ОБРАЗОВАНИЕ,

НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ

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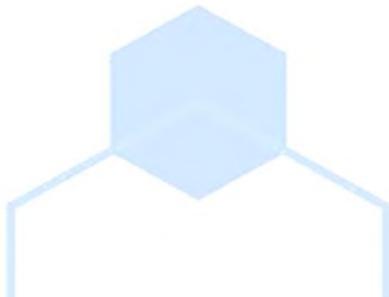# ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ

международный научный электронный журнал

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ЧАСТЬ - 1

KONSTITUTSIYANING DAVLATNI BOSHQARISHDAGI AHAMIYATI

Zokirova Ra'no
Xomidova Malohat Oktyabrjon qizi
Andijon davlat chet tillar instituti
108-guruh 1-kurs talabasi

Annotatsiya: Mazkur maqolada konstitutsiyaning davlat boshqaruvi tizimidagi o'rni, uning davlat tuzilishini tashkil etish va boshqaruvni barqarorlashtirishdagi ahamiyati o'rganiladi. Maqolada, shuningdek, konstitutsiyaviy islohotlar davlat boshqaruvidagi yangiliklarga qanday ta'sir qilishi empirik misollar yordamida tahlil qilinadi.

Kalit so'zlar: Konstitutsiya, davlat boshqaruvi, huquqiy barqarorlik, demokratik tamoyillar, hokimiyat bo'linishi, qonun ustuvorligi, fuqarolar huquqlari.

Аннотация: В данной статье рассматривается роль конституции в системе государственного управления, ее значение в организации государственного устройства и стабилизации управления. Также в статье на эмпирических примерах анализируется, как конституционные реформы влияют на инновации в государственном управлении.

Ключевые слова: Конституция, государственное управление, правовая стабильность, демократические принципы, разделение властей, верховенство закона, права граждан.

Abstract: This article examines the role of the constitution in the system of state administration, its importance in organizing the state structure and stabilizing the administration. The article also analyzes with the help of empirical examples how constitutional reforms affect innovations in public administration.

Key words: Constitution, state administration, legal stability, democratic principles, separation of powers, rule of law, citizens' rights.

Kirish: Konstitutsiya har bir davlatning eng muhim hujjati bo'lib, u davlat boshqaruvini tartibga soluvchi, huquqiy me'yorlarni belgilovchi va jamiyatda qonun ustuvorligini ta'minlashda hal qiluvchi o'ringa egadir. Demokratik davlatlarda konstitutsiya fuqarolarning asosiy huquq va erkinliklarini kafolatlaydi, shuningdek, davlat hokimiyatini uch mustaqil tarmoqqa – ijroiya, qonun chiqaruvchi va sud hokimiyatiga ajratish orqali hokimiyatlar muvozanatini ta'minlaydi. Ushbu maqolada konstitutsiyaning davlat boshqaruvida qanday muhim ahamiyatga ega ekanligi, uning davlatning barqaror rivojlanishiga qanchalik ta'sir qilishi o'rganiladi. Xususan,

konstitutsiyaning davlat tuzilmasi, siyosiy tizim, va iqtisodiy asoslarni shakllantirishdagi o'rniga e'tibor qaratildi.

Adabiyotlar sharhida konstitutsiyaning davlat boshqaruvidagi o'rni haqida mavjud ilmiy manbalar tahlil qilinadi. Taniqli olimlar va mutaxassislar konstitutsiya qanday qilib davlat boshqaruviga ta'sir qilishini, qanday tamoyillar asosida faoliyat yuritishini tadqiq etishgan. Masalan, ingliz olimi Albert V. Daisi davlat boshqaruvi va konstitutsion nazariya haqida to'liq tavsif bergan, u o'z asarida konstitutsiyaning hokimiyatni cheklash va xalq erkinliklarini kafolatlashdagi roliga ham e'tibor qaratgan. Shuningdek, AQSh huquqshunosi Jon Lok davlat boshqaruvini tashkil etishda konstitutsiyaning ahamiyatiga oid nazariyalarni ishlab chiqqan. Konstitutsiya davlatni boshqarishda qonun ustuvorligini ta'minlashda qanchalik zarurligi haqida ham turli xil fikrlar mavjud.

Adabiyotlarni tahlil qilish davomida dunyoning rivojlangan va rivojlanayotgan davlatlaridagi konstitutsiyaviy boshqaruv tajribasi ham o'rganiladi. Xususan, Germaniya, Fransiya va Rossiya kabi davlatlarning konstitutsiyalari davlat tuzilmasi va boshqaruvda qanday rol o'ynashi haqida tadqiqotlar mavjud. Ushbu davlatlarda konstitutsiya nafaqat davlat tuzilmasini, balki jamiyatdagi huquqiy barqarorlikni ham ta'minlashda muhim o'rin tutadi va asos bo'lib xizmat qiladi.

Konstitutsiyaning Muhim Tamoyillari:

Konstitutsiya davlat boshqaruvida bir necha muhim tamoyillarni o'z ichiga oladi. Bular: 1. Hokimiyatlarning bo'linishi: Bu tamoyil hokimiyatning qonun chiqaruvchi, ijro etuvchi va sud hokimiyatiga bo'linishini ta'minlaydi. Bu orqali har bir tarmoq o'z vazifasini mustaqil ravishda bajaradi, natijada hokimiyatlar muvozanati va qonun ustuvorligi ta'minlanadi.

2. Qonun ustuvorligi: Konstitutsiya barcha fuqarolar, jumladan, davlat rahbarlari ,mansabdorlar ham qonunga bo'ysunishi kerakligini ta'minlaydi. Bu davlat boshqaruvida adolat va tenglikni ta'minlashda muhim omil hisoblanadi.

3. Fuqarolar huquqlarini himoya qilish: Konstitutsiya fuqarolarning asosiy huquq va erkinliklarini kafolatlaydi. Bu tamoyil fuqarolarni davlat tomonidan noqonuniy hatti-harakatlardan himoya qiladi.

4. Davlatning shakli va boshqaruv tizimi: Konstitutsiya davlatning boshqaruv shakli (masalan, respublika yoki monarxiya) va asosiy tuzilishini belgilaydi. Shu bilan birga, davlat organlarining vazifalari va vakolatlari aniqlab ko'rsatadi.

5. Xalq hokimiyati: Demokratik tamoyillar asosida davlat hokimiyati xalq tomonidan boshqarilishi va vakillik organlari orqali amalga oshirilishi kerak. Konstitutsiya xalqning davlat boshqaruvda ishtirok etishini ta'minlaydi.

Ushbu tamoyillar davlat boshqaruvini demokratik asoslarda tashkil etishga yordam beradi va konstitutsion nazoratni amalga oshiradi. Har bir tamoyil davlat boshqaruvining qonuniy va demokratik asosda shakllanishiga xizmat qiladi.

Konstitutsiyada Oʻzbekiston – suveren, demokratik, huquqiy va ijtimoiy davlat ekani qatʼiy belgilab qoʻyildi.

Tadqiqot Metodologiyasi: Ushbu maqolada davlat boshqaruvida konstitutsiyaning oʻrni va ahamiyatini oʻrganish uchun qator metodlardan foydalanildi. Birinchidan, komparativ tahlil usuli orqali turli davlatlardagi konstitutsiyalar qiyosiy oʻrganildi, bu esa davlat boshqaruvida konstitutsiyaning taʼsirini chuqurroq tahlil qilish imkonini berdi. Ikkinchidan, tarixiy tahlil yordamida konstitutsiyaning yaratilishi va rivojlanish tarixi oʻrganildi. Masalan, konstitutsiyalarning tarixiy rivojlanish jarayonidagi oʻzgarishlari va ulardagi islohotlar davlat boshqaruviga qanday taʼsir qilganini oʻrganish imkonini beradi.

Bundan tashqari, empirik tahlil usulida davlat boshqaruviga konstitutsiyaning taʼsirini miqdoriy va sifatli jihatdan oʻrganish uchun statistik maʼlumotlardan foydalanildi. Empirik tahlilda ayrim davlatlarning konstitutsion oʻzgarishlar natijasidagi iqtisodiy va siyosiy, madaniy oʻzgarishlari tahlil qilindi. Jumladan, konstitutsiya davlat barqarorligiga va fuqarolar farovonligiga qanday taʼsir qilishini aniqlash uchun konkret davlatlar misolida empirik maʼlumotlar yigʻildi va tahlil qilindi.

Empirik Tahlil: Empirik tahlil boʻlimida konstitutsiyaviy oʻzgarishlar va davlat boshqaruviga ularning taʼsiri oʻrganildi. Misol sifatida Germaniya va Yaponiya kabi davlatlarning konstitutsiyalari koʻrib chiqildi. Germaniya Federativ Respublikasining Asosiy Qonuni 1949-yilda qabul qilingan boʻlib, uning asosida federativ boshqaruv tizimi va hokimiyatlarning oʻzaro muvozanati taʼminlangan. Bu esa Germaniyada siyosiy barqarorlikka, iqtisodiy rivojlanishga va fuqarolarning asosiy huquqlarining kafolatlanishiga katta taʼsir koʻrsatdi huquqiy barqarorlikni taminladi. Yaponiyaning 1947-yilda qabul qilingan konstitutsiyasi ham davlat tuzilmasi va boshqaruviga sezilarli oʻzgarishlar kiritdi. Ushbu konstitutsiya Yaponiyada parlamentar boshqaruvni oʻrnatib, fuqarolarning huquq va erkinliklarini himoya qilishga katta eʼtibor qaratdi. Bu esa mamlakatning iqtisodiy rivojlanishi va xalqaro maydondagi obroʻsini oshirishga xizmat qildi. Ushbu davlatlar tajribasidan kelib chiqib, konstitutsiya davlat boshqaruvini tashkil etish va uni barqarorlashtirishda muhim oʻrin tutishini koʻrish mumkin.

Xulosa va Munozara: Ushbu maqola davomida olib borilgan tahlillar natijasida konstitutsiyaning davlat boshqaruvidagi roli va ahamiyati aniqlandi. Demokratik davlatlarda konstitutsiya xalqning davlat boshqaruvida ishtirokini taʼminlash va huquqiy barqarorlikni saqlash uchun muhim vosita boʻlib xizmat qiladi. Konstitutsiya

davlat tuzilmasini belgilash, hokimiyatlar muvozanatini ta'minlash, fuqarolarning asosiy huquqlarini himoya qilish va davlat organlarining faoliyatini tartibga solish kabi vazifalarni bajaradi. Bularning barchasi davlat boshqaruvining samarali, adolatli va qonuniy asosda rivojlanishiga zamin yaratib beradi.

Konstitutsiya davlatning barqarorligini ta'minlash uchun nafaqat mustahkam huquqiy asos, balki siyosiy va iqtisodiy islohotlarni amalga oshirishda muhim yo'l-yo'riqni ko'rsatadi. Davlat rahbarlari va fuqarolar o'rtasida bo'ladigan munosabatlarni ichki holatlarni tartibga solib, jamiyatdagi har bir qatlamning ishtirokini ta'minlash uchun zarur bo'lgan normativ va huquqiy asosni yaratadi. Bu tamoyillar davlat boshqaruvi tizimini adolatli, ochiq va muvozanatli qilishga xizmat qiladi.

Shu bilan birga, konstitutsiyaning ahamiyatini anglash va uning asosiy tamoyillarini keng jamoatchilikka tushuntirish davlat boshqaruvi sohasidagi islohotlarni yanada samarali amalga oshirishga yordam beradi. Bugungi kunda demokratik islohotlar olib borayotgan davlatlar uchun konstitutsiya nafaqat tarixiy hujjat, balki amaldagi davlat boshqaruvining poydevori sifatida xizmat qilmoqda. Konstitutsiyaning roli bugungi kunda nafaqat davlat boshqaruvi, balki fuqarolarning huquqiy himoyasini ta'minlashda ham muhimdir.

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ВАЖНОСТЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ СОВРЕМЕННОМУ СПЕЦИАЛИСТУ

Холматова Шахноза Муминовна *- старший преподаватель, ТГЭУ*
E-mail: kholmatova_1973@ mail.ru
Эркинбаева Муслимахон *- студентка факультета «Финансы и финансовые технологии», ТГЭУ Узбекистан, Ташкент*

Аннотация: В статье рассматриваются вопросы, касающиеся изучения иностранных языков в высших учебных заведениях, в частности в нефилологических вузах. Всем известно, что знание языков помогает улучшить профессиональные качества будущего специалиста, расширить кругозор, рационально и грамотно использовать в профессиональной деятельности. Также даны подробные ответы на следующие вопросы: *почему и как освоить новый язык? зачем изучать иностранные языки*? Также, представлены основные методы изучения языков.

Ключевые слова: специалист, знание языков, профессиональные качества, перспектива, общение, расширение связей

В современном мире знание иностранных языков становится важным навыком, который открывает новые возможности и улучшает качество жизни. Изучение языков позволяет глубже понять культуру, расширить кругозор и повысить профессиональные перспективы. В этой статье рассмотрим, зачем стоит учить языки, какие существуют методы для их изучения и какие советы помогут сделать процесс более эффективным и приятным. Ответим на несколько вопросов:

Зачем учить иностранные языки? Во-первых, расширение карьерных возможностей: во многих профессиях знание иностранного языка – важное требование. Компании, работающие на международном уровне, ищут сотрудников, способных общаться с коллегами и клиентами из разных стран. Человек, владеющий более чем двумя – тремя языками, в будущем сможет найти хорошую работу за рубежом.

Во-вторых, путешествия и межкультурное общение: знание языка страны, в которую вы собираетесь, значительно облегчает путешествия. Вы можете пообщаться с местными жителями и лучше понять их культуру. Это способствует созданию более глубоких и искренних отношений с людьми из разных стран.

В-третьих, уверенность в себе: освоение нового языка – это вызов, но его преодоление дает чувство удовлетворения и гордости. Человек, который успешно учит язык, приобретает уверенность, что помогает и в других аспектах жизни.

Так, каковы же основные методы изучения языков?

Основные методы изучения языков:

1. Традиционные методы (курсы и репетиторы): курсы в языковых школах и занятия с репетиторами являются проверенным методом для тех, кто нуждаются в структурированном подходе и индивидуальном поддержке. Но если вам не нравиться сидеть за письменном столом и изучать язык по книгам, то этот метод обучение не для вас, потому что этот метод обучения часто включают работу над грамматикой, лексикой и навыками общения.

2. Самостоятельное обучение (книги, приложения, онлайн –курсы): именно этот способ обучения, который подходит для тех, кто не любит изучать грамматику? Потому что вы сами выбираете с чего начать. Тем не менее, существует множество приложений и онлайн-курсов, таких как Duolingo, Memrise и Lingodeer, которые делают процесс изучения языка более доступным и гибким. Эти методы для тех, кто предпочитает учить язык в своем темпе и может организовать свое время.

3. Метод погружения: полное погружение – один из самых эффективных способов изучения языка. А если быть более точным, научитесь погружаться в мир изучения языков или по крайней мере, попытайтесь, например, можно создать языковую среду дома, окружив себя книгами, фильмами и музыкой на этом языке.

4. Языковой обмен: Общение с носителями языка помогает преодолеть языковой барьер и развивает разговорные навыки. Языковой обмен можно организовать через сайты и приложения, например, Tandem или HelloTalk, где люди с разных концов мира помогают друг другу учить языки.

Советы для успешного изучения языка

1. Установите цели: определите, зачем вам нужен этот язык и какого уровня вы хотите достичь. Например, цель может быть в том, чтобы понимать фильмы без субтитров или свободно общаться на бытовом уровне или может быть вы хотите уехать за границей?

2.Занимайтесь регулярно: регулярность важнее длительности. Лучше заниматься каждый день по 30-40 минут, чем раз в неделю по несколько часов.

3. Определите свой стиль обучения: каждый учится по-своему, одни лучше запоминают, читая, другие – слушая. Попробуйте разные методы и остановитесь

на том, что вам именно подходит (может быть вам больше подходит смотреть развлекательные шоу в youtube?).

4. Слушайте и повторяйте: прослушивание песен, подкастов и аудиокниг на изучаемом языке помогает привыкнуть к произношению и ритму речи. Повторение фраз вслух развивает навыки говорения. А ещё можете пересмотреть свои любимые фильмы или сериалы в оригинальной версии с субтитрами.

5. Учитесь на своих ошибках: ошибки – это естественная часть изучения. Что бы вы ни изучали совершать ошибки — это норма. Не бойтесь их совершать и тем более стесняться, лучше извлекайте из них уроки. Чем больше вы практикуетесь, тем быстрее начнете говорит на языке уверенно.

6. Используйте язык в реальной жизни: старайтесь применять изученные слова или фразы в реальных ситуациях. Например, если вы изучаете английский попробуйте разговаривать с людьми по-английски. Если окружающие люди не говорят по-английски, тогда просто попробуйте поговорить сами с собой и это нормально. Или попробуйте написать короткий текст для социальных сетей.

7. Пользуйтесь стикерами: еще один проверенный способ пополнить словарный запас. Вы клеите стикеры со словами на предметы, которые они обозначают. Легче всего это сделать дома. Например, если вы изучаете английский язык в качестве объекта можно выбрать кухню и украсить стол стикером *"table"* на кухонный шкафчик наклеить *"cupboard"* а к посудомоечной машине прилепить *"dishwasher"*. Это облегчит запоминание новых слов.

8. Практикуйте язык у себя в голове: если хотите быстро перейти на новый уровень владения языком, стоит начать на нём думать. Мы все любим вести внутренние монологи, когда проводим время в одиночестве, почему бы не сделать это на том языке, который вы изучаете? Лучше всего это делать после занятии с преподавателем или после самостоятельного изучения языка, когда еще свежи в памяти языковые конструкции.

9. Заводите иностранных друзей: час разговора с носителем языка можно запросто приравнять к нескольким онлайн курсам и примерно 5 часам аудио курсов. Друзья-иностранцы помогут вам лучше тренировать ваш акцент и разнообразить словарный запас полезными фразами, а самое главное: использовать язык по его прямому назначению – общаться. Самый простой способ завести иностранного друга – найти человека, который изучает ваш родной язык. Для этого можете использовать такие приложение как Italki и Tandem.

10. Развивайтесь профессионально: определите перспективную для себя экспертную область и обучайтесь в ней, например на русском языке. Работаете психологом? Читайте профессиональную литературу в оригинале, проходите

обучающие курсы. Участвуйте в мероприятиях, где сможете практиковать язык и заводите друзей, которые хотят практиковать язык так же, как и вы.

Заключение

Изучение иностранных языков современному специалисту – это не просто навык, а возможность выйти за рамки собственного мировоззрения и познать мир с новой стороны. Хотя это требует времени и усилий, каждый шаг на этом пути окупается новыми возможностями и личным ростом. Выбирайте метод, который подходит именно вам, и не бойтесь делать первые шаги. В конце концов, знание языка – это ключ к новым культурам, новым людям и новым горизонтам.

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"ПРЯМАЯ РЕЧЬ, ДИАЛОГ, ЦИТАТЫ"

Автор: **Сирожова Насиба Эшниязовна,**
преподаватель Проефессиональной школы города Чирчика.

Аннотация

В данной статье рассматриваются основные средства литературного и делового письма: прямая речь, диалог и цитаты. Раскрывается их суть, функции в языке и значение для передачи мыслей. Углубленное изучение данной темы способствует повышению качества литературных и творческих текстов.

Ключевые слова: Прямая речь, диалог, цитаты, литературный язык, грамматические средства.

Основная часть

В каждом языке существуют свои особенности выражения мыслей. В литературном языке для передачи прямой речи или слов говорящего используются различные грамматические средства. Среди них важное место занимают прямая речь, диалоги и цитаты. В данной статье обсуждаются их характеристики, а также роль в литературных и деловых текстах.

Прямая речь, диалог и цитаты являются ключевыми инструментами в языке и литературе. Они помогают передать мысли, чувства и мнения персонажей или авторов, делая текст живым и выразительным.Прямая речь — это способ передачи слов говорящего с сохранением их полного смысла и формы. Слова говорящего передаются без изменений. Прямая речь часто используется в повествовательных произведениях, так как помогает читателю лучше понять чувства и характер персонажей.Прямая речь — это способ дословной передачи высказываний говорящего. Она сохраняет стиль и эмоциональный окрас оригинала, что делает её важным средством для раскрытия характера персонажа. В письменной форме прямая речь выделяется кавычками и может сопровождаться вводными словами, например:Он сказал: «Я вернусь завтра».Прямая речь — это способ передачи слов или мыслей персонажа в тексте дословно, без изменения их содержания. В русском языке она оформляется с помощью кавычек или тире.

Знаки препинания:

1. Если прямая речь завершает предложение, то после неё ставится точка, вопросительный или восклицательный знак (в зависимости от контекста):Пример: Автор спросил: «Когда ты придёшь?»

2. После слов автора перед прямой речью ставится двоеточие.Пример: Он ответил: «Я готов».

3. Если прямая речь стоит перед словами автора, то внутри кавычек ставится запятая (или восклицательный/вопросительный знак), а после кавычек — тире:Пример: «Я готов», — ответил он.

Диалог — это форма общения между двумя или более людьми. В литературе и в повседневной жизни диалог служит средством передачи различных идей, раскрытия характера персонажей и развития сюжета. Каждое высказывание в диалоге начинается с новой строки, и благодаря этому форма общения становится более понятной.Диалог представляет собой обмен репликами между двумя или более людьми.Диалог — это форма речи, в которой происходит обмен репликами между двумя или более участниками. Он часто используется в литературе, театре, кино и других видах повествования для передачи общения между персонажами.

Признаки диалога:

1. Чёткая структура: каждая реплика выделяется с новой строки.

2. Оформление с помощью тире: перед каждой репликой ставится тире.

3. Краткость и естественность: реплики часто короткие и отражают реальный стиль общения.

4. Возможность включения слов автора: они поясняют, кто говорит или как говорится реплика.

Цитаты используются для передачи мысли из определённого источника или для подчёркивания конкретной идеи. Цитаты часто применяются в научных работах, чтобы повысить точность и убедительность текста. С помощью цитат автор может подкрепить свои мысли или сослаться на авторитетное мнение.Цитаты — это точные воспроизведения высказываний, заимствованных из текста или речи. Они используются для подтверждения аргументов или придания убедительности тексту. Пример цитаты:Как сказал Л.Н. Толстой: "Все счастливые семьи похожи друг на друга".

Цитата — это дословное воспроизведение чужих слов, используемое в тексте для подтверждения мысли, иллюстрации или акцента на важной идее. Она оформляется в кавычках, а иногда сопровождается указанием на источник.

Основные правила оформления цитаты:

1. Кавычки:Цитата всегда берётся в кавычки.Пример: Как говорил Пушкин: «Гений и злодейство — две вещи несовместные».

2. Двоеточие перед цитатой:Если слова автора предшествуют цитате, ставится двоеточие.Пример: Учитель напомнил: «Повторение — мать учения».

3. Цитата внутри цитаты:Если в цитате есть ещё одна цитата, для внутренней используются кавычки другого типа.Пример: Профессор заметил: «В своей речи Ломоносов сказал: "Науки юношей питают"».

4. Цитирование фрагмента:Если приводится не вся цитата, пропущенные части отмечаются многоточием.Пример: Лермонтов писал: «Прощай, немытая Россия… твой нищий народ».

5. Ссылка на источник:Иногда после цитаты указывается автор, произведение или источник.Пример: «Красота спасёт мир», — утверждал Фёдор Достоевский.

Пример использования цитаты в тексте:Как говорил великий философ Аристотель: «Начало — это более чем половина целого». Эта мысль подчёркивает важность первого шага в любом деле.Цитаты часто используются в научных работах, литературных сочинениях и повседневной речи для придания высказыванию веса и авторитета.

Заключение

Прямая речь, диалог и цитаты являются неотъемлемыми элементами литературного и делового письма. С их помощью автор передаёт свои мысли, чувства персонажей и события читателю ясно и убедительно. Правильное использование этих средств не только обогащает язык, но и развивает навыки выражения мыслей.Прямая речь, диалоги и цитаты играют важную роль в литературных и научных текстах. Они не только оживляют повествование, но и придают тексту убедительность и точность.

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"СИНГАН ҚИЛИЧ" РОМАНИ ТАРЖИМАСИГА ДОИР

Яркинова Барчиной Баргиевна,
"UNIVERSITY OF ECONOMICS AND PEDOGOGY" NOTM
Филология кафедраси доценти, ф.ф.н.
Т.: +998916118441, yarkinovabarchinoy@gmail.com

Аннотация: Мақолада яқин туркий тиллараро таржима масалаларига оид қулайликлар, шу билан бирга ўзига хос мураккабликлар таҳлилга тортилган. Шунингдек, таржимада муаллиф услуби ва шунга параллел равишда юзага чиқувчи таржимон услуби тадқиқ қилинган.

Таянч сўз ва тушунчалар: бадиий таржима, муқобил сўз, аслият тили, таржимашунослик, яқин туркий тилллар, таржима тили

О ПЕРЕВОДЕ РОМАНА "СЛОМАННЫЙ МЕЧ"

Аннотация: В статье проводится анализ преимуществ и своеобразных трудностей близкородственного тюркского межязыкового перевода. Также приведён анализ авторского приема и параллельно возникающего приёма переводчика

Ключевые слова и выражения: художественный перевод, вариативное слово, оригинальный язык, переводоведение, близкородственные тюркские языки, язык перевода

ABOUT THE TRANSLATION JF THE NOVEL "BROKEN SWORD"

This article deals with advantages of translating matters of close Turkic languages as well as complexes. Also investigates author's style in comparison with translator's style.

Key words and concepts: literary translation, literary word, literary language, translation studies, close Turkic languages, language of translation

Маълумки, қардош туркий тиллардан ўзбек тилига бевосита таржима қилиш, шубҳасиз, анча қулай. Албатта, туркий тилларнинг грамматик қурилиши, лексик фразеологиясида ўхшашликлар, муштарак қонун-қоидалар ва умумийликлар кўп. Бироқ бундан туркий тиллардан таржима қилганда бир тилдаги сўзларни иккинчи тилга кўчириб қўя қолиш мумкин экан, деган хулоса келиб чиқмайди. Аксинча, туркий тиллардан бир-бирига таржима қилишнинг катта ўнғайликлари билан бирга, бир қанча жиддий машаққатлари ҳам бор. Биринчидан, айнан бир хил график шаклда ёзилган кўпгина сўзлар бу тилларда

тамомила бошқа-бошқа маъно англатади. Бундай сўзларни механик суратда алмаштириш баъзан қўпол хатоларга олиб келади. Бу, хусусан, ҳам аслият, ҳам таржима тилида қўлланадиган айрим сўзлараро маъно тафовутларида кўзга ташланади. Муайян олинган сўзнинг ҳар икки тилда мавжудлиги қайсидир маънода мутаржим меҳнатини осонлаштиради, албатта. Лекин айнан бир сўз аслиятда бошқа, таржима тилида бошқа маънони ифодалаши, ёки кўп маъноли бўлган сўз ўзга тилда ёлғиз бир маънонигина ифодалаши мумкин ва ҳоказо.

Учинчидан, уларда гап семантик томонидан нисбатан кенг ёки қисқа шаклга эга бўлиб, таржима жараёнида ҳар бир тилнинг бу томонидан ўзига хос хусусиятини эътиборга олмаслик сунъийлик, сохталик ва услуб ғализлигини туғдириши мумкин.

Буни биз қирғиз тарихий насрининг мумтоз намунаси ҳисобланган «Синган қилич» романининг мутаржим Турсунбой Адашбоев томонидан ўзбек тилига ўгирилган таржимаси мисолида кўриб чиқамиз.

Туркий тиллардан бир-бирига таржима қилишни ўнғайлаштирувчи бир қанча лексик-грамматик омиллар мавжуд, чунончи, бир ўзакдан келиб чиққан сўзларнинг талаффузи масалаларида умумийлик ва уйғунлик борлиги муаммони анча енгиллаштиради. Бироқ, жуда кўп ҳолатларда ҳамма туркий тиллар учун муштарак бўлиб кўринган умумий лингвистик ҳодисалар замирида шундай катта тафовутлар яшириниб ётган бўладики, буни ҳисобга олмай, ташқи, лекин юзаки грамматик белгиларга алданиб, асардан нусха кўчирган таржимон мушкул аҳволга тушиб қолиши мумкин. Яқин тиллар орасидаги ана шундай нозик жиҳатлар Т.Адашбоевдек икки тил билимдони бўлган моҳир мутаржимни ҳам чув тушириб қўйган ўринлар оз эмас. Бу ҳолда матнга бадиийлик нуқтаи назаридан ёндашиш, сўзларнинг образлилик даражасини ҳам ҳисобга олиш керакки, баъзан аслият матнидан «узоқлашиш» таржимани асл нусхага «яқинлаштириш»га хизмат қилади. Масалан, қирғиз тилида «ушкур» - хўрсинмоқ дегани. Аммо таржимада у... «ўшқириш»га айланиб кетганки, маъно деярли зид акс этади.

Шунингдек, асарда «аскербашы» ҳамда «аксарбашыл» сўзлари қўлланади. Таржимон ҳар икки сўзни «лашкарбоши» деб берган. Аслида «аксарбашыл» ҳайвон (қўй, улоқ ва ҳ.к.) сўйиб, қурбонлик қилиш маъносини англатади. Асарда тилга олинган даврда одамларни ҳам қурбонлик қилишган. «Қурбонлик» атамаси шу маънода қўлланган. Демак, қурбонлик – инсон қурбонлиги (масалан, Шералини хон кўтариш маросимида Ашир деган йигит қурбонлик қилинади)ни англатган. Бу сўзларни улардаги ташқи ўхшашликка асосланиб ўгирган мутаржим эса янглишган.

Туркий тилларни бир-бирига қиёслаш, уларнинг ғоят ранг-баранг бойликларини тўплаш осон эмас. Бу борада В.В.Радловнинг «Туркий лаҳжалар луғати тажрибаси» номли луғатида жуда муҳим маълумотлар берилган. Китобда кўпчилик туркий тиллар учун тарихий келиб чиқиши жиҳатидан муштарак бўлиб, кейинчалик маъно ўзгаришларига учраган сўзлар жуда яхши акс этган(1, 968-бет). Масалан, «қариндош» сўзини олиб кўрайлик. Бу сўз ўзбек тилида умуман қавм-қариндошликни билдирса, қирғиз тилида у асосан муайян яқинликни англатади: 1) ота тарафдан ўз амакисидан кичик бўлган аёл қариндош - *жиян*. 2) акасига нисбатан *сингил*, аммо опага нисбатан эмас. Татар тилида эса «қариндош» сўзи йўқ. Бу маънода «қардош» лексемаси қўлланилади. Туркий тилларда *ота, опа, ака* каби қариндошлик муносабатларини ифодаловчи сўзлар ва бу сўзларнинг маъно томондан бирикиш хусусиятларида муштаракликлар билан бирга, катта тафовутлар ҳам бор. Ёки ўзбек тилида *ота* сўзи - *дада*, *дода, ада; она* эса *ая, эна, она, биби, буви, ача* деб ишлатиладиган жойлар ҳам бор.

Аке /ака/ - қирғиз тилида *ота*, республиканинг жанубий вилоятларида эса *оға* маъноларини беради. Бу сўз *ке* шаклида сўзларнинг таркибига қисқартириб қўшилганда жуда қизиқ ҳодисалар рўй беради: *энеке - онажон, атаке - отажон, эжеке - (тўнғич) опажон, аваке - амакижон, кизике - қизалоқ, балаке - болажон, ўғилгинам; Куске - Ҳусанжон, Туке - Тугалбойжон.*

Бундай ҳолатларга яна кўплаб мисоллар келтиришимиз мумкин. Бинобарин, таржимон учун албатта таржима луғатларида берилган сўзларнинг лисоний талқини катта енгиллик туғдиради. Бироқ ҳамма иш луғат билангина ҳал этилмайди. Чунки туркий тилларда бир умумий ўзакдан ясалган сўзлар жуда кўплиги, бир хил грамматик шакллар кўплиги, бир хил ўхшаш фразеологизмларнинг анчагина мавжудлигини эътироф этган ҳолда, қардош тиллардан таржима қилиш муаммоларининг мураккаблиги қардош бўлмаган тиллардан таржима қилиш машаққатидан ортиқ бўлса ортиқ, аммо кам эмаслигини ҳам алоҳида таъкидлаш лозим. Чунки муштараклик бор жойда хилма-хиллик ҳам, зиддият ҳам, тафовут ҳам, ранг-баранглик ҳам бор. Фонетика, орфография, орфоэпия, морфология, синтаксис, стилистикада бундай бор-йўқлик, хилма-хиллик ва тафовутлар тўлиб-тошиб ётибди (2, 137-б).

Ўзбек тилида *тепдим-тепкиладим, титдим-титкиладим, туртдим-турткиладим* каби сўзлар бор. Бу сўзлар *тепдим, титдим, туртдим* тарзида алоҳида қўлланганда иш-ҳаракатнинг бир марта, аниқ бажарилганлигини кўрсатса, жуфт ишлатилганда ўша ҳаракатнинг такрор-такрор бажарилганлигини билдиради.

-киладим грамматик қўшимчасининг феъл ўзакларига қўшилиб, янги маъно англатиш доираси чегаралангандир. Бундан *ўпкаладим* сўзи мустасно, чунки бу идиоматик маънога эга (бирлик шакли ишлатилмайди). Тилдаги бу ҳодиса ўзбек ва қирғиз тилларида ўзига хос хусусиятга эга. Чунончи, қирғиз тилида *-кулоо* қўшимчаси *оп* феълига қўшилиб, *опкулоо* сўзини ҳосил қилади ва ҳаракатнинг такрорланганлигини (бир неча марта ўпганлигини) билдиради. Аммо ўзбек тилида бу сўзни юқоридаги кўринишда бериб бўлмайди:

... Эшим жене деп, алпыгып келип, капшыра кучактап жалыны бар оозу менен аймалап опкулоду (3,403б).

Бу ўринда таржимон сўзни бошқа шаклда ифодалаган, аммо маъно тўғри берилган:

Ёшлик ғайрати тўлиб-тошган Эшим маҳкам қучоқлаб, ўпиб-ўпиб олди (4,191б).

Демак, таржимон луғатлардан фойдаланибгина қолмайди, балки ўзи ҳам луғат яратади, сўзларнинг айни бадиий мақсадга мувофиқларни қидириб топади, уларнинг янги-янги услубий қирраларини кашф этади, бунинг устига, асарнинг хусусиятларига қараб, китобхонда ҳар хил кайфият - ғамгинлик, ҳорғинлик, руҳий тетиклик ҳосил қилади, янги санъат асари бунёд этади.

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O'ZBEKISTONDA CHET TILLARING O'RNI VA ULARNI O'QITISH METODIKASI

Z.D.Abralova – TDPU, katta o'qituvchi
F. G.Utegenova – TDPU, talaba
G.S. Solijonova –TDPU, talaba

Annotatsiya: Mazkur maqola O'zbekistonda chet tillarini o'qitishning zamonaviy metodikalari va ularning ta'lim tizimidagi o'rni haqida fikr yuritiladi. Maqolada kommunikativ yondashuv, interaktiv texnologiyalar, CLIL metodikasi va differensial yondashuv kabi eng samarali o'qitish usullari tahlil qilinadi. Shuningdek, chet tillarini bilishning milliy rivojlanish va xalqaro integratsiyalashuvdagi ahamiyati yoritiladi. Ushbu maqola O'zbekistonda ta'lim sohasida amalga oshirilayotgan islohotlar va ularning natijalarini tushunishga yordam beradi.

Kalit so'zlar: chet tillari, ta'lim, o'qitish metodikasi, kommunikativ yondashuv, interaktiv texnologiyalar, CLIL metodikasi, differensial yondashuv, xalqaro integratsiya.

Аннотация: В данной статье рассматриваются современные методы преподавания иностранных языков в Узбекистане и их место в системе образования. В статье анализируются наиболее эффективные методы обучения, такие как коммуникативный подход, интерактивные технологии, методика CLIL и дифференцированный подход. Также освещена важность знания иностранных языков в национальном развитии и международной интеграции. Данная статья помогает понять реформы, проводимые в сфере образования в Узбекистане, и их результаты.

Ключевые слова: иностранные языки, образование, методика преподавания, коммуникативный подход, интерактивные технологии, методика CLIL, дифференцированный подход, международная интеграция.

Abstract: This article discusses the modern methods of teaching foreign languages in Uzbekistan and their place in the educational system. The article analyzes the most effective teaching methods, such as communicative approach, interactive technologies, CLIL methodology and differential approach. Also, the importance of knowledge of foreign languages in national development and international integration is covered. This article helps to understand the reforms implemented in the field of education in Uzbekistan and their results.

Key words: foreign languages, education, teaching methodology, communicative approach, interactive technologies, CLIL methodology, differential approach, international integration.

Bugungi globallashuv davrida chet tillarini bilish ko'pgina sohalarda muvaffaqiyatli faoliyat yuritish uchun muhim omillardan biri hisoblanadi. O'zbekiston ham xalqaro integratsiyalashuv jarayonlarida faol ishtirok etayotgan davlat sifatida chet tillarni o'rganish va o'qitishga katta e'tibor qaratmoqda. O'zbekiston Respublikasining xalqaro maydondagi obro'si va iqtisodiy-ijtimoiy rivojlanishi xorijiy tillarni biladigan kadrlar tayyorlashga bog'liqdir. Chet tillarini bilish nafaqat ta'lim va ilmiy faoliyatda, balki biznes, siyosat, madaniyat, turizm va boshqa sohalarda ham muhim ahamiyat kasb etadi. Xususan, ingliz, rus, nemis, frantsuz, xitoy tillari O'zbekiston ta'lim tizimida keng o'qitilayotgan asosiy tillar hisoblanadi. Prezident Shavkat Mirziyoyevning tashabbusi bilan 2020-yilda "Chet tillarni o'rganishni yanada rivojlantirish chora-tadbirlari to'g'risida" gi qaror qabul qilindi. Bu qaror ta'lim tizimida chet tillarni o'rgatish jarayonini yangi bosqichga olib chiqdi. Ushbu siyosatning maqsadi – yoshlarni zamonaviy bilimlar bilan ta'minlash, ularning xalqaro mehnat bozorida raqobatbardosh bo'lishini ta'minlashdan iborat. Chet tillarini o'qitishda quyidagi metodlardan foydalanish maqsadga muvofiq bo'ladi: tarixiy metodlar (yo'nalishlar), tarjima metodi, aralash metod, qiyosiy metod, jarayon metodlari (faoliyat usullari), tanishish metodi, mashq qilish metodi, qo'llash metodi. Chet tillarni o'qitish uslublari va metodikasi so'nggi yillarda jiddiy o'zgarishlarga duch keldi. Zamonaviy texnologiyalar, innovatsion pedagogik yondashuvlar va interaktiv metodlarning joriy qilinishi chet tilini o'qitishni yanada samarali qilishga yordam bermoqda:

1. Kommunikativ yondashuv. Bu yondashuvning asosiy maqsadi talabalar o'rtasida real hayotda chet tilida muloqot qilish ko'nikmalarini rivojlantirishdir. An'anaviy grammatik qoidalar o'rniga, kommunikativ vaziyatlar asosida til o'rgatishga e'tibor qaratiladi. Ushbu metod yordamida talabalar chet tilida erkin so'zlashishni va o'z fikrini to'g'ri ifoda etishni o'rganadilar.

2. Interaktiv texnologiyalar. Zamonaviy texnologiyalarning joriy etilishi bilan chet tillarni o'rganish jarayoni yanada qiziqarli va samarali bo'lib qoldi. Masalan, onlayn platformalar, virtual sinflar, mobil ilovalar orqali talabalar til ko'nikmalarini mustahkamlaydilar. Bu vositalar tilni o'rganishda interaktivlikni oshiradi va individual yondashuv imkonini beradi.

3. CLIL (Content and Language Integrated Learning) metodikasi. Bu metodикada chet tili faqat lingvistik maqsadlarda emas, balki boshqa fanlar bilan birga o'rganiladi. Masalan, biologiya yoki tarix fanlarini ingliz tilida o'qitish orqali talabalar tilni tabiiy ravishda o'rganadilar va shu bilan birga fanga bo'lgan qiziqishlari ortadi. Ushbu yondashuv ayniqsa, O'zbekistonning ba'zi maxsus maktablari va oliy ta'lim muassasalarida keng qo'llanilmoqda.

4. Differensial yondashuv. Bu yondashuv har bir talabaning individual ehtiyojlari va qobiliyatlariga asoslangan. Har bir talabaning bilim darajasiga qarab, ularga mos o'quv dasturlari va materiallar taklif etiladi. Bu usul talabalar o'rtasidagi individual farqlarni hisobga oladi va ta'limning sifatini oshirishga xizmat qiladi.

O'zbekistonda chet tillarni o'rganish va o'qitish sohasidagi o'zgarishlar va yangiliklar mamlakatni global maydonga yanada yaqinlashtirishda muhim ahamiyat kasb etadi. Mamlakatimizda zamonaviy pedagogik yondashuvlar, texnologiyalar va davlat siyosati chet tillarni o'qitishni yangi bosqichga olib chiqmoqda. Bu jarayonlar orqali kelajak avlodning xalqaro aloqalarda faol ishtirok etishi, yuksak bilimga ega bo'lishi va yurtimizning jahon sahnasida o'z o'rnini mustahkamlashi ta'minlanmoqda.

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ZAMONAVIY O`ZBEK SHE'RIYATIDA NAFS KO`RINISHLARINING BADIIY TALQINI (ERKIN VOHIDOV VA OMON MATJON IJODI MISOLIDA)

Jo`rayeva Muhabbat Amonovna
BuxMTI akademik litseyi ona tili va adbiyot fani
o`qituvchisi. BuxDU mustaqil tadqiqotchisi
mux0711@gmail.com

Annatatsiya: ushbu maqolada zamonaviy o`zbek she'riyatida nafs ko`rinishlarining badiiy talqini Erkin Vohidov va Omon Matjon ijodi misolida tahlil qilinadi. Erkin Vohidov she'riyatidagi falsafiy chuqur ma'nolar insonni to`g`ri yashashga yetaklaydi. Bu she'rlar qatiga singdiib yuborilgan mavzular olami turfa xildir. Mavzuni bir voqea misolida voqeaband qilib tasvirlash shoir ijodida boshqalardan ajralib turadigan farqdir. Erkin Vohidov o`z o`quvchisiga obrazlari orqali, shunchaki, nafs hodisalarini emas, uning asl mohiyatini anglatadi. Zabardast adibimiz Omon Matjon esa nafs egalari haqida yozarkan ularni yurt qonini so`rib, o`z nafsin qondirguvchi pashshaga o`xshatadi. Adib ijodida akslangan obrazlar zamonaviy adabiyotda zamonga mos harakat qiladi. Uning she'rlarida dunyo – inson –nafs uchligi birga harakat qiladi va qaysi yo`l ma'qulligini insonning o`ziga qo`yib beradi. Nafsdan xalos bo`lish uchun qalbni iymon yog`dusiga to`ldirish joizligini uqtirib o`tadi.

**Kalit so`zlar:** nafs, olloh, qanoat, haq, yo`qsil, iymon, jism, ruh, fitna, arslon, pashsha.

Har bir xalq adabiyoti u yaratgan badiiy xotira bo`lib qoladi. Unda har bir zamonga tegishli bo`lgan estetik tarbiya, ruhiy holatlar, xalqning tarixiy sharoiti aks etadi. Avlod va ajdodlar o`rtasidagi uzviy bog`liqlikni taminlashda esa adabiyotning roli kattadir. Yangi davr adabiyoti namoyondalari o`z asarlarida o`tgan buyuklar yaratmalariga doim murojaat qilib turadi. Biz tahlil qilgan asarlar, masalan, Yassaviy she'riyatidagi nafs obrazi bir xil ko`rinishda, Navoiy yoki aynan zamondosh, ustoz deb bilgani uchun Navoiyning obrazlari Bobur ijodida o`xshash jihatlar paydo bo`lishi mumkin. Badiiy asar mukammal yaratilishi uchun ijodkor mustahkam poydevorga ega bo`lishi lozim. Navoiy ham bekorga o`zidan oldin yashagan yoki o`ziga zamondosh bo`lgan ijodkorlardan ellik ming bayt yod olmagan. Kimdir bu jarayonda o`tganlar xatosini takrorlamaslikka yoki yutuqlarini o`zlashtrishga harakat qiladi. Aynan shu holatda yangi badiiyat va g`oyalar paydo bo`ladi. Bunday kuzatishlar yangilik yaratishga ham asos vazifasini bajaradi. An'anaviylik va novatorlik jarayoni adabiyotda shu tariqa vujudga keladi. Badiiy adabiyotda an'anaviylik va novatorlik

haqida gapirar ekanmiz, avvalo, adabiy an'anaviylik va adabiy novatorlik atamalari haqida tushuncha beramiz.

Adabiy meros yoki an'anaviylik o`tgan asrda yaratilgan dastlabki "Adabiyot nazariyasi" kitoblarida davr talabi bilan "traditsiya" deb atalgan va shunday ta'rif beriladi:

Traditsiya (an'anaviylik) – dunyoni badiiy idrok etish, bilish va o`zgartirish sohasida davrdan-davrga, avloddan-avlodga o`tib keladigan, zamon talabiga javob beradigan adabiy tajribalardir. U klassiklarimiz ijodiy labaratoriyasida sinalgan, o`z qimmatini yo`qotmagan, ilg`or estetik idealni, aktual tematikani, tasviriy vositalarni, uslubdagi rang-baranglikni, xalqchil badiiy nutq san'atini keyingi avlod tomonidan qabul qilinib amalda qo`llanilishini talab qiladi. [1] Adabiyotda asosan quyidagi qirralar avloddan-avlodga o`tganda amalda qo`llanadi yoki yangilanadi:

G`oya

Mavzu

Badiiyat

Shakl (janrlar)

Obraz.

Fikrimiz isboti uchun unga yaqin fikrda bo`lgan adabiyotshunos Erkin Xudoyberdiyevning an'anaviylik haqidagi tasniflarini keltirib o`tamiz: " Adabiyot raqqiyotida g`oyalar, tiplar, va badiiy tasvir vositalari doirasidagi an'anaviylikni farqlash lozim. Bu uch sohadagi an'anaviylik o`ziga xosliklari bilan bir-biridan ajralib turadi. Agar g`oyalar sohasidagi an'anaviylik, asosan, bir-biriga fikrlashi yaqin bo`lgan yozuvchilar ijodida ko`zga tashlansa, tasviriy vositalar borasidagi an'anaviylikni turli g`oyaviy yo`nalishdagi ijodkorlar orasida ham uchratish mumkin. Ikkinchi hol xuddi til kabi turli g`oyaviy maqsadlarda qo`llanishi mumkin bo`lgan badiiy tasvir vositalari va usullari taraqqiyotining ichki qonuniyatlari bilan izohlanadi"[2]. Biz tasniflab o`tayotgan uzvlar vositasida yuzaga kelgan an'anaviylikni umumlashtirganda uslub jihatidan ham birgalikni ko`rish mumkin, chunki adabiyotda sanab o`tilgan beshta hodisani yangilay olsagina yangi uslub shakllantirilgan bo`ladi. An'anaviylikni saqlab qolmasdan butunlay yangilangan adabiyot bo`lmaydi. Har qanday davrni ham bog`lab turadigan tayanch nuqtalar mavjud. Oddiygina badiiy asar mavzusini turlarga ajratganimizda "abadiy mavzular" degan atamani qo`llaymiz. Bu mavzular tahlil qilinsa (Vatan, muhabbat, ota-ona, ishq va boshqalar), har qanday zamonda ham yozilayotganini sezamiz. Chunki adabiyotning bosh qahramoni bo`lgan insonning shakl-shamoyili yoki mazmun-mohiyati butunlay tubdan o`zgargani yo`q. ruhiy holatga ta'sir o`tkazish uchun ham sinalgan badiiy usullardan foydalansa, samara

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[1] Adabiyot nazariyasi. II jildlik (2-jild). –Toshkent:Fan. 1979. – B.26.

[2] Xudoyberdiyev Erkinjon. Adabiyotshunoslikka kirish. – Toshkent : O`qituvchi. 1995. –B.183.

yaxshiroq bo`ladi va adabiyot tarixida ham mukammal abadiyliklar, albatta, saqlanib qoladi. O`ylab ko`rganmisiz, nega g`azal janri va uning bosh mavzusi bo`lgan xoh majoziy, xoh ilohiy ishq haligacha takrorlanaveradi?

Birinchidan, aynan shu janrda yuqori kayfiyat bag`ishlovchi inja badiiyliklar aks etadi, ikinchidan, aynan g`azal uchun xos bo`lgan Ishq mavzusi hech qachon o`lmaydi. Bu janrning qat'iy qoidasi bo`lgan aruz vazni talablari ham janr bilan birga ko`chib yuraveradi. G`azal, aynan vazni bilan janr xususiyatini saqlab tursa ham bugungi kunda yuqorida sanaganimiz – kayfiyati va badiiyati, mavzu jihatlari, hanglari an'anaviylikni saqlab qolgan. vaznning barmoqqa monand yangicha shakl olishi esa novatorlikning br belgilaridan biridir. Ammo, albatta bu shaklda yozilgan asarlarni g`azal deb atay olmaymiz. Zero ijodkor an'anaviy materialdan o`zi xohlagan qirralarinigina saqlab qolib yangilik qo`shib yaratish huquqiga ega. Xullas, adabiyotda yaratilgan har qanday asr tarditsiya yoki novatorlik belgilarini o`zida mujassam etgan bo`ladi.

Novatorlik – ma'lum bir davrda o`sha davr talabi yoxud ijodkorning iste'dod qirrasi bilan yuzaga chiqadigan adabiy yangilanish jarayonidir. Novatorlik haqida Dilmurod Quronov shunday degan: "Novatorlik (lot.– yangilovchi, yangilanuvchi)adabiy jarayon bilan bog`liq kategoriya adabiy jarayonda an'ana bilan har vaqt dialektik aloqada mavjud bo`lgan hodisa, adabiyot taraqqiyotining muhim ichki omili. Badiiy tafakkur rivojiga sezilarli ta'sir o`tkazib, keyinchalik an'anaga aylanuvchi muhim badiiy-estetik yangilik. Adabiy an'anaga saylab va tanqidiy munosabatda bo`lolgan, o`z davrining badiiy-estetik ehtiyojlarini teran his etolgan ijodkorgina yangilik yaratishga qodir bo`la oladi. Masalan, o`zbek mumtoz adabiyoti an'analari bag`rida yetishgan Cho`lpon o`z ijodi bilan she'riyatimizga qator yangiliklarni olib kirdi. Jumladan, uning badiiy shakl sohasidagi novatorligi she'rlarining ritik-intonatsion qurilishida barmoq va sarbast imkoniyatlaridan keng foydalanishi mumtoz she'riyatdagi she'riy shakllarni o`zgartirib qo`llashi, she'riyat tilini jonli so`zlashuv yaqinlashtirishga intilishi, she'riyatimizga ijroviy lirika, personajli lirika kabi janrlarni olib kirganida…"[3] O`zbek adabiyotida yangilanish boshlangan davr sifatida mavzu jihatidan ma'rifatparvarlik davri adabiyoti va har tomonlama esa jadid adabiyoti davri olinadi. XIX asrning so`nggi chorgi va XX asrning boshlarida o`zbek adabiyotiga yangi ijimoiylashgan mavzular( maktab, ishchilar, veksel, gazet va boshqalar), yangi ijtimoiy - siyosiy obrazlar ( advokat, aroba, ishchi, arizachi va boshqalar), yangi g`oyalar(adolat, haqiqat uchun kurash, erk va boshqalar), yangi janrlar(she'r, sochmalar) kirib kela boshladi. Biz yangilik deyotganimiz sotsialistik tuzum davrida vujudga kelgan kolxoz, kollektiv mavzulari yoki tarktor, mashina kabi obrazlarga ham tegishlidir, ammo bu faqatgina davrning

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[3] Quronov Dilmurod. Adabiyotshunoslik lug`ati. – Toshkent : Akademnashr. 2010. –B.204.

o`zida qolib ketib ana'anaviyligini saqlab qololmagan adabiy hodisalar bo`ldi, xolos. O`zbek mumtoz adabiyotida bundan oldin ham mukammal badiiylik yoki obrazlar yaratilgani holda tajribadan foydalana olmaganliklari, ko`r-ko`rona davr talabining ortidan quvib, bo`sh g`oyalarni targ`ib qilish va xira obrazlarni yaratish novatorlikni bir pulga chiqarib qo`ydi. Har qanday yangilanishni ham adabiyot qabul qilavermaydi. Yangilikning yangiligi uning vaqt o`tgan sari an`anaviylikka aylana olishida ham bilinadi. Bu, albatta adabiyot uchun muhim xususiyatdir.

Zamonaviy o`zbek adabiyotining zabardast ustunlariga aylangan Asqad Muxtor, Erkin Vohidov, Abdulla Oripov, Omon Matjon, Sadriddin Salim Buxoriy, Abduvali Qutbiddin kabi ijodkorlar xalq ruhiyati tasvirini turli mavzularda namoyon eta olgan shoirlardir. Ularning ijod ustunliklaridan biri ham xalqona, oddiy ifodalarni topa olganligida edi. oddiy uslub bilan o`tkir mavzularda qalam tebratib, kitobxonga ta'sir qilish adabiy mahorat. Erkin Vohidov ijodidagi mumtoz adabiyotdagi hajviylikka ergashish, obrazlarni takomillashtirgan holda yangi fikr bayon qilish qirralari an'anaviy adabiy uslubdan ajralmagan holda yuz beradi. Masalan, shoirning quyidagi she'rida nafs mavzusi xalq noiblari obrazi orqali ochib berilmoqda:

Ayta olasizmi yurtning dardini?

Azaliy odatni qilasizmi yo…[4]

Misralarda "azaliy odat" birikmasi orqali xalqni talon-taroj qilish nazarda tutiladi. Xo`jalar, hokimlar, noiblar, qozilar obrazlariga murojaatning an'anaviy tarzda davom etayotganini mumtoz adabiyot na'munalaridan anglab keldik. Zamonaviy she'riyat namoyondalari so`z qo`llash uslubini o`zgartirish, yangi nom bilan atash orqali mavzuga yangicha talqin beradi. Kommunizm adabiyotida nafs mavzusini ochib berish uchun yaratilgan yorqin obrazlardan yan biri "rais" obrazi edi. Erkin Vohidov "Yubiley" she'rida bu yulg`ichlar holatini aks ettiradi:

Martaba, shon-shuhrat,

Mol-davlat uchun

Jon fido etmoqni

Bildingiz qonun.

Hirs ila nafs bo`ldi

Sizga rahnamun,

Muborak bu yoshga

Yetdingiz bukun

Qancha pok insonlar

Boshiga yetib.

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[4] Vohidov Erkin. Saylanma(3-jild , "Umrim daryosi"). – Toshkent :Sharq. 2001. –B.62.

Yubileyda nutq so`zlovchi lirik qahramon haqiqatni aytganidan hatto o`zini uyatli his qiladi va "hech kim kasbdoshini yubileyida sizday insonlar haqida menday nutq so`zlamasin!", deya gapini yakunlaydi. She'r 1979-yil yozilgan. Bu davr mehnatkash xalq zahmati evaziga "katta"lar qorin qappaytirib yurgan kollektivlashgan vaqt edi. Xalq hisobidan kun ko`rish ddiy raisdan tortib viloyat rahbarlarigacha odatiy holga aylangan edi. Xuddi shunday holatni Erkin Vohidov markazida Matmusa obrazi turuvchi hajviyalarida ham ochib bergan. "Matmusaning bog`i" hajviy she'rida bog` barpo etgan Matmusa qolib undan foydalangan mingta edi. qayerdandir director, qayerdandir sekretar, qayerdandir, "zamlar" paydo bo`ladi. Bir yildan so`ng bog` ishi tekshirib ko`rilganda esa ishchilar soni qisqartirilishi kerak bo`ladi. Kelib-kelib ishdan bog`bon Matmusa bo`shatiladi. Erkin Vohidov bu hangoma orqali ham ish tepasida turuvchi nafsi buzuq kimsalar qolib oddiy xalqning mehnati chippakkka chiqishini uddaburonlik bilan tasvirlagan:

Faqat shtat qisqartish,

Zaruratga o`xshadi.

Buyruq bo`ldi, Matmusa

Bog`bon ishdan bo`shadi [5]/

Shoirning "Arslon o`rgatuvchi" she'rini ham diqqat bilan o`qisak, bir-biriga zanjir kabi bog`langan tabaqalanishning guvohi bo`lamiz. O`z nafsi uchun o`z qavmini mute qilib yashovchi tomoshagoh "xoja"lari razilligiga hatto hayvon ham dosh berolmaydi. Bir burda non uchun ishlayotgan arslon o`rgatuvchi taqdiri hayvonni u uchun rahm qilishigacha olib keladi. Qudratli tasvirlangan to`qaylar shohi va no`noq masxaraboz qarama-qarshi qo`yilgan bo`lsa, she'r so`nggida insonlarning beshafqatligi va hayvonlar shafqati konfliktda tasvirlanadi va hayvon o`rgatuvchi tilidan xojasining badnafs, jirkanch insonligi ochib beriladi:

Tomoshagoh egasi kim

Mening qoshimda

Ammo qamchi o`ynatar u

Doim boshimda.

Arslon tilidan aytilgan "rizq-u ro`z" so`zi ijobiy rizq ma'nosida emas, odamni odamning, hayvonning ustidan rahmsizlarcha hukmronlik qilishiga olib kelayotgan nafs ma'nosida qo`llangan:

O`t olsin bu charxi falak

Rizqu ro`zini…

Arslon olov chambarakka

Otdi o`zini.

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[5] Vohidov Erkin. Saylanma(3-jild , "Umrim daryosi"). – Toshkent :Sharq. 2001. – B.129.

"Ko`cha chetidagi ayol" she'rida ham mana shunday rizq ayolni badnafs kimsalarga tobe qilib qo`ygan, ammo ayb undamas, u aytganidek nafsiga qul "janoblar"da edi:

Ul janoblar oldida men

Pok bir sanam,

Bu dunyoda hamma narsa sotiladi

Mening molim – qizil yuzim, oppoq tanam.

Garchand iymonidan voz kechishga majbur bo`lgan ayolga qismatini bu tarzda bayon qilish oson kechmaydi, ammo "hamma narsa sotiladigan dunyo" yaratgan jamiyat nafsning abadiy, iymonsiz quliligicha qoladi.

Erkin Vohidov she'riyatidagi falsafiy chuqur ma'nolar insonni to`g`ri yashashga yetaklaydi. Bu she'rlar qatiga singdiib yuborilgan mavzular olami turfa xildir. Mavzuni bir voqea misolida voqeaband qilib tasvirlash shoir ijodida boshqalardan ajralib turadigan farqdir. Erkin Vohidov o`z o`quvchisiga obrazlari orqali, shunchaki, nafs hodisalarini emas, uning asl mohiyatini anglatadi.

Zamonaviy o`zbek adabiyotining zabardast vakillaridan yana biri bo`lgan Omon Matjon ijodi ham o`z zamonasi bilan hamnafas, hamfikr, hamdard edi. xalqning haqiqiy shoiri borki, uning dardini tushuna oladi va kuyunadi. Inson qalbini o`ziga anglatadigan tuyg`u, ko`ngliga suyanchiq ko`pincha adabiyotdan topiladi. Omon Matjon insonga xuddi shunday oyna tutuvchi, mohir ijodkor edi. shoir ijodida ijtimoiy tasvirlar, haqiqat ohanglari o`zgacha namoyish etilgan. Shoirning "Iymon yog`dusi", "Gaplashadigan vaqtlar", "Xoloskor ruh" va boshqa she'riy to`plamlarida davrga va insonga tutilgan ko`zguni ko`ramiz. Omon Matjonning "Uy" she'rida ham inson qalbi tasviri, uning umr davomida qayerlarga boshlab borishi, o`y-kechinmalariga guvoh bo`lamiz. U ko`ngilni bir uy misolida ko`radi va unga birda iymon, birda esa g`aflat uyqusi hokimlik qilishini, inson umri davomida qilgan ishlariga ko`ngil ko`zgu tutishini aytadi:

Bu uydagi har barg, har bir yaprog`i,

Oqmi-qora bulut yo tomchi yomg`ir,

Bari hisobdadir, bordir so`rog`,

Bari bir-birining suvratchisidir.

Shoir qora bulut, yomg`ir obrazlari orqali insonning vujudida namoyon bo`lgan ezgu va yomon fazilat-u illatlarni aks ettirarkan, nafsga berilib, kekkkaygan kishilar haqida quyidagi tasvirni chizadi:

Yo olis quyoshning elitib tafti,

Yo oygacha borday shay taxtiravon.[6]

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[6] Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B.4

Ammo bunday insonlar ham oxirida man shu ko`ngil ko`zgusiga duch kelishadi va umrning aaslan neligini anglab yetganda kech bo`lishini anglatmoqchi bo`ladi.

Omon Matjon yurt qonini so`rib, o`z nafsin qondirguvchilar haqida yozarkan ularni pashshaga o`xshatadi:

Tegmadim.

Chunonan qonimni so`rdi

Bir pashsha

Shoshilmay, obdon joylashib.

Qiziq, bir o`zining nafsi shunchami,

Yo boshqa birovlar bilan bo`lishib…

Shoir xalq qonini so`rayotgan amalparastlarning ko`plashib ketganligini yuqoridagi kabi to`rtliklarida falsafiy ohanglarda bayon qilgan.

Nafsning insonni hark o`yga solishini quyidagi to`rtlikda mosh va qush ramziy obrazlari orqali sodda bayon qiladi:

Qay kuni sinchiklab boqdim bir qushga

Nafsi deb tutildi olako`z Moshga.

Ming shukr, xudoyim, qorin bermabsan,

Mendagi qanotli, xayolga –hushga.[7]

Shoir bu to`rtlikda o`zga badnafs qorin berilmaganiga shukr qilsa-da, insonning xayol-u hushi uni ne savdolarga boshlashini yaxshi anglatgan.

Omon Matjon o`z qilmishlarini shaytonning bo`yniga qo`yib, "shayton yo`ldan urdi" deguvchilarning ham asl holatini quyidagi to`rtligida namoyon qiladi:

"Eh, bir shayton urdi", deysan har safar

O`zingga olmaysan aybni hech mahal.

Mundoq qarab tursam, butun vujuding,

Shaytanatga o`nglab qurilgan shahar. [8]

Insonni shaytonning yo`liga kirgizguvchi narsa ham aynan uning vujudidagi nafsdir. Nafs hukmronlik qilguvchi vujud esa, shoir aytganidek, shaytonlar uchun qurilgan "Shaytanat"dir.

Bu dunyoning barcha insondan ham qolib ketishini tasvirlaganda shoir "burningning uchiga ilinmas dunyo" deya to`g`ri aytgan edi. nafs-u havoga berilib topilgan dunyo tarozi pallasida og`irlik bosmaydi, bu dunyoni hech inson o`zi bilann olib ketolgan emas. Shu arzimas mol-dunyo uchun biri qo`liga tig`, biri temir olgan, toj-u taxtga o`ch kimsalar tasvirini quyidagi to`rtlikda chizilganini kuzatamiz:

Biri qo`linda tig`, birida temir,

Biri xon der o`zni, birisi amir.

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[7] Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B.20
[8] Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B. 21

Ikki to`p urishar. Qiziq bormikan

Bularda urushdan keying umr?[9]

Omon Matjon o`zbeklar boshida sovetlar uyushtirgan paxta siyosati, millionlab foyda, bosqinchilarning qozoni uchun pishirilgan oshlar haqida ajoyib hajviy she'r yozgan. Bu she'rda voqea, tasvir markazida tuz ekib ko`paytirish majozga yo`yilgan bo`lsa-da, kitobxon uchun o`zbek xalqining boshqalar nafsi yo`lida qurbon bo`layotgan mehnatlari haqidagi haqiqat ekanligini sezish qiyin emas. Sodda qorachuqlining tuz taqchilligini kamaytirish uchun ekib ko`paytirish g`oyasiga shoir boshqa osonroq yo`l topib beradi:

Buning oson yo`lin top-da:

Bor yeringga ekkin paxta!

Tezda qurib daryo-soying,

Tuzga to`lar hamma joying.

Omon Matjon ijodida akslangan obrazlar zamonaviy adabiyotda zamonga mos harakat qiladi. Uning she'rlarida dunyo – inson –nafs uchligi birga harakat qiladi va qaysi yo`l ma'qulligini insonning o`ziga qo`yib beradi. Nafsdan xalos bo`lish uchun qalbni iymon yog`dusiga to`ldirish joizligini uqtirib o`tadi.

Adabiyotlar ro`yxati:

1. Vohidov Erkin. Saylanma (3-jild, "Umrim daryosi"). – Toshkent: Sharq. 2001. –271b

2. Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B.4

3. Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B.20

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[9] Omon Matjon. Iymon yog`dusi: she`rlar, dostonlar. – T.: Adabiyot va san'at nashriyoti. 1995. –B. 23

NOVATORLIK YO`NALISHIDA NAFS MAVZUSINING YORQIN QIRRALARI ABDULLA QUTBIDDIN IJODIDA

Jo`rayeva Muhabbat Amonovna
BuxMTI akademik litseyi ona tili va adbiyot fani
o`qituvchisi. BuxDU mustaqil tadqiqotchisi
mux0711@gmail.com

Annatatsiya: ushbu maqolada zamonaviy o`zbek she'riyatida nafs ko`rinishlarining badiiy talqini Abdulla Qutbiddin ijodi misolida tahlil qilinadi. Abdulla Qutbiddin she'riyatidagi falsafiy chuqur ma'nolar insonni to`g`ri yashashga yetaklaydi. Bu she'rlar qatiga singdiib yuborilgan mavzular olami turfa xildir. Mavzuni bir voqea misolida voqeaband qilib tasvirlash shoir ijodida boshqalardan ajralib turadigan farqdir. Ruhiyatni har qanday illatlarning sababchisi nafsdan toza saqlash lozim. Shundagina u ezguliklar tomon yuz buradi. Shoirning "ezgu ruh xususida fikr" she'rida Ezgu Ruhning dushmanlari bo`lgan illatlar: "Javrar: – Ruhning xudkushi qo`rquv" kabilar ramziy ifodalarda bayon qilinadi. Abduvali Qutbiddin ijodida ham nafsni xotin obrazida gavdalantiradi. Nafs obrazi bilan yonma-yon tarzda uning xilma-xil ko`rinishlari obraz darajasiga ko`tariladi. Shoir keyingi satrlarda ishrat, shahvat, yolg`on, xiyonat, gustohlik kabi illatlarni jonlantiradi:

**Kalit so`zlar:** nafs, ishrat, shahvat, yolg`on, xiyonat, gustohlik qanoat, haq, yo`qsil, iymon, jism, ruh, fitna

Novatorlik – ma'lum bir davrda o`sha davr talabi yoxud ijodkorning iste'dod qirrasi bilan yuzaga chiqadigan adabiy yangilanish jarayonidir. Novatorlik haqida Dilmurod Quronov shunday degan: "Novatorlik (lot.– yangilovchi, yangilanuvchi)adabiy jarayon bilan bog`liq kategoriya adabiy jarayonda an'ana bilan har vaqt dialektik aloqada mavjud bo`lgan hodisa, adabiyot taraqqiyotining muhim ichki omili. Badiiy tafakkur rivojiga sezilarli ta'sir o`tkazib, keyinchalik an'anaga aylanuvchi muhim badiiy-estetik yangilik. Adabiy an'anaga saylab va tanqidiy munosabatda bo`lolgan, o`z davrining badiiy-estetik ehtiyojlarini teran his etolgan ijodkorgina yangilik yaratishga qodir bo`la oladi. Masalan, o`zbek mumtoz adabiyoti an'analari bag`rida yetishgan Cho`lpon o`z ijodi bilan she'riyatimizga qator yangiliklarni olib kirdi. Jumladan, uning badiiy shakl sohasidagi novatorligi she'rlarining ritik-intonatsion qurilishida barmoq va sarbast imkoniyatlaridan keng foydalanishi mumtoz she'riyatdagi she'riy shakllarni o`zgartirib qo`llashi, she'riyat tilini jonli so`zlashuv yaqinlashtirishga intilishi, she'riyatimizga ijroviy lirika,

personajli lirika kabi janrlarni olib kirganida…"[1] O`zbek adabiyotida yangilanish boshlangan davr sifatida mavzu jihatidan ma'rifatparvarlik davri adabiyoti va har tomonlama esa jadid adabiyoti davri olinadi. XIX asrning so`nggi chorgi va XX asrning boshlarida o`zbek adabiyotiga yangi ijimoiylashgan mavzular( maktab, ishchilar, veksel, gazet va boshqalar), yangi ijtimoiy - siyosiy obrazlar ( advokat, aroba, ishchi, arizachi va boshqalar), yangi g`oyalar(adolat, haqiqat uchun kurash, erk va boshqalar), yangi janrlar(she'r, sochmalar) kirib kela boshladi. Biz yangilik deyotganimiz sotsialistik tuzum davrida vujudga kelgan kolxoz, kollektiv mavzulari yoki tarktor, mashina kabi obrazlarga ham tegishlidir, ammo bu faqatgina davrning o`zida qolib ketib ana'anaviyligini saqlab qololmagan adabiy hodisalar bo`ldi, xolos. O`zbek mumtoz adabiyotida bundan oldin ham mukammal badiiylik yoki obrazlar yaratilgani holda tajribadan foydalana olmaganliklari, ko`r-ko`rona davr talabining ortidan quvib, bo`sh g`oyalarni targ`ib qilish va xira obrazlarni yaratish novatorlikni bir pulga chiqarib qo`ydi. Har qanday yangilanishni ham adabiyot qabul qilavermaydi. Yangilikning yangiligi uning vaqt o`tgan sari an`anaviylikka aylana olishida ham bilinadi. Bu, albatta adabiyot uchun muhim xususiyatdir.

XXI asr o`zbek adabiyotining takrorlanmas namoyandalaridan biri bo`lgan ijodkor Abduvali Qutbiddin merosi o`zbek adabiyotini yana bir pog`ona yuksakka ko`tarib, mumtoz adabiy obrazlarni jonlantirish bilan birga yangi zamonaviy adabiy obrazlar bilan omuxta tasvirlar yaratishga ulgurgan edi. lirikasining asosiy qismi majoziy va ilohiy ishq mavzusi bo`lsa-da, hech bir shoir chetlab o`tolmaydigan ijtimoiy motivlar ham ijodining salmoqli qismini tashkil etadi. O`zbek adabiyotiga "Osima" obrazi bilan kirib kelgan ushbu shoir o`rni kelganda Osimasini Iloh darajasiga ko`tarsa, o`rni kelganda zamona haqsizligidan ko`ngli og`rigan lirik qahramonning hamdardi, shu nosoz zamonadan jabr ko`rgan "Binafsha" (Cho`lponning "Binafsha" she'ridagi kabi) misolida gavdalantiradi. Shoirning ijtimoiy mavzulardagi jamiyat muammolarini ko`tarib chiqqan: "Urgutimdan burgut qochgan allaqayga, Toshkentimdan lochin so`rsam topilmaydi", "Imon musofir, inson darbadar", "Xaloyiq –maxov turk"(Abdulla Oripov xalqni omiligi sababdan ham "Olomon" deb atagan edi.) kabi satrlarida achinish og`riqlarini yaqqol sezish mumkin.

Abduvalli Qutbiddinning "Falsafa" she'rida zamin va inson obrazi parallel qo`yilib, insonning ko`zi faqatgina tuproqqa to`yishi mumkinligi aytiladi:

Zamin, qorning to`yarmidi sening,

Mening ko`zim to`yarmidi tuproqqa?

Yulib olayapman gullarni –

Quyoshning tilida gapirganlarni.[2]

[1] Quronov Dilmurod. Adabiyotshunoslik lug`ati. – Toshkent : Akademnashr. 2010. –B.204.

[2] Qutbiddin, Abduvali. So`z chamani. – T.: Akademnashr. 2020. – B.35.

Bu satrlarda nafs orqasidan yuruvchi inson qiyofasida shoirning lirik qahramoni "men"i gavdalanadi. Bu obrazga murojaat qilishda shoirning boshqa ijodkorlardan farqi "men" tilida so`zlashidir. U avval o`zgalar o`rniga o`zini qo`yib ko`radi, insoniyat nomidan o`zi gapiradi.

Ruhiyatni har qanday illatlarning sababchis nafsdan toza saqlash lozim. Shundagina u ezguliklar tomon yuz buradi. Shoirning "ezgu ruh xususida fikr" she'rida Ezgu Ruhning dushmanlari bo`lgan illatlar: "Javrar: – Ruhning xudkushi qo`rquv" kabilar ramziy ifodalarda bayon qilinadi. Mashrab o`z davrida dunyoni(dunyo nafsga chorlovchi mavjudliklar timsoli sifatida tasvirlangan) jilva qiluvchi ayolga o`xshatgan edi. Abduvali Qutbiddin ijodida ham nafsni xotin obrazida gavdalantiradi:

Nafs-u ta`ma xotini ulki –

Tashib yotar kecha-kunduz go`ng

Do`rdoq labda qotib tupugi.

Satrlarda tasvirlangan go`ng titib yotuvchi, do`rdoq labida tupugi qotgan, xunuk xotin obrazi inson nafsining ham shunchalar tubanligini bor bo`yicha ko`rsata oladi, hatto, kitobxonni shu xunuklik va jirkanchlik orqasidan bir ijirg`antirib ham qo`yadi. Ezgu ruh haqida so`z ketganda "Avesto" kitobi va Zardushtiylik eimizga keladi. Aynan bunday xunuk xotin obrazining ildizi ham shu manbaga borib taqaladi. Asarda nafs quli bo`lgan, yovuz kimsaning qilgan amallaridan gavdalangan xotin tasviri shunday keltiriladi: "uch kechadan keyin, tong mahali durvand erning ruhi go`yo qor va muzliklarga parchinlangandek bo`ladi. Iflos hid va noxush bo`y uni qurshab oladi. Uning nazarida badbo`y bod apoxtar (do`zax) sarzaminlaridan unga tomon esmoqda. Yovuz durvand o`zidan so`raydi:

–Bu qanday badbo`y bodki, men uni hech qachon his qilmaganman?

Shunda shamol oqimida uning dini ta'viya, gunohkor, chirkin, bukri engpalid xrafsastalardan battar, jamiki yaratilmish xilqatdan tuban bir xotin qiyofasida namoyon bo`ladi".[3]

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Go`zal qizlar vatani Chiroy

Qamaldadir, bosqinchi ishrat.

Marazlarni to`plab poyma-poy,

Junli tanda yutoqar shahvat.

Uzumzorda mashvarat qurib,

Qadahdadir deb butun jahhon,

Qo`yni filga taqqoslab urib

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[3] Rafiyev Abduroziq, Gulomova Nazira . Ona tili va adabiyot(Akademik litsey va kasb-hunar kollejlari uchun darslik).–T.: Sharq. 2014. –B.153.

Arjumandni boshlaydi yolg`on.

Kalitlarni tiqib pinjiga

Xayru ehson kutar xiyonat. [4]

Shoirning "Ushmundoq" she'rida Osimaga jabr yetkazuvchi badnafslar qiyofasi quyidagicha chiziladi:

Osima,

Alarga ko`p ham inonma,

Ular qush ko`mganlar xiyobonlarga.

Qumlari zarlangan

Bo`lsa ham bordir,

Lek harom o`rmalar tovonlarida…

Abduvali Qutbiddin ijodidagi an'anaviylik yuqoridagi kabi obrazlarning jonlantirilishida aks etadi. Bu satrlarda Mashrabga, Yassaviyga, Cho`lponga yaqinlikni yaqqol his qilamiz.

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USMON AZIM IJODIDA NAFS MAVZUSINING O`ZIGA XOSLIGI

Jo`rayeva Muhabbat Amonovna
BuxMTI akademik litseyi ona tili va adbiyot fani
o`qituvchisi. BuxDU mustaqil tadqiqotchisi
mux0711@gmail.com

Annatatsiya: ushbu maqolada zamonaviy o`zbek she'riyatida nafs ko`rinishlarining badiiy talqini Usmon Azim ijodi misolida tahlil qilinadi. Usmon Azim she'riyatidagi falsafiy chuqur ma'nolar insonni to`g`ri yashashga yetaklaydi. Bu she'rlar qatiga singdiib yuborilgan mavzular olami turfa xildir. Mavzuni bir voqea misolida voqeaband qilib tasvirlash shoir ijodida boshqalardan ajralib turadigan farqdir. Usmon Azim she'riyatini tahlilga tortamiz. Uning " Chumoli haqida nutq" she'rida aynan bugungi kunning qorin uchun yashaydigan insoni obrazi ramziy gavdalantirilgan. Ruhiyatni har qanday illatlarning sababchisi nafsdan toza saqlash lozim. Shundagina u ezguliklar tomon yuz buradi.

**Kalit so`zlar:** tirikchilik, qorin, o`zbo`larchilik, yolg`on, xiyonat, dunyo, og`iz, bozor.

Yozuvchi – o`zining shaxsiy subyektiv tassurotlarini ishlay oladigan, ularda umumahamiyatli –obyektiv tomonlarini topa oladigan, tasavvurlarga o`z shaklini bera oladigan, hayotga, odamlarga va aynan shu faktga o`z subyektiv munosabatini topa oladigan hamda bu munosabatni o`z shakli, o`z so`zida gavdalantira oladigan[1] talantli insondir. Badiiy adabiyotning birlamchi talablaridan biri bo`lgan mukammal obrazni yarata olgan kishigina haqiqiy ijodkorlikka da'vo qila oladi. Yaratilgan obraz xoh ramziy xoh aniq ma'no kasb etishidan qat'iy nazar mavzu uchun mavzu esa obraz ochib berilishi uchun xizmat qiladi. Biz bugungi kun adabiyotidagi nafs obrazli asarlar talqiniga e'tibor berar ekanmiz, yangilanishlarga duch kelamiz. XX asrning so`nggi choragi o`zbek adabiyotiga modernistik oqim, ramziy ifodalar kirib kela boshlagan bir davr bo`ldi. Bunday kuchli ramziylikka ega bo`lgan she'riyat Rauf Parfi, Usmon Azim, Abdulla Oripov(an'anaviylikni saqlab qolgan ijodkorlardan bo`lsa-da biz faqatgina tahlilga tortilayotgan ijod na'munalari mavjudligi sabab sanab o`tyapmiz) kabi ijodkorlarimizda uchratishimiz mumkin. Adabiyotshunos Jumagul Jumaboyeva "Hozirgi o`zbek she'riyatida milliy o`ziga xoslik" deb nomlangan maqolasida ramziylik haqida shunday fikr yuritadi: "Badiiy adabiyotda, realistik tasvir jarayonida ramziylikdan foydalanish juda kata ahamiyatga ega. Ramziylik orqali ijodkor real,

hayotiy masalalarning juda muhim tomonini ochib berish imkoniga ega bo`ladi". [2] Ikki xil uslubdagi ijod na'munalarida nafs obrazini ma'nolarini talqin qilar ekanmiz, yaratilgan obrazning o`zi bizga hozirgi davr she'riyatida ham ikki xil yo`nalishda ijod qiluvchilarni ajratib beryapti. Birinchisi – shu paytgacha yoki hozirgi davrda ham Yassaviy, Kubro, Navoiy, Boburlarning ijod uslubidan, ya'ni tasavvufiy adabiyotdan kelib chiqib ijod qilayotgan ijodkorlar: Asqar Mahkam, Jamol Kamol, Mirzo Kenjabek, Ibodat Rajabova kabilari bo`lsa, ikkinchisi – Usmon Azim, Abduvali Qutbiddinб Omon Matjon va boshqalardir. Ikkinchi uslub egalarining ijodlarida obraz ramziy biron narsa orqali ifodalanib mohiyat saqlanib qolgan. Shunday teran fikrli ijodkorlarimizdan biri Usmon Azim she'riyatini tahlilga tortamiz. Uning " Chumoli haqida nutq" she'rida aynan bugungi kunning qorin uchun yashaydigan insoni obrazi ramziy gavdalantirilgan:

> "Mehnatkash" deb olganing unvon,
> Shoirlarning g`arib xayoli.
> Mening esa, azaldan ayon,
> Nafratim bor senga, chumoli.
> G`ivirlaysan. Terga botasan,
> Tirikchilik solar ne ko`yga.
> Nima ko`rsang, uyga tortasan –
> Uyga… Uyga… Qorong`u uyga.

She'rning boshlanish misralaridan ayon bo`ladiki, mukammal lirik kompozitsiya hosil qilingan. Shoir dastlabki banddayoq asarning ekspozitsiyasini –nima uchun chumoli mehnatini yomonlikka yo`yayotganini ochadi. Tirikchilik insonni hark o`yga solishi mumkin, ammo me'yordan ortiq narsalar uchun tinmay qorin-qursoq yo`lida yugurish nafsning alomatidir. Qorong`u uy obrazi orqali ham hech kimga hech qanday naf kelmaydigan, hammaga ham ayon bo`lavermaydigan insonning ichki xohish-istaklar mayli tasvirlanadi. Bu mayl uni doim hammadan ko`proq narsaga ega bo`lishga, har qanday yo`l bilan bo`lsa-da ko`proq narsa orttirishga undaydi. Bu mayl – moddiy dunyoga bo`lgan muhabbbat insonni tevarak atrofdan ayiradi va qorong`ulik –yakkalik – o`zbo`larchilik sari yetaklaydi. Inson –hissiyotsiz toshga aylanib fikr-xayoli kamchiliklarni to`ldirish bilan band bo`lib qoladi. Shoir shuning uchun ham uchinchi bandda chumolini "tosh" deb ataydi:

> Hasharotlar aro sen – toshi,
> Bahorga ham boqmaysan qiyo.

To`rtinchi bandda og`iz insonga nima uchun berilganini izohlaydi:

> Og`iz qalbni aytish uchunmas,

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[2] Hozirgi o`zbek adabiyotining milliy o`ziga xosligi. – T.: Fan , 1984. –B.169

Ovqat uchun yaralgan go`yo.

Insonni ikki xil nafs boshqaradi. Bularning bittasi, bilasizki, og`izdir. Til og`izda joylashgani uchun shoir bevosita umumiy ta'rifni og`izga berib qo`ya qolgan. og`izning umumiy harakatidan nutq paydo bo`lgani uchun ham uning eng asosoiy vazifasi insonning qalbidagilarini bayon etuvchi vosita bo`lmog`i lozim. Nima uchun biz misralarni tahlilga tortar ekanmiz chumolining oddiy tirikchilik uchun qilgan mehnatini qoralayapmiz. Shoir chumoli iniga tashiydigan donning me'yoridan ortishini, chirib yotganini tasvirlaydi. Shunda ham uning to`xtamaydigan, bas , deya olmaydigan, tinimsiz harakatlarida qanday maqsad yotganini beshinchi bandda bayon etadi:

Xayolingda o`zing, bir o`zing –
Yutmoqchisan dunyoni tamom.[3]

Shoir she'r voqealariga ijtimoiy tus berishni oltinchi banddan boshlaydi va yettinchi bandda davlat idoralarida o`tirib, xalq mulklarini lavozimlari orqasidan yeb yotgan badnafslarni ochiqdan-chiq oshkor qiladi:

Chumolilar bormoqda qator,
Idoralar mashinasida.

Voqealar rivojida amaldorlarning o`z vazifasini bajarmay quruq ish olib borishi, hech og`rinmay o`z mansabidan foydalanib farzandlarini Oliy ta'lim muasssasalariga joylab, pulning zo`ri bilan diplomgacha sotib olib berayotganlarini yozadi:

Peshtaxtaga biri yonboshlab,
Boshchasini quvnoq qashiydi.
Biri bo`lsa gul kabi yashnab,
Farzandiga diplom tashiydi.

Asarning kompozitsion qurilishi davom etar ekan, bunday badnafs chumolilarga qarshi kurashishda chora – yechimni oxirgi ikki bandda oshkor qiladi:

Hammasini topib kelib, eng
Oliy jazo bermoq xayolim…
O`ylab qoldim – she'r o`ldirara keng,
Mana, yozdim: "Sizlar – chumoli!.."
Tugayapti she'rim. Ketaman.
Uzr, jonim bo`g`zimga yetdi.
Chumolini o`ylab turing. Men
Ninachini ko`rgani ketdim. [4]

Shoir so`nggi bandda chumoliday hashoratlar sinfiga kiruvchi ninachi obrazini tahlil qilishga bel bog`laganini bayon qiladi. Bitta chumol shuncha ishni amalga oshirsa

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[3] Azim, U. Tanlangan asarlar. Birinchi jild. – T.:G`afur G`ulom nomidagi nashriyot-matbaa ijodiy uyi, 2016. –B. 52.
[4] Azim, U. Tanlangan asarlar. Birinchi jild. – T.:G`afur G`ulom nomidagi nashriyot-matbaa ijodiy uyi, 2016. –B. 54.

ninachi nimalarga qodir ekan?. Bular jamiyatdagi turli tamagir insonlar obrazining ramziy ifodasi edi. Usmon Azim novator ijodkor sifatida nafs quliga aylangan insonlar ko`rinishini yangicha tasvirda bera oldi.

Usmon Azimning yana bir she'rida abstrakt lirik qahramon tasviri orqali bugungi kunning ochko`z insoni timsoli yaratiladi. She'r birinchi misralardayoq lirik qahramonning qaysi yo`lda ekanligini, o`y-xayollari nimalar bilan bandligini, hayotda yashashdan maqsadini ayon qiladi:

Uning qo`llari qaltirab pul sanaydi,

Yolg`on gapiradi lablari,

Oyog`i faqat bozorga boradi,

Bozordan – uyga…

Begona yostiqda

begona xotinning

qo`ng`ir-qo`ng`ir sochlari yonida yotadi,

ustarada qirilgan tap-taqir boshi.

Ko`zlari faqat "o`zidan kattta"ni taniydi,

"O`zidan kattta"ning mashinasini,

Bola-chaqasini ,

qarindosh –urug`ini,

hatto kuchugini…[5]

She'rdagi "pul", "bozor", "begona ayol" , "o`zidan katta" obrazlaridan ma'lumki, bu nafsiga qul insonning tasviri. "Tap-taqir bosh" esa endi boylikdan boshqasini o`ylamaydigan, fikr-xayolsiz manqurt insonning boshi ifodasidir. Nafsga berilgan insonning manqurtdan farqi qolmaydi. She'r so`nggida shunday misralar bor:

Ko`kragida bo`lsa yuragi…

Yuragi…

Yuragi… Qayda?

Yurak, aql, mehr kabi insoniy fazilatlar bunday insonlardan yiroqlashadi. Shoir ham o`z qahramonining yuragini shuning uchun ham yo`qotib qo`yadi.

Foydanilgan adabiyotlar:

1. Hozirgi o`zbek adabiyotining milliy o`ziga xosligi. – T.: Fan , 1984. –B.169

2.Azim, U. Tanlangan asarlar. Birinchi jild. – T.:G`afur G`ulom nomidagi nashriyot-matbaa ijodiy uyi, 2016. –B. 52.

3.Azim, U. Tanlangan asarlar. Birinchi jild. – T.:G`afur G`ulom nomidagi nashriyot-matbaa ijodiy uyi, 2016. –B. 54.

[5] Azim, U. Tanlangan asarlar. Birinchi jild. – T.:G`afur G`ulom nomidagi nashriyot-matbaa ijodiy uyi, 2016. –B. 280.

O'BEKISTONDA MAKTABGACHA TA'LIM TIZIMIDA INKLYUZIV TA'LIM TIZIMINI RIVOJLANTIRISHDA CHET EL TAJRIBASI

Saidova Masturaxon Abdurashidovna
Farg'ona viliyati Qo'qon shaxar 59-son DMTT direktori

Annotatsiya: Ushbu maqolada mamlakatimizda joriy qilinayotgan yangi ta'lim tizimi ya'ni inklyuziv ta'lim tizimining takomillashuvi, va bu ta'lim tizimi maktabgacha ta'lim tashkilotlarida ham joriy qilinganligi, maktabgacha ta'lim tizimidagi imkoniyati cheklangan bolalarga o'z tengdoshlari qatorida ta'lim berish va shu bilan bir vaqtda ularning ehtiyoji hamda qobiliyatlariga qarab individual yondoshish, inklyuziv ta'lim tizimini rivojlantirish maqsadi va vazifalari haqida so'z boradi.

Аннотация: В данной статье в новой образовательной системе, внедряемой в нашей стране, а именно совершенствовании системы инклюзивного образования, и внедрении этой образовательной системы в организациях дошкольного образования, дети с ограниченными возможностями здоровья в системе дошкольного образования находятся среди своих сверстников. образования и при этом индивидуальный подход, исходя из их потребностей и способностей, обсуждаются цели и задачи развития системы инклюзивного образования.

Abstract: In this article, the new educational system introduced in our country, i.e., the improvement of the inclusive education system, and the introduction of this educational system in preschool education organizations, children with disabilities in the preschool education system are among their peers. education and, at the same time, an individual approach based on their needs and abilities, the goal and tasks of developing an inclusive education system are discussed.

Kalit so'zlar: ta'lim, tarbiya, inklyuziv, rivojlanish, takomillashuv, harakat, inklyuziya, ijodiy yondashuv, maxsus ta'lim, uyg'unlashish.

Ключевые слова: образование, образование, инклюзивное, развитие, совершенствование, движение, инклюзия, творческий подход, специальное образование, адаптация.

Key words: education, education, inclusive, development, improvement, movement, inclusion, creative approach, special education, adaptation.

Mamlakatimizda ta'lim sifatini oshirish uchun avvalo, tarbiyachilarning qobiliyatlari va holatidan qat'i nazar, ularning barchasiga sifatli ta'lim taqdim etilishi kerak. O'quv reja, o'quv mashg'ulotlar maxsus ehtiyojli tarbiyalanuvchilarning

imkoniyatlariga moslashuvchan bo'lishi kerak. Bolaning maxsus ta'limga bo'lgan ehtiyojlari har qanday integratsiya faoliyatining asosini tashkil etishi kerak. Shaxs ehtiyojlarining darajalari va turlari har xil bo'lganligi tufayli bunday faoliyatlar moslashuvchan bo'lishi talab etiladi. L.S.Vigotskiy fikricha nuqsonli tarbiyalanuvchini yetuk qilib tarbiyalashning vazifasi tarbiyalanuvchidagi nuqsonlarni kompensatsiya qilish va uning integratsiyasini ta'minlash deb hisoblaydi va buning uchun shunday ta'lim tizimini yaratish kerakki maxsus yordamga muhtoj tarbiyalanuvchi mashg'ulot o'ish jarayonida har tomonlama rivojlansin. Ya'ni L.S.Vigotskiy umumiy va maxsus ta'limni uyg'unlashtiradigan ta'lim tizimini tashkil etishni maxsus yordamga muhtoj bolalarni umumta'lim tizimida o'qitishni e'tirof etgan. Imkoniyati cheklangan tarbiyalanuvchini oddiy sharoitga joylashtirish integratsiyaga qarab qo'yilgan birinchi qadamdir.

Maktabgacha ta'limda inklyuziv ta'lim deganda barcha bolalar, jumladan, imkoniyati cheklangan bolalar, maxsus ehtiyojlarga ega yoki o'ziga xos xususiyatlarga ega bolalar uchun teng ta'lim olish imkoniyatini yaratish nazarda tutiladi. Inklyuziv ta'lim har bir bolaning shaxsiy ehtiyojlariga moslashgan ta'lim jarayonini tashkil etishga qaratilgan.

Inklyuziv ta'limning maqsadi:

➕ **Barchaga teng imkoniyat yaratish**: Bolalarning imkoniyatlari va ehtiyojlari qanday bo'lishidan qat'i nazar, ularning ta'lim olish huquqini ta'minlash.

➕ **Ijtimoiy integratsiya**: Bolalarni jamiyatga moslashtirish, ularning ijtimoiy ko'nikmalarini rivojlantirish.

➕ **Shaxsiy rivojlanish**: Har bir bolaning individual qobiliyatlari va imkoniyatlarini ochish va qo'llab-quvvatlash.

Maktabgacha ta'limda inklyuziv ta'limni amalga oshirish:

➕ **Muvofiqlashtirilgan dasturlar**: Bolalarning ehtiyojlarini hisobga olgan holda moslashtirilgan ta'lim va o'yin dasturlarini ishlab chiqish.

➕ **Pedagoglar malakasini oshirish**: O'qituvchilar va tarbiyachilarni inklyuziv ta'lim tamoyillari asosida tayyorlash va ularning bolalar bilan ishlash bo'yicha malakasini oshirish.

➕ **Jismoniy muhitni moslashtirish**: Maktabgacha ta'lim muassasalarini nogironligi bo'lgan bolalar uchun mos sharoitlar (liftlar, rampa, moslashtirilgan mebel) bilan ta'minlash.

➕ **Oila bilan hamkorlik**: Ota-onalarni inklyuziv ta'lim jarayoniga jalb qilish, ular bilan muntazam muloqot olib borish.

➕ **Psixologik va ijtimoiy qo'llab-quvvatlash**: Bolalarning ruhiy va ijtimoiy rivojlanishiga yordam beruvchi xizmatlarni tashkil qilish.

Rossiyada inklyuziv ta'limni rivojlantirish -Bugungi kunda Rossiya

Federatsiyasida inklyuziv ta'lim tizimi mavjud. Bu, bir tomondan, bolani o'qitishda moslashuvchan yondashuvni rivojlantirish uchun, boshqa tomondan, unga sog'lom tengdoshlar jamoasida o'qish imkoniyatini berish uchun mo'ljallangan. Maxsus, axloq tuzatish maktabgacha ta'lim tashkilotlari va maktab-internatlarda bo'lgani kabi, faqat kasal odamlar atrofida yolg'iz qolmang. Ammo amalda Rossiyada inklyuziv ta'limni rivojlantirish bir qator muammolarga duch keladi:

• Tarbiyachilar adashishadi, o'zlarining qobiliyatsizligini his qilishadi - axir ular nogiron tarbiyalanuvchilar bilan, nogiron tarbiyalanuvchilar bilan ishlaydigan tarbiyachi roliga tayyor emas edilar;

+ hatto tarbiyalanuvchini butun qalbi bilan sevadigan tarbiyachilar ham bolaning noo'rin xatti-harakatlari sabablarini tushunib etishlari va unga bu muammoni engishga yordam berishlari nihoyatda qiyin bo'lib, bu ta'lim jarayonini sezilarli darajada murakkablashtiradi;

+ tarbiyachilarga bunday tarbiyalanuvchilar bilan ishlash uchun ishlatilishi mumkin bo'lgan aniq, tushunarli ko'rsatmalar, maxsus o'quv qo'llanmalari yoki ish daftarlari etishmaydi;

+ zamonaviy maktabgacha ta'lim tizimi orasida tajovuzkorlik va bezorilik odatiy hol emas, shuning uchun sog'lig'i buzilgan tarbiyalanuvchi uchun xavfsizlik sharoitlarini yaratish oson emas.

Sinov va xato bilan ko'r-ko'rona harakat qilishingiz kerak. Amalda turli xil yondashuvlarni sinab ko'ring va yangilarini o'zingiz ishlab chiqing. Ammo muammo shundaki, bitta "maxsus" bola bilan to'plangan tajriba boshqa talaba uchun umuman befoyda bo'lishi mumkin. Nima qilish kerak?

Qozog'istonda 2003 yil „Maxus ehtiyojli bolalarni korreksion ijtimoiy va tibbiypedagogik qo'lab-quvvatlash haqidagi'' Qonun qabul qilinadi. Bu qonun asosida mahsus ehtiyojli bolalarni umumta'lim muassasalarida ta'lim-tarbiya berish, korreksion pedagogik ish olib borish maqsadida reabilitatsion markazlar, psixologik-pedagogik korreksiya xonalari, mahsus maktab va maktabgacha ta'lim muassasalarida qoshida qisqa muddatli guruhlar tashkil etildi. Inkyuziv ta'limga kadrlarni tayyorlash uchun oliy ta'limda „Maxsus pedagogika''„Maxsus psixologiya'' „Maxsus metodikalar" kurslari kiritildi. Bu kabi kurslar kadrlar malakasini oshirishga xizmat qiladi.

Finlyandiya

• **Tamoyillar:** "Hamma uchun teng ta'lim" prinsipi asosida ish olib boriladi.

+ Imkoniyati cheklangan bolalar umumiy sinflarda o'qiydi.

+ Ta'lim jarayonida moslashuvchan yondashuv qo'llaniladi.

+ Bolalar uchun qo'shimcha yordam va maxsus mutaxassislar ta'minlanadi.

• **Xususiyat:** Finlyandiyada inklyuziv ta'lim sifatni oshiruvchi vosita sifatida qaraladi, ta'lim jarayoni ko'p qirrali pedagogik yondashuvlarga asoslanadi.

Xitoyda integratsiyalash jarayoni barcha umummillat ma'lumotlarini yig'ish, tajriba almashish, muloqot va fikr almashish, kadrlarni tayyorlash,maktabgacha ta'lim va maktab o'quv jarayonlarini isloh kilish,maktabgacha ta'lim tashkilotlari xodimlari bilan uchrashuv va savol javoblar o'tkazish hamda barcha axborotlarni yig'ib tahlil qilishdan boshlandi. Nuqsonli bolalar ta'limi Xitoy ta'lim tizimida birmuncha yangi edi. Har bir tumanda integratsion ta'lim borasida seminarlar uyushtirildi. 8 ta o'quv seminarida 1000 dan ortiq kishilar ishtirok etdilar. Bir qancha pedagogika institutlarida nuqsonli tarbiyalanuvchilarga ta'limi nomli o'quv kurslari o'tila boshladi. (Ainscov M., va boshkalar 1996 yil). Xitoyda Internet tizimidagi elektron resurs markaz orqali mutaxassislarning bilim va malakalaridan foydalangan holda butun mamlakat hududidagi alohida ehtiyojli tarbiyalanuvchi va shaxslarning ta'lim olish talabini qondirish imkoniyati paydo bo'ldi. Mazkur dastur maxsus ehtiyojli bolalarni ta'lim jarayoniga kiritish bo'yicha boshqa chora-tadbirlarga qo'shimcha yordam sifatida qo'llaniladi. Ayrim hollarda esa ta'lim berish va rivojlantirish imkonini beruvchi yagona vosita bo'lib qoldi.

Hindistonda 1 yoshdan 14 yoshgacha bo'lgan bolalar 2.000.000 ni tashkil etadi. Ta'lim tizimini rivojlantirish 1947-yilda mamlakat mustaqillikga erishgandan so'ng qonuniy tasdiqlangan. 1986- yilda ishlab chiqilgan va 1992-yilda milliy ta'lim qonuniga ko'pgina mutaxassislar va turli shtatlarning vakillari ishtirokida hamda boshqa tegishli fuqarolarning hamkorlikdagi sayiharakati bilan qo'shimchalar kiritilgan. Mamlakatda istiqomat qiluvchi barcha fuqarolarning ta'lim olish huquqi kafolatlangan. Ta'lim to'g'risidagi qonunning asosiy bandida rivojlanishida alohida ehtiyoji bo'lgan bolalarni barchalar qatori ta'lim olishi va ular o'rtasidagi to'siqlarni bartaraf qilinishi qayd etilgan. Shuningdek qonunda mamlakatda yashovchi fuqarolarning ko'p tilligi va diniy-ijtimoiy, madaniy rivojlanishining xususiyati hamda mamlakatda yashovchi nogiron bolalar, qiz bolalar har-xil hududlarda yashovchi mayda millat bolalari, ijtimoiy himoyaga muhtoj ekanligi aniqlanib ularga qo'shimcha ravishda e'tibor berilib, ta'lim olish huquqi ta'kidlangan. Keyingi vaqtda ta'lim olishning bir qator mavhum tizimi rivojlana boshladi. Bunday tizimni shakllantirish yaxlit bitta vazirlik doirasida bo'lishi kerak" deb ,ta'kidlaydi :- Keralin Daier. Ushbu shakllangan ta'lim tizimining vazifasi o'yin orqali o'qitishga asoslangan yangi ishlab chiqilgan dastur yordamida, o'qituvchi o'quvchiga yondoshish yo'li bilan o'qitish talab etiladi.

Xulosa qilib aytadigan bo'lsak, maktabgacha ta'lim tizimida inklyuziv ta'limning ahamiyati shundaki, imkoniyati cheklangan tarbiyalanuvchilarni ilk yoshlaridanoq sog'lom tarbiyalanuvchilar qatoriga qo'shib sifatli ta'lim olishini

ta'minlagan holda bolada ruhiy va jismoniy hissiyotlarini va haraktlarini rivojlantirishdir. Nuqsoni bor tarbiyalanuvchilarni har tomonlama tarbiyash orqali ularni ona-Vatanga, tabiatga nisbatan go'zallikni his etishga, tafakkurini rivojlantirishga, bolalarning talab-ehtiyojlarini qondirishga xizmat qiladi.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA MA'NAVIY-MA'RIFIY ISHLARNI TASHKIL ETISHNING MAQSADLARI

Kurbanova Mahfuza Shodiyevna

Farg'ona viloyati Furqat tumani 45-son DMTT direktori

Annatatsiya: Ushbu maqolada maktabgacha ta'lim tizimda olib borilayotgan ma'naviy-ma'rifiy ishlarni tashkil qilish. Hozirgi kunda bollar salomatligi va psixologiyasiga ta'siri, va ma'naviy marifiy ishlarni maktabgacha ta'lim tizimida samarali tashkil qilish haqida aytib o'tilgan.

Аннотация: В данной статье рассматривается организация духовно-просветительской работы, осуществляемой в системе дошкольного образования. В настоящее время говорится о влиянии на здоровье и психологию детей, эффективной организации духовно-просветительской работы в системе дошкольного образования.

Annotation: In this article, the organization of spiritual and educational work carried out in the preschool education system. Currently, it is mentioned about the impact on the health and psychology of children, and the effective organization of spiritual and educational work in the preschool education system.

Kalit so'zlar: bolalar, maktabgacha ta'lim tashkilotlari, ma'naviyat, ma'rifat, tadbirlar, she'r, raqs.

Ключевые слова: дети, дошкольные образовательные организации, духовность, просветительство, деятельность, поэзия, танец.

Key words: children, preschool educational organizations, spirituality, enlightenment, activities, poetry, dance.

O'zbekiston Respublikasi Prezidentining mamlakatimizda ma'naviyma'rifiy ishlar samaradorligi va ta'sirchanligini oshirish, xalqimiz o'rtasida hamjihatlik va hamkorlikni yanada mustahkamlash, milliy qadriyat, an'ana va urf-odatlarni keng targ'ib qilish, badiiy ijod va kitobxonlik madaniyatini faol qo'llab-quvvatlash maqsadida

Maktabgacha ta'lim tizimi bolalarda ma'naviy-ma'rifiy fazilatlarni shakllantirish va ularning har tomonlama rivojlanishini ta'minlashda muhim o'rin tutadi. Ma'naviy-ma'rifiy ishlarni tashkil etish quyidagi ustuvor yo'nalishlar orqali amalga oshiriladi:

Milliy qadriyatlar va urf-odatlarni bolalar ongiga singdirish

➤ **Mahalliy urf-odatlar va an'analar:** Bolalarda Vatanparvarlik, milliy o'zlik va tarixiy madaniyatga hurmat tuyg'usini shakllantirish.

➤ **Milliy bayramlar va tadbirlar:** Mustaqillik kuni, Navro'z, Qurbon hayiti kabi milliy bayramlarni tashkil etish va ularda faol qatnashish.

➢ **Ertaklar va xalq og'zaki ijodi:** Bolalarga xalq ertaklari, maqollar, matallar va hikoyatlar orqali ma'naviy qadriyatlarni o'rgatish.

Vatanparvarlik va davlat ramzlariga hurmatni oshirish

➢ **Davlat ramzlarini o'rgatish:** O'zbekistonning davlat bayrog'i, gerbi va madhiyasini bolalar ongiga singdirish.

➢ **Vatan tarixi va madaniyatini o'rgatish:** Oddiy va qiziqarli tarzda mamlakatning tarixi va mashhur shaxslari haqida bilim berish.

➢ **Mahalliy diqqatga sazovor joylarga sayohatlar:** Bolalarni tarixiy yodgorliklarga olib borish orqali ularning bilim va taassurotlarini oshirish.

Bugungi kunda, maktabgacha ta'lim tashkilotlarida ta'lim-tarbiya sifatini oshirish maqsadida "Mahorat maktabi" faoliyati yo'lga qo'yilgan. "Mahorat maktabi" ning yo'lga qo'yilishi ta'lim-tarbiya sifatini oshirishga turtki bo'lmoqda. Bu maktabning faoliyati o'quv-metodik faoliyatini muvofiqlashtirish, metodik tavsiyalar ishlab chiqish, zamonaviy ta'lim texnologiyalarini faoliyatda o'rinli qo'llash, ilg'or tajribalarni topish va ular faoliyatini ommalashtirish orqali maktabgacha ta'limda ta'lim-tarbiya sifatini yanada yaxshilash, takomillashtirish bo'yicha maqsadli, samarali ishlarni amalga oshirishdan iboratdir.

Doimiy ma'naviy-ma'rifiy tadbirlarni tashkil etish

• **Haftalik va mavzuli tadbirlar:** Har haftada yoki oyda ma'lum bir mavzu bo'yicha tadbirlar tashkil etish (do'stlik haftaligi, milliy madaniyat kuni).

• **Ijodiy tanlovlar va ko'rgazmalar:** Bolalar ijodiyotini rivojlantiruvchi tanlovlar, rasm chizish, qo'l mehnati ko'rgazmalarini tashkil qilish.

• **Bolalar teatrlari va musiqiy dasturlar:** Bolalarni san'at orqali tarbiyalash maqsadida maxsus teatrlashtirilgan dasturlarni tashkil qilish.

Bundan tashqari maktabgacha ta'lim tashkilotlarida "Ochiq eshiklar kuni" belgilangan tartib asosida tashkil etildi. Maktabgacha ta'lim tashkilotlarida ma'naviy-

ma'rifiy ishlar samaradorligini oshirish hamda ta'lim-tarbiyada milliylikni singdirish maqsadida "Zumradoylar davrasida" nomli ko'rik-tanlovlar tashkil etilib kelinmoqda. MTTlarda faoliyati yo'lga qo'yilgan

"Zumradoylar davrasi" to'garagi qiz bolalarda mehnatsevarlik, to'gari so'zlik, rostgo'ylik, kamtarlik, do'stlariga, yaqinlariga, qarindoshlariga nisbatan mehr-muhabbatli bo'lishga, sog'lom turmush tarzini tarbiyalashga qaratilgan. Shu bilan birga to'garakda bolalar ota-onasini ko'maklashish, ilm olishga qiziqish, bo'sh vaqtini

bekor oʻtkazmaslik, tozalikka rioya qilish, kattalar oldida odob saqlash, pazandalikdan ilk saboqlar olish kabi qator axloq odob qoidalarini oʻrganishadi.

Axloqiy fazilatlarni rivojlantirish

• Bolalarda mehr-oqibat, hamdardlik, halollik, rostgoʻylik, va boshqalarga yordam berishga tayyorlik kabi fazilatlarni tarbiyalash.

• Bolalarga odob-axloq qoidalarini oʻrgatish va ular hayotida amal qilish zarurligini tushuntirish.

Maktabgacha yoshning xususiyati shundan iboratki, ushbu davrda aynan umumiy rivojlanish ta'minlanadi, natijada kelajakda har qanday ijtimoiy bilim, malaka, koʻnikma va faoliyatning turli koʻrinishlarini egallash uchun poydevor yaratiladi. Ta'lim jarayoni bola shaxsiga yoʻnaltirilganligidan kelib chiqib, maktabgacha yoshdagi bolalarning ta'lim-tarbiyasi shaxsning rivojlanishida ijodiy va insonparvarlik tamoyillariga asoslangan holda ta'lim-tarbiyaning usul va uslublari tizimidan tashkil topgan hamkorlik pedagogikasi tamoyillariga tayanib amalga oshirilishi lozim. Pedagogik hamkorlikning asosiy holatlari-ta'limga tarbiyachi va bolaning oʻzaro ijodiy hamkorligi sifatida munosabat; majburlamasdan oʻqitish; qiyin maqsad gʻoyasi (bolaning oldiga murakkab maqsad qoʻyiladi va uni yengib oʻtishiga ishonch hissi singdiriladi); tayanchdan foydalanish (tayanch signallar); oʻz-oʻzini tahlil qilish (bolalar faoliyati natijalarini yakka tartibda va jamoa boʻlib muhokama qilish); erkin tanlov (tarbiyachi tomonidan ixtiyoriy ravishda bolalarning oʻquv dasturini yaxshiroq oʻzlashtirishlarini maqsad sifatida belgilab oʻqitish vaqtini tanlashi); guruhning intellektual foni (oʻqitishning mazkur bosqichida ahamiyatli hayotiy maqsadlarni qoʻyish va tarbiyalanuvchilar tomonidan dasturga nisbatan kengroq bilimlar egallash); shaxsga yoʻnaltirilgan ta'lim, tarbiyachi va ota-onalar hamkorligi.Ta'limning natijalari bolada hozirjavoblik, mehribonlik, muloqotchanlik, rostgoʻylik, haqiqatparvarlik, maqsad sari intilish, tashabbuskorlik, dadillik, tashkilotchilik, mehnatsevarlik, javobgarlikni his qilish, ziyraklik, vazminlik, mardlik, mustaqillik, ishchanlik, kuzatuvchanlik, topqirlik kabi shaxsiy fazilatlarning oʻzgarishida namoyon boʻladi.

Tarbiya qancha mukammal boʻlsa, xalq shuncha baxtli yashaydi. Ma'naviyatning asosida avvalo tarbiya yotadi. "Tarbiya qancha mukammal boʻlsa, xalq shuncha baxtli yashaydi", deydi donishmandlar. Tarbiya mukammallik kasb etishi uchun esa, bu masalada boʻshliqqa yoʻl qoʻyib boʻlmaydi. Hozirgi kunda mamlakatimizda kitobxonlik saviyasini oshirish, mutolaa madaniyatini yuksaltirishga katta ahamiyat berilayotgani hammamizga ma'lum. Koʻplab bolalarimiz kitob, internet

orqali zamonaviy bilimlarni egallamoqda, shu bilan birga qanchadan-qancha yoshlar kitobdan uzoqlashib, qimmatli vaqtini ijtimoiy tarmoqlarda o'tkazmoqda. Biz yillar davomida qayta-qayta inson qalbi va ruhini izdan chiqarishga qaratilgan mafkuraviy tahdidlar, axborot xurujlari avj olgan tahlikali bir davrda yashayapmiz, degan fikrni aytib keldik. Ammo bugun dunyoda sodir bo'layotgan mafkuraviy jarayonlar har qachongidan ham ko'ra tahlikaliroq tus olmoqda.

Xulosa shuki, Maktabgacha ta'lim tashkilotlarida ma'naviy-ma'rifiy ishlarni tashkil etishning ustuvor yo'nalishlari bolalarning ma'naviy, axloqiy va madaniy rivojlanishini ta'minlashga qaratilgan. Milliy qadriyatlar, zamonaviy texnologiyalar va jamoaviy faoliyat orqali bu jarayonni yanada samarali qilish mumkin. Maqsad, bolalarni bilimli, vatanparvar va odobli shaxslar qilib tarbiyalashdir. Shu bois ham u hamisha, har bir davrda bu sinovu tahdidlardan kuchli bo'lib, qudratga to'lib o'tadi. Negaki, unga davru davronlarga uyg'onish baxsh etuvchi sohibdillar ezgu amallari birla quvvat baxsh etadi. Boshlanayotgan ma'naviyat bahori barchamizga muborak bo'lsin!

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MAKTABGACHA TA'LIM TASHKILOTLARI RAHBARLARI TOMONIDAN TA'LIM SIFATNI BOSHQARISH OQALI TA'LIM SAMARADORLIGINI OSHIRISH

Xudaybakova Dilrabo Raimovna
Sirdaryo viloyati Boyovut tumani 7-son DMTT direktori

Annotatsiya. Maqolada ta'lim sifatini boshqatish,ta'lim tizimini sifatli tashkil qilish, zamonaviy sifatli ta'lim tizimini yaratish, ta'lim samaradorligini oshirsh to'g'risida ma'lumotlar keltirilgan.

Annotatsiya. Statya soderjit informatsiyu ob upravlenii kachestvom obrazovaniya, kachestvennoy organizatsii sistemы obrazovaniya, sozdanii sovremennoy sistemы kachestva obrazovaniya, povыshenii effektivnosti obrazovaniya.

Abstract. The article contains information on managing the quality of education, quality organization of the education system, creating a modern quality education system, and increasing the effectiveness of education.

Kalit so'zlar: ta'lim sifati menejmenti, ta'lim muassasasi,ta'lim sifati, ta'lim samaradorligi, ta'lim jarayonlarini tashkil qilish, ta'lim jarayonlaribi boshqarish, vazifalar, tamoyillar.

Klyuchevыe slova: upravleniye kachestvom obrazovaniya, obrazovatelnoye uchrejdeniye, kachestvo obrazovaniya, effektivnost obrazovaniya, organizatsiya obrazovatelnogo protsessa, upravleniye obrazovatelnыm protsessom, zadachi, prinsipы.

Key words: educational quality management, educational institution, educational quality, educational efficiency, organization of educational processes, management of educational processes, tasks, principles.

Vatanimiz ta'limi keng qamrovli islohotlarni hamda qayta qurish ishlarini amalga oshirishdek murakkab jarayonni boshidan kechirdi va kechirmoqda. Ulardan ko'zda tutilgan maqsad maktab faoliyatini demokratlashtirish uning, insonparvarlik tamoyillarini rivojlantirish, shu asosida o'quv tarbiya ishlari mazmunini, uning shakl va uslubini kompleks yangilash va yanada takomillashtirishdan iboratdir.Yangilangan ta'lim to'la ma'noda yangicha tafakkur, sog'lom fikr demakdir. Demak, ta'lim sifatini boshqarish ta'lim tizimidagi boshqaruv faoliyatining mavjud nazariyasi va amaliyotini muhim elementlar bilan to'ldiradi, ya'ni u ta'limni boshqarish yaxlit tizimining tarkibiy qismi sifatida amalga oshiriladi.

Maktabgacha ta'lim tashkilotlarida ta'lim sifatini boshqarish - bu maktabgacha ta'limda sifatni ta'minlash va oshirishga yo'naltirilgan tizimli jarayonlardir. Bu jarayon nafaqat ta'limning sifatini oshirish, balki bolalar uchun samarali va ta'sirli ta'lim muhitini yaratishga qaratilgan. O'zbekiston Respublikasi maktabgacha ta'lim tizimida sifatni boshqarish quyidagi asosiy yo'nalishlarni o'z ichiga oladi:

Ta'lim dasturlarini yangilash va rivojlantirish

➢ Maktabgacha ta'lim dasturlari va o'quv rejalari doimiy ravishda yangilanib boriladi, bu orqali bolalar uchun eng samarali o'quv materiallari va metodikalar taqdim etiladi.

➢ Ta'lim dasturlari bolalar psixologiyasiga moslashtirilgan bo'lishi kerak.

Ta'lim jarayonida ota-onalarning ishtiroki

➢ Ota-onalar bilan hamkorlikni rivojlantirish va ta'lim jarayoniga ularning faol ishtirokini ta'minlash.

➢ Ota-onalar maktabgacha ta'lim muassasalariga doimiy ravishda jalb qilinib, bolalar rivojlanishini qo'llab-quvvatlashda faol bo'lishlari kerak.

Pedagogik kadrlarning malakasini oshirish-Maktabgacha ta'limda eng asosiy rol o'qituvchiga tegishli. O'qituvchilarning kasbiy malakasini oshirish, pedagogik texnologiyalarni o'rganish, zamonaviy o'quv metodikalaridan foydalanish ta'lim sifatini yaxshilashda muhim ahamiyatga ega. O'qituvchilarning bolalar bilan muloqot qilish qobiliyati, pedagogik yondashuvlar va individual ehtiyojlarga moslashtirish pedagogik faoliyatning asosiy mezonidir.

Sifatni nazorat qilish tizimi-Sifatni boshqarishning samarali tizimi o'qituvchilarning ishini baholash va monitoringini o'z ichiga oladi. Bu jarayon ta'lim muassasasining ichki va tashqi nazorati, o'quvchilarning ta'lim ko'rsatkichlari va natijalarini tahlil qilish orqali amalga oshiriladi. Ta'lim muassasasida o'qituvchilarning faoliyatini muntazam ravishda baholash va pedagogik sifatni doimiy ravishda oshirishga qaratilgan choralar ko'rish talab etiladi.

Ta'lim sifati tashqi auditini jalb qilgan holda o'quv muassasasi faoliyatini tizimli va holis baholashga tayanuvchi ta'lim sifatini ta'minlash tizimining rivojlanish mantiqi ta'lim muassasalarida ta'lim sifati menejmenti tizimini ishlab chiqish va joriy etishni taqazo qiladi.

Bundan tashqari, o'quv muassasalarida ta'lim sifati menejmenti tizimining mavjudligi kelajakda ta'lim jarayoni sifati va natijalarini baholashning tashqi nazorati tadbirlarini ichki nazorat va o'zini-o'zi baholash natijalaridan foydalanish bilan almashtirish imkoniyatini yaratadi, mazkur jarayonlarning jamoatchilik nazoratiga ochiqligi esa ta'lim muassasasiga bo'lgan ishonch darajasini oshiradi.

➢ .

Misol tariqasida Fransiya ta'limidagi:

✛ Maktabgacha tarbiyadanoq o'quvni predmetlashtirib tashkil etish ;

✛ Boshlang'ich ta'limni 3 bosqichda puxta amalga oshirish

✛ O'quvni didaktik vositalar bilan ta'minlashga berilayotgasmn katta e'tibor.

✛ O'quv muassasalarinig turli firmalar, konsernlar, korxonalar, mustahkam aloqalari va boshqa ibratli jihatlari bizning ta'limga ham ko'chib bormoqda. Albatta ta'limga har qanday yangilik, o'zgarish, jiddiy tahlillar, tajribalar asosida kirib keladi.

Sifatning umumiy boshqaruvini joriy etish uchun rahbar quyidagilarni amalga oshirishi lozim:

➢ sifat menejmentini joriy etish, raqobat sharoitida ta'lim muassasasining maqsadi, umumiy mafkurasi, rivojlanish tamoyillarini ishlab chiqish to'g'risida strategik qarorni qabul qilishi;

➢ tashkilot maqsadlari tarkibiga sifatni ta'minlashni kiritish, uni ham ma'naviy va ham moddiy jihatdan qo'llab-quvvatlash;

➢ tashkilot oliy boshqaruvi tarkibidan sifat uchun mas'ul vakilni tayinlash;

➢ jarayonlarni boshqarishning statistik usullari va sifat menejmenti sohalari bo'yicha xodimlarni (shu jumladan, yuqori pog'ona rahbarlar tarkibidan) tayyorlash;

➢ xodimlar bilan qayta aloqani tashkil qilish (ichki iste'molchilarning fikrlari va talablarini inobatga olish);

➢ ichki audit va tashkilotdagi kamchiliklar tahlilini muntazam o'tkazib turish.

Maktabgacha ta'limda ta'lim samaradorligi — bu ta'lim jarayonining bolalarga ta'sirini, ularning intellektual, hissiy va jismoniy rivojlanishini o'lchovchi muhim ko'rsatkichdir. Samarali ta'lim jarayoni bolalar uchun nafaqat bilim olish, balki ularning ijodiy fikrlash, o'zini ifoda etish va ijtimoiy ko'nikmalarini rivojlantirishga ham yordam beradi. Ta'lim samaradorligini oshirish uchun maktabgacha ta'lim tizimi bir qator omillarni hisobga olishi kerak.

Ta'lim samaradorligi: Ta'lim jarayoni samaradorligini oshirish, ta'lim oluvchilarning mustahkam nazariy bilim, faoliyat, ko'nikma va malakalarini shakllantirish, ularni kasbiy mahoratga aylanishini ta'minlash maqsadida o'quv tarbiya jarayonida interfaol metodlardan foydalanish davr taqozosi hamda ijtimoiy zaruriyat sifatida kun tartibiga qo'yilmoqda. Hozirgi kunda o'qitishda interfaol metodlardan foydalanish, uning mazmun mohiyatini bilish, uni ta'lim jarayoniga tadbiq qilish va metodikasini

yaratish juda muhimdir. Pedagogik kadrlarni innovatsion pedagogik faoliyatga tayyorlashda ularning metodik tayyorgarligini shakll antirish jarayoniga innovatsion texnologiyalarni joriy etish mazkur jarayonning samaradorligini orttirishga zamin tayyorlaydi. O'qitishning interfaol usulubiyotlari bilish va kommunikativ faoliyatni tashkil etishning maxsus shakli bo'lib, unda ta'lim oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular biladigan va o'ylayotgan narsalarni tushunish va fikrlash imkoniyatiga ega bo'ladilar. Interfaol darslarda pedagogning o'rni qisman o'quvchilarning faoliyatini dars maqsadlariga erishishga yo'naltirishga olib keladi. Bu uslublarning o'ziga xosligi shundaki, ular faqat pedagog va o'quvchilarning birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi. Bundan pedagogik hamkorlik jarayoni o'ziga xos xususiyatlarga ega bo'lib, ularga pedagogining dars davomida befarq bo'lmaslikka, mustaqil fikrlash, ijod qilish va izlanishga majbur etilishi, o'quvchilarning o'quv jarayonida fanga bo'lgan qiziqishlarini domiyligini ta'minlanishi, pedagoglarning fanga bo'lgan qiziqishlarini mustaqil ravishda har birga yondashgan holda kuchaytirilishi, pedagogik va o'quvchilarning hamkorlikdagi faoliyatini doimiy ravishda tashkil etishlari kiradi.

Ta'lim oluvchilarning individual xususiyatlarini hisobga olish va ularning manfaatdorligini (motivasiyasini) oshirishga ko'maklashish imkoniyatlariga ko'ra, shuningdek, har xil turdagi multimediali o'quv axborotlarining uyg'unlashuvi, interfaollik, moslashuvchanlik sifatlariga ko'ra multimedia foydali va mahsuldor ta'lim texnologiyasi hisoblanadi. Interfaollikning ta'minlanishi axborotlarni taqdim etishning boshqa vositalari bilan taqqoslaganda raqamli multimedianing muhim yutuqlaridan hisoblanadi. Interfaollik ta'lim oluvchining ehtiyojlariga mos ravishda tegishli axborotlarni taqdim etishni nazarda tutadi.

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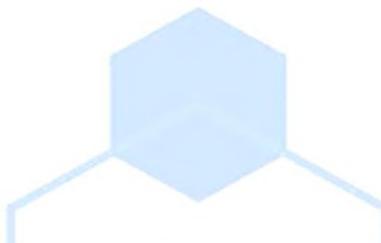
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Annotatsiya: Mazkur maqolada koinotning cheksizligi, uning paydo bo'lishi va kelajagi haqida nazariyalar keng yoritilgan. Qora tuynuklarning sirli kuchlari, galaktikalar o'rtasidagi munosabatlar, va koinotdagi boshqa olamlarning ehtimoliy mavjudligi mavzusi muhokama qilinadi. Shuningdek, insoniyatning ilmiy-texnologik rivojlanishi, jumladan, teleskoplar va sun'iy intellekt yordamida koinot sirlarini o'rganishdagi yutuqlari tahlil qilinadi. Maqola o'quvchini hayratga soluvchi va insoniyatni koinot haqidagi bilimlarini yanada kengaytirishga undovchi savollarga javob topishga yo'naltiradi. Koinot insoniyatni ilmiy va ma'naviy jihatdan boyituvchi cheksiz ufq sifatida taqdim etiladi.

Kalit so'zlar: Koinot, qora tuynuk, galaktika, Somon Yo'li, Katta portlash, hayot, cheksizlik, astrofizika, teleskop, sun'iy intellekt, yulduz, kosmos, sirlar, kelajak.

Annotation: This article explores the vastness of the universe, its origins, and its potential future. It discusses the mysterious forces of black holes, the relationships between galaxies, and the possibility of other worlds existing beyond our own. Additionally, the role of scientific and technological advancements, including telescopes and artificial intelligence, in uncovering the secrets of the universe is analyzed. The article aims to inspire readers with the wonders of the cosmos and encourage humanity to expand its understanding of the universe. The cosmos is presented as an infinite horizon that enriches humanity both scientifically and spiritually.

Key words: Universe, black hole, galaxy, Milky Way, Big Bang, life, infinity, astrophysics, telescope, artificial intelligence, star, cosmos, mysteries, future.

Аннотация: В данной статье исследуются бескрайние просторы Вселенной, её происхождение и возможное будущее. Рассматриваются загадочные силы чёрных дыр, взаимоотношения между галактиками и вероятность существования других миров за пределами нашего. Кроме того, анализируется роль научно-технического прогресса, включая телескопы и искусственный интеллект, в раскрытии тайн Вселенной. Статья призвана вдохновить читателей величием космоса и побудить человечество к расширению знаний о Вселенной. Космос представлен как бесконечный горизонт, обогащающий человечество как научно, так и духовно.

Ключевые слова: Вселенная, чёрная дыра, галактика, Млечный Путь, Большой взрыв, жизнь, бесконечность, астрофизика, телескоп, искусственный интеллект, звезда, космос, тайны, будущее.

Koinot insoniyat uchun doimiy ilhom, hayrat va sir-sinoat manbai bo'lib kelgan. Millionlab yillar davomida yulduzlar va osmon jismlari insoniyatning e'tiborini tortib, uni ulkan savollarga javob izlashga chorlagan. Biz yashayotgan olam – faqat Somon Yo'li galaktikasi emas, balki milliardlab boshqa galaktikalar, qora tuynuklar va noma'lum hodisalar bilan to'la cheksiz makon. Ammo bu ulkan va murakkab koinot haqiqatan qanday tashkil topgan? Unda yashirin sirlar nimadan iborat? Ushbu maqola orqali koinotning hayratomuz va sirli jihatlarini kengroq o'rganamiz.

Koinotning cheksiz ekanligi g'oyasi inson tafakkurini doim hayratga solib kelgan. Biz biladigan koinot – bu faqat kuzatiladigan qismi. Yorug'likning tezligi cheklanganligi sababli, bizning teleskoplarimizdan ko'rinadigan makon taxminan 93 milliard yorug'lik yili kenglikni tashkil etadi. Ammo koinot buning o'zidan ham kattaroq bo'lishi mumkin. Cheksizlik tushunchasi, ayniqsa, zamonaviy fiziklar va matematiklar uchun ilmiy hamda falsafiy savollarni keltirib chiqarmoqda. Ularning nazariyasiga ko'ra, biz kuzatayotgan koinot – bu faqat "chegarasiz" makonning kichik bir qismi bo'lishi mumkin.

Qora tuynuklar – koinotdagi eng g'aroyib va sirli hodisalardan biri. Ular juda zich jismlar bo'lib, ular yaqinidagi narsalarni, hatto yorug'likni ham o'ziga tortib oladi. Bu hodisalar 20-asr boshida Albert Eynshteynning nisbiylik nazariyasi asosida bashorat qilingan va bugungi kunda teleskoplar orqali kuzatilmoqda. Qora tuynuklarning ichki qismi – "Singulyarlik" deb ataladi, bu yerda fizik qonunlar buziladi.

Zamonaviy tadqiqotlar qora tuynuklar boshqa olamlarning darvozasi bo'lishi mumkinligini taxmin qiladi. Ba'zi olimlar qora tuynuklardan boshqa koinotlarga yoki paralel olamlarga o'tish mumkinligi haqidagi g'oyalarni ilgari surmoqda. Bu inson tafakkurining eng jasur chegaralaridan biridir.

Koinot qanday paydo bo'ldi? Bugungi kunda eng keng tarqalgan nazariya – bu Katta portlash nazariyasi. Olimlarning fikriga ko'ra, koinot 13,8 milliard yil avval juda siqilgan va issiq nuqtadan paydo bo'lgan. Koinot shu vaqtga qadar kengayishda davom etmoqda va bu kengayish tezlashayotganini ko'rsatmoqda.

Kelajak haqida turli nazariyalar mavjud:

Buyuk muzlash: Koinotning kengayishi davom etadi va oxir-oqibat energiya taqsimoti shu qadar teng bo'ladiki, har qanday harakat to'xtaydi.

Buyuk siqilish: Koinotning kengayishi sekinlashadi va teskari jarayon boshlanib, barcha materiya bir nuqtaga qayta yig'iladi.

Buyuk yorilish: Koinotning kengayishi shu qadar tezlashadiki, materiya va energiya bir-biridan ajraladi.

Koinotda hayot bor-yo'qligi insoniyatni asrlar davomida qiziqtirib kelgan savollardan biridir. Biz faqat Yer sayyorasida hayot mavjudligini bilamiz, ammo milliardlab galaktikalarda Yerga o'xshash boshqa sayyoralar ham bo'lishi ehtimoldan xoli emas. NASA va boshqa ilmiy tashkilotlar boshqa sayyoralarda suv va hayot izlanishlarini davom ettirmoqda. Mars, Europa va Enceladus kabi sayyora va yo'ldoshlar ehtimoliy hayot uchun mos bo'lishi mumkinligi haqida dalillar topilgan.

Hubble teleskopi, James Webb teleskopi va boshqa zamonaviy kuzatuv uskunalari koinotni o'rganishda katta rol o'ynadi. Ular koinotning eng uzoq burchaklarini kuzatish, yangi galaktikalarni kashf etish va qora tuynuklar kabi sirli hodisalarni tushunishga yordam bermoqda. Sun'iy intellekt va katta ma'lumotlar tahlili ham koinot haqidagi bilimlarimizni kengaytirishga xizmat qilmoqda.

Koinotning geometriyasi haqida o'ylaganda, ko'pchilik uni to'g'ri chiziqlar va tekis yuzalardan tashkil topgan deb tasavvur qiladi. Ammo Eynshteynning nisbiylik nazariyasiga ko'ra, koinotning geometriyasi ham ortga qaytadigan va dinamikdir. Bu degani, koinotning o'ziga xos egilishi mavjud va u og'ir jism yoki energiya mavjud bo'lganda, kosmik makonni o'zgartiradi. Shu bilan birga, koinotdagi eng katta sirli jihatlardan biri — uning tasavvurlarimizga qaraganda boshqa "o'lchovlar" mavjud bo'lishi mumkinligi. Ba'zi nazariyalar koinotda faqat 3 fazaviy o'lchov mavjud emasligini, balki ko'proq o'lchovlar (masalan, 10 yoki 11 o'lchov) bo'lishi mumkinligini taklif qiladi.

Ba'zi olimlar koinotni torus shaklida tasavvur qiladilar. Bu modelda koinot, bir nuqtaga qaytish uchun cheksiz bo'lgan sarmoyali va yopiq shaklda bo'ladi. Koinotning yopiq geometriyasi o'zgaruvchan bo'lib, vaqt va makonning o'zgarishi natijasida koinotning sarmoyalari o'zgarishi mumkin. Shu bilan birga, bu modelda koinot bir vaqtda ikkita o'lchovdan foydalanadi — bir tomonida kengayish, boshqa tomonda esa qisqarish mavjud.

Bir nechta olimlar koinot faqat bitta olamdan iborat bo'lmasligini va uning tarkibida ko'plab "parallel" yoki "ko'p" olamlarning mavjud bo'lishi mumkinligini ta'kidlashmoqda. Multivers nazariyasiga ko'ra, har bir qaror yoki hodisa o'ziga xos bir parallel olamni yaratishi mumkin. Shunday qilib, koinot biz tasavvur qilganidan ham ko'proq turli olamlar to'plamidan iborat bo'lishi mumkin. Ushbu fikrga ko'ra, har bir qaysidir voqea yoki tanlov, koinotdagi yangi parallel olamni yaratadi. Multivers nazariyasi bugungi kunda astrofizika va kvant mexanikasi sohalarida jiddiy muhokama qilinmoqda.

Koinotning ko'p qismi, ya'ni taxminan 95% i hali biz uchun sirli. Astronomlar koinotning faqat 5%ini aniq ko'ra olishadi, bu qismini "oddiy materiya" deb atashadi.

Koinotning qolgan 27% qismi esa qora materiya (dark matter) deb ataladi. Bu materia, jismoniy o'lchovlarda ko'rinmaydi, ammo uning gravitatsion ta'siri koinotdagi boshqa jismlar, yulduzlar va galaktikalar ustidan sezilarli ta'sir ko'rsatadi. Boshqa 68% esa qora energiya (dark energy) deb nomlanadi, bu energiya koinotning kengayishiga sabab bo'ladigan kuch deb hisoblanadi. Hozirgi kunda qora materiya va qora energiya haqida ko'plab savollar hali o'z javobini topmagan.

Yulduzlar koinotdagi eng asosiy elementlardan biridir. Ularning tug'ilishi, hayoti va o'limi koinotning o'zgaruvchan dinamikasini belgilaydi. Yulduzlar katta gaz va chang bulutlaridan, ya'ni nebula deb ataladigan hududlarda paydo bo'ladi. Ular o'z ichidagi vodorod va geliyni birlashtirib, termoyadroviy reaktsiyalar orqali energiya chiqaradi. Bu jarayon yulduzning hayoti davomida sodir bo'ladi va yulduz tugagandan so'ng, u supernova yoki qora tuynuk sifatida o'zgarishi mumkin.

Shuningdek, ba'zi nazariyalar koinotda o'ta massali yulduzlarning to'g'ridan-to'g'ri qora tuynuklarga aylanishi mumkinligini ta'kidlashadi, va bu holatda koinotdagi materiya va energiya sirkulyatsiyasi yangi shakllarga kirishi mumkin.

Kvant fizikasining koinotga ta'siri ham juda katta. Kvant mexanika orqali koinotdagi eng kichik zarralar va hodisalar tushuniladi. Koinotdagi eng kichik elementlar — kvant zarralari, ular nisbiylik qonunlariga qarshi ishlaydi va oddiy makroskopik tasavvurlarda ko'rinmaydi. Yangi kashfiyotlar va ilmiy tadqiqotlar kvant zarralarining koinotdagi yirik tuzilmalar bilan qanday o'zaro ta'sir qilishini o'rganmoqda.Kvant effektlari bilan bog'liq ravishda, "Kvant vakuum" nazariyasi koinotning cheksiz bo'lishi, unda vaqt va makonning keskin o'zgarishi haqida yangi tushunchalarni taklif qiladi.Kvant effektlari bilan bog'liq ravishda, "Kvant vakuum" nazariyasi koinotning cheksiz bo'lishi, unda vaqt va makonning keskin o'zgarishi haqida yangi tushunchalarni taklif qiladi.

Xulosa.Koinot insoniyat uchun eng katta sirli jumboqlardan biri bo'lib qolmoqda. Qora tuynuklarning sirli kuchlari, boshqa sayyoralardagi ehtimoliy hayot va koinotning kelajagi haqida savollar bizni yanada chuqurroq izlanishlarga chorlamoqda. Har bir yangi kashfiyot koinot haqida yangi savollarni yuzaga keltiradi va uning cheksizligini yana bir bor tasdiqlaydi.Biz yashayotgan olam juda ulkan, va bu ulkan makonni tushunish insoniyat uchun ham ilmiy, ham ma'naviy vazifa hisoblanadi. Sirli koinot bizni doimo o'z sirlarini kashf etishga undaydi va bu jarayon har birimiz uchun ulkan imkoniyatlar eshigini ochadi. Koinotning sirlari insoniyatni cheksiz izlanishlar sari yetaklovchi chiroq bo'lib qolaveradi.

FOYDALANILGAN ADABIYOTLAR:
1. "NASA" va "ESA" tomonidan e'lon qilingan ilmiy ma'lumotlar.
2. Zamonaviy astrofizika va kosmologiya nazariyalari.
3. Teleskop kuzatuvlari va ilmiy maqolalar.
4. Wikipediahttps://www.wikipedia

ECONOMIC GROWTH BASED ON DIGITAL TECHNOLOGIES AND INFLUENCER FACTORS

Boboqulov Sanjar Baxronkulovich
SamISI, Associate Professor of the
Department of "Digital Economics", Ph.D.
Nabiyeva Umeda Valizoda
Student of economic faculty of
Samarkand Institute of Economics and Service

Abstract: In this scientific article, the author analyzed the endogenous and exogenous factors that influence the significance of the digital component of economic growth in our country, based on their influence, importance and need for sustainable growth of the country's economy. Proposals and recommendations for economic growth in the context of the transition to a digital economy were also developed.

Keywords: economy, economic growth, endogenous, exogenous, digital economy, "artificial intelligence", "Internet boom", optimization, innovation, platforms.

Аннотация: В данной научной статье автор проанализировал эндогенные и экзогенные факторы, влияющие на значимость цифровой составляющей экономического роста нашей страны, исходя из их влияния, важности и необходимости в устойчивом росте экономики страны. Также разработаны предложения и рекомендации по экономическому росту в условиях перехода к цифровой экономике.

Ключевые слова: экономика, экономический рост, эндогенная, экзогенная, цифровая экономика, «искусственный интеллект», «интернет бума», оптимизация, инновации, платформы.

Introduction. In recent years, the importance of advanced technologies and innovations in the development of the economy has been increasing. The latest technologies can increase the efficiency of production and business processes. As the latest technologies penetrate into all new areas and spheres of human activity, traditional approaches and working methods change. The role of digital components in ensuring and developing the activities of society, the state, individuals and economic entities in the rapidly developing processes of the digital economy, the digitization of production processes in various sectors and industries, economic and analytical services, electronic document management in state bodies and other organizations, electronic commerce systems for servicing individuals and legal entities, as well as the development of digital economic activity in sectors and industries through the use of digital economy technologies, the role of digital components in business and information security processes is of particular importance. In the future prospects of modern development, digital technologies such as Big Data, artificial intelligence, neurotechnology, quantum technology, the Internet of Things, robotics and sensors,

digital electronic platforms, cloud and mobile technologies, virtual and augmented reality technologies, crowdsourcing, blockchain technologies, cryptocurrencies and ICO, 3D technologies are becoming increasingly important. It is emphasized that the digital economy will bring unprecedented changes to more than half of the existing industries. In particular, according to World Bank experts, a 10% increase in the number of high-speed Internet users will increase the gross volume of national economies by an average of 0.4-1.4% annually. The growth rate of the digital economy in the world is almost 20% per year. In developed countries, the share of the digital economy in GDP has reached 7%. They are already benefiting greatly from the introduction of the digital economy. In particular, the United States exports more than $ 400 billion in digital services per year. More than 5 percent of the country's GDP is directly related to the Internet and information and telecommunications technologies. By 2025, the United States is expected to receive an additional $ 20 trillion in revenue from the digitization of industry. It is noted that such economic efficiency will be especially high in the production of consumer goods ($ 10.3 trillion), the automotive industry ($ 3.8 trillion) and logistics ($ 3.9 trillion). According to various studies, the share of the digital economy in the world economy ranges from 4.5 to 15.5 percent. Almost 40 percent of the added value created in the global information and communication technology sector and 75 percent of patents related to blockchain technologies are accounted for by the United States and the People's Republic of China. According to the statistics presented by the President of our country Sh.M. Mirziyoyev on February 13, 2020 at an event dedicated to the development of information technologies, the share of the digital economy in GDP in the United States is 10.9 percent, in China it is 10 percent, and in India it is 5.5 percent. In Uzbekistan, this figure does not exceed 2 percent.[1]

Main part. In order to fully understand digital technologies, we must first have an understanding of the digital economy. In our opinion, the "Digital Economy" is a form of economic activity carried out through digital technologies, the Internet and information and communication technologies. The digital economy has such features as digital platforms, data analysis, innovation, globalization.

In addition, the importance of digital technologies in the development of industries and sectors is currently becoming very high. For example, the digitization of public services, tax processes, education and medicine in our country, as a result of which corruption in the system is prevented, unnecessary time is saved, the quality of services provided is improved, and production or service production costs are reduced, as well as transaction costs. In this regard, it is of great importance in saving non-renewable natural resources and passing them on to future generations.

In particular, in this regard, the priority task set by the President of our country, Sh.M. Mirziyoyev, in the "Digital - 2030" Strategy, such as "… doubling the size of the economy by 2030 and entering the ranks of countries with an above-average income", requires us to achieve economic growth through the effective use of digital

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[1] https://cyberleninka.ru/article/n/raqamli-iqtisodiyotni-mamlakatimizdagi-roli-va-ahamiyati/viewer

technologies. Therefore, based on the above goals, it would be appropriate to introduce digitalization into several sectors in order to double the economic growth of our country. Sectors and industries that can double economic growth through digitalization cover several key areas. The introduction of digital technologies in each sector increases efficiency, creates new business models, and increases global competitiveness. The most important sectors and industries are listed below:

1. Information technologies and the digital economy

The information technology (IT) sector can accelerate economic growth with its innovative capabilities and digital infrastructure. These include artificial intelligence, cloud technologies, data analytics, and blockchain technologies. The IT sector not only ensures its own growth, but also creates new opportunities in other areas. Digital transformation creates opportunities for companies and countries to increase efficiency, create new business models, and optimize resource management. The development of trade, services, and marketing via the Internet will boost economic growth.

2. Industry and manufacturing

The introduction of digital manufacturing technologies, known as "Industry 4.0," will help make production more efficient and competitive. This includes automation, robotics, IoT (Internet of Things), 3D printing, and other advanced technologies. Through the digitization of production processes, costs are reduced, production efficiency increases, and opportunities for the production of high-quality products arise. This, in turn, will increase exports and accelerate economic growth.

3. Agriculture

The introduction of digital technologies in agriculture, such as smart agriculture, drones, IoT and artificial intelligence, can optimize crop production, save water and improve resource management. Digitalization of agriculture increases production, creates opportunities for higher prices for agricultural products and saves resources. This will ensure food security and boost economic growth.

4. Banking and finance sector (Fintech)

The application of digital technologies in banking and finance (e.g. mobile payments, e-commerce, cryptocurrencies, fintech services) not only improves the quality of service, but also expands the use of banks and increases the global competitiveness of the financial sector. With the help of digital financial services, it is possible not only to speed up financial transactions, but also to expand credit opportunities for small and medium-sized businesses. This will expand economic activity and create new jobs.

5. Transport and Logistics

Digitalization of transport and logistics networks, such as automated transport systems, IoT-enabled road network management, and supply chain optimization through smart logistics solutions, will boost economic growth. Digitalization of transport systems will reduce transportation costs, ensure fast and efficient deliveries. This, in turn, will expand trade and increase economic efficiency.

6. HealthTech

The introduction of digital technologies in the healthcare sector (telemedicine, electronic health cards, artificial intelligence-based diagnostics and other innovations) will help to detect diseases early, improve treatment effectiveness and optimize the healthcare system. Through the digitalization of healthcare, it is possible to prevent diseases, reduce treatment costs and improve the health of the workforce. This will lead to improved economic activity and increased life expectancy.

7. Tourism and services sector

Digital platforms, online reservation systems, virtual tours and other digital services are reshaping the tourism and services sector. The widespread use of digital technologies in this sector will help make the country more attractive on a global scale. The digitalization of tourism will accelerate the attraction of international travel and tourists, create opportunities for the development of new businesses and increase tourism revenues.

8. Energy sector

Digitalization of energy systems (smart grids, energy storage technologies, management of renewable energy sources) will help to effectively manage resources and optimize energy consumption. Digital technologies reduce energy costs, increase the use of renewable energy sources, and ensure a stable energy supply. This increases economic efficiency and ensures environmental sustainability.

If significant changes and innovations are implemented in the above-mentioned areas through digitalization, it can double economic growth. The main factor is the widespread introduction of digital technologies in these areas, which will not only make production and services more efficient, but also create new economic opportunities. At the same time, there are political, social, economic, natural, demographic factors that affect the implementation of the digital economy.

Political factors A clear and modern legislative system is necessary for the development of the digital economy. This includes data protection (personal data and cybersecurity), online trade, intellectual property rights, and the regulation of technological innovation. Digital legislation and regulations provided by the state increase the confidence of businesses and users. Investments in Internet access, cloud technologies, broadband and 5G technologies are the basis of digital development. International trade and integration are among the political factors that influence the digital economy. International agreements, trade treaties, and digital diplomacy facilitate economic relations and the trade of digital services.

The level of understanding and effective use of digital technologies in society affects the development of the digital economy and is considered a social factor. Upgrading the education system, improving digital skills, and investing in human capital increase the readiness of society to use digital technologies.

Economic factors form the main foundation of the digital economy and directly affect its development. Investments in the digital economy — made by the private and public sectors — serve to introduce new technologies, develop infrastructure, and create new business models. Investments and capital flows determine the pace of digital development.

Natural factors, climate change, natural resources, and environmental conditions can affect the digital economy. For example, smart grids and green technologies can increase energy efficiency and reduce carbon emissions.

Demographic factors, population size, age structure, urbanization and migration are all influencing the digital economy. Smart cities and the digitalization of urban infrastructure are creating new jobs and services. Global migration and labor flows are creating new opportunities in the digital economy. For example, online working, remote work and international collaboration opportunities are contributing to the development of a digital workforce in the global economy.

Classifier	2016	2017	2018	2019	2020	2021	2022
Republic of Uzbekistan	4967,7	6377,8	7732,1	8491,9	10777	16939,5	27755,0

The table above shows the value added by the digital economy to the GDP of our country by year. According to it, the digitalization of services has also developed due to the need for digital services during the 2019-2020 Covid-19 pandemic. [2]

Conclusion. For the successful development of the digital economy, it is necessary to implement all of the above proposals. The political, social, economic, natural and demographic factors that influence the development of the digital economy are complementary and mutually influencing factors. These factors play an important role in implementing the digital transformation, and the integration of each factor determines the success of the digital economy. For the growth of the digital economy, it is necessary to take into account and coordinate all of these factors.

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[2] https://stat.uz/uz/rasmiy-statistika/raqamli-iqtisodiyot

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6. Nabiyeva Umeda Valizoda, IQTISODIYOTNING OʻZBEK TILIDAGI TERMINOLOGIYASI

7. Nabiyeva Umeda Valizoda , IQTISODIY TIZIMLARNI BOSHQARISH JARAYONLARIDA MENEJMENT OʻRNI

IMPROVING LABOR RELATIONS IN THE DIGITAL ECONOMY
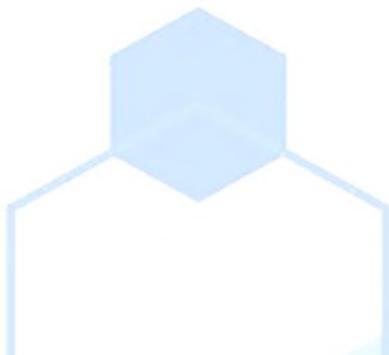
Shakarov Allayor Baratovich
Associate Professor of the
Samarkand Institute of Economics and Service, Ph.D.
Xudoyberdiyeva Maftuna Zayniddin qizi
Master's degree of the
Samarkand Institute of Economics and Service

Abstract: This article explores the challenges and opportunities in improving labor relations within the context of the digital economy. It discusses the impact of technological advancements, automation, and gig work on traditional labor structures. The article emphasizes the importance of fostering collaboration between employers, employees, and digital platform operators to create fair, transparent, and sustainable work environments. It highlights the need for updating labor laws and policies to accommodate the unique dynamics of digital work while ensuring workers' rights are protected. The article also addresses the role of unions, collective bargaining, and the potential for new forms of worker representation in the digital economy.

Keywords: labor relations, digital economy, gig economy, technological advancements, automation, worker rights, collective bargaining, unions, digital platforms, labor laws, remote work, fair work practices, employment policies, workforce innovation, future of work.

Introduction. In the current Strategy of Actions for the Socio-Economic Development of the Republic of Uzbekistan for 2017-2021, labor market policy is being implemented on the basis of methods and forms of state regulation and the development of new forms of economic management. The State Employment Service is a structural part of the implementation of state policy on the labor market, determining the main directions and tasks of its implementation. The State Employment Service is aimed at achieving positive social and economic results in the labor market. On the one hand, this creates conditions for the allocation of funds to the State Employment Fund according to the normative number of employed persons, and on the other hand, the number of unemployment benefit recipients is reduced and conditions are created for active areas. This, in turn, increases the quality indicators of their employment.

Main part. In ensuring employment of the population, the effective use of labor force has been ensured by the Law of the Republic of Uzbekistan "On Employment of the Population", Presidential Decrees, Resolutions, Resolutions of the Cabinet of

Ministers, and a number of regulatory legal documents, and positive changes are taking place in this area. However, despite this, a number of scientific and practical problems regarding the attraction of labor resources to useful work, the creation of new jobs, and the effective use of labor force at the regional level still remain relevant. Employment, first of all, is understood as the fact that the economically active population has an income-generating activity in accordance with the legislation. According to Article 2 of the Law of the Republic of Uzbekistan "On Employment of the Population", employment is an activity of citizens that does not contradict legislative acts, is related to satisfying their personal and social needs, and brings them a salary (labor income). "In 2020, 1,335.3 thousand people are in need of job creation and employment. The number of people employed is 388,531 people. According to preliminary data, the number of permanent residents in our republic as of April 1, 2020 was 34,036.8 thousand people, and in 2020 it increased by 131,6 thousand people or 0.4%. Including, the urban population is 17,183.7 thousand people, the rural population is 16,853.1 thousand people, that is, the urban population is 50.5 percent of the total population, and the rural population is 49.5 percent. Based on the Samarkand region program, 45,114 new jobs were created, an increase of 12.9 percent from 39,952. In the current conditions of socio-economic development in our country, associated with the implementation of economic reforms, the priority task is to develop and implement the goals and objectives of the employment policy of the population that correspond to the conditions for economic development. Employment of the population includes various forms and areas of labor activity related to ensuring a modern quality of life, creating conditions for the development of human capital, and ensuring the transition of the division of labor to a relatively high level. It is impossible to ensure social stability, advance further along the path of economic reforms and ensure a modern labor market without ensuring reasonable employment of the population. In this regard, it is important to develop targeted programs based on stimulating active employment trends, taking into account the specifics of our national economy, which means that employment policy should be closely linked to the anti-crisis program, accelerating the process of re-establishing a multi-sector economy, reforming structural changes in the economy, and the general strategy for the development of labor resources.

The state policy of employment of the population in the regions is manifested in the development and implementation of national and regional employment programs based on the labor market situation and its development prospects. In this area, as a result of the reforms being implemented in our Republic, the development of new forms of economic management is of great importance for the implementation of effective state policy in the labor market. The emergence of new forms of economic management is taking place in accordance with the processes of diversification of the

economy and modernization of developing industries. The necessary conditions for the growth of self-employment to a greater extent correspond to the conditions for the effective growth of a free market economy. In practice, the very existence of self-employment depends on the private sector, therefore, political and economic conditions that promote the growth of the private sector also contribute to the development of self-employment. One of the tasks of the second stage of economic reforms was to attract more people to small and private businesses, to form a class of entrepreneurs and owners in the country, and thereby ensure employment of the population. In order to ensure employment of the population, the following tasks are envisaged in the development of the labor market: increasing the implementation of measures aimed at increasing demand for labor and reducing its supply; creating a powerful and rapidly developing system of employment services and its infrastructure; forming rational employment of the population; reducing unemployment to an acceptable level; increasing the skills, competitiveness, social protection and export of unemployed local workers, creating effective organizational, economic and legal mechanisms for regulating employment and unemployment in the labor market, etc. During the development of the employment service over the years, laws, requirements and socio-economic conditions are changing, and accordingly, detailed and specific adjustments are being made to the changing areas of activity.

Conclusion. However, the formation and development of the organizational structure of the state employment service bodies has remained almost unchanged for many years. Today, it is important to study such issues as analyzing the employment situation in the Republic of Uzbekistan, studying the situation of creating new jobs at enterprises, analyzing and forecasting the state of labor utilization based on the use of observation methods (surveys, monographic observation), and assessing the activities of small businesses and private entrepreneurship as the main factor in employment of the population.

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FOREIGN EXPERIENCE AND INNOVATION IN DEVELOPING THE DIGITAL ECONOMY

Avazova Charos Murod qizi
Master's degree of the Samarkand Institute of Economics and Service
Azizqulov Akram Abduraxmonovich
Associate Professor of the Samarkand Institute of Economics and Service

Annotation: The development of the digital economy has become a global priority as countries recognize the importance of leveraging technology to drive economic growth and innovation. Foreign experience in this field plays a crucial role in shaping strategies for developing a robust digital economy. Various countries, through their successful initiatives, have demonstrated how innovation in digital infrastructure, e-commerce, data-driven policies, and digital skills training can lead to economic transformation. These international practices offer valuable lessons on how to foster innovation, enhance competitiveness, and create new business opportunities, while also addressing challenges such as cybersecurity, data privacy, and digital inequality. This knowledge is critical for policymakers and business leaders looking to adapt and implement effective digital economy strategies that can compete on the global stage.

Keywords: digital economy, innovation, foreign experience, economic growth, e-commerce, digital infrastructure, data-driven policies, digital skills, competitiveness, cybersecurity, data privacy, digital inequality, global transformation.

Introduction. The digital revolution, which is a new stage of economic and technological development, has dramatically changed human life, created vast opportunities, and initiated a period of further intensification of the international competition arena. The digital economy is used to express two different concepts. First, the digital economy is a modern stage of development, characterized by the priority role of creative labor and information resources. Second, the digital economy is a unique concept, the object of its study is an information society. In today's rapidly developing global economy, the digital economy is in the initial stage of its development, and the complete transition to the digital information stage of our time will take only a few years.

Literature analysis and methodology. In general, the digital economy is an

activity in which digital information is the main factor of production, which allows to significantly increase the efficiency of various productions, technologies, equipment, storage, sale and delivery of goods and services based on the use of the results of process analysis and processing of large amounts of data. In the future prospects of modern development, digital technologies such as Big Data, artificial intelligence, neurotechnologies, quantum technologies, the Internet of Things, robotics and sensors, digital electronic platforms, cloud and mobile technologies, virtual and augmented reality technologies, crowdsourcing, blockchain technologies, cryptocurrencies and ICO, 3D technologies are of decisive importance. It is emphasized that the digital economy will bring unprecedented changes in more than half of the existing industries. In particular, according to World Bank experts, a 10% increase in the number of high-speed Internet users will increase the gross volume of national economies by an average of 0.4-1.4% annually. The growth rate of the digital economy in the world is almost 20% per year. In developed countries, the share of the digital economy in GDP has reached 7%. They are already benefiting greatly from the introduction of the digital economy. To assess how much the importance and impact of digitalization is increasing, it is enough to look at the share of capital in the global market of several large technology companies and digital platforms in the last decade. In the process of such rapid changes and intensification of competition in the global community, it is a fact that without the widespread introduction of innovations and digital technologies, we will not be able to sustainably develop our country's economy and ensure its competitiveness in the near and long term, which, in turn, requires increased scientific and practical efforts. In this regard, in recent years, as part of the comprehensive reforms being carried out to radically modernize our national economy, a number of measures have been taken to introduce digital technologies into the socio-economic life and public administration system of our country. Indeed, the introduction of the "Electronic Government" system in our country is an integral part of the development of the digital economy, the main goal of which is to simplify the passage of administrative procedures and procedures, improve the quality of life of the population, and improve the investment and business environment. In order to implement the main tasks set, as well as to achieve the goal of developing a digital society in our country, creating favorable opportunities for the population and entrepreneurs, and developing an effective and open public administration system free from bureaucratic obstacles and corruption factors, a national concept of "digital economy" is being developed today, which provides for the renewal of all sectors of the economy based on digital technologies, and it is expected that the development of the digital economy will create an opportunity to increase the volume of gross domestic product by an additional 30 percent. In the context of globalization of the

world economy and technological development, it is difficult to imagine the economic development of Uzbekistan without a digital economy. According to research, a quarter of global GDP is expected to be in the digital sector by 2022. However, the fact that Uzbekistan ranks 103rd out of more than 170 countries in the international ICT development index indicates that there are still many unresolved issues and work to be done in this area in our country.

Discussion. The Head of State noted that "…although our country rose 8 places in the international ICT development index in 2019, it is still far behind. It is also true that most ministries, departments, and enterprises are completely far from digital technologies. Of course, we know very well that the formation of a digital economy requires the necessary infrastructure, a lot of money and labor resources. However, no matter how difficult it is, if we do not start this work today, when will we start?! Tomorrow will be too late. Therefore, an active transition to a digital economy will be one of our top priorities in the next 5 years. Digital technologies will not only increase the quality of products and services, but also reduce unnecessary costs. At the same time, they are also an effective tool in eliminating the most serious evil that worries and bothers me very much - the scourge of corruption. We all need to deeply understand this. "By widely introducing digital technologies in the state and public administration, in the social sphere, it is possible to increase efficiency, in a word, dramatically improve people's lives." It should be noted that some elements of the digital economy are already successfully operating in the life of our country. In particular, taking into account the mass transfer of documents and communications to digital means, electronic signature authorization and communication with the state are also being transferred to electronic platforms. RESULT In conclusion, it should be said that in the current period of human development and in the near future, the qualitative development of economic sectors, the social sphere and the state administration system is directly related to the widespread introduction of digital technologies. The prospects for the development of our country also depend on the development of the digital economy and the level of coverage of digital technologies. To achieve this, it is appropriate to list the following main conditions and priority areas for the development of the digital economy:

• creating an institutional environment and digital infrastructure for the stable operation of digital technologies, widespread introduction of digital technologies in the provision of public services, real sector sectors of the economy, healthcare, state cadastre and other areas, as well as gradually ensuring the most complete coverage of the territory of the Republic of Uzbekistan with the ability to connect to the global Internet network at the level of developed countries;

• expanding the scope of personnel training and training qualified programmers

and engineering and technical personnel with in-depth knowledge in these areas, teaching modern information technologies that fully meet international standards at all stages of the education system, including the successful implementation of the "1 million programmers" project together with our foreign partners;

• strengthening the scientific and theoretical base in the field of the digital economy and supporting scientific activities in this area with the targeted use of funds from the "Digital Trust" Fund;

• to promote and expand "digital literacy" among broad segments of the population, to hold seminars, courses and other events in educational institutions in order to attract them to the development of information technologies;

• to strengthen the regulatory and legal framework in the field of the digital economy and improve legislative documents, as well as to create a legal framework for the concept, activities of "startups", their financing through venture funds;

• to organize a labor market that meets the requirements of the digital economy and increase its mobility, to improve the skills of specialists for the rapid development of new technologies;

• to strengthen international cooperation in the field of the digital economy, to implement joint projects with leading international technology companies, including the creation of modern scientific and production laboratories for innovative developments. International experience shows that today digital technologies are developing rapidly mainly in the scientific community and the private sector. Therefore, the state should create a favorable ecosystem in these areas, supporting innovative projects and IT companies.

Conclusion. It is also advisable for the state to support modern methods of digital education in the field of supporting the innovation and digital ecosystem, develop norms for the effective regulation of innovative services, assist in the development of new markets, and take measures to reduce the risks that arise from the deepening of technological processes.

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CORRELATION AND REGRESSION ANALYSIS AS A METHOD FOR FORECASTING THE ECONOMIC DEVELOPMENT OF AN ENTERPRISE

Qarshiboyev Xayrullo Qilichovich
Samarkand Institute of Economics and Service,
Head of the Department of "Higher Mathematics",
Associate Professor, PhD. karshiboyev@mail.ru
Nematov Javoxir Zoxidjon o'g'li
Master's degree of the
Samarkand Institute of Economics and Service

Abstract: this article discusses correlation and regression analysis as a method of predicting the economic development of an enterprise. Calculation of correlation coefficients allows to determine the closeness and direction of the relationship between the studied indicators. Regression analysis is a natural continuation of correlation analysis and consists in determining the analytical expression of the relationship between the resulting value and factor indicators.

Аннотация: в данной статье рассматривается корреляционно-регрессионный анализ как метод прогнозирования экономического развития предприятия. Расчет коэффициентов корреляции позволяет определить близость и направление связи между изучаемыми показателями. Регрессионный анализ является естественным продолжением корреляционного анализа и заключается в определении аналитического выражения связи между результирующей величиной и факторными показателями.

Key words: correlation and regression analysis, forecasting, random variables, effective sign.

Ключевые слова: корреляционно-регрессионный анализ, прогнозирование, случайные величины, эффективный признак.

Introduction. For planning economic development, enterprises widely use correlation and regression analysis. It is used to test the forms of communication that establish quantitative relationships between random variables of the studied process. This method is used in socio-economic forecasting to build conditional forecasts and forecasts based on the assessment of stable cause-and-effect relationships.

Correlation and regression analysis is a classic method of stochastic modeling of economic activity. It is used to study the relationship between indicators of economic activity, if the relationship between them is not strictly functional and is distorted by extraneous, random factors. Using the method of correlation-regression analysis,

correlation and regression models of economic activity are constructed, in which factor and efficiency indicators are determined [2]. Correlation analysis is used to measure the strength of the relationship between various variables. In addition, it is used to assess the factors that have the greatest impact on the effective attribute.

Regression analysis is necessary to determine the approximate values of the dependent variable (outcome characteristic) and to choose the type of model.

Correlation and regression analysis are widely used. Pairwise correlation is the most theoretically developed and most often used in practice. It is used when studying the relationship between an effective characteristic and a single factor characteristic. This is a one-factor correlation and regression analysis [3].

Literature review on the topic. Correlation and regression analysis are methods aimed at studying statistical relationships between variables. The studies provide information on their basic principles, determining the degree and direction of the relationship using the correlation coefficient, and forecasting capabilities using the regression equation. For example, the work of Zaripov and Karimov (2015) explains the analysis of the relationship between the income, expenses, and profit indicators of enterprises using regression models.

Relationships between economic indicators. Many literatures, including the book "Statistics for Management" by Richard I. Levin and David S. Rubin, teach the use of correlation and regression analysis to assess the relationship between economic indicators. These sources allow you to analyze the relationship between indicators such as sales volume, labor productivity, and capital, and profit indicators. Their works cover methods for determining the strength of the relationship using correlation, and predicting future indicators using the regression equation.

The role of regression analysis in forecasting. The role of regression analysis in economic forecasting is widely covered in the literature. In predicting the economic development of an enterprise, regression analysis analyzes the relationship between future sales, profits, costs, and other economic indicators. For example, Gujarati and Porter's "Basic Econometrics" describes in detail the effectiveness of various regression models and their application in predicting economic development.

Practical aspects: Regression Analysis for Corporate Economics. In the practice of applying regression analysis for corporate economics, the leading literature on Management and Economics contains examples of how these methods can help in strategic planning. For example, George Keller and Scott Armstrong's "The possibilities of using correlation and regression in creating economic models" described. Their research also presents methods for identifying links between internal and external factors affecting the activities of enterprises.

Methods for improving correlation and regression models in forecasting. To improve the forecasting efficiency of correlation and regression analysis, some studies use new techniques and advanced methods. For example, Andreychenko's articles published in 2018 show ways to obtain more accurate forecasting results using multivariate regression models and time series. It is emphasized that the use of time series models and multivariate regression analysis is of great importance in predicting future economic development by taking into account the complex relationships between factors.

Research and applications in Uzbekistan. In research on the economy of Uzbekistan, there are a number of developments related to assessing and predicting the economic condition of local enterprises using correlation and regression analysis. National studies on the study of the relationship between production volumes, exports and imports, investments and other economic indicators, taking into account seasonal changes, are covered.

Correlation and regression analysis are effective methods for predicting the economic development of an enterprise, with the help of which the possibilities of determining future indicators and making strategic decisions expand. An analysis of the literature shows that these methods can be used to predict the financial condition of an enterprise and create accurate and reliable forecasts for assessing development trends.

Research methodology. The study includes the stages of determining the relationship between key indicators using correlation and regression analysis to predict the economic development of an enterprise, collecting and processing data, building a regression model, assessing the statistical reliability of the model, and developing recommendations for forecasting future changes.

Analysis and results. In this article, we will demonstrate the use of correlation and regression analysis on the example of the LLC "Kattakurgan Oil and Oil Products Plant".

"Kattakurgan Oil and Oil Products Plant" is engaged in the storage of seeds and their processing products, the implementation of works and services on the processing of oil and oilseeds in our country.

Using correlation and regression analysis, let us analyze the impact of the amount of advertising expenses of a particular enterprise on income. The initial data are shown in Table 1 below

Using the initial data presented in the table, we will construct a graph of the dependence of the effective characteristic Y on the factor X.

"Kattakurgan Oil and Oil Products Plant"
LLC Income and advertising expenses for 2024

1.1- table

Months	Advertising expenses, million Soums (x)	Enterprise income, million soums (y)
1	7,7	141,77
2	4,17	96,97
3	1,52	163,92
4	10,04	154,7
5	6,02	151,61
6	4,81	147,82
7	1,57	98,61
8	3,63	179,18
9	1,57	125,19
10	4,65	171,81
11	2,97	200,23
12	0,98	120,49

Table 1. Graph of advertising costs versus revenue

$y = a + b \cdot x$ To calculate the parameters a and b of the linear regression, we solve the following system of normal equations with respect to a and b:

$$\begin{cases} n \cdot a + b \cdot \sum x = \sum y \\ a \cdot \sum x + b \cdot \sum x^2 = \sum (y \cdot x) \end{cases}$$

(1)

where: n is the number of observations.

To perform the calculations, we will create the following working table: (Table 1.2)

	y	x	yx	y	x^2	$\hat{y}_x$	$y - \hat{y}_x$	$A_i,\%$
1	141,77	7,7	1091,63	20098,73	59,29	1051,2	-909,43	10,9
2	96,97	4,17	404,36	9403,18	17,39	570,37	-473,4	7,7
3	163,92	1,52	249,16	26869,76	2,31	209,41	-45,49	4,7

4	154,7	10,04	1553,19	23932,09	100,8	1369,9	-1215,2	2,1
5	151,61	6,02	912,69	22985,6	36,24	822,3	-670,7	2,7
6	147,82	4,81	711,01	21850,75	23,136	657,54	-509,72	11,4
7	98,61	1,57	154,82	9723,93	2,465	216,22	-117,61	17,2
8	179,18	3,63	650,42	32105,47	13,177	496,81	-317,63	
9	125,19	1,57	196,55	15672,53	2,465	216,22	-91,03	
10	171,81	4,65	798,92	29518,67	21,62	635,75	-463,9	
11	200,23	2,97	594,68	40092,05	8,82	406,91	-206,68	
12	120,49	0,98	118,08	14517,84	0,96	135,85	-15,36	
Jami	1752,3	49,63	7435,51	266770,6	25864,07	6788,48		56,7
O'rtacha qiymat	146,025	4,136	619,62	22230,88	2155.34	x	x	8,1
ζ	30,12	2,57	x	x	x	x	x	x
$\zeta2$	907,56	6,60	x	x	x	x	x	x

Using the table data, we calculate the values of the parameters a and b:

b=2,373

a=136,21

Substituting the values of the parameters, we get this regression equation:
Y=136,21+2,373x   (2)

We calculate the linear pairwise correlation coefficient:

R = 0,20

The relationship is moderate, correct.

We determine the coefficient of determination:

$$R^2 = \eta^2$$
$$R^2 = 0.20^2 = 0,04$$

Substituting the actual values of x into the regression equation, we find the theoretical (calculated) values of .

We performed calculations using various model options. The trend of the dependence of the amount of advertising expenses on the amount of revenue is best described by , since the coefficient of determination R2 is the largest - 0.04. This means that 4% of the source data obey the selected model.

It follows that 4% of the change in the value of advertising expenses is associated with changes in revenue. 96% is due to the influence of other key factors.

To assess the quality of the constructed model, we calculate the average approximation error (A). This shows how much the actual values of the Y indicator differ from the values calculated using the constructed model.

The average approximation error is determined by the following formula:

$$\overline{A} = \frac{\sum |Y_i - Y_x| / Y_i}{n} 100\% \quad (3)$$

here: $|Y_i - Y_x|$- The deviation of the fitted Y values from the actual values is modulus.

$$\overline{A} = 8,1\%$$

The obtained value allows us to conclude that the quality of the constructed model is good, since the regression model is considered well-adapted and describes the relationship between the factor and the performance indicator quite accurately if the average approximation error does not exceed 10%.

Conclusion and suggestion. This article highlights the importance of correlation and regression analysis for assessing the economic development of an enterprise and predicting future revenue growth. The relationship between revenue and advertising costs is analyzed on the example of "" Kattakurgan Oil and Oil Products Plant "" LLC. The regression model obtained based on the research results made it possible to reliably forecast changes in economic indicators. High values of the correlation coefficient and the identification index confirm the accuracy of the model and are useful in determining the amount of advertising costs required to achieve the planned revenue growth of the enterprise for two months.

Suggestions

1. Model Expansion: It is proposed to expand the forecast model by modeling other economic factors of the enterprise, such as wages and labor productivity.

2. Implement Periodic Analysis: Updating the model monthly or quarterly allows for flexible forecasting as economic conditions change.

3. Use Multi-Factor Models for Higher Accuracy: Forecasting efficiency can be improved by implementing multi-factor regression models that take into account multiple factors instead of a single factor.

4. Integration into the Decision-Making Process: Incorporating these analyses into the strategic decision-making process of an enterprise will serve the sustainable development of the enterprise.

These suggestions will help to more effectively predict the development of the enterprise and achieve optimal resource allocation.

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STATISTICS OF REGRESSION COEFFICIENT AND CORRELATION COEFFICIENT PRACTICAL ASSESSMENT OF SIGNIFICANCE

Qarshiboyev Xayrullo Qilichovich
Samarkand Institute of Economics and Service,
Head of the Department of "Higher Mathematics",
Associate Professor, PhD. karshiboyev@mail.ru
Egamkulov Davlatbek Bahodir o'g'li
Master's degree of the
Samarkand Institute of Economics and Service

Abstract: This article examines the social composition and structure of the labor resources of the population of the Republic of Uzbekistan. At the same time, we will provide scientifically sound proposals and considerations through practical, economic and econometric study and analysis of data such as the level of economic activity of the population, the share of permanent population of working age in relation to the total population, the level of employment and the unemployment rate.

Keywords: Economics, labor resources, econometric model, unemployment, employment, regression, correlation.

INTRODUCTION

The study of interconnections between socio-economic processes is one of the important tasks of econometrics. Within many forms of event correlation, causal coupling, which defines all other forms, plays an important role. The essence of causality lies in the fact that one phenomenon causes (causes it) another phenomenon. In any particular connection, one character is involved as a factor influencing the other and determining their change, while the other characters are involved as a result of the influence of these factors. In other words, one character manifests the cause and another the consequence. The characters describing the outcome are known as resultant (free) characters (y annotating variables), while the characters describing the cause are known as factor (independent) characters (x annotating variables).

Main part. There are two types of correlation between phenomena and their signs: functional, or strictly determinative correlation (e.g., the dependence of the volume of production per worker on the volume of output on the number of workers) and statistical, or stochastic determinative correlation (e.g., the ratio of labor productivity to the cost of the unit of output). A functional relation is a connection in which a well-defined value of a free variable corresponds to each value of an independent variable X.

A statistical relation is a connection in which many values of the free variable correspond to each value of an independent variable x, in which it is not known in advance exactly what value it takes.

A correlation relation is a connection in which an independent variable x has a certain mathematical expectation (mean value) of the free variable to each result. The correlation bond is a" incomplete " bond that is manifested in much more cases only at mean magnitudes, rather than in each individual case.

In very many cases, X and Y have to study the connections between random quantities. The connection between random quantities may be functional or statistical, or there may be no connection at all.

We set out to study the link between the statistical data of the Republic of Uzbekistan, taking as an example this link. In doing so, we received the following information:

Y-the level of economic activity of the population;

X_1- share of the number of permanent residents of working age in relation to the total population;

X_2- employment level;

X_3- unemployment rate;

We studied on the basis of this data the level of economic activity of the population in 2022 and the dependence of the proportion of the number of permanent residents of working age on the total population, the level of employment and the level of unemployment on it. In this we will have Table 1 through the data of 2022.

Table 1.

№	Regions	Y	X1	X2	X3
1	Qoraqolpog`iston Respubliksasi	69,20	59,80	62,00	10,50
2	Andijon	74,70	58,44	66,50	10,90
3	Buxoro	76,40	59,60	68,30	10,60
4	Jizzax	74,30	57,80	66,20	11,00
5	Qashqadaryo	68,50	58,10	60,90	11,10
6	Navoiy	73,80	59,40	66,80	9,40
7	Namangan	72,70	59,00	65,00	10,60
8	Samarqand	70,90	57,40	63,20	11,00
9	Surxondaryo	71,90	58,10	63,90	11,10
10	Sirdaryo	72,80	60,10	64,80	11,00
11	Toshkent	76,20	58,70	68,20	10,50
12	Farg`ona	73,00	58,80	65,10	10,90
13	Xorazm	71,50	59,80	63,70	10,90
14	Toshkent shahar	88,80	57,40	81,70	8,00

Source: compiled on the basis of data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

As a result of correlation-regression analysis of this data, we have the linear link equation in Qui among the characters:

$$Y = -11{,}566417 + 0{,}049215 * X_1 + 1{,}109670 * X_2 + 0{,}869596 * X_3$$

To check this linear connection, we carried out verification work through this data of 2023 and have this result in this:

Table 2.

№	Regions	Y	X1	X2	X3
1	Qoraqolpog`iston Respubliksasi	67,70	59,60	60,90	10,10
2	Andijon	75,70	57,50	68,20	9,90
3	Buxoro	74,60	58,90	67,30	9,80
4	Jizzax	75,10	57,20	67,50	10,10
5	Qashqadaryo	69,30	57,30	62,20	10,20
6	Navoiy	74,90	58,70	68,30	8,80
7	Namangan	72,60	58,20	65,50	9,70
8	Samarqand	70,70	56,70	63,70	9,90
9	Surxondaryo	71,80	57,30	64,50	10,20
10	Sirdaryo	71,90	59,50	64,60	10,20
11	Toshkent	77,60	59,60	70,30	9,40
12	Farg`ona	73,60	58,10	66,20	10,00
13	Xorazm	71,10	59,40	64,00	9,90
14	Toshkent shahar	89,50	56,10	83,30	7,00

Source: compiled on the basis of data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

We use these statistics to verify our model:

Table 3.

Result for Y through model for 2023

№	Regions	Y	X1	X2	X3	Y	Difference
1	Qoraqolpog`iston Respubliksasi	94,13	59,60	60,90	10,10	67,70	-26,43
2	Andijon	101,02	57,50	68,20	9,90	75,70	-25,32
3	Buxoro	100,62	58,90	67,30	9,80	74,60	-26,02
4	Jizzax	100,27	57,20	67,50	10,10	75,10	-25,17
5	Qashqadaryo	94,53	57,30	62,20	10,20	69,30	-25,23
6	Navoiy	100,77	58,70	68,30	8,80	74,90	-25,87
7	Namangan	98,20	58,20	65,50	9,70	72,60	-25,60

8	Samarqand	95,63	56,70	63,70	9,90	70,70	-24,93
9	Surxondaryo	97,08	57,30	64,50	10,20	71,80	-25,28
10	Sirdaryo	98,27	59,50	64,60	10,20	71,90	-26,37
11	Toshkent	103,95	59,60	70,30	9,40	77,60	-26,35
12	Farg`ona	99,18	58,10	66,20	10,00	73,60	-25,58
13	Xorazm	97,30	59,40	64,00	9,90	71,10	-26,20
14	Toshkent shahar	114,57	56,10	83,30	7,00	89,50	-25,07

Source: author's development based on data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

Table 4.

Result for X_1 through model for 2023

№	Regions	Y	X1	X2	X3	X1	Difference
1	Qoraqolpog`iston Respubliksasi	67,70	59,02	60,90	10,10	59,60	0,58
2	Andijon	75,70	60,51	68,20	9,90	57,50	-3,01
3	Buxoro	74,60	60,22	67,30	9,80	58,90	-1,32
4	Jizzax	75,10	60,57	67,50	10,10	57,20	-3,37
5	Qashqadaryo	69,30	60,45	62,20	10,20	57,30	-3,15
6	Navoiy	74,90	61,43	68,30	8,80	58,70	-2,73
7	Namangan	72,60	61,93	65,50	9,70	58,20	-3,73
8	Samarqand	70,70	60,38	63,70	9,90	56,70	-3,68
9	Surxondaryo	71,80	59,39	64,50	10,20	57,30	-2,09
10	Sirdaryo	71,90	59,17	64,60	10,20	59,50	0,33
11	Toshkent	77,60	60,60	70,30	9,40	59,60	-1,00
12	Farg`ona	73,60	61,17	66,20	10,00	58,10	-3,07
13	Xorazm	71,10	61,74	64,00	9,90	59,40	-2,34
14	Toshkent shahar	89,50	51,69	83,30	7,00	56,10	4,41

Source: author's development based on data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

Table 5.

Result for X_2 through model for 2023

№	Regions	Y	X1	X2	X3	X2	Difference
1	Qoraqolpog`iston Respubliksasi	67,70	59,60	60,87	10,10	60,90	0,03
2	Andijon	75,70	57,50	68,33	9,90	68,20	-0,13
3	Buxoro	74,60	58,90	67,36	9,80	67,30	-0,06
4	Jizzax	75,10	57,20	67,65	10,10	67,50	-0,15
5	Qashqadaryo	69,30	57,30	62,34	10,20	62,20	-0,14
6	Navoiy	74,90	58,70	68,42	8,80	68,30	-0,12
7	Namangan	72,60	58,20	65,67	9,70	65,50	-0,17
8	Samarqand	70,70	56,70	63,86	9,90	63,70	-0,16
9	Surxondaryo	71,80	57,30	64,59	10,20	64,50	-0,09
10	Sirdaryo	71,90	59,50	64,59	10,20	64,60	0,01
11	Toshkent	77,60	59,60	70,34	9,40	70,30	-0,04
12	Farg`ona	73,60	58,10	66,34	10,00	66,20	-0,14
13	Xorazm	71,10	59,40	64,10	9,90	64,00	-0,10
14	Toshkent shahar	89,50	56,10	83,10	7,00	83,30	0,20

Source: author's development based on data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

Table 6.

Result for X_3 through model for 2023

№	Regions	Y	X1	X2	X3	X3	Difference
1	Qoraqolpog`iston Respubliksasi	67,70	59,60	60,90	10,07	10,10	0,03
2	Andijon	75,70	57,50	68,20	10,07	9,90	-0,17
3	Buxoro	74,60	58,90	67,30	9,87	9,80	-0,07
4	Jizzax	75,10	57,20	67,50	10,29	10,10	-0,19
5	Qashqadaryo	69,30	57,30	62,20	10,38	10,20	-0,18
6	Navoiy	74,90	58,70	68,30	8,95	8,80	-0,15
7	Namangan	72,60	58,20	65,50	9,91	9,70	-0,21
8	Samarqand	70,70	56,70	63,70	10,11	9,90	-0,21
9	Surxondaryo	71,80	57,30	64,50	10,32	10,20	-0,12
10	Sirdaryo	71,90	59,50	64,60	10,18	10,20	0,02
11	Toshkent	77,60	59,60	70,30	9,46	9,40	-0,06
12	Farg`ona	73,60	58,10	66,20	10,17	10,00	-0,17
13	Xorazm	71,10	59,40	64,00	10,03	9,90	-0,13
14	Toshkent shahar	89,50	56,10	83,30	6,75	7,00	0,25

Source: author's development based on data from the Institute of Forecasting and macroeconomic research under the Cabinet of Ministers of the Republic of Uzbekistan.

Conclusion. Based on these diagrams, we can say that our linear binding model, which we built using data for 2022, was able to demonstrate its significance from an economic point of view. After all, in this case, the result of our arbitrary variables X_1, X_2 and X_3 was very close.in which the difference between the values was in the middle range [-0.5; 0.5]. Our arbitrary variable y differed from the one expected in 2023 in the range [-26.5; -25.0].

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IMPROVEMENT OF PRODUCT POLICY AT THE ENTERPRISE IN THE CONDITIONS OF INNOVATIVE ECONOMY

Shakarov Allayor Baratovich
Associate Professor of the
Samarkand Institute of Economics and Service, Ph.D.
Egamkulov Davlatbek Bahodir o'g'li
Master's degree of the
Samarkand Institute of Economics and Service

Abstract: This article examines the improvement of product policy at an enterprise in the context of an innovative economy. The importance of effective product policy for successful competition in the market is considered, as well as the adaptation of product policy strategies to the changing requirements and opportunities provided by innovation. The main aspects of the development and implementation of product policy in the conditions of an innovative economy are analyzed, including the choice of assortment, pricing, promotion and distribution of products.

Key words: product policy, innovation economy, competitiveness, assortment, pricing, promotion, distribution, enterprise, market strategies.

Аннотация: Данная статья исследует совершенствование товарной политики на предприятии в контексте инновационной экономики. Рассматривается значение эффективной товарной политики для успешного конкурирования на рынке, а также адаптация стратегий товарной политики к изменяющимся требованиям и возможностям, предоставляемым инновациями. Проанализированы основные аспекты разработки и реализации товарной политики в условиях инновационной экономики, включая выбор ассортимента, ценообразование, продвижение и дистрибуцию продукции.

Ключевые слова: товарная политика, инновационная экономика, конкурентоспособность, ассортимент, ценообразование, продвижение, дистрибуция, предприятие, рыночные стратегии.

Introduction. In the modern world, where technology and innovation play a key role in business development, improving the product policy at the enterprise becomes a necessity for successful competition in the market. The innovative economy offers enterprises many new opportunities, but requires them to adapt and develop new strategies for the effective use of innovations in the field of product policy.

Main part. The purpose of this article is to consider the improvement of product policy at the enterprise in the context of an innovative economy. We will study the

importance of the right product policy for increasing the competitiveness of the enterprise, and also analyze the main aspects, such as the choice of assortment, price management, strategies for promotion and distribution of products.

During the discussion, we will consider what challenges and opportunities the innovative economy provides for the product policy of the enterprise, as well as what strategies and approaches can help enterprises adapt to changing market conditions and use innovations to their advantage.

As a result, we will be able to identify the key aspects of improving the product policy at the enterprise in the context of an innovative economy and offer recommendations for the successful implementation of these strategies. In today's dynamic business environment, where technological innovations and rapidly changing market conditions are becoming the new standard, improving the product policy at the enterprise is becoming a key element of successful competition. Analysis of the current situation of the enterprise's product policy is the first step to understanding its competitiveness in the conditions of an innovative economy. It is necessary to consider the product range, pricing, promotion and distribution strategies to assess their compliance with market requirements and customer needs.

One of the important aspects is the adaptation of the product policy to innovations. This includes the use of the latest technologies in production, the integration of digital tools into marketing strategies, and the development of innovative products and services that can respond to changing market needs.

By analyzing the successful practices of other enterprises, it is possible to identify key success factors and apply them in practice. Implementation of recommendations for improving the product policy, based on the analysis of the current situation and innovative trends, will allow the enterprise to effectively use its resources, improve its competitiveness and successfully perform in the market in the conditions of an innovative economy.

Problem situations related to improving the product policy at the enterprise in the context of an innovative economy may include the following:

Insufficient use of innovations in product policy:

Problem: The enterprise may face the problem of lagging behind competitors due to insufficient use of innovations in the product range, pricing or promotion strategies.

Scientific solution: Research of modern innovations and their application in the product policy of the enterprise. This may include the introduction of new technologies in production, the use of analytical tools for price management and the development of innovative marketing strategies.

Ineffective adaptation of product policy to changing market needs:

Problem: The enterprise may face a problem when its product policy does not meet the changing requirements and expectations of consumers in the context of an innovative economy.

Scientific solution: Conduct regular monitoring of the market and consumer demand using marketing research methods. This will help the enterprise adapt its product policy in accordance with changing market requirements.

Problems with implementing innovations due to limited resources:

Problem: Limited financial and human resources can become an obstacle to the successful implementation of innovations in the company's product policy.

Scientific solution: Developing an innovation management strategy that includes cost optimization, searching for additional sources of funding (e.g. investments, grants) and optimizing the use of internal resources of the company.

Ineffective communication and internal implementation of innovations:

Problem: The need for changes in product policy can cause resistance from staff, as well as problems in communication between different departments of the company.

Scientific solution: Using organizational behavior and change management methods to ensure smooth implementation of innovations. This includes training and motivating employees, as well as establishing open and effective communication within the company.

The solution to these problem situations requires a comprehensive approach that includes not only the use of scientific research methods, but also effective management of changes and company resources.

Conclusion. Improving the product policy at the enterprise in the context of an innovative economy is a necessary step for successful competition in the market. The innovative economy provides new opportunities, but also makes new demands on enterprises, requiring adaptation and development of new strategies in product policy. As a result of the conducted research analysis, it can be concluded that effective improvement of product policy in the conditions of the innovative economy allows the enterprise not only to maintain competitiveness, but also to gain significant advantages in the market.

Suggestions:

Continuous market monitoring and analysis of changes: Regular marketing research and analysis of changes in the industry will allow the company to quickly respond to changing consumer demands and preferences, which in turn helps improve product policies.

Investing in innovation and technology: Companies should actively invest in the development and implementation of innovations in their product policies. This may

include process automation, the introduction of digital technologies, and the development of new products using advanced technologies.

Staff training and skills development: Companies should provide their staff with the necessary knowledge and skills to successfully implement innovations in product policies. Training and development of employees will allow them to effectively implement new strategies and working methods.

Creating a flexible and adaptive management system: It is necessary to create a flexible management structure capable of quickly responding to changes in the market and implementing new strategies and innovations in the company's product policies.

Strengthening the brand and positioning in the market: Effective brand management and positioning in the market will help the company stand out from the competition and strengthen its position in the innovation economy.

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CHARACTERISTICS OF ECONOMIC GROWTH AND DEVELOPMENT
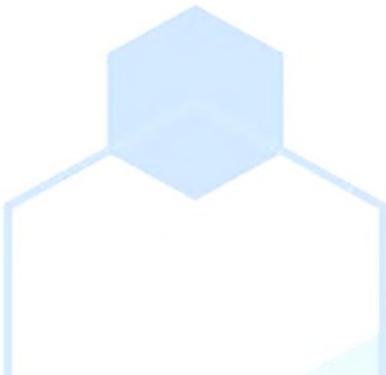
Boboqulov Sanjar Baxronkulovich
Samarqand iqtisodiyot va servis instituti,
dotsenti, PhD.
Boyqobilov Ilyos Otabek o'g'li
student of the Faculty of Economics of the
Samarkand Institute of Economics and Service

Abstract: In this paper, we review the main characteristics of economic growth and development, distinguishing between the two concepts and highlighting their key indicators. Economic growth refers to the quantitative increase in a country's output, usually measured by gross domestic product (GDP), whereas economic development encompasses broader qualitative aspects, including improvements in living standards, education, health and social equality. We review the drivers of economic growth, such as technological innovation, capital accumulation and labor force expansion, as well as critical factors affecting economic development, including governance, institutions and human capital. The study then discusses the challenges faced by developing countries, such as income inequality and environmental degradation, and provides policy recommendations for promoting both economic growth and development in a balanced manner.

Keywords: economic growth, economic development, GDP, living standards, technological innovation, human capital, income inequality, sustainable growth, policy recommendations, developing countries.

Аннотация: В этой статье мы рассматриваем основные характеристики экономического роста и развития, проводится различие между этими двумя концепциями и выделяются их ключевые показатели. Экономический рост относится к количественному увеличению объема производства страны, обычно измеряемому валовым внутренним продуктом (ВВП), тогда как экономическое развитие охватывает более широкие качественные аспекты, включая повышение уровня жизни, образования, здравоохранения и социального равенства. мы в статье рассматриваем движущие силы экономического роста, такие как технологические инновации, накопление капитала и расширение рабочей силы, а также критические факторы, влияющие на экономическое развитие, включая управление, институты и человеческий капитал. В исследовании далее рассматриваются проблемы, с которыми сталкиваются развивающиеся страны, такие как неравенство доходов и ухудшение состояния окружающей среды, и

даются рекомендации по политике для сбалансированного содействия как экономическому росту, так и развитию.

Ключевые слова: экономический рост, экономическое развитие, ВВП, уровень жизни, технологические инновации, человеческий капитал, неравенство доходов, устойчивый рост, рекомендации по политике, развивающиеся страны.

Introduction. Economic growth and development are two fundamental concepts in the field of economics, often used interchangeably, yet they refer to distinct phenomena. While economic growth focuses on the increase in the output of goods and services within a country, typically measured by the rise in Gross Domestic Product (GDP), economic development encompasses a broader spectrum of improvements in the overall well-being of society. These include factors such as healthcare, education, income distribution, poverty alleviation, and environmental sustainability.

Understanding the characteristics of economic growth and development is crucial for policymakers and economists as they strive to create strategies that foster sustainable progress. Economic growth is often viewed as a necessary but not sufficient condition for development, as it may not necessarily lead to improved living standards or reduced inequality. On the other hand, development involves a more holistic approach, considering both quantitative and qualitative improvements in a nation's socio-economic fabric.

In this article we explore the various characteristics that define economic growth and development, examining the driving forces behind each, their interrelationship, and the challenges faced by nations, especially developing economies, in achieving both. By understanding these characteristics, we can better appreciate the complexity of economic progress and the need for policies that aim to promote growth while ensuring equitable and sustainable development.

Main part. Economic growth refers to the increase in a country's output of goods and services over time, typically measured by the rise in Gross Domestic Product (GDP). It represents the quantitative aspect of economic progress and is often viewed as the primary goal for many nations. Growth is commonly driven by several factors:

➕ Capital Accumulation: Investments in physical capital (machinery, infrastructure, etc.) and human capital (education, skills training) are vital drivers of economic growth. Increased capital enables higher productivity and greater efficiency in the production of goods and services.

➕ Technological Innovation: Technological advancements allow economies to produce more with less. Innovations such as automation, improved manufacturing processes, and digital technologies significantly enhance productivity and economic performance.

➕ Labor Force Expansion: A growing workforce, through population growth or increased labor force participation, can lead to higher output. However, this growth needs to be matched with appropriate job creation and skills training to be effective.

➕ Natural Resources: The availability and effective utilization of natural resources, including oil, minerals, and land, can significantly contribute to economic growth. However, over-reliance on these resources can hinder diversification and lead to economic vulnerability.

➕ Entrepreneurship and Innovation: The role of entrepreneurs in identifying opportunities, creating new products and services, and fostering competition is central to economic growth. Innovation not only boosts productivity but also creates new industries.

➕ Despite being a key indicator of economic progress, growth alone does not necessarily lead to improvements in welfare or living standards. It is essential to consider the broader dimensions of development, which include social, political, and environmental factors.

Economic development is a multi-dimensional process that involves improvements in various aspects of human well-being. It is a broader concept than economic growth and focuses on the qualitative transformation of the economy. Key characteristics of economic development include:

Human Development: One of the primary indicators of development is the improvement in the quality of life of the population. This includes access to healthcare, education, clean water, sanitation, and adequate housing. Human capital, such as education and skills, plays a crucial role in lifting people out of poverty and increasing productivity.

Income Distribution and Poverty Reduction: Economic development is concerned with reducing inequality and ensuring that growth benefits all segments of society. This includes policies that promote fair income distribution, access to opportunities, and poverty alleviation. Income inequality can undermine the benefits of economic growth, leading to social unrest and hindering long-term development.

The role of institutions in development cannot be overstated. Good governance, rule of law, effective public policies, and the protection of human rights are essential for sustained development. Political stability fosters investor confidence, facilitates trade, and creates an environment conducive to economic and social well-being.

Economic development must also consider the sustainability of resources and environmental protection. As economies grow, they often exploit natural resources, but unchecked exploitation can lead to environmental degradation. Sustainable development involves balancing economic progress with the need to protect the environment for future generations.

Investments in infrastructure, including transportation, energy, and communication networks, are crucial for supporting economic activities, improving living conditions, and connecting people to economic opportunities. Effective infrastructure development enables rural areas to access markets and helps urban economies function efficiently.

Economic growth and economic development are deeply interconnected but not identical. While economic growth provides the resources necessary for development, growth without development can lead to widening inequalities, environmental damage, and the neglect of social welfare.

Growth as a Driver of Development: In the early stages of economic growth, nations often experience significant improvements in income levels and employment, which can lead to higher standards of living. However, the benefits of growth need to be distributed equitably to ensure that all individuals and communities benefit from it. Otherwise, growth may lead to social unrest, widening disparities, and environmental degradation.

Development Beyond Growth: Economic development transcends the mere increase in national output. It focuses on human welfare, equity, and sustainability. It is possible for a country to experience growth without achieving broad-based development if growth is concentrated in a few sectors or if economic benefits are unevenly distributed.

Sustainable Growth for Long-Term Development: Sustainable growth—growth that does not deplete resources or harm the environment—is essential for ensuring that future generations can continue to thrive. Environmental sustainability and inclusive growth policies are necessary for fostering long-term development. Countries need to develop policies that focus on green technologies, renewable energy, and efficient resource management.

Countries, especially those in the developing world, face a range of challenges in their pursuit of economic growth and development. These challenges include:

Income Inequality: Growth that does not address income inequality often leads to social tensions and economic instability. Disparities in wealth can prevent the benefits of growth from reaching the most disadvantaged populations, hindering overall development.

Corruption and Poor Governance: Corruption can undermine economic growth and development by diverting resources away from productive uses, discouraging investment, and eroding trust in government institutions. Effective governance is crucial to ensure that resources are used efficiently and that policies are implemented fairly.

Political instability and conflict can disrupt economic activities, damage infrastructure, and displace populations, undermining both growth and development. A stable political environment is essential for the smooth functioning of markets and the effective implementation of development policies.

Unsustainable exploitation of natural resources can lead to environmental degradation, reducing the quality of life for future generations. Developing countries, in particular, must balance the need for economic growth with the imperative to protect their natural environment.

Globalization and External Factors: Global economic shifts, trade imbalances, and international financial crises can disrupt domestic economic progress. Developing nations are often vulnerable to external shocks that can stall their growth and development efforts.

To achieve both economic growth and sustainable development, policymakers must implement strategies that encourage growth while addressing inequality, social welfare, and environmental sustainability. Some key policy recommendations include:

Inclusive Growth Policies: Governments should focus on policies that promote inclusive growth, ensuring that economic benefits are widely shared across different segments of society. This can be achieved through investments in education, healthcare, infrastructure, and targeted poverty reduction programs.

Institutional Reforms: Strengthening institutions, enhancing governance, and reducing corruption are vital for creating an environment conducive to both growth and development. Transparency, accountability, and rule of law must be prioritized to ensure fair and effective policy implementation.

Sustainability and Green Growth: Investing in green technologies and ensuring the responsible use of natural resources can help prevent environmental degradation. Sustainable growth should be at the forefront of development strategies, especially for nations rich in natural resources.

Governments should develop social safety nets to protect the most vulnerable populations during periods of economic transition or crisis. Social insurance, unemployment benefits, and poverty alleviation programs are essential in ensuring that growth does not leave people behind.

To reduce reliance on a single industry or resource, countries should focus on diversifying their economies. This includes promoting new sectors such as technology, services, and manufacturing, which can provide a more stable foundation for long-term growth and development.

Economic growth and development are both crucial for the prosperity of nations, but they are not synonymous. Growth provides the necessary resources for development, but without attention to social equity, environmental sustainability, and

human well-being, growth can be hollow. Achieving balanced growth and development requires a comprehensive approach that addresses the economic, social, and environmental dimensions of progress. By fostering inclusive, sustainable, and well-governed growth, countries can ensure long-term prosperity and improve the quality of life for all their citizens.

While researching the topic, we identified the following problems and expressed our scientific proposals to them, which include:

1. Unequal Distribution of Growth Benefits

Problem: Economic growth, when not evenly distributed, can lead to increased income inequality, with the wealthy benefitting disproportionately from the growth process. This exacerbates social divisions, hinders social mobility, and may even stall long-term development by concentrating wealth in the hands of a few.

Our scientific solution: The solution lies in the implementation of inclusive growth policies that ensure the benefits of economic growth are shared equitably across all sectors of society. Policies such as progressive taxation, social safety nets, and targeted investments in education, healthcare, and infrastructure can help bridge the gap. Furthermore, social protection programs and job creation initiatives that prioritize the marginalized sections of society, such as rural populations and low-income earners, are vital to ensuring equitable growth. Econometric modeling and data analytics can help identify regions or sectors where inequality is most pronounced, allowing for more targeted interventions.

2. Environmental Degradation Due to Unchecked Growth

Problem: Many developing countries pursuing rapid economic growth focus on industrialization and resource extraction without adequate consideration for the environment. This can lead to unsustainable resource depletion, environmental pollution, and a deterioration in public health and quality of life.

Our scientific solution: To address this issue, countries must adopt green growth strategies that prioritize environmental sustainability while fostering economic development. Renewable energy investments (solar, wind, geothermal) and energy efficiency technologies can reduce the environmental footprint of growth. Ecological economics suggests the adoption of sustainable models that account for natural capital and environmental limits in the growth process. Governments and industries should collaborate with environmental scientists to implement policies that incentivize circular economies—systems where waste is minimized, and materials are reused or recycled. Additionally, environmental impact assessments (EIA) and life-cycle analysis tools can be employed to guide development projects, ensuring that growth does not come at the expense of the environment.

3. Political Instability and Governance Issues

Problem: In many developing nations, economic growth can be undermined by political instability, corruption, and poor governance. Corruption leads to the misallocation of resources, reduces the effectiveness of public policies, and discourages both domestic and foreign investment, thus stalling economic growth and development.

Our scientific solution: Institutional reforms are key to overcoming governance issues. Scientific solutions here involve the implementation of institutional economics approaches to strengthen the rule of law, accountability, and transparency. The use of blockchain technology in governance can reduce corruption by ensuring transparency in financial transactions and contracts. Additionally, behavioral economics can be used to design policies that incentivize ethical behavior in both public and private sectors. Furthermore, political scientists recommend the creation of stronger democratic institutions, such as independent judicial systems and anti-corruption agencies, to ensure that power is checked, and policies are enforced effectively.

The characteristics of economic growth and development present both opportunities and challenges. The solutions to these problems require a scientific approach, utilizing various economic theories, models, and tools to craft evidence-based policies that balance growth with human welfare, environmental sustainability, and social equity. By addressing the problematic situations in a targeted, data-driven manner, countries can achieve both sustainable economic growth and long-term development, improving the quality of life for their citizens.

Conclusion. Economic growth and development are interconnected but distinct concepts that are crucial for the advancement of nations. While economic growth focuses on the quantitative increase in output, measured primarily by GDP, economic development involves broader improvements in quality of life, such as better healthcare, education, social equity, and environmental sustainability.

Economic growth is essential for generating the resources needed for development. It provides the capital for investments in infrastructure, healthcare, education, and technology, all of which are vital for improving the living standards of a population. However, growth alone is not enough to ensure long-term development.

Development is not just about economic growth but also about enhancing the capabilities of individuals and institutions. Education and skills development are essential for creating a productive workforce. Furthermore, strong institutions, good governance, and effective public policies are needed to support both growth and development. Corruption, political instability, and weak institutions can derail efforts to achieve meaningful progress.

Achieving a balance between economic growth and equity is perhaps the most significant challenge. Policies need to promote economic growth while simultaneously addressing the social, political, and environmental aspects of development. Only by fostering both can countries ensure that growth leads to tangible improvements in the lives of their citizens, particularly the most vulnerable.

Offers for promoting economic growth and development:

➕ Governments should implement policies that promote inclusive growth, focusing on reducing income inequality and ensuring equal access to opportunities. This includes investment in social programs, public services, and rural development to reach marginalized groups.

➕ Investing in education, skills training, and healthcare is crucial for enhancing human capital. Countries should prioritize access to quality education for all age groups and create lifelong learning opportunities to ensure a workforce that is adaptable to technological changes and global market demands.

➕ Strengthening institutions is key to achieving sustainable development. Governments should focus on reducing corruption, ensuring transparency, and improving the efficiency of public services. Independent judiciary systems, anti-corruption agencies, and accountable political structures are essential for fostering a stable and prosperous economy.

➕ Sustainable development must be integrated into growth strategies to prevent environmental degradation. Governments should invest in renewable energy, implement policies that encourage responsible resource management, and promote technologies that reduce carbon emissions and environmental impacts.

To achieve sustainable economic growth and development, it is essential to understand that growth alone is not sufficient. A holistic approach that integrates economic, social, and environmental dimensions is necessary to create long-term prosperity. By focusing on inclusive policies, institutional reforms, technological innovation, and environmental sustainability, countries can ensure that economic growth contributes to broader development goals and improves the quality of life for all citizens.

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MULTIFACTOR CORRELATION-REGRESSION ANALYSIS OF THE INTERCONNECTION OF ECONOMIC PROCESSES
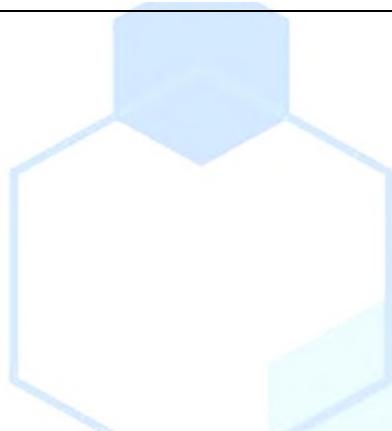
Qarshiboyev Xayrullo Qilichovich
Samarkand Institute of Economics and Service,
Head of the Department of "Higher Mathematics",
Associate Professor, PhD. karshiboyev@mail.ru
Mamatazimov Jaloliddin Sherzod o'g'li
Master's degree of the
Samarkand Institute of Economics and Service

Abstract: The article presents scientific ideas on the practical application of econometric analysis. Using multifactor analysis, the factors affecting bank profits were examined. As a result of the analysis, a model of the relationship between the impact of influencing indicators on the resulting factor was developed and forecasted.

Key words: Bank capital, deposit, bank resource, bank profit, banking system assets, total banking system risk assets.

Introduction. The banking system is a set of banks and other financial institutions that are engaged in the storage and processing of money, providing loans and other services to their customers. The banking system is a key element of the economic infrastructure, ensuring the smooth functioning of financial transactions.

The banking system in different countries can have a different structure. However, usually the banking system is divided into several levels. At the first level there are Central Banks, which regulate the banking system of the country. The Central Bank can perform functions such as setting interest rates, regulating the money supply, supervising other banks. At the next level there are commercial banks that serve customers and accept deposits, grant loans, etc.

Another level is regional banks, which can operate in a single region or state, providing financial services for local communities. In some countries, there may also be credit unions that provide financial services to members of the union, which may include employees of one enterprise or residents of one community.

Factors affecting profit in the banking system include banking system assets, leveraged assets of the banking system, regulatory capital of the banking system, and bank interest. According to the data in Table 1, we build an econometric model of the following issue and conduct its economic analysis.

Table 1

Indicators affecting the adequacy of banking system capital (regulatory capital) in billions of soums and percent

N	Years	y	x1	x2	x3	x4
1	2000	20	28,2	1068	225	39,5
2	2001	39	26,6	2076	276	36,2
3	2002	56	21,6	2966	502	32
4	2003	64	3,8	3367	715	13
5	2004	73	3,7	3860	791	12,2
6	2005	80	7,8	4215	824	16
7	2006	86	6,8	4549	930	15,9
8	2007	102	6,8	5349	1055	15
9	2008	171	7,8	8980	1333	16,6
10	2009	207	7,4	9974	1761	15,9
11	2010	261	7,3	12480	2656	13,8
12	2011	309	7,6	15927	3101	14,3
13	2012	413	7	23251	4220	13,6
14	2013	571	6,8	26347	4662	15,6
15	2014	724	6,1	30967	5655	15,3
16	2015	915	5,6	53252	6320	13,9
17	2016	1153	5,7	57552	8460	13,9
18	2017	1844	14,4	106345	19993	18,5
19	2018	3197	14,3	155328	24231	21,8
20	2019	4675	15,2	223263	52467	24,8
21	2020	4790	13,4	304535	53423	24,1
22	2021	5642	11,1	316098	58162	18,8
23	2022	6346	17,5	426524	61342	25,2

here:

y-bank profit, billion soums;

x1 –banking system assets, billion soums;

x2 –banking system leveraged assets, billion soums;

x3-bank regulatory capital (regulatory capital structure, authorized capital, additional capital, reserve capital, distributed profit), billion soums;

x4-bank interest rate average, %.

Based on the data in Table 1, we consider the factors affecting bank profit in the graph.
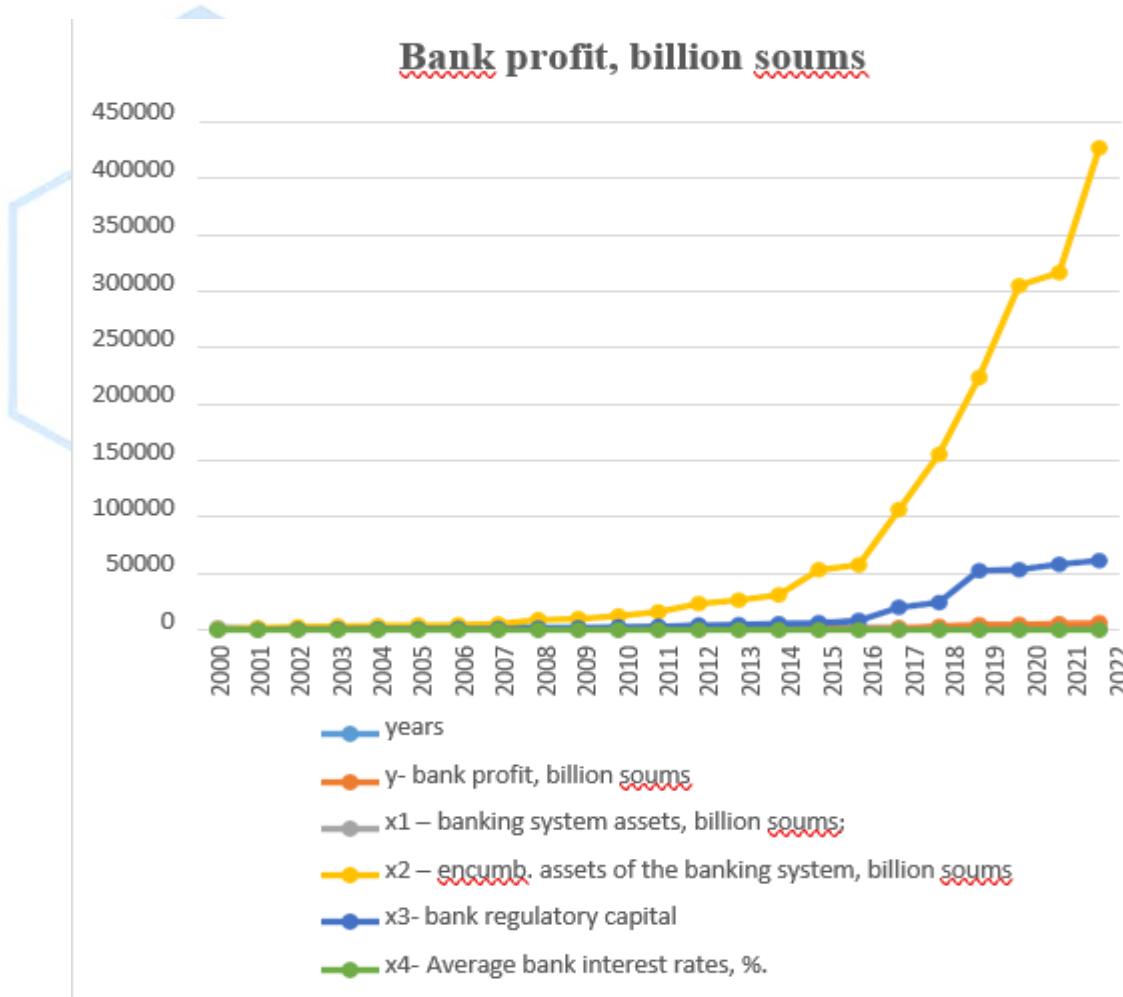
Figure 1. Factors affecting bank profits

According to the data on bank turnover in the republic in 2021-2022, bank profits increased by 704 billion soums compared to 2021, including an increase in banking system assets by 6.4 billion soums, an increase in the banking system's attracted assets by 146426 billion soums, a decrease in bank regulatory capital by 92835 billion soums, and a decrease in banking system interest by 6.4% (Figure 1).

Research methodology

Based on the method of scientific abstraction, observation, comparison, correlation-regression analysis.

Analysis of relevant literature

As a result of the reforms being implemented in our country, market mechanisms for providing services are being introduced in the banking system, their types are being expanded, and financial openness for entrepreneurs and the population is increasing.

At the same time, the share of problem loans in the credit portfolio of banks is increasing. The scientific research of our domestic economists U.A. Tukhtaboyev and K.A. Mukhamedjanov on the reduction of problem loans has provided definitions.

U.A. Tukhtaboyev defines problem loans as follows: problem loans are the result of the actual manifestation of credit risks and refer to loans that, due to objective and subjective reasons, have been classified as "unsatisfactory",

"doubtful" and "hopeless" loans due to violation of the terms of the loan agreement.

According to K.A. Mukhamedjanov, the source of credit risk is the borrower's improper activities, which may lead to his inability to repay the loan debt in full and on time.

Materials and Methods

We will analyze the problem of bank profits using regression-correlation. For this, we will use one of the computer programs, Microsoft Excel, an electronic processor.

The regression equations are processed in the following form:

$$\tilde{y}_1 = a_0 + a_1 x_1 + a_2 x_2 + a_3 x_3 + a_4 x_4 \quad ; (1)$$

$$\tilde{y}_2 = b_0 + b_1 \ln(x_1) + b_2 \ln(x_2) + b_3 \ln(x_3) + b_4 \ln(x_4) \quad ; (2)$$

$$\tilde{y} = c_0 \cdot c_1^{x_1} \cdot c_2^{x_2} \cdot c_3^{x_3} \cdot c_4^{x_4} \quad ; (3)$$

where:

y-bank profit, billion soums;

x1 –banking system assets, billion soums;

x2 –banking system's leveraged assets, billion soums;

x3-bank regulatory capital, (regulatory capital structure, authorized capital, additional capital, reserve capital, distributed profit), billion soums;

x4-bank interest rate average, %.

Analysis and results

We select the most important of the three regression equations in the problem under consideration.

To do this, according to the evaluation results

$$\tilde{y}_1 = 269{,}9352 + 22{,}9664\, \mathrm{lx}_1 + 0{,}006483 x_2 + 0{,}058724 x_3 - 23{,}1316 x_4$$

regression equation $a_0 = 269{,}93;\ a_1 = 22{,}97;\ a_2 = 0{,}006;\ a_3 = 0{,}059;\ a_4 = -23{,}14$ The parameters are significant if the Student's t-test is used to evaluate

$t_0 = 1{,}08;\ t_1 = 0{,}66;\ t_2 = 3{,}48\ t_3 = 5{,}49;\ t_4 = -0{,}74$.

In this case, since the Table value $\text{=СТЬЮДЕНТ.ОБР.2Х}(0{,}05;8) = 2{,}306004 > ta_i \quad (i = 0,1,2,3,4)$

$a_0;\ a_1;\ a_2$ parameters are not significant and $a_3;\ a_4$

parameters are significant. According to Fisher criterion, Facc>Ftab, it follows that the regression equation is significant $F=523,7804;$.

The regression equation is important since the table value

$==F.ОБР.ПХ(0,05;5;18)=2,7728$.

Conclusions and suggestions

In conclusion, using the econometric analysis obtained above,

1) $\tilde{y}_1 = 269,9352 + 22,9664 \, lx_1 + 0,006483x_2 + 0,058724x_3 - 23,1316x_4$

2) $\tilde{y}_2 = -17311,9 - 4446,91 \lg(x_1) - 1608,29 \lg(x_2) + 4172,25 \lg(x_3) + 11952,97 \lg(x_4)$

3) $\tilde{y}_3 = 0,0302 \cdot x_1^{-0,037} \cdot x_2^{0,849} \cdot x_3^{0,139} \cdot x_4^{-0,003}$ the most important of the models

-0,003 4 0,139 3 0,849 2 -0,037 1 0,0302 3 ~y = · x · x · x · x

it was found $\tilde{y}_3 = 0,0302 \cdot x_1^{-0,037} \cdot x_2^{0,849} \cdot x_3^{0,139} \cdot x_4^{-0,003}$ that.

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O'ZBEKISTON RESPUBLIKASI: TARIXIY TARAQQIYOT VA ZAMONAVIY DAVRNING O'ZIGA XOSLIGI

Andijon davlat chet tillari instituti
Talabasi Mahkamova Sarvinoz
Xomidova Malohat Oktyabrjon qizi

Annotatsiya: Ushbu maqolada O'zbekiston Respublikasining ko'p asrlik tarixiy taraqqiyoti va hozirgi davridagi ijtimoiy-siyosiy, iqtisodiy va madaniy jarayonlar kompleks tahlil qilingan. Mamlakatning qadimiy sivilizatsiyalar o'chog'i sifatidagi ahamiyati, Buyuk ipak yo'lidagi strategik mavqei va uning o'rta asrlardagi taraqqiyoti ilmiy yondashuv asosida yoritiladi. Sovet davrida milliy o'zlik va iqtisodiy imkoniyatlar cheklanganligi, mustaqillik yillarida esa davlat mustaqilligi mustahkamlanib, milliy o'zlikni tiklash, iqtisodiy islohotlarni amalga oshirish va xalqaro aloqalarni rivojlantirish jarayonlari chuqur tahlil qilinadi.

Kalit so'zlar: O'zbekiston tarixi, mustaqillik, siyosiy rivojlanish, iqtisodiy islohotlar, madaniy meros, zamonaviy davr.

Abstract: This article provides a comprehensive analysis of the centuries-old historical development of the Republic of Uzbekistan and the socio-political, economic and cultural processes of the present day. The country's importance as a center of ancient civilizations, its strategic position on the Great Silk Road, and its development in the Middle Ages are covered on the basis of a scientific approach. The limitations of national identity and economic opportunities during the Soviet period, and the strengthening of state independence during the years of independence, the restoration of national identity, the implementation of economic reforms, and the development of international relations are analyzed in depth.

Key word: History of Uzbekistan, independence, political development, economic reforms, cultural heritage, modern era.

Абстрактный: В данной статье представлен комплексный анализ исторического развития Республики Узбекистан на протяжении веков и современных общественно-политических, экономических и культурных процессов. На основе научного подхода будут освещены значение страны как центра древних цивилизаций, ее стратегическое положение на Великом шелковом пути и ее развитие в средние века. В советскую эпоху национальная идентичность и экономические возможности были ограничены, а в годы независимости укрепилась независимость государства, глубоко анализируются процессы восстановления национальной идентичности, проведения экономических реформ, развития международных отношений.

Ключевые слова: История Узбекистана, независимость, политическое развитие, экономические реформы, культурное наследие, современность.

O'zbekiston Respublikasi – Markaziy Osiyo mintaqasida muhim geosiyosiy, iqtisodiy va madaniy o'ringa ega bo'lgan davlat. Mamlakat o'zining boy tarixi, qadimiy sivilizatsiyalari va dunyo madaniyatiga qo'shgan hissasi bilan ajralib turadi. O'zbekiston hududi miloddan avvalgi davrlardan boshlab turli xalqlar va davlatlar chorrahasida joylashgan bo'lib, uning tarixiy rivojlanishi davomida savdo, ilm-fan va madaniyat markazlaridan biri sifatida shakllangan.

Qadimgi davrlardan to o'rta asrlargacha O'zbekiston hududi Buyuk ipak yo'lining markaziy qismini egallab, sharq va g'arb o'rtasida iqtisodiy va madaniy almashinuvlar o'chog'i bo'lgan. Ayniqsa, Samarqand, Buxoro, Xiva kabi shaharlari dunyo ilm-fani va madaniyatining rivojlanishiga katta hissa qo'shgan. Amir Temur va Temuriylar davrida mamlakat ilmiy, madaniy va iqtisodiy jihatdan yuksak taraqqiyotga erishdi, bu davr o'zbek tarixining oltin asri sifatida qaraladi.

XIX asrning ikkinchi yarmida Rossiya imperiyasining bu hududni bosib olishi va keyinchalik Sovet Ittifoqi tarkibiga qo'shilishi O'zbekiston tarixida yangi bosqichni boshlab berdi. Bu davrda milliy madaniyat va iqtisodiyotda sezilarli o'zgarishlar bo'lgan bo'lsa-da, mustamlaka tizimining salbiy ta'siri, jumladan, milliy o'zlikni yo'qotish xavfi, muhim masala bo'lib qoldi.

1991-yilda O'zbekiston davlat mustaqilligini qo'lga kiritishi mamlakat tarixida burilish davri bo'ldi. Mustaqillik yillarida siyosiy tizimni barqarorlashtirish, iqtisodiy islohotlarni amalga oshirish, xalqaro maydonda mamlakat nufuzini oshirish yo'lida ko'plab chora-tadbirlar amalga oshirildi. Ayniqsa, mustaqillikning dastlabki yillarida Islom Karimov rahbarligida davlatning huquqiy asoslari yaratilgan bo'lsa, Shavkat Mirziyoyev boshqaruvi davrida islohotlarning yangi bosqichi boshlandi.

Bugungi kunda O'zbekiston zamonaviy global muammolar, jumladan, iqtisodiy barqarorlik, atrof-muhitni muhofaza qilish va ijtimoiy adolat masalalariga javob beruvchi davlat sifatida rivojlanmoqda. Mamlakatning tashqi siyosati va mintaqaviy integratsiya borasidagi sa'y-harakatlari ham xalqaro hamjamiyat tomonidan e'tirof etilmoqda.

Ushbu maqolada O'zbekiston Respublikasining boy va murakkab tarixi, uning mustaqillikka erishgandan keyingi taraqqiyot yo'li, shuningdek, zamonaviy davrning dolzarb masalalari keng tahlil qilinadi. Maqola mamlakatning tarixiy saboqlari va hozirgi davrdagi strategik maqsadlarini chuqurroq tushunishga xizmat qiladi.

1.O'zbekistonning tarixiy taraqqiyoti:

O'zbekiston hududi qadimdan ko'plab sivilizatsiyalar, davlatlar va xalqlarning shakllanishiga guvoh bo'lgan. Bu yerda turli davrlarda qudratli imperiyalar va madaniy markazlar rivojlangan.

1.1Qadimgi davrlar va ilk davlatlar (miloddan avvalgi IV asr – milodiy VI asr)
Qadimgi davlatlar: O'zbekiston hududida Qadimgi Baqtriya, So'g'd, Xorazm kabi davlatlar mavjud bo'lib, ular savdo, dehqonchilik va hunarmandchilik markazlari sifatida rivojlangan.

Ahamoniylar imperiyasi: Miloddan avvalgi VI-IV asrlarda Ahamoniylar imperiyasi bu hududni o'ziga qo'shgan. Ushbu davrda irrigatsiya tizimlari va savdo yo'llari rivojlangan.

Aleksandr Makedonskiy bosqini: Miloddan avvalgi IV asrda Aleksandr Makedonskiy bu hududni egallab, madaniy va savdo almashinuvlarni kuchaytirdi.

1.2 O'rta asrlar (VI-XV asr)

Turk xoqonligi (VI-VIII asrlar): O'zbekiston hududi qadimgi turkiy xalqlarning siyosiy va madaniy markazlaridan biriga aylangan.

Islom dini tarqalishi (VII-VIII asrlar): VII asrda arab bosqinlari natijasida islom dini keng tarqalib, mintaqaning madaniy va siyosiy qiyofasi tubdan o'zgardi.

Somoniylar davlati (IX-X asrlar): Somoniylar davrida Buxoro poytaxt bo'lib, u ilmfan va madaniyat markazi sifatida tanildi. Ushbu davrda Forobiy, Beruniy va Ibn Sino kabi allomalar faoliyat yuritgan.

Amir Temur va Temuriylar davri (XIV-XV asrlar): Amir Temur (1336–1405) tomonidan asos solingan Temuriylar davlati O'zbekiston tarixidagi oltin davrlardan biridir. Samarqand poytaxt sifatida dunyoda fan, madaniyat va arxitektura markaziga aylangan. Ulug'bekning rasadxonasi va boshqa ilmiy yutuqlar bu davrning yodgorliklaridir.

1.3 Rus imperiyasi va sovet davri (XIX-XX asr)

Rossiya imperiyasi bosqini (1865-1917): XIX asrda Rossiya imperiyasi Turkistonni bosib olib, Toshkentni Turkiston general-gubernatorligining markaziga aylantirdi. Ushbu davrda hudud iqtisodiy va madaniy jihatdan mustamlaka tizimiga bog'landi. Sovet davri (1917-1991): 1924-yilda O'zbekiston Sovet Ittifoqining tarkibiy qismi bo'lib, O'zbekiston SSR tashkil etildi.

Sanoatlashtirish va kollektivizatsiya jarayonlari iqtisodiyotning rivojlanishiga sabab bo'ldi, ammo qishloq xo'jaligida majburiy mehnat keng tarqaldi.

Milliy madaniyat va tilga nisbatan siyosiy cheklovlar qo'llanildi.

Ikkinchi jahon urushi yillarida mintaqa sanoat va inson resurslari bilan yordam berdi.

Mustaqillik e'lon qilinishi: 1991-yil 31-avgustda Oʻzbekiston Respublikasi oʻz mustaqilligini e'lon qildi. Birinchi prezident Islom Karimov rahbarligida davlat mustaqilligi mustahkamlandi.

Siyosiy va iqtisodiy islohotlar:

Davlat boshqaruv tizimi va qonunchilik isloh qilindi.

Qishloq xoʻjaligi va sanoat modernizatsiya qilindi.

Shavkat Mirziyoyevning rahbarligi davri (2016-yildan hozirga qadar):Raqamli iqtisodiyotga oʻtish, tashqi siyosatning ochiqligi va ijtimoiy islohotlar boshlangan. "Yangi Oʻzbekiston" gʻoyasi asosida infratuzilma, ta'lim va ijtimoiy himoya sohalarida katta oʻzgarishlar amalga oshirilmoqda.

Oʻzbekiston tarixi koʻp qirrali va boy merosga ega boʻlib, u xalqning milliy oʻzligini shakllantirishda muhim oʻrin tutadi. Har bir bosqichda mamlakat taraqqiyotining oʻziga xos tomonlari mavjud boʻlib, bugungi kunda bu meros mustaqil davlatning mustahkam poydevorini tashkil etadi.

1.4 Qadimgi davr va oʻrta asrlar

Oʻzbekiston hududi dunyoga mashhur qadimiy shaharlari, jumladan, Samarqand, Buxoro, Xiva va Toshkent bilan tanilgan. Bu yer Buyuk ipak yoʻlining markazida joylashgani sababli, savdo va madaniy almashuvlar markaziga aylangan. Kushonlar davlati, Turk xoqonligi, Somoniylar, Temuriylar va boshqa tarixiy davlatlar bu hududda oʻz izlarini qoldirgan. Ayniqsa, Amir Temur davrida mamlakat ilm-fan va madaniyatning yuksak choʻqqilariga erishgan.

Rus imperiyasi va sovet davri:

XIX asr oxirlarida Oʻzbekiston hududi Rossiya imperiyasi tarkibiga kirdi. Sovet davrida esa, oʻzbek xalqi ijtimoiy-siyosiy va iqtisodiy oʻzgarishlar bilan yuzma-yuz boʻldi. Bu davrda madaniyat va ta'lim sohasida rivojlanishlar kuzatilgan boʻlsa-da, milliy oʻzlikni yoʻqotish tahdidi ham kuchaydi.

Mustaqillik yillari va zamonaviy taraqqiyot:

1991-yilda mustaqillik e'lon qilingach, Oʻzbekiston yangi taraqqiyot bosqichiga qadam qoʻydi. Birinchi prezident Islom Karimov boshchiligida davlat mustaqilligi mustahkamlanib, iqtisodiyotda islohotlar boshlandi. Keyingi yillarda Shavkat Mirziyoyevning rahbarligi ostida islohotlarning yangi bosqichi boshlandi.

2. Siyosiy islohotlar

Oʻzbekiston Respublikasi mustaqillikka erishganidan soʻng siyosiy islohotlar mamlakat taraqqiyotining muhim yoʻnalishi sifatida e'tirof etildi. Ushbu islohotlar davlat boshqaruvini shakllantirish, qonunchilik tizimini mustahkamlash va xalqaro maydonda davlatning oʻrnini belgilashga qaratilgan. Siyosiy islohotlar bosqichmabosqich amalga oshirilgan boʻlib, quyidagi asosiy yoʻnalishlarda oʻz ifodasini topdi:

2.1. Mustaqillikdan so'ng davlat boshqaruvining shakllanishi (1991-2016)

1992-yil 8-dekabrda qabul qilingan O'zbekiston Respublikasi Konstitutsiyasi davlat suvereniteti, inson huquqlari va ijtimoiy adolatni ta'minlash tamoyillarini belgilab berdi. Konstitutsiya davlat boshqaruvining demokratik shakllariga asos bo'ldi va qonun ustuvorligi tamoyilini kafolatladi.

2.2. Prezidentlik boshqaruvining joriy qilinishi:

Prezidentlik boshqaruv tizimi mamlakatda siyosiy barqarorlikni ta'minlash va davlat hokimiyatining yagona markazlashuvini kuchaytirishga qaratilgan edi. Prezident hokimiyatining ijro etuvchi, qonun chiqaruvchi va sud hokimiyatlaridan mustaqil bo'lishi davlat tizimini mustahkamladi.

2.3. Siyosiy partiyalarni tashkil etish

1990-yillarda bir nechta siyosiy partiyalar, jumladan, O'zbekiston Xalq demokratik partiyasi, Adolat sotsial-demokratik partiyasi va boshqa siyosiy tashkilotlar faoliyati yo'lga qo'yildi. Biroq, bu davrda siyosiy muxolifatning roli cheklangan bo'lib, asosan davlat siyosatini qo'llab-quvvatlashga qaratilgan edi.

2.4. Milliy xavfsizlikni ta'minlash

Davlat boshqaruvi tizimi milliy xavfsizlikka alohida e'tibor qaratdi. Mustaqillikning dastlabki yillarida terrorizm, ekstremizm va narkotrafikka qarshi kurash davlat siyosatining muhim yo'nalishi bo'ldi.

2.5 Siyosiy ochiqlik va islohotlarning yangi davri (2016-yildan hozirgi kungacha) Prezident Shavkat Mirziyoyev rahbarligida O'zbekistonda siyosiy islohotlarning yangi bosqichi boshlandi. Ushbu davrda ochiqlik, shaffoflik va xalqaro hamkorlikka alohida e'tibor qaratildi.

2.6. Harakatlar strategiyasining qabul qilinishi

2017-yilda "2017-2021-yillarda Harakatlar strategiyasi" qabul qilinib, davlat va jamiyat qurilishining beshta ustuvor yo'nalishi belgilandi.

Davlat boshqaruvini modernizatsiya qilish.

Qonun ustuvorligini ta'minlash va sud-huquq tizimini isloh qilish.

Iqtisodiyotni liberallashtirish.

Ijtimoiy rivojlanishni ta'minlash.

Tashqi siyosatni faollashtirish va xalqaro obro'ni mustahkamlash.

1.   *Saylov tizimi islohotlari*
2.   *Inson huquqlari va qonun ustuvorligi*
3.*Fuqarolik jamiyatining rivoji*
4.*Tashqi siyosat va mintaqaviy hamkorlik*
5.*Markaziy Osiyo integratsiyasi*

6.*Xalqaro tashkilotlarda ishtirok*

7.*Prezident virtual qabulxonasi va ochiqlik siyosati:*

Fuqarolar bilan muloqotni kuchaytirish uchun Prezident virtual qabulxonasi va Xalq qabulxonalari tashkil etildi. Bu fuqarolar va davlat oʻrtasida samarali muloqot oʻrnatdi va ijtimoiy muammolarni tezkor hal qilish imkonini berdi.

2019-yilgi parlament saylovlari yangi qonunchilik asosida tashkil etilib, xalqaro tashkilotlar tomonidan shaffofligi va adolatliligi uchun yuqori baholandi. Saylov kodeksi isloh qilinib, siyosiy partiyalar orasidagi raqobat muhitini yaxshilashga xizmat qildi.

Sud-huquq tizimida islohotlar: Sudlarning mustaqilligini ta'minlash va inson huquqlarini himoya qilish boʻyicha yangi qonunlar qabul qilindi.

Xalqaro hamkorlik: Oʻzbekiston BMTning Inson huquqlari boʻyicha kengashiga a'zo boʻlib, xalqaro tashkilotlar bilan hamkorlikda inson huquqlarini kafolatlash choralarini kuchaytirdi.

fuqarolik jamiyatining faollashishi, xususan, nodavlat tashkilotlar va jamoat birlashmalari faoliyati qoʻllab-quvvatlandi. Ombudsman instituti va gender tenglik masalalarida islohotlar amalga oshirildi.

Oʻzbekiston qoʻshni davlatlar bilan chegaraviy masalalarni hal qilish va iqtisodiy hamkorlikni rivojlantirishga e'tibor qaratdi. Bu tashqi siyosat mintaqaviy barqarorlikni ta'minlashga yordam berdi.

Oʻzbekiston Jahon Savdo Tashkiloti (JST)ga a'zo boʻlish yoʻlida faol ish olib bormoqda. Shuningdek, BMT, SHHT va boshqa xalqaro tashkilotlarda faoliyatini kuchaytirdi.Oʻzbekiston iqlim oʻzgarishi va ekologik muammolarni hal qilish boʻyicha xalqaro tashabbuslarni qoʻllab-quvvatlab, Orol dengizi fojiasini yumshatishga qaratilgan qator dasturlarni amalga oshirmoqda.

Oʻzbekistonning siyosiy islohotlari mustaqillik davrida davlatning barqarorligini ta'minlash va fuqarolik jamiyatini rivojlantirishga qaratilgan boʻlsa, soʻnggi yillarda ochiqlik, shaffoflik va demokratik tamoyillarni rivojlantirish bilan yangi bosqichga oʻtdi. Ushbu islohotlar mamlakatning xalqaro nufuzini oshirib, ichki siyosiy barqarorlikni mustahkamlashda muhim rol oʻynadi.

3. Davlat boshqaruvi tizimini demokratlashtirish.

Oʻzbekiston Respublikasi mustaqillikka erishganidan soʻng davlat boshqaruv tizimini demokratlashtirish mamlakat rivojlanishining muhim ustuvor yoʻnalishiga aylandi. Bu jarayon davlat hokimiyatining barcha tarmoqlarida shaffoflikni ta'minlash, xalq bilan muloqotni rivojlantirish va qonun ustuvorligini mustahkamlashga qaratildi.

Davlat boshqaruvini demokratlashtirishda Konstitutsiya asosiy huquqiy asos boʻlib xizmat qildi. 1992-yilda qabul qilingan Konstitutsiya inson huquqlari, hokimiyat tarmoqlarining boʻlinishi va fuqarolar ishtirokini kengaytirish tamoyillarini belgilab

berdi. Bu hujjat demokratik davlatning asosiy qadriyatlari va tamoyillarini mustahkamladi.

Fuqarolik jamiyatini rivojlantirish bu jarayonning muhim yo'nalishi bo'ldi. Fuqarolar va davlat o'rtasida ochiq muloqotni ta'minlash uchun Prezident virtual qabulxonasi va Xalq qabulxonalari tashkil etildi. Ushbu mexanizmlar aholi muammolarini tezkor va samarali hal qilish imkoniyatini yaratdi. Shuningdek, nodavlat notijorat tashkilotlari faoliyati uchun qulay shart-sharoitlar ta'minlandi va Ombudsman instituti faoliyati kuchaytirildi.

Saylov tizimini isloh qilish davlat boshqaruvini demokratlashtirishning muhim yo'nalishlaridan biri bo'ldi. Saylov kodeksi qabul qilinib, saylov jarayonlarining shaffofligi ta'minlandi. Xalqaro tashkilotlarning kuzatuvlari asosida o'tkazilgan saylovlar demokratik tamoyillarga muvofiq deb baholandi. Siyosiy partiyalar faoliyatini qo'llab-quvvatlash orqali ko'p partiyaviylik tizimi rivojlantirildi, fuqarolarning siyosiy hayotdagi ishtiroki kengaydi.

Sud-huquq tizimida mustaqillik va adolat tamoyillari kuchaytirildi. Sud tizimini isloh qilish bo'yicha qabul qilingan qarorlar inson huquqlari himoyasini ta'minlash va sudlarning mustaqilligini oshirishga xizmat qildi. Fuqarolarning sudlarga murojaat qilish imkoniyatlari kengaytirilib, adolatli sud jarayonlari ta'minlandi.

Davlat boshqaruvi tizimi raqamlashtirilib, ochiqlik tamoyili kuchaytirildi. Elektron hukumat tizimi joriy etilib, davlat xizmatlarini aholiga tezkor va shaffof ko'rsatish yo'lga qo'yildi. Byurokratiyani qisqartirish va davlat organlari faoliyatini optimallashtirish boshqaruv tizimi samaradorligini oshirishga yordam berdi.

Mahalliy boshqaruv tizimi ham demokratlashtirilib, mahalla instituti davlat boshqaruvida muhim bo'g'inga aylantirildi. Mahalliy boshqaruv organlariga ko'proq vakolatlar berilib, fuqarolarni mahalliy masalalarni hal etishda faol ishtirok etish imkoniyati yaratildi.

Tashqi siyosatda demokratik tamoyillarga asoslangan davlat imidjini mustahkamlashga e'tibor qaratildi. Xalqaro tashkilotlar bilan hamkorlik rivojlantirilib, demokratik boshqaruv tajribasi joriy qilindi. O'zbekiston BMT va boshqa xalqaro tashkilotlarning faol a'zosi sifatida xalqaro standartlarni milliy boshqaruv tizimiga moslashtirdi.

O'zbekistonning davlat boshqaruv tizimini demokratlashtirish jarayoni mamlakatda siyosiy barqarorlikni mustahkamlash, fuqarolik jamiyatini rivojlantirish va xalqaro hamjamiyatda davlatning obro'sini oshirishga qaratilgan bo'lib, bu jarayon davom etmoqda.

4.Huquqiy tizimni isloh qilish va inson huquqlarini himoya qilishning kuchaytirilishi.

O'zbekiston Respublikasi mustaqillikka erishganidan keyin huquqiy tizimni isloh qilish va inson huquqlarini himoya qilish davlat siyosatining muhim yo'nalishlaridan biri bo'ldi. Ushbu islohotlar milliy qonunchilikni xalqaro standartlarga moslashtirish, sud tizimini mustaqil qilish va fuqarolarning huquq va erkinliklarini himoya qilishga qaratilgan.

4.1Huquqiy tizimni modernizatsiya qilish

Huquqiy islohotlar davlat boshqaruvi va jamiyat hayotining barcha sohalariga huquqiy tartibot va qonun ustuvorligini ta'minlash uchun olib borildi. Asosiy yo'nalishlar quyidagilarni o'z ichiga oladi:

Qonun ustuvorligini ta'minlash: O'zbekiston Respublikasi Konstitutsiyasi va unda belgilangan tamoyillarni amalda to'liq joriy etish maqsadida qonun chiqaruvchi tizim kuchaytirildi.

Qonunchilik bazasini yangilash: Jinoyat kodeksi, Fuqarolik kodeksi va boshqa huquqiy hujjatlar xalqaro standartlarga muvofiqlashtirilib, fuqarolarning huquqlarini himoya qilishni yaxshilashga yo'naltirildi.

Huquqiy yordam tizimini rivojlantirish: Fuqarolarning huquqiy masalalarda o'z huquqlaridan foydalanish imkoniyatlarini kengaytirish uchun davlat hisobidan bepul yuridik yordam ko'rsatish tizimi yo'lga qo'yildi.

4.2 Sud-huquq tizimini isloh qilish

Sud-huquq tizimi inson huquqlarini himoya qilishning asosiy bo'g'ini sifatida tan olinib, unda bir qator muhim islohotlar amalga oshirildi:

Sudlarning mustaqilligini ta'minlash: Sud hokimiyatining boshqa tarmoqlardan mustaqilligi mustahkamlandi. Sudyalar faoliyatini baholash va ularni tayinlash tizimi xalqaro standartlarga moslashtirildi.

Ijtimoiy adolatni ta'minlash: Sud jarayonlarida oshkoralik tamoyili joriy etildi. Jinoyat ishlari bo'yicha nohaq jazo belgilanishining oldini olish uchun sud ishlarini ko'rib chiqishda jamoatchilik nazorati kuchaytirildi.

Apellyatsiya va kassatsiya tizimi: Fuqarolarning sud qarorlarini qayta ko'rib chiqish bo'yicha murojaat qilish imkoniyatlari kengaytirildi.

4.3 Inson huquqlarini himoya qilish tizimini mustahkamlash

O'zbekiston inson huquqlarini himoya qilish borasida qator xalqaro konvensiyalarga qo'shilib, ularning talablarini milliy qonunchilikka joriy qildi. Ushbu sohada olib borilgan asosiy chora-tadbirlar:

Milliy inson huquqlari strategiyasi: Inson huquqlarini ta'minlash va jamiyatda adolatni mustahkamlash uchun davlat dasturlari ishlab chiqildi va amalga oshirildi.

Ombudsman instituti: Fuqarolarning davlat organlariga murojaatlarini koʻrib chiqish va huquqlarini himoya qilish uchun Parlament huzurida Inson huquqlari boʻyicha vakil (ombudsman) instituti kuchaytirildi.

Gender tengligi: Ayollar huquqlarini himoya qilish va gender tenglikni taʼminlash boʻyicha qator qonunlar qabul qilindi. Ayollar va erkaklar uchun teng imkoniyatlar yaratildi.

Bolalar huquqlarini himoya qilish: Bolalar huquqlarini taʼminlash boʻyicha xalqaro konvensiyalarga qoʻshilish orqali ularning huquq va erkinliklari himoyalandi.

4.4 Jazoni ijro etish tizimida islohotlar

Jazoni ijro etish tizimini isloh qilish fuqarolarning insoniy qadr-qimmatini hurmat qilishga yoʻnaltirildi. Ushbu yoʻnalishda amalga oshirilgan ishlardan eng muhimlari:

Jazoni yengillashtirish: Yengil jinoyatlarni sodir etgan shaxslarni jazodan ozod qilish va ularni ijtimoiy reabilitatsiya qilish choralari koʻrildi.

Hibsda saqlash sharoitlarini yaxshilash: Hibsxonalar va jazoni ijro etish muassasalarida xalqaro standartlarga muvofiq yashash sharoitlari yaratildi. *Ommaviy afvlar*: Har yili davlat rahbari tomonidan jinoyat sodir etgan ayrim shaxslarni afv etish boʻyicha farmonlar chiqarildi.

Oʻzbekistonda huquqiy tizimni isloh qilish va inson huquqlarini himoya qilish davlat siyosatining asosiy ustuvor yoʻnalishlaridan biri boʻlib qolmoqda. Bu islohotlar sud tizimining mustaqilligini oshirish, qonun ustuvorligini ta'minlash va fuqarolar huquqlarini samarali himoya qilish imkonini berdi. Shu bilan birga, xalqaro tashkilotlar bilan hamkorlik Oʻzbekistonning inson huquqlarini taʼminlash boʻyicha xalqaro standartlarga moslashuvini ta'minladi.

Xulosa

Oʻzbekiston Respublikasi mustaqillikka erishganidan soʻng, mamlakatning siyosiy, iqtisodiy va ijtimoiy tizimlarida jiddiy islohotlar amalga oshirildi. Ushbu islohotlar davlat boshqaruvi, huquqiy tizim, iqtisodiyot va fuqarolik jamiyatini rivojlantirishga qaratilgan boʻlib, natijada Oʻzbekiston oʻzining demokratik va barqaror rivojlanish yoʻlida muhim qadamlar qoʻydi.

Siyosiy islohotlar davlat boshqaruvini yanada shaffof, samarali va fuqarolar uchun ochiq qilishga xizmat qildi. Demokratik tamoyillar asosida saylov tizimi va siyosiy jarayonlar isloh qilindi, mamlakat ichki siyosatida yangi bosqichga oʻtildi. Shuningdek, davlat boshqaruvining raqamlashtirilishi va fuqarolik jamiyatining rivoji ham muhim oʻzgarishlarga olib keldi.

Iqtisodiy sohada Oʻzbekiston iqtisodiyotni diversifikatsiya qilish va erkin bozor tamoyillarini joriy etish maqsadida sezilarli islohotlarni amalga oshirdi. Tashqi iqtisodiy aloqalar, xorijiy investitsiyalarni jalb qilish va davlat mulkini privatizatsiya

qilish orqali iqtisodiyotning barqaror oʻsishi ta'minlandi. Shu bilan birga, ijtimoiy sohada ta'lim, sogʻliqni saqlash va ijtimoiy himoya tizimi samarali ishlay boshladi.

Huquqiy islohotlar va inson huquqlarini himoya qilish borasida qabul qilingan yangi qonunlar, sud tizimining mustaqilligini oshirish, hamda fuqarolarning huquqlarini ta'minlashga yoʻnaltirilgan chora-tadbirlar mamlakatning global maydondagi imidjini mustahkamladi. Oʻzbekiston xalqaro aloqalarini kengaytirib, mintaqaviy va global hamkorlikni rivojlantirishga katta e'tibor qaratdi.

Shuningdek, Oʻzbekistonning madaniy merosi va milliy qadriyatlari saqlanib, rivojlanmoqda. Madaniyat, san'at va turizm sohalaridagi yutuqlar Oʻzbekistonning jahon sahnasidagi obroʻsini oshirdi. Turizm infratuzilmasi yaxshilanib, mamlakatga koʻplab sayyohlar jalb etilmoqda.

Umuman olganda, Oʻzbekistonning hozirgi davrdagi taraqqiyoti demokratik va iqtisodiy islohotlar orqali yanada mustahkamlandi, mamlakat xalqaro miqyosda oʻzining oʻrnini yanada mustahkamladi va istiqbolda oʻzining rivojlanishini davom ettirishga tayyor.

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MINOR AND MAJOR SYNTAX. MAIN CATEGORIES OF SYNTAX: PHRASE AND SENTENCE

Jizzakh branch of the National University of Uzbekistan
named after Mirzo UlugbekThe faculty of Psychology,
department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 302-21: **Qodirova Iroda Ulug`bek qizi**

Annotation: This article provides an in-depth exploration of syntax, a core aspect of linguistics that governs the arrangement of words and phrases into sentences. Syntax, as outlined in this piece, is not merely a set of rigid rules but a structural framework that enables meaningful and coherent communication in language. The article begins by introducing the distinction between minor and major syntax, two scales of syntactic analysis that help us understand the versatility and complexity of language. Minor syntax refers to the simpler and often fragmented components of language. These include short phrases, interjections, and expressions that may not adhere to complete sentence structures but are essential for informal, conversational communication. Minor syntax covers instances like "Thanks," "Wow," or "Sure thing," where much is communicated in minimal words. Though these elements lack the full grammatical structure of complete sentences, they convey significant meaning and are indispensable in casual language exchanges. This part of syntax analysis focuses on elliptical constructions, where certain parts of the structure are implied rather than explicitly stated, making it relevant for analyzing spoken language and everyday communication.

In summary, this article presents a comprehensive view of syntax, highlighting its layered structure and the crucial role it plays in organizing language for effective communication. Whether through minor syntax in everyday interactions or major syntax in complex sentences, the rules of syntax shape how we express and interpret ideas, making it an indispensable part of human language.

Key words: syntax, linguistics, minor syntax, major syntax, phrases, sentences, grammar, language structure, sentence types, noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, simple sentence, compound sentence, complex sentence, compound-complex sentence, subject, predicate, clauses, language organization, communication, informal language, formal language

Syntax is the set of rules, principles, and processes that govern the structure of sentences in any given language, particularly how words and phrases are arranged. In linguistics, syntax can be broken down into multiple levels of complexity and organization, such as minor and major syntax, and can be broadly categorized into phrases and sentences. This article explores these categories and provides an overview of syntax fundamentals.

Minor and Major Syntax

The distinction between minor and major syntax helps us understand how syntax varies in complexity and scale. It refers to different levels at which we analyze and structure language.

Minor Syntax

Minor syntax concerns smaller, simpler constructions in language. It typically involves smaller phrases or fragments rather than full sentences. Minor syntax includes expressions that may not follow the complete rules of sentence structure but are still communicative. Examples of minor syntax include expressions like "Yes," "Of course," "Wow," and certain interjections or standalone fragments. In many cases, these are elliptical, meaning that parts of the structure are left out but understood. Minor syntax is essential for understanding conversational language, casual exchanges, and fragmented forms of communication that don't always adhere to full grammatical rules.

Major Syntax

Major syntax involves more complex, structured sentences that follow standard grammatical rules and patterns. This level of syntax focuses on the full structure of sentences, the organization of clauses, and how different parts of a sentence relate to each other to form meaningful statements, questions, commands, or exclamations. Major syntax governs the organization of nouns, verbs, adjectives, adverbs, and other parts of speech into a coherent structure. The analysis at this level helps understand more formal, precise language structures and is crucial in grammar and writing.

Main Categories of Syntax: Phrases and Sentences

Syntax is divided into two main categories based on the size and complexity of language units: phrases and sentences.

Phrases

A phrase is a group of words that functions as a single unit within a sentence but does not contain both a subject and a predicate. Phrases serve specific roles within sentences, and they add meaning or detail to the structure. Phrases can be classified into several types, based on the main word in the phrase:

Noun Phrase

A phrase built around a noun, which serves as its head. For example, "the quick brown fox" is a noun phrase where "fox" is the main word.

Verb Phrase

A phrase that includes a main verb and its auxiliaries. For instance, "is running quickly" is a verb phrase, where "running" is the main word.

Adjective Phrase

A phrase centered on an adjective, like "very intelligent," with "intelligent" as the main word.

Adverb Phrase

A phrase centered on an adverb, such as "quite rapidly," where "rapidly" is the main word.

Prepositional Phrase

A phrase that starts with a preposition and includes a noun or noun phrase as its object, like "under the table," where "table" is the main word.

Phrases are vital components of syntax because they create building blocks within sentences, providing context and meaning without forming complete sentences on their own.

Sentences

A sentence is a larger, more complex structure that contains at least one subject and one predicate and expresses a complete thought. Sentences can vary in complexity from simple sentences containing a single clause to complex sentences with multiple clauses and structures. There are several types of sentences, based on their structure:

Simple Sentence

Contains a single independent clause, e.g., "She laughs."

Compound Sentence

Contains two or more independent clauses joined by a coordinating conjunction, e.g., "She laughs, and he smiles."

Complex Sentence

Contains one independent clause and at least one dependent (subordinate) clause, e.g., "She laughs because the joke is funny."

Compound-Complex Sentence

Contains two or more independent clauses and at least one dependent clause, e.g., "She laughs, and he smiles because they both found it funny."

These types of sentences enable speakers and writers to convey ideas, ask questions, give commands, or make exclamations. In syntax, sentences are often analyzed in terms of their hierarchical structure, meaning that smaller units (like phrases) combine to create larger units (clauses) that form complete sentences.

Importance of Syntax in Communication

Syntax is essential for effective communication, as it dictates how words and phrases combine to convey precise meanings. Minor syntax provides flexibility and

immediacy in informal communication, while major syntax ensures clarity and structure, particularly in written language and formal contexts. Understanding phrases and sentences, the core components of syntax, enables us to create and interpret language accurately.

Conclusion

In conclusion, understanding the distinction between minor and major syntax is crucial for effective communication in both written and spoken language. Minor syntax, which includes the use of fragments and colloquial structures, allows for creativity and personal expression, often making language feel more relatable and informal. On the other hand, major syntax adheres to conventional grammatical rules, providing clarity and structure to our communication. By mastering both forms, writers can enhance their stylistic versatility, adapting their language to suit different contexts and audiences. Ultimately, a balanced approach to syntax not only enriches our expression but also deepens our connection with readers, allowing for a more engaging and impactful exchange of ideas.

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THE CLASSIFICATION OF ENGLISH CONSONANTS

Teshaboyeva Nafisa Zubaydulla qizi
Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek The faculty of Psychology,
department of Foreign languages
Phylology and foreign languages
Student of group 302-21: ***Qodirova Iroda Ulugbek qizi***

Annotation: This article provides a comprehensive overview of the classification of English consonants, which are pivotal in shaping the sounds of the language. It categorizes consonants based on three primary criteria: voicing, place of articulation, and manner of articulation. This detailed explanation serves to inform readers about the complexities of consonant sounds in English, promoting a deeper engagement with the study of phonetics and linguistics.

Keywords: English consonants, Voicing, Voiced consonants, Voiceless consonants, Place of articulation, Bilabial, Labiodental, Dental, Alveolar, Postalveolar,Velar, Manner of articulation, Stop (Plosive), Fricative, Affricate, Nasal, Lateral, Approximant, Phonetics, Linguistics, Pronunciation, Language learning.

The Classification of English Consonants

Consonants are an essential component of the English language, influencing pronunciation, meaning, and communication. Understanding their classification can enhance our grasp of phonetics and improve both spoken and written English. This article explores the various ways in which English consonants can be categorized.

Voicing

Voicing is a fundamental aspect of phonetics that distinguishes between different consonant sounds in the English language. In this classification, consonants are categorized based on whether the vocal cords vibrate during their articulation. This distinction plays a crucial role in pronunciation and meaning.

1. Voiced Consonants

Voiced consonants are produced with the vocal cords vibrating. When these sounds are articulated, air passes through the vocal cords, causing them to vibrate.

- **/b/**: as in *bat*
- **/d/**: as in *dog*
- **/g/**: as in *go*
- **/v/**: as in *van*
- **/z/**: as in *zebra*

- **/ʒ/**: as in *measure*
- **/ð/**: as in *this*
- **/m/**: as in *man*
- **/n/**: as in *no*
- **/l/**: as in *light*
- **/r/**: as in *red*

Characteristics of Voiced Consonants

- **Vocal Cord Vibration**: These sounds require the vocal cords to be engaged, producing a buzz or hum.

- **Examples in Pairs**: Voiced consonants often have voiceless counterparts. For example, /b/ (voiced) vs. /p/ (voiceless), or /d/ vs. /t/.

2. Voiceless Consonants

Voiceless consonants, on the other hand, are articulated without vocal cord vibration. The airflow is not interrupted by vocal cord movement, resulting in a clearer and sharper sound. Common voiceless consonants in English include:

- **/p/**: as in *pat*
- **/t/**: as in *top*
- **/k/**: as in *cat*
- **/f/**: as in *fan*
- **/s/**: as in *snake*
- **/ʃ/**: as in *shoe*
- **/θ/**: as in *think*

Characteristics of Voiceless Consonants

- **No Vocal Cord Vibration**: These sounds are produced solely by shaping the airflow without buzzing.

- **Examples in Pairs**: Similar to voiced consonants, voiceless sounds often have voiced counterparts (e.g., /p/ vs. /b/, /t/ vs. /d/).

Place of Articulation

Consonants can also be classified based on where in the vocal tract they are produced. The major places of articulation include:

Bilabial - Produced with both lips. Examples: /p/, /b/, /m/.

Labiodental - Produced with the lower lip and upper teeth. Example: /f/, /v/.

Dental - Produced with the tongue against the upper teeth. Example: /θ/, /ð/.

Alveolar - Produced with the tongue against the alveolar ridge. Examples: /t/, /d/, /s/, /z/, /n/, /l/.

Postalveolar - Produced just behind the alveolar ridge. Examples: /ʃ/ as in "shoe", /ʒ/ as in "measure".

Velar - Produced with the back of the tongue against the soft palate (velum). Examples: /k/, /g/, /ŋ/ as in "sing".

Manner of Articulation

The manner of articulation refers to how the airflow is restricted or modified during the production of consonant sounds. Understanding this classification helps in grasping the nuances of how different consonants are formed in the English language. Here's an expanded look at each category with detailed definitions and examples.

Stop (Plosive) - Stops, also known as plosives, are consonant sounds produced by completely obstructing the airflow in the vocal tract, creating a build-up of pressure. When the closure is released, a burst of sound occurs.

Examples

/p/: as in pat (voiceless)

/b/: as in bat (voiced)

/t/: as in top (voiceless)

/d/: as in dog (voiced)

/k/: as in cat (voiceless)

/g/: as in go (voiced)

Fricative - Fricatives are consonants produced by forcing air through a narrow channel formed by the articulators, creating turbulence or a hissing sound.

Characteristics -

Narrow Channel: The articulators are close together but not fully closed, allowing a continuous flow of air.

Turbulent Sound: The friction created by the airflow generates a characteristic sound.

Examples

/f/: as in fan (voiceless)

/v/: as in van (voiced)

/s/: as in snake (voiceless)

/z/: as in zebra (voiced)

/ʃ/: as in shoe (voiceless)

/ʒ/: as in measure (voiced)

Affricate - Affricates are consonants that begin as stops (complete closure) and release into a fricative sound. This combination creates a distinct sound that starts with a blockage and transitions smoothly into turbulence.

Characteristics

Affricates involve a two-part articulation: a complete closure followed by a fricative release.

Single Phoneme: Despite comprising two actions, affricates are considered a single sound.

Examples

/tʃ/: as in chop (voiceless)

/dʒ/: as in judge (voiced)

Nasal - Nasal consonants are produced with airflow flowing through the nasal cavity while the oral cavity is blocked. This results in a resonant sound characteristic of nasals.

Characteristics -

Nasal Cavity Involvement: The velum (soft part of the roof of the mouth) is lowered, allowing air to escape through the nose.

Muffled Quality: The sound produced has a distinct resonance due to the nasal passage.

Examples

/m/: as in man (bilabial nasal)

/n/: as in no (alveolar nasal)

/ŋ/: as in sing (velar nasal)

Lateral - Lateral consonants allow airflow to pass around the sides of the tongue, creating a unique sound quality.

Characteristics -

Side Airflow: The center of the tongue makes contact with the roof of the mouth, while the sides remain open.

Distinctive Sound: Lateral sounds have a characteristic "liquid" quality.

Example:

/l/: as in light (alveolar lateral)

Approximan - Approximants are consonants produced when the articulators come close together but do not create turbulent airflow. These sounds are often more vowel-like in their quality.

Characteristics -

Close Proximity: The articulators are positioned close to each other, allowing for smooth airflow without significant obstruction.

Vowel-like Quality: Approximants are often used in the formation of syllables and have a softer sound compared to other consonants.

Examples

/r/: as in red (alveolar approximant)

/j/: as in yes (palatal approximant)

/w/: as in we (labio-velar approximant)

Conclusion

The classification of English consonants into categories of voicing, place of articulation, and manner of articulation provides a framework for understanding their diverse functions in speech. This knowledge can significantly aid language learners and linguists in their study of phonetics, phonology, and the intricate structures of English. By recognizing these classifications, we can improve our pronunciation skills, enhance our listening abilities, and deepen our appreciation for the complexity of the English language. The distinction between voiced and voiceless consonants is crucial, as it affects not only pronunciation but also meaning. For instance, the minimal pairs such as "bat" (/b/) and "pat" (/p/) demonstrate how a single phonetic feature can change the identity of a word. Voiced consonants, produced with vocal cord vibration, often convey a sense of warmth and fullness, while voiceless consonants, articulated without this vibration, typically have a sharper, more abrupt quality.

Understanding the place of articulation—whether a consonant is produced in the front, central, or back of the vocal tract—allows us to appreciate the variety of sounds that English encompasses. Each place of articulation contributes to the distinctiveness of sounds, affecting how they combine in speech. For example, the bilabial sounds like /p/ and /b/ contrast sharply with the alveolar sounds /t/ and /d/, showcasing how the position of the tongue and lips influences the resulting sound.

The manner of articulation further categorizes consonants based on how airflow is manipulated during their production. From stops and fricatives to nasals and approximants, each category reveals the complexity of sound production. Stops, characterized by complete closure, create explosive sounds, while fricatives generate a continuous flow of air that produces a distinct hissing quality. Understanding these differences can significantly enhance one's ability to articulate sounds clearly and accurately.

For language learners, mastering the classification of consonants is essential for achieving fluency and clarity in speech. Recognizing the nuances of consonant production helps in developing better pronunciation skills, enhancing listening comprehension, and facilitating effective communication. Moreover, this knowledge is invaluable for linguists and educators who seek to analyze language patterns and teach phonetics systematically.

In conclusion, the classification of English consonants is not merely an academic exercise; it is a practical framework that underpins effective communication.

By delving into the intricacies of voicing, place, and manner of articulation, we equip ourselves with the tools to understand and produce the rich array of sounds in the English language. This understanding fosters greater appreciation for the complexity of human speech and contributes to the ongoing exploration of linguistic diversity. As we continue to study and practice these concepts, we enhance our proficiency in English and enrich our overall language experience.

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ALTERATION OF PHONEMES

Teshaboyeva Nafisa Zubaydulla qizi
Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Student of group 302-21: ***Qodirova Iroda Ulugbek qizi***

Annotation: This scientific article seeks to explore sound alternations in phonetics, which involve variations in the pronunciation of sounds within a language. The study investigates various types of sound alternations, the mechanisms that cause them, and the linguistic factors that influence their occurrence. By analyzing existing literature, the article provides a detailed understanding of sound alternations in phonetics, highlighting their importance and implications in the field of linguistics.

Keywords: sound alternations, assimilation, dissimilation, epenthesis, phenomenon in phonetics, consonants or vowel sounds.

Phonetics is a scientific field that focuses on the study of speech sounds, including how they are produced, transmitted, and perceived. When delving into phonetics, one encounters the intriguing phenomenon of sound alternations, which are systematic changes in the pronunciation of speech sounds within a language. These dynamic variations are essential for understanding language diversity and change, making them a key area of interest for researchers. Sound alternations can take many forms, such as assimilation, dissimilation, insertion, deletion, and substitution. These patterns can be observed at various linguistic levels, including phonetic, phonological, and morphological. Understanding the underlying mechanisms and patterns of these alternations provides important insights into the development and evolution of languages. A significant aspect of sound alternations is their impact on phonetic variation and dialectal differences. Different dialects of a language may exhibit distinct sound alternations, shaped by historical and sociolinguistic influences. For instance, rhoticity, which involves variations in the pronunciation of the /r/ sound, is common in many English-speaking communities, illustrating the complexities of sound alternations across dialects. Moreover, sound alternations can reveal how languages change over time. By studying historical sound shifts, linguists can reconstruct the evolution of a language's sound patterns, providing insights into its diachronic development and the historical relationships among languages.

Assimilation

Assimilation in phonetics refers to the process by which one sound influences or becomes similar to a neighboring sound. This phenomenon often occurs for ease of articulation or due to the influence of adjacent sounds. There are different types of assimilation, including regressive assimilation (or right-to-left assimilation) and progressive assimilation (or left-to-right assimilation).Regressive assimilation occurs when a sound is affected by a subsequent sound. For instance, in English, the word "impossible" is frequently pronounced as "impossiple," where the final /b/ sound is assimilated to the following voiceless /p/ sound. Conversely, progressive assimilation happens when a sound is influenced by a preceding sound. An example of this is the word "handbag," which is often pronounced as "hambag" because the initial /n/ sound is assimilated to the following /b/ sound.Assimilation can also result from various phonetic processes, such as nasalization, where a non-nasal sound becomes similar to a neighboring nasal sound. For example, in English, "can't" is sometimes pronounced as "caŋt," as the final /n/ sound assimilates to the following nasal /ŋ/ sound. Overall, assimilation is a widespread phenomenon in phonetics and significantly influences how sounds are pronounced across different languages.

Dissimilation

Dissimilation in phonetics refers to the process by which a sound in a word is altered due to the influence of nearby sounds. This change is often made to facilitate pronunciation or to distinguish between similar sounds. For example, in English, the word "lamb" features an "m" sound followed by a "b" sound. Through dissimilation, the "m" sound can change to an "n" sound to prevent the repetition of similar nasal sounds.A similar phenomenon occurs in Spanish. In the word "tres" (meaning "three"), the final "s" is pronounced as a voiceless dental fricative. However, when "tres" is followed by a word starting with a voiced alveolar sound, the dissimilation process alters the final "s" to a voiced alveolar sound, creating "trez" when pronounced with "veces" (meaning "times"). Dissimilation is a prevalent process in many languages, aiding speakers in articulating words more smoothly and avoiding the repetition of similar sounds.

Epenthesis

Epenthesis is a phonetic process that involves adding an extra sound, typically a vowel, into a word. This insertion often occurs to break up difficult consonant clusters, making pronunciation easier, especially in rapid speech. In English, there are several examples of epenthesis. A common instance is the way "athlete" is pronounced as "ath-uh-leet" rather than "ath-leet." Another example is the pronunciation of "warmth" as "wawr-mth" instead of "war-mth." Epenthesis can also manifest in various

regional accents or personal speech habits. For instance, some individuals pronounce "nuclear" as "noo-kyuh-ler" instead of "noo-klee-er." Overall, epenthesis is a natural linguistic phenomenon that facilitates easier pronunciation and comprehension of words in specific contexts.

Deletion

Deletion in phonetics refers to the omission of a sound or phoneme in spoken language. This can happen for various reasons, such as simplifying speech, facilitating easier pronunciation, or as a result of language evolution over time. This process can manifest in different ways. For instance, a sound may be deleted when it appears in an unstressed position, such as the "e" in "government," which is often pronounced as "govern-ment." Deletion can also occur when a sound is next to another similar sound, as in the pronunciation of "library," which may be said as "lī-brer-ē." Additionally, deletion may occur in certain dialects or accents, where specific sounds are dropped or altered. For example, some speakers might omit the post-vocalic "r" in words like "car" or "four." Overall, deletion is a natural aspect of language change and can vary widely among different languages and dialects.

In phonetics, metathesis refers to the process of rearranging sounds within a word, specifically involving the swapping of two phonemes. This phenomenon can arise for various reasons, such as ease of articulation or the influence of neighboring sounds. Metathesis is common across many languages and can affect different types of sounds, including both consonants and vowels.For example, in English, the word "realtor" is often pronounced as "realator," where the /l/ and /t/ sounds are switched. Another instance is the word "spaghetti," which some people pronounce as "pasghetti," swapping the initial sounds /s/ and /p/.

Metathesis can also be found in other languages. For example, in Spanish, the word "murciélago" (meaning "bat") is sometimes pronounced as "murciégalo," with the /e/ and /i/ sounds transposed.Overall, metathesis is a natural phonetic process that can occur in various languages, leading to the rearrangement of sounds.

In conclusion, sound alternations in phonetics are vital for the study and analysis of language. These alternations, also known as phonological processes, illustrate the dynamic and systematic nature of sound patterns in language. They help us understand how sounds change and interact within a language or across different languages. Sound alternations can be categorized into types such as assimilation, dissimilation, insertion, deletion, and metathesis.By examining these sound alternations, linguists can uncover the underlying phonological rules that govern observed speech patterns. These rules explain why specific sounds may undergo certain changes in particular linguistic contexts. Additionally, sound alternations provide valuable insights into the historical development of languages and enhance our

understanding of language change over time.Understanding sound alternations is crucial not only for linguistic research but also for practical applications. It aids in language acquisition, phonetic transcription, and language teaching. By recognizing the regular sound changes that occur in a language, learners can enhance their pronunciation and comprehension skills.

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THE ADVERBS AND THE THEORY OF ITS GRAMMATICAL CATEGORIES

Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 302-21: **Qodirova Iroda Ulugbek qizi**

Annotation: This article explores the role of adverbs in language, focusing on their definition, functions, and grammatical categories. It provides an overview of how adverbs modify verbs, adjectives, and other adverbs, enhancing the clarity and richness of communication. The article categorizes adverbs into five main types: manner, time, place, degree, and frequency. Each category is illustrated with examples to demonstrate their significance in sentence structure. Understanding these grammatical categories is essential for effective communication in both spoken and written language.

Keywords: Adverbs, Grammatical Categories, Manner, Time, Place, Degree, Frequency, Communication, Modification, Language Proficiency.

Introduction

Adverbs are a fundamental part of speech in many languages, playing a crucial role in constructing meaningful and precise sentences. They are versatile words that modify verbs, adjectives, and even other adverbs, providing additional context that enhances understanding. By answering questions related to how, when, where, and to what extent an action occurs, adverbs significantly enrich both spoken and written communication.

Adverbs are words that modify or qualify verbs, adjectives, other adverbs, and even entire sentences. They provide essential information that helps clarify the action or description in a sentence, enhancing the reader's or listener's understanding. Adverbs are typically formed from adjectives, but they can also be unique words that do not derive from other parts of speech.

Types of Adverbs

Adverbs can be categorized into several distinct types, each serving a unique purpose in sentence construction. Understanding these categories can enhance clarity and precision in communication. Below are detailed definitions of the various types of adverbs:

1. Manner Adverbs

Manner adverbs modify verbs by indicating the way in which an action is carried out. They often answer the question "*how?*" and can enhance the reader's or listener's understanding of the action being described.

Examples:

"She sings beautifully." (The adverb *"beautifully"* describes how she sings.)

"He quickly finished his homework." (Here, "*quickly*" indicates the speed of the action.)

2. Time Adverbs

Time adverbs modify verbs by specifying the timing of an action, answering the question "when?" They can refer to specific moments, durations, or frequencies of actions, thus situating events within a time frame.

Examples:

"I will call you later." (The adverb "*later*" specifies when the action will take place.)

"She visited us yesterday." (In this case, "*yesterday*" denotes a specific point in the past.)

3. Place Adverbs

Place adverbs modify verbs by specifying the location of an action, answering the question "where?" They can indicate specific locations, general areas, or directions, thereby situating actions in a spatial context.

Examples:

"The children are playing outside." (The adverb *"outside"* shows where the action is occurring.)

"Please put the book there." (Here, "*there*" indicates a specific location.)

4. Degree Adverbs

Definition: Degree adverbs express the intensity or degree of an adjective or another adverb, answering the question "*to what extent*?" They help to modify the meaning by indicating the strength of the description.

Examples:

"She is very talented." (The adverb "*very*" intensifies the adjective "talented.")

"He runs quite fast." (In this case, *"quite"* modifies the adverb "fast," indicating a moderate degree of speed.)

5. Frequency Adverbs

Frequency adverbs modify verbs by specifying the rate at which an action takes place, answering the question "*how often?*" They help clarify whether an action is habitual, occasional, or rare, thus providing context for the timing of events.

Examples:

"I often go for walks in the evening." (The adverb "*often*" indicates a regular occurrence.)

"They rarely eat out." (Here, *"rarely"* suggests that eating out happens infrequently.)

6.Certainty Adverbs

Certainty adverbs modify verbs or entire sentences to indicate the level of certainty, possibility, or doubt associated with an action or event. They answer questions like "*how sure?*" or "*how likely?"* and help convey the speaker's attitude toward the information being presented.

Examples:

"She will definitely join us for dinner." (The adverb "*definitely*" conveys strong assurance.)

"He might possibly attend the meeting." (In this case, "*possibly*" introduces uncertainty.)

7. Interrogative Adverbs

Interrogative adverbs are adverbs that introduce questions, specifically asking about manner, time, place, reason, or condition. They help to gather information and clarify details in conversations or written texts.

Examples:

"How did you solve the problem?" (The adverb "*how*" asks about the manner of solving.)

"When will you arrive?" (Here, "*when*" questions the time of arrival.)

8. Conjunctive Adverbs

Conjunctive adverbs are adverbs that function as conjunctions to connect complete thoughts. They help clarify the relationship between two independent clauses, enhancing the coherence and flow of writing or speech. Common conjunctive adverbs include "however," "therefore," "moreover," "nevertheless," and "consequently."

Examples:

"She was tired; however, she finished her work." (The adverb "*however*" contrasts the two clauses.)

"He loves soccer; therefore, he plays every weekend." (Here, "*therefore*" indicates a cause-and-effect relationship.)

Importance of Adverbs in Communication

Adverbs are integral components of language that significantly enhance both written and spoken communication. By modifying verbs, adjectives, and other adverbs,

they add depth and clarity to expressions. Here's a detailed exploration of the importance of adverbs in communication:

Enhancing Clarity and Precision

Adverbs provide specific details about how, when, where, and to what extent actions occur. This specificity helps eliminate ambiguity and ensures that the message is understood accurately.

Example: "She spoke softly" conveys a clear manner of speaking compared to just "She spoke," which lacks detail.

Adding Nuance and Emotion

Adverbs can convey the speaker's feelings or attitudes toward the action being described. They help express nuances in meaning and emotional tones, making communication more engaging.

Example: "He angrily rejected the proposal" indicates a strong emotional response, while "He rejected the proposal" is more neutral.

Indicating Time and Frequency

Time and frequency adverbs help situate actions within a temporal context, clarifying when events occur and how often they happen. This temporal information is crucial for understanding sequences and routines.

Example: "She usually arrives early for meetings" sets an expectation about her behavior.

Clarifying Manner and Degree

Manner adverbs describe how actions are performed, while degree adverbs specify the intensity or extent of an action. Together, they enrich the description of actions and enhance the reader's or listener's understanding.

Example: "He completed the task quickly and very efficiently" provides a detailed understanding of both the speed and quality of the work.

Facilitating Smooth Transitions

Conjunctive adverbs help connect ideas and clauses, creating a smooth flow in writing and speech. They clarify relationships between thoughts, which is essential for effective argumentation and storytelling.

Example: "The weather was terrible; however, we decided to go hiking" shows a contrast between the conditions and the decision made.

Promoting Engagement and Interest

Using a variety of adverbs can make communication more dynamic and interesting. They can capture the audience's attention and hold their interest, particularly in narrative and descriptive writing.

Example: "The children played joyfully in the park" creates a vivid image compared to "The children played in the park."

Supporting Persuasive Communication

In persuasive writing or speaking, adverbs can strengthen arguments by emphasizing certainty, frequency, or degree. This can help sway an audience's opinion or convince them of a particular viewpoint.

Example: "We will definitely meet the deadline" conveys strong assurance, which can be persuasive in a professional context.

Facilitating Learning and Understanding

In educational contexts, adverbs help clarify instructions and explanations. They guide students in understanding concepts by providing context and detail.

Example: "Please read the instructions carefully" emphasizes the manner in which the task should be performed.

Conveying Cultural and Contextual Nuances

Different adverbs can reflect cultural attitudes and contextual nuances, allowing speakers to communicate more effectively in varying situations.

Example: Using "thankfully" instead of "gladly" can reflect a more formal or grateful tone, depending on the context.

Enriching Descriptive Language

In descriptive writing, adverbs enhance imagery and help create vivid scenes, allowing readers to visualize actions and settings more clearly.

Example: "The stars twinkled brightly in the night sky" provides a more vivid description than simply stating "The stars were in the sky."

CONCLUSION

In conclusion, adverbs are not merely modifiers but are fundamental elements that enhance the structure and meaning of language. Their classification into grammatical categories provides a framework for understanding their diverse functionalities, while their impact on clarity, engagement, and coherence underscores their importance in effective communication. Mastering the use of adverbs empowers speakers and writers to express themselves with precision and depth, fostering more meaningful interactions. As we continue to explore the nuances of language, recognizing the role of adverbs will be crucial in developing strong communication skills and appreciating the richness of linguistic expression.

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SUBSTANTIVIZATION OF ADJECTIVES

Supervisor: **Teshaboyeva Nafisa Zubaydulla qizi**
Assistant teacher in the department of Foreign Languages at' Jizzakh branch of the
National University of Uzbekistan named after Mirzo Ulugbek
Jizzakh branch of National University of Uzbekistan named after Mirzo Ulugbek
Faculty of Psychology Philology and Foreign Languages,
Senior student - **Sheraliyeva Shoira To'lqin qizi**

ABSTRACT

The substantivization of adjectives in English is a remarkable linguistic process where adjectives function as nouns, enabling them to represent concepts, groups, or abstract ideas. This phenomenon plays a crucial role in the grammatical, semantic, and stylistic richness of the English language. Substantivized adjectives, such as *the rich*, *the unknown*, and *the brave*, allow for concise expression of complex notions while retaining a link to their adjectival roots. This article explores the types of substantivization—complete, partial, and contextual—alongside their historical development and syntactic behavior. Additionally, it highlights the stylistic functions of substantivized adjectives in literature, formal discourse, and modern usage. The findings demonstrate that substantivization not only reflects the flexibility of English grammar but also enhances its expressive capabilities, making it a vital area of study for linguists and language enthusiasts alike.

KEYWORDS: substantivization, adjectives, English grammar, syntactic transformation, stylistic devices, linguistic evolution, semantic analysis

INTRODUCTION

Language is a dynamic and adaptive system that constantly evolves to meet the communicative needs of its speakers. One of the fascinating processes in the development of linguistic structures is substantivization—the transformation of words from one grammatical category to another. In English, substantivization of adjectives, where adjectives assume the role of nouns, is a prevalent and linguistically rich phenomenon.

This process allows adjectives to transcend their traditional role of describing nouns and to function independently as substantive elements. Substantivized adjectives play a crucial role in the economy of language, enabling speakers to convey complex ideas, collective notions, or abstract concepts with remarkable conciseness. For instance, phrases such as *the poor*, *the brave*, or *the unknown* encapsulate rich meanings that would otherwise require longer and more elaborate expressions.

The substantivization of adjectives in English has deep historical roots, dating back to Old English, where the inflected nature of the language facilitated such transformations. Over time, as English evolved into a more analytic language, the usage of substantivized adjectives expanded, particularly in formal, literary, and abstract contexts. This linguistic process not only reflects the flexibility of English grammar but also its creative potential for lexical innovation.

In addition to its grammatical significance, substantivization has a marked stylistic impact. It is often employed in literary works, legal documents, and philosophical texts to achieve brevity, emphasis, or a poetic tone. Writers such as Shakespeare and Milton utilized substantivized adjectives to great effect, imbuing their works with depth and resonance. In modern English, the phenomenon remains highly functional, appearing in both spoken and written communication.

This article explores the phenomenon of substantivization of adjectives in English from multiple perspectives. It begins by defining the concept and categorizing the types of substantivization, including complete, partial, and contextual. It then delves into the grammatical and semantic features of substantivized adjectives, examining how they operate within sentences and convey meaning. Finally, the article highlights the historical development of this phenomenon and its stylistic and functional roles in contemporary English. Through this comprehensive analysis, the article aims to shed light on how substantivization enriches the expressive power of the English language.

MATERIALS AND METHODS

Substantivization-type of conversion-lexical word-building process of zero-derivation. When adjectives are fully substantivized – they make a noun, which is connected with the adjective only etymologically. These nouns acquire all the forms of constitutive substantive categories; number, case, article determination (privates, natives – number; private's – case; a private, the private – article determination). In Rus – рядовой, больной, и тд. There is group of partially substantivized adj-s – they are characterized by mixed lexicon-gram features; convey mixed adjectival-noun semantics of property, perform functional characteristics of nouns in sent, are not changed according to category of number, combined only with definite article.

They include words, denoting: group of people with the same feature (the reach, the English), abstract notions (the unforgettable). They make a specific group of adjectives marginal to nouns, can be called «adjectives».

Definition and Scope of Substantivization

Substantivization is the process through which adjectives take on the role of nouns in a sentence. In English, this phenomenon allows adjectives to independently represent groups, qualities, or abstract concepts, often functioning as the subject or object of a sentence. For example:

- *The brave deserve recognition* (*the brave* = brave people).
- *The unknown can be terrifying* (*the unknown* = the concept of the unknown).

The scope of substantivization extends beyond simple grammatical reclassification. It plays a pivotal role in enriching English by creating concise expressions for complex ideas. Substantivization often involves a determiner like "the," though not always, as in contexts like *from sublime to ridiculous*.

Grammatical Features

Definite Article Usage

Substantivized adjectives are often preceded by "the" to signal definiteness and specify a group or concept. Without "the," the phrase might revert to an adjectival or undefined state.

- *The rich are thriving* (specific group).
- *Rich people are thriving* (general description).

Number and Count ability

Most substantivized adjectives are inherently collective (e.g., *the blind*). Some, however, may adopt singular or abstract qualities depending on context.

- Collective: *The elderly need assistance.*
- Singular/Abstract: *The unexpected happened.*

Morphological Properties

Unlike typical nouns, substantivized adjectives often lack plural inflections (*the rich*, not *the riches*, unless the latter is used figuratively).

Semantic Analysis

Substantivization of adjectives contributes meaningfully to communication by representing:

Collective Entities

Adjectives like *the brave* or *the poor* represent groups with shared characteristics, often used in sociological or philosophical contexts.

- *The oppressed will rise up* (group reference).

Abstract Concepts

Adjectives such as *the unknown* or *the impossible* denote abstract or philosophical ideas.

- *The sublime inspires awe and wonder.*

Individual Reference

Substantivized adjectives can also refer to individuals, particularly in formal or legal contexts.

- *The accused was found guilty.*
- *The deceased is remembered fondly.*

This study demonstrates that substantivization enriches English linguistically, semantically, and stylistically. Understanding this process provides valuable insights into the nature of language change, the interplay between grammar and meaning, and the creative potential of linguistic forms. As English continues to evolve, the substantivization of adjectives will likely remain an essential aspect of its grammar and a fertile ground for linguistic inquiry.

CONCLUSION

The substantivization of adjectives in English is a testament to the flexibility and adaptive nature of the language. By allowing adjectives to function as nouns, English provides speakers with a versatile tool for expressing collective entities, abstract ideas, and nuanced concepts. This linguistic phenomenon is not only a grammatical process but also a reflection of the language's ability to evolve and accommodate the communicative needs of its users.

Historically, the roots of substantivization in English can be traced back to Old and Middle English, where inflectional forms facilitated such transformations. As English became more analytic, substantivized adjectives emerged as an efficient means of encapsulating meaning, especially in formal, literary, and philosophical contexts. In modern usage, their prevalence underscores their relevance, appearing in contexts ranging from everyday speech to legal and poetic discourse.

The functional and stylistic roles of substantivized adjectives further highlight their significance. They contribute to the economy of language by enabling concise expression, serve as stylistic devices that add depth and resonance to texts, and reveal cultural and societal attitudes through their usage. Phrases like *the young*, *the innocent*, and *the oppressed* not only communicate information but also evoke empathy, solidarity, or reflection.

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THEORY OF PARTS OF THE SENTENCE: PRINCIPLE, SECONDARY PARTS OF THE SENTENCE, PROBLEMS OF TERTIARY

Supervisor: **Teshaboyeva Nafisa Zubaydulla qizi**
Assistant teacher in the department of Foreign Languages at Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
Jizzakh branch of National University of Uzbekistan named after Mirzo Ulugbek Faculty of Psychology Philology and Foreign Languages,
Senior student **- Sheraliyeva Shoira To'lqin qizi**

ABSTRACT

This article explores the theory of sentence structure by categorizing sentence components into principal, secondary, and tertiary parts. The principal parts—subject and predicate—form the essential core of any sentence, establishing its fundamental meaning. Secondary parts, including objects, attributes, and adverbial modifiers, add specificity and depth, allowing for detailed expression. The concept of tertiary parts, though less defined in traditional grammar, includes parenthetical expressions, disjoints, and embedded clauses that provide additional context and stylistic nuance. The boundaries between secondary and tertiary parts remain a subject of debate, as tertiary elements are non-essential yet often enrich the tone and viewpoint of a sentence. This analysis of sentence structure offers a framework for understanding how language conveys both core meaning and contextual subtleties, highlighting the complex interaction between syntactic components.

KEY WORDS: Theory of sentence structure**,** principal parts of sentence, subject and predicate, secondary sentence elements, objects in sentences, modifiers and attributes, adverbial modifiers, tertiary parts of sentence, parenthetical expressions, disjoints and embedded clauses, syntactic roles, grammar and syntax theory, sentence composition, linguistic elements, contextual nuance in language

INTRODUCTION

Understanding sentence structure is fundamental to the study of language and linguistics, as it reveals how different elements within a sentence work together to convey meaning. Each part of a sentence serves a unique syntactic function, contributing to the overall clarity, detail, and depth of communication. Traditionally, sentence components are categorized into three main types: **principal parts**, **secondary parts**, and **tertiary parts**. Principal parts, including the subject and predicate, form the essential foundation of any sentence, providing the core meaning that every other element builds upon. Beyond these, secondary parts, such as objects,

attributes, and adverbial modifiers, enrich sentences by adding specific details about actions, descriptions, and contexts. While principal and secondary parts are widely recognized and studied, the concept of tertiary parts—such as parenthetical expressions, disjoints, and embedded clauses—remains less clearly defined. Tertiary parts add stylistic nuance, conveying additional context or the speaker's viewpoint, though they are not always necessary for the core meaning of a sentence. This article explores the functions and interactions of these sentence parts, examining how each component contributes to sentence composition and understanding. By studying the theory of parts of the sentence, we can gain deeper insight into the complexities of grammar and the many ways language allows for detailed, nuanced communication.

MATERIALS AND METHODS

The philosopher Charles Morris (1938) is credited with the modern conception of the term **"pragmatics"**. Building on the work of philosophers such as Locke and Peirce, Morris aimed to outline a comprehensive science of signs, known as **semiotics**. Within semiotics, he identified three key branches: **syntactics**, **semantics**, and **pragmatics**. Syntactics focuses on the formal relationships among signs themselves, while semantics examines the connection between signs and the objects they represent, or their designata. Pragmatics, on the other hand, explores the relationship between signs and their interpreters. In recent years, various definitions of pragmatics have emerged, each highlighting different aspects of the field. For instance, scholars such as Van Dijk, Allwood Anderson, John Lyons, John Austin, and J. Searle describe pragmatics as the study of how language users match sentences with contexts that make them appropriate. Jan Prucha offers a related perspective, defining pragmatics as the study of both linguistic and non-linguistic factors (including conditions and effects) that influence any communicative act, in which the spoken or written message must serve particular functions. A newer development in syntactical theory, known as **pragmatical syntax**, investigates the relationship between linguistic signs and their users, as well as the conditions required for these signs to be realized within communicative activities.

Literature Review and Comparative Analysis

The theory of sentence structure has been extensively studied in traditional grammar and modern linguistics, with foundational texts offering classifications that have shaped our understanding of sentence components. Key frameworks in syntactic theory categorize sentence parts into principal, secondary, and, less frequently, tertiary components. This literature review examines these classifications across influential grammar theories and highlights key similarities, distinctions, and points of contention. Traditional grammar has long classified sentence components into two primary categories: **principal** and **secondary** parts. According to foundational works by

grammarians such as Otto Jespersen and Henry Sweet, the **principal parts** of a sentence—namely, the **subject** and **predicate**—are essential for conveying the main idea. Jespersen's *The Philosophy of Grammar* (1924) emphasizes that the subject identifies the "doer" or focus, while the predicate completes the thought by describing an action, state, or attribute of the subject. This basic framework has informed much of the traditional grammar instruction used in English language education.

Secondary parts, such as **objects** and **modifiers**, are also well defined in traditional frameworks. Objects, as described by Sweet in *A New English Grammar* (1892), receive the action of the verb and provide additional information about the subject-predicate relationship. Modifiers (both adjectival and adverbial) add descriptive detail, enhancing meaning by specifying characteristics of nouns or actions. Traditional grammar, however, generally does not use the term "tertiary parts"; rather, it incorporates elements like **parenthetical expressions** and **adverbial modifiers** under secondary parts or treats them as optional additions. The development of structural and generative linguistics in the mid-20th century introduced a more systematic analysis of sentence structure, including the functional and hierarchical relationships between sentence parts. Noam Chomsky's *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965) revolutionized linguistic theory by introducing transformational grammar, which examines deep and surface structures in sentences. In these frameworks, principal parts remain fundamental to sentence structure, but secondary parts are seen as more complex, often involving phrases and clauses that function within hierarchical trees. Some generative linguists have proposed **tertiary elements** to account for additional layers of context and stylistic nuance. Though not universally agreed upon, this concept includes disjuncts, embedded clauses, and parentheticals. These elements are viewed as supplementary, contributing to the **pragmatic** rather than **syntactic** meaning of sentences. However, there is a lack of consensus on whether tertiary elements constitute a distinct category, with some linguists treating them as adverbials or as part of secondary components. Across these frameworks, there is broad agreement on the fundamental importance of principal parts in sentence structure; the **subject-predicate** relationship remains central to both traditional and modern theories. Secondary parts, while similarly recognized across theories, vary in classification and role. Traditional grammar tends to view modifiers and objects as straightforward sentence components, whereas structural linguistics analyzes these as part of more complex **phrase structures**. The greatest divergence arises in the treatment of **tertiary parts**. While traditional grammar does not explicitly define a tertiary category, some structural and generative linguists recognize the need for a category that captures elements like **parenthetical expressions** and **disjuncts**—structures that add extra, non-essential information to the sentence. These tertiary parts

often contribute to **tone** or **speaker attitude**, which may be important in linguistic pragmatics but are not necessary for the sentence's grammatical completeness.

Disjuncts

Disjuncts are adverbial phrases or clauses that express the speaker's attitude, viewpoint, or comment on the sentence as a whole, rather than modifying a specific part of it. They can provide insight into the speaker's stance, such as certainty, doubt, evaluation, or judgment. Disjuncts are often set apart from the rest of the sentence by commas or pauses and typically appear at the beginning or end of the sentence.

Examples of Disjuncts:

• **Frankly**, I don't think that's a good idea.

• **In my opinion**, this plan is flawed.

• **Fortunately**, the weather improved in time for the event.

In these examples, the disjuncts ("Frankly," "In my opinion," "Fortunately") offer a perspective on the entire sentence. They don't alter the main meaning but add nuance regarding how the information should be understood.

Embedded Clauses

Embedded clauses are subordinate clauses contained within a main clause and provide additional details about a noun or verb in the sentence. These clauses often serve as modifiers, giving extra information without requiring a separate sentence. Embedded clauses can function as adjectives (describing nouns) or as complements that add information about the verb.

Types of Embedded Clauses:

1.   **Relative Clauses**: Provide more information about a noun.

o   Example: "The book **that you gave me** is fascinating."

o   Here, "that you gave me" is an embedded relative clause giving more information about "the book."

2.   **Noun Clauses**: Act as the subject or object in a sentence.

o   Example: "I know **that she will arrive soon**."

o   In this case, "that she will arrive soon" is an embedded noun clause acting as the object of "I know."

3.   **Adverbial Clauses**: Provide information on time, place, reason, condition, etc.

o   Example: "He left **when the show ended**."

o   The clause "when the show ended" is an adverbial clause giving more information about "He left."

Embedded clauses allow sentences to be more detailed and precise, adding layers of meaning without breaking up the sentence into multiple statements.

Key Differences

• **Function**: Disjuncts modify the entire sentence to add viewpoint or commentary, while embedded clauses add specific information about a particular noun, verb, or aspect of the main clause.

• **Placement**: Disjuncts are typically placed at the beginning or end of sentences and are set off by commas. Embedded clauses appear within the sentence, closely following the word or phrase they modify.

CONCLUSION

The theory of parts of the sentence provides a foundational framework for understanding how language is structured and how meaning is conveyed. By analyzing the principal parts—subject and predicate—we see the essential building blocks of any sentence. The secondary parts, such as objects, modifiers, and complements, further enrich sentence meaning, offering detailed information about actions, qualities, and relationships. Meanwhile, tertiary parts, such as disjoints and embedded clauses, offer additional layers of nuance, context, and perspective, demonstrating the flexibility and complexity of language.

As demonstrated throughout this study, each part of the sentence plays a critical role in shaping communication. While principal and secondary parts are necessary for constructing clear, coherent sentences, tertiary parts enhance expression, providing insight into the speaker's attitude or adding intricate details to the message. The interplay between these components underscores the importance of understanding sentence structure in both linguistic theory and practical application. By recognizing the distinct functions of these parts, we can appreciate how language operates not just to inform, but to express, persuade, and connect ideas more effectively.

Ultimately, the continued exploration of sentence structure, including the evolving discussions around tertiary elements, contributes to our broader understanding of language as a dynamic and complex system for human expression.

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THE CLASSIFICATION OF ENGLISH CONSONANTS

Supervisor: **Teshaboyeva Nafisa Zubaydulla qizi**
Assistant teacher in the department of Foreign Languages at Jizzakh branch of the
National University of Uzbekistan named after Mirzo Ulugbek
Jizzakh branch of National University of Uzbekistan named after Mirzo Ulugbek
Faculty of Psychology Philology and Foreign Languages,
Senior student - **Sheraliyeva Shoira To'lqin qizi**

ABSTRACT

This article presents a detailed classification of English consonants based on three primary phonetic criteria: place of articulation, manner of articulation, and voicing. Each category is explored to explain how different English consonant sounds are produced in the vocal tract. By identifying key features such as bilabial, alveolar, and glottal articulations, as well as voiceless and voiced distinctions, the classification provides a foundational understanding of English phonetics. This structured approach aids in language acquisition, phonetic analysis, and speech therapy, highlighting the importance of consonant classification in linguistics and language learning.

Keywords: English consonants, phonetics, place of articulation, manner of articulation, voicing, language learning, linguistics, speech therapy, phonetic classification, articulation

Introduction: The English language consists of a complex sound system that allows speakers to produce a wide range of words and expressions through the manipulation of airflow within the vocal tract. This system comprises **consonants** and **vowels**, with consonants playing a key role in shaping the distinct syllabic and phonetic structure of English. Unlike vowels, which are produced with a relatively open vocal tract, consonants are created by partially or completely obstructing the airflow in different areas of the mouth and throat. The study of these sounds forms a fundamental part of **phonetics**, the branch of linguistics that examines the physical properties of speech sounds and how they are produced.

Consonants are categorized based on three main criteria: **place of articulation**, **manner of articulation**, and **voicing**. Each criterion reveals specific characteristics of how and where a sound is produced. By understanding these features, learners and professionals alike can gain insight into the subtleties of English pronunciation. For instance, mastering the distinction between voiced and voiceless sounds or recognizing the difference between alveolar and velar sounds can greatly enhance pronunciation accuracy for language learners and improve speech therapy approaches.

The classification of English consonants also aids in identifying and correcting common phonetic issues, making it valuable for language instructors, linguists, and speech therapists. In language acquisition, precise pronunciation is key to clear

communication, and for linguists, understanding these distinctions is crucial for analyzing linguistic patterns and variations. This article provides a comprehensive breakdown of the classification of English consonants, offering a structured guide to their articulation and their role within the English language.

MATERIALS AND METHODS

Consonant Sounds in English

Like vowels, consonants can also be better perceived by learning their sounds. A consonant sound is a speech sound that is produced by the partial or complete obstruction of air by the lips, teeth, tongue or throat. The Collins Dictionary defines a consonant sound as "a sound such as 'p', 'f', 'n', or 't' which you pronounce by stopping the air flowing freely through your mouth". There are 44 speech sounds in total in the English language. Among them, 24 are consonant sounds. Let us look at what they are and how they are classified.

Classification of Consonant Sounds

Consonant sounds are divided into categories based on two aspects, namely,

• The place of articulation – with reference to the parts of the mouth that are used to pronounce the particular sounds.
• The manner of articulation – with reference to the movement of air from the lungs and through and out of the nose and mouth.
Read on to learn more about the various places and manners of articulation.

Place of Articulation

• Bilabial – the upper lip and lower lip come in complete contact with each other.
• Dental – the tip of the tongue touches the teeth mildly.
• Labio-dental – the lower lip and the upper teeth come in contact with each other.
• Palatal – the body of the tongue touches the hard palate.
• Alveolar – the tip or blade of the tongue touches the alveolar ridge.
• Palato-alveolar – the blade/tip of the tongue touches the alveolar ridge, and the body of the tongue approaches the hard palate.
• Velar – the body of the tongue comes in contact with the soft palate (also called the velum).
• Glottal – the vocal cords come into contact and produce friction.

Manner of Articulation

• Plosive – a sound produced by the air being blocked inside the vocal tract followed by the release of air from the mouth.
• Fricative – a sound produced by positioning the mouth in a particular manner so as to partially block the air coming out of the mouth.
• Affricate – a combination of a plosive and fricative manner, in which sound is produced by the blocking of air and finally releasing it through a partial passage.

Consonant Sounds	Place of Articulation	Manner of Articulation	Examples
/p/	Bilabial	Plosive	**p**et, to**p**
/b/	Bilabial	Plosive	**b**at, tu**b**
/m/	Bilabial	Nasal	**m**at, pal**m**
/w/	Bilabial	Approximant	**w**ind, al**w**ays
/f/	Labio-dental	Fricative	**f**ront, lea**f**
/v/	Labio-dental	Fricative	**v**ase, ad**v**ise
/θ/	Dental	Fricative	**th**ink, tee**th**
/ð/	Dental	Fricative	**th**is, wi**th**
/t/	Alveolar	Fricative	**t**runk, wha**t**
/d/	Alveolar	Fricative	**d**ose, war**d**
/s/	Alveolar	Fricative	**s**ave, ca**s**e
/z/	Alveolar	Fricative	**z**est, do**z**e
/n/	Alveolar	Nasal	**n**eat, wi**n**
/l/	Alveolar	Lateral	**l**ike, wi**ll**
/r/	Alveolar	Approximant	**r**est, to**r**ch
/ʃ/	Palato-alveolar	Fricative	**sh**oes, cu**sh**ion
/ʒ/	Palato-alveolar	Fricative	bei**g**e, mea**s**ure
/tʃ/	Palato-alveolar	Affricate	ca**tch**, pa**tch**
/dʒ/	Palato-alveolar	Affricate	ba**dge**, ju**dge**
/j/	Palatal	Approximant	**y**oke, **y**onder
/k/	Velar	Plosive	**k**eep, po**k**e
/g/	Velar	Plosive	**g**ame, ba**g**
/ŋ/	Velar	Plosive	si**ng**, wi**ng**
/h/	Glottal	Fricative	**h**eap, co**h**ort

• Nasal – a sound produced when the air passes and escapes through the nose.

• Lateral – a sound produced by the air escaping from the mouth and sides of the tongue.

• Approximant – a sound produced when the tip of the tongue slightly touches the alveolar ridge, and the air escapes through the gap between the tongue and the alveolar ridge.

The 24 Consonant Sounds in English

Consonants are either voiced (*sonant*) or voiceless (*surd*). Voiced consonants are pronounced with the same vocal murmur that is heard in vowels; voiceless consonants lack this murmur.

1. The voiced consonants are **b**, **d**, **g**, **l**, **r**, **m**, **n**, **z**, consonantal **i**, and **v**.
2. The voiceless consonants are **p**, **t**, **c** (**k**, **q**), **f**, **h**, **s**, and **x**.

4. Consonants are further classified as in the following table:

		LABIALS	DENTALS	PALATALS
	Voiced (*mediae*)	**b**	**d**	**g**
MUTES	Voiceless (*tenuēs*)	**p**	**t**	**c** (**k**, **q**)
	Aspirates	**ph**	**th**	**ch**
NASALS		**m**	**n**	**n** (before **c**, **g**, **q**)
LIQUIDS			**l, r**	
FRICATIVES	(Spirants)	**f**[1]	**s, z**	
SIBILANTS			**s, z**	
SEMIVOWELS		**v**		consonant **i**

Double consonants are **x** (= **cs**) and **z** (= **dz**); **h** is merely a breathing.

1.   Mutes are pronounced by blocking entirely, for an instant, the passage of the breath through the mouth, and then allowing it to escape with an explosion (distinctly heard before a following vowel). Between the explosion and the vowel there may be a slight puff of breath (**h**), as in the Aspirates (**ph**, **th**, **ch**).[2]

2.   Labials are pronounced with the lips, or lips and teeth.

3.   Dentals (sometimes called Linguals) are pronounced with the tip of the tongue touching or approaching the upper front teeth.

4.   Palatals are pronounced with a part of the upper surface of the tongue touching or approaching the palate.[3]

5.   Fricatives (or Spirants) are consonants in which the breath passes continuously through the mouth with audible friction.

6.   Nasals are like voiced mutes, except that the mouth remains closed and the breath passes through the nose.

CONCLUSION

The classification of English consonants is a foundational aspect of phonetic and linguistic studies, offering valuable insights into how sounds are structured and produced in English. By examining consonants according to their place of articulation, manner of articulation, and voicing, we gain a clearer understanding of the intricacies involved in human speech. This systematic classification not only enhances our comprehension of English phonetics but also serves practical purposes in fields such as language education, speech therapy, and linguistic research.

For language learners, understanding the articulatory properties of consonants can improve pronunciation and listening comprehension, enabling more accurate and confident communication. For professionals in speech therapy, this knowledge is essential in diagnosing and addressing articulation disorders, while linguists rely on

such classifications to explore patterns and variations in languages across the world. Ultimately, the study of consonants underscores the complexity and precision required to produce even the simplest spoken utterances, highlighting the role of phonetics in facilitating effective communication and contributing to a deeper appreciation of language.

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MODIFICATIONS OF VOWELS IN CONNECTED SPEECH: A GUIDE TO UNDERSTANDING NATURAL LANGUAGE FLOW

Supervisor: **Teshaboyeva Nafisa Zubaydulla qizi**
Assistant teacher in the department of Foreign Languages at Jizzakh branch
of the National University of Uzbekistan named after Mirzo Ulugbek
Jizzakh branch of National University of Uzbekistan named after
Mirzo Ulugbek Faculty of Psychology Philology and Foreign Languages,
*Senior student - **Sheraliyeva Shoira To'lqin qizi***

Abstract: In spoken language, vowels often change their sound due to the influence of connected speech. These modifications make communication more efficient and fluent, yet they can present challenges for language learners and linguists alike. This article explores the main types of vowel modifications—vowel reduction, elision, assimilation, diphthongization, monophthongization, coarticulation, and weak forms—and discusses their significance in natural speech.

Key words: Coarticulation, assimilation, elision, reduction, vowels sound, syllables.

Introduction

Language, at its core, is about communication. However, the way we pronounce words in isolation is often quite different from how we speak them in natural, connected speech. One of the most significant areas of change lies in the vowels, which undergo a variety of modifications to make speech flow more smoothly. These vowel changes are not only a natural part of language but also provide a fascinating glimpse into the efficiency of human communication. Any sound, whether used in speech or otherwise, can be characterised in terms of its quality. **Sound quality** refers to a specific set of acoustic properties that distinguishes one sound from another. Being about language, this book is concerned with **speech sounds**, sounds produced by human beings for the purposes of linguistic communication. This definition encompasses the two branches into which the study of speech sounds divides:

• **Phonetics** deals with the articulatory capabilities of the vocal tract, and therefore with an ability shared by all human beings. These capabilities are the object of *articulatory phonetics*, the branch of phonetics that we deal with in this chapter. Articulatory phonetics studies how speech sounds are produced (articulated) in the human vocal tract. *Auditory phonetics* and *acoustic phonetics* constitute further sub-branches of phonetics, not dealt with this in this book. Auditory phonetics studies the mechanisms involved in speech audition, i.e. how listeners perceive speech sounds, while acoustic phonetics studies the physical characteristics of speech sounds.

Understanding these modifications is essential for linguists, language learners, and speech professionals, as it sheds light on how spoken language operates in real-world contexts. This article will discuss the primary types of vowel modifications in connected speech and their roles in producing fluent speech.

MATERIALS AND METHODS

In talking about sounds, we need to keep in mind that there is often no one- to-one correspondence between speech sounds and their spellings. So, we need to (re)train ourselves to listen to speech instead of reading printed forms of it. Here are a few examples of sound-spelling discrepancies in English. The words *threw* and *through* are pronounced in exactly the same way, as are *knows* and *nose*: when spoken out of context, we can't tell which is "witch". Conversely, the English letter sequence –*ough* has several different pronunciations, as in words like *cough*, *dough* or *through*, and the sound [k] can be spelt in at least eight different ways, as shown by the bolded letters of the following words:

(5.1) *tack , cat, mechanic, squid, beak , acquire, accordion, grotesque*

1. Vowel Reduction

In connected speech, unstressed vowels often lose their clarity and reduce to a more central sound, such as the schwa /ə/. This process, known as vowel reduction, is one of the most common modifications in English. Vowel reduction allows speakers to emphasize more important parts of a sentence, usually by simplifying less important words.

Example:

The word "to" in isolation is pronounced /tuː/, but in a phrase like "going to," it often reduces to /tə/. Similarly, "can" in "I can go" may be pronounced as /kən/, where the vowel sound is less distinct.

Significance:

Vowel reduction contributes to the natural rhythm of English, which relies heavily on alternating stressed and unstressed syllables. By simplifying unstressed syllables, speakers maintain this rhythm, making their speech sound more fluid.

2. Vowel Elision

Elision refers to the complete deletion of a vowel sound within a word or between words in connected speech. This is particularly common in fast or informal speech, where efficiency is prioritized.

Example:

In the word "camera," which in careful speech is pronounced /ˈkæmərə/, the second vowel may be dropped, resulting in /ˈkæmrə/. Another example is "interesting," which may be pronounced /ˈɪntrəstɪŋ/ rather than /ˈɪntərɛstɪŋ/.

Significance:

Elision helps speed up speech by removing certain sounds altogether. While it may make understanding slightly more challenging for listeners, it greatly contributes to the economy of spoken language.

3. Assimilation of Vowels

Assimilation usually occurs when sounds are influenced by their neighboring sounds, and although it's more common with consonants, vowels can also be affected by this process.

Example:

In the phrase "did you" /dɪd juː/, the /ɪ/ sound in "did" may be slightly altered due to the /j/ sound in "you," causing the vowel to shift in quality. This often results in a smoother transition between sounds, even if the vowel modification is subtle.

Significance:

Assimilation allows for smoother transitions between sounds in rapid speech, contributing to the seamless quality of natural language.

4. Diphthongization and Monophthongization

Diphthongization occurs when a single vowel sound (monophthong) shifts to a two-part sound (diphthong) in connected speech, while monophthongization is the opposite—where a diphthong simplifies to a monophthong.

Example:

In some dialects or rapid speech, the word "I" /aɪ/ may reduce to a more central vowel sound, such as /ə/, when used in phrases like "I dunno" /ə dənəʊ/. Conversely, a word with a monophthong like "go" /ɡoʊ/ might sound slightly diphthongized in other dialects.

Significance:

These modifications can indicate regional accents or levels of formality in speech, adding diversity and expressiveness to the language.

5. Coarticulation

Coarticulation occurs when sounds are produced in a way that overlaps slightly with neighboring sounds, allowing for faster speech. This happens subtly with vowels as well.

Example:

In "see you" /siː juː/, the /iː/ sound may become slightly shorter or centralized due to the /j/ sound that follows, allowing the two sounds to blend together more naturally.

Significance:

Coarticulation enhances speech fluency, reducing the physical effort needed to produce each sound individually.

6. Weak Forms

English contains many words with both strong and weak forms, and the weak form usually involves vowel reduction. These weak forms are prevalent in functional words, such as articles, prepositions, and auxiliary verbs.

Example:

The word "and" has a strong form /ænd/, but in connected speech, it's often reduced to /ən/ or even just /n/ in phrases like "bread and butter."

Significance:

Weak forms are integral to English's prosody, contributing to its characteristic rhythm by deemphasizing non-essential words and focusing on the main content words of the sentence.

Blending (Palatalization)

A very common sound change in English connected speech is blending, sometimes called **palatalization**. Blending happens when the tongue touches the palate while a consonant is being pronounced. Look at the picture and locate the palate.
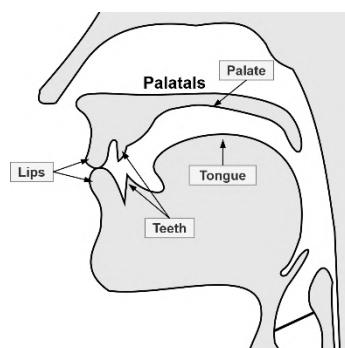
With your fingers again in place on your larynx, say a long *zzzz* as in the beginning of the word *zap* and a long *vvvv* as in the beginning of the word *vat*, loud and clear. Next, say a long *ssss* (*sap*) and *ffff* (*fat*) sound. Did you notice that the first two sounds are voiced and the last two are voiceless? For a more dramatic contrast, say the same sounds with your hands over your ears, blocking them off. The two voiced sounds *zzzz* and *vvvv* produce a buzzing vibration, caused by voicing, inside your head, whereas the two voiceless sounds *ssss* and *ffff* produce a turbulent hiss of air.

Oral vs. nasal sounds

Try the following

With the tip of your tongue, touch the roof of your mouth. You'll feel a bony surface, called the **hard palate**. Now drag the tip of your tongue back along the hard palate, as far back as it will go. You will notice that at the very back there is no bone: this is the **soft palate,** or **velum**.

Now close your lips tightly, and hum. Notice that you don't need to use your jaw at all to make your voice heard. Sounds that are produced as you hum involve using your nasal cavity: you produce them as air flows out through your nose. When we produce speech sounds, the soft palate can be in one of these two states:

• *Raised* against the top part of your pharynx, which is the back wall of your throat. When raised, the soft palate blocks the airflow to the nasal cavities, resulting in **oral** sounds.

• *Lowered*, causing the air to flow through the nasal cavities, as when you hum, resulting in **nasal** sounds.

CONCLUSION

The modifications of vowels in connected speech reflect the natural, efficient, and adaptive nature of spoken language. By using processes such as reduction, elision, assimilation, diphthongization, and weak forms, speakers can convey their thoughts fluidly without sacrificing clarity. While these vowel modifications can pose challenges for language learners, they are essential to achieving native-like fluency and understanding the dynamic nature of language.

Studying vowel modifications not only enriches our understanding of linguistics but also allows us to appreciate the subtle complexities of everyday speech. For language learners and educators, recognizing and practicing these modifications can lead to improved listening comprehension and more authentic spoken communication.

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TYPES OF PRIMARY AND SECONDARY PREDICATION:
A LINGUISTIC ANALYSIS

Teshaboyeva Nafisa Zubaydulla qizi
Xidirova Dilnoza Nurali qizi
Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages

Annotation: Primary and secondary predication are fundamental concepts in the study of syntax and sentence structure. Primary predication refers to the core, obligatory relationship within a clause, typically between a subject and a verb. Secondary predication, on the other hand, involves an additional, often optional, descriptive layer that modifies or provides information about the subject, object, or another aspect of the sentence. This article examines the distinctions and types of primary and secondary predication, providing examples and discussing their syntactic and semantic roles. By understanding these forms of predication, linguists can gain insights into sentence structure, meaning, and cross-linguistic variation.

Key words: Primary predication, secondary predication, depictive secondary predication, resultative second predication

INTRODUCTION

Predication is a fundamental concept in linguistic theory, encompassing the ways in which information is structured around subjects and predicates to form meaningful propositions. In both syntax and semantics, understanding the distinctions between types of predication is essential for analyzing sentence structure and meaning. Two principal forms of predication have been identified in linguistic literature: primary predication and secondary predication. These categories not only serve distinct syntactic functions but also contribute to the formation of complex meanings within a sentence. Primary predication forms the backbone of a sentence, establishing the main relationship between a subject and its primary verb. This type of predication is central to conveying the core meaning of a sentence, typically linking a subject to a state or action, as seen in simple declarative structures. In contrast, secondary predication introduces additional descriptive information about a subject or an object without forming the sentence's main proposition. Secondary predication often surfaces through structures like participial phrases, adjective phrases, or non-finite clauses, adding depth and nuance to the core message. This paper aims to provide a detailed analysis of

primary and secondary predication, examining their syntactic structures, semantic roles, and functions within various linguistic contexts. By exploring both types of predication across multiple languages, we aim to shed light on the universal and language-specific aspects of predicative structures, contributing to a deeper understanding of how human languages encode complex relationships within a single clause.

MATERIALS AND METHOD

Predicative word combinations are distinguished on the basis of secondary predication. Like sentences, predicative word-groups are binary in their structure but actually differ essentially in their organization. The sentence is an independent communicative unit based on primary predication while the predicative word-group is a dependent syntactic unit that makes up a part of the sentence. The predicative word-group consists of a nominal element (noun, pronoun) and a non-finite form of the verb: N + V non-fin. There are Gerundial, Infinitive and Participial word-groups (complexes) in the English language: his reading, for me to know, the boy running, etc.). Primary predication is a foundational concept in syntax and semantics, describing the core relationship in a sentence between a subject and a predicate (typically a verb) that provides essential information about the subject. In any sentence, primary predication is necessary to convey a complete thought, as it forms the main propositional content of the clause. This relationship, often referred to as the subject-predicate relationship, is the basis of a sentence's meaning and structure. Key Characteristics of Primary Predication:

a.	Obligatory Structure: Primary predication is essential for a sentence to be complete. Without it, a clause lacks meaning. For example, in English, sentences must have a subject and a verb to form a coherent statement, as seen in "The cat sleeps."

b.	Core Proposition: Primary predication expresses the main proposition or idea in a sentence. The verb (or predicate) describes an action, state, or quality that is attributed to the subject. This relationship is usually the focus of the sentence's meaning and determines the essential content conveyed to the listener or reader.

c.	Subject and Predicate Relationship: Primary predication involves a direct syntactic relationship between a subject (the entity the sentence is about) and a predicate (what is being said about the subject). In the sentence "The bird sings," the bird is the subject, and sings is the predicate, telling us something about the bird.

d.	Determines Agreement: In many languages, the subject and predicate must agree in number and sometimes gender, affecting how the sentence is structured. For example, in English, "The dog runs" (singular) and "The dogs run" (plural) both follow subject-verb agreement rules.

e.   Central to Syntax: Primary predication organizes the clause and establishes syntactic relationships between words. It determines dependencies such as subject-verb agreement, word order, and often the presence of other grammatical elements like objects, complements, or modifiers. Examples:

1. The sun rises. This is a simple primary predication structure where "the sun" (subject) is related to "rises" (predicate), describing an action associated with the subject.

2. She reads a book. Here, "she" (subject) and "reads" (predicate) form the primary predication, while "a book" serves as the object of the action. The primary predication structure remains the main clause or proposition.

3. The flowers smell nice. In this example, "the flowers" (subject) are described by the predicate "smell nice," which conveys a state associated with the subject.

There are different structural forms of primary predication, depending on the type of verb and complements used:

a.   Intransitive Predication involves a subject and an intransitive verb that does not take a direct object. For example, She sleeps. Here, the predicate sleeps does not require an object.

b.   Transitive type of primary predication includes a subject, a transitive verb, and a direct object. For example, The child reads a book. In this sentence, reads (the predicate) directly affects the object, a book.

c.   Copular or Linking Predication: Copular verbs (such as is, seems, becomes) link the subject to a subject complement, often describing a state or quality. For example, She is happy. Here, is serves as a copular verb connecting the subject she to the complement happy.

d.   In ditransitive structures, the predicate (verb) takes both a direct and an indirect object. For example, She gave him a book. In this sentence, gave (predicate) takes him (indirect object) and a book (direct object).

e.   Complex Predication with Complements: Some verbs require additional complements to complete the predication, such as "consider" or "make" in They consider him smart or They made him captain.

Primary predication is essential because it establishes the primary syntactic and semantic frame of a clause. Determines the basic structure of a sentence, including the relationships among elements. Sets up the core meaning of a clause, defining what the sentence is "about" at a fundamental level. Influences interpretation by setting up thematic roles (e.g., agent, patient) and relationships among sentence elements.The structure of primary predication can vary across languages. For instance: Subject-Verb-Object (SVO) languages like English use a particular word order. Subject-Object-Verb (SOV) languages like Japanese follow a different order, where the object precedes the

verb. Verb-Subject-Object (VSO) languages, such as Classical Arabic, have yet another ordering. Each language also handles agreement, verb morphology, and structural requirements differently, influencing how primary predication appears on the surface.

Secondary predication provides an additional descriptive or modifying element to a clause but does not contribute to the primary proposition. This form of predication is often used to give extra information about the subject, object, or action of the sentence. Secondary predication can be optional and is typically more flexible in structure and meaning. There are two main types of secondary predication: Depictive secondary predication provides additional information about the subject or object, describing its state during the action. Depictive secondary predication is often conveyed by adjectives or adjectival phrases, and it frequently involves a close semantic relationship with the primary predication. This type of predication is usually non-restrictive and can often be omitted without altering the core meaning of the sentence. Examples of Depictive Secondary Predication:

1. She ate the pizza cold. Here, cold describes the state of the pizza during the action of eating.

2. He entered the room tired. In this example, tired describes the state of he while performing the action entered.

Resultative secondary predication provides information about the result or outcome of the action performed by the subject on the object. It indicates a change of state or a resultant condition. Resultative secondary predication often involves a causative interpretation, where the subject causes a change in the state of the object. Examples of Resultative Secondary Predication:

1. She painted the wall blue. Here, blue indicates the resulting state of the wall after the action of painting.

2. He hammered the metal flat. In this sentence, flat describes the resulting condition of the metal after the action hammered.

The main difference lies in the temporal aspect and the relationship to the verb. Depictive predication describes the state concurrent with the action, while resultative predication describes the end state resulting from the action. Additionally, depictives tend to modify the subject or object in a descriptive sense, whereas resultatives focus on the change caused by the verb. Both primary and secondary predications are crucial for understanding sentence structure and meaning. Primary predication is responsible for establishing the core argument structure and syntactic dependencies. Secondary predication, while optional, provides further insight into aspectual and thematic roles. For instance, secondary predicates can convey information about time, manner, condition, and causation, thus enriching the semantics of the clause. The structure and

usage of secondary predication can vary significantly across languages. For example, some languages, such as English, allow flexible secondary predication structures with both depictive and resultative forms. Other languages may restrict secondary predication to specific constructions or lack certain types of secondary predication altogether. The study of secondary predication across languages offers insights into universal grammatical principles and language-specific syntactic patterns.

CONCLUSION

In summary, primary and secondary predication are fundamental concepts in syntax and semantics, representing different layers of meaning within a clause. Primary predication establishes the essential subject-predicate relationship, while secondary predication adds additional descriptive or resultative information. Understanding the distinctions and types of predication enables a deeper analysis of sentence structure and enriches our comprehension of linguistic variation. Further research into cross-linguistic differences in predication could illuminate the underlying principles that govern sentence structure across languages.

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THREEFOLD PROPERTIES OF SPEECH SOUNDS: ARTICULATORY, ACOUSTIC, AND AUDITORY PERSPECTIVES

*Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek The faculty of Psychology, department
of Foreign languages Phylology and foreign languages*
Teshaboyeva Nafisa Zubaydulla qizi
Xidirova Dilnoza Nurali qizi

Annotation: Speech sounds, fundamental to human communication, can be analyzed through three primary dimensions: articulatory, acoustic, and auditory properties. This tripartite model provides a framework for understanding how sounds are produced, transmitted, and perceived in human languages. Each property offers unique insights: articulatory properties explore how speech organs generate sounds; acoustic properties analyze sound waves as they propagate; and auditory properties investigate how sounds are received and interpreted by listeners. This paper examines each of these dimensions, presenting insights from phonetics and cognitive linguistics, to outline a comprehensive model of speech sound properties.

Key words: speech sounds, articulatory properties, acoustic properties, auditory properties, phonetics, cognitive linguistics, articulatory phonetics

INTRODUCTION

Speech sounds are fundamental to human language, serving as the primary medium through which ideas, emotions, and information are communicated. Linguistic science categorizes these sounds according to their articulatory, acoustic, and auditory properties. Each of these threefold properties contributes uniquely to the process of spoken communication, offering a holistic view of how speech is produced, transmitted, and understood. Articulatory properties focus on the physiological aspects of sound production, detailing how the lungs, vocal folds, and articulators (such as the tongue, lips, and teeth) create distinct sounds. Acoustic properties, by contrast, describe the sound waves as they travel from speaker to listener, analyzing characteristics like frequency, amplitude, and duration. Finally, auditory properties cover the perception of sounds, emphasizing the role of the human ear and brain in interpreting and differentiating sounds, which is crucial for language comprehension. A deeper understanding of these three properties allows researchers to uncover the intricate processes involved in human speech and offers valuable insights for applications in technology, language education, and healthcare. This article will explore each property in detail, outlining their significance within the broader context of linguistic science

and communication. By adopting this tripartite approach, we gain a clearer understanding of the complexity of spoken language and its underlying mechanisms.

MATERIALS AND METHOD

Articulatory Properties

Articulatory phonetics focuses on the biological processes that enable sound production, primarily involving the lungs, vocal folds, and articulators (e.g., tongue, lips, teeth). When producing sounds, air is pushed from the lungs and shaped by the vocal tract to produce distinct sounds. Classification of Sounds:

Speech sounds can be categorized by several articulatory factors:

Place of Articulation: Where in the vocal tract the airflow is constricted (e.g., bilabial, alveolar, velar). Examples:

Bilabial: Both lips come together (e.g., /p/, /b/).

Alveolar: Tongue touches the alveolar ridge just behind the teeth (e.g., /t/, /d/).

Velar: Back of the tongue contacts the soft part of the roof of the mouth, the velum (e.g., /k/, /g/).

Manner of Articulation: How airflow is modified, such as stopping it completely (plosives), restricting it (fricatives), or allowing it to resonate (nasals). Describes how the airstream is modified by the speech organs to create different sounds. Examples:

Stop: Complete closure of the vocal tract followed by release (e.g., /p/, /t/, /k/).

Fricative: Narrowing of the vocal tract causing friction (e.g., /f/, /s/).

Nasal: Airflow passes through the nose due to lowered velum (e.g., /m/, /n/).

Voicing: The vibration of the vocal cords. Sounds are either voiced (vocal cords vibrate) or voiceless (no vibration). Determines whether the vocal cords vibrate during sound production.

Types:

Voiced: Vocal cords vibrate (e.g., /b/, /d/, /g/).

Voiceless: Vocal cords do not vibrate (e.g., /p/, /t/, /k/).

Airstream Mechanism refers to how air is pushed out to create sounds.

Types:

Pulmonic Egressive: Air is pushed out from the lungs, used in most speech sounds.

Glottalic Egressive: Air is pushed out by the glottis (e.g., ejective sounds in some languages).

Velaric Ingressive: Air is drawn in through a closure at the velum (e.g., click sounds).

The brain's role in controlling speech articulation is complex, requiring precise coordination of multiple muscle groups. Research shows that brain regions involved in

motor control and auditory feedback play an essential role, highlighting a cognitive feedback loop that corrects and adjusts sound production in real-time.

Acoustic Properties

The acoustic features of three classes of complex sounds (complex tones, vowels and voiceless fricatives) were analyzed using a model of auditory signal processing. The model consists of a peripheral cochlear component followed by two central neural networks. At the peripheral stage the asymmetrical shape of the cochlear filters, in combination with the preservation of the fine-temporal structure of their outputs, provide for a robust spatio-temporal representation of speech sounds. The cochlear patterns are subsequently processed by two separate layers of lateral inhibitory networks (LINs) in order to extract perceptually significant features of the input signal. For speech-like signals the LIN output emphasizes the spectral components in the region of the formant peaks. The LIN patterns generated in response to vowels spoken by male and female speakers contain some variability, particularly with respect to the location of formant peaks. However, the relative amplitudes of the LIN peaks (or, more precisely, the weight distribution of the LIN patterns) provide a more stable representation of each of the major vocalic classes. With respect to the voiceless fricatives, the model suggests that the most distinctive acoustic feature is the location of the high-frequency edge of the signal spectrum. Once produced, speech sounds exist as sound waves with specific physical characteristics. Key parameters in the acoustic study of speech sounds include:

Frequency: The pitch of the sound, determined by the rate of vibration of the vocal cords.

Amplitude: The loudness of the sound, corresponding to the wave's energy.

Duration: The length of time a sound persists, crucial for distinguishing between phonemes in many languages.

Acoustic properties are often analyzed through spectrograms, which visually represent frequencies over time. Spectrograms reveal formants, the resonant frequencies of the vocal tract, which are crucial for distinguishing vowel sounds. For example, the first and second formants (F1 and F2) help differentiate vowels like /i/ and /a/. The phenomenon of coarticulation, where speech sounds influence each other, leads to acoustic variations that must be analyzed. For instance, the vowel in "bat" has a different acoustic profile than the vowel in "bit," even though both may be similarly articulated. These variations underline the dynamic nature of speech sounds in natural language.

Auditory Properties

The auditory system's role in speech processing begins when sound waves reach the ear and are converted to neural signals. This involves several steps:

1. Outer Ear: Funnels sound into the ear canal, amplifying certain frequencies.

2. Middle Ear: Transmits vibrations from the eardrum to the cochlea.

3. Inner Ear: The cochlea translates vibrations into neural signals sent to the brain.

Listeners categorize speech sounds into distinct phonemes, enabling language comprehension. Phoneme discrimination is influenced by the context of sounds, prior exposure, and linguistic background. For instance, Japanese speakers often struggle to distinguish between English /r/ and /l/, as these sounds do not represent distinct phonemes in Japanese. Beyond mechanical processing, the brain's cognitive regions interpret and assign meaning to sounds. Studies show that auditory feedback plays a role in speech production as well, indicating that we use real-time auditory information to correct and adjust speech sounds. In computational linguistics, these properties are crucial for developing effective speech synthesis and recognition technologies. Understanding articulatory properties aids in generating realistic-sounding speech, while acoustic properties are essential for processing sound waves accurately. Auditory insights help fine-tune these systems to interpret sounds in varied auditory environments. Phonetic research increasingly uses the threefold model to examine how language influences cognitive processing and vice versa. For example, studies of bilingual individuals show that phonetic distinctions in one language can affect auditory processing in another, illustrating the profound cognitive impact of speech sound properties.

CONCLUSION

The threefold properties of speech sounds articulatory, acoustic, and auditory offer a comprehensive framework for analyzing spoken language. By examining how speech is produced, transmitted, and perceived, researchers can deepen their understanding of human communication and apply these insights across diverse fields, from artificial intelligence to language therapy. Continued research in this triad will likely yield new insights into the complexities of speech, advancing both theoretical knowledge and practical applications in linguistics and beyond.

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ACCENT: ITS IMPORTANCE AND FUNCTIONS IN COMMUNICATION AND SOCIOLINGUISTIC CONTEXTS

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek Faculty of Psychology
Philology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Xidirova Dilnoza Nurali qizi

Annotation: This article explores the roles and implications of accent in social interactions, identity formation, and language comprehension. Accents, as distinct features of spoken language, serve both practical and social functions: they affect listener perception, influence social categorization, and even impact access to opportunities. The research analyzes how accents influence social identity, create cultural solidarity, and can lead to biases in social and professional settings. By synthesizing linguistic, psychological, and sociocultural perspectives, the article highlights the importance of understanding accents not merely as variations in pronunciation but as complex markers of identity and social dynamics.

Key words: Accent, prestige accents, Phonetics, sociolinguistics, accent perception, identity expression, language attitudes, speech patterns, cross-cultural communication, linguistic relativity, accent modification, social identity theory, Ethnolinguistic vitality, Language stigma, Multilingualism, Communication barriers, Language proficiency, Dialect variation, Contextual meaning, Speech perception

INTRODUCTION

Accent is a core element of spoken language, influencing how people communicate, identify, and are perceived by others. Far from being simply a phonetic variation, an accent carries layers of social, cultural, and even psychological significance. Scholars across various disciplines have studied accent to understand its profound impact on individual identity and group dynamics. Through accent, speakers convey their background, region, and often, social status-signals that listeners may unconsciously interpret to form impressions or make judgments. One essential function of accent is its role in social identity. Research suggests that accents create a sense of belonging among people who share similar linguistic patterns, reinforcing group cohesion and cultural solidarity. Conversely, accent can also be a source of division; differences in accent can lead to stereotyping, discrimination, or feelings of social exclusion. These dynamics become particularly evident in multilingual or multicultural societies, where accents can highlight social hierarchies or influence power dynamics. Accents also affect comprehension and ease of communication. Studies in linguistics and cognitive psychology have shown that listeners process familiar accents more easily, which can lead to communication biases. Accents thus have practical implications in globalized sectors like business, media, and education, where clear communication is essential. This article examines accent from multiple perspectives to

better understand its functions and impact. By analyzing the interplay of accent with social identity, perception, and communication, this research aims to underscore the complexity of accent and its importance beyond phonetic differences.

MATERIALS AND METHOD

In linguistics, accent is distinguished by systematic variations in pronunciation that distinguish groups of speakers, whether by geographic origin (regional accents) or social background (social accents). Unlike dialects, which may include differences in vocabulary and grammar, accent primarily concerns phonological distinctions, such as vowel shifts, intonation, and rhythm. Accents may change over time within individuals and groups, often reflecting broader sociolinguistic shifts and cultural integration or isolation.

The Importance of Accent in Sociolinguistics

Accents play a fundamental role in signaling social identity and group membership. Social Identity Theory (Tajfel & Turner, 1986) posits that individuals derive part of their identity from the groups to which they belong, and language, including accent, acts as a key marker of these affiliations. Studies show that individuals with distinct regional or cultural accents often experience a stronger sense of belonging and self-identity within their linguistic communities (Llamas, 2007). An accent not only reflects a person's geographical origins but also allows individuals to express and maintain their cultural heritage in a globalized world. Empirical studies indicate that accents significantly affect social and professional perceptions. For example, individuals with "prestige accents" (e.g., Received Pronunciation in the UK or General American in the US) are often perceived as more credible, authoritative, or intelligent in professional settings (Giles & Powesland, 1975; Fuertes et al., 2012). Conversely, non-native or regional accents may be associated with stereotypes or biases, which can influence career advancement and social interactions (Gluszek & Dovidio, 2010). This phenomenon, known as accent bias or accent discrimination, highlights the impact of phonetic variations on perceptions of competence and trustworthiness. Language attitudes research demonstrates that accents influence listener attitudes, which can affect social integration and mobility. Giles and colleagues (1970) introduced the Matched-Guise Technique to assess attitudes toward different accents, showing that listeners tend to attribute personality traits to speakers based solely on their accent. This effect has significant implications for social inclusion and equity, as speakers of certain accents may experience prejudice or favoritism. Accent bias often intersects with factors like race, ethnicity, and socioeconomic status, complicating the relationship between accent and perceived social value.

The Importance of Accent in Linguistics and Communication

Accent can significantly impact comprehensibility and intelligibility in communication. Studies show that accents closer to a listener's own are generally easier to understand due to increased familiarity with the phonetic and prosodic patterns. However, comprehension can be hindered when an accent is unfamiliar, affecting effective communication. In multilingual settings, this becomes particularly relevant, as non-native speakers' accents may present unique pronunciation patterns that affect

intelligibility across language groups. Accent has a powerful influence on social perception, affecting judgments related to trustworthiness, intelligence, and competence. Research reveals that listeners often form immediate impressions of a speaker based on their accent, associating certain accents with perceived social characteristics. For example, some accents may be stereotyped as more "prestigious" or "intelligent," while others may be seen as "friendly" or "trustworthy." These perceptions are largely social constructs, reinforced by cultural narratives, media representation, and historical contexts. Accents also serve as cultural markers, linking speakers to specific communities and reinforcing cultural identity. This aspect of accent is particularly important for diaspora communities, as it can reflect cultural heritage and shared values. For bilingual or multilingual individuals, accent can become a bridge or barrier between cultural identities. Many speakers adjust their accents to fit social expectations or express allegiance to a particular cultural group, a process known as "code-switching."

Functions of Accent in Communication

Accents contribute to the expression of emotions and pragmatic nuances in language. The intonation and rhythm unique to each accent can affect how emotions are conveyed, with certain accents perceived as warmer or more formal. For example, rising intonation patterns in some accents may make statements sound friendlier or more approachable, affecting how messages are received and interpreted (Crystal, 1997). Accents act as markers for social categorization, a process through which listeners classify speakers based on perceived group membership (Labov, 2006). However, this can lead to stereotyping, where listeners make assumptions about a speaker's personality or abilities based on accent alone. Such stereotypes can affect interpersonal dynamics, often unconsciously influencing hiring decisions, jury verdicts, or customer service interactions (Kang & Rubin, 2009). Accents play a crucial role in second language acquisition by enhancing learners' pronunciation, intonation, and fluency. Exposure to diverse accents can help language learners develop greater phonetic flexibility, making it easier to adapt to various speech patterns. Additionally, accent acquisition allows learners to connect more deeply with the culture associated with the target language, facilitating social integration in multicultural contexts (Munro & Derwing, 1999).

Challenges and Implications of Accent Bias

Accent bias remains a significant barrier in educational and employment settings, where certain accents may be viewed as less desirable or indicative of lower competence. Research shows that teachers and employers often exhibit subconscious biases based on accents, affecting grading, hiring decisions, and professional advancement opportunities (Lev-Ari & Keysar, 2010). Addressing accent bias requires targeted strategies, such as awareness training and inclusive language policies, to ensure equitable treatment across linguistic backgrounds. Given the globalized nature of modern societies, embracing accent diversity is essential for promoting inclusivity and cross-cultural understanding. Multinational organizations are increasingly adopting language policies that value linguistic diversity, recognizing accents as

natural expressions of identity rather than as obstacles to overcome. By fostering respect for accent variation, organizations and institutions can enhance interpersonal communication and reduce stereotypes, contributing to a more inclusive social environment (Lippi-Green, 1997).

CONCLUSION

Accent is a crucial component of language that profoundly affects both linguistic study and communication. In linguistics, accent helps to illuminate the richness of language variation, language change, and language acquisition. In social interactions, accent shapes perceptions, aids or hinders comprehension, and serves as a marker of social identity. Accents serve as multifaceted markers of identity, social categorization, and cognitive processing. They influence perceptions in social, professional, and educational contexts, shaping how individuals navigate linguistic and cultural diversity. While accents can introduce challenges, particularly in the form of bias, they also offer opportunities for enhanced communication, social bonding, and cultural preservation. Understanding the scientific implications of accent variation is crucial for fostering a more inclusive society that values linguistic diversity and acknowledges the complex social functions of accent.

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MINOR AND MAJOR SYNTAX: AN EXPLORATION OF PHRASE AND SENTENCE STRUCTURE

Teshaboyeva Nafisa Zubaydulla qizi
Xidirova Dilnoza Nurali qizi
Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek Faculty of Psychology
Philology and foreign languages

Annotation: This article delves into the distinction between minor and major syntax within linguistic theory, focusing on their application in phrase and sentence structures. Minor syntax encompasses the formation of smaller linguistic units that lack full syntactic independence, while major syntax involves the construction of grammatically complete sentences. The discussion highlights the fundamental categories of syntax: phrases and sentences, analyzing their roles in language comprehension and production.

Key words: minor syntax, major syntax, phrase, sentence structure, syntactic rules and constrains

INTRODUCTION

Syntax, the study of how words and phrases are organized to create meaningful structures, forms a core area of linguistic research. Central to this field is the distinction between minor and major syntax, which delineates the structural levels of language. Minor syntax pertains to sub-sentential elements, such as phrases, which serve as the building blocks of linguistic expression. Major syntax, on the other hand, focuses on the formation of complete sentences, the fundamental units of communication. This article aims to explore the foundational principles of minor and major syntax and their role in shaping linguistic structure. By analyzing the distinctions and connections between phrases and sentences, we gain deeper insight into the mechanisms of language production, comprehension, and evolution. Through this lens, we seek to understand how these syntactic categories reflect the inherent creativity and flexibility of human language.

MATERIALS AND METHOD

Minor syntax provides the essential building blocks for sentence construction, allowing phrases to combine and fulfill various grammatical roles. By organizing words into meaningful units, minor syntax enables speakers to convey complex ideas succinctly and flexibly. Understanding minor syntax is fundamental in language learning, natural language processing (NLP), and linguistics, as it forms the basis of

sentence structure and meaning. Minor syntax refers to the sub-sentential structures that form smaller units within language, including phrases and fragments. Unlike major syntax, which deals with full sentences, minor syntax focuses on parts of sentences that, on their own, do not constitute complete statements. However, these structures are essential for building full sentences and conveying meaning. Phrases are groups of words centered around a "head" (the main word) that function as a single unit within a sentence. Each type of phrase serves a unique grammatical role.

Types of Phrases:

a. Noun Phrase (NP): Focuses on a noun or pronoun (e.g., the big cat).

b. Verb Phrase (VP): Centers around a verb and describes actions or states (e.g., is running quickly).

c. Adjective Phrase (AdjP): Built around an adjective (e.g., extremely tall).

d. Adverb Phrase (AdvP): Built around an adverb (e.g., very slowly).

e. Prepositional Phrase (PP): Starts with a preposition and includes a noun phrase (e.g., under the bridge).

These are clause-like structures that may be missing elements required for a full sentence, such as a subject or verb. Common in spoken language and informal writing, they serve to convey meaning more succinctly (e.g., On my way!).

Elliptical Constructions: Often omit predictable elements (e.g., Want some? instead of Do you want some?), relying on context for interpretation.

Interjections and Exclamations: Words or phrases that convey emotion but are not syntactically integrated into a sentence (e.g., Wow! or Oh no!). Every phrase has a head (the core word) and may include modifiers that provide additional details about the head. For example, in the noun phrase the very tall tree, tree is the head, while the very tall are modifiers. Minor syntax rules govern the agreement (such as number or gender) between heads and modifiers and determine the correct order of words within a phrase (e.g., the three large books instead of three the books large).

Major syntax focuses on the structural organization and rules governing the formation of complete sentences, which are the primary units of meaningful communication in language. Unlike minor syntax, which deals with sub-sentential elements like phrases, major syntax examines how these elements combine to create grammatically complete and semantically coherent expressions. A sentence is a syntactic unit consisting of a subject and a predicate, with additional elements such as objects, complements, and adverbials depending on the type of sentence.

Subject: The noun or noun phrase that performs or is described by the predicate (e.g., The cat).

Predicate: The verb phrase that describes an action, state, or occurrence involving the subject (e.g., is sleeping).

Types of Sentences

a.　　Declarative Sentences: State facts or provide information (e.g., The sun is shining.).

b.　　Interrogative Sentences: Ask questions (e.g., Is the sun shining?).

c.　　Imperative Sentences: Express commands or requests (e.g., Close the door.).

d.　　Exclamatory Sentences: Convey strong emotions (e.g., What a beautiful day!).

Sentences are composed of smaller units (phrases and clauses) arranged hierarchically. For instance, in the sentence The boy kicked the ball, the noun phrase The boy and the verb phrase kicked the ball work together to form the complete sentence. Words within sentences are linked by grammatical dependencies, where certain words (e.g., verbs) govern the structure and meaning of others (e.g., objects or complements).

a.　　Simple Sentences: Contain one independent clause (e.g., She reads books.).

b.　　Compound Sentences: Combine two or more independent clauses using coordinating conjunctions (e.g., She reads books, and he writes stories.).

c.　　Complex Sentences: Contain an independent clause and one or more subordinate clauses (e.g., She reads books because she loves learning.).

d.　　Compound-Complex Sentences: Combine features of compound and complex sentences (e.g., She reads books because she loves learning, and he writes stories.).

Syntactic Rules and Constraints: Major syntax dictates the sequence of components in a sentence. For instance, in English, the standard word order is Subject-Verb-Object (SVO) (e.g., John ate the apple). Grammatical agreement ensures consistency between subjects and verbs (e.g., He runs vs. They run) and between nouns and modifiers (e.g., a big dog vs. big dogs). Major syntax organizes linguistic elements into complete, interpretable expressions that convey ideas, emotions, and instructions. Through sentence structure, major syntax ensures that ideas are presented logically and connected effectively within discourse. By enabling the construction of simple, compound, and complex sentences, major syntax allows for the nuanced expression of intricate thoughts. Helps learners understand sentence patterns and develop fluency and provides a framework for machine learning models to parse and generate human-like sentences. It offers insights into cross-linguistic differences in sentence structure and grammar. In major syntax, sentences are analyzed through hierarchical structures, such as constituency trees and dependency graphs, illustrating relationships among words and phrases. For example, in The boy kicked the ball, the subject (The boy) and the

object (the ball) depend on the verb (kicked). The transition from minor to major syntax is a key aspect of language production. Phrases combine to form larger syntactic units, culminating in sentences. Noam Chomsky's theory emphasizes the generative rules that produce all possible grammatical sentences in a language. Minor and major syntax correspond to different stages in the derivational process, from deep structure (phrases) to surface structure (sentences). This approach treats phrases and sentences as constructions with inherent meaning, challenging traditional minor-major syntax distinctions by highlighting their unified cognitive representation.

CONCLUSION

The distinction between minor and major syntax underpins our understanding of language structure and use. While minor syntax focuses on the building blocks of language, major syntax orchestrates these elements into coherent expressions. Together, they form the foundation of linguistic communication, reflecting the complexity and elegance of human language. In summary, the study of syntax, particularly the distinction between minor and major syntax, provides essential insights into how language structures meaning. Minor syntax refers to the smaller, more flexible units such as phrases, while major syntax encompasses the broader, more rigid constructs of sentences. The ability to differentiate between these two categories allows for a deeper understanding of linguistic organization and the functional roles each component plays in communication. By examining how phrases combine to form sentences, and how various syntactical rules govern this structure, linguists gain a clearer perspective on language formation, processing, and acquisition. Ultimately, understanding these syntactical distinctions enriches our comprehension of language as a complex, dynamic system that enables effective communication across diverse contexts.

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MAHSULDOR SIG'IRLARDA TUG'RUQDAN KEYINGI YARIM FALAJ KASALLIG'INI DAVOLASHNI TAKOMILASHTIRISH

Samarqand davlat veterinariya meditsinasi,
chorvachilik va biotexnologiyalar universiteti,
dotsenti - **S.M.Djumanov**
mag'istr - **Sh. Raimqulov**

Annotatsiya: Ushbu maqolada mahsuldor sig'irlarda tug'ruqdan keyingiyarim yarim falaj kasalligini, sabablari, kasallikni ertachi aniqlash, davolash va oldini olishning samarali usullari, etiopatogenezi, davolash va oldini olish bo'yicha ma'lumotlari berilgan.

Kalit so'zlar: gipokalsiyemiya, parez, kalsiy, magniy, kalsiferol, paratgormon, polietiologik kasallik, irsiymoyillik. Qon va to'qimalarda, kofein natriy benzoate.

Mavzuning dolzarbligi. Respublikamiz Prezidentining qator farmonlari asosida respublikamizda chorvachilikni rivojlantirish, qoramolchilik fermalarini tashkil etish va chetdan mahsuldor sigirlarni keltirilishiga katta e'tibor berilmoqda. Ayniqsa, chorvachilik tarmog'ini jadal rivojlantirish va zamonaviy innovatsion texnologiyalarni joriy etish natijasida hayvonlardagi ko'p kasalliklarni davolash va oldini olishga qaratilgan bo'lib qoramolchilik xo'jaliklariga chetdan keltirilgan mahsuldor sigirlarda akusher-ginekologik kasalliklarini keng tarqalishi, chorvachilikni jadal rivojlanishiga katta to'sqinlik qilmoqda. Bu kasalliklar orasida sigirlarning tug'ruqdan keying kasalliklari salmoqli o'rinni egallaydi.

Sigirlarning tug'ruqdan keying kasalliklari oqibatida sut mahsuldorligining pasayishi,ozuqalar sarfini ortishi, qo'shimcha veterinariya tadbirlari uchun xarajatlar yoki ularning o'limi tufayli xo'jaliklar katta iqtisodiy zarar ko'rmoqda. Adabiyot ma'lumotlarini tahlil qilish shuni ko'rsatadiki, hozirgi kungacha respublikamiz qoramolchilik xo'jaliklari, shu jumladan shaxsiy yordamchi, dehqon va fermer xo'jaliklari sharoitida sigirlarning tug'ruqdan keying ayrim kasalliklar va uning oqibatida kelib chiqadigan asoratlar to'liq o'rganilmagan. Kasallikning tarqalishi, sabablari, kasallikni ertachi aniqlash, davolash va oldini olishning samarali usullari ishlab chiqilmagan. Bu o'z navbatida xo'jaliklarning iqtisodiy imkoniyatlarini, respublikamiz iqlimi va mahalliy sharoitlarini va shuningdek, ekologik holatni hisobga olgan holda kasallikni davolash va oldini olishda samaradorligi yuqori va arzon mahalliy vositalardan foydalanishni keng yo'lga qo'yish dolzarb muammolardan ekanligini izohlaydi.

Kasallikni kelib chiqish sabablari. Tug'ruqdan keyingi falaj (tug'ruqdan keyingi gipokalsiyemiya) o'tkir kechuvchi kasallik bo'lib, endokrin a'zolari funksiyalarining buzilishi oqibatida muskullarning yarim falaji, tomoq, til,ichaklarning falaji, qondagi va to'qimalardagi kalsiy miqdorining keskin kamayishi hisobiga koma holati bilan xarakterlanadi. Asosan uchinchi-beshinchi tug'ishida yuqori mahsuldor sigirlar tuqqandan keyin bir hafta ichida kasallanadi, ayrim hollarda kasallik sigirlarning tug'ishiga 1-2 kun qolganda qayd etiladi.

1. Golshtinfriz zotiga mansub sut mahsuldorligi 6500 kg bo'lgan sigirlarning qishlov davrida 22-30 % gacha kasallanishi qayd etilgan.

2.Tug'ishdan keyingi yarim falaj to'satdan paydo bo'luvchi va o'tkir kechuvchi kasallik bo'lib,progressiv falajlik bilan xarakterlanadi, asosan yoshi katta sigirlar kasallanadi (birinchi tug'ishida kuzatilmaydi). Kasallik tug'ishning birinchi soati va ikki kun ichida yoki tug'ishgacha kuzatilishi mumkin.

3.Ma'lumotlariga ko'ra, tug'ruqdan keyingi gipokalsiyemiya polietiologik kasallik bo'lib, asosiy sabablari ortiqcha energiyali, oqsilli va kalsiyli oziqlantirish, laktatsiyaning pasaygan va sutdan chiqarilgan davrida o'ta energiyali oziqlantirish, organizmda kalsiferolning yetishmovchiligi hisoblanadi. Ilgari gipokalsiyemiyaning sabablari ratsionda kalsiyning yetishmovchiligi degan tushuncha mavjud edi, lekin bu tushuncha o'z tasdig'ini topmadi, balki sutdan chiqarilgan sigirlar ratsionida kalsiyning ortiqcha bo'lishi gipokalsiyemiyaga sabab bo'lishi tajribalarda aniqlandi.Ratsionda kalsiyning ortiqcha bo'lishi o'ta energetik va oqsilli oziqlantirish paytida yomon ta'sir ko'rsatadi, shunigdek, kasallikning yuzaga kelishida irsiy moyillik yaqqol namoyon bo'ladi.

4. G.D.Nekrasov va I.A.Sumanova (2007) [3] ma'lumotlariga ko'ra, tug'ruqdan keyingi yarim falaj kasalligining etiologiyasida tug'ishdagi jarohatlar tufayli hayvonning stress holatiga tushishi ahamiyatga ega bo'ladi. Stress natijasida AKTG, glyukokortikosteroidlar va prodstoglandin ishlab chiqarish kuchayadi.Bu paraterioid bezlar funksiyasining buzilishiga olib keladi. Natijada zahiralaridagi kalsiyning mobilizatsiyasi yo'qoladi. Kalsiyning qondagi konsentratsiyasi keskin pasayib,magniyning konsentratsiyasi esa orta boshlaydi, natijada "magneziyali behushlik"ga olib keladi.

5. Tug'ruqdan keyingi yarim falaj bilan kasallangan sigirlarda oshqozon osti bezi faolligining me'yorga nisbatan bir necha barobar ortishi jigarda ortiqcha glikogen hosil bo'lishini tormozlaydi vaqondagi darajasi keskin tushadi. Shuning uchun parezning bevosita sababi qondagi kalsiy va glyukozaning past darajasidir. Bu holatda sut bezlari tomonidan qondagi kalsiy va glyukozani o'zlashtirilishi kuchayadi. Tug'ishdan keyingi yarim falaj kasalligida qondagi keton tanachalari konsentratsiyasi 42,5 mg % gacha ko'payadi (me'yor - 10 mg % gacha). Keton tanachalarining bunday

konsentratsiyasi natijasi avvaliga umumiy zaharlovchi ta'sir ko'rsatadi, keyinchalik chuqur narkotik uyqu chaqiradi.Tug'ruqdan keyingi gipokalsiyemiyaning rivojlanishi juda murakkab va to'liq o'rganilmagan.Qon va to'qimalarda kalsiy miqdorining tezlik bilan kamayishi nerv-muskul buzilishlari: qaltiroq va falajlarga sabab bo'ladi, chunki kalsiy ionlari ishtirokida muskullar oqsili hisoblangan aktin va miozinlarning birikishi va parchalanishi jarayonlari amalga oshadi. Shuning hisobiga muskullarning qisqarish xususiyatlari ta'minlanib turadi.Qon va to'qimalarda kalsiy miqdorining kamayishi asosiy ikki omilga ko'ra:

a) paratgarmonsintezining kamayishi va organizmda D vitaminining faol shakllarining yetishmovchiligi tufayli kalsiyning ichaklar orqali so'rilishining yomonlashishi;

b) uviz suti hosil bo'lishi uchun kalsiyga bo'lgan talabning ortishi oqibatida kuzatiladi.Sigirlarda tug'ruqdan keyingi gipokalsiyemiya qonda paratgarmon va D vitaminining gormonal shaklining kamayishi bilan bir vaqtda kuzatiladi. Paratgarmon va faol shakldagi D vitamin kalsiyga birikkan oqsillar sintezida qatnashadi, kalsiy va fosforni ichaklardan qonga membranalararo tashilishini ta'minlaydi. Paratgarmon suyak to'qimasidagi kalsiy-sitrat kompleksi hosil bo'lishini tezlashtiradi, bu kompleks qonga o'tgach, undan kalsiy ionlari ajralib chiqadi. Paratgormon kalsiyni buyrak kanalchalarida reabsorbsiyasini kuchaytirib, fosforni siydik orqali chiqarilishini kamaytiradi.A.P. Studensov va boshqalar (1999) ma'lumotlariga ko'ra, 75 bosh 8-9 yoshdagi tekshirilgan sigirlardan 40 boshida tug'ruqdan keyingi parez kasalligi qaydy etilgan. 3-5 yoshdagi sigirlarning kasallanish darajasi past bo'lib, o'rtacha 14% ni, 9-10 yoshli sigirlarda 12%, 11 yosh va undan katta yoshdagi sigirlarda yesaatigi 9 %ni tashkil etgan. Mahsuldorligi past sigirlarda esa kasallik umuman qayd etilmagan [3].Studensov A.P. va boshqalar (1999) ma'lumotlariga ko'ra, tug'ruqdan keyingi parez bilan kasallangan sigirlarda qondagi umumiy oqsil 14,7-24,7%, umumiy kalsiy miqdorini 7,78 mg% ga(sog'lom hayvonlarda 11,8 mg%), anorganik fosforni 1,8 mg% gacha (sog'lom hayvonlarda 5,71mg%) kamayishi qayd etiladi. Sigirlarning sut mahsuldorligi bir sutkada 2-3 litrgacha kamayadi [4].B.M.Eshburiyev va boshqalarning (2013) ma'lumotlariga ko'ra, davolash asosan qondagi kalsiy va magniy yetishmovchiligini yo'qotish, ularning qondagi konsentratsiyasini me'yorlashtirishga qaratiladi.

Kasallikni davolash. Buning uchun organizmga parenteral yo'llar bilan kalsiy, magniy tuzlari va D vitaminlari preparatlari yuboriladi. Muallif tomonidan tavsiya etilayotgan usulda vena qon tomiriga 10%-li kalsiy xlorid eritmasi 300-500 ml, 20 %-li glyukoza eritmasi 300-400 ml, 20 %-li kofein natriy benzoat eritmasi 20 ml, muskul orasiga 25%-li magniy sulfat eritmasi 40 ml va D2 vitamini 2,5 mln. XB dozada yuboriladi. Kalsiy xloridning o'rniga 10%-li kalsiy glyukonat eritmasi qo'llanilganda

hayvonlar tomonidan yaxshi qabul qilinadi, lekin kalsiy xloridga nisbatan kuchsiz ta'sir qiladi.Eritmalar yuborilgandan 10-20 daqiqa o'tgach, hayvon o'rnidan turmasa, 6-8 soatdan o'tgach, keying marta 24 soatdan keyin eritmalar xuddi shu dozalarda qayta ineksiya qilinadi (odatda 1-3 marta).Vena qon tomiriga tarkibi kalsiy va magniy tuzlaridan iborat bo'lgan kam agsol preparatidan 0,5 ml/kg dozada, tarkibi glyukoza va kalsiydani borat glyukal preparatidan 270-750 ml yuborish mumkin.Yutinish aktlari paydo bo'lgach, og'izorqali 200-300 g natriy yoki magniy sulfat tuzi, 10-15 gixtiolva 10-15 ml chemerisa nastoykasi 2-3 1 suvga aralashtirilib ichiriladi. Hayvon to'liq sog'ayib ketguncha qondan kalsiyning uviz tarkibiga o'tishini kamaytirish maqsadida sigirni tez-tez, lekin kam miqdorda sog'ish tavsiya etiladi.V.A.Lochkarev (1991) tug'ruqdan keyingi falaj bilan kasallangan sigirni davolashda tarkibi:150-200 ml 10%-li kalsiy xlorid, 350-400 ml 40%-li glyukoza, 10 ml 20%-li kofein natriy benzoate va 3 litr suvdan iborat murakkab eritmaga qaynatilib, 400 C gacha sovitilgach, 25 XB dozada oksitosin aralashtirib vena qon tomiriga yuborishni tavsiya etiladi.B.M.Eshburiyev va boshqalarning (2018) ma'lumotlariga ko'ra, sigirlarni sutdan chiqarilgan davrda to'la qimmatli rasionda boqish (sifatli pichan - 30-35 %, senajva silos 25-35, omuxta yemlar25-30, ildiz mevalilar 5-6%), qand oqsil nisbatini 0,8:1,2 atrofida, ratsiondagi kletchatka miqdorini quruq moddaning 25-30% tashkil etishini ta'minlash lozim. Sutdan chiqarilgan sigirlar ratsionidagi qand-protein nisbati - 0,8-1,2 bo'lishi, fosfor-kalsiy nisbati 1,5-1,3, tug'ishiga 2-3 hafta qolganda esa1:1 bo'lishini ta'minlash lozim.

Sigirlarning tug'ishiga 5-7 kun qolgandan boshlab bir boshga 100-150g hisobida kalsiy va fosforga boy oziqabop qo'shimchalar (mono kalsiy fosfat, oziqabop kalsiy fosfat,dinatriyfosfat) omuxta yemlar bilan beriladi.

Xulosa:

1.Yuqoridagi ma'lumotlarini tahlil qilishsh shuni ko'rsatadiki, hozirgi kungacha sigirlarning tug'ruqdan keying kasalliklari va uning oqibatida kelib chiqadigan asoratlar, kasallikning tarqalishi, sabablari, kasallikni ertachi aniqlash, davolash va oldini olishning samarali usullari to'liq o'rganilmaganligi.

2. Hozirgi kunda fermir xo'jaliklarning iqtisodiy imkoniyatlarini hisobga olgan holda kasallikni davolash va oldini olishda, samaradorligi yuqori va arzon mahalliy vositalardan foydalanishni keng yo'lga qo'yish, dolzarb muammolardan biri ekanligini izohlaydi.

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BOSHLANG'ICH SINF O'QUVCHILARNING KREATIVLIK QOBILIYATINI RIVOJLANTIRISHDA TASVIRIY SAN'AT VA MUSIQA FANLARIDAN FOYDALANISHNING ILMIY-NAZARIY ASOSLARI

Madina Eshmamatova Abdurashidovna
Denov tadbirkorlik va pedagogika instituti magistranti
Denov tumani 40- maktab boshlang'ich sinf o'qituvchisi

Annotatsiya: Boshlang'ich sinf o'qituvchilarning kreativlik qobiliyatini rivojlantirish, ta'lim jarayonining muhim jihatlaridan biridir. Kreativlik, o'z navbatida, o'quvchilarning fikrlash qobiliyatini, muammolarni hal qilish ko'nikmalarini va ijodiy yondashuvlarini rivojlantirishga yordam beradi. Tasviriy san'at va musiqa fanlari, o'zining estetik va ijodiy xususiyatlari bilan, o'qituvchilarning kreativlik qobiliyatini oshirishda muhim rol o'ynaydi. Ushbu maqolada, tasviriy san'at va musiqa fanlarining boshlang'ich sinf o'qituvchilarining kreativlik qobiliyatini rivojlantirishdagi ilmiy-nazariy asoslari ko'rib chiqiladi.

Kalit so'zlar: boshlang'ich sinf, kreativ fikrlash, qobiliyat, tasviriy san'at, musiqa, grafik dizayn, ko'nikmalar, ijodiy yondashuv.

Аннотация: Развитие творческих способностей учителей начальных классов является одним из важных аспектов образовательного процесса. Креативность, в свою очередь, помогает учащимся развивать мышление, навыки решения проблем и творческие подходы. Изобразительное искусство и музыка своими эстетическими и творческими особенностями играют важную роль в повышении творческого потенциала педагогов. В данной статье рассматриваются научно-теоретические основы развития творческих способностей учителей начальной школы по изобразительному искусству и музыке.

Ключевые слова: начальная школа, творческое мышление, способности, изобразительное искусство, музыка, графический дизайн, умения, творческий подход.

Abstract: Developing the creativity of primary school teachers is one of the important aspects of the educational process. Creativity, in turn, helps students develop their thinking, problem-solving skills, and creative approaches. Fine arts and music, with their aesthetic and creative features, play an important role in increasing the creativity of teachers. In this article, the scientific-theoretical basis for the development of creativity of elementary school teachers of visual arts and music is considered.

Key words: elementary school, creative thinking, ability, visual arts, music, graphic design, skills, creative approach.

KIRISH

Boshlang'ich sinf o'qituvchilarining kreativlik qobiliyati ta'lim jarayonida muhim rol o'ynaydi. Ularning kreativligi nafaqat o'z darslarini qiziqarli va samarali o'tkazish imkonini beradi, balki o'quvchilarning ijodiy fikrlashini rivojlantirishga ham yordam beradi. Boshlang'ich sinf o'qituvchilari, o'z ijodiy yondashuvlari orqali o'quvchilarga yangi g'oyalarni o'rgatish, muammolarni hal qilish va o'z fikrlarini ifoda etish imkoniyatini yaratadilar. O'qituvchilarning kreativlik qobiliyati, dars jarayonida turli xil pedagogik metodlarni qo'llash orqali namoyon bo'ladi. Ular o'quvchilarni faol ishtirok etishga undash, o'z fikrlarini erkin ifoda etishlariga imkon berish va darslarni qiziqarli qilish uchun innovatsion yondashuvlarni qo'llashadi. Bu jarayon, o'quvchilarning o'z-o'zini ifoda etish qobiliyatini oshiradi va ularning ijodiy fikrlashini rivojlantiradi.

ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI

O'qituvchilarning kreativligi, shuningdek, o'quvchilar bilan aloqani mustahkamlashda ham muhim ahamiyatga ega. O'qituvchilar, o'z ijodiy yondashuvlari orqali o'quvchilar bilan yanada yaqin aloqada bo'lishadi. Bu, o'quvchilarning o'zlarini erkin his qilishlariga va o'z fikrlarini ifoda etishlariga yordam beradi. O'qituvchilar, o'z darslarida o'quvchilarning qiziqishlari va ehtiyojlarini inobatga olib, darslarni shaxsiylashtirishga harakat qilishadi. Kreativlik, shuningdek, o'qituvchilarning o'z bilimlarini kengaytirish va yangi pedagogik yondashuvlarni o'rganish imkoniyatini ham beradi. Ular turli xil san'at shakllarini, o'yinlarni va interaktiv metodlarni o'z darslariga kiritish orqali o'z ijodiy qobiliyatlarini oshirishadi. Bu jarayon, o'qituvchilarning o'zlarini professional ravishda rivojlantirishlariga yordam beradi va ta'lim jarayonining sifatini oshiradi.

MUHOKAMA VA NATIJALAR

Tasviriy san'at, o'z ichiga rasm chizish, haykaltaroshlik, grafik dizayn va boshqa ko'plab ijodiy faoliyatlarni oladi. Tasviriy san'at darslari, o'quvchilarga o'z fikrlarini ifoda etish, tasavvurlarini rivojlantirish va estetik qobiliyatlarini oshirish imkonini beradi. O'qituvchilar uchun tasviriy san'at darslari, o'z navbatida, ijodiy yondashuvni rivojlantirish, yangi g'oyalar yaratish va o'z fikrlarini ifoda etish imkoniyatini taqdim etadi. Tasviriy san'at darslarida o'qituvchilar, o'quvchilarga ranglar, shakllar va kompozitsiyalar orqali o'z his-tuyg'ularini ifoda etishga yordam berishadi. Bu jarayon, o'quvchilarning kreativ fikrlash qobiliyatini rivojlantirishga xizmat qiladi. O'qituvchilar, o'z navbatida, bu jarayonda o'z ijodiy qobiliyatlarini rivojlantirish va yangi pedagogik yondashuvlarni qo'llash imkoniyatiga ega bo'lishadi. Musiqa, insoniyatning eng qadimiy san'at turlaridan biri bo'lib, u ham o'z ichiga ijro etish, kompozitsiya yaratish va musiqiy tahlil qilish kabi faoliyatlarni oladi. Musiqa darslari, o'quvchilarga ritm, melodiya va harmoniyani tushunishga yordam beradi. Musiqa

orqali o'quvchilar o'z his-tuyg'ularini ifoda etish, ijodiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantirish imkoniyatiga ega bo'lishadi. O'qituvchilar uchun musiqa darslari, o'z ijodiy qobiliyatlarini rivojlantirish va yangi pedagogik yondashuvlarni qo'llash imkoniyatini taqdim etadi. Musiqa darslarida o'qituvchilar, o'quvchilarga musiqiy asarlarni tahlil qilish, o'z kompozitsiyalarini yaratish va ijro etish orqali kreativ fikrlash qobiliyatini rivojlantirishga yordam berishadi. Kreativlik, o'quvchilarning fikrlash qobiliyatini, muammolarni hal qilish ko'nikmalarini va ijodiy yondashuvlarini rivojlantirishda muhim rol o'ynaydi. Boshlang'ich sinf o'qituvchilari, o'z kreativlik qobiliyatlarini rivojlantirish orqali, o'quvchilarga yangi g'oyalar yaratish, muammolarni hal qilish va o'z fikrlarini ifoda etish imkoniyatini taqdim etadilar. Kreativlik, shuningdek, o'quvchilarning o'z-o'zini ifoda etish, o'z his-tuyg'ularini anglash va boshqalar bilan muloqot qilish qobiliyatlarini rivojlantirishga yordam beradi. Tasviriy san'at va musiqa fanlarini birlashtirish, o'qituvchilarning kreativlik qobiliyatini rivojlantirishda samarali yondashuv hisoblanadi. Bu ikki fan o'rtasidagi integratsiya, o'quvchilarga ko'p qirrali ijodiy faoliyatlarni amalga oshirish imkonini beradi. Masalan, o'quvchilar musiqa asarlarini tinglab, ularning ruhiyatini tasviriy san'at orqali ifoda etishlari mumkin. Bu jarayon, o'quvchilarning kreativ fikrlash qobiliyatini oshirishga yordam beradi. O'qituvchilar, tasviriy san'at va musiqa fanlarini birlashtirish orqali, o'quvchilarga yangi g'oyalar yaratish, muammolarni hal qilish va o'z fikrlarini ifoda etish imkoniyatini taqdim etadilar. Bu jarayon, o'quvchilarning ijodiy qobiliyatlarini rivojlantirishga xizmat qiladi va ularning ta'lim jarayonida faol ishtirok etishlariga yordam beradi.[3]

Tasviriy san'at va musiqa fanlarining integratsiyasi o'quvchilar uchun juda muhim ahamiyatga ega. Bu ikki soha bir-biri bilan chambarchas bog'liq bo'lib, o'quvchilarning ijodiy fikrlashini, estetik qobiliyatlarini va hissiy rivojlanishini ta'minlaydi. Integratsiya orqali o'quvchilar san'at va musiqa orqali o'z his-tuyg'ularini ifoda etish imkoniyatiga ega bo'lishadi, bu esa ularning o'z-o'zini anglashlariga yordam beradi. Tasviriy san'at va musiqa darslari o'quvchilarga yangi g'oyalarni yaratish va o'z ijodiy qobiliyatlarini rivojlantirish imkonini beradi. Musiqa asarlarini tinglash va ularga mos ravishda tasviriy san'at asarlarini yaratish, o'quvchilarning ijodiy yondashuvlarini kengaytiradi. Bu jarayon, o'quvchilarning muammolarni hal qilish ko'nikmalarini rivojlantirishga ham yordam beradi, chunki ular turli xil san'at shakllarini birlashtirishda yangi yechimlar izlashadi. Bundan tashqari, tasviriy san'at va musiqa integratsiyasi o'quvchilarning ijtimoiy va emosional rivojlanishiga ham ijobiy ta'sir ko'rsatadi. Guruhda ishlash, bir-biriga yordam berish va o'z fikrlarini ifoda etish orqali o'quvchilar ijtimoiy ko'nikmalarini rivojlantiradilar. Bu, ularning o'zaro munosabatlarini mustahkamlashga yordam beradi va jamoaviy ishda muvaffaqiyat qozonishlariga imkon yaratadi. Integratsiya, shuningdek, o'quvchilarning

motivatsiyasini oshirishda ham muhim rol o'ynaydi. San'at va musiqa darslari, o'quvchilarning ta'limga bo'lgan qiziqishini oshiradi. O'quvchilar o'z ijodiy qobiliyatlarini namoyish etish imkoniyatiga ega bo'lishadi, bu esa ularning o'ziga bo'lgan ishonchini oshiradi va ta'lim jarayoniga faolroq jalb etilishlariga yordam beradi. Tasviriy san'at va musiqa fanlarining integratsiyasi, o'quvchilarga keng qamrovli ta'lim olish imkonini beradi. O'quvchilar, turli fanlar o'rtasidagi bog'lanishlarni ko'rish orqali, o'z bilimlarini yanada chuqurlashtiradilar. Bu jarayon, ularning umumiy dunyoqarashini kengaytiradi va san'at va madaniyatga bo'lgan qiziqishini oshiradi. Tasviriy san'at va musiqa fanlarining integratsiyasi o'quvchilar uchun juda muhimdir. Bu jarayon, ularning ijodiy fikrlashini, estetik qobiliyatlarini, muammolarni hal qilish ko'nikmalarini, ijtimoiy va emosional rivojlanishini ta'minlaydi. Shuningdek, o'quvchilarning motivatsiyasini oshiradi va keng qamrovli ta'lim olish imkoniyatini yaratadi. Shunday qilib, tasviriy san'at va musiqa fanlarining integratsiyasi ta'lim jarayonini yanada qiziqarli va samarali qiladi.[6]

Tasviriy san'at va musiqa fanlarining boshlang'ich sinf o'qituvchilarining kreativlik qobiliyatini rivojlantirishdagi ilmiy-nazariy asoslari bir qator tadqiqotlar va nazariyalar bilan bog'liqdir. Masalan, Vygotskiyning ijtimoiy konstruktivizm nazariyasi, o'quvchilarning ijodiy fikrlashini rivojlantirishda ijtimoiy muhitning ahamiyatini ta'kidlaydi. Ushbu nazariya asosida, o'qituvchilar o'quvchilarning ijodiy faoliyatlarini qo'llab-quvvatlash va ularni yangi g'oyalar yaratishga undashlari mumkin. Shuningdek, Gardnerning ko'p qobiliyatlar nazariyasi, o'quvchilarning turli xil qobiliyatlarini rivojlantirishda tasviriy san'at va musiqa fanlarining ahamiyatini ko'rsatadi. Bu nazariya asosida, o'qituvchilar o'quvchilarning ijodiy qobiliyatlarini rivojlantirish uchun turli xil pedagogik yondashuvlarni qo'llashlari mumkin.[5]

Tasviriy san'at va musiqa fanlari o'qituvchilarning ijodiy qobiliyatlariga bir qator ijobiy ta'sir ko'rsatadi. Ushbu fanlar o'qituvchilarga nafaqat o'z bilimlarini kengaytirish, balki o'z ijodiy yondashuvlarini rivojlantirish imkonini beradi. Ijodiy fikrlashni rivojlantirish jarayoni tasviriy san'at va musiqa o'qituvchilarining darslarida ijodiy yondashuvlarni qo'llash orqali amalga oshiriladi. Ular yangi g'oyalarni ishlab chiqish, muammolarni hal qilish va dars jarayonini qiziqarli qilishda ijodiy fikrlashni qo'llashadi. Bu esa o'qituvchilarning fikrlash usullarini kengaytiradi va ularni yanada innovatsion yondashuvlarga olib keladi. Estetik sezgi va hissiyotlarni rivojlantirish ham muhim ahamiyatga ega. San'at va musiqa o'qituvchilari, o'z darslarida estetik qadriyatlarni o'rgatish orqali o'z hissiyotlarini yanada chuqurroq anglash imkoniyatiga ega bo'ladilar. Bu jarayon, o'qituvchilarning o'z ijodiy asarlarini yaratishda va o'quvchilarga san'atni taqdim etishda muhim rol o'ynaydi. O'z-o'zini ifoda etish imkoniyati ham san'at va musiqa o'qituvchilarining ijodiy qobiliyatlarini rivojlantirishda muhimdir. Ular o'z his-tuyg'ularini va fikrlarini san'at orqali ifoda etish

imkoniyatiga ega bo'lishadi. Bu jarayon, o'qituvchilarning o'zlarini yanada erkin his qilishlariga va o'z ijodiy qobiliyatlarini rivojlantirishlariga yordam beradi. O'quvchilar bilan aloqani mustahkamlash ham san'at va musiqa darslarining muhim jihatlaridan biridir. O'qituvchilar, san'at va musiqa darslari orqali o'quvchilar bilan yanada yaqin aloqada bo'lishadi. Bu, o'qituvchilarning o'z ijodiy qobiliyatlarini rivojlantirishga yordam beradi, chunki ular o'quvchilarning ijodiy jarayonlariga qo'shilish va ularni qo'llab-quvvatlash imkoniyatiga ega bo'lishadi. Yangi metod va yondashuvlarni o'rganish jarayoni ham o'qituvchilarning ijodiy qobiliyatlarini oshirishda muhim rol o'ynaydi. Tasviriy san'at va musiqa o'qituvchilari, o'z darslarida yangi pedagogik metodlarni qo'llash orqali o'z ijodiy qobiliyatlarini rivojlantirishlari mumkin. Ular turli xil san'at shakllarini birlashtirish va o'quvchilarga yangi tajribalar taqdim etish orqali o'z bilimlarini kengaytiradilar.[4]

Madaniy va tarixiy kontekstni tushunish ham o'qituvchilarning ijodiy qobiliyatlarini rivojlantirishda muhim ahamiyatga ega. San'at va musiqa o'qituvchilari, o'z darslarida madaniyat va tarixni o'rganish orqali ijodiy qobiliyatlarini rivojlantiradilar. Bu, ularning san'at va musiqa orqali o'zaro bog'lanishlarini va o'z ijodiy asarlarini yaratishda yangi g'oyalarni ishlab chiqishlariga yordam beradi. Tasviriy san'at va musiqa fanlari o'qituvchilarning ijodiy qobiliyatlarini rivojlantirishda muhim rol o'ynaydi. Bu fanlar orqali o'qituvchilar o'z fikrlash usullarini kengaytirish, hissiyotlarini ifoda etish, o'quvchilar bilan aloqani mustahkamlash va yangi pedagogik yondashuvlarni o'rganish imkoniyatiga ega bo'lishadi. Natijada, bu jarayon o'qituvchilarning professional rivojlanishiga va ta'lim jarayonining sifatini oshirishga yordam beradi.[1]

Kreativ yondashuvlar ta'lim jarayonida muhim ahamiyatga ega bo'lib, o'quvchilarning shaxsiy va akademik rivojlanishiga katta hissa qo'shadi. Ta'lim tizimida kreativlikni rag'batlantirish, o'quvchilarning ijodiy fikrlash qobiliyatini oshirish, ularni o'z-o'zini ifoda etishga undash va ta'lim jarayonini qiziqarli qilishda muhim rol o'ynaydi. Kreativ yondashuvlar o'quvchilarga muammolarni yangi va innovatsion usullar bilan hal qilish imkoniyatini beradi. Bu, ularning ijodiy fikrlash qobiliyatini rivojlantiradi va kelajakda turli vaziyatlarda samarali qarorlar qabul qilishlariga yordam beradi. O'quvchilar o'z fikrlarini erkin ifoda etish imkoniyatiga ega bo'lishadi, bu esa ularning o'ziga bo'lgan ishonchini oshiradi va shaxsiy rivojlanishlariga yordam beradi. Ta'lim jarayonida kreativ yondashuvlar darslarni qiziqarli va interaktiv qilishga yordam beradi. O'quvchilar o'zlarini faol ishtirok etayotganini his qilishadi, bu esa ta'lim jarayonini yanada samarali qiladi. Jamoaviy loyihalar va faoliyatlar orqali o'quvchilar bir-birlaridan o'rganishadi, fikr almashishadi va birgalikda ijod qilishadi. Bu, hamkorlik va jamoaviy ishni rivojlantiradi, o'quvchilarning ijtimoiy ko'nikmalarini oshiradi. Kreativ yondashuvlar o'quvchilarga

turli xil muammolarni hal qilishda yangi usullarni o'rganishga yordam beradi. Bu, ularning analitik fikrlash qobiliyatini rivojlantiradi va muammolarni hal qilishda yanada samarali bo'lishlariga yordam beradi. O'quvchilar o'z qiziqishlari va iste'dodlariga mos keladigan kreativ faoliyatlar orqali o'zlarini ifoda etish imkoniyatiga ega bo'lishadi. Bu, ularning o'qishga bo'lgan qiziqishini oshiradi va ta'lim jarayoniga bo'lgan motivatsiyalarini kuchaytiradi. O'qituvchilar uchun kreativ yondashuvlar yangi pedagogik metodlarni sinab ko'rish va o'z darslarini yangilash imkoniyatini beradi. Bu, ta'lim sifatini oshirishga yordam beradi va o'qituvchilarning professional rivojlanishiga xizmat qiladi. Kreativ yondashuvlar orqali o'qituvchilar o'z darslarini yanada qiziqarli va samarali qilishlari mumkin, bu esa o'quvchilarning muvaffaqiyatini oshiradi. Kreativ yondashuvlar ta'lim jarayonini yanada qiziqarli, samarali va ijodiy qiladi. Ular o'quvchilarning shaxsiy va akademik rivojlanishiga katta hissa qo'shadi, shuningdek, kelajakda muvaffaqiyatli insonlar bo'lishlariga yordam beradi. Ta'lim tizimida kreativlikni rag'batlantirish, o'quvchilarning ijodiy salohiyatini ochishga yordam beradi va ularni kelajakda muvaffaqiyatli hayotga tayyorlaydi.[2]

XULOSA

Tasviriy san'at va musiqa fanlari, boshlang'ich sinf o'qituvchilarining kreativlik qobiliyatini rivojlantirishda muhim rol o'ynaydi. Ushbu fanlar, o'qituvchilarga o'z ijodiy qobiliyatlarini rivojlantirish, yangi g'oyalar yaratish va o'z fikrlarini ifoda etish imkoniyatini taqdim etadi. Tasviriy san'at va musiqa fanlarining integratsiyasi, o'quvchilarning kreativ fikrlash qobiliyatini oshirishga yordam beradi va ularning ta'lim jarayonida faol ishtirok etishlariga yordam beradi. Shuningdek, ilmiy-nazariy asoslar, o'qituvchilarning kreativlik qobiliyatlarini rivojlantirishda samarali yondashuvlarni qo'llash imkoniyatini taqdim etadi.

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TIL - MILLAT KO'ZGUSI

Imomxo'jayeva Rayhona Qodirxo'ja qizi
Andijon davlat chet tillari instituti talabasi
Ilmiy rahbar: Xomidova Malohat Oktyabrjon qizi

Annotatsiya: Til-millat ko'zgusi:bu uch so'z bir-biriga chambarchas bog'liq bo'lgan bir kichik olamdir.Bu olamni his etish uchun tilni chuqur bilish lozim.

Kalit so'zlar: Til, ko'zgu, hayot, dil, millat.

Abstract: Mirror of language and nation:these three words are a small world closely related to each other.In order to feel this world ,it is necessary to know the language deeply.

Key words: Language, mirror, life, heart, nation

Аннотация: Зеркало языка и нации:эти три слова-маленький мир.тесно связанный друг с другом.Чтобы почувствоватъ этот мир необходимо глубоко знатъ язык.

Ключевые слова: Язык, зеркало, жизнъ, сердце, нация.

Millatning eng chuqur negizi bu tildir.Chunki til jamiyatning xusasan,insonnning aloqa vositasidir.Bu aloqa vositani zero biz va butun dunyo o'zining tillarida foydalanadi.Bundan tashqari til millatning qalbi va ruhi . Bu ilohi tuyg'uni ham shu til aks etib, beradi. Bevosita til millatning tarixini hamda millatini o'rganishi ham bejiz emas. Tasavvur qiling, millat o'z tillarini o'ziga xos ranglarga bo'yaydi. Misol uchun o'zbek tilini, o'zbek tilining tarixi, madaniyati va an 'analari hamda o'ziga xos jihatlari bilan rang barang bo'yoqlarda bo'yaydi.Lekin o'zbek tiliga, eng musaffo va sof bo'yoqlar ishlatish lozim.SHundagina millatning til deb atalmish eng yorug' ko'zgusi ifoda bo'ladi.So'ng esa bu ko'zguning diliga nazar solamiz.Axir til, dil kabi pok tuyg'u.Dilda o'ylangan har bir so'z tilda aytiladi.Ammo til suyaksiz jism. O'rni kelganda har so'zni ham aytish to'g'ri kelavermaydi.Axir aytishadi-ku siz ham, sen ham bir tildan chiqadi deb.

Insonlarning orasida hohlaymizmi hohlamaymizmi tili boshqa dili boshqa odamlar bor. Ularning dilida sizga nisbatan yomon g'arazlar bo'lsa ham tilida shirin muomalani kanda qilmaydi.Bunday insonlar hushomad bog'ini gullatadi.Lekin bunday insonlarning ko'zi doim yolg'onni bildirib qo'yadi.CHunki insonning ko'zi hech qachon aldamaydi.Axir bu ko'z dilning oynasidir.Nimani so'rasangiz shuni ko'ra olasiz.

Eng yaxshi suhbatdosh bu- sizning o'zingiz.Inson yonidagi odamlarga nisbatan avvalo o'zini eshita bilishi kerak.O'zini chunishi, o'zi bilan ko'proq muloqotda

bo'lishi kerak.Rivojlanish, tillarni o'rganish eng avvalo o'zingizga bog'liq.CHunki til va millat bir birini uzviy saqlaydi.Til millatning o'ziga xosligini saqlab qolishga yordam beradi.Millat esa tilni rivojlantiradi boyitadi hamda o'ziga xos xususiyatlari bilan bezaydi.Bu ikkisi doim uzviy bog'liqlikda bo'ladi.SHuning uchun bu ikki so'z birga jaranglaydi.Bu so'zni talaffuz qilinganda doim birinchi urg'u avvalo millat so'ziga beriladi.Demak millatni anglash birinchi o'rinda turiladi,navbatida esa tilga e'tibor beriladi. Til esa kimligingizni, anglatadi.Tilingiz orqali millatingiz tushuniladi.CHunki qaysi tilda muloqot qilishingiz qaysi millatdan ekanligingiz bildiradi.Axir yer yuzasida 7000ga yaqin til bor.Demak bu tillarning o'ziga mos millati ham bor.Millat esa shuncha tillarni qamrab olgan mo'jizaviy zamindir.Bu zaminning ko'zgusi bo'lgan tilning mohiyatini anglash uchun yuqorida aytganimdek avvalo millatni anglash kerak. Shunday qilib, til millatning ko'zgusi uning ovozi, ruhi, tarixi, o'ziga xos xususiyatlarini aks ettiradi.

Xulosa qilib aytganda, shaxsiy fikrim shundan iboratki,tilsiz millat o'zining o'tmishini eslay olmaydi,ruhini anglolmaydi hozirini ko'ra olmaydi,yashay olmaydi va kelajagini qura olmaydi.

TA'LIM MUASSASALARIDA DUAL TA'LIMNI JORIY ETISH VA UNDA YUZAGA KELADIGAN MUAMMOLAR HAMDA ULARNING YECHIMLARI

Usmonov Azizbek Validjanovich
Andijon viloyati Oltinko'l iqtisodiyot texnikumi
ishlab chiqarish ta'limi bo'yicha direktor o'rinbosari

Annotatsiya: Maqolada dual ta'limda birdaniga bilim va kasb-hunar o'rganadigan ta'lim ekanligi isbotlangan. Bu ta'limni nafaqat o'rta maxsus yoki professional ta'limda, balki oliy ta'limda ham qo'llash mumkinligi yoritilgan.

Kalit so'zlar: ta'lim, dual ta'lim, professional ta'lim, kasb-hunar ta'limi, oliy ta'lim, amaliyot, yetuk mutaxassis, professional ta'lim, ilmiy-tadqiqot, modernizatsiyalash.

KIRISH

Ma'lumki, mamlakat ijtimoiy-iqtisodiy taraqqiyotiga hissa qo'shadigan malakali mutaxassis kadrlar tayyorlash bevosita ta'lim tizimining rivojiga bog'liq bo'lib, bu borada mustaqil fikrlaydigan, ijodkor, tadbirkor, tashabbuskor shaxsni voyaga yetkazish bugungi kunda davlat siyosatining ustuvor yo'nalishlaridan biri bo'lib qolmoqda. Bu vazifalar respublikamiz Prezidentining qator farmon va qarorlarida o'z aksini topgan.Mamlakatning ijtimoiy-iqtisodiy rivojlanishida zamonaviy bilim va yangicha yondashuvlarga ehtiyoj mavjud. Shu bois, ta'lim sifatini oshirishda o'quv jarayonini davr talablariga mos holda tashkil etish, davlat ta'lim standarti va o'quv dasturlarini takomillashtirish, yangi avlod o'quv adabiyotlarini yaratish, zamonaviy innovasion pedagogik va axborot texnologiyalaridan foydalanish, mavjud muammolarni bartaraf qilish ertangi istiqboldagi yutuqlarimiz kafolatidir.

MAVZUGA OID ADABIYOTLARNING TAHLILI

Mamlakatimizda ta'lim sohasi qadimdan o'rganilib kelinmoqda. Xususan, oxirgi paytlarda ta'lim xizmatlari sifati va samaradorligini oshirishga oid masalalari bilan bir qator iqtisodchi olimlar ilmiy-tadqiqot ishlarini olib bormoqdalar. Bular jumlasiga S.S.G'ulomov, M.M.Muxammedov, M.E.Po'latov, A.V.Vaxabov, M.Q.Pardayev, A.O'lmasov, B.N.Navruz Zoda, Y.A.Abdullayev, M.X.Saidov, B.A.Abdukarimov, Sh.Qurbanov, Sh.SH.Shodmonov, E.T.Odilov, Q.J.Mirzayev, K.B.Urazov, A.O.Ochilov, G.N.Axunova, N.U.Arabov, O.T.Qahharov, S.A.Isxakova, G.S.Sa'dullayeva, X.X.Rejapov kabilarni kiritish mumkin. Ammo ushbu olimlar asarlarida dual ta'lim masalasi deyarli o'rganilmagan. Faqat oxirgi paytlarda bu borada ayrim fikrlar A.Aranjiyev, A.Avliyakulov, N.A.Muslimov, D.Ro'ziyeva,

L.Abduazimova kabilar tomonidan turli gazeta maqolalarida, uslubiy ishlarda aytilmoqda. Ammo yirik tadqiqot ishlari olib borilmagan va ular ilmiy jihatdan yoritilmagan. Bundan ham ko'rinib turibdiki, mazkur masala bo'yicha tegishli o'rganishlarni o'tkazish va tavsiyalar ishlab chiqish o'ta dolzarb masalalardan biri hisoblanadi.

MUHOKAMA VA NATIJALAR

Dual ta'lim tizimi – ixtisoslashgan ta'lim turi bo'lib, talaba nazariy bilimlarni ta'lim muassasasida, amaliy ko'nikmalarini esa bevosita ish joyida, ya'ni tashkilotda olish imkoniyatini yaratib beradi. Dual ta'limining asosiy maqsadi ta'lim muassasasi va ish beruvchilarning sa'y-harakatlari amaliy mashg'ulotlarning asosiy omili sifatida birlashtirib, talabalarning kasbiy tayyorgarlik sifatini oshirishdan iborat.Kasbiy dual ta'limi tizimining kontseptsiyasi o'quv va ishlab chiqarish jarayonlarini birlashtirish orqali mutaxassislarni tayyorlashda amaliy yo'nalishnikuchaytirishga asoslanadi, bu esa o'quv muassasalari bitiruvchilarining kasbiy harakatchanligini sezilarli darajada oshiradi. Dual ta'lim tizimi samarali va moslashuvchan mexanizm bo'lib, turli soha korxonalari tomonidan bozor iqtisodiyotining zamonaviy sharoitlarida talab yuqori bo'lgan malakali mutaxassislarni tayyorlash imkonini beradi. Dual tizim sharoitida ta'lim nafaqat o'quv muassasalari, balki sanoat korxonalari, firmalar, tashkilotlarni o'z ichiga oladi.. O'zgarishlarning mazmuni shundan iboratki, talabalar bir vaqtning o'zida ikkita ta'lim muassasasida: universitetlar va institutlarda -nazariy qismda, ishlab chiqarishda esa - amaliy ta'lim olishadi. Ikkilik tizim an'anaviy tizimdan ajralib turuvchi xususiyat sifatida butun o'quv davri davomida nazariya va amaliyotning almashinishini nazarda tutadi, bu esa olingan bilim va ko'nikmalarni qo'llash samaradorligi va samaradorligiga olib keladi. O'zbekiston Respublikasi Prezidentining "Professional ta'lim tizimini yanada takomillashtirishga doir qo'shimcha chora-tadbirlar to'g'risida" 2019 yil 6- sentabrdagi PF-5812-son Farmoni bilan 2020/2021 o'quv yilidan boshlab O'zbekiston Respublikasida Ta'limning xalqaro standart tasniflagichi darajalari bilan uyg'unlashgan yangi boshlang'ich, o'rta va o'rta maxsus professional ta'lim tizimi hamda tabaqalashtirilgan ta'lim dasturlari joriy etiladigan ta'lim muassasalari tarmog'i tashkil etildi.

O'zbekiston mehnat bozori uchun o'rta bo'g'in mutaxassislarini tayyorlashda ushbu professional ta'lim muassasalari tarmog'i muhim o'rin tutadi. Bugungi kunda mavjud ish o'rinlarining asosiy qismida aynan professional ta'lim muassasalarida bitiruvchilarga beriladigan malaka darajalari talab etilishi yoshlar o'rtasida ushbu ta'lim muassasalarida o'qish istagini yanada kuchaytirmoqda.

Mazkur Farmonga muvofiq 2020/2021 o'quv yili uchun professional ta'lim muassasalariga Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyatlar va

Toshkent shahar hokimliklaridan, tizimida professional ta'lim muassasalari bo'lgan vazirliklar, idoralar va oliy ta'lim muassasalari takliflari asosida qabul parametrlari shakllantirildi va qabul jarayonlari ilk bor onlayn hujjat topshirish tartibida tashkil etildi.

Yevropa mamlakatlariga xos global ta'lim muhitini shakllantirishda ta'limning uzluksizligi va uzviyligini, amaliy yo'nalganligini ta'minlash, sifatli ta'lim olish, ijodiy rivojlanishga yo'naltirish, o'qitishning yangi paradigmalarini rivojlantirish alohida ahamiyat kasb etmoqda.So'nggi yillarda O'zbekistonda sodir bo'layotgan chuqur siyosiy va ijtimoiy-iqtisodiy o'zgarishlar natijasida deyarli barcha ijtimoiy institutlarni, shu jumladan ta'lim tizimini yangi sifat bosqichiga olib chiqish, uning rivojlanishiga dinamiklik va barqarorlikni berishga qodir bo'lgan professional ta'limni rivojlantirish yo'llari ustida tizimli ishlar amalga oshirilmoqda.

O'zbekiston Respublikasi Prezidentining "Vaqtinchalik mehnat faoliyatini amalga oshirish uchun xorijiy davlatga ketayotgan shaxslarni va band bo'lmagan aholini o'qitishni tashkil etish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" 2021 yil 25- yanvardagi PQ-4962-son qaroriga muvofiq, 13 ta professional ta'lim muassasalarida qurilish sohasi malakali mutaxassislarini tayyorlash markazlari tashkil etildi. Ushbu markazlarning normativ hujjatlari, jumladan, mahalliy va xorijiy ish beruvchilarning takliflari asosida 20 ta kasb bo'yicha o'quv reja va dasturlar xalqaro standartlar asosida ishlab chiqilgan bo'lib, 1 500 nusxada qurilish sohasidagi kasblar bo'yicha o'zbek, rus va ingliz tillarida maxsus lug'at hamda o'quv-didaktik materiallar yetkazib berilgan.

Bugungi kunda Oliy ta'lim, fan va innovatsiyalar vazirligi xorijiy tashki- lotlar bilan professional ta'lim tizimini rivojlantirish bo'yicha hamkorlik ishlarini amalga oshirib kelmoqda. Jumladan, Yevropa Ittifoqi Komissiyasining grant mablag'lari asosida YUNESKO vakolatxonasi tomonidan "O'zbekistonning qishloq joylarida ishga joylashtirish ko'nikmalarini rivojlantirish" loyihasi, Germaniya xalqaro hamkorlik jamiyatining "O'zbekistonda kasb-hunar ta'limi tizimini isloh qilish va modernizatsiyalash jarayonlarini qo'llab- quvvatlash" hamda "Markaziy Osiyoda kasb-hunar ta'limi — oziq-ovqat mahsulotlari ishlab chiqarish sohasida tizimli yondashuvlarga ko'maklashish", Shveytsariyaning O'zbekistondagi elchixonasi bilan hamkorlikda 2021-2033 yillar davomida "O'zbekistonda professional ta'lim islohotlarini qo'llab- quvvatlash" grant loyihalari loyihalari hamkorlikda amalga oshirilmoqda.

Kasb-hunar ta'limi tizimining hozirgi rivojlanish bosqichining eng muhim jihati - bu bir tomondan, kasb-hunar ta'limi tizimining tarkibidagi o'zgarishlarni, ikkinchidan, kasb-hunar ta'limi tizimining o'zaro ta'sir jarayonlarini aks ettiradigan

integratsion jaraènlardir. Aynan kasb-hunar ta'limi tizimiga yangicha èndashish kelajakdagi yuqori malakali mutaxassislarni sifatli tayyorlashni ta'minlaydi.

Mamlakatimizda yuqori texnologiyali sanoat talablariga javob beradigan ishchilarni tayyorlash orqali hududlarining investitsiya jozibadorligi va raqobatbardoshligini oshirish vositalaridan biri bu ikki tomonlama o'qitish tizimidir.

Duallik "ikkilik", "bitta tashkiliy yaxlitlik" ma'nosini anglatadi. Ushbu ta'lim shakli ijtimoiy sheriklikning mahsuli sifatida paydo bo'ldi, bu mehnat bozori talablariga muvofiq yuqori malakali kadrlarni tayyorlash bo'yicha davlat va ish beruvchilar o'rtasidagi yaqin hamkorlik mexanizmi hisoblanadi.

"Ta'lim to'g'risida"gi O'zbekiston Respublikasi Qonuniga muvofiq yoshlarning kasblar va mutaxassisliklarni egallashga bo'lgan qiziqishlarini qo'llab-quvvatlash uchun keng imkoniyatlar yaratish hamda professional ta'lim tizimida dual ta'limni tashkil etish maqsadida Vazirlar Mahkamasining 2021 yil 29 martdagi 163-sonli "Professional ta'lim tizimida dual ta'limni tashkil etish chora-tadbirlari haqida"gi qarori qabul qiladi. Professional ta'lim tizimida dual ta'limni tashkil etish tartibi to'g'risidagi nizomga asosan dual ta'limni tashkil etish va uning bosqichlarini, dual ta'limda o'quv jarayoni va ishlab chiqarish amaliyotini olib borish tartibini, dual ta'lim ishtirokchilarining vazifalari, huquq va majburiyatlarini belgilashdan iborat.

Dual ta'lim tizimniing qisqacha tasnifi

➢ Asosiy o'qish jarayoni professional ta'lim muassasalarida emas, balki ishlab chiqarish korxonalarida o'tkaziladi.

➢ O'quvchi ishlab chiqarish jarayoni ishtirokchisidir va shu bilan birga ta'lim muassasasida. Demak u bir vaqtning o'zida tinglovchi ham hisoblanadi.

➢ Haftaning 3-4 kuni o'quvchi ishlab chiqarish korxonasida, 3-2 kun ta'lim muassasasida o'qiydi.

➢ Kasbiy ta'limning dual usulida ikki tashkilot korxona va ta'lim muassasasi ishtirok etadi.

➢ Dual tizimda o'qitishning asosiy maqsadi yuqori malakali, professional kadrlar tayyorlash va ularni ishlab chiqarish sharoitiga moslashuvini ta'minlashdan iborat.

Dual ta'lim tizimida ishlab chiqarish korxonalarining vazifalari

• Kasb-hunar ta'limi jarayonini ta'minlash;

• Korxona bazasida o'quv jarayonlarini tashkil etish uchun shart-sharoitlar yaratish;

• Amaliy ko'nikmalarni o'rgatish;

• Ta'lim bo'yicha umumiy vazifalarni bajarish.

Dual ta'lim tizimini joriy etish orqali professional ta'lim muassasalari quyidagi afzaliklarga ega bo'ladi

✓ Ta'lim jarayonini ishlab chiqarish bilan uzliksizligini ta'minlash;

✓ O'quv reja va dasturlarni ish beruvchi korxona talablari asosida ishlab chiqish va kelishgan holda jarayonga jalb qilish;

✓ Amaliyotlarni o'quv yili boshidan (semestr boshidan) boshlash;

✓ Tinlovchilarni tanlagan kasb bo'yicha bilim, ko'nikma va malaka ega bo'lishlarini ta'minlash;

✓ Tinglovchilarni keyinchalik o'z mutaxassisliklari bo'yicha ishga joylashish jarayonini osonlashtirilishi; (talabga asosan kadrlar tayyorlash yo'lga qo'yilish)

✓ Ishlab chiqarish jarayoniga kirib kelayotgan yangilanishlardan (innovatsiyalardan) doimiy xabardor bo'lib borish;

✓ Ta'lim muassasasida faoliyat ko'rsatayotgan ishlab-chiqarish ta'limi ustalarini malakalarini oshirib borish va ishlab chiqarish jarayonida ishtirokini ta'minlash;

✓ Xom-ashyo bilan bog'liq bo'lgan masalalarni qisman yechish.

✓ Ta'lim jarayonini ishlab chiqarish bilan uzliksizligini ta'minlash;

✓ Ta'lim jarayonida bevosita ishtirok etish;

✓ Tinglovchilarga berilayotgan bilim, ko'nikma va malakalariga qo'yilagan talablar ish beruvchi korxonalar bilan kelishilgan holda amalga oshirilganligi;

✓ Tinglovchilarni ish joylariga moslashuvchanligi yuqori bo'lishi;

✓ Ustoz-shogird ana'nalarini qayta yo'lga qo'yilishi;

✓ Jarayon davomida tinglovchilardan shogird sifatida sifatida foydalana olish; (belgilangan, aynan ta'lim berish jarayonidan chiqmagan holda)

✓ Korxonaga malakali mutaxassislarini ishga qabul qilish.

Dual ta'lim professional kadrlarni tayyorlashda Yaponiya, Germaniya kabi mamlakatlarda keng foydalanib kelinmoqda. Ushbu ta'lim tizimini o'zimizda ham joriy qilinmoqda. Bu borada mamlakatimiz rahbari 2022 yilning 15- iyunida aholini kasb-hunarga tayyorlash va monomarkazlar faoliyatini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishi o'tkazib, undagi bir yo'nalish dual ta'limni rivojlantirish masalasiga qaratildi. Prezidentimiz ta'kidlaganidek, bu sohada ijobiy tajribalar ham mavjudligini qayd etib, "57 ta professional ta'lim muassasasida Germaniya tajribasi asosida, ish joyida o'qitishning dual ta'lim shakli yo'lga qo'yilgan".Bu borada ayrim qarashlar ham shakllanmoqda. Xususan, Abdujabbor Aranjiyev dual ta'limga quyidagicha ta'rif beradi: "Dual ta'lim, bu – mashg'ulotning amaliy qismi ish joyida, nazariy qismi esa ta'lim muassasasida olib boriladigan ta'lim shakli hisoblanadi" Ushbu ta'lim tizimi orqali ishlab chiqarish tarmoqlarini yuqori ko'nikma bilan to'ldirishda o'ziga xos noyob mexanizmdir, deb ta'kidlaydi. Darhaqiqat, dual ta'lim nafaqat ishlab chiqarish tarmoqlarini, balki butun iqtisodiyot

sohasini bir vaqtning o'zida ham nazari, ham amaliy jihatdan o'rganib, professional, yetuk kadrlar tayyorlash imkonini beradi.

XULOSA VA TAKLIFLAR

Dual ta'limning mazmuni, uni tashkil qilish yo'llari, uning bir vaqtning o'zida bilim va kasb-hunar o'rgatish kabi ijobiy jihatlarini tadqiq qilib bir qancha xulosalarga kelindi va ilmiy-nazariy va amaliy ahamiyatga molik tavsiyalar ham ishlab chiqildi.

Birinchidan, hozirgi zamon talabidan kelib chiqib, barcha talablarga javob beradigan ta'lim sifatida dual ta'lim tizimi, deb baholash, uni mamlakatimizdagi barcha ta'lim bosqichlariga joriy qilish masalasini o'rganish obyektiv zaruriyat, deb qabul qilishni tavsiya qilamiz.

Ikkinchidan, dual ta'limning yetuk mutaxassislarni yetishtirishda nazariya bilan amaliyotni birga olib borish, haftaning bir qismini nazariyaga va yana bir qismini amaliyotga yo'naltirish bilan birgalikda, barcha jarayonlarga tarbiyaga, yuksak ma'naviyatning shakllanishiga ham katta ahamiyat berish lozim, deb hisoblaymiz.

Uchinchidan, mamlakatimizda yetuk, intellektual salohiyatli mutaxassislarni tayyorlashni ta'lim tizimining barcha bosqichlarida amalga oshirish maqsadga muvofiq, deb hisoblaymiz. Bunda amaliyot bilan nazariyaning uyg'unligini ta'minlash bilan birga, ma'naviy yetuk iymone'tiqodli mutaxassislarning shakllanishiga ta'sir etuvchi barcha omillardan tizimli ravishda foydalanish ham har bir mutaxassis va jamiyat uchun ham foydali, deb hisoblaymiz.

To'rtinchidan, oliy ta'lim sohasida ham dual ta'limni joriy qilish va uni amalga oshirish uchun ikkita yo'nalish bo'yicha amalga oshirish lozim deb hisoblaymiz. Birinchidan, oliy ta'lim qoshida mutaxassislikka mos korxona va tashkilotlar tashkil qilish lozim bo'lsa, ikkinchisi, oliy ta'lim tomonidan tayyorlayotgan mutaxassislarga mos tegishli korxona va tashkilotlar bilan shartnoma asosida faoliyatni ham yo'lga qo'yish uchun ta'lim klasterini tashkil qilish ham maqsadga muvofiq, deb hisoblaymiz. Agar bizning tavsiyalarimiz amalga oshsa, mamlakatimizda o'quv muassasalarini bitirish bilan birga yetuk mutaxassislar birdaniga yetishib chiqadi va ular iqtisodiy va ijtimoiy sohalarda samarali faoliyat ko'rsatish imkoniyatiga ega bo'ladi.Ushbu holat mamlakatimizning barqaror rivojlanishini ta'minlash bilan birga uning raqobatbardoshligini ham oshirib boradi.

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SUN'IY INTELLEKT VA UNING KELAJAKDAGI
TA'LIM TIZIMIGA TA'SIRI

Andijon Davlat chet tillari institute talabasi
Zaynobuddinova Durdonaxon Murodjon qizi
Xomidova Malohat Oktyabrjon qizi

Annotatsiya: Ushbu maqola sun'iy intelekt (SI) texnologiyalarining ta'lim tizimiga integratsiyasi va uning o'quvchilarga, o'qituvchilarga hamda ta'lim boshqaruv tizimlariga ta'sirini chuqur tahlil qiladi. Maqolada sun'iy intelekt asosida yaratilgan adaptiv o'qitish tizimlari, o'quvchilarga mo'ljallangan maxsus kontentlar va intellektual yordamchi tizimlar ta'lim jarayonining samaradorligini qanday oshirishiga doir misollar keltiriladi.

Kalit so'zlar: Sun'iy intelekt, ta'lim tizimi, personalizatsiya, adaptiv o'qitish, o'quvchi monitoringi, o'qituvchi yordamchi tizimlari, o'quvchilarning shaxsiylashtirilgan o'qitilishi, etika, xavfsizlik, ta'lim innovatsiyalari.

Ключевые слова: Искусственный интеллект, Система образования, Персонализация, Адаптивное обучение, Мониторинг учащихся, Системы помощи учителям, Персонифицированное обучение учащихся, Этика, Безопасность, Образовательные инновации.

Key words: Artificial intelligence, Education system, Personalization, Adaptive learning, Student monitoring, Teacher assistant systems, Personalized learning for students, Ethics, Security, Educational innovations.

Sun'iy intelekt (SI) texnologiyalari bugungi ta'lim tizimida jiddiy o'zgarishlar kiritishga salmoqli hissa qo'shayotgan, dunyo miqyosida innovatsion pedagogik yondashuvlar yaratishning peshqadamlaridan biri hisoblanadi. So'nggi yillarda SI o'qitish va o'rganish jarayonlarini yanada samarali, shaxsiylashtirilgan va interaktiv qilishda asosiy vositaga aylangan. O'quvchilarni individual ravishda kuzatish, ularning o'quv faoliyatlarini tahlil qilish va o'zgarishlarga tezda moslashish imkoniyatlari sun'iy intelekt texnologiyalarini ta'lim jarayoniga kiritishning kuchli asoslaridan biridir. SI yordamida yaratilgan yangi ta'lim platformalari, masalan, adaptiv o'qitish tizimlari va aqlli yordamchi dasturlar, o'quvchilarning shaxsiy ehtiyojlariga moslashtirilgan ta'limni taqdim etadi, bu esa ta'lim jarayonining samaradorligini sezilarli darajada oshiradi.

Ta'limning bu yangi modelida sun'iy intelekt nafaqat o'quvchilarning o'rganish jarayonini, balki o'qituvchilarning pedagogik faoliyatini ham qayta ko'rib chiqadi. O'qituvchilar uchun intellektual yordamchi tizimlar, masalan, sinovlarni

avtomatlashtirish va real vaqt rejimida feedback berish tizimlari, pedagogik jarayonni optimallashtirishga yordam beradi. Bu texnologiyalar yordamida o'qituvchilar o'z darslarini yanada interaktiv, innovatsion va o'quvchilarning ehtiyojlariga mos holda boshqarishi mumkin. Shuningdek, SI texnologiyalari yordamida o'quvchilar o'rtasidagi bilim bo'shliqlarini aniqlash va ularga individual yondashuvni joriy etish orqali har bir o'quvchining maksimal natijalarga erishish imkoniyatini yaratadi.

Biroq, sun'iy intelekt texnologiyalarining ta'lim tizimiga integratsiyasiga qarshi ayrim xavf-xatarlar va etik muammolar ham yuzaga keladi. O'quvchilarning shaxsiy ma'lumotlarini yig'ish va ishlatish masalalari, ta'limda tenglikni ta'minlashda yuzaga keladigan muammolar va sun'iy intelekt tizimlarining noaniq qarorlar qabul qilish ehtimoli, bu texnologiyalarning ta'lim tizimiga kirishiga qarshi turgan asosiy xavflardan biridir. Shu bois, maqolada sun'iy intelektning ta'lim tizimidagi amaliyoti, uning imkoniyatlari va kelajakdagi roli bilan birga, shu texnologiyalarning ta'lim jarayoniga ta'siri yuzasidan yuzaga keladigan etik, xavfsizlik va ijtimoiy masalalar ham batafsil tahlil qilinadi.

Kelajakda, sun'iy intelektning ta'lim tizimiga yanada chuqurroq integratsiyasi, nafaqat o'quvchilarga moslashtirilgan ta'lim metodlarini taklif etadi, balki butun ta'lim tizimini samarali va ilg'or texnologiyalar asosida boshqarish imkoniyatini yaratadi. Maqolada SI texnologiyalarining ta'lim tizimida qo'llanishi va uning rivojlanishi bilan bog'liq istiqbollar, innovatsiyalar va muammolarni o'rganish orqali, kelajakdagi ta'lim tizimi qanday rivojlanishi mumkinligi haqida chuqur fikr yuritiladi.

Sun'iy Intelektning Ta'lim Tizimiga Ta'siri
Personalizatsiya va Adaptiv O'qitish

Sun'iy intelekt (SI) texnologiyalarining ta'lim tizimiga integratsiyasi ta'limni yanada shaxsiylashtirish va o'quvchilarni individual ehtiyojlariga moslashtirish imkoniyatini yaratmoqda. Personalizatsiya va adaptiv o'qitish sun'iy intelektning ta'limda qo'llanilishining asosiy yondashuvlaridan hisoblanadi. Bu jarayonlar o'quvchilarning o'rganish uslublarini, tezliklarini va shaxsiy qobiliyatlarini inobatga olgan holda, har bir o'quvchiga individual ta'lim yo'nalishini ishlab chiqishga imkon beradi. SI texnologiyalari yordamida o'quv jarayonining individualizatsiyasi nafaqat o'quvchilarning muvaffaqiyatlarini oshirish, balki ularning shaxsiy potensialini to'liq ochish uchun zarur sharoitlarni yaratish imkonini beradi.

Personalizatsiya — bu o'quv jarayonini har bir o'quvchining individual xususiyatlariga moslashtirish. Sun'iy intelekt tizimlari, masalan, aqlli ta'lim platformalari va yordamchi dasturlar, o'quvchilarni o'zlarining qobiliyatlari, qiziqishlari, o'rganish uslublari va rivojlanish sur'ati asosida tahlil qiladi. Bu tizimlar, o'quvchilarning ilgari o'rganilgan materiallar va baholarini hisobga olib, ta'limni individual ravishda shaxsiylashtiradi, ularning o'ziga xos ehtiyojlariga mos keladigan

o'quv kontentini taqdim etadi. Natijada, o'quvchilar o'z bilim darajasiga mos keladigan vazifalar va mashqlarni bajaradilar, bu esa ularning o'rganish jarayonida yanada samarali bo'lishiga yordam beradi.

Adaptiv o'qitish esa o'quvchilarning o'rganish jarayonidagi o'zgarishlarga javob beradigan dinamik tizimlarni yaratishni anglatadi. SI tizimlari o'quvchilarning o'quv faoliyatini real vaqt rejimida kuzatib boradi, ularning muvaffaqiyatlari va qiyinchiliklarini tahlil qiladi, va bu tahlil asosida o'quv faoliyatini doimiy ravishda moslashtirib boradi. Masalan, agar bir o'quvchi biror mavzuda qiyinchilikka duch kelsa, adaptiv o'qitish tizimi o'sha mavzuni yana bir bor ko'rib chiqish uchun yangi mashqlar yoki tushuntirishlar taqdim etishi mumkin. Shu bilan birga, agar o'quvchi ma'lum bir materialni muvaffaqiyatli o'zlashtirsa, tizim yangi, murakkabroq mavzularni taklif qiladi. Bu usul o'quvchilarning o'rganish jarayonini optimallashtiradi va ular uchun o'rganishning eng samarali yo'lini taqdim etadi.

Sun'iy intelekt yordamida o'quvchilarning bilim darajasini doimiy ravishda monitoring qilish va o'zgarishlarga moslashish imkoniyati ta'lim jarayonini yanada interaktiv va shaxsiylashtirilgan qiladi. Bunday tizimlar nafaqat o'quvchilar uchun, balki o'qituvchilar uchun ham foydalidir. O'qituvchilar o'quvchilarning o'rganish jarayonini real vaqtda kuzatib borishlari va kerak bo'lganda qo'shimcha yordam ko'rsatishlari mumkin. Bu, o'z navbatida, o'qituvchi va o'quvchi o'rtasidagi interaktiv va samarali aloqani mustahkamlashga olib keladi.

Shuningdek, sun'iy intelekt orqali personalizatsiya va adaptiv o'qitish metodlarining joriy etilishi ta'lim tizimining umumiy samaradorligini oshirishga xizmat qiladi. O'quvchilarga moslashtirilgan o'qitish usullari ularning bilim olish jarayonini yanada tezlashtiradi va chuqurlashtiradi. Bunda, har bir o'quvchi o'z ehtiyojlariga mos ravishda bilim olishda mustaqil ravishda ishlash imkoniyatiga ega bo'ladi. Bu esa nafaqat o'quvchilarning qobiliyatlarini oshiradi, balki ta'limning barcha qatlamlarida o'quvchilarga teng imkoniyatlar yaratadi.

Shu bilan birga, adaptiv o'qitish tizimlari ta'limda sinfdagi har bir o'quvchining muvaffaqiyatini monitoring qilish, o'qituvchiga har bir o'quvchining yutuqlari va kamchiliklarini ko'rsatish orqali ta'lim jarayonini yanada samarali qilish imkoniyatini beradi. Bunday tizimlar o'quvchilarga qo'shimcha o'quv materiallarini taqdim etish orqali ularning bilim doirasini kengaytiradi, shu bilan birga o'qituvchilarga har bir o'quvchining ehtiyojlarini aniqlashda yordam beradi.

Shunday qilib, sun'iy intelektning ta'lim tizimiga kiritilishi orqali, o'quvchilarning individual ehtiyojlariga moslashgan, samarali va interaktiv o'quv jarayonlari yaratish mumkin. Bu o'z navbatida, ta'lim tizimining global darajada yanada samarali, barcha o'quvchilar uchun teng imkoniyatlarni ta'minlovchi tizimga aylanishiga olib keladi.

O'quvchilarning Monitoringini Va Feedback Berish

Sun'iy intelekt (SI) texnologiyalarining ta'lim tizimiga kirishi, o'quvchilarning monitoringi va feedback berish jarayonlarini sezilarli darajada yaxshilashga yordam bermoqda. O'quvchilarning ta'limdagi muvaffaqiyatlarini kuzatish va ularga samarali feedback taqdim etish, ularning o'rganish jarayonida yuqori natijalarga erishishlari uchun muhimdir. Sun'iy intelekt bu jarayonlarni avtomatlashtiradi, yanada samarali va shaxsiylashtirilgan qilish imkoniyatini yaratadi.

O'quvchilarning Monitoringini Sun'iy Intelekt Bilan Takomillashtirish

Sun'iy intelekt tizimlari o'quvchilarning ta'lim faoliyatini real vaqt rejimida monitoring qilish imkoniyatini beradi. Masalan, aqlli ta'lim platformalari va adaptiv o'qitish tizimlari o'quvchilarning o'zlashtirish darajalarini doimiy ravishda kuzatadi, ular tomonidan bajarilgan mashqlar va topshiriqlarga asoslanib, o'quvchilarning qiyinchiliklarga duch kelgan sohalarini aniqlaydi. Bu tizimlar o'quvchilarni indiviual tarzda tahlil qilib, ularning o'quv darajasini va rivojlanishini real vaqt rejimida kuzatadi, shuningdek, har bir o'quvchining muvaffaqiyatlarini va kamchiliklarini aniq ko'rsatadi.

Sun'iy intelekt tizimlari nafaqat o'quvchilarning muvaffaqiyatlarini monitoring qiladi, balki ularga individual yordam ko'rsatadi. Masalan, tizim o'quvchining xatolarini aniqlab, ularni to'g'rilash uchun qo'shimcha mashqlar yoki tushuntirishlar taklif qiladi. Shuningdek, o'quvchilarni tahlil qilish orqali ular uchun qiyin bo'lgan mavzularni va materiallarni aniqlash mumkin. Bu orqali o'quvchilarning o'rganish jarayoni optimallashtiriladi va ular o'z imkoniyatlariga mos ravishda o'rganishadi.

Feedback Berish Jarayonini Sun'iy Intelekt Yordamida Optimallashtirish

O'quvchilarga feedback berish — bu ta'lim jarayonining muhim qismi bo'lib, ular o'zlarining o'rganish yutuqlarini aniqlash va keyingi qadamlar uchun yo'l-yo'riq olishadi. Sun'iy intelekt yordamida beriladigan feedback nafaqat tezkor, balki aniq va shaxsiylashtirilgan bo'ladi. O'quvchiga tezda va real vaqt rejimida takliflar, izohlar va maslahatlar berilishi mumkin. Misol uchun, o'quvchi mashqni bajarganidan so'ng, SI tizimi uning javoblarini tahlil qiladi va xatolarni aniqlaydi. Shuningdek, tizim o'quvchining o'rganish uslubini hisobga olib, yangi materialni qanday taqdim etishni tavsiya qiladi.

Feedback berish jarayonini yanada samarali qilish uchun sun'iy intelekt tizimlari ko'pincha qo'llaniladigan interaktiv vositalar bilan birgalikda ishlaydi. O'quvchilar va o'qituvchilar o'rtasida doimiy aloqani ta'minlash uchun sun'iy intelekt yordamida yaratilgan intellektual yordamchilar, masalan, chat-botlar yoki interaktiv plaginlar, o'quvchilarga real vaqt rejimida yordam bera oladi. Bu yordamchilar o'quvchining savollariga javob berib, qiyinchiliklarga duch kelgan sohalarda izohlar taqdim etadi.

Shaxsiylashtirilgan Feedback va O'quvchilarning Taraqqiyotiga Ta'siri

Feedbackning shaxsiylashtirilishi oʻquvchilar uchun eng katta afzalliklardan biridir. Sun'iy intelekt texnologiyalari oʻquvchilarning oʻziga xos ehtiyojlarini tahlil qilib, ularga individual xususiyatlarga mos feedback beradi. Bu, oʻz navbatida, oʻquvchining rivojlanishida sezilarli ta'sir koʻrsatadi. Shaxsiylashtirilgan feedback orqali oʻquvchilar oʻz kuchli tomonlarini va oʻrganishda qiyinchiliklarga duch keladigan sohalarini yaxshiroq tushunadilar. Ularning oʻrganish jarayoni shaxsiy ehtiyojlarga asoslangan boʻlib, bu ularning bilim darajasini tezroq va samaraliroq oshirishga yordam beradi.

Feedbackning samarali berilishi oʻquvchilarning motivatsiyasini oshiradi, chunki ular oʻz yutuqlarini koʻrib, oʻzlarini yanada rivojlantirish uchun aniq maqsadlar qoʻyishadi. Sun'iy intelekt tizimlari oʻquvchilarga oʻz yutuqlarini va kamchiliklarini koʻrsatish, ularni oʻz-oʻzini baholashga undash va kelajakdagi muvaffaqiyatlar uchun zarur choralarni koʻrishga yordam beradi. Bu oʻquvchilarga oʻz imkoniyatlarini toʻliq roʻyobga chiqarishga yordam beradi.

Sun'iy intelekt texnologiyalarining ta'lim jarayonida qoʻllanilishi oʻquvchilarning monitoringini va feedback berish jarayonlarini yanada samarali va shaxsiylashtirilgan qiladi. Oʻquvchilarning oʻrganish jarayonini real vaqt rejimida kuzatish va ularga individual feedback taqdim etish nafaqat ularning bilim darajasini oshiradi, balki ta'limning umumiy samaradorligini yaxshilaydi. Sun'iy intelekt yordamida yaratilgan adaptiv tizimlar va aqlli yordamchilar oʻquvchilarga oʻz imkoniyatlariga mos ravishda oʻrganish va rivojlanish imkoniyatlarini taqdim etadi, bu esa ta'lim tizimining rivojlanishiga katta hissa qoʻshadi.

Sun'iy Intelekt va Ta'lim: Xavfsizlik, Etika va Ijtimoiy Masalalar

Sun'iy intelekt (SI) texnologiyalarining ta'lim tizimiga integratsiyasi ta'lim jarayonlarini innovatsion va samarali qilish imkonini yaratadi. Biroq, bu jarayonni amalga oshirishda bir qator etika va ijtimoiy masalalar ham yuzaga keladi. Sun'iy intelekt texnologiyalari ta'limda oʻquvchilar va oʻqituvchilar uchun yangi imkoniyatlar yaratgan boʻlsa-da, bu texnologiyalarning tarqalishi ta'lim tizimining hamda jamiyatning umumiy taraqqiyotiga ta'sir qilishi mumkin. Shu sababli, sun'iy intelektning ta'lim tizimiga kiritilishi faqat texnologik yutuqlarni emas, balki uning etik va ijtimoiy oqibatlarini ham chuqur tahlil qilishni talab qiladi.

Etik Masalalar

Sun'iy intelektning ta'lim tizimiga integratsiyasida eng muhim etik masalalardan biri oʻquvchilarning shaxsiy ma'lumotlarini himoya qilish bilan bogʻliqdir. Sun'iy intelekt tizimlari oʻquvchilarning ta'lim faoliyatini va individual qobiliyatlarini tahlil qilish uchun ma'lumotlar yigʻadi. Buning natijasida, oʻquvchilarning oʻzlashtirish darajasi, oʻrganish uslubi va shaxsiy xususiyatlari haqidagi ma'lumotlar toʻplanadi. Bu ma'lumotlar, agar notoʻgʻri yoki noqonuniy ishlatilsa, shaxsiy hayotga aralashuv yoki

ma'lumotlarning noto'g'ri ishlatilishiga olib kelishi mumkin. Shu sababli, o'quvchilarning shaxsiy ma'lumotlarini yig'ish va ishlatishda maxfiylik, ruxsat olish va ma'lumotlarning himoya qilinishi masalalari alohida e'tibor talab qiladi. Bu borada etik me'yorlar va qonunlar, shuningdek, sun'iy intelekt tizimlarini ishlab chiqishda xavfsizlikka oid chora-tadbirlar kuchaytirilishi zarur.

Bundan tashqari, sun'iy intelekt tizimlarining qaror qabul qilish jarayonida noaniqlik va adolatsizlikning yuzaga kelishi mumkin. Agar tizimlar noto'g'ri ma'lumotlarga asoslanib qaror qabul qilsa, bu o'quvchilarning baholari yoki o'rganish jarayoniga salbiy ta'sir ko'rsatishi mumkin. Masalan, biror o'quvchining o'rganish jarayoni tizim tomonidan noto'g'ri baholangan bo'lsa, bu uning motivatsiyasiga, shaxsiy o'sishiga yoki umumiy ta'limdagi yutuqlariga ta'sir qilishi mumkin. Shuning uchun, sun'iy intelekt tizimlarining qaror qabul qilish jarayonlarini shaffof va adolatli qilish, shuningdek, inson omilini hisobga olgan holda tahlil qilish zarur.

Ijtimoiy Masalalar

Sun'iy intelektning ta'lim tizimiga joriy etilishi ijtimoiy tengsizlikni kuchaytirishi mumkin. Sun'iy intelekt texnologiyalari, ayniqsa rivojlanayotgan davlatlarda, ta'limga kirish imkoniyatlarini yanada murakkablashtirishi mumkin. Bu texnologiyalarni qo'llash uchun zarur bo'lgan infratuzilma, texnologiyalar va ma'lumotlarga kirish imkoni barcha o'quvchilar uchun teng bo'lmasligi mumkin. Misol uchun, ayrim hududlarda internet tarmog'iga kirish imkoniyati yoki kompyuter texnologiyalariga ega bo'lmagan o'quvchilar, sun'iy intelekt tizimlaridan foydalana olmaydi, bu esa ta'limda raqobatbardoshlikni va tenglikni ta'minlashda muammolar yaratadi.

Shuningdek, sun'iy intelektni ta'limda qo'llash, o'qituvchilarning roli va kasbiga ham ta'sir ko'rsatadi. Agar ta'limning asosiy jarayonlarini sun'iy intelekt tizimlari amalga oshirsa, o'qituvchilarning o'qitishdagi funktsiyalari cheklanishi mumkin. O'qituvchilar uchun yangi rollar va vazifalar paydo bo'lishi, masalan, texnologiyalarning ishlashini nazorat qilish, o'quvchilarga motivatsiya berish yoki ular bilan shaxsiy aloqalarni o'rnatish, bu esa ularning professional mahoratini rivojlantirishni talab qiladi. O'qituvchilar va sun'iy intelekt tizimlari o'rtasidagi hamkorlik o'quv jarayonini yanada samarali qiladi, ammo bu o'qituvchilarning texnologiya bilan ishlash qobiliyatini oshirishni talab etadi.

Bundan tashqari, sun'iy intelekt texnologiyalari ta'limda yangi ijtimoiy muammolarni ham keltirib chiqarishi mumkin. Masalan, sun'iy intelekt tizimlari tomonidan o'quvchilarning muvaffaqiyatlarini baholashda noto'g'ri qarorlar qabul qilish yoki noaniq tizimlar orqali ta'lim natijalarini baholash adolatsizlik va tengsizlikka olib kelishi mumkin.

Bu masalalar ta'limdagi ijtimoiy tartiblarni va tenglikni buzishi mumkin, chunki ba'zi oʻquvchilar sun'iy intelekt tizimlaridan foydalanganda, boshqalari undan foydalanish imkoniyatiga ega boʻlmasligi mumkin.

Sun'iy intelektning ta'lim tizimiga ta'siri, nafaqat texnologik imkoniyatlarni yaratish, balki uning etik va ijtimoiy oqibatlarini chuqur tahlil qilishni talab qiladi. Oʻquvchilarning shaxsiy ma'lumotlarini himoya qilish, qaror qabul qilishda adolatni ta'minlash va ijtimoiy tengsizlikni kamaytirish uchun maxsus choralar koʻrish zarur. Shuningdek, ta'limda sun'iy intelektni qoʻllash orqali oʻqituvchilarning roli va vazifalari ham qayta koʻrib chiqilishi lozim. Etik va ijtimoiy masalalarga e'tibor qaratish, sun'iy intelekt texnologiyalarining ta'lim tizimiga toʻgʻri integratsiyasini ta'minlash va uning salbiy oqibatlarini oldini olishda muhim ahamiyatga ega.

Sun'iy Intelektning Ta'limdagi Roli

Sun'iy intelekt (SI) texnologiyalari ta'lim tizimida inqilobiy oʻzgarishlarga sabab boʻlib, oʻquvchilarning oʻrganish jarayonini soddalashtirish, samarali qilish va individuallashtirishda muhim rol oʻynayapti. Bu texnologiyalar ta'lim metodologiyasini yangi bosqichga olib chiqmoqda va ta'lim resurslarini yanada optimallashtirishga yordam beradi. Sun'iy intelektning ta'limdagi roli uning imkoniyatlarini qanday va qanday kontekstda qoʻllashga bogʻliq boʻlib, uning ta'lim jarayonidagi oʻrni va ta'siri har kuni oshib bormoqda.

Oʻquvchilarning Shaxsiy Ehtiyojlariga Moslashtirish (Personalizatsiya)

Sun'iy intelekt ta'lim jarayonini shaxsiylashtirishda muhim rol oʻynaydi. Har bir oʻquvchining bilim darajasi, oʻrganish uslubi va ehtiyojlari turlicha boʻlishi mumkin. Sun'iy intelekt texnologiyalari oʻquvchilarni individual ravishda baholashga imkon yaratadi, ularning qiyinchiliklarga duch keladigan sohalarini aniqlab, shaxsiy yordam koʻrsatish imkonini beradi. Masalan, aqlli oʻqitish platformalari oʻquvchilarning muvaffaqiyatlarini tahlil qilib, ularning ehtiyojlariga mos ravishda materiallarni taqdim etadi, bu esa oʻquvchilarga samarali va individual tarzda oʻrganish imkonini beradi.

Adaptiv Oʻqitish (Adaptive Learning)

Sun'iy intelektning ta'limdagi yana bir asosiy roli — bu adaptiv oʻqitish tizimlarini yaratishdir. Adaptiv oʻqitish tizimlari oʻquvchilarning ta'lim jarayonida oʻzgaruvchi ehtiyojlarini va oʻrganish tezligini hisobga olib, materiallarni moslashtiradi. Agar oʻquvchi qiyinchilikka duch kelsa, tizim uni yanada sodda yoki tushunarli boʻlgan materiallar bilan ta'minlaydi. Agar oʻquvchi tez rivojlanayotgan boʻlsa, tizim uni murakkabroq materiallarga yoʻnaltiradi. Bu oʻquvchilarning oʻrganish jarayonini soddalashtiradi va samarali qiladi.

Oʻquvchilarni Real Vaqt Monitoring qilish

Sun'iy intelekt ta'lim tizimida oʻquvchilarning faoliyatini real vaqt rejimida kuzatish imkonini yaratadi. Aqlli tizimlar oʻquvchilarning har bir faoliyatini va ishlash

jarayonini doimiy ravishda tahlil qiladi. Bu o'qituvchilarga o'quvchilarning muvaffaqiyatini yoki qiyinchilikka duch kelgan sohalarini aniqlashga yordam beradi. Real vaqt monitoringi o'quvchilarga tezkor feedback olish imkonini beradi, bu esa ularga o'z muvaffaqiyatlarini yaxshilash va o'z imkoniyatlarini oshirish uchun zarur choralarni ko'rishga yordam beradi.

O'qitish va O'quvchilarni Qo'llab-Quvvatlashda Yordamchi Vositalar

Sun'iy intelekt o'qituvchilarga ta'lim jarayonini boshqarishda va o'quvchilarni qo'llab-quvvatlashda yordamchi vositalarni taqdim etadi. Masalan, o'qituvchilar sun'iy intelekt yordamida o'quvchilarni baholash, ularning rivojlanishini kuzatish va ta'lim metodlarini optimallashtirish mumkin. Aqlli tizimlar o'qituvchilarga o'quvchilarning natijalarini tahlil qilish, ular bilan aloqani o'rnatish va zarur yordamni ko'rsatishda yordam beradi. Shu bilan birga, o'quvchilarga yangi materiallarni tushuntirishda yoki murakkab mavzularni o'rganishda yordamchi vositalar, masalan, interaktiv plaginlar yoki chat-botlar, taqdim etiladi.

Tezkor Feedback Va Tushuntirish

Sun'iy intelekt yordamida ta'lim tizimida tezkor feedback tizimlari ishlab chiqilishi mumkin. O'quvchilar topshiriqni bajarish bilan birga, darhol feedback olishadi, bu esa o'quvchilarning o'zlashtirish jarayonini tezlashtiradi. Feedbackning tezligi va sifatli bo'lishi o'quvchining motivatsiyasini oshiradi, o'rganish jarayonini yanada samarali qiladi. Tizim o'quvchiga o'z xatolarini ko'rsatib, ularni to'g'rilash uchun zarur bo'lgan resurslarni taklif qiladi. Bu, o'z navbatida, o'quvchilarni o'z o'rganish jarayonini mustahkamlashga undaydi.

O'qituvchining Rolini O'zgartirish

Sun'iy intelekt ta'limda o'qituvchilarning rolini o'zgartiradi. O'qituvchilar endi faqat ma'lumotni taqdim etuvchi emas, balki o'quvchilarni qo'llab-quvvatlovchi va ularga yordam beruvchi shaxsga aylanadi. Sun'iy intelekt tizimlari o'qituvchilarga o'quvchilarning natijalarini tahlil qilishda va ularga individual yordam berishda yordam beradi.

Bu, o'qituvchilarni yanada samarali va ijobiy o'qitish uchun zarur vositalar bilan ta'minlaydi.

Sun'iy intelekt ta'lim tizimining ajralmas qismiga aylangan va uning o'rni har kuni yanada ortib bormoqda. Sun'iy intelekt ta'limda shaxsiylashtirish, adaptiv o'qitish, o'quvchilarni monitoring qilish, tezkor feedback va o'qituvchilarni qo'llab-quvvatlash kabi ko'plab imkoniyatlar yaratadi. Bu texnologiyalar nafaqat o'quvchilarning muvaffaqiyatini oshirish, balki ta'lim jarayonini yanada samarali va optimallashtirish uchun yangi imkoniyatlar taqdim etadi. Shuningdek, sun'iy intelekt o'qituvchilarning roli va kasbiy vazifalarini yangilaydi, ular o'quvchilarga yanada individual va samarali yordam ko'rsatish imkonini yaratadi. Ta'limda sun'iy intelektning roli kelajakda

yanada muhim bo'lishi kutilmoqda, chunki texnologiyalarning rivojlanishi ta'limni yangi bosqichga olib chiqadi.

Xulosa: Sun'iy intelektning ta'lim tizimiga integratsiyasi, ta'lim jarayonining samaradorligini sezilarli darajada oshiradi. Bu texnologiyalar o'quvchilarga o'z ehtiyojlariga moslashtirilgan, individual yondashuvni taqdim etadi, ularning o'rganish jarayonini personalizatsiya qilish imkonini yaratadi. Adaptiv o'qitish tizimlari orqali o'quvchilarning o'zlashtirish darajasi va o'rganish tezligi inobatga olinib, o'quv materiallari taqdim etiladi, bu esa ta'limda yuksak samaradorlikka olib keladi.

Shuningdek, sun'iy intelekt ta'lim tizimida real vaqt monitoringi va tezkor feedback tizimlarini yaratishga imkon beradi, bu esa o'quvchilarning muvaffaqiyatlarini aniqlash va ularga tezkor yordam ko'rsatishni ta'minlaydi. O'qituvchilar uchun sun'iy intelekt texnologiyalari yangi yordamchi vositalar, tahlil qilish va baholash imkoniyatlarini yaratadi, bu esa ularning pedagogik faoliyatini yanada samarali qiladi.

Biroq, sun'iy intelektni ta'limda qo'llashda bir qator etik va ijtimoiy masalalar yuzaga keladi, jumladan, o'quvchilarning shaxsiy ma'lumotlarini himoya qilish, qaror qabul qilishda adolatni ta'minlash va ta'limda tenglikni saqlash zarurati. Shuningdek, sun'iy intelektning ta'lim tizimiga kirib kelishi o'qituvchilarning kasbiy roli va vazifalarini o'zgartirib, yangi yondashuvlar va malakalarni talab etadi.

Umuman olganda, sun'iy intelektning ta'lim tizimiga ta'siri keng ko'lamli ijobiy o'zgarishlarga olib keladi, ammo bu texnologiyalarni muvaffaqiyatli va etik tarzda qo'llash uchun muayyan ehtiyotkorlik, me'yorlar va qonuniy chora-tadbirlar zarur. Kelajakda sun'iy intelekt ta'lim sohasida yanada muhim rol o'ynashni davom ettiradi, o'quvchilarning bilim olish jarayonini yanada yanada takomillashtiradi.

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TA`LIM MUASSASALARIDA TASHKIL ETILADIGAN O`QUV-TARBIYAVIY JARAYONLAR

Ashurova Shaharbonu Eshonqulovna
Termiz tuman kasb-hunar maktabi o`quv ishlari
bo`yicha direktor o`rinbosari

Annotatsiya: O`quv tarbiyaviy jarayon tushunchasi ko'pchilik tadqiqotchilar tomonidan turlicha talqin qilinsada, mazkur jarayon ta'lim-tarbiya jarayoni sifatida shaxsning kamol topishida muhim ahamiyat kasb etadi, chunki u bir avlodning ijtimoiy tajribasini keyingi avlodlar tomonidan o'rganilishi va o'zlas htirilishi hamda ularning o'rganganlarini amaliyotga tatbiq etish uchun zarur shart-sharoitlar yaratib beradi. Ushbu maqolada ta`lim muassasalarida tashkil etiladigan o`quv – tarbiyaviy jarayonlar haqida so'z boradi.

Kalit so'zlar: o`quv tarbiya, o`rta ta`lim, kasbiy ta'lim, muassasa, kadrlar tayyorlash , tadqiqot, kommunikativlik, pedagogik jarayon.

KIRISH

Kadrlar tayyorlash sohasidagi davlat siyosati insonni intellektual va ma'naviy-axloqiy jihatdan tarbiyalash bilan uzviy bog'liq bo'lgan uzluksiz ta'lim tizimi orqali har tomonlama rivojlangan barkamol shaxsni shakllantirishni nazarda tutgan holda ta'lim oluvchilarda bilim olishga va yangiliklarni puxta o'zlashtirishga ehtiyojni, asosiy o'quv- ilmiy va umummadaniy bilimlarni, milliy va umumbashariy qadriyatlarga asoslangan ma'naviy-axloqiy fazilatlarni, ijodiy

fikrlash, atrof-muhitga ongli munosabatda bo'lish ko'nikmalarini shakllantirishni uzluksiz ta'lim jarayonlarining asosiy vazifalari sifatida belgilab berdi.

Uzluksiz ta'lim tizimida pedagogik jarayonlarni tashkil etish va boshqarish, sifat va samaradorligini oshirishga xizmat qiluvchi vazifalarni amalga oshirish, ya'ni ta'lim- tarbiya jarayonlari samaradorligini ta'minlash pedagogik jarayonlar ishtirokchilari hisoblangan ta'lim muassasasi rahbarlari, o'qituvchilar, tarbiyachilar va boshqa mutaxassis xodimlarning faoliyatini muvofiqlashtirish mexanizmlarini ishlab chiqish va amaliyotga joriy etish zaruriyatini belgilaydi. Uzluksiz ta'lim tizimida. ta'lim jarayoni ishtirokchilari ehtiyojlari, shuningdek, fan, ta'lim, ishlab chiqarish ehtiyojlaridan kelib chiqib, raqobatbardosh bitiruvchilar tayyorlashda uzluksiz ta'lim tizimining asosiy komponentlari hisoblangan maktabgacha ta'lim, umumiy o'rta ta`lim, o'rta maxsus kasb-hunar ta'limi, oliy ta'lim, oliy ta'limdan

keyingi ta'lim, maktabdan tashqari ta'lim hamda qayta tayyorlash va malaka oshirish jarayonlarining integrativ tabiatiga mos ta'lim jarayonlari samaradorligini oshiruvchi texnologiyalarni tanlash, hamda pedagogik jarayonlarda vujudga kelayotgan .muammolarni o'rganish va ularni bartaraf etish mexanizmlarini ishlab chiqish bugungi kunning eng asosiy talablaridan bin hisoblanadi.

MUHOKAMA VA NATIJALAR

Uzluksiz ta'lim tizimida tashkil etiladigan pedagogik jarayonlarda vujudga kelayotgan muammolarni bartaraf etishning eng asosiy omillaridan biri bo'lgan pedagogik jarayonlarni o'zaro bog'liqligi va aloqadorligini ta'minlashda mazkur jarayon ishtirokchilarining ichki imkoniyatlarini harakatga keltiruvchi, tushunchalarini mustaqil ravishda rivojlantirishga ko'maklashuvchi jarayonlar hisoblangan ta'lim, mustaqil ta'lim, tarbiya, o'zini-o'zi tarbiya va tarbiyaviy munosabatlar jarayonlarini tashkil etish, boshqarish, sifat va samaradorligini oshirishga xizmat qiluvchi innovatsion yondashuvlarni joriy etish zarur.

O`quv tarbiyaviy jarayon tushunchasi ko'pchilik tadqiqotchilar tomonidan turlicha talqin qilinsada, mazkur jarayon ta'lim-tarbiya jarayoni sifatida shaxsning kamol topishida muhim ahamiyat kasb etadi, chunki u bir avlodning ijtimoiy tajribasini keyingi avlodlar tomonidan o'rganilishi va o'zlas htirilishi hamda ularning o'rganganlarini amaliyotga tatbiq etish uchun zarur shart-sharoitlar yaratib beradi.

Tadqiqotchilar V.A.Slastenin va A.I.Mishenkolarning ta'kidlashicha, o`quv tarbiya jarayon - bu ta'lim-tarbiyaviy maqsadlarga yo'naltirilgan va ma xsus tashkil etilgan ustozlar va tarbiyalanuvchilarmng o'zaro tasir jarayonidir. Ustozlar va tarbiyalanuvchilar subyekt sifatida o`quv tarbiya jarayonning asosiy komponentlari hisoblanadi.

P.I.Obrazsov va V.M.Kosuxinlar o`quv tarbiya jarayonning o'ziga xos xususiyatlaridan biri sifatida uning yaxlitligini ajratib ko'rsatgan holda, quyidagilarni o`quv tarbiya jarayon komponentlari sifatida keltiradi: ta'lim mazmuni va o'quv materiallarini loyihalashtirish va o'zlashtirish jarayonlari; ta'lim mazmunini o'quvchilar tomonidan o'zlashtirilishni ta'minlash maqsadida tashkil etiladigan ta'lim jarayoni; o'qituvchi va o`quvchilarning o'zaro ta'siri natijasida vujudga keluvchi rivojlanish jarayoni; o'quvchi va o'qituvchilarning shaxsiy munosabatlar darajasidagi o'zaro ta'sir jarayoni (norasmiy muloqot jarayoni); ta'lim mazmunini o'quvchilar tomonidan bevosita o'qituvchining ishtirokisiz o'zlashtirish jarayoni (mustaqil ta'lim va o zini-o'zi tarbiya).

Ushbu tadqiqotchilar ta'lim, rivojlanish, muloqot, mustaqil ta'lim va o'zini-o'zi tarbiya jarayonlarini yaxlit o`quv tarbiya iarayonning tarkibiy qismlari s ifatida ajratib ko`rsatadilar.

Umumiy o`rta ta'lim tizimida tashkil etiluvchi o`quv tarbiya jarayonda subyektlarning ichki imkoniyatlarini harakatga keltiruvchi, tushunchalarini mustaqil ravishda rivojlantirishga ko'maklashuvchi, o`quv tarbiyaning "tarbiya"- "o'zini-o'zi tarbiya", "ma'lumot"-"mustaqil ma'lumot", "ta'lim"-"mustaqil ta'lim", "rivojlanish" va "tarbiyaviy munosabatlar" tushunchalari bir-birini to'ldiruvchi hamda bir-birini ta'minlovchisi sifatida shaxsning rivojlanishi hamda shaxsiy qobiliyatlarini shakllantirish uchun xizmat qiladi. Shunday ekan, shaxsning rivojlanishida uning mustaqil faoliyati, ya'ni mustaqil ta'lim va mustaqil ma'lumotlar olishi hamda o'zini-o'zi tarbiyalashi muhim ahamiyatga ega ekanligini hamda umumiy o`rta ta'lim tizimining o`quv tarbiya jarayonlarida ta'lim oluvchi shaxsini rivojlantirishning asosi sifatida ta'lim - mustaqil ta'lim. tarbiya - o'zini-o'zi tarbiya, ma'lumot - mustaqil ma'lumot, rivojlanish va tarbiyaviy munosabatlar jarayonlarining o'ziga xos xususiyatlarini inobatga olgan holda ularni yaxlit o`quv tarbiya jarayonning tarkibiy qismlari sifatida ajratib ko'rsatish mumkin.

Umumiy o`rta ta'lim tizimida tashkil etiladigan va boshqariladigan o`quv tarbiya jarayonlarning asosiy komponenti sifatida ta'lim oluvchi shaxsining rivojlanishida muhim ahamiyat kasb etuvchi ta'lim - mustaqil ta'lim, tarbiya - o'zini-o'zi tarbiya, ma'lumot - mustaqil ma'lumot, rivojlanish va tarbiyaviy munosanatlar jarayonlari bilan bir qatorda, oila, manalla, ta'lim muassasasi va tengdoshlari o'rtasida vujudga keluvchi o'zaro ta'sir jarayonini ham inobatga olish zarur.

O'zaro ta'sir - bu inson faolligining ko'rinishi sifatida, muloqotning interfaol shakli va individ faoliyatining ma'lum bir turi sifatida mustaqil ahamiyat kasb etuvchi jarayon. O'zaro ta'sir jarayonida muloqot vuiudga keladi va bunda inson o'zini - o'zi anglaydi, o'z ehtiyojini, shaxsiy hayotiy tushunchalarini, faolligini namoyon etadi.

Buning uchun inson o'zining qaysi tizimga va qaysi jamiyatga xosligini anglashi zarur.

O'zaro ta'sir jarayonida ishtirok etayotgan inson nafaqat o'zini va shaxsiy xususiyatlarini, balki aniq holatni, vaziyatni ham o'zgarishiga ta'sir ko'rsatadi, bunda o'zaro ta'sir ko'rsatuvchi subyektlaming rivojianishi amalga oshadi, shuningdek, o'zaro ta'sir jarayoni ham rivojlanadi.

A.A.Bodalyovning fikricha, insonlar o'rtasidagi o'zaro ta'sir inson psixologiyasi va shaxsiy xususiyatlarini rivojlanishining eng asosiy omili bo'lib, mazkur jarayon ishtirokchilarining o'zaro teng harakatlari shaxslararo aloqalarning vujudga kelish sharti hisoblanadi.

Mening fikrimcha, umumiy o`rta ta'lim tizimida tashkil etiladigan va boshqariladigan o`quv tarbiya jarayonlarning komponenti sifatida quyidagilarni inobatga olish zarur:

- subyektning faolligi va tashabbuskorligining rivojlani shi;

-shaxsning psixologik xususiyatlarining o'zgarishi;

-ma'naviy va madaniy tushunchalarning rivojlanishi;

-o'zini-o'zi anglashi va o'zini-o'zi baholash ko'nikmalarining rivojlanishi;

- kasbiy kompetentlilik darajasini ortishi;

- hamkorlikdagi faoliyatni vujudga kelishi va unda axborotlar almashinuvi natijasida kasbiy faoliyatga psixologik moslashuvni vujudga kelishi.

Yuqorida keltirilgan fikrlarga asoslangan holda umumiy o`rta  ta'lim  tizimida ta`lim oluvchilar uchun tashkil etiladigan amaliy mashg'ulot, to'garak mashg'ulotlari, ekskursiya, davra suhbati, uchrashuvlar, fanlar bo'yicha tashkil etiladigan musobaqa va tanlovlar, san'at festivallari, konferensiya va boshqa turli yo'nalishlardagi tadbirlar (pedagogik tahlil, o'zaro dars kuzatish, ustoz-shogird tizini, maslahatlar)ni, o'quvchi, talaba va o'qituvchilarning o`zlari tomonidan amalga oshiriladigan mustaqil ta'lim, o'zini-o'zi tarbiya, mustaqil ma'lumot, mustaqil ishlarni shuningdek shaxslararo munosabatlar jarayonida bevosita vujudga keluvchi tarbiyaviy munosabatlar jarayonini hamda pedagogik tajriba sinov va pedagogik amaliyot jarayonlarini umumiy o`rta ta'lim tizimida tashkil etiladigan o`quv tarbiya jarayonlar deb aytishimiz mumkin.

Mazkur jarayonlarning maqsadi, yo'nalishi, mazmuni mohiyati va ahamiyatiga e'tibor qaratadigan bo'lsak ularning o'zaro aloqadorligi va bog'liqligini, ya'ni ularda umumiy o`rta  ta'lim  tizimiga  xos  xususiyatlar  mavjudligini  ko'rishimiz  mumkin, chunki o`quv tarbiya jarayonlar deb atalayotgan soddadan murakkabga qarab davom etayotgan jarayonlarning ixtiyoriy birining o'zgarishi ikkinchisi, uchinchisi va boshqalarining o'zgarishiga o'z ta'sirini ko'rsatadi.

Tadqiqotlarda "tizim" tushunchasi juda keng qo'llaniladi, masalan, ta'lim tizimi, tarbiya tizimi, ta'lim- tarbiya jarayonini tashkil etish shakllari va metodlari tizimi va hokazo.

Tadqiqotchi M.U.Dexqanovaning ta'kidlashicha, tizim - ma'lum bir ketmaketlikda tartiblangan, nisbatan mustaqil mantiqan o'zaro uzviy bog'langan va birgalikda umumiy funksiyaviy bajaruvchi elementlar majmuidir.

N.A.Muslimovning ta'kidlashicha, tizimlilik butun olamning umumiy xususiyatidir. Tabiat, jamiyat, inson faoliyati va fikrlashidagi tizimlilik bunga misol

bo'la oladi. Ushbu umumiy xususiyatdan kelib chiqib. "tizimlilik" tushunchasini

jarayonlar va borliqdagi hodisalarning tizim hosil qila ol ishi, tizimning mavjudligi,

moddiy dunyoning hamda uni bilish shakllarining va demak, pedagogik faoliyatning

ham tizimbli qurilishga ega ekanligi to'g'risida xulosa chiqarish mumkin.

N V.Kuzminaning ta'kidlashicha, ijtimoiy tizimning turlaridan biri hisoblangan o`quv tarbiya tizim - insonlarga va yosh avlodga ta'lim va tarbiya berish, ta'lim jarayonini tashkil etish maqsadlariga xizmat qiluvchi turli strukturaviy va funksional bog'liq bo'lgan komponentlar majmuidan iboratdir.

Bizning fikrimizcha, o`quv tarbiya tizim umumiy maqsadlar yo`nalishida, funksional vazifalarni amalga oshirish va boshqarishda tashqi muhit bilan o'zaro ta`sir ko'rsatuvchi, alohida xususiyatlarga ega bo'lgan o'zaro bog'liq qismlarning yaxlit holda vujudga kelishidir.

Shunday qilib, o`quv tarbiya tizim ta'lim muassasasining maqsadi, vazifasi, ta'lim muassasasi tomonidan tanlangan model, strategiyalari orqali tavsiflanadi. O`quv

tarbiya tizim belgilangan maqsad yo'nalishida, umumiy o`rta ta'lim tizimi subyektlari faoliyatini muvofiqlashtirish, funksional vazifalarini amalga oshirish va boshqarishda tashqi muhit bilan o'zaro ta'sir ko'rsatuvchi, alohida xususiyatlarqa ega bo'lgan o'zaro bog'liq qismlarning yaxlit holda vujudga kelishidir.

Demak, umumiy o`rta ta'lim tizimidagi o`quv tarbiya jarayonlarni o'zaro bog'liqligi va aloqadorligini inobatga olgan holda yaxlit o`quv tarbiyaviy tizim deb

hisoblasak, ularni tashkil etish va boshqarish ham tizimli xususiyatga ega bo'lishi kerak. O`quv tarbiya tizimning o'ziga xos xususiyatlarini tahlil qilishga tizimli yondashuvning mazmun va mohiyati quyidagi tamoyillar asosida ko'rsatishimiz mumkin.

1.O'zaro bog'liqlik – umumiy o`rta ta'lim tizimida tashkil etiladigan va boshqariladigan o`quv tarbiya jarayonlar alohida bir tizim sifatida va yuqori tartibli

yaxlit o`quv tarbiya tizimning tashkil etuvchi komponenti sifatida mavjudligi,

2.Kommunikativlik – o`quv tarbiya tizimning tashqi muhit va boshqa tizimlar bilan o'zaro ta'sir etish xususiyatlariga ega ekanligi.

Umumiy o`rta ta'lim tizimida o`quv tarbiya jarayonlarni tashkil etish va boshqarish yo'nalishidagi muammolarning ko'pqirraliligi va murakkabligi, nafaqat o`quv tarbiya jarayonlarni tashkil etish va boshqarishni sifat jihatdan o'zgartirishni nazarda tutadi, balki uning mazmunini takomillashtirish zaruriyatini ham belgilaydi.

Umumiy o`rta ta'lim tizimi oldiga qo'yilgan maqsadlarga erishishga qaratilgan, oldindan loyihalashtirilgan hamda mavjud imkoniyatlar va ilmiy-pedagogik salohiyat darajasida tashkil etiladigan o`quv tarbiya jarayonlar asosiy (ta'lim- tarbiyaviy) va yordamchi (ta'minlovchi va shart-sharoitlar yaratuvchi) jarayonlarni o'z ichiga oladi.

Umumiy o`rta ta'lim tizimida tashkil etiladigan va boshqariladigan o`quv tarbiya jarayonlarni rivojlantirish asosiy (talim -tarbiyaviy) va yordamchi (ta'minlovchi va shart-sharoitlar yaratuvchi) jarayonlar ishtirokchilarning faoliyatlari bilan bog'liq holda, ilmiy-pedagogik salohiyatni boyitish, imkoniyatlarni kengaytirish asosida

yanada yangi sifatlarga, yuqori va samarali natijalarga erishishga yo'naltiri lgan va uning samaradorligini oshirishga qaratilgan bo'lib, ulardan foydalanishda samaradorlikka erishish va rivojlantirish uchun odatda belgilangan mezonlarni almashtirish, asosiy va yordamchi jarayonlarni yoki mazkur jarayonlar ishtirokchilarining faoliyatini takomillashtirish zarur bo'ladi.

Umumiy o`rta ta'lim tizimida o`quv tarbiya jarayonlar bir butun organizm sifatida ichki o'zgarishlarga asosan rivojlanadi va o'zaro aloqalar tizimi barqarorlashadi. Turli xil muammolarni hal etish zamonaviy usullar yordamida maqsadga erishishdagi vazifalar amalga oshiriladi, natijalar zamon talablariga moslashadi va o`quv tarbiya tizim samaradorligi ta'minlanadi.

XULOSA

Umumiy o`rta ta'lim tizimida tashkil etiladigan va boshqariladigan o`quv tarbiya jarayonlarning umumiy modelini o'zgartirishda o'qituvchilar va ta'lim oluvchilarning imkoniyatlari, boshlang'ich tushunchalari va ishonchlarga asoslanish kerak, chunki yangilangan model zamonaviy talablar darajasida ta'lim oluvchilarning o'zgaruvchan ta'lim-tarbiyaviy, ma'naviy ehtiyojlarini qondira olishi, ilg'or pedagogik tajribalarni qo'llash hamda ularnmg ijodiy salohiyatini rivojlantirishga zaruriy shart-sharoitlarni yaratib berishi zarur.

Umumiy o`rta ta'lim tizimidagi o`quv tarbiya jarayonlarning umumiy modelini o'zgartirish asosida mazkur jarayon ishtirokchilari uchun zaruriy shart-sharoitlarni yaratish, ularning salohiyatini rivojlantirish va o`quv tarbiya jarayonda subyektiv munosabatlarini qaror toptirish uchun quyidagi asosiy tamoyillarni inobatga olish lozim.

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РАЗРАБОТКА ТЕХНОЛОГИИ ИЗГОТОВЛЕНИЯ ФОТОПРЕОБРАЗОВАТЕЛЕЙ НА ОСНОВЕ КРИСТАЛЛИЧЕСКОГО КРЕМНИЯ

А.Т.Рахманов, А.Х.Абдикаримов
*Ташкентский государственный технический университет
им. И.Каримова*

Аннотация. При разработке технологии изготовления фотопреобразователей на основе кристаллического кремния установлены, что химические процессы при производстве фотопреобразователей используют практически на всех стадиях технологического цикла. В целом при разработке технологии химической обработки фотопреобразователей решались следующие задачи: очистка поверхности полупроводника от различного рода загрязнений и оксидных пленок; удаление механически нарушенного слоя; контролируемое изменение характеристик поверхности полупроводника; травление p-n структур в целях управляемого изменения характеристик готовых приборов; контролируемое удаление материала для получения пластин необходимой толщины; получение требуемого рельефа поверхности; разделение пластин на кристаллы; выявление дефектов кристаллической структуры; модификация свойств поверхности; осаждение металлических покрытий для создания контактов. При разработке технологии механической обработки кристаллов для фотопреобразователей решалась задача получения исходных полупроводниковых пластин необходимых размеров, формы и профиля с соответствующим качеством поверхности. Эта задача решалась путем разрезания слитков кремния на пластины, их дальнейшей шлифовкой и полировкой.

Ключевые слова: полупроводник, монокристалл кремния, легирование, травление, сопротивление, кремний, преобразователь, температура, напыления.

По разработке быстродействующих и точных нанопреобразователей различных физических величин с использованием легирования активных полупроводниковых материалов, увеличение линейности статической характеристики и совершенствование технологии ведутся разнообразные научно-исследовательские работы, связанные с введением переходных элементов в кремниевых полупроводниковых структур, что характеризуются созданием новых, чувствительных и эффективных полупроводниковых

преобразователей, которые являются основной задачей полупроводниковой микроэлектроники.

Для получения эффективного фотопреобразователя на основе компенсированного полупроводника с максимальным коэффициентом температурной чувствительности необходимо использовать сильнокомпенсированный полупроводник. Эксперимент подтверждает, что чем более компенсирован материал, тем больше коэффициент температурной чувствительности. При данном значении удельного сопротивления термисторы на основе сильнокомпенсированного полупроводника p-типа будут несколько менее чувствительны, чем на основе полупроводника n-типа.

При равных удельных сопротивлениях концентрация дырок в полупроводнике p-типа больше, чем концентрация электронов в полупроводнике n-типа вследствие меньшей подвижности дырок по сравнению с электронами. Большая концентрация носителей заряда в полупроводнике p-типа приводит к меньшей глубине залегания уровня Ферми, а, следовательно, к меньшему коэффициенту температурной чувствительности, при одинаковых значениях удельного сопротивления.

Использование фотопреобразователей с большим коэффициентом чувствительности предпочтительнее также с точки зрения их линеаризации в электрической схеме, поскольку линеаризация термистора приводит к уменьшению его температурной чувствительности. Таким образом, самым оптимальным материалом для создания эффективных термодатчиков является сильнокомпенсированный кремний n-типа проводимости с удельным сопротивлением $10^4 \div 10^5$ Ом·см. Параметры диффузии для получения этого материала в частном случае на основе легирования кремния серой имеют следующие значения: температура легирования 1050°C, давление паров 0,5 атм.

Химические процессы при производстве фотопреобразователей используют практически на всех стадиях технологического цикла. В целом при разработке технологии химической обработки фотопреобразователей решались следующие задачи: очистка поверхности полупроводника от различного рода загрязнений и оксидных пленок; удаление механически нарушенного слоя; контролируемое изменение характеристик поверхности полупроводника; травление p-n структур в целях управляемого изменения характеристик готовых приборов; контролируемое удаление материала для получения пластин необходимой толщины; получение требуемого рельефа поверхности; разделение пластин на кристаллы; выявление дефектов кристаллической структуры; модификация свойств поверхности; осаждение металлических покрытий для создания контактов.

При очистке с поверхности пластин последовательно удаляются сначала молекулярные органические и химически связанные с поверхностью загрязнения, а затем остаточные ионные и атомарные. Обезжиривание поверхности проводится в органических растворителях и спиртах. Неполярные загрязнения парафины, вазелины, минеральные масла удаляют в неполярных растворителях толуоле, бензоле, четыреххлористом углероде. Полярные загрязнения жиры, белки, поверхностно-активные вещества удаляют в полярных растворителях ацетоне, трихлорэтилене и спиртах этиловом, метиловом, изопропиловом. Обезжиривание в органических растворителях и спиртах проводят в кипящих растворах методом погружения. Поскольку возможно обратное загрязнение поверхности из очищающей жидкости необходимо ее непрерывное обновление.

Лучшими очищающими свойствами по сравнению с органическими растворителями и спиртами обладает очистка кипячением в пероксидно-аммиачном растворе (ПАР). Данный раствор состоит из смеси пероксида водорода, гидрооксида аммония и воды с соотношением компонентов: $H_2O_2:NH_4OH:H_2O=1:1:1-5$. ПАР удаляет как полярные, так и неполярные органические и неорганические загрязнения, а также связывает в хорошо растворимые комплексы ионы натрия, меди, серебра и других металлов первой и второй групп периодической таблицы Менделеева. Процесс очистки в ПАР ведут при температуре $80 \div 90$ ºС.

По сравнению с физическим обезжириванием в органических растворителях химическая очистка в ПАР менее опасна для работающего персонала и окружающей среды, отличается меньшим расходом реактивов и меньшей трудоемкостью процессов, более высоким качеством отмывки пластин. Обработка пластин в составах, содержащих кислоты, после очистки в ПАР не вносит дополнительных загрязнений поверхности связанных с обугливанием остатков органических растворителей.

Для эффективного удаления атомов и ионов металлов используют очистку кипячением в пероксидо-кислотных растворах (ПКР). Стандартный состав ПКР: $H_2O_2:HNO_3:H_2O=1:1:1$. Обработку кремниевых пластин в ПКР ведут при температуре $75 \div 85$ºС. Для сильнозагрязненных пластин кремния рекомендуется применять ПКР без воды. Возможно использование раствора "Каро" ($H_2SO_4:H_2O=3:1$) при температуре 130 ºС.

Выбор травителей для кремния ограничен из-за наличия на поверхности кремния весьма стабильного оксида SiO_2. Для травления кремния необходимо использовать растворы в состав которых входит фтористоводородная кислота или травители на щелочной основе.

При использовании для травления кремния системы HF-HNO3 имеет место ярко выражений электрохимический тип травления. В рассматриваемой системе максимальная скорость растворения кремния достигается при соотношении компонентов в растворе HF:HNO$_3$=1:4,5. Однако при травлении в растворе такого состава получаем неудовлетворительное качество поверхности. Высокое качество поверхности достигается при малой скорости травления в травителях с низкой концентрацией HF. Также для снижения скорости травления и облегчения контроля над процессом растворения кремния возможно добавление уксусной кислоты. В табл.2.2. приведены составы стандартных травителей для Si на основе системы HF-HNO3. Кислотное травление кремния позволяет получить зеркально гладкую поверхность с любой кристаллографической ориентацией с чистотой 12÷14 класса.

Травители на основе системы HF-HNO$_3$ имеют общий недостаток-это сравнительно высокие скорости поверхностной рекомбинации, достигающие 10-12 м/с. Хотя эти значения ниже, чем на поверхностях, обработанных в КОН, они все же не обеспечивают нужной стабильности свойств поверхнос-

ти. Однако этот недостаток может быть устранен при дополнительном

Таблица 2.2

Стандартные травители для кремния

Тип	Состав, мл	Применение	Оптимальная время работы
CP-8	HNO$_3$ -2, HF-1	Химическая полировка	1÷2 минут
CP-4A	HNO$_3$ -5, H -3, CH$_3$COOH-3	Химическая полировка и выявление границ p-n переходов	2÷3 минут
Травитель Уайта	HNO$_3$ -3, HF-1	Химическая полировка плоскостей	15 секунд
Травитель Дэша	HNO$_3$ -3, HF-1, CH$_3$COOH-8÷12	Медленная химическая полировка всех плоскостей	От 1 до 16 часов

введении в раствор бихромата натрия. Скорость поверхностной рекомбинации после обработки в травителях с бихроматом натрия снижается до 3÷5 м/с. Также такие травители позволяют снизить значение обратного тока и повысить пробивные значения p-n переходов. Состав полирующего травителя с бихроматом натрия: 1%-ный раствор бихромата натрия - 1мл + HNO$_3$- 30 мл + HF- 20 мл.

Щелочной травитель для кремния представляет собой водный раствор

гидрооксида калия КОН при концентрации от 1 до 30%. Механизм травления в кремнии в таком травителе – химический. Травитель работает в диапазоне температур 50÷100 ºС. Время работы травителя в зависимости от условий травления 1÷5 минут.

Недостатком щелочного травления является возможность загрязнения поверхности кремния ионами щелочных металлов, удалить которые впоследствии достаточно трудно. Рельеф поверхности после травления в таком травителе не гладкий, и его характер сильно зависит от качества предварительной механической обработки.

Для очистки поверхности от остатков полярных растворителей после обезжиривания, от остатков травителей, флюсов, кислот, щелочей, солей и других загрязнений применяют отмывку в подогретой до 50÷60 ºС деионизированной воде. При меньших температурах отмывка недостаточно эффективна, при больших температурах возможно закрепление на очищаемой поверхности остатков загрязнений, например, остатков щелочных растворов в результате гидролиза щелочных солей.

После отмывки в горячей воде пластины дополнительно промывают в холодной воде. Удаление физических частиц, закрепившихся на поверхности обрабатываемых пластин проводят струей воды, подаваемой через форсунки под давлением 50÷200 кПа.

При разработке технологии механической обработки кристаллов для термодатчиков решалась задача получения исходных полупроводниковых пластин необходимых размеров, формы и профиля с соответствующим качеством поверхности. Эта задача решалась путем разрезания слитков кремния на пластины, их дальнейшей шлифовкой и полировкой.

Разрезание слитков монокристаллического кремния на пластины осуществляется одним из следующих способов: резка дисками с алмазосодержащей наружной или внутренней кромкой; резка стальными полотнами или проволокой с абразивной суспензией; резка ультразвуковой обработкой с абразивом; электроэрозионная резка; резка с помощью электронного или лазерного луча.

Каждый из указанных способов отличается друг от друга по производительности, глубине механически нарушенного слоя, выходом полезного материала, возможностью сбора и регенерации полупроводнико-вого материала, возможностью получения кристаллов различной формы.

Наиболее технологичным является способ резки слитков на пластины с использованием алмазных дисков с внутренней алмазной кромкой. Ширина алмазной кромки примерно 1,5÷2 мм при толщине диска 0,1÷0,15 мм, средний

размер зерна 20÷40 мкм. Алмазные диски закрепляются на шпинделе станка с большим натягом, что практически полностью исключает биения и позволяет разрезать слитки диаметром до 150 мм.

Резка кремниевых образцов осуществляется на больших оборотах: 8000÷12000 об/мин. При правильном выборе режимов резки качество поверхности обработанной пластины диаметром 76 мм соответствует 7÷8 классу, разброс по толщине для пластин, вырезанных с одного слитка, ±0,03 мм, не параллельность плоскостей и прогиб не более ±0,02 мм и ±15÷25 мкм соответственно. Ширина реза в 2,5÷3 раза превышает толщину диска.

Для резки кремниевой пластины на образцы прямоугольной формы используется резка проволкой с абразивной суспензией. Процесс шлифовки осуществляется на твердых поверхностях, например стекле, абразивными микропорошками с крупностью зерна от 28 до 3 мкм. Шлифование позволяет получить 9÷12 класс чистоты поверхности.

Шлифование проводят в несколько этапов, постепенно уменьшая зернистость микропорошка:

- предварительное шлифование карбидом кремния на стеклянном круге до 6÷7 класса шероховатости поверхности, толщина удаляемого слоя 50 мкм, скорость удаления 1,5 мкм/мин;

- основное шлифование карбидом кремния М10 на стеклянном круге до 8÷9 класса, толщина удаляемого слоя 30 мкм;

- окончательное шлифование электрокорундом на хлорвиниловый круг до 10 класса чистоты поверхности, толщина удаляемого слоя 20 мкм, скорость удаления 0,17 мкм/мин.

После процесса шлифования пластины очищают от загрязнений и подвергают полному контролю геометрических параметров.

Заключение. При разработке технологии изготовления фотопреобразователей на основе кристаллического кремния установлены, что химические процессы при производстве фотопреобразователей используют практически на всех стадиях технологического цикла. В целом при разработке технологии химической обработки фотопреобразователей решались следующие задачи: очистка поверхности полупроводника от различного рода загрязнений и оксидных пленок; удаление механически нарушенного слоя; контролируемое изменение характеристик поверхности полупроводника; травление p-n структур в целях управляемого изменения характеристик готовых приборов; контролируемое удаление материала для получения пластин необходимой толщины; получение требуемого рельефа поверхности; разделение пластин на кристаллы; выявление дефектов кристаллической структуры; модификация

свойств поверхности; осаждение металлических покрытий для создания контактов. При разработке технологии механической обработки кристаллов для фотопреобразователей решалась задача получения исходных полупроводниковых пластин необходимых размеров, формы и профиля с соответствующим качеством поверхности. Эта задача решалась путем разрезания слитков кремния на пластины, их дальнейшей шлифовкой и полировкой.

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TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA