCNTs) were first obtained from a MOF template, which has drawn people's attention to the strategy of converting MOFs into CNTs.

In the transformation process, MOFs can simultaneously act as both catalysts and carbon sources, which are vital for the growth of CNTs, as well as templates and carriers for additional catalysts and carbon sources, providing unlimited possibilities for achieving the thermal conversion of crystalline MOFs to synthesize CNT-based nanocomposite materials. In addition, due to the spatial confinement effect and the energy released during the breakage of coordination bonds, the pyrolysis of MOF

materials helps to activate metal-based catalyst nanoparticles (NPs) and organic components and provides favorable conditions for the reorganization of carbon species to form CNTs. Furthermore, the morphologies of MOFs are diverse and easy to control, and this can be exploited to prepare the expected hierarchical CNT-based structures and composites which are difficult to obtain through traditional CCVD methods. With the emerging prospects of MOF-derived CNT-based nanomaterials in energy-related applications, herein we mainly summarize MOF-derived CNT-based composite materials from the perspective of catalysts and synthetic strategies as listed in [Table 1](#). Finally, recent challenges will be discussed and future perspectives will be proposed for designing and preparing more promising MOF-derived CNT-based nanomaterials for wide ranging applications in various fields.

Catalysts for CNT growth. Generally speaking, high catalytic activity catalysts play a key role in the growth of CNTs.^{52,53} Although CNTs can grow without the presence of catalysts,⁵⁴ the efficient growth of CNTs heavily relies on the participation of catalysts.⁵⁵ Traditionally, according to vapor–liquid–solid theory,⁵⁶ iron group transition metal NPs such as iron,⁵⁷ cobalt,⁵⁸ and nickel⁵⁹ are widely used to catalyze the formation of CNTs. Among them, polymetallic alloys like FeNi,⁶⁰ CoNi,⁶¹ FeNiCo,⁶² etc. also exhibit highly efficient catalytic activity to construct CNTs. Different metals have different interactions with carbon and show different carbon solubility, so the carbon layer is etched by dissolving carbon or by catalytic carbon hydrogenation at a high temperature. Fe, Co, etc. have a large carbon solubility, while Au, Cu, etc. have a low carbon solubility.⁶³ The dissolution and precipitation of carbon by metal particles may lead to reorganization of the carbon structure and the formation of defective carbon, core–shell structures of carbon-encapsulated metal particles, etc.⁶⁴ Besides, some literature has reported that metallic compounds such as ZrO₂/HfO₂⁶⁵ and TiO₂⁶⁶ can also catalyze CNT growth, which confirms that catalysts with only nanoscale curvature and carbon adsorption sites can also diffuse carbon segments on the crystal planes,⁶⁷ so that CNTs can efficiently grow along the specific crystal lattice.⁵² Using particulate catalysts, the CCVD growth method is popular for the preparation of CNT materials, as it yields high-quality nanotubes and exhibits a degree of control over diameter, length, and morphology, but achieving repeatability is a major problem.²¹ In this context, porous coordination polymers are structurally composed of metal and carbon species, thus pristine MOF materials can be intrinsically and steadily self-catalyzed by MOF-derived metal-based catalysts to construct CNTs according to the previously reported literature.⁶⁸ Furthermore, introducing external catalysts into the large pores and channels of MOFs and replacing the original coordinating nodes through transmetallation and impregnation are two common and reliable approaches for the uniform distribution of introduced metal atoms in MOF structures ([Fig. 1](#)). We can

choose to introduce⁴⁶ or not introduce additional catalysts⁶⁹ into the MOF precursors which will be decomposed and reduced to form different types of metal-based particulate catalysts (single metals, polymetallic alloys, metallic compounds, etc.) under the high-temperature pyrolysis conditions. In summary, in the pyrolysis process, there are three different types of catalysts which can efficiently catalyze and grow CNTs. In this section, we are going to divide the MOF-derived catalysts for CNT growth into the following types for discussion: (1) single metal catalysts, (2) polymetallic alloy catalysts, and (3) metallic compound catalysts. They grow CNTs through two different catalytic mechanisms. Single metals, polymetallic alloys, and metal carbides with carbon solubility grow CNTs according to the vapor–liquid–solid theory.⁷⁰ Metallic compounds composed of metals and nonmetals (excluding metal carbides) provide only nanoscale curvature and carbon adsorption sites for diffusing carbon segments on the crystal planes so that CNTs can efficiently grow along the specific crystal lattice.⁶⁵

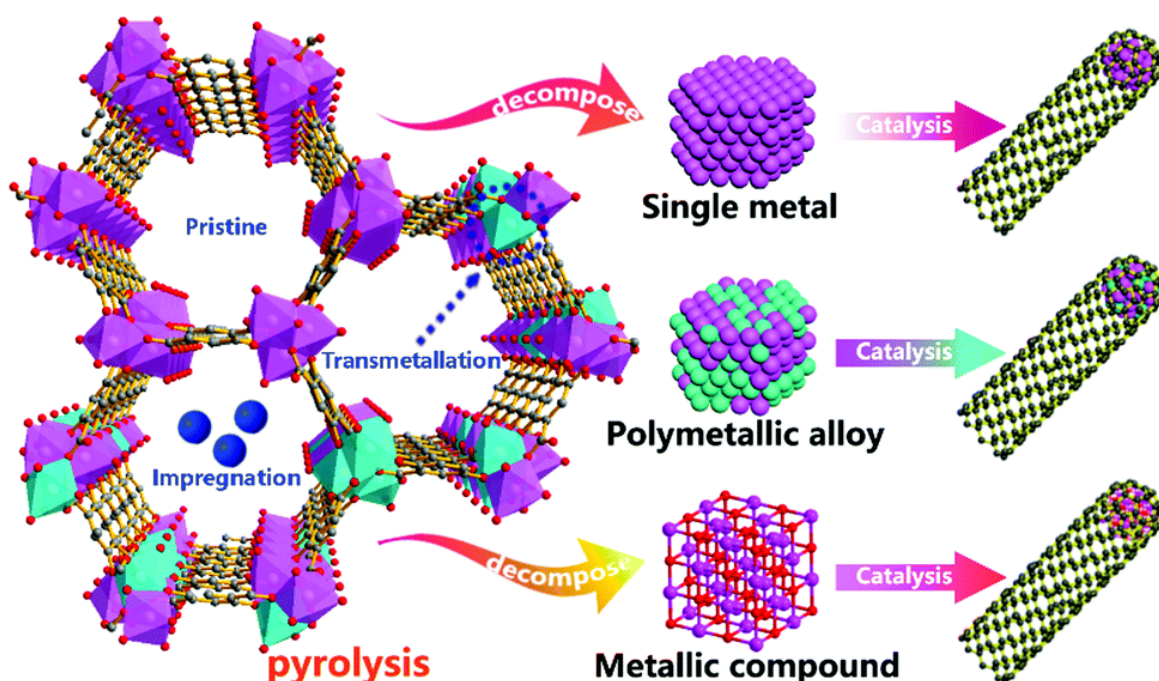


Fig. 1 Schematic diagram of the formation of MOF-derived CNTs catalyzed by three types of catalysts, namely single metals, polymetallic alloys, and metallic compounds.

SINGLE METAL CATALYSTS.

As always, metal elements have been considered to be the best catalysts and many researchers have found that single metal NPs (like Fe,⁷¹ Co,⁷² Ni⁷³) can efficiently catalyze the formation of CNTs through calcination of the corresponding MOFs. In 2017, Mai's group developed a simple, versatile, and efficient strategy to pyrolyze

MOF crystals in which a single MOF precursor with its own nanocatalyst and carbon sources is decomposed in situ to form a CNT composite with the same morphology by pyrolysis at 435 °C under argon.⁴⁷ A schematic diagram of the transformation of a ZIF-67 crystal into a hollow CNT-assembled dodecahedron is shown in Fig. 2a, where the ZIF-67 dodecahedron is pyrolyzed under the protection of Ar at a low temperature. The coordination bond between the metal ion and the organic ligand in ZIF-67 is first broken and the overall structure is gradually decomposed, while the metal ions/clusters are further reduced to nanocatalysts by the generated reductive gas, and these in situ formed nanocatalysts catalyze the formation of N-doped CNTs (N-CNTs) from the residual organic ligands. Since metal nanocrystals preferentially form on the surface, the outer layer is first converted into N-CNTs, and the growth direction is from outside to inside, resulting in internal voids. In Fig. 2b, the thin multi-walled N-CNTs are abundant (10–20 nm outer diameter and 5 nm inner diameter), and the cobalt NP (5 nm diameter) catalysts are encapsulated at the tips of the CNTs. On the one hand, it is found that nanocatalysts derived from iron group based MOFs exhibit high catalytic activity for the in situ formation of CNTs. Secondly, organic ligands with abundant hexatomic or N-heterocyclic carbon rings can lower the cyclization energy barrier and promote the formation of CNTs. Moreover, the decomposed coordination bonds in highly ordered MOFs release more energy to activate the remaining metal ions/clusters as well as organic linkers, thereby facilitating the formation of nanocatalysts and the following growth of CNTs. On the other hand, the particle size of the catalyst has a huge influence on the growth process of CNTs, and a smaller catalyst is more beneficial to the growth of CNTs. Therefore, it is vital to control the pyrolytic conditions to obtain abundant nanocatalysts. Additionally, this method can be successfully extended to other iron group based MOFs, including Ni-ZIF, Ni-BTC, Co-BTC, Co-MOF, etc., to obtain the corresponding MOF-derived CNT assembly architectures (Fig. 2c–f). Zhu et al. also reported for the first time that a new N-molecule-assisted autocatalytic carbonization process converts iron-based MIL-88B-NH₂ into conductive CNTs and micro/mesoporous carbon composites (MIL/CNT-Fe).⁷⁴ During the calcination process, the volatile ammonia gas reduces the Fe element in the Fe-MOF to iron nanocrystals, which catalyze the formation of Fe,N-doped CNTs, while the remaining framework is etched by ammonia gas to obtain a type of micro/mesoporous carbon structure (Fig. 2g). In general, by selecting single metal catalysts with high carbon solubility, especially iron group metals, CNT-based composites can be easily synthesized from the corresponding MOFs. We believe that by controlling the pyrolytic conditions, this single metal catalyst strategy can be further extended to other metals (Cu,⁷⁹ Au,⁸⁰ W,⁸¹ Mo,⁸²etc.), which are considered to have low carbon solubility, for the in situ growth of MOF-derived CNT composites with adjustable components and morphology.

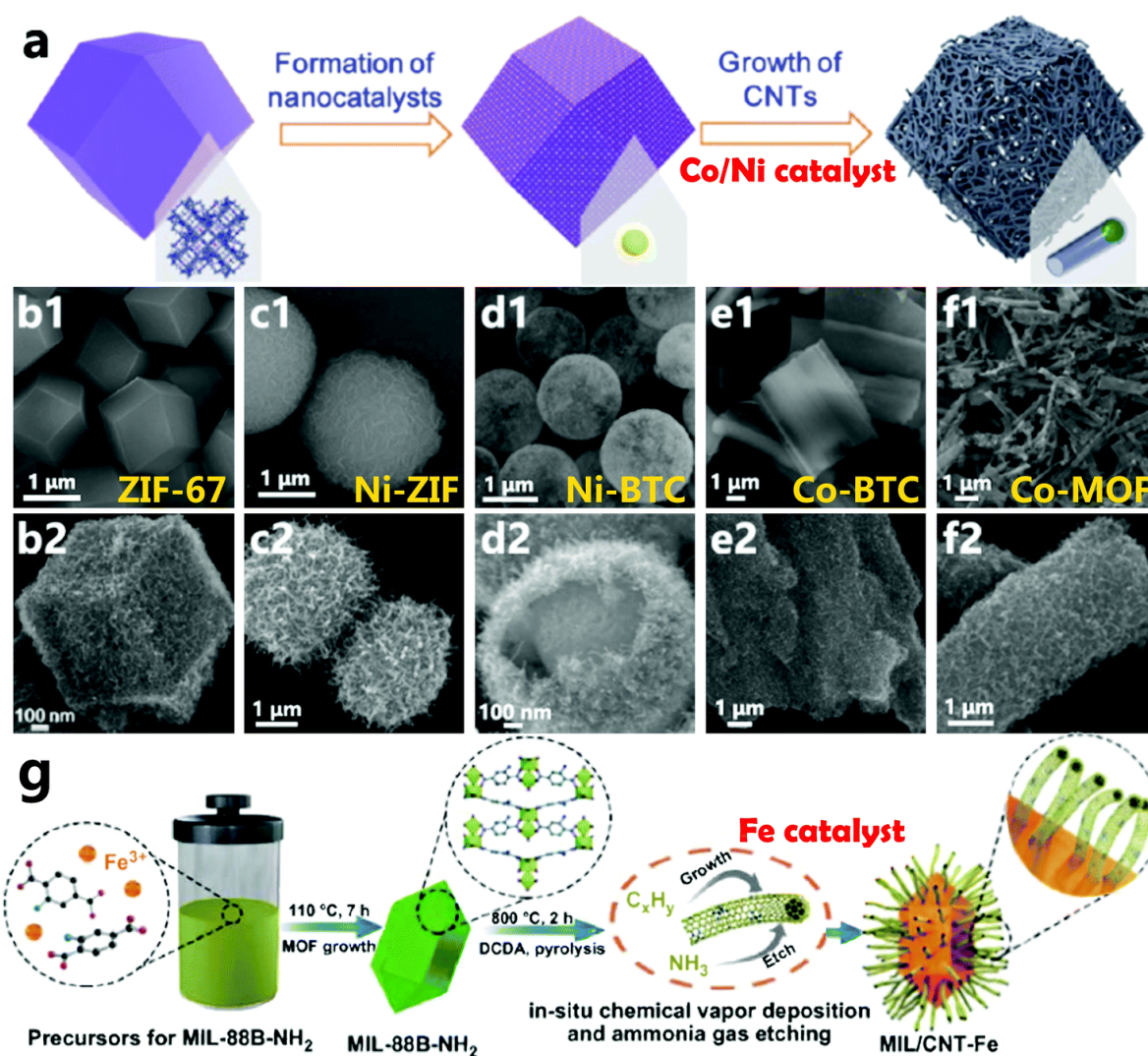


Fig. 2 (a) Schematic of the formation process of N-CNTs from ZIF-67, finally obtaining an N-CNT-assembled hollow dodecahedron. (b1 and b2) SEM images of the ZIF-67 precursor and the derived N-CNT-assembled hollow dodecahedron; (c1 and c2) SEM images of the Ni-ZIF precursor and the derived N-CNT-assembled microspheres; (d1 and d2) SEM images of the Ni-BTC precursor and the derived CNT-assembled hollow microspheres; (e1 and e2) SEM images of the Co-BTC precursor and the derived CNT-assembled microspheres; (f1 and f2) SEM images of the Co-MOF precursor and the derived CNT-assembled nanorods. Reprinted with permission from [ref. 47](#). Copyright (2017) American Chemical Society. (g) Illustrative procedure for the iron(III)-2-aminoterephthalic framework (MIL-88B-NH₂, MIL = Materials from the Lavoisier Institute) and the resultant CNT and Fe-decorated carbon hybrids (MIL/CNT-Fe). Reprinted with permission from [ref. 74](#). Copyright (2019) Springer Nature.

2.2 POLYMETALLIC ALLOY CATALYSTS

In principle, metal alloys can also catalyze the assembly of carbon sources into

CNTs.⁸³ Arne Thomas et al. reported the preparation of bifunctional catalysts (FeNi catalysts) via one-step pyrolysis of a mixture of bimetallic MIL-88-Fe/Ni and dicyandiamide (DCDA) to obtain MOF-derived N-doped carbon materials (Fe–Ni@NC-CNTs).⁷⁵ First, by a solvothermal method, terephthalic acid, FeCl₃ salt, and Ni(NO₃)₂ salt were assembled into MIL-88-Fe/Ni nanorods. After that, DCDA and the crystalline MOF precursor were physically mixed by mechanical grinding, and pyrolyzed in an inert atmosphere at 800 °C (Fig. 3a). The TEM image of Fe–Ni@NC-CNTs clearly demonstrated that a uniform and porous CNT-anchored network was observed (Fig. 3b), and the nanorod morphology of the precursor could be partially retained. High-resolution TEM showed a particle at the tip of the derived CNT, which was attributed to FeNi₃ NPs, which confirmed that the formation of CNTs was conveniently catalyzed by the FeNi alloy (Fig. 3c). In 2018, Wu and colleagues introduced Fe³⁺ cations into a Zn/Co bimetallic organic framework, denoted by Zn₁Co₁-BMOF, and the formed Fe–Co dual sites were annealed at 900 °C in an N₂ atmosphere to catalyze the decomposition of the organic ligands in the bimetallic MOF precursor, thus FeCo alloy NPs embedded in N-doped CNTs [(Fe,Co)/CNT] which were rich in Fe–Co dual sites were successfully constructed (Fig. 3d and e).⁷⁶ The Fe and Co atoms were coordinated with N at the atomic scale, which was confirmed by the EEL spectrum (Fig. 3f). And bimetallic NiCo-ZIF is a suitable precursor for the growth of NiCo/NCNTs as shown in Fig. 3g.⁷⁷ It is easily reduced into NiCo NPs and almost completely converted into CNTs after being annealed at 700 °C under an H₂/Ar atmosphere. Zhang et al. prepared a bimetallic FeMn₃-1 template which was subsequently treated by thermal carbonization with melamine. They successfully obtained a hierarchical carbon structure of Fe₃Mn₁ alloy NPs coated with N-doped CNTs (Fe₃Mn₁/N-CNTs-100) (Fig. 3h),⁷⁸ in which Fe may be beneficial to the formation of a carbon layer on the surface of the NPs, and Mn can promote the growth and elongation of CNTs. The synergistic effects of different metals in the polymetallic alloy help to regulate the shape and quality of the obtained carbon materials.^{55,84} Thus, we believe that polymetallic alloys consisting of iron group metals (Fe, Co, Ni) and other metals with high carbon solubility are likely to have high catalytic activity for the formation of CNTs,⁵² and reconstituted polymetallic alloy catalysts of various types are conducive to the development of different CNT-based nanocomposites for further applications.

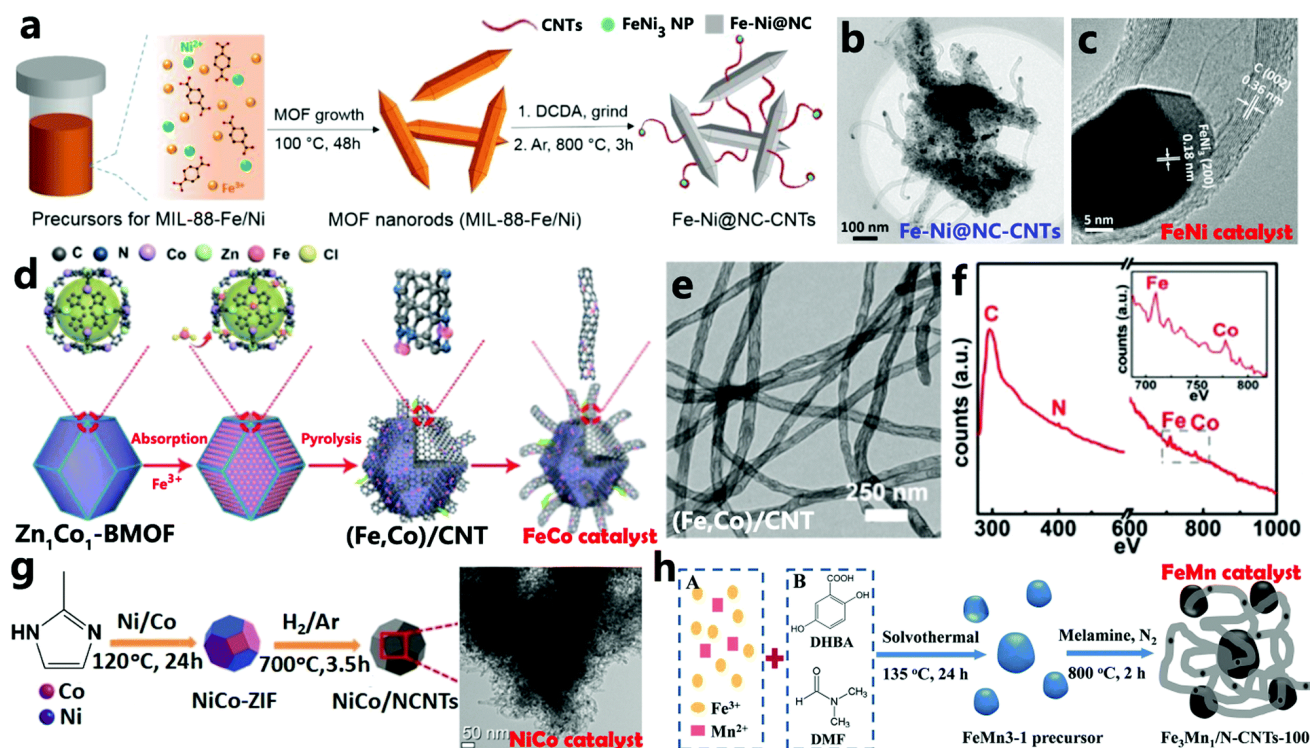


Fig. 3 (a) Synthetic procedure of MIL-88-Fe/Ni and Fe–Ni@NC-CNTs, (b and c) TEM images of Fe–Ni@NC-CNTs. Reprinted with permission from *ref. 75*. Copyright (2018) Wiley. (d) Schematic image of the preparation of (Fe,Co)/CNT, (e) TEM image, and (f) the EEL spectrum of (Fe,Co)/CNT. Reprinted with permission from *ref. 76*. Copyright (2018) Royal Society of Chemistry. (g) Scheme of the synthesis of NiCo/NCNTs. Reprinted with permission from *ref. 77*. Copyright (2020) Elsevier. (h) Illustration of the preparation of the FeMn₃₋₁ precursor and the derived Fe₃Mn₁/N-CNTs-100 catalyst. Reprinted with permission from *ref. 78*. Copyright (2018) Wiley.

Conclusions and perspectives.

In the past few years, researchers have developed diverse strategies to easily and efficiently prepare unique MOF-derived CNT-based composite materials. Focusing on catalysts and synthetic strategies, we have reviewed the current research results and revealed the conditions and advantages of using MOF precursors to grow CNTs. First, MOF materials are regarded as good self-catalytic precursors containing both metal and carbon sources. Secondly, the abundant and large pore structures in MOFs are able to load external catalysts, and allow spatial confinement during calcination. Finally, the synthesis of MOFs is convenient and controllable, and MOFs can be easily loaded on other substrates or used to form precursors of hierarchical CNT-based composite materials via the self-template method. Despite the recent rapid development of research in this area, there are still many deficiencies and much space to explore. (i) The specific process and mechanism of the catalysis of the formation of carbon components are not clear. (ii) The purity, uniformity, and structure of MOF-derived

CNTs cannot yet be accurately controlled. (iii) The research on the direct growth of CNTs using metallic compounds is still inadequate. (iv) The effect of non-metal elements on the growth of CNTs needs to be deeply researched. (v) The approach of growing CNTs by calcination is too monotonous, thus we need to further develop various energy supply methods. Therefore, in future research work, we will overcome the practical obstacles by designing precise experiments and specific MOF structures, so as to obtain more controllable and diverse MOF-derived CNT-based composite materials for practical applications.

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**BIRLASHGAN MILLATLAR TASHKILOTI FAOLIYATIDA INSON VA
FUQAROLARNING HUQUQIY HIMOIYASI MASALALARI**

Yuldosheva Bibirajab - BuxDU dotsenti

Naimov Dostonbek - BuxDU magistranti

Annotatsiya. Maqolada XX asr birinchi choragi yakunidan boshlab vujudga kelgan ziddiyat va to'qnashuvlar hamda ularni oldini olish maqsadida tashkil etilgan Birlashgan Millatlar Tashkilotini XX asr ikkinchi yarmidan boshlab hozirgi kunga qadar olib borgan xalqaro faoliyatida inson huquqlarini himoya qilish masalasi hamda faoliyati samaradorligi ifodalangan. Inson huquqlari – bu insoniyat tarixiy taraqqiyotining umumiy yutig'idir. Bu sohaning shakllanishi va rivojlanishida ko'plab davlatlarda qabul qilingan milliy hujjatlar asosiy rol o'ynaydi. Mazkur hujjatlar asosida xalqaro darajada shakllantirilgan gumanizm g'oyalari hozirgi kunda ham eng dolzarb muammolardan biri sifatida e'tirof etib kelinmoqda.

Kalit so'zlar: Xalqaro va mintaqaviy xavfsizlik, xalqaro nizolar, iqtisodiy erkinlik, inson huquqlari, konvensiya, konferensiya, ustav, xalqaro sud, irqiy kamsitish, qurolli mojarolar, Nyumberg Nizomi, tribunallar, genotsid.

IN THE ACTIVITIES OF THE UNITED NATIONS HUMAN
AND CITIZENS' LAW MATTERS OF PROTECTION

Abstract. The article describes conflicts and conflicts that have arisen since the end of the first quarter of the 20th century, as well as the effectiveness of the work of the United Nations Organization, which was established in order to prevent them, from the second half of the 20th century to the present day, and the issue of human rights protection. Human rights are a common achievement of human historical development. National documents adopted in many countries play a key role in the formation and development of this field. The ideas of humanism formed at the international level on the basis of these documents are recognized as one of the most urgent problems even now.

Key words: International and regional security, international conflicts, economic freedom, human rights, convention, conference, charter, international court, racial discrimination, armed conflicts, Newmberg Charter, tribunals, genocide.

BMT Nizomi va Inson huquqlari umumjahon deklaratsiyasi kabi xalqaro hujjatlar inson huquqlari rivojlanishining yangi bir davrini boshlab berdi. Universal xarakterga ega bo'lgan inson huquqlari to'g'risidagi xalqaro hujjatlar qatorida BMT Nizomini, Inson huquqlari umumjahon deklaratsiyasini, Iqtisodiy, ijtimoiy va madaniy huquqlar

to‘g‘risidagi xalqaro pakti, Fuqarolik va siyosiy huquqlar to‘g‘risidagi xalqaro pakti hamda ushbu paktga qo‘shimcha protokollar kabi bir qator xalqaro hujjatlarni sanab o‘tishimiz mumkin.

Jumladan, 1965-yilgi Irqiy kamsitishning barcha shakllarini tugatish to‘g‘risidagi xalqaro konvensiya, 1979-yilgi Xotin-qizlarni kamsitishning barcha shakllariga barham berish to‘g‘risidagi konvensiya, 1984-yilgi Qiynoq hamda muomala va jazolashning qattiq, shafqatsiz, insoniylikka zid yoki qadr-qimmatni kamsituvchi turlariga qarshi konvensiya, 1953-yilgi Xotin-qizlarning siyosiy huquqlari to‘g‘risidagi konvensiya, 1986-yilgi Xalqlarning tinchlikka bo‘lgan huquqlari to‘g‘risidagi deklaratsiya, 1986-yilgi Rivojlanish huquqi to‘g‘risidagi deklaratsiya, 1981-yilgi Din yoki e‘tiqodlar zamiridagi murosasizlik va kamsitishlarning barcha shakllarini bartaraf etish to‘g‘risidagi deklaratsiya, 1979-yilgi Huquq tartibotni saqlash bo‘yicha mansabdor shaxslarning axloq kodeksi, 1985-yilgi Sud organlari mustaqilligining asosiy tamoyillari, UNESCO xalqaro-huquqiy hujjatlari, xususan, 1960-yilgi Ta‘lim sohasidagi kamsitishlarga qarshi kurash to‘g‘risidagi konvensiya bilan 1989-yilgi Texnikaviy va kasb-hunar taiimi to‘g‘risidagi konvensiya kabi hujjatlar ham ana shular qatoriga kiradi.

Mintaqaviy hujjatlarga misol sifatida 1950-yil 4-noyabrda qabul qilinib, 1953-yilda kuchga kirgan “Inson huquqlari va asosiy erkinliklari to‘g‘risidagi Yevropa konvensiyasi” va unga qo‘shimcha 14 ta Bayonnomalari, 1961-yil 18-oktabrda qabul qilinib, 1965-yilda kuchga kirgan va 1991-yilda yangi tahrirda qabul qilingan Yevropa ijtimoiy xartiyasini, 1969-yil 22-noyabrda qabul qilinib, 1978 yilda kuchga kirgan Inson huquqlari to‘g‘risida Amerika konvensiyasini, 1981-yil iyul oyida qabul qilinib, 1988-yil yanvarda kuchga kirgan Xalqlar va inson huquqlari to‘g‘risida Afrika xartiyasini, 1990-yil 5-avgustda qabul qilingan Islomda inson huquqlari Qohira deklaratsiyasini, 1995-yilda qabul qilingan Inson huquqlari va asosiy erkinliklari bo‘yicha MDH konvensiyasini, 2004-yil 22-mayda qabul qilinib, 2008-yil 15-martda kuchga kirgan Inson huquqlari to‘g‘risida Arab xartiyasini misol qilib keltirishimiz mumkin. Mintaqalararo hujjatlarga esa, 1975-yil 1-avgustda Xelsinki qabul qilingan Yevropa xavfsizlik va hamkorlik kengashining yakuniy aktini, 1989-yil 15-yanvarda qabul qilingan Yevropa xavfsizlik va hamkorlik kengashining Vena uchrashuvi Yakuniy hujjatini, 1990-yilda qabul qilingan Yangi Yevropa uchun Parij xartiyasini misol qilib keltirishimiz mumkin.

Shuningdek, 1990-yilgi Kopengagen hujjati ya‘ni YeXHT insoniylik mezonlari bo‘yicha konferensiya Kopengagen kengashining hujjati bo‘lib insoniylik mezonlari bo‘yicha birinchi to‘liq hujjat sifatida u YeXHT doirasida insoniylik mezonlari bo‘yicha qabul qilingan siyosiy majburiyatlarning muhim to‘plari hisoblanadi. Unda ta‘kidlab ko‘rsatilishicha, inson huquqlarini himoya qilish va ta‘minlash ishtirok etuvchi davlatlarning asosiy maqsadlaridan biri bo‘lishi bilan bir paytda, ulari e‘tirof

etish erkinlik, adolat va tinchlikning asosi bo'lib hisoblanadi. Hujjatda ilgari YeXHT doirasida rasmiy tasdiqlanmagan bir qancha inson huquqlari va asosiy erkinliklari (masalan, tinchlik yo'li bilan majlislar va namoyishlar o'tkazishga oid huquq, o'z mulkidan tinchlik yo'li bilan foydalanish huquqi, bola huquqlari, ozchilikni tashkil qilgan millatlar huquqlari) qayd etiladi. Kopengagen hujjati insoniylik mezonlari qamrovini ularga saylovga oid majburiyatlar kiritish orqali kengaytirdi.

1949-yilgi "Urush qurbonlarini himoya qilish to'g'risida"gi to'rtta Jeneva konvensiyasi va ularga 1977-yilgi 2 ta qo'shimcha protokol kabi gumanitar huquq normalarini tashkil etuvchi xalqaro hujjatlar. Urush va tinchlik paytida ham bab-baravar inson huquqlariga tajovuz uchun javobgarlikni belgilovchi xalqaro hujjatlar.

Alohida ahamiyatga ega bo'lgan harbiy tribunallar (Nyumberg (1945-yil), Tokio (1947-yil), Ruanda (1994-yil) va sobiq Yugoslaviya (1998-yil) tribunallari). 1948-yildagi Genotsid jinoyatlarining oldini olish va uni sodir etganlari jazolash to'g'risidagi konvensiya. 1965-yildagi Irqiy kamsitishlarning barcha shakllarini bekor qilish to'g'risidagi xalqaro konvensiya. 1973-yildagi Aparteid jinoyatlarining oldini olish va uni sodir etganlari jazolash to'g'risidagi konvensiya. 1979-yildagi Xotin-qizlarni kamsitishning barcha shakllariga barham berish to'g'risidagi konvensiya. 1989-yildagi Bola huquqlari to'g'risidagi konvensiya. 1984-yil 10-dekabrda qiynoq hamda muomala va jazolashning qattiq, shafqatsiz, insoniylikka zid yoki qadr-qimmatni kamsituvchi turlariga qarshi konvensiya va boshqalar. BMT tomonidan ishlab chiqilgan xalqaro hujjatlar qatoriga Inson huquqlari umumjahon deklaratsiyasi, Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro pakt, Fuqarolik va siyosiy huquqlar to'g'risidagi xalqaro pakt hamda ushbu Paktga qo'shimcha protokollar kabi bir qator xalqaro hujjatlarni sanab o'tishimiz mumkin. Umuman, inson huquqlariga oid keng ko'lamdagi muammolar bo'yicha BMT doirasida 80 dan ortiq xalqaro hujjatlar ishlab chiqilgan va qabul qilingan. Ular orasida quyidagi hujjatlar bor. Genotsid jinoyatining oldini olish va uning uchun jazo choralari to'g'risida konvensiya (1948-yil) - Ikkinchi jahon urushi jinoiy harakatlariga berilgan to'g'ridan-to'g'ri javob bo'ldi va bu hujjat genotsid jinoyatini qandaydir milliy, etnik, irqiy va diniy guruhlari yo'qotib yuborishni mo'ljallab amalga oshirilgan muayyan harakat sifatida baholadi. Konvensiya mamlakatlar zimmasiga aybdorlari sudga berish vazifasini yuklaydi.

Qochoqlar maqomi to'g'risida konvensiya (1951-yil) - qochoqlarning huquq va majburiyatlarini, xususan, ularning hayotlari uchun xavf-xatar mavjud bo'lgan mamlakatlarga majburan qaytarib yubormaslik huquqini belgilab berdi. Konvensiya qochoqlarning, kundalik hayotning mehnat qilish huquqi, xalq ta'limi, jamoatchilik yordami, ijtimoiy ta'minot va hujjatlar jo'natish huquqi kabi turli jabhalardagi huquqlarini e'lon qildi. Konvensiya, aslida Ikkinchi jahon urushidagi qochoqlarning huquqlarini himoya qilish uchun ishlab chiqilgan bo'lsa-da, 1967-yilda unga qo'shimcha ravishda qabul qilingan Qochoqlar maqomi to'g'risida protokol -

Konvensiyani barcha qochoqlarning huquqlarini himoya qilish uchun qollanishini belgilab berdi. Irqiy kamsitishning barcha shakllarini bartaraf etish to'g'risidagi xalqaro konvensiya (1965-yil) – ko'p sonli ishtirok etuvchi mamlakatlar ratifikatsiya qilgan shartnomalarning biridir. Mazkur hujjatning kirish qismi “Irqiy tafovutga asoslangan har qanday irqiy ustunlikka erishish siyosati g'ayriqonuniy, g'ayriilmiy bo'lib, ahloqiy va rasmiy jihatdan qoralanadi”, degan so'zlar bilan boshlanadi.

Konvensiya “irqiy kamsitish” atamasiga ta'rif beradi va unga imzo chekkan mamlakatlar zimmasiga qonunchilik va amaliyotda bunday kamsitishlarga yo'l qo'ymaslik chora-tadbirlarini qabul etish vazifasini yuklaydi. Konvensiya ishtirok etuvchi davlatlar hisobotlarini va agar masala uning vazifasi doirasiga kiradigan bo'lsa, konvensiya shartlari buzilayotgani to'g'risidagi alohida shaxslarning shikoyatlarini ko'rib chiqadigan nazorat organi - Irqiy kamsitishni bartaraf etish bo'yicha qo'rnita tashkil etishni ko'zda tutadi. Xotin-qizlarni kamsitishning barcha shakllariga barham berish to'g'risidagi konvensiya (1979-yil). Bu - ayollarga qonun oldida erkaklar bilan teng huquqlilikni kafolatlaydi va masala siyosiy va ijtimoiy hayotga, millat, maorif, ishga joylashish, sog'liqni saqlash, nikoh va oiladagi mavqega taalluqli bolganda ayollari kamsitishni taqiqlash bo'yicha chora-tadbirlar belgilaydi. Konvensiyada bu boradagi vazifalarning davlatlar tomonidan qanday bajarilayotganini kuzatib boruvchi nazorat organi vazifasini bajaruvchi Xotin-qizlarni kamsitishni bartaraf etish bo'yicha qo'mitani ta'sis etish belgilab qo'yildi.

Shuningdek, u ishtirok etuvchi mamlakatlarning hisobotlarini ko'rib chiqadi. 1999-yili BMT Bosh Assambleyasi tomonidan Konvensiyaga Fakultativ protokol qabul qilindi. Ushbu hujjatlar qatorida 1949-yil 12-avgustdagi Jeneva konvensiyalariga doir 1977-yil 8-iyunda qabul qilingan Qo'shimcha Bayonnoma (I Bayonnoma) xalqaro qurolli mojarolarning jabrdiydalarini himoya qilishga daxldor bo'lib, unga O'zbekiston Respublikasi 1993-yil 3-sentabrda (946-XII-son) qo'shilgan. Birinchi Qo'shimcha Bayonnoma rioya etish majburiyatini zimmasiga olar ekan, O'zbekiston Respublikasi yaradorlar va bemorlarga nisbatan, ular qaysi tomonga mansubligidan qat'i nazar, hurmat bilan munosabatda bolinishini hamda ular himoya qilinishini e'tirof etadi. Tibbiyot xizmati xodimlari har qanday paytda ham hurmatga sazovor va himoya ostidadir, ular hujum qilish obyekti bo'lishi mumkin emas. Dushman tomonning hukmi ostida bo'lgan yoki qurolsizlantirilib, nazorat ostiga olingan, xibsga olingan shaxslar sog'iigining jismoniy yoki psixologik holatiga va daxlsizligiga asossiz xatti-harakatlar yoki nuqsonlar tufayli ziyon yetkazilishi mumkin emasligi ham O'zbekiston tomonidan tan olingan.

1949-yil 12-avgustdagi Jeneva konvensiyalariga doir 1977-yil 8-iyunda qabul qilingan II Qo'shimcha Bayonnoma xalqaro bolmagan qurolli mojarolarning jabrdiydalarini himoya qilishga daxldor bo'lib, unga O'zbekiston Respublikasi 1993-yil 3-sentabrdagi 946-XII-son qarori bilan qo'shilgan. O'zbekiston o'z zimmasiga

olgan majburiyatda harbiy harakatlarda bevosita ishtirok etmagan yoki ishtirok etishni to'xtatgan shaxslar, ularning erkinligi cheklanganmi yoki yo'qmi, bundan qat'i nazar, o'z shaxsi, qadr-qimmat, e'tiqodi va o'zining diniy urf-odatlarini hurmat qilinishini talab qilish huquqiga ega ekanligi nazarda tutilgan. Barcha vaziyatlarda ham ular bilan insonparvarlik munosabatida bo'lib, biror-bir nomaqbul farqlashga yo'l qo'yilmaydi. Hech kimni tirik qoldirmaslik to'g'risida buyruq berish man etiladi. 1980-yil 10-oktabrda BMT tomonidan "Oddiy qurollarning haddan ortiq jarohat yetkazadigan va (nishon) tanlamaydigan xarakterda deb hisoblanuvchi muayyan turlarini taqiqlash yoki qo'llashni cheklash to'g'risida "gi konvensiya qabul qilindi. Ushbu Konvensiyaga to'rtta Bayonnoma ilova qilingan bo'lib, ular quyidagilardan iborat: Ilg'ab bo'lmaydigan oskolkalar to'g'risidagi I bayonnoma (I Bayonnoma), Minalar, tuzoq-minalar va boshqa qurilmalarni taqiqlash yoki qo'llashni cheklash to'g'risidagi bayonnoma (II Bayonnoma), Yondiruvchi qurollardan foydalanishni taqiqlash yoki cheklash to'g'risida bayonnoma (III Bayonnoma), Ko'r qiluvchi lazer quroli to'g'risida bayonnoma (TV Bayonnoma).

Ushbu hujjatlarga O'zbekiston 1997-yil 30-avgustda qo'shilgan (Oliy Majlis qarori, 500-I-son). Ushbu hujjatlar O'zbekiston tomonidan 1997-yil 29-sentabrda ratifikatsiya qilingan. 1998-yili Xalqaro mehnat konferensiyasida "Xalqaro mehnat tashkilotining mehnat sohasidagi asosiy tamoyillari va huquqlari deklaratsiyasi hamda uni amalga oshirish vositalari" qabul qilindi. Deklaratsiyada XMT 8 ta konvensiyani asosiy deb tan olishni e'lon qildi. Uning asosiy deyilishiga sabab shuki, barcha a'zo davlatlar o'sha konvensiyalarni ratifikatsiya qilmagan bo'lsalar ham, Tashkilotga a'zolik majburiyatidan kelib chiqqan holda, konvensiyada keltirilgan majburiyatlari bajarishlari va undagi qoidalarning amalga oshirilishiga ko'maklashishlari shart hisoblanadi. Asosiy konvensiyalar quyidagilardir:

1930-yilgi Majburiy mehnat to'g'risidagi 29-konvensiya;

1948-yilgi Birlashish erkinligi va tashkil etish huquqining himoyasi to'g'risidagi 87-konvensiya;

1949-yilgi Jamoaviy muzokaralari olib borish va birlashish huquqi to'g'risidagi 98-konvensiya;

1951-yilgi Teng haq to'lash to'g'risidagi 100-konvensiya;

1957-yilgi Majburiy mehnatai tugatish to'g'risidagi 105-konvensiya;

1958-yilgi Mehnat va ish turlari sohasidagi kamsitish to'g'risidagi 111-konvensiya;

1973-yilgi Ishga qabul qilishdagi minimal yosh to'g'risidagi 138-konvensiya;

1999-yilgi Bolalar mehnatining eng yomon shakllari to'g'risidagi 182-konvensiya.

Xalqaro mehnat tashkilotining konvensiyalari mehnat huquqini ta'minlashga qaratilgan bo'lib, mazkur hujjatlarga qo'shilgan davlatlar insonning mehnat

huquqlarini ta'minlash bo'yicha tegishli qonun hujjatlari qabul qilish va amaliy chora-tadbirlar ko'rish majburiyatini o'z zimmasiga oladilar. Bu majburiyat esa, xalqaro hamjamiyat tomonidan shaxsning ijtimoiy-huquqiy himoyasiga qaratilgan minimal standartlar sifatida baholanadi.

Xulosa qilib aytganda, XX asr yakuni hamda XXI asrdagi tarixiy taraqqiyot barcha mamlakatlarni yagona jahon hamjamiyati bilan bog'lab, globallashtirish jarayonining tobora chuqurlashuvi bilan xarakterlanadi. Nafaqat tinchlik, balki insoniyatni omon qolmog'ining o'zi ham davlatlarning keng hamkorligiga bog'liq.

2019-yilning 13 oktyabrida Nyu-Yorkda bo'lib o'tgan saylovlarda BMT Bosh Assambleyasining delegatlari tashkilotning bosh huquq himoyasi organi — Inson huquqlari kengashining yangi 15 a'zosini sayladi. O'zbekiston tarixda birinchi marta 2021-2023 yillardagi davr uchun kengash a'ziligiga saylandi. Uzoq yillardan beri yuqori martabali O'zbekiston Respublikasi delegatsiyasi har yili fevral-mart oylarida Jenevada o'tkaziladigan Inson huquqlari bo'yicha kengashning yuqori darajadagi Segmentida qatnashadi hamda so'nggi yillar davomida inson huquqlari bo'yicha kengashning a'zosi sifatida olgan majburiyatlari doirasida Nogironlar huquqlari to'g'risidagi BMT Konvensiyasi ratifikatsiya qilindi. O'zbekiston tashabbusi bilan "Pandemiya sharoitida yoshlar huquqlarini himoya qilish to'g'risida" Inson huquqlari bo'yicha kengashning rezolyusiyasi qabul qilinib, 2021-yilning avgustida "Yoshlarni global harakatlarga jalb etish" mavzuida inson huquqlari bo'yicha Butunjahon konferensiyasi o'tkazildi. Davomiy harakatlar sifatida inson huquqlari bo'yicha ta'lim sohasida Milliy dasturning loyihasi ishlab chiqildi. Inson huquqlari bo'yicha Oliy komissari boshqarmasi bilan birgalikda bu yil "Inson huquqlari sohasida ta'lim" global forumini o'tkazish rejalashtirilmoqda. Umuman olganda, 1992-yilning 2-martidan e'tiboran BMT hujjatlari, birinchi galda, nizomida aks ettirilgan meyor va tamoyillar O'zbekiston uchun bajarilishi shart bo'lgan meyoriy hujjatlar sarasiga kiradi. Shuningdek, xalqaro huquqning umume'tirof etilgan meyor va tamoyillari ifoda etilgan xalqaro shartnomalar va odatlarda aks etgan qoidalarga ham mamlakatimiz o'z tashqi siyosatini amalga oshirishda tayanib kelmoqda. Ular asosiy qonunchiligimizda belgilab qo'yilgan asosiy tamoyillar sifatida e'tirof etiladi.

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ЭПИДЕМИОЛОГИЧЕСКИЕ И КЛИНИКО-МОРФОЛОГИЧЕСКИЕ
АСПЕКТЫ ПРИ БОЛЕЗНИ ГОШЕ

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EPIDEMIOLOGICAL AND CLINICAL AND MORPHOLOGICAL
ASPECTS OF GAUCHER DISEASE

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GOSHE KASALLIGINING KLINIK VA MORFOLOGIK XUSUSIYATLARI
VA DAVOLASH

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Болезнь Гоше - редкая генетическая патология с частотой 1/50 000 случаев. Особого внимания требуют II и III типы заболевания, проявляющиеся у детей и подростков, с тяжелым течением, инвалидизацией и высокой смертностью. Цель исследования - оценить клинические и морфологические данные пациента с болезнью Гоше 1-го типа, редким заболеванием, в одном центре.

Методы. Были проанализированы данные пациента с болезнью Гоше 1-го типа, проходившего лечение в хирургическом отделении Республиканского специализированного научно-практического медицинского центра онкологии и радиологии Ферганского филиала Республики Узбекистан в 2020 году.

Вывод. Болезнь Гоше - редкое лизосомальное заболевание, поражающее многие системы организма. Она приводит к необратимым последствиям у пациентов, у которых диагностика запоздала. Основным методом лечения была заместительная ферментная терапия. Поскольку это редкое и мультисистемное заболевание со многими осложнениями, оно особенно важно для лечения 2-го и 3-го типов заболевания у детей и подростков, которые протекают остро и имеют высокую смертность. поэтому для раннего выявления и диагностики у пациентов с болезнью Гоше следует внедрять молекулярно-генетические методы исследования.

Ключевые слова: болезнь Гоше, β -глюкоцереброзидаза, патоморфология, цитология, спленэктомия.

Keywords: Gaucher disease, β -glucocerebrosidase, pathomorphology, cytology, splenectomy.

Введение

Болезнь Гоше (БГ) - (код по МКБ-10 - E75.2 - нарушение метаболизма β -глюкоцереброзидазы) - редкое орфанное генетическое лизосомальное заболевание с аутосомно-рецессивным типом наследования, приводит к накоплению липидов и нарушению функции различных органов. В основе патогенеза заболевания лежит наследственный дефицит активности β -глюкоцереброзидазы, лизосомального фермента, участвующего в расщеплении продуктов клеточного метаболизма. Генетическую основу составляют мутации гена глюкоцереброзидазы, расположенного в области q21 на хромосоме 1. Было изучено около 200 различных мутаций, которые приводят к дефекту фермента (снижению его стабильности или активности) и которые связаны с широким полиморфизмом клинических симптомов БГ. Наиболее распространенными мутациями являются N370S, L444P, IVS2+1 и 84GG [6,9,15].

Лизосомальный фермент β -D-глюкозидаза отвечает за расщепление сложного липидного глюкоцереброзида на глюкозу и церамид. Из-за низкой активности этого фермента полного расщепления глюкоцереброидов не происходит, что приводит к их накоплению в макрофагах и моноцитах. В результате мы наблюдаем клетки, “наполненные” липидами - клетки Гоше [1,8,12].

Болезнь Гоше, это системное заболевание со сходными клиническими проявлениями (гепато- и спленомегалия, цитопения, поражения костей), но крайне неоднородным клиническим течением. Болезнь Гоше была впервые описана в 1882 году французским врачом П.С.Гоше, который идентифицировал клетки макрофагов, накапливающие липиды, патогномичные для этого заболевания, позже названные клетками Гоше [4,5].

Из-за низкой активности этого фермента полного расщепления глюкоцереброидов не происходит, что приводит к их накоплению в макрофагах и моноцитах. В результате мы наблюдаем клетки, “наполненные” липидами - клетки Гоше [1,8,12].

Эпидемиология

Болезнь Гоше поражает людей любой этнической группы или расы. Это заболевание в равной степени распространено как среди женщин, так и среди мужчин. Этот показатель составляет от 1/40 000 до 1/60 000 родов, что составляет менее 10 000 пациентов в мире. А среди евреев-ашкенази этот показатель возрастает до 1 случая на 450-500 человек. Варианты GD с первичным поражением ЦНС встречаются у 5-10% пациентов в большинстве стран. На сегодняшний день выявлено более 200 мутаций, из которых 4 являются наиболее распространенными и составляют около 90% всех мутаций в популяции пациентов с болезнью Гоше.

Наличие двух мутантных аллелей гена (гомозиготное наследование) связано со снижением (или отсутствием) каталитической активности глюкоцереброзидазы, что приводит к накоплению неиспользованных липидов в цитоплазме клеток [4,16].

Глюкоцереброзидаза содержится во всех клетках организма, однако дефицит этого фермента имеет наибольшее значение для макрофагов, перерабатывающих антигены, поскольку важной функцией этих клеток-"мусорщиков" является деградация клеток крови, завершивших свой жизненный цикл [2,11].

Отсутствие или низкая активность кислой β -глюкоцереброзидазы приводит к накоплению неиспользованных липидов в лизосомах макрофагов и образованию характерных клеток накопления, или клеток Гоше, крупных элементов размером от 20 до 100 мкм с небольшим, эксцентрично расположенным ядром и обильной цитоплазмой, который имеет типичный "морщинистый" или полосатый вид.

Последствиями функциональной перегрузки макрофагов являются:

1) аутокринная стимуляция моноцитопоэза и увеличение абсолютного количества макрофагов, что проявляется гепато- и спленомегалией, инфильтрацией макрофагами костного мозга, легких и других органов;

2) нарушение многих физиологических функций макрофагов, в т.ч. регуляция кроветворения и костного метаболизма, которая, предположительно, лежит в основе цитопенического синдрома и поражений костно-суставной системы. Патологические эффекты провоспалительных цитокинов (IL-1, TNF- α , IL-6) и цитотоксических медиаторов (активные формы кислорода, нитроксид, протеолитические ферменты, компоненты добавок), которые секретируются активированными макрофагами, перегруженными липидами [10,16].

Клиническая картина

Здесь представлены три типа болезни Гоше:

I тип - (взрослая или хроническая) - не нейропатическая форма. Клинические проявления БГ I типа разнообразны. Возраст проявления заболевания варьирует от 0 до 60 лет. ГБ I-го типа является хроническим. Наиболее распространенными признаками и симптомами являются спленомегалия (95%), гепатомегалия (87%), рентгенологические изменения костей (81%), тромбоцитопения (50%), анемия (40%), задержка роста (34%), боли в костях (27%), а также костные кризы (9%) [2,10,13]. Тяжелая потеря костной массы происходит в детском и подростковом возрасте. Причины костных нарушений связаны с обширным разрастанием патологических клеток в костях.

Вовлечение костей в процесс может быть локальным или диффузным. При этом определяются тяжелые деформации скелета вследствие развития остеопороза, остеосклероза, остеонекроза, истончения кортикального слоя

трубчатых костей и патологических переломов.

Остеонекроз является наиболее изнурительным проявлением заболевания и сопровождается сильными болями в костях, что вызывает наибольшее беспокойство у пациентов. На рентгенограммах видно расширение концов длинных трубчатых костей и истончение их кортикального слоя. Спленомегалия является постоянным и самым ранним признаком БГ; при пальпации селезенка имеет плотную консистенцию. В исключительных случаях масса селезенки может составлять 20% от массы тела ребенка. Он занимает всю брюшную полость и оказывает давление на желудок, снижая аппетит. Инфильтрация клетками Гоше и развитие инфарктов в селезенке приводит к фиброзу органа, образованию рубцов и болям в животе.

Гепатомегалия при БГ менее выражена, чем спленомегалия, и развивается, как правило, позже. Объем органа увеличивается в 1,5–2 раза. У многих пациентов развивается фиброз печени с симптомами портальной гипертензии. Также обнаруживаются значительные нарушения в системе кроветворения. Выявляются нормоцитарная, нормохромная анемия и тяжелая тромбоцитопения, в связи с чем отмечается кровотечение. Гематологические проявления заболевания в основном связаны с инфильтрацией костного мозга клетками Гоше, смещением нормальных кроветворных элементов и гиперспленизмом [6, 8,17].

II тип (инфантильный) - острая нейронопатическая форма. Основные симптомы заболевания при этом типе ГБ проявляются в первые 6 месяцев жизни.

Клинический симптомокомплекс включает признаки поражения нервной системы и внутренних органов. На ранних стадиях заболевания наблюдается мышечная гипотония, задержка и регресс психомоторного развития. По мере прогрессирования заболевания появляется спастичность с втягиванием шеи 2-го типа, сгибанием конечностей и глазодвигательными нарушениями с развитием сходящегося косоглазия, ларингоспазма и дисфагии.

Характерны бульбарные расстройства с частыми вдохами, приводящие к смерти пациента от апноэ, аспирационной пневмонии или дисфункции дыхательного центра головного мозга [7,19]. Тонико-клонические судороги обычно возникают на поздних стадиях заболевания и устойчивы к назначаемой противосудорожной терапии. Течение заболевания быстро прогрессирует с летальным исходом в возрасте 1-2 лет [2, 5, 16].

III тип (юношеский) - хроническая нейропатическая форма. Основной особенностью клинических проявлений ГБ этого типа является то, что наряду с поражением паренхиматозных органов (спленомегалия, гепатомегалия) наблюдаются также неврологические проявления. Неврологические симптомы обычно проявляются в возрасте от 6 до 15 лет и позже [2,13].

Характерным симптомом является парез мышц, иннервируемых глазодвигательным нервом, который в течение длительного времени может быть единственным неврологическим проявлением. Возможны миоклонус, генерализованные тонико-клонические судороги. Постепенно прогрессирующая экстрапирамидная ригидность, снижение интеллекта, тризм, мимические гримасы, дисфагия и ларингоспазм. Интеллектуальные нарушения варьируются от незначительных изменений до тяжелой степени деменции. Возможно развитие мозжечковых расстройств, а также нарушений речи и письма, изменений в поведении и эпизодов психоза. В большинстве случаев заболевание протекает медленно. Смерть наступает при тяжелом поражении легких и печени. Ожидаемая продолжительность жизни пациентов с ГБ 3-го типа составляет 12-17 лет, но описаны случаи дожития до 30-40 лет [2,3].

Диагностика.

Диагноз болезни Гоше следует рассматривать у пациента с необъяснимой спленомегалией, гепатомегалией, цитопенией и костными симптомами. Стандартом современной диагностики является биохимический анализ активности кислой β -глюкоцереброзидазы в лейкоцитах крови. Диагноз подтверждается снижением активности фермента до 30% и менее от нормального значения. Дополнительным характерным биохимическим маркером является значительное повышение активности хитотриозидазы в сыворотке крови (фермент, предположительно секретируемый активированными макрофагами, перегруженными неиспользованными липидами, является суррогатным маркером активности болезни Гоше).

Диагноз может быть подтвержден с помощью молекулярного анализа гена глюкоцереброзидазы: наличие двух мутантных аллелей подтверждает диагноз болезни Гоше [11,16].

Морфологическое исследование костного мозга позволяет выявить характерные диагностические элементы - клетки Гоше и в то же время исключает диагноз гемобластоза или лимфомы как причины цитопении и гепатоспленомегалии. Наличие большого количества клеток Гоше в пунктате и трепанационной биопсии костного мозга или биопсии печени является очевидным признаком болезни Гоше. Однако единичные клетки со сходной морфологией (похожие на Гоше) могут встречаться и при других заболеваниях, сопровождающихся усиленным разрушением клеток, таких как хронический миелоидный лейкоз и лимфопролиферативные заболевания [2,16].

В оптический микроскоп клетки Гоше легко распознаются благодаря их виду и размеру. Это объемные клетки диаметром 30-100 мкм неопределенной формы, круглые, слегка многоугольные, овальные или удлиненные. Ядро маленькое, эксцентричное, круглое или звездчатое, с губчатым или уплотненным

хроматином. Часто появляются двоядерные или многоядерные клетки. Цитоплазма обильная, бледная и полна кристаллического вещества, расположенного пластинками, околоядерно, в форме "луковичных листьев" или завитков. В редких случаях клетки содержат небольшие вакуоли и имеют пенистый вид. Часто в цитоплазме находятся эритроциты, эритробласты или пигментные гранулы. Морфологические изменения в селезенке проявляются замещением лимфоидной ткани клетками Гоше, они имеют макрофагальное происхождение, а содержимое клеток имеет характерную автофлуоресценцию и характерный внешний вид при микроскопии в поляризованном свете.

Рентгеновский снимок костей скелета используется для выявления и оценки тяжести повреждений опорно-двигательного аппарата. Денситометрия и МРТ являются более чувствительными методами и позволяют выявлять поражения костей (остеопению, инфильтрацию костного мозга) на ранних стадиях, которые недоступны для визуализации с помощью рентгенографии.

Дифференциальная диагностика.

Болезнь Гоше следует дифференцировать от всех заболеваний, которые сопровождаются гепатоспленомегалией, цитопенией и поражением костей [2,16]:

- гемобластозы и лимфомы;
- хронические холестатические заболевания печени;
- цирроз печени в результате хронического вирусного и невирусного гепатита;
- другие наследственные ферментопатии (болезнь Ниманна-Пика);
- талассемия и другие формы наследственной патологии эритрона;
- ревматические заболевания (синдром Фелти).

Диагностика БГ в настоящее время состоит из нескольких последовательных этапов:

- 1) выявление характерных клинических признаков заболевания;
- 2) измерение активности β -D-глюкозидазы в лейкоцитах; выявление характерных клеток Гоше;
- 3) патоморфологическое исследование образцов биопсии;
- 4) молекулярно-генетический анализ [1,3,5]

Лечение.

Лечение болезни Гоше заключается в пожизненной заместительной ферментативной терапии (ЗЭТ) рекомбинантной глюкоцереброзидазой (имиглюцеразой, церезимом, велаглюцеразой или тал-иглюцеразой). Также можно применять перорально ингибиторы биосинтеза глюкозилцетамин (миглустант или элиглустант). При тяжелой форме болезни Гоше (I тип) у взрослых начальная доза Церезима составляет 30 ед/кг/инфузию. Препарат вводят

внутривенно капельно с интервалом в 2 недели. (2 раза в месяц). В некоторых случаях, например, при тяжелом повреждении костей скелета с множественными патологическими переломами, доза церезима может быть увеличена до 60 ед/кг на прием (120 ед/кг в месяц) [2,11,16,18].

Цели лечения включают: 1) предотвращение необратимых повреждений опорно-двигательного аппарата и других жизненно важных органов (печени, легких, почек); 2) регресс или ослабление цитопенического синдрома;

3) уменьшение размеров селезенки и печени. Мониторинг эффективности заместительной терапии препаратом энзим включает мониторинг показателей гемограммы, биохимии крови, включая определение суррогатного маркера активности макрофагов - сывороточной хитотриозидазы; определение размеров селезенки и печени; оценка состояния костно-суставной системы (денситометрия, МРТ, рентгенография костей один раз в 1-2 года). При достижении поставленных целей назначается поддерживающее лечение церезимом в дозе 10-15 ЕД/кг в виде инфузии 2 раза в месяц (пожизненно).

Обсуждение

Болезнь Гоше - одна из наиболее распространенных болезней накопления, наследуемая аутосомно-рецессивным путем. Заболевание окончательно диагностируется путем выявления мутаций и дефицита ферментов у пациентов, у которых проявляются симптомы и признаки [4,6].

В нашей клинике сначала проводится определение уровня ферментов у пациентов с подозрением на БГ, а у пациентов с низким уровнем ферментов проводится генетический анализ. В исследовании Gaucher Registry, опубликованном в 2000 году, были собраны данные 522 клиницистов и 1698 пациентов с БГ из 38 разных стран. Был проведен генетический анализ 766 из этих пациентов, и мутация N409S (N370S) была обнаружена у 53% из 1532 пациентов. Мутация L483P (L444P) была второй по распространенности (16%). В исследовании Gaucher Registry остеопения наблюдалась у 42% пациентов, а поражение костной системы было выше в группе без селезенки, чем в группе с селезенкой. В нашем исследовании, за исключением двух пациентов, z-балл в поясничном отделе составил <

-1 у пяти пациентов и $\leq -2,5$ у шести пациентов. [19].

Для полной диагностики данного вида патологии необходимо провести молекулярно-генетическое исследование, которое, к сожалению, недоступно в нашей клинике. При более тщательном сборе анамнеза, денситометрии костей, трепанобиопсии печени и/или костного мозга, а также патоморфологических и молекулярно-генетических исследованиях, возможно, удастся избежать хирургического вмешательства с удалением селезенки и направить ее к специалисту для консервативной ферментативной терапии [9,13,15].

Выводы

Таким образом, болезнь Гоше является редким заболеванием, которое относится к группе лизосомальных болезней накопления и характеризуется полиморфными клиническими симптомами с поражением многих органов и систем и прогрессирующим течением без адекватной восстановительной терапии. Своевременная диагностика заболевания у детей сопряжена с определенными трудностями, связанными с отсутствием или недостаточностью информации у педиатров и врачей общей практики.

Полиморфизм клинических проявлений и отсутствие патогномоничных симптомов затрудняют диагностику на ранних стадиях, а полисистемный характер поражения маскирует болезнь Гоше под различные заболевания.

Наследственные заболевания, приводящие к инвалидности и снижению качества жизни населения, имеют социальное значение и финансовые последствия как для пациента, так и для государства. В связи с этим целесообразно проводить раннюю диагностику с использованием молекулярно-генетических методов исследования и проводить своевременную патогенетическую терапию для предотвращения инвалидизации.

БГ - редкая лизосомальная болезнь накопления, поражающая многие системы организма. Она может вызывать необратимые осложнения у пациентов, у которых диагноз ставится с опозданием. Основным методом лечения является заместительная ферментная терапия. Поскольку это редкое и мультисистемное заболевание, пациенты должны наблюдаться в центрах, имеющих опыт лечения болезни Гоше.

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ANEMIA

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Annotation: Anemia is a global health challenge characterized by a decrease in red blood cells or hemoglobin levels, leading to reduced oxygen transport in the body. This article explores the causes, types, diagnostic methods, and management strategies for anemia, supported by current literature and research. The findings emphasize the need for improved diagnostic techniques, public awareness, and tailored treatment protocols.

Keywords: Anemia, hemoglobin, iron deficiency, diagnosis, treatment, red blood cells, public health.

Anemia is one of the most prevalent blood disorders globally, affecting individuals of all ages, genders, and socioeconomic statuses. It is estimated that nearly a quarter of the global population suffers from anemia, with women and children being the most vulnerable groups. Anemia has multifactorial etiologies, ranging from nutritional deficiencies and chronic diseases to genetic disorders and acute blood loss. This article aims to provide a detailed analysis of anemia, focusing on its types, diagnostic challenges, and management strategies.

The literature on anemia reveals its classification into three primary types based on causative factors:

Nutritional anemia: Predominantly caused by deficiencies in iron, vitamin B12, and folate.

Hemolytic anemia: Resulting from increased destruction of red blood cells due to genetic or acquired conditions such as sickle cell disease or autoimmune disorders.

Aplastic anemia: A rare condition caused by bone marrow failure.

Several studies emphasize the role of iron deficiency as the leading cause of anemia, particularly in developing regions. According to a World Health Organization (WHO) report, iron deficiency anemia accounts for 50% of anemia cases worldwide. Research also highlights the interplay between chronic diseases such as kidney failure and cancer with anemia, complicating its diagnosis and management.

The research methodology for this article included a review of peer-reviewed journals, clinical guidelines, and statistical data from global health organizations. Data collection focused on:

- Epidemiological studies assessing the prevalence of anemia.
- Laboratory and diagnostic advancements.

- Intervention trials for anemia treatment.

Anemia

Anemia is a condition characterized by a decrease in the level of hemoglobin in the blood, leading to insufficient oxygen supply to the body's tissues. It can cause fatigue, dizziness, shortness of breath, and other symptoms.

Main Types of Anemia

Iron Deficiency Anemia

- The most common type, caused by a lack of iron.
- Causes: Poor diet, blood loss (e.g., menstruation, internal bleeding).

Megaloblastic Anemia

- Results from a deficiency of folic acid or vitamin B12.
- Can affect the nervous system.

Aplastic Anemia

- A disorder where the bone marrow fails to produce enough blood cells.
- May be caused by autoimmune diseases or exposure to toxic substances.

Hemolytic Anemia

- Caused by the rapid breakdown of red blood cells (RBCs).
- Can result from genetic conditions (e.g., sickle cell anemia) or immune system disorders.

Anemia of Chronic Disease

- Associated with chronic inflammatory diseases (e.g., rheumatoid arthritis, kidney failure).

Common Symptoms of Anemia

- Fatigue and weakness
- Dizziness or lightheadedness
- Pale skin
- Rapid heartbeat
- Shortness of breath
- Cold hands and feet
- Hair loss and brittle nails

Diagnosis

- Blood tests (hemoglobin, hematocrit, RBC count, iron levels).
- Checking vitamin B12 and folic acid levels.
- Special tests to identify internal bleeding or other causes.

Treatment

- Iron Deficiency Anemia: Iron supplements and consuming iron-rich foods (e.g., red meat, liver, beans, spinach).
- Vitamin B12 or Folic Acid Deficiency: Supplementation or dietary adjustments.
- Aplastic Anemia: May require bone marrow transplant or immunosuppressive

therapy.

- Hemolytic Anemia: Treated with corticosteroids, immunosuppressants, or in some cases, splenectomy (removal of the spleen).

- Treating underlying diseases (in cases of anemia related to chronic illness).

Prevention

- Maintain a diet rich in iron, vitamin B12, and folic acid.

- Early detection and treatment of conditions that can increase the risk of anemia.

- Adopting a healthy lifestyle.

Addressing anemia requires a multidisciplinary approach that combines preventive, diagnostic, and therapeutic measures. Preventive strategies such as dietary diversification, food fortification, and supplementation programs have proven effective in reducing the burden of nutritional anemia. However, addressing anemia linked to chronic diseases or genetic conditions necessitates specialized care and advanced diagnostic tools.

The discussion also highlights the socioeconomic and gender disparities in anemia prevalence, underscoring the need for public health policies targeting high-risk groups. Moreover, the integration of anemia screening in routine health check-ups can facilitate early detection and intervention.

Conclusions

Anemia remains a significant public health concern, with far-reaching implications for individual health and economic productivity. Tackling this issue requires:

Enhanced public health campaigns to raise awareness about anemia's causes and symptoms.

Increased investment in diagnostic research to identify underlying etiologies.

Comprehensive treatment guidelines that address diverse forms of anemia.

Strengthening healthcare systems to ensure accessibility to effective interventions.

Future research should focus on developing cost-effective, point-of-care diagnostic tools and exploring novel therapies for anemia related to genetic and chronic conditions. Collaborative efforts among governments, healthcare providers, and non-governmental organizations are essential to mitigate the global burden of anemia.

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DAVLAT MOLIYAVIY NAZORATINI TASHKIL ETISHNING
NAZARIY-HUQUQIY ASOSLARINI TAKOMILLASHTIRISH

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Annotatsiya: Davlat moliyaviy nazorati, davlatning moliyaviy resurslarini boshqarish va ularning samarali foydalanishini ta'minlashda muhim ahamiyatga ega. Bu nazorat tizimi davlat byudjetining to'planishi va sarflanishini nazorat qilish, shuningdek, iqtisodiy barqarorlikni saqlab qolish uchun zarurdir. Davlat moliyaviy nazoratining nazariy-huquqiy asoslarini takomillashtirish, o'z navbatida, iqtisodiy rivojlanish va davlat boshqaruvining samaradorligini oshirishga yordam beradi. Ushbu maqolada davlat moliyaviy nazoratining nazariy asoslari, huquqiy jihatlari va takomillashtirish yo'llari haqida ma'lumotlar berilgan.

Kalit so'zlar: moliyaviy nazorat, moliya, huquq, hujjatlar, boshqaruv, davlat, Iqtisodiyot, byudjet.

Davlat moliyaviy nazoratining nazariy asoslari iqtisodiy nazariyalar, davlat boshqaruvi va moliya sohalarida o'z aksini topadi. Bu nazorat tizimi davlatning moliyaviy resurslarini boshqarish, ularni taqsimlash va sarflash jarayonlarini tahlil qilishga qaratilgan. Nazariy jihatdan, davlat moliyaviy nazoratini tashkil etishda quyidagi asosiy tamoyillarni hisobga olish lozim. Shaffoflik tamoyili davlat moliyaviy nazoratining asosiy printsiplaridan biridir. Bu tamoyil davlat byudjetining qanday shakllanishi va sarflanishi haqida aholi va boshqa manfaatdor tomonlarga ma'lumot berishni o'z ichiga oladi. Shaffoflik, shuningdek, korrupsiya xavfini kamaytirishga yordam beradi, chunki ochiq ma'lumotlar asosida aholi davlat organlarining faoliyatini kuzatishi mumkin. Mas'uliyat tamoyili davlat organlari va moliyaviy muassasalar o'z faoliyatida mas'uliyatni his qilishlari zarur. Bu tamoyil moliyaviy resurslarni samarali va maqsadli ishlatishni ta'minlaydi. Davlat organlari o'z faoliyatida hisobdor bo'lishi, o'zlariga yuklangan vazifalarni bajarishda yuqori mas'uliyatni ko'rsatishlari kerak. Nazoratning mustaqilligi tamoyili davlat moliyaviy nazorati organlari mustaqil bo'lishi kerak. Ularning faoliyati har qanday tashqi ta'sirlardan xoli bo'lishi, shuningdek, qarorlar qabul qilishda erkinlikka ega bo'lishi zarur. Mustaqil nazorat organlari o'z faoliyatini samarali amalga oshirishga imkon beradi va davlat moliyaviy nazoratining sifatini oshiradi. Tizimlilik tamoyili davlat moliyaviy nazorati tizim sifatida bir-biri bilan bog'liq bo'lgan elementlardan iborat bo'lishi kerak. Har bir elementning o'z o'rnini va funksiyasi bor, shuning uchun ularni bir butun sifatida ko'rish muhimdir. Tizimlilik, nazorat jarayonlarini yanada samarali va muvofiq ravishda amalga oshirishga yordam

beradi.[1]

Davlat moliyaviy nazoratining huquqiy asoslari mamlakatimizda amal qilayotgan qonunlar, normativ-huquqiy hujjatlar va xalqaro standartlarga asoslanadi. O'zbekistonda davlat moliyaviy nazoratini tashkil etish va amalga oshirishda quyidagi huquqiy asoslar muhim ahamiyatga ega. O'zbekiston Respublikasi Konstitutsiyasi davlat moliyaviy nazoratining asosiy printsiplarini belgilaydi. Konstitutsiya davlatning moliyaviy resurslarini boshqarish va nazorat qilishda asosiy hujjat hisoblanadi. U davlat organlarining moliyaviy faoliyatini tartibga solish va aholi manfaatlarini himoya qilishda muhim rol o'ynaydi. Davlat moliyaviy nazoratini tashkil etish va amalga oshirishda "Davlat byudjeti to'g'risida"gi qonun, "Moliyaviy nazorat to'g'risida"gi qonun va boshqa tegishli qonunlar muhim rol o'ynaydi. Ushbu qonunlar moliyaviy nazorat jarayonlarini tartibga soladi va davlat organlarining vazifalarini belgilaydi. Qonunlar davlat moliyaviy nazoratining samaradorligini oshirish va uning shaffofligini ta'minlashda muhim ahamiyatga ega. Normativ-huquqiy hujjatlar davlat moliyaviy nazoratini amalga oshirishda turli normativ-huquqiy hujjatlar, jumladan, qarorlar, farmonlar va ko'rsatmalar muhim ahamiyatga ega. Ushbu hujjatlar moliyaviy nazorat jarayonlarini tartibga soladi va nazorat organlariga aniq vazifalar yuklaydi. Ularning samarali ishlashi, davlat moliyaviy nazoratining sifatini oshirishga yordam beradi.[2]

Xalqaro standartlar davlat moliyaviy nazoratini tashkil etishda xalqaro standartlar va tavsiyalar ham muhim o'rin tutadi. Xalqaro moliya tashkilotlari va boshqa xalqaro tashkilotlar tomonidan ishlab chiqilgan standartlar mamlakatimizda moliyaviy nazorat tizimini takomillashtirishda yordam beradi. Xalqaro tajribalarni o'rganish va ularni o'z tizimimizga joriy etish, davlat moliyaviy nazoratini yanada samarali qilish imkonini beradi. Davlat moliyaviy nazoratining nazariy-huquqiy asoslarini takomillashtirish uchun bir qator chora-tadbirlar amalga oshirilishi lozim. Normativ-huquqiy bazani takomillashtirish davlat moliyaviy nazoratini amalga oshirishda amaldagi qonunlar va normativ-huquqiy hujjatlarni takomillashtirish zarur. Bu, yangi qonunlarni qabul qilish, mavjud qonunlarni yangilash va ularni xalqaro standartlarga moslashtirishni o'z ichiga oladi. Amaldagi qonunlarni takomillashtirish, davlat moliyaviy nazoratining samaradorligini oshirishga yordam beradi. Nazorat organlarining mustaqilligini ta'minlash davlat moliyaviy nazorat organlarining mustaqilligini ta'minlash, ularning samaradorligini oshirish va qarorlar qabul qilishda erkinlik berish zarur. Bu, nazorat organlarining faoliyatini tashqi ta'sirlardan himoya qilishga yordam beradi. Mustaqil nazorat organlari o'z faoliyatini samarali amalga oshirishga imkon beradi va davlat moliyaviy nazoratining sifatini oshiradi.[3]

Shaffoflikni oshirish davlat moliyaviy nazorat jarayonlarida shaffoflikni oshirish, aholi va boshqa manfaatdor tomonlarga ma'lumot berishni kuchaytirish lozim. Bu, moliyaviy resurslarning qanday ishlatilishini tushunishga yordam beradi va korrupsiya xavfini kamaytiradi. Shaffoflikni oshirish, davlat organlarining faoliyatini nazorat

qilish imkoniyatlarini kengaytiradi. Ta'lim va malaka oshirish davlat moliyaviy nazoratini amalga oshiruvchi xodimlarning bilim va malakasini oshirish, ularni zamonaviy uslublar va metodlar bilan tanishtirish zarur. Bu, nazorat jarayonlarining samaradorligini oshirishga yordam beradi. Xodimlarning malakasini oshirish, davlat moliyaviy nazoratining sifatini oshirishga yordam beradi. Xalqaro tajribani o'rganish boshqa mamlakatlarning moliyaviy nazorat tizimlarini o'rganish va ularning samarali tajribalarini o'zimizning tizimimizga joriy etish zarur. Bu, davlat moliyaviy nazoratini takomillashtirishda yangi g'oyalar va yondashuvlarni qo'llash imkonini beradi. Xalqaro tajribalarni o'rganish, davlat moliyaviy nazoratining samaradorligini oshirishga yordam beradi.[4]

Xulosa: Davlat moliyaviy nazorati iqtisodiy barqarorlikni ta'minlash va davlat byudjetining samarali foydalanishini nazorat qilishda muhim ahamiyatga ega. Ushbu nazorat tizimining nazariy-huquqiy asoslarini takomillashtirish, moliyaviy resurslarning shaffofligini oshirish va davlat boshqaruvining samaradorligini oshirishga yordam beradi. Davlat moliyaviy nazoratining samarali tizimini yaratish uchun normativ-huquqiy bazani takomillashtirish, nazorat organlarining mustaqilligini ta'minlash, shaffoflikni oshirish, ta'lim va malaka oshirish hamda xalqaro tajribani o'rganish zarur. Bu chora-tadbirlar orqali davlat moliyaviy nazoratini yanada samarali va shaffof qilish mumkin.

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**XALQARO AUDIT STANDARTLARINI XARAJATLAR HISOBI
AMALIYOTIGA INTEGRATSIYALASHUVINI TAKOMILLASHTIRISH**

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Annotatsiya: Iqtisodiyot tobora globallashtirib borayotgan sharoitda buxgalteriya hisobi va audit sohasida xalqaro standartlarga rioya qilish shaffoflikni saqlash, samaradorlikni oshirish va manfaatdor tomonlar o‘rtasida ishonchni mustahkamlashga intilayotgan tashkilotlar uchun hal qiluvchi ahamiyatga ega bo‘ldi. Xalqaro audit standartlarini xarajatlar hisobi amaliyotiga integratsiyalashuvi ushbu maqsadlarga erishish yo‘lidagi strategik qadamdir.

Kalit so‘zlar: byudjet, xalqaro audit, xarajat, davlat, strategiya

Annotation: In an increasingly globalized economy, adherence to international standards in accounting and auditing has become crucial for organizations seeking to maintain transparency, enhance efficiency, and foster trust among stakeholders. The integration of international auditing standards into cost accounting practices represents a strategic step towards achieving these objectives.

Keywords: budget, international audit, cost, state, strategy

Аннотация: В условиях все более глобализированной экономики соблюдение международных стандартов в области бухгалтерского учета и аудита стало решающим для организаций, стремящихся поддерживать прозрачность, повышать эффективность и укреплять доверие между заинтересованными сторонами. Интеграция международных стандартов аудита в практику учета затрат представляет собой стратегический шаг на пути к достижению этих целей.

Ключевые слова: бюджет, международный аудит, стоимость, государство, стратегия.

Kirish. Xalqaro buxgalterlar federatsiyasi va Xalqaro audit va ishonch standartlari kengashi tomonidan o‘rnatilgan xalqaro audit standartlari moliyaviy hisobot va auditning izchilligi, ishonchliligi va taqqoslanuvchanligini ta‘minlash uchun asos yaratadi. Ushbu standartlar quyidagilarga mo‘ljallangan:

- Moliyaviy ma‘lumotlarning ishonchligini oshirish.
- Shaffoflik va javobgarlikni targ‘ib qilish.
- Transchegaraviy investitsiyalar va hamkorlikni osonlashtirish.

Moliyaviy natijalarni optimallashtirish uchun xarajatlarni o'lchash, tahlil qilish va taqsimlashga qaratilgan xarajatlar hisobi tashkilot qarorlarini qabul qilishda hal qiluvchi rol o'ynaydi. Xalqaro audit standartlarini xarajat hisobi amaliyotiga integratsiya qilish xarajatlar haqidagi ma'lumotlarning to'g'ri, mos kelishi va ilg'or jahon amaliyotiga mos kelishini ta'minlaydi.

Integratsiyadagi qiyinchiliklar

Imtiyozlarga qaramay, xalqaro audit standartlarini xarajatlar hisobi amaliyotiga integratsiya qilish bir qator muammolarni keltirib chiqaradi:

Standartlarning murakkabligi: Xalqaro audit standartlari keng qamrovli bo'lib, ularni amalga oshirish, ayniqsa resurslari cheklangan tashkilotlar uchun qiyin bo'lishi mumkin.

O'zgarishlarga qarshilik: Xodimlar va rahbariyat notanishlik yoki ish yukining ko'payishi tufayli yangi amaliyotlarni qabul qilishga qarshilik qilishi mumkin.

Integratsiyani takomillashtirish strategiyalari

Ushbu muammolarni hal qilish va xalqaro audit standartlarini xarajatlar hisobi amaliyotiga integratsiyalashuvini yaxshilash uchun tashkilotlar quyidagi strategiyalarni qabul qilishlari mumkin:

1. Kompleks baholashlarni o'tkazish

Tashkilotlar joriy xarajatlarni hisobga olish amaliyotini baholash va xalqaro standartlarga muvofiqlikdagi kamchiliklarni aniqlashdan boshlashlari kerak. Bunga quyidagilar kiradi:

- Mavjud hisob siyosati va tartiblarini baholash.
- Amaliyotlar xalqaro standartlardan farq qiladigan sohalarni aniqlash.
- Texnologik va inson resurslari imkoniyatlarini baholash.

2. Ta'lim va salohiyatni oshirishga sarmoya kiritish

O'quv dasturlari auditorlar va buxgalterlarni xalqaro standartlarni joriy etish uchun zarur bo'lgan bilim va ko'nikmalar bilan jihozlashda muhim ahamiyatga ega. Ushbu dasturlar quyidagilarga e'tibor qaratishlari kerak:

- ✓ Xalqaro audit standartlari tamoyillari va talablarini tushunish
- ✓ Xarajatlarni hisobga olish stsenariylariga standartlarni qo'llash
- ✓ Muvofiqlikni qo'llab-quvvatlash uchun texnologiyadan foydalanish

3. Zamonaviy buxgalteriya tizimlarini qabul qilish

Ilg'or buxgalteriya dasturlari xarajatlarni taqsimlash, ma'lumotlarni tahlil qilish va hisobot berish jarayonlarini avtomatlashtirish orqali muvofiqlikni osonlashtirishi mumkin. Tashkilotlar quyidagi tizimlarga sarmoya kiritishlari kerak:

- Audit vositalari bilan muammosiz integratsiya
- Haqiqiy vaqtda ma'lumotlar haqidagi ma'lumotlarni taqdim etish
- Ko'p yurisdiksiya muvofiqligini qo'llab-quvvatlash

Xulosa

Xalqaro audit standartlarini xarajatlar hisobi amaliyotiga integratsiyalashuvi ilg'or jahon amaliyotiga moslashishni maqsad qilgan tashkilotlar uchun ham zarurat, ham imkoniyatdir. Muammolarni strategik rejalashtirish, texnologiya va o'qitishga sarmoya kiritish hamda muvofiqlik madaniyatini oshirish orqali hal qilish orqali tashkilotlar xarajatlarni hisobga olish tizimlarining to'liq imkoniyatlarini ochishlari mumkin. Xalqaro standartlar rivojlanishda davom etar ekan, proaktiv moslashish va doimiy takomillashtirish uzoq muddatli muvaffaqiyat va barqarorlikka erishish uchun muhim bo'lib qoladi.

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INFECTIONS TRANSMITTED THROUGH THE AIR DROPLET

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Annotation: This article explores infections transmitted through airborne droplets, emphasizing their mechanisms, prevalence, and methods of prevention. A detailed analysis of literature, research methodologies, results, and discussions provides insight into controlling and mitigating the spread of airborne diseases. Specific recommendations are presented for both public health authorities and individuals.

Keywords: Airborne droplets, infectious diseases, transmission, respiratory infections, prevention, public health.

Airborne droplet infections pose a significant threat to public health, especially in densely populated areas and healthcare settings. Diseases like influenza, tuberculosis, and COVID-19 are primarily transmitted through respiratory droplets expelled when an infected person coughs, sneezes, or talks. Understanding the transmission pathways and prevention methods is crucial for effective disease control. This article delves into the literature, methods, and findings regarding airborne diseases to propose effective mitigation strategies.

Previous studies have established that airborne droplets are a primary vehicle for transmitting respiratory infections. Droplets generated during exhalation range in size, with larger droplets falling to surfaces while smaller droplets (aerosols) remain airborne for extended periods.

Key findings include:

1. Influenza Virus: Studies indicate that it spreads rapidly in poorly ventilated spaces (Tellier et al., 2019).
2. Tuberculosis: *Mycobacterium tuberculosis* is known to persist in aerosols, making airborne transmission a major cause for its spread (WHO, 2020).
3. COVID-19: SARS-CoV-2 significantly increased global awareness of airborne transmission, particularly during superspreader events (Morawska & Cao, 2020).

These findings highlight the importance of ventilation, masks, and hygiene in limiting infections.

To explore the prevalence and control of airborne droplet infections, the following methods were employed:

1. Literature Review: Analyzing peer-reviewed journals and WHO reports on airborne infections.

2. Experimental Data: Assessing studies measuring droplet size, travel distance, and viral load in aerosols.

3. Case Studies: Reviewing outbreaks of COVID-19 and tuberculosis to identify patterns in transmission and prevention.

Statistical analysis was performed to evaluate the effectiveness of interventions such as mask mandates, ventilation improvements, and physical distancing.

Airborne droplet infections are transmitted when infected individuals cough, sneeze, talk, or even breathe, releasing tiny droplets containing infectious agents into the air. These droplets can be inhaled by others or land on surfaces, leading to infections. Below are some common diseases spread via airborne droplets:

Respiratory Infections

- Influenza (Flu): A viral infection causing fever, cough, and fatigue.
- Common Cold: Caused by rhinoviruses or coronaviruses; symptoms include sneezing, runny nose, and sore throat.
- COVID-19: Caused by SARS-CoV-2; spreads through respiratory droplets and aerosols.

Tuberculosis (TB)

- Caused by *Mycobacterium tuberculosis*, TB spreads when infected individuals cough or sneeze.
- Affects lungs but can spread to other organs.

Measles

- A highly contagious viral disease.
- Symptoms include fever, cough, runny nose, rash, and red eyes.

Chickenpox (Varicella)

- Caused by the Varicella-zoster virus.
- Spread through respiratory droplets or contact with lesions.

Whooping Cough (Pertussis)

- Caused by *Bordetella pertussis*.
- Characterized by severe, uncontrollable coughing fits.

Mumps

- A viral infection causing swelling of salivary glands.
- Spread through saliva droplets when talking, sneezing, or coughing.

Rubella (German Measles)

- A mild viral infection causing fever and rash.
- Dangerous for pregnant women due to potential fetal defects.

Diphtheria

- Caused by *Corynebacterium diphtheriae*.
- Affects the throat and nose, forming a thick membrane that can obstruct breathing.

SARS and MERS

- Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS) are coronaviruses spread via droplets.

Bacterial Meningitis

- *Neisseria meningitidis* and *Streptococcus pneumoniae* can cause life-threatening meningitis through droplet spread.

Prevention Strategies:

1. Good Hygiene: Wash hands frequently and use sanitizers.
2. Mask Wearing: Reduces droplet transmission.
3. Vaccination: Immunization for diseases like measles, flu, TB, etc.
4. Physical Distancing: Avoid close contact with infected individuals.
5. Ventilation: Ensure proper air circulation indoors.

The results confirm that airborne droplet infections are influenced by environmental, biological, and behavioral factors. Proper ventilation and the use of masks emerged as the most effective measures. However, challenges persist, including public adherence to preventive measures and the need for infrastructure improvements.

This study aligns with existing literature, reinforcing that the control of airborne diseases requires a multifaceted approach. Further research is needed to quantify long-term effects of interventions and evaluate the role of emerging technologies such as UV disinfection and advanced filtration systems.

Conclusions

Airborne droplet infections remain a significant public health concern. Based on the findings:

Ventilation Improvements: Authorities should enforce ventilation standards in public spaces.

Use of Masks: Public awareness campaigns should promote mask-wearing during outbreaks.

Hygiene Education: Individuals should adopt respiratory hygiene practices, such as covering coughs and sneezes.

Future Research: More studies are needed to evaluate the combined impact of masks, ventilation, and vaccination on transmission.

By addressing these areas, the spread of airborne infections can be significantly reduced, ensuring a healthier and safer environment for all.

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AIDS DISEASE

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Annotation: Acquired Immunodeficiency Syndrome (AIDS) is a chronic, potentially life-threatening condition caused by the Human Immunodeficiency Virus (HIV). This article explores the historical development, transmission, prevention, and treatment of AIDS, while highlighting its impact on public health globally. Special attention is paid to recent advances in treatment, challenges in managing the epidemic, and societal responses to the disease. The study combines a review of relevant literature, methods of analysis, and findings to propose strategic solutions for combating AIDS.

Keywords: AIDS, HIV, public health, transmission, prevention, antiretroviral therapy, global epidemic.

AIDS, caused by HIV, was first identified in the early 1980s and has since become a major global health challenge. The virus attacks the immune system, specifically targeting CD4 cells (T-cells), which are critical for fighting infections. As the disease progresses, it severely weakens the immune system, leaving individuals vulnerable to opportunistic infections and certain cancers. According to the World Health Organization (WHO), approximately 38 million people were living with HIV/AIDS globally in 2022. Despite significant advancements in treatment and awareness, stigma, limited access to healthcare, and socioeconomic barriers remain major obstacles in addressing the epidemic.

This paper aims to analyze the literature on AIDS, outline effective methodologies for prevention and management, present key findings related to treatment strategies, and discuss potential future directions for combating the disease.

The study employs a mixed-methods approach:

Literature Review: Analysis of peer-reviewed articles, reports from WHO, UNAIDS, and CDC.

Statistical Data Analysis: Data on HIV/AIDS prevalence, mortality, and treatment outcomes.

Comparative Analysis: Examination of successful intervention programs in various countries to identify best practices.

AIDS (Acquired Immunodeficiency Syndrome) is a condition caused by the HIV (Human Immunodeficiency Virus). It weakens the immune system, making the body vulnerable to various infections and diseases that can be life-threatening.

Difference Between HIV and AIDS:

- HIV: The virus that attacks the immune system, specifically CD4 cells (T-cells).
- AIDS: The most advanced stage of HIV infection, where the immune system is

severely damaged.

Ways of Transmission:

Blood transmission:

- Sharing needles for injections.
- Receiving unscreened blood or blood products.

Sexual contact:

- Unprotected sexual intercourse with an infected partner.

Mother-to-child transmission:

- During childbirth or through breastfeeding.

Other means:

- Sharing personal items like razors or toothbrushes (rarely).

Symptoms:

HIV infection might not show symptoms initially, but over time, the following may occur:

- Persistent fever.
- Swollen lymph nodes.
- Skin rashes.
- Chronic fatigue and loss of appetite.
- Joint or muscle pain.
- Severe infections like tuberculosis or pneumonia in later stages.

Diagnosis:

- HIV tests: Detect the virus in the blood.
- CD4 cell count: Monitors immune system health.
- Viral load tests: Measure the amount of HIV in the blood.

Treatment:

There is currently no cure for AIDS, but:

- Antiretroviral Therapy (ART): Controls the virus and slows its progression.
- ART helps people with HIV live long, healthy lives and reduces the risk of transmitting the virus to others.

Prevention:

1. Practice safe sex (use protection).
2. Use sterile, single-use needles.
3. Screen blood donations and transfusions thoroughly.
4. Regular HIV testing for pregnant women to prevent mother-to-child transmission.
5. Educate people about HIV and its prevention.

AIDS remains a significant global health issue, but prevention, education, and advances in treatment offer hope for managing and reducing its impact.

The global fight against AIDS has witnessed significant progress, et challenges persist:

- Stigma and Discrimination: Cultural stigmatization discourages individuals from seeking testing and treatment.

- Access to Treatment: Inequitable distribution of ART in developing countries hinders progress.

- Financial Barriers: Sustained funding for HIV programs is critical to continue research and treatment access.

Addressing these challenges requires multi-faceted approaches, including international collaboration, education, and healthcare system strengthening.

Conclusions

AIDS remains a global public health crisis despite advancements in treatment and prevention. While ART and public awareness campaigns have improved outcomes, disparities in access, stigma, and limited healthcare infrastructure persist in many regions.

Enhancing Awareness: Implement comprehensive education programs to reduce stigma and promote safe practices.

Improving Healthcare Access: Increase funding for ART and healthcare infrastructure, particularly in low-income countries.

Strengthening Prevention Programs: Expand access to preventive tools like PrEP, condoms, and clean needle programs.

Encouraging Research: Support research on innovative treatments, vaccines, and long-term cures for HIV/AIDS.

Promoting Global Collaboration: Strengthen partnerships among governments, NGOs, and international organizations to combat the epidemic collectively.

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STEM VA STEAM YONDASHUVLARINING O'ZARO FARQI
VA ULARNING TA'LIMDAGI ROLI

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Annotatsiya: Ushbu maqolada STEM (tabiiy fan, texnologiya, muhandislik, matematika) va STEAM (tabiiy fan, texnologiya, muhandislik, san'at, matematika) yondashuvlarining o'zaro farqi va ularning ta'lim jarayonidagi roli tahlil qilinadi. STEM yondashuvi asosan ilmiy-texnik bilimlarni rivojlantirishga qaratilgan bo'lsa, STEAM bu jarayonga san'atni qo'shish orqali ijodkorlik va estetik fikrlashni shakllantirishga intiladi. Maqolada ushbu yondashuvlarning boshlang'ich va umumiy o'rta ta'lim tizimidagi ahamiyati, ularni amalga oshirish usullari va pedagogik jarayonga kiritishning afzalliklari ko'rib chiqiladi. Shu bilan birga, O'zbekistonda ushbu yondashuvlarni qo'llash tajribalari va istiqbollari tahlil qilinadi. Maqola ta'limda innovatsion texnologiyalarni joriy qilish bo'yicha yangi yondashuvlarni o'rganishga qaratilgan.

Kalit so'zlar: STEM, STEAM, ta'lim, yondashuvlar farqi, innovatsion texnologiyalar, ijodkorlik, san'at, ilmiy-texnik bilimlar, o'quv jarayoni, boshlang'ich ta'lim, integratsiya, pedagogika, XXI asr ko'nikmalari.

Kirish

XXI asr ta'limi dunyoning dinamik rivojlanishiga moslashgan bo'lishi va o'quvchilarga zamonaviy talablar asosida bilim berishni ta'minlashi zarur. Ilm-fan, texnologiyalar, muhandislik va matematikani birlashtirgan STEM ta'lim yondashuvi bu yo'nalishda muhim rol o'ynaydi. Shu bilan birga, ijodkorlikni rivojlantirish va tanqidiy fikrlashni rag'batlantirishga qaratilgan STEAM yondashuvi STEMning yangi rivojlangan shakli sifatida ta'lim tizimida muhim ahamiyat kasb etmoqda. Ushbu maqolada STEM va STEAM yondashuvlarining mohiyati, ularning o'zaro farqlari va ta'lim tizimidagi o'rni batafsil ko'rib chiqiladi.

STEM (Science, Technology, Engineering, Mathematics) – fan, texnologiya, muhandislik va matematika sohalarini birlashtirgan yondashuv bo'lib, o'quvchilarni real muammolarni hal qilishga, tanqidiy fikrlashga va amaliy loyihalarni yaratishga o'rgatadi. Ushbu yondashuvning asosiy maqsadi o'quvchilarni ilmiy-texnik savodxonlikka ega, texnologiyalarni tushunadigan va muammolarni yechishga innovatsion yondashadigan shaxslar sifatida tayyorlashdir. STEM ta'limi orqali o'quvchilar o'z bilimlarini nazariyadan amaliyotga ko'chirishni o'rganadilar. Masalan, robototexnika, dasturlash va texnologik dizayn bo'yicha loyihalar STEMning ta'lim

jarayonidagi samaradorligini namoyish etadi.

STEAM (Science, Technology, Engineering, Art, Mathematics) STEMning rivojlangan shakli bo'lib, ilm-fan va texnologiyalarni san'at bilan uyg'unlashtirishga qaratilgan. Ushbu yondashuv ijodkorlikni rivojlantirishga, o'quvchilarning noan'anaviy yondashuvni qo'llashiga yordam beradi. STEAM yondashuvi shaxsning texnik bilimlarini nafaqat texnologik, balki estetik jihatdan ham boyitadi. Masalan, san'at va dizayn orqali texnologik mahsulotlarni yaratish yoki ilmiy loyihalarda ijodiy yondashuvni qo'llash STEAMning ta'limdagi samaradorligini oshiradi.

STEM va STEAM yondashuvlari bir-biridan mohiyat va maqsad jihatidan farq qiladi:

1. Komponentlarning tarkibi: STEM fan, texnologiya, muhandislik va matematikaga qaratilgan bo'lsa, STEAM ushbu yondashuvga san'atni qo'shadi.

2. Ijodkorlikning o'rni: STEM yondashuvi tanqidiy fikrlash va muhandislikka ko'proq urg'u berar ekan, STEAM ijodkorlik va dizaynni muhim deb biladi.

3. Amaliyot va nazariya: STEMda ilmiy va texnik bilimlarning amaliy qo'llanilishiga ko'proq e'tibor beriladi, STEAM esa nazariya va ijodkorlikni uyg'unlashtirish orqali ta'lim jarayonini boyitadi.

4. Yondashuvning ta'siri: STEM yondashuvi asosan texnologik muammolarni hal qilishga qaratilgan bo'lsa, STEAM ushbu jarayonda estetik va insoniy omillarga ham e'tibor qaratadi.

STEM va STEAM yondashuvlari ta'lim tizimida o'quvchilarning ijodiy va intellektual salohiyatini rivojlantirishda muhim rol o'ynaydi.

1. STEMning ta'limdagi roli:

STEM yondashuvi o'quvchilarda texnik va ilmiy ko'nikmalarni rivojlantirishga qaratilgan. Bu yondashuv ayniqsa kelajakda talab yuqori bo'lgan texnologik kasblarga tayyorlashda muhim hisoblanadi. STEM orqali o'quvchilar real dunyodagi muammolarni tahlil qilish, ularni yechish va texnologik yechimlarni ishlab chiqish bo'yicha bilim va ko'nikmalarga ega bo'ladilar. Masalan, o'quvchilar robototexnika bo'yicha loyiha yaratishda texnologiya, matematika va muhandislik bilimlarini uyg'unlashtiradi.

2. STEAMning ta'limdagi roli:

STEAM yondashuvi nafaqat texnik bilimlarni, balki san'at orqali ijodkorlik va o'ziga xos yondashuvni rivojlantirishni ham maqsad qiladi. Ushbu yondashuv san'at, dizayn va texnologiyani birlashtirib, o'quvchilarda keng qamrovli fikrlash ko'nikmalarini shakllantiradi. Masalan, STEAM loyihalari orqali o'quvchilar texnologik mahsulotni yaratish jarayonida dizayn va estetika tamoyillarini qo'llaydi. Bu esa o'quv jarayonini qiziqarli va samarali qiladi.

STEM va STEAM yondashuvlari zamonaviy ta'limning muhim komponentlari sifatida butun dunyo bo'ylab e'tirof etilgan. STEM yondashuvi o'quvchilarda ilmiy-

texnik bilimlarni rivojlantirish va muhandislik, texnologiya sohalarida amaliy ko'nikmalarni shakllantirishga qaratilgan bo'lsa, STEAM ushbu jarayonga san'atni qo'shib, ijodkorlik va keng qamrovli fikrlashni rivojlantiradi. Ushbu ikki yondashuvning ta'limdagi asosiy maqsadi – o'quvchilarning real hayotga tayyorligini oshirish, ularni zamonaviy mehnat bozorida raqobatbardosh va innovatsion fikrlovchi mutaxassis sifatida shakllantirishdir.

STEM ta'limi texnologiya va ilm-fan sohalarida qobiliyatli yoshlarni yetishtirishda asosiy o'rin tutadi. Bu yondashuv o'quvchilarning muammolarni hal qilish, analitik fikrlash va texnik savodxonligini oshiradi. Ayniqsa, texnologiya va muhandislikka qiziquvchi yoshlar uchun STEM amaliy loyihalar va laboratoriya mashg'ulotlari orqali ajoyib platforma yaratadi. Shu bilan birga, texnologik rivojlanishni ta'minlovchi kadrlarni tayyorlashda STEMning o'rni beqiyosdir.

STEAM ta'limni yanada boyitadi va qiziqarli qiladi, chunki u texnik fanlar bilan bir qatorda san'atni ham o'quv jarayoniga kiritadi. Bu yondashuv o'quvchilarning nafaqat estetik, bali ijodiy fikrlash ko'nikmalarini rivojlantirishga xizmat qiladi. STEAM yondashuvi bolalarda o'z ijodini texnik jarayonlar bilan birlashtirish ko'nikmasini hosil qilib, o'ziga xos dizayn va innovatsiyalar yaratishga rag'batlantiradi. Ta'lim jarayonida san'atning kiritilishi o'quvchilarni noan'anaviy yondashuvni qo'llashga va kompleks muammolarni yechishda ijodiy fikrlashga undaydi.

O'zbekiston ta'lim tizimida STEM va STEAM yondashuvlarini tatbiq etish bo'yicha qator ishlar amalga oshirilmoqda. Jumladan, maxsus o'quv markazlari va dasturlar tashkil etilib, ularda o'quvchilar texnologiyalar, robototexnika va ijodiy fanlar bo'yicha bilim olmoqdalar. Ayrim maktablarda STEAM yondashuvini qo'llashga qaratilgan loyihalar, jumladan, dizayn va san'at bilan bog'liq amaliy mashg'ulotlar yo'lga qo'yilmoqda. Kelgusida ushbu yondashuvlarni kengroq tatbiq etish O'zbekistonda yuqori malakali va ijodiy salohiyatga ega yosh mutaxassislarni tayyorlashga yordam beradi.

Xulosa

STEM va STEAM yondashuvlari zamonaviy ta'limning ajralmas qismi bo'lib, o'quvchilarda muammolarni hal qilish, tanqidiy fikrlash va ijodkorlikni rivojlantirishga xizmat qiladi. STEMning texnologik va ilmiy yondashuvlariga STEAM ijodiy va estetik jihatlarni qo'shib, ta'lim jarayonini yanada samarali va qiziqarli qiladi. O'zbekiston ta'lim tizimida ushbu yondashuvlarni kengroq qo'llash orqali global raqobatbardosh kadrlarni tayyorlashga erishish mumkin. Shu sababli, STEM va STEAM ta'lim tizimidagi muhim yo'nalishlardan biri sifatida rivojlantirilishi zarur. STEM va STEAM yondashuvlari ta'lim jarayonini samarali va qiziqarli qilish bilan birga, o'quvchilarning kelajakda muvaffaqiyatli shaxslar bo'lib yetishishiga zamin yaratadi. Ushbu yondashuvlar bolalarning zamonaviy dunyoda

muvaffaqiyatli bo'lishi uchun muhim bo'lgan ijodkorlik, tanqidiy fikrlash, muhandislik va texnologik savodxonlikni rivojlantiradi. Shu sababli, STEM va STEAM yondashuvlarini keng ko'lamda joriy etish nafaqat milliy ta'lim tizimining rivoji, balki iqtisodiy va innovatsion taraqqiyot uchun ham muhim ahamiyat kasb etadi. O'zbekistonda ushbu yondashuvlarni tatbiq qilish orqali xalqaro miqyosda raqobatbardosh va zamonaviy fikrlovchi avlodni shakllantirish imkoniyati mavjud.

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ФИЛОСОФСКИЕ КОРНИ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ

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Аннотация В данной статье рассматривается понятие ценности как совокупности природных и общественных благ, явлений, которые служат интересам и целям нации, народности и социальных групп, считаются значимыми для человека и человечества, и поэтому оцениваются и ценятся ими. Представлена информация о том, что каждая нация обладает своими ценностями, а также о системе ценностей, выражающей национальные ценности и их взаимосвязь. Описывается, как нация проходит через историческую цепь, особенности времени, различные социальные и политические процессы, двигаясь из прошлого в будущее.

Annotatsiya Ushbu maqolada qadriyat - inson va insoniyat uchun ahamiyatli hisoblangan millat, elat va ijtimoiy guruhlarining manfaatlari va maqsadlariga xizmat qiladigan va shu tufayli ular tomonidan baholanib, qadrlanadigan tabiat va jamiyat ne'matlari hodisalarning manjmui tushunilishi, har bir millat o'z qadriyatiga ega ekanligi, milliy qadriyatlar va ularni aloqadorligini ifodasi bo'lgan qadriyatlar tizimi, millatni o'zi bilan birga tarix silsilasi, zamon zayllari, turli ijtimoiy, siyosiy jarayonlar orasidan o'tmishdan keljakka tomon o'tishi haqida ma'lumotlar berilgan.

Abstract This article presents information about the concept of value as a set of natural and societal goods that serve the interests and goals of a nation, ethnicity, and social groups, which are considered important for humans and humanity, and therefore are valued and valued by them, about the fact that each nation has its own value, about the system of values that express national values and their relationship, about the transition of a nation from the past to the future through a series of historical, temporal, and various social and political processes.

Ключевые слова: ценность, национальные ценности, нация, восточная философия, западная философия, исторические корни.

Kalit so'zlari: qadriyat, milliy qadriyatlar, millat, Sharq falsafasi, G'arb falsafasi, tarixiy ildizlari.

Key words: value, national values, nation, Eastern philosophy, Western philosophy, historical roots.

ВВЕДЕНИЕ

Ценность - наиболее важная аксиологическая категория, выражающая социальную значимость и ценность для субъекта различных форм, проявлений, вещей, процессов, явлений, отношений, различных качеств, свойств, моральных

и духовных критериев и т. д., которые проявляются материально, духовно и идеально[1]. Национальные ценности понимаются в узком и широком смысле. В узком смысле это совокупность интересов и интересов одной нации, народа. В широком смысле национальные ценности - это совокупность отношений, выражающих интересы и интересы всех наций и народностей, проживающих в определенной стране. Национальные ценности зависят от национальности, присущих ей признаков, аспектов, особенностей, территории и связанных с ней чувств, которые в определенной степени повлияли на процессы их возникновения, работы, культуры нации, созданных ею культурных богатств и духовного наследия[2]. При определении понятия "национальная ценность" необходимо обратить внимание и на понятие "нация." В научной литературе нация - это социально-историческое единство людей, возникающее в процессе естественно-исторического развития, под влиянием условий материальной и духовной жизни, на определенной территории, характеризующееся общими аспектами, такими как прошлое, национальная история, культурно-духовное наследие, национальный дух, национальный язык и общение, жизненный путь.

АНАЛИЗ ЛИТЕРАТУРЫ И МЕТОДОЛОГИЯ

Известный ученый по аксиологии, доктор философских наук, профессор Киёмиддин Назаров говорит об истории ценностноведения: "Анализ проблем, связанных с сущностью, содержанием, формами проявления ценностей, имеет долгую историю. С давних времен люди оценивали окружающий их мир, вещи, события и явления, отношения между людьми, рассуждали об их ценности. С течением времени, с развитием общества возросло количество проблем в этой области, возрастала важность их решения. Тема ценностей лежит в основе ряда мировоззрений, составляя их центральную часть." Древние философские течения и мыслители также не обошли стороной эту тему[3]. В книгах и брошюрах, посвященных философско-историческому анализу темы, ученых и специалистов, проживающих на территории Запада и Европы, России, рассказывается о наследии европейских ученых и их вкладе в ценностное изучение. Здесь упоминаются имена Сократа, Платона, Аристотеля, Гераклита, Демокрита, Ж.Ж.Руссо, А.Сен-Симона, Ш.Фурье, Р.Оуэна, И.Канта, М.Шелера, Н.Гартмана, В.Виндельбанда, Г.Риккерта, У.Джеймса, Дж.Дьюи, Н.Бердяева, П.Сорокина, Э.Дюркгейма, Т.Парсон. В пятом томе "Философской энциклопедии" ценности описываются следующим образом: "ценность - философское и социологическое понятие." Она выражает, во-первых, положительную или отрицательную ценность какого-либо объекта, во-вторых, нормативный определяющий - оценочный аспект общественного сознания, то есть субъективные ценности или ценности сознания[5].

ОБСУЖДЕНИЕ

Другие ученые считают, что "ценности по содержанию и характеру можно разделить на прогрессивные и реакционные" [6], а известный ученый-философ В.П. Тугаринов считает, что "ценности являются сущностью явлений природы и общества, являющихся действительными или идеальными благами жизни и культуры людей, принадлежащих к определенному обществу или классу. Ценности изнашиваются из-за того, что люди ценят эти блага, поскольку эти ценности обогащают их личную и социальную жизнь. Поэтому люди защищают ценности, которыми владеют, и стремятся реализовать ценности, которые являются для них целью или идеалом. Самая первая и самая общая из ценностей - это сама жизнь, потому что лишение жизни делает невозможным использование всех остальных ценностей... Остальные ценности являются сущностью жизненных благ, культурными ценностями" [7]. Известный философ Ж.Туленов определил ценность следующим образом: "Ценность - это явления природы и общества, имеющие значение для человека и человечества, служащие интересам и целям нации, народности и социальных групп" [8]. По мнению Т.Т.Туйчиева, "Ценности означают все материальные и духовные факторы, имеющие большое значение и ценность для человека и человечества в прошлом и настоящем" [9].

Анализ литературы показывает, что во всех социально-философских учениях прошлого большое внимание уделялось сущности ценностей и их роли в обществе. Если в социально-философских учениях древнего мира общечеловеческие ценности рассматривались как продукт интеллектуального развития человека, то его мысли о будущем человечества, о справедливом обществе, названном третьим периодом в "Авесте," являются его историческими корнями. Учение зороастризма - это учение, прогрессивное по отношению к верованиям, боготворящим силы природы, существовавшим в первобытное время Центральной Азии, и проповедующее единобожие. Такие шедевры творчества, как "Алпомиш," "Шашмаком," являющиеся своеобразным восточным образом жизни и мышления нашего народа, жизненные пути наших национальных героев, таких как Спитамен, Джалолиддин Мангуберди, Амир Темур, дают нам толчок к пониманию наших национальных ценностей. Общечеловеческие идеи великих мыслителей Востока, то есть светские открытия Хорезми и научные и социально-нравственные взгляды Беруни, идеи Фараби о справедливом обществе и зрелых добродетельных людях, сведения Ибн Сины в области духовности, божественности и медицины, философские наблюдения Алишера Навои о совершенном человеке, общечеловеческие идеи Улутбека о знаниях и астрологии, выдвинутые в газелях Бабура и Машраба. Такие римские ученые, деятели культуры, как Геродот, Плиний Младший,

Эвдонс Хникский, Плутарх, Страбон, Павзани, Цицерон, Диоген Лаэртский, Ксанф, Филон создавали или оставляли ценные сведения о зороастризме. В формировании западной философии и нравственных, этнических взглядов большую роль играет культурное наследие Востока. Даже пропагандируемая сейчас концепция "расширения диалога цивилизаций" на самом деле созвучна идее о том, что люди, упомянутые в "Авесте," происходили из одного рода, они едины по своему происхождению, где бы они ни находились[3]. Когда понятие нации понимается как ценность, такие слова, как "азиаты," "европейцы," "славяне," "романские народы," используемые по отношению к родственным народам, являются общенациональными, а понятию "народы мира" соответствует "уровень общечеловечности." Упадка нации - это упадка национальных ценностей. Известно, что в истории великими этносами были Вавилонская, Византийская, Муайайдинская империи, эти этносы, известные под названием "античные цивилизации," впоследствии превратились в разные народы, нации, народности, утратили свое общеисторическое единство. Народ майя, оставивший руины своей эпохи на берегах Амазонки и в мексиканских лесах, пришел в упадок, его письменность была забыта, около 100 городов были разрушены. Так погас свет одной из колыбелей великой культуры[1].

ИТОГИ

Нацию следует понимать как объект и субъект национальных ценностей. Таким образом, сама нация рассматривается как социальная ценность. Это предотвращает утрату национальных ценностей и помогает анализировать их переход из прошлого в будущее.

Национальные ценности: формирующиеся в этническом пространстве, обеспечивающие естественное, историческое и социальное единство нации, влияющие на образ жизни людей;

- взаимоотношения между соотечественниками, общественная деятельность, которая является духовной основой для деятельности, целей, потребностей и стремлений;

- возникающий в качестве определенного результата в духовной, материальной, экономической, политической и иной жизни нации, имеющий важное значение для людей;

- понятие, выражающее ценности, изменяющиеся, совершенствующиеся, формирующиеся, открывающие разнообразие и постоянно обновляющиеся в процессе социального развития нации, а также передающиеся по наследству из поколения в поколение [1]. Каждая нация и народность не могут жить без богатства знаний, созданных предками, опыта и исторических уроков, нравственных, образовательных и воспитательных удобрений.

У узбекского народа есть уникальные традиции, признанные во всем

мире. Например, не есть пищи до тех пор, пока все члены семьи не соберутся, соблюдать приличия и ждать главу семьи, встречать родителей, проявлять к ним уважение, уважать старших, уважать младших, оказывать помощь соседям, соседям, знакомым и знакомым. Одной из наших национальных ценностей является долг детей ценить родителей, быть верными их несравненным заслугам, получать их благословения.

ВЫВОД

Нельзя насильно насаждать чужие ценности, не соответствующие духу нации, ее историческим традициям, духовным потребностям. Особенно народы, имеющие богатое историческое наследие, не воспринимают подобные ситуации в духовной жизни. Национальные ценности не являются неизменным явлением. Они развиваются с совершенствованием социальной, экономической, духовной жизни, связанной с развитием нации, с изменением условий жизни и труда. Творческий народ - это и хранитель ценностей, и внедряющий их в жизнь, и еще больше оттачивающий и обогащающий смысл и содержание старых, и создатель потребностей и опыта времени и эпох, предков - поколений. Поэтому давайте бережно сохраним наши национальные ценности!!!

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