

ОБРАЗОВАНИЕ,

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ**

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IMPLIKATURA VA KOMMUNIKATIV STRATEGIYA ALOQASI

O'tanova Shaxnozaxon Maxmudovna
Andijon davlat chet tillari instituti

Annotatsiya: Implikatura tilshunoslikda ham, pragmatikada ham soʻzlovchi soʻzi orqali bildiriladigan bilvosita maʼnoni ifodalash uchun qoʻllaniladigan tushunchadir. Biroq, bu sohalarda implikatsiyalarni tushunish va tahlil qilish usullari boshqacha boʻlishi mumkin.

Kalit soʻzlar: implikatura, kommunikativ strategiya, semantika, tushuncha.

Abstract: Implicature is a concept used in both linguistics and pragmatics to express the indirect meaning conveyed by the speaker's word. However, the ways in which implications are understood and analyzed in these areas may differ.

Keywords: implicature, communicative strategy, semantics, concept.

Аннотация: Импликатура – понятие, используемое как в лингвистике, так и в прагматике для выражения косвенного смысла, передаваемого словом говорящего. Однако способы понимания и анализа последствий в этих областях могут различаться.

Ключевые слова: импликатура, коммуникативная стратегия, семантика, концепт.

Tilda va nutqda ifodalanadigan implitsitlik muammosi bugungi kunda tilshunos va ruhshunoslarni, mantiqchi va faylasuf olimlarni oʻzining murakkab semantik tarkibi, tilda turli vositalar orqali ifodalanishi bilan qiziqtirib kelayotgan murakkab masalalardan biridir. Masalaning nazariy asoslari I. Arnold (1982, 1991), S. Askoldov (1997), A. Bondarko (1978, 1984), E. Kubryakova (1981, 1991, 1996, 2002), A. Maslennikova (1999), Yu.M. Skrebnev (1975, 1985, 1990), Yu. Stepanov (1971, 1997, 2002) va boshqa olimlarning tadqiqotlarida oʻrganilgan. Muammoni oʻrganishga bagʻishlangan ilmiy tadqiqotlar soni juda koʻp boʻlsa-da, implikatsiya, uning fikrning formal strukturalarida qanday namoyon boʻlishi, bir tilda ifodalanagan implitsitlik turlari va ularning boshqa tillarga tarjima jarayonida qayta tiklanishi masalalarida olimlarning biror bir umumiy fikrga kelmaganligi kuzatilmoqda. Bu holat, tadqiqotchilar oʻrtasida mavzu boʻyicha turli nazariyalar, yondashuvlar va fikrlarning mavjudligini koʻrsatadi, bu esa implikatsiya va uning tildagi koʻrinishlarini yanada chuqurroq oʻrganishga ehtiyoj tugʻdirmoqda. Natijada, tilshunoslik sohasida implikatsiyaning murakkab tabiati va koʻp jihatdan noaniqligini yanada yaxshiroq anglash imkoniyatlari yuzaga kelmoqda. Bu jarayon, til va uning ijtimoiy kontekstdagi roli boʻyicha yangi fikrlarni rivojlantirishga xizmat qiladi. Tilshunoslikda uzoq

paytlargacha implitsitlik tushunchasi bir ma'noda qo'llaniladigan fikrning nazarda tutilgan ma'nosi, so'z birikmasi komponentlari orasida mazmuniy bog'liqlikning mavjud emasligi yoki so'zning, vaziyat belgilarining doimiy komponentlar orqali ifodalanmasligi kabi talqinlarda berilgan.

Implikatura tilshunoslikda ham, pragmatikada ham so'zlovchi so'zi orqali bildiriladigan bilvosita ma'noni ifodalash uchun qo'llaniladigan tushunchadir. Biroq, bu sohalarda implikatsiyalarni tushunish va tahlil qilish usullari boshqacha bo'lishi mumkin. Tilshunoslikda implikatura to'g'ridan-to'g'ri aytilmagan, lekin kontekst orqali nazarda tutilgan gapdan kelib chiqqan ma'noni bildiradi.¹ Bu ma'no bayonotda qo'llanilgan so'zlar yoki so'zlovchi va tinglovchi o'rtasidagi madaniy bilimlar o'rtasidagi mantiqiy munosabatga asoslangan bo'lishi mumkin. Ushbu tushuncha kognitiv tilshunoslikda subfreymlar yoki freymning terminallari, lingvistik semantikada esa ma'noning implikatsionalligi sifatida o'rganiladi.

N. Paninining asosli fikricha, implitsit ifodalanadigan fikr tushunchasi lisoniy birlikning nutq jarayonida qo'shimcha, nazarda tutilgan ma'noda qo'llanilish imkoniyati va undan bu qo'shimcha axborotni ilg'ab olish jarayonini ifodalaydi. Masalan:

“Сегодня утром с Сашей Мальцевым шайбу побросали”. Precedent nom bilan kelayotgan bu jumladagi implitsit axborot, ya'ni qo'shimcha ma'no *“Я знаком с известным хоккеистом”* hisoblanadi.

If someone says “I have two children” Buning ma'nosi shundaki, ularning ko'p yoki kamroq emas, balki ikkita farzandi bor.

If someone says “Do you have the time?” Bu gap esa, kishining soati bor-yo'qligini emas, balki hozirgi vaqtni so'ramoqda. Lisoniy birlikning tashqi shakli bilan ifodalanmagan, ammo bir til doirasida kechadigan verbal muloqot jarayonida anglashiladigan bunday yashirin ma'no axborot ko'plab tadqiqotlarda implikatura atamasi bilan ham yuritilib kelinmoqda² va bu tushunchalarning qo'llanishi borasida aniqlik kiritish zarurati paydo bo'lmoqda.

I. Arnoldning ta'kidlashicha, “implikatsiya, bu – mikrokontekstda yoki muloqot vaziyatida vujudga keladigan va til birligi orqali bilvosita ifodalanmaydigan qo'shimcha ma'nodir. Implikatura esa, ushbu jarayonning nomidir”³.

¹ Muhsinovna R. M., Aminovich U. A. (2022). The implementation of corpus-based techniques to analyze literary works. Open Access Repository, 8(04), - 88-91 p.

² Панина А.Ф. Текст: его единицы и глобальные категории. – М.: Эдиториал УРСС, 2002. – 368 с.

³ Долинин К.А. Имплицитное содержание высказывания // Вопросы языкознания. 1983. – № 6. –37–47 с.

Ayni paytda, turli tadqiqotlarda implikasiya tushunchasi orqali ko‘plab yangi atamalar va ta’riflar ham vujudga kelayotganligiga guvoh bo‘lamiz. Masalan, E. Starikova implitsit predikatsiya atamasini qo‘llab, uni nazarda tutilgan yashirin ma’no, shuningdek, mantiqiy bog‘liqliklari tushirib qoldirilgan fikr, vaziyatga bog‘liq ravishda bilvosita ifodalangan qo‘shimcha axborot belgilari, deb ta’riflaydi. V. Kuxarenko “implikasiya” tushunchasini, matn birliklari o‘rtasidagi bilvosita bog‘liqliklar natijasida paydo bo‘ladigan qo‘shimcha ma’no yoki emotsional mazmun sifatida aniqlaydi. U, shuningdek, bu qo‘shimcha mazmunning matnning tag ma’nosi (podtekst) va alohida so‘zlar orqali ifodalanishi mumkinligini ta’kidlaydi. Bunday qo‘shimcha ma’no, umumiy kontekst yoki bitta gap orqali, shuningdek, asarning butun syujetiga asoslanib ham ifodalanishi mumkin. Yashirin tarzda ifodalangan qo‘shimcha ma’no asosan muallifning badiiy mahorati va matnning rasmiylashtirish usullari bilan bog‘liq bo‘lib, bu jarayonda artikllar, so‘z tartibi, mantiqiy bayon qoidalaridan og‘ishish va so‘zlarning stilistik maqsadlarda qo‘llanilishi muhim ahamiyatga ega. Bu omillar, natijada, asarning chuqur ma’nosini anglashga yordam beruvchi kontekstual qatlamni shakllantiradi.⁴

Bu o‘rinda mashhur fransuz yozuvchisi Gi de Mopassan o‘z asarini “Hayot” deb nomlashida qanchalik implitsit axborot jamlanganini tasavvur qilish mumkin.

K. Dolinin esa bunday qo‘shimcha ma’noni umumiy ma’no anglatuvchi fikrning implitsit mazmuni atamasi bilan yuritishni taklif qiladi. Fikrning implitsit mazmuni deyilganida, u birinchi navbatda lisoniy birlikning asosiy ma’nosi orqali ifodalanmagan, ammo nutq jarayonida anglanadigan mazmunni nazarda tutadi⁵.

G. Pochepsovning fikricha, muloqot jarayonida voqelanadigan “nazarda tutilgan fikr” ning lisoniy mazmuni boshqa ma’nodagi axborotga (bizning tushunchamizdagi implikaturaga) aylanadi. “Bunday axborot lisoniy birlikning xususiy mazmuniga emas, undan anglashiladigan, talaffuz qilinmaydigan qo‘shimcha ma’noni ifodalaydi”⁶.

Ayrim mualliflar implikasiya deyilganda, lisoniy birlik mazmunini va eksplikatsiya orqali nazarda tutiladigan axborotni anglashni ham tushunadilar va nutq jarayonida ma’nosi implikasiya qilinadigan lisoniy vositalar sirasiga nutq birliklarini, stilistik vositalarni ham kiritadilar. Natijada implikasiya atamasining “*implikat*”, “*implikatsional*”, “*implikatsionlik*” singari yasama atamalari ham vujudga kelgan. So‘zning tashqi shakli bilan ifodalanmaydigan, ammo uning ichki mazmunidagi

⁴ Кухаренко В.А. Типы и средства выражения импликации в английской художественной речи (на материале прозы Э.Хемингуэя) // НДВШ. Филол. науки. 1974. – №1. –69–74 с.

⁵ Долинин К.А. ИмPLICITное содержание высказывания // Вопросы языкознания. 1983. – № 6. –37–47 с.

⁶ Почепсов О.Г. Основы прагматического описания предложения.-Киев: Виша школа, 1986. – 75 с.

kognitiv axborot fondagi bilimlar orqali idrok qilinadigan bunday lisoniy birliklar tilshunoslikda haligacha ko‘plab atamalar bilan yuritilib kelinmoqda. Ulardan eng ko‘p qo‘llaniladiganlari orasida “implikatsiya”, “implitsit mazmun”, “implitsit ma’no”, “implitsit axborot” tushunchalari ham bor. Lisoniy ongda shakllanadigan bunday birliklar ko‘pincha semantik jihatdan murakkab strukturalar bilan ifodalanadi. Ular, jumladan, nutqdan oldin bildirilgan fikrlar, qo‘shimcha ma’lumotlar, nutq jarayonida anglashiladigan qo‘shimcha ma’nolar, semantik kompressiya va ellipsis, yashirin fikrlar, ikkilamchi ma’nolar, kontekstni kengaytiruvchi va parafrazani talab qiluvchi birliklar, shuningdek, ma’noviy topishmoqlar bilan bog‘liq atamalar yordamida tushuntiriladi⁷. Bu kontekstdagi implikatsiyaning metonimiya, metafora, sinekdoxa kabi stilistik vositalar, realiya, konnotativ va kognitiv ma’no, pragmatik ma’no hamda pretsedent nomlar kabi tushunchalar bilan o‘zaro aloqasi, shuningdek, ularni tarjima jarayonida qayta yaratish, alohida tadqiqot obyekti sifatida e’tiborga olish mumkin. Misol uchun, semantik kompressiya yoki semantik ellipsning implitsitlikni namoyon etuvchi misollariga e’tibor qaratish muhimdir. Bu jarayonlar tilshunoslikda nutqdagi ma’noni aniqroq va chuqurroq tushunishga yordam berishi bilan birga, kommunikativ vaziyatlardagi tilning foydalanishidagi noaniqliklarni tahlil qilishga imkon yaratadi.

– Bugun “Venetsiya”ga borib, bir mazza qilib tushlik qilib kelsak, nima deysan?

– Birgina tushlik qilib kelish uchun Venetsiyaga borish shartmi?

Bu yerda birinchi suhbatdosh o‘z gapida “Venetsiya” restoranini nazarda tutmoqda. Ikkinchi suhbatdosh esa semantik kompressiya qilingan ellipsli implikatsiyani tushunmasdan, Venetsiya mamlakatini nazarda tutmoqda. Demak, implikatsiyani tushunishda kommunikativ vaziyat, suhbatdoshlarning fondagi, kognitiv bilimlari hamda pragmatik axborot ishtirok etadi. Yana bir misol:

– Anavi qiz juda ketvorgan ekanmi? – ha, uning eri ham shu fikrda.

Birinchi suhbatdosh gapida qizning jamoliga maftunlik, u bilan tanishish ishtiyoqi pragmatik implikatsiya qilinmoqda va fikr so‘roq formada ifodalanib suhbatdoshning bu fikrga qo‘shilish-qo‘shilmasligini bilish istagi ifodalanmoqda. Ikkinchi suhbatdoshning javob replikasida esa uning fikri to‘g‘ri ekanligi, ammo uning ishtiyoqi befoyda ekanligi, ayolning eri uni juda sevishi tasdiq formada implikatsiya qilinmoqda. Misollardan implitsit axborot muloqot jarayonida tasdiq, so‘roq va inkor formalarda tag ma’no orqali ifodalanishi anglashildi.

V. Moroz, T. Silman, I.Torsuyeva, I.Galperin tadqiqotlarida implitsitlik tushunchasi tag ma’no/podtekst tushunchasi bilan mustahkam aloqada ekanligi

⁷ Арнольд И.В. Импликация как прием построения текста и предмет филологического изучения // Вопросы языкознания. 1983. – №4. –83–91 с.

ta'kidlangan. Masalan, kimdir bizdan "Soat necha bo'ldi?!" deya so'ramoqchi bo'lsa, u bunday savolni turli vaziyatda turli xil tag ma'no orqali turli ohangda ifodalashi mumkin. U savol bir paytning o'zida vaqt allamahol bo'lib qolganligi yoki oddiygina soatni necha bo'lganligini bilish istagi singari tag ma'nolarga ega. Demak, tag ma'no (podtekst) deyilganda, fikr matni orqali ifodalanmay, vaziyat orqali ifodalanadigan axborot mazmuni ham tushuniladi. Ko'p hollarda tag ma'no (podtekst) til me'yorlaridan chekinish, so'zni odatdan tashqari vaziyatlarda qo'llash, so'z shaklining u ifodalayotgan ma'noga mos kelmasligi, muallifning yoki asar personajining – gapiruvchi shaxsning pragmatik maqsadiga bog'liq holda hosil qilinadi. U bunday yashirin ma'noli so'zlarni qo'llar ekan, tinglovchiga (kitobxoniga) muayyan darajada pragmatik ta'sir ko'rsatishni ham maqsad qilib qo'yadi. Binobarin, muallifning, gapiruvchining muayyan nutq vaziyatida tinglovchiga (kitobxoniga) muayyan darajada ta'sir o'tkazish maqsadida lisoniy vositalar orqali fikrni implitsit ifodalashi muallif usuli, badiiy mahorati sifatida ham o'rganilishi mumkin.

Shunday qilib, implikatura ya'ni, implitsit ifodalangan fikr deganda, umumiy ma'nodagi referent yoki vaziyatdan farqlanadigan referent mavjudligini, umumiy ma'nodagi propozitsiyaning mavjudligini va xulosaga kelish jarayonini, konkret kontekstual ma'nodan yoki uning lisoniy mazmunidan anglashiladigan ma'noni tushunamiz. Umumiy ma'no esa, bu ikki tarkibiy qismning natijasidir. Bu ikki komponentning jumladagi, umuman, fikrdagi umumiy ma'no bilan bog'liqliklariga ko'ra implikaturaning turlari aniqlanadi. Bu fikrga tayanib, umumkommunikativ va kontekstual implikaturani farqlaymiz. Ular, o'z navbatida, fikrni ifodalashda umumiy ma'no turiga ko'ra, predmetni ifodalovchi, mantiqiy va konvensional fikrlashni aks ettiruvchi kichik guruhlariga taqsimlanadi. Mantiqiy va konvensional implikaturalar, o'z navbatida, ramziy va etiketga doir obrazli implikaturalarga bo'linadi. Ularning mohiyatini anglash, matndagi implikaturani tarjima jarayonida o'girishda muhim rol o'ynaydi. Tildagi implitsitlik masalasi va uning badiiy matni anglashdagi ahamiyati hozirgi pragmatolingvistika va kognitiv tilshunoslikda faoliyat yuritayotgan olimlar uchun eng qiyin va qiziqarli mavzulardan biri hisoblanadi. Muallif tomonidan to'g'ridan-to'g'ri ifodalangan bo'lmagan va kitobxon yoki tinglovchining o'z-o'zidan anglashini talab qiladigan yashirin ma'nolar, badiiy asarning emotsional va pragmatik ta'sirini, shuningdek, muallifning badiiy mahoratini belgilashda muhim ahamiyatga ega. Bu jarayon, badiiy matni yanada chuqurroq tushunishga yordam beradi. Badiiy matnda implitsit ifodalangan fikr, uning ifodalanish turlari va vositalari bir asrdan beri nafaqat tilshunoslarni, balki adabiyotshunoslarni, faylasuflarni, ruhshunos olimlarni ham qiziqtirib kelmoqda. Bu borada ilgari surilgan g'oyalar, konsepsiyalar, yo'nalishlar shunchalik ko'p bo'lishiga qaramasdan hanuzgacha implitsit axborotning mohiyati, uning tinglovchining (o'quvchining) reaksiyasiga bog'liqligi, implitsit

axborotni tushunish mexanizmi borasida xilma-xil bahslar davom etib kelayapti. Bu borada lingvistik, psixologik, psixolingvistik, kognitiv va pragmatik nuqtayi nazardan amalga oshirilgan nazariy va eksperimental tadqiqotlarning o‘ziyoq til va nutqdagi implitsitlik muammosi ko‘p aspektli va ko‘p qirrali ekanligidan dalolat beradi.

Til va nutqda implitsitlik muammosi bugungi kunda tilshunoslarni, mantiq va faylasuf olimlarni qiziqtirib kelayotgan, o‘zining murakkab semantik tarkibi bilan, tilda turlicha vositalar bilan, ifodalanishi bilan eng qiziqarli va murakkab muammolardan biridir. Muammoning nazariy asoslari I.V. Arnold, S.A. Askoldov, A.V. Bondarko, E.S. Kubryakova, A.A.Maslennikova, Yu.M. Skrebnev, Yu.S. Stepanov va boshqa ko‘plab boshqa olimlarning tadqiqotlarida atroflicha o‘rganilgan.

Lisoniy vositalar orqali ifodalangan axborotning muayyan bir tilning grammatik, sintaktik qurilishiga bog‘liqliligi implitsitlikning grammatik aspektini tashkil qilsa, yashirin ifodalangan ma’noning stilistik, pragmatik, kognitiv aspektlarda qiyoslab o‘rganilishini, uning til va nutq jarayonida qo‘llanilishini tadqiq qilishni taqozo qiladi.

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RAQAMLI IQTISODIYOTDA INTELLEKTUAL MULK HUQUQINI LITSENZIYALASH

*Toshkent davlat yuridik universiteti
Xususiy huquq fakulteti 2-kurs B patok 2-guruh talabasi*

Ergashaliyeva Sevinch

Ilmiy rahbar Toshkent davlat yuridik universiteti

Kiber huquq kafedrası o'qtuvchisi

Javoxir Eshonqulov

javoxireshonqulov0724@gmail.com

Anotatsiya: Ushbu tadqiqot raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalashni o'rganishga bag'ishlangan. Raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash, zamonaviy texnologiyalarning rivojlanishi va raqamli transformatsiyalash jarayonlari bilan birga muhim ahamiyatga egadir. Intellektual mulk jumladan, mualliflik huquqi, brendlar, patentlar va tijorat sirlarini himoya qilishda litsenziyalashning o'rni va ahamiyatini ko'rib chiqadi. Bugungi kunda raqamli iqtisodiyotda innovatsiyalarni rag'batlantirish, raqobatbardoshlikni oshirish va iqtisodiy o'sishni ta'minlash uchun intellektual mulkni samarali litsenziyalash mexanizmlari zarur. Esseda litsenziyalash jarayonida yuzaga keladigan huquqiy muammolar, misol uchun, litsenziya shartnomalarining shaffofligi, huquqiy muvofiqlik va foydalanuvchi huquqlari kabi jihatlarga e'tibor qaratadi. Shuningdek, raqamli platformalar va xizmatlarda intellektual mulkni himoya qilish uchun zamonaviy strategiyalar, masalan, raqamli litsenziyalash va onlayn mualliflikni boshqarish tizimlari haqida ma'lumot beriladi. Ushbu anotatsiya, raqamli iqtisodiyot sharoitida intellektual mulk huquqini litsenziyalash jarayonining o'ziga xos xususiyatlarini va uning iqtisodiy rivojlanishga ta'sirini yoritib berishga qaratilgan.

Kalit so'zlar: Raqamli iqtisodiyot, intellektual mulk, litsenziyalash, patentlar, brendlar, mualliflik huquqi, huquqiy muammolar, innovatsiyalar, raqamli litsenziyalash, raqamli platformalar va boshqalar.

Аннотация: В этом исследовании рассматриваются права интеллектуальной собственности в цифровой экономике, посвящен изучению лицензирования. Интеллектуал в цифровой экономике лицензирование прав собственности, развитие современных технологий и важен наряду с процессами цифровой трансформации. Интеллектуальная собственность, включая авторские права, товарные знаки, патенты и коммерческую тайну, рассматривает роль и важность лицензирования в защите. Сегодняшний продвижение инноваций и конкурентоспособности в цифровой экономике интеллектуальная собственность

для увеличения и обеспечения экономического роста необходимы механизмы лицензирования. Эссе происходит во время процесса лицензирования юридические проблемы, например, лицензионные соглашения внимание к таким аспектам, как прозрачность, соблюдение законодательства и права пользователей точки.

Также защита интеллектуальной собственности в цифровых платформах и сервисах, современные стратегии, например, цифрового лицензирования и онлайн-торговли, приведены сведения о системах управления авторством. Эта аннотация, лицензирование прав интеллектуальной собственности в условиях цифровой экономики особенности процесса и его влияние на экономическое развитие направлено на просвещение.

Ключевые слова: Цифровая экономика, интеллектуальная собственность, лицензирование, патенты, бренды, авторское право, юридические вопросы, инновации, цифровое лицензирование, цифровые платформы и т.д.

Abstract: This study is devoted to the study of intellectual property licensing in the digital economy. Licensing of intellectual property in the digital economy is of great importance, along with the development of modern technologies and the processes of digital transformation. It examines the role and importance of licensing in protecting intellectual property, including copyright, brands, patents and trade secrets. In today's digital economy, effective intellectual property licensing mechanisms are necessary to stimulate innovation, increase competitiveness and ensure economic growth. The essay focuses on legal issues arising in the licensing process, such as the transparency of license agreements, legal compliance and user rights.

It also provides information on modern strategies for protecting intellectual property in digital platforms and services, such as digital licensing and online copyright management systems. This annotation aims to shed light on the specifics of the intellectual property licensing process in the digital economy and its impact on economic development.

Keywords: Digital economy, intellectual property, licensing, patents, brands, copyright, legal issues, innovation, digital licensing, digital platforms, etc.

Kirish

Hozirgi kunda raqamli iqtisodiyot, axborot texnologiyalari va internetning tezkor rivojlanishi natijasida, zamonamizda iqtisodiy faoliyatning yangi shakllarini yaratmoqda. Intellektual mulk huquqlari raqamli muhitda muhim ahamiyatga ega hisoblanib, iqtisodiy o'sishni rag'batlantirish va innovatsiyalarni himoya qilishda asosiy rol o'ynaydi. Ushbu esse, raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalash jarayonini balki, uning ahamiyatini ham tahlil qiladi.

O'zbekiston Respublikasi Konstitutsiyaning 53-moddasida, har kimga ilmiy, texnikaviy va badiiy ijod erkinligi hamda madaniyat yutuqlaridan foydalanish huquqi kafolatlanadi. **Intellektual mulk** qonun bilan muhofaza qilinadi va va davlat jamiyatning nadabiy, ilmiy va texnikaveiy rivojlanishi haqida g'amxo'rlik qiladi deb belgilab qo'yilgan.¹

Intellektual Mulk Huquqlari - bu yaratuvchilar va innovatorlar tomonidan yaratilgan g'oyalar, ixtirolar, brendlar, patentlar va ijodiy ishlarni himoya qiluvchi qonuniy huquqlar to'plamidir. Bundan tashqari, intellektual mulk huquqi ijodkorlarga va tadbirkorlarga o'z yaratuvchanliklarini himoya qilish va ulardan iqtisodiy foyda olish imkonini beradi. Bu huquqlar, asosan, quyidagi toifalarga bo'linadi:

1. **Mualliflik huquqlari** – ijodiy asarlarning muallifiga o'zi yaratgan ishlarini nashr qilish va tarqatish huquqini beradi. Ushbu huquq ijodkorning yaratuvchaligini himoya qiladi. Xalqaro darajada mualliflik huquqini himoya qilishda Berne Konvensiyasi muhim rol o'ynaydi.

2. **Patentlar** – ixtirolarni himoya qiladi va ularni tijoratlashtirish imkonini yaratib beradi.

3. **Tovar belgilari** – mahsulotlar va xizmatlarning manbasini ko'rsatish uchun ishlatiladi.

4. **Sanoat dizayn huquqlari** – mahsulotlarning tashqi ko'rinishini himoya qiladi.²

Raqamli iqtisodiyotda bu huquqlarni himoya qilish, innovatsion muhitni yaratishda muhim ahamiyatga egadir. Ushbu huquqlarni litsenziyalash, yaratuvchilarga va mualliflarga o'z asarlarini tijorat maqsadlarida ishlatish imkonini beradi.

Shuningdek, Intellektual mulk huquqi darsligida Intellektual mulk tushunchasiga tarif berib ketilgan. Intellektual mulk iborasi lotincha “intellect” so'zidan olingan bo'lib aql idrok degan ma'noni anglatadi.³

Fuqarolik kodeksida intellektual faollik natijalariga intellektual huquq tushunchasi 3 tarkibiy qism bilan tavsiflanadi, deyilgan.

1. Mutlaq huquq. Bu mulk huquqi bo'lib, mualliflik huquqi egalarining obyektidan foydalanish, uni tassaruf etish va foydalanishga topshirish, shuningdek uchinchi shaxlarning noqonuniy foydalanishidan qonuniy himoya qilish qobiliyatini nazarda tutadi.

¹ O'zbekiston Respublikasi Konstitutsiyasi

² Intellektual mulk huquqi. Darslik.

³ I.Imanov, B.Axmadjonov Intellektual mulk huquqi. Darslik. 7-bet. Toshkent 2010

2. Shaxsiy nomulkiy huquqlar. Ularning o'ziga xos xususiyati ajralmasligidadir, yani hech kim ulardan mahrum etilishi mumkin emas va ularni boshqa odamga berish orqali ularni tark etish mumkin emas.

Muallifning quyidagilar intellektual nomulkiy huquqlari: ismga (yani, o'zingizning haqiqiy ismingiz, taxallusingiz bilan obuna bo'lish yoki ismingizni saqlash qobiliyati); mualliflik uchun (muallif boshqa hech kimni ko'rsatolmaydi); asarning dolzarbligi (muallifning rasmiy roziligisiz o'zgartirishlar kiritish, yangi illustratsiyalardan foydalanishingiz yoki boshqa yo'l bilan tuzatish kiritishingiz mumkin emas); obro'sini himoya qilishi (kiritilgan o'zgartirishlar asar yaratuvchisi haqidagi jamaotchilik fikriga, shu jumladan, uning vafotidan keyingi davrga salbiy ta'sir ko'rsatmasligi kerak).

3. Boshqa huquqlar. Ba'zi hollarda qonunchilikda intellektual mulk huquqlarini qo'llashning maxsus turlari nazarda tutilgan.⁴

Intellektual mulk huquqlarini litsenziyalash – bu huquq egasining o'z mulkini boshqa shaxslarga, muayyan shartlar asosida, foydalanish uchun berishi jarayonidir. Litsenziyalash ikki xil bo'lishi mumkin: eksklyuziv va eksklyuziv bo'lmagan litsenziya. Eksklyuziv litsenziya berilgan holda, litsenziya oluvchi birgina shaxs yoki kompaniya tomonidan foydalanish huquqiga ega bo'ladi. Eksklyuziv bo'lmagan litsenziya esa, bir nechta litsenziya oluvchilarga berilishi mumkin.

Litsenziyalash jarayoni bir qator bosqichlardan iborat:

1. Mulk huquqini aniqlash – yaratuvchi o'z asarini qaysi huquqlar bilan himoyalanganini tushunishi zarurdir.

2. Litsenziya shartlarini belgilash – foydalanish muddati, moliyaviy shartlar, hududiy cheklovlar va boshqalar.

3. Shartnoma tayyorlash – litsenziya beruvchi va oluvchi o'rtasida rasmiy shartnoma tuziladi.

4. Foydalanish monitoringi – litsenziya oluvchi tomonidan asar foydalanishini nazorat qilib boorish.

Shu bilan birga raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalashning bir nechta afzalliklari mavjud:

a) Innovatsiyalarni rag'batlantirish – litsenziyalash orqali yaratuvchilar o'z asarlaridan moliyaviy foyda olish imkonini topadilar, bu esa yangi g'oyalar va texnologiyalarning rivojlanishi uchun imkon beradi.

b) Ijtimoiy-iqtisodiy rivojlanish – intellektual mulk huquqlarini himoya qilish va litsenziyalash jarayoni, iqtisodiy faoliyatni yanada samarali qilishga yordam beradi, bu esa ijtimoiy rivojlanish uchun yangi imkoniyatlarni yaratib beradi.

⁴ Yakubova Iroda Bahramovna. Xlqari intellektual nulk huquqi. O'quv qo'llanma. 15-16-betllar. Toshkent 2023

c) **Raqobatbardoshlik** – litsenziyalash orqali kompaniyalar o'z mahsulotlarini bozorga tezroq chiqarishlari va raqobatbardosh bo'lishlari mumkin.

d) **Yangi bozorlar yaratish** – innovatsion mahsulotlarni litsenziyalash, yangi bozorlar va xizmatlar yaratishga yordam beradi.

Shu asosda, Raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalash jarayonida bir qator muammolar vujudga kelishi mumkin:

1. **Qonuniy muammolar** – har bir mamlakatda intellektual mulk huquqlari va litsenziyalash jarayoni turlicha tartibga solinadi, bu esa xalqaro miqyosda muammolarni keltirib chiqarishga asos bo'ladi.

2. **O'ta raqobat** – raqamli muhitda o'zaro raqobat kuchayishi natijasida, litsenziya shartlarini buzish va intellektual mulkni noqonuniy foydalanish holatlari ko'payishi mumkin.

3. **Texnologik o'zgarishlar** – yangi texnologiyalarning tez rivojlanishi, mualliflik huquqlarini himoya qilish va litsenziyalash jarayonlarini qiyinlashtirib boradi. Raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash, milliy va xorijiy ega.

Raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalash – innovatsiyalarni himoya qilish va iqtisodiy o'sishni rag'batlantirishda muhim rol o'ynaydi. Litsenziyalash jarayoni, yaratuvchilar uchun moliyaviy foyda olish imkonini berib, iqtisodiy rivojlanishga xizmat qiladi. Biroq, ushbu jarayonning samaradorligini ta'minlash uchun qonuniy va texnologik muammolarni hal etish zarur. Raqamli iqtisodiyotda intellektual mulk huquqlarini himoya qilish va litsenziyalash, kelajakda yangi imkoniyatlar yaratishga xizmat qiladi va jamiyatning umumiy farovonligini oshirishga yordam beradi.

Raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash, milliy va xorijiy qonunchiliklar o'rtasidagi farqlarni tushunish muhimdir. Quyidagi jihatlar bu jarayonni ta'minlaydi:

Milliy Qonunchilik; birinchidan, litsenziyalash Turi: O'zbekistonda intellektual mulk huquqini litsenziyalashni, asosan, "**Intellektual mulk to'g'risida**"gi qonun va boshqa normativ-huquqiy hujjatlar bilan tartibga soladi. Ushbu qonun intellektual mulk huquqlarini himoya qilish, ularni ro'yxatdan o'tkazish, litsenziyalash va boshqa muhim jihatlarni tartibga soladi. Litsenziya berish uchun shartlar va talablarga muvofiq harakat qilinadi. Shu asosida bu qonunning bir nechta asosiy qismlari mavjud, Ijtimoiy va iqtisodiy ahamiyati: Intellektual mulk huquqlari iqtisodiy o'sish va innovatsiyalarni rag'batlantiradi. Bu orqali tadbirkorlik faollashadi va yangi mahsulotlar paydo bo'ladi.

Xalqaro me'yorlar: IM huquqlari xalqaro miqyosda, masalan, BMTning WIPO tashkiloti orqali himoya qilinadi. Bu, albatta, global savdoda muhim rol o'ynaydi.

Muammolar: Qonunlar ko'pincha tezkor texnologik o'zgarishlarga mos kelmaydi. Internet va raqamli muhitda mualliflik huquqlarini himoya qilishda qiyinchiliklar yuzaga keladi.

Tashkiliy va huquqiy mexanizmlar: IM himoyasi uchun davlat organlari, huquqshunoslar va nodavlat tashkilotlari faoliyat yuritadi. Huquqiy mexanizmlar, masalan, sudlar va arbitrajlar, to'g'ri qo'llanilishi muhimdir.

Ikkinchidan, davlat ro'yxati: **“Litsenziyalash, ruxsat berish va xabardor qilish tartib tamoillari to'g'risida”gi qonunda** intellektual mulk obektlarini litsenziyalash jarayonini belgilaydi. Shuningdek, litsenziyalash jarayoni ko'pincha davlat organlari tomonidan amalga oshiriladi, bu esa davlatning nazoratini ta'minlaydi. Ushbu qonuning 3-moddasiga alohida etibor beradigan bo'lsak. Litsenziat - faoliyatning litsenziyalanadigan turini yoki uning kechik turini amalga oshirish uchun litsenziyaga ega bo'lgan yuridik yoki jismoniy shaxs,

Litsenziya - jismoniy yoki yuridik shaxsga beriladigan, litsenziya talablari va shartlariga majburiy ravishda rioya etilgan taqdirda faoliyatning litsenziyalanadigan turini yoki uning kichik turini amalga oshirish huquqini beruvchi hujjatdir,

Litsenziyalash esa - litsenziya berish to'g'risidagi arizani topshirish, qabul qilish va ko'rib chiqish, litsenziyani berish, uning amal qilish muddatini uzaytirish, amal qilishini to'xtatib turish, qayta tiklash hamda tugatish, shuningdek litsenziyani bekor qilish, qayta rasmiylashtirish va chaqirib olish jarayoni bilan bi'g'liq tadbirlar majmuidir.⁵

Uchinchidan, himoya davri: Intellektual mulkning himoya davri va litsenziya shartlari aniq belgilangan bo'lib, bu mulk egalari o'z huquqlarini himoya qilishda yordam beradi. Shu asosda **“Mualliflik huquqi va turdosh huquqlar to'g'risida”gi qonunchilik.** Ushbu qonunda asosan mualliflik huquqlari va ularning litsenziyalash tartibini belgilaydi. Shuningdek, Mualliflik Huquqi va turdosh huquqlarni alohida ko'rib chiqamiz.

1. Tushunchasi: Mualliflik huquqi asarlar yaratilishi bilan avtomatik tarzda muallifga beriladi va u ijodiy asarlarni boshqarish huquqiga ega bo'ladi.

2. Huquq turlari:

Shaxsiy huquqlar: Muallifning asarni ma'lum bir tarzda foydalanish huquqi.

Moliya huquqlari: Asarlarning reproduksiya, tarqatish va ko'rsatish huquqlari.

3. Muddat: Mualliflik huquqi, odatda, muallifning umriga va 70 yilga cho'ziladi, keyin esa asar ommaviy mulkka o'tadi.

4. Himoya mexanizmlari: Mualliflik huquqlarini buzganlik uchun fuqarolik va jinoiy javobgarlik mavjud. Huquqiy himoya, shuningdek, sudlarda ko'rsatiladi.

⁵ “Litsenziyalash, ruxsat berish va xabardor qilish tartib tamoillari to'g'risida”gi qonun

Turdosh Huquqlar esa,

1. Tushunchasi: Turdosh huquqlar asarlar yaratuvchilarining huquqlarini himoya qiladi. Bu toifaga ijodkorlar, ijrochilar va ovoz yozish muassasalari kiradi.

2. Turli huquq turlari:

Ijro huquqlari: Musiqa va san'at asarlarini ijro etish huquqi.

Kopirovka huquqlari: Ijro etilgan asarlarning ko'chirilishi va tarqatilishi huquqi.

3. Muddat: Turdosh huquqlar ko'pincha mualliflik huquqlari bilan bir xil muddatda amal qiladi, lekin ular qonuniy asosda boshqacha belgilanishi mumkin.⁶

Xorijiy qonunchilikda xalqaro konvensiyalar, yani, xalqaro tashkilotlar. Masalan, **World Intellectual Organization (WIPO)** tarjimasi **“Dunyo Intellektual Mulk Tashkiloti”** orqali qabul qilingan konvensiyalar xorijiy litsenziyalash jarayonlariga asos bo'ladi.

Butunjahon intellektual mulk tashkiloti - intellektual mulk sohasida bir qator asosiy xalqaro konvensiyalar, birinchi navbatda, Adabiy va badiiy asarlarni muhofaza qilish to'g'risidagi Bern Konvensiyasi va Sanoat mulkini muhofaza qilish to'g'risidagi Parij Konvensiyasini ma'muriy boshqarish bilan shug'ullanadigan xalqaro tashkilot. Shuningdek 1974 yildan beri u Birlashgan Millatlar tashkilotining ijodkorlik va intellektual mulk masalalari bo'yicha ixtisoslashgan agentligi funksiyalarini bajaradi.

A'zo davlatlar BIRPI uchun to'la huquqli hukumatlararo tashkilot maqomiga erishishni xohlashdi. Shuning uchun 1967 yilda Stokgol'mda BIMTni tashkil etuvchi Konvensiya imzolandi. BIMTning bosh qarorgohi Jeneva (Shveysariya) shahrida joylashgan. Bu yangi tashkilot o'zi bilan BIRPIning almashtirdi. 1974 yilda BIMT Birlashgan Millatlar tashkilotining ixtisoslashgan muassasasiga aylandi. Birlashgan Millatlar tashkiloti va BIMT o'rtasidagi shartnomaga ko'ra, BIMT ijodkorlikni rag'batlantirish va davlatlar o'rtasidagi kooperatsiya yo'li bilan butun dunyo bo'ylab intellektual mulkni himoya qilish maqsadida tuzilgan shartnomalar va bitimlarga muvofiq zarur harakatlarni amalga oshirish uchun javob beradi.

Raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash jarayoni har xil qonunchilik tizimlariga asoslangan va mamlakatlar o'rtasida farqlar mavjud. O'zbekistonning o'ziga xos talablari va xorijiy tajribalar to'g'risida chuqurroq ma'lumot olish, moliyaviy va biznes strategiyalarni shakllantirishda muhim ahamiyatga egadir.⁷

Hozirgi kunda raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash masalalari haqida **xorijiy va milliy adabiyotlarda** ko'plab ilmiy tadqiqotlar va maqolalar mavjuddir. Quyida ba'zi muhim jihatlarni keltirib ketaman:

Xorijiy adabiyotda litsenziyalashning turli strategiyalari, jumladan, **eksklyuziv va eksklyuziv bo'lmagan** litsenziyalar, o'zaro kelishuvlarga oid tadqiqotlar mavjud.

⁶ “Mualliflik huquqi va turdosh huquqlar to'g'risida”gi qonun

⁷ Dunyo Intellektual Mulk Tashkiloti

Masalan, “Intellectual Property Rights and Licensing” nomli maqola intellektual mulkni qanday qilib samarali litsenziyalash bo’yicha ko’rsatmalar beradi. Ushbu maqolani tahlil qilarkanmiz, zamonaviy iqtisodiyotda muhim ahamiyatga ega. Intellektual mulk huquqlari ijodkorlar va innovatorlarga o'z g'oyalari va ishlarini himoya qilish imkonini beradi, bu esa innovatsiyalarni rag'batlantiradi. Litsenziyalash esa bu huquqlardan foydalangan holda boshqa shaxslar yoki kompaniyalarga foydalanish huquqini berish jarayonidir. Bu yondashuv, masalan, patent, mualliflik huquqi yoki tijorat sirlarini o'z ichiga oladi. Litsenziyalash orqali mulk egasi qo'shimcha daromad olish imkoniyatiga ega bo'ladi va o'z mahsulotini kengroq bozorga chiqarishi mumkin. Yana bir muhim jihati, litsenziyalash shartnomalari ijodkorlar va kompaniyalar o'rtasida hamkorlikni kuchaytiradi va yangi innovatsiyalarni rivojlantirishga yordam beradi. Shunday qilib, intellektual mulk huquqlari va litsenziyalashni to'g'ri boshqarish iqtisodiy o'sish va barqaror rivojlanish uchun zarurdir. ⁸

Shuningdek, "**Digital Rights Management (DRM)**" va "**Copyright in the Digital Age**" kabi maqolalarda raqamli mahsulotlar uchun litsenziyalash mexanizmlari tahlil qilingan. Bu maqolalarda mualliflik huquqi va litsenziyalashning yangi formatlari, masalan, raqamli litsenziyalar va blockchain texnologiyalari haqida so'z yuritiladi. Shuningdek, har biriga to'xtalsak, “Digital Rights Management (DRM) texnologiyalari raqamli kontentni himoya qilish va nazorat qilishda muhim rol o'ynaydi. Maqola DRM tizimlarining afzalliklari, kamchiliklari va ularning foydalanuvchilarga ta'siri haqida ma'lumot beradi. Intellectual Property in the Digital Age maqolasi esa raqamli davrda intellektual mulk huquqlari qanday o'zgarayotganini va bu o'zgarishlar mualliflar, iste'molchilar va sanoat uchun qanday ta'sir ko'rsatishini ko'rib chiqadi. Raqamli texnologiyalar va internetning rivojlanishi mualliflik huquqlari, patentlar va tovar belgilari kabi intellektual mulk turlariga yangi qiyinchiliklar keltirib chiqardi. ⁹

Raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalash bo'yicha ko'plab ilmiy tadqiqotlar olib borilmoqda. Masalan, S. Smith (2022) "**Raqamli iqtisodiyotda intellektual mulk huquqlarini himoya qilish: yangi yondashuvlar**" nomli maqolasida raqamli platformalarda IM huquqlarini himoya qilishda innovatsion yondashuvlar taklif etadi. U raqamli iqtisodiyotda litsenziyalashning murakkabligini va ushbu jarayonni soddalashtirish uchun yangi yechimlarni izlaydi. Raqamli iqtisodiyotda intellektual mulk huquqlarini himoya qilish yangi yondashuvlar talab qilmoqda. Raqamli texnologiyalar rivojlanishi bilan intellektual mulk huquqlarining

⁸ “Intellectual Property Rights and Licensing”

⁹ “Digital Rights Management (DRM)” va “Copyright in the Digital Age”

buzilishi, xususan, mualliflik huquqlari, patentlar va tijorat sirlariga doir muammolar ko'paymoqda.

Yangi yondashuvlar, masalan, blokcheyn texnologiyasi va sun'iy intellektni qo'llash, mulk huquqlarini yanada samarali himoya qilish imkoniyatlarini yaratmoqda. Blokcheyn orqali mualliflik huquqlari hujjatlari va ijro etish tarixini shaffof va o'zgartirib bo'lmaydigan tarzda saqlash mumkin. Shuningdek, sun'iy intellekt yordamida buzilishlarni aniqlash va ularga tezkor javob berish imkoniyatlari oshmoqda.

Umuman olganda, raqamli iqtisodiyotda intellektual mulkni himoya qilish uchun innovatsion yondashuvlar, samarali qonunchilik va global hamkorlik zarur. Bu jarayon nafaqat ijodkorlar va ishlab chiqaruvchilar, balki iqtisodiyotning barqaror rivojlanishi uchun ham muhim ahamiyatga ega hisoblanadi.

Bundan tashqari, J. Brown (2021) o'zining "**Litsenziyalash va raqamli muhit: muammolar va yechimlar**" maqolasida raqamli iqtisodiyotda litsenziyalash jarayonidagi qiyinchiliklarni va buni bartaraf etish uchun kerakli choralarni ko'rsatadi.

Raqamli iqtisodiyotda intellektual mulk huquqlarini litsenziyalash zamonaviy iqtisodiyotni rivojlantirishda muhim rol o'ynaydi. Bu jarayon bir qator qiyinchiliklar va muammolar bilan to'qnash keladi. Xorijiy va milliy qonunchilikda mavjud bo'shliqlarni bartaraf etish, yangi texnologiyalari haqida so'z yuritadi.

Qonunchilikka taklif: "Litsenziyalash, ruxsat berish va xabardor qilish tartib tamoillari to'g'risida"gi qonuning 9-moddasiga qo'shimchalar kirgizdirsa muvoffiq bo'lardi. Qonunchilikning amaldagi tahlili

9-modda. Faoliyatning litsenziyalanadigan turlarini davlat muassasalari tomonidan amalga oshirish

O'zbekiston Respublikasi Prezidentining yoki O'zbekiston Respublikasi Vazirlar Mahkamasining qarorlari bilan tashkil etilgan davlat muassasalari, basharti O'zbekiston Respublikasi Prezidentining yoki O'zbekiston Respublikasi Vazirlar Mahkamasining qarorlarida faoliyatning litsenziyalanadigan turlarini amalga oshirish nazarda tutilgan bo'lsa, faoliyatning ushbu turlarini tegishli litsenziyani olmasdan amalga oshirishga haqlidir. Mazkur qoida ko'rsatilgan davlat muassasalarini litsenziya talablari va shartlarini bajarishdan ozod etmaydi.

Taklif etilayotgan tahrirda 9-moddaning o'ziga o'zgartirish kirgizdirish lozim. Bunda raqamli iqtisodiyot sahroitada litsenziyalangan faoliyat turlarini davlat muassasalari tomonidan elektron tizim orqali amalga oshirishdir. Taklifning asosiy jihatlariniga kelsak: avvalambor, faoliyat turlarini aniqlash ya'ni bunda davlat muassasalari tomonidan litsenziya lash uchub zarur bo'lgan faoliyat turlarining aniq ro'yxatini shakllantirish va uni elektron platformada e'lon qilish. Shuningdek, faoliyat

turlarini litsenziyalash jarayonini to'liq raqamli formatda amalga oshirish kerak. Bu arizalarni elektron tarzda berish, hujjatlarni topshirish va ruxsatnomlarni olishni o'z ichiga oladi. Va litsenziyalangan faoliyat turlari bo'yicha davlat muassasalari tomonidan yaratilgan ma'lumotlar bazasini ta'minlash. Keyin esa, litsenziyalangan ma'lumot turlarini davlat nazorati va monitoringi elektron tizim orqali amalga oshirilishi, faoliyatning qonuniyligini ta'minlashga yordam beradi.

Ushbu taklif, davlat muassasalari faoliyatini modernizatsiya qilish va raqamli iqtisodiyot sharoitida intellektual mulkni himoya qilishni kuchaytirishga yordam beradi.

Xulosa

Raqamli iqtisodiyotda intellektual mulk huquqini litsenziyalash muhim rol o'ynaydi. Ushbu jarayon ijodiy mahsulotlarni himoya qilish va ulardan foydalanishni tartibga solishga yordam beradi. Litsenziyalash orqali mualliflar o'z asarlaridan iqtisodiy foyda olish imkoniyatini qo'lga kiritadilar, bu esa innovatsiyalarni rag'batlantiradi.

Shuningdek, litsenziya shartlari orqali raqamli kontentdan foydalanishning aniq qoidalari belgilanadi, bu esa raqobatni oshiradi va bozorni diversifikatsiya qiladi. Biroq, raqamli iqtisodiyotdagi global xususiyatlar litsenziyalash tizimlarini xalqaro darajada muvofiqlashtirishni talab etadi.

Umuman olganda, intellektual mulk huquqini litsenziyalash raqamli iqtisodiyotning barqaror rivojlanishi uchun zaruriy shartdir, chunki u ijodkorlikni qo'llab-quvvatlaydi va iqtisodiy o'sishni ta'minlaydi.

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4. O'zbekiston Respublikasi Konstitutsiyasi
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6. "Digital Rights Management (DRM)" va "Copyright in the Digital Age" maqollari
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8. "Intellectual Property Rights and Licensing" nomli maqola
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МА'LUMOTLAR JOYLASHUVIGA OID YURISDIKSIYA MASALALARI

Tursunboyeva Dinora

Tursunboyevadinora@gmail.com

Toshkent davlat yuridik universiteti

Xususiy huquq fakulteti 1-kurs

B-potok 1-guruh talabasi

Javoxir Eshonqulov - ilmiy rahbar

javoxireshonqulov0724@gmail.com

Toshkent davlat yuridik unversiteti

Kiber huquq kafedrası o'qtuvchisi

Annotatsiya. Ushbu esseda bugungi kun uchun juda muhim va dolzarb bo'lgan ma'lumotlar joylashuviga oid yurisdiksiya masalalari haqida reklama tushunchasi raqamli va qachon paydo bo'lganligi undan dastlab qaysi davlatlar foydalangan ekanligini va ma'lumotlar joylashuviga oid va ularning qanday tartibga solinishi va shu kabi dolzarb masalalar yoritilgan, Bundan tashqari qonunchilikka takliflar yoritilgan.

Kalit so'zlar; ma'lumotlar joylashuvi, yurisdiksiya, chet el qonunchiligi, chet el tajribalari, molliiy qonunchilik, tashqi ma'lumotlar.

KIRISH

Ma'lumot-so'zi ma'lumot yoki axborot degan ma'noni anglatadi. Bu odatda bilim, faktlar yoki tushunchalar to'g'risidagi ma'lumotlar bo'lib ularni o'rganish tahlil qilish yoki qo'llash uchun foydalanamiz. Bu ma'lumotlar joylashuviga oid yurisdiksiya masalalari bu xizmatlarni ko'rsatish targ'ib qilish va ularni ananaviy ma'lumotlardan foydalanib farqli jihati aniq maqsadli auditoriyani aniqlab ular haqida ma'lumot joylashtirib ularga taqdim qilish imkonini beradi. Ma'lumotlar joylashuvi bu reklamaning asosiy turlari bo'lib bular ijtimoiy tarmoqlardagi ma'lumotlar hamda ularning bannerlari video reklamalari va boshqalar.

Ma'lumotlar joylashuviga oid yurisdiksiya masalalari bugungi kunda jufda muhim. Ular asosan quyidagi nuqtalarda kesishadi;

Ma'lumotlar joylashuvi; Ma'lumotlar fizik jihatdan qayerga saqlanishi yurisdiksiya masalalari ta'sir qiladi. Turli mamlakatlar o'z qonunlari va qoidalariga ega bu esa ma'lumotlarni qanday boshqarish va ularga qanday kirish imkoniyatlarini belgilaydi.

Milliy qonunchilik; Har bir davlat o'z ma'lumotlarini himoya qilish qonunlariga ega. Evropa Ittifoqining GDPR qonuni ma'lumotlarni saqlash va ishlov berish bo'yicha qat'iy talablarni belgilaydi.

Kross-milliy masalalar; Global koroxnalar ma'lumotlarni bir nechta mamlakatlarda saqlashi mumkin, bu esa yurisdiksiya masalalarini yanada murakkablashtiradi. Bu holatda bir mamlakatning qonunlari boshqa mamlakatlarda qanday amal qilishi haqida muammo yuzaga keladi.

Xavfsizlik va maxfiylik; Ma'lumotlarni himoya qilish xavfsizlik talablariga rioya qilish va maxfiylikni ta'minlash har bir yurisdiksiyaning muhim qismi hisoblanadi. Bu masalalar doimiy ravishda o'zgarib turadi va global raqamli iqtisodiyot rivojlanishi bilan yanada dolzarblashadi.

Ma'lumotlar joylashuviga oid yurisdiksiya masalasiga oid yurisdiksiya masalalari bunda ma'lumotlar joylashuvi asosan 1990-yillarda internetning keng tarqalishi bilan paydo bo'lgan. Bu davrda xalqaro qonun va siyosat internet orqali olingan ma'lumotlarga va ularning joylashuviga oid murakkab masalalarni malumotlarni saqlash joyi kabi masalalar yurisdiksiya chegaralarni kesib o'tganligi sababli muammolar yanada chuqurlashadi. Bugungi kunda esa bu masalalar global tarmoq bulutli xizmatlar va ma'lumotlarning transchegaraviy o'tishi bilan yanada dolzarb bo'lib qolmoqda.

Milliy qonunchilik;

Albatta milliy qonunchiligimizda ma'lumotlar joylashuviga oid yurisdiksiya masalalari bir nechta qonunlar bilan tartibga solingan bularga misol qilib oladigan bo'lsak;

1. O'zbekiston Respublikasining "Ma'lumotlar joylashuviga oid yurisdiksiya masalalari" to'g'risidagi qonun

2. O'zbekiston Respublikasining "Ma'lumotlarni joylashtirish to'g'risida" gi qonun

3. O'zbekiston Respublikasining "Shaxsga doir masalalari to'g'risidagi qonuni

Yuqorida ta'kidlangan Ma'lumotlar joylashuviga oid yurisdiksiya masalalari to'g'risidagi qonunining 3-bobida aynan ma'lumotlarga doir umumiy va maxsus talablar deb nmlangan va ular bir nechta moddalardan iborat va ularda ma'lumotlar joylashuviga oid talablar ko'rsatilgan.

Ma'lumotlar joylashuviga oid yurisdiksiya masalalari bunda shaxsga doir masalalar deb oladigan bo'lsak bunda noqonuniy reklamaga yo'l qo'yilmaydi. Agar ma'lumotlarni beruvchi yoki reklama qilinyotgan bo'lsa agar bunda ma'lumotlardan foydalanayotgan reklama chalg'itib qo'ymasa va ularga xizmat ko'rsatmasa agarda putur yetkazsa ma'lumotlar joylashuviga oid yurisdiksiyaga yo'l qo'yilmaydi va unga ruxsat berilmaydi. Bunda O'zbekiston Respublikasining "Shaxsga doir masalalar to'g'risida" gi qonunlar bevosita ushbu qonunning maqsadi shaxsga doir ma'lumotlarni shu sohadagi munosabatlarni tartibga solishdan iborat. Ushbu qonunning qo'llanilish sohasi ma'lumotlar joylashuviga oid ma'lumotlarga

yurisdiksiya masalalari unga ishlov berish va ularni himoya qilish chog'ida qo'llaniladigan ishlov berish vositalardan shu jumladan axborot texnologiyalaridan qat'iy nazar yuzaga keladigan muosabatlarga nisbatan tatbiq etiladi. Ushbu qonunning amal qilishi jismoniy shaxs tomonidan ma'lumotlar joylashuviga oid yurisdiksiya masalalari maishiy maqsadlarda va o'z kasbiy yoki tijorat faoliyati bilan bog'liq bo'lmagan holda ishlov berish milliy arxiv fondi hujjatlarini va malumotlarni o'z ichiga olgan boshqa arxiv hujjatlarni shakllantirish saqlash va undan foydalanish.

Chet el qonunchiligi va tajribalari;

Chet el qonunchiligi tajribalarida ma'lumotlar joylashuviga oid yurisdiksiya masalalari faoliyatini tartibga solishda qonunchilikda asosan 3ta asosiy sohani qamrab oladi.

Shaxsiy ma'lumotlarni himoya qilish; Yevropa ittifoqida va boshqa davlatlarda umumiy ma'lumotlarni himoya qilish to'g'risidagi [GDPR] ma'lumotlarni yig'ish va ulardan foydalanishni qat'iy tartibga solidi. GDPR talablariga muvofiq foydalanuvchilarning roziligini olish ularning shaxsiy ma'lumotlarini qanday ishlatilayotgani tushunish zarur.

Reklama mazmuni va shaffofligi; Yevropa ittifoqining ma'lumotlar joylashuviga oid yurisdiksiya masalalari to'g'risidagi qonuni platformalardan foydalanuvchilarga ma'lumot to'g'risidagi asosiy ma'lumotlarni ko'rsatishini amal qiladi.

Yevropa ittifoqi

Yevropa ittifoqining malumotlarni joylashuviga oid yurisdiksiya masalalarini tartibga solishda Digital Service Act kabi qonunlardan foydalanilari.

Digital service Act barcha ma'lumotlarni tartibga solish ijtimoiy tarmoqlar va electron tijorat platformalarini qamrab oladi. Bu asosan ma'lumotlar joylashuvi faoliyatini boshqaradi va maxsus cheklaydi shu bilan birga voyaga yetmaganlarninga moljallangan malumotlar ular o'rtasidagi tarqalishlarni oldini oladi.

Amerika Qo'shma Shtatlari

AQSH ma'lumotlarni tartibga soluvchi bir qancha qonunlar mavjud bular quyidagilar

Federal Savdo Komissiyasi Qoidalari bu asosan ma'lumotlarni vamaxfiylikni tartibga soluvchi organining qarorlari hisoblanib jumladan onlayn maxfiylikni himoya qilish va ma'lumotlarni saqlash.

Ma'lumotlar joylashuviga oid yurisdiksiya masalalari mazmuniga qo'yiladigan talablar;

Aniq va haqqoniy bo'lish ma'lumotlar aniq va to'g'ri bo'lishi kerak. Masalan maxsulotlarning sifati narxi va xususiyati to'g'risida yolg'on ma'lumot berish ta'qiqlanadi.

Etikaga moslik; ma'lumotlar axloqiy va milliy qadriyatlarga mos bo'lishi kerak.

Yoshga doir cheklovlar; voyaga yetmaganlar uchun cheklangan ma'lumotlar maxsus talablarga javob berishi kerak.

Ma'lumotlarni to'g'ri ekanligini ochiq ko'rsatish.

Har qanday ma'lumot aniq va to'g'ri ko'rinib turishi kerak.

Reklama va uning xizmatlari kafolatlari; ma'lumot aniq bir mavzuga taaluqli ekanligini aniq ko'rinib turish kerak.

Yolg'on va chalg'ituvchi ma'lumotlarni taqiqlash.

Yolg'on yoki chalg'ituvchi ma'lumotlar taqiqlanadi.

Nohaqq taqqoslash va raqobatchilarni xurmat qilish raqobatchilarni xurmat qilish va ular haqida yolg'on ma'lumotlarni tarqatilishi taqiqlanadi.

Nazorat va javobgarlik;

Ma'muriy javobgarlik; qonunchilikka zid bo'lgan ma'lumotlar amalga oshirilgan taqdirda ma'muriy javobgarlikka tortish.

Vakolatli organlar; reklama faoliyatini kuzatib boruvchi organlar reklamalarini nazorat qilishlari kerak.

Bundan tashqari albatta ma'lumotlarni joylashuviga oid yurisdiksiya masalalarini amalga oshirganda shartlarini yaratilgandan keyin uni tartibga solish qonunlarni va tartiblashtirilgan o'z-o'zidan talab oshadi.

Ma'lumotlarni idenifikatsiya qilish.

Ma'lumotlar tarqatish shakllaridan yoki vositalardan qa'ti nazar uni malumot sifatida idenifikatsiya qilish mumkin bo'lgan tarzda boshqa axborotlardan ajratiladigan bo'lishi kerak. Mazkur talab uyg'unlashtirilgan ma'lumotlarga nisbatan tatbiq etilmaydi. Masalan televedeniye va audio radiolarda boshqa ma'lumotlarni boshqa dasturlardan so'ng o'zining boshlanishi va oxirda audio aralash vositalar yoki boshlovchilarning sharhlari yordamida ajratilib qo'yilishi kerak. Ma'lumot beruvchi tomonidan bevosita yoki bilvosita foyda olish maqsadida e'lon qilingan qiziqishlarni shakllantirish va uni realizatsiya qilishga ko'maklashish uchun yoxud uni ma'lumot foydalanuvchilarning e'tiborini atayin jalb etadigan yoki mazkur ma'lumotlarni chiqaruvchi yoki tarqatuvchi shaxsning nashrga oid ma'lumotlarni o'z ichiga oladi axborot yoki ma'lumot materialini mualliflik ha tahririyat materialini reklama deb hisoblanadi hamda u ma'lumot ostida joylashtirilgan bo'lishi kerak. 20-moddasida Ijtimoiy axborot

Ma'lumotlarning aylanishi uchun belgilangan barcha talablar ijtimoiy axborotning aylanishiga nisbatan qo'llaniladi.

17-moddasida Voyaga yetmagan shaxslarni reklama va ular haqidagi shaxsiy ma'lumotlarni himoya qilish.

Voyaga yetmaganlarni ularning ishonchini va tajribasini yetishmasligini suiste'mol qilish qilishlaridan Voyaga yetmaganlarning istemol qilishi taqiqlangan

ma'lumotlarni va ulardan foydalanayotgan voyaga yetmaganlarning tasvirlaridan foydalanish. Hamda 19-modda Ma'lumotlarda hamkorlik va sheriklik.

Teleko'rsatuvlarni radioeshttirishlarni yaratishda televedeniye va radioda namoyish etiladigan teatrkonsert sport tadbirlarini hamda boshqa tadbirlarini tashkil qilishda homiylik va sheriklik ishtirok etishi mumkin.

Homiylik va sheriklik belgilari dastur homiysi va dastur sherigi shaklida homiy va sherik haqidagi qaydni o'z ichiga oladi. Telekanallarda homiylik va sheriklik belgilarining besh soniyadan radiokanallarda esa yigirma soniyadan oshishi mumkin emas.

Australia

Avstraliyada asosan raqamli ma'lumotlar Avstraliya qonuni bilan tartibga solinadi bundan tashqari bu qonunning asosiy talablari mavjud.

Maxfiylik va ma'lumotlardan foydalanish 1988-yildagi Maxfiylik to'g'risidagi qonunda ma'lumotlardan foydalanishni cheklashni va raqamli platformalarda ma'lumotlar bilan bog'liq amaliyotlardagi aniq qilishni talab qiladi bu esa istemolchining maxfiyliklari ta'minlaydi.

Maqolada mos keladiganlar taqqoslanadi va tahlil qilinadi Xitoy va Rossiya qonunchiligi shuningdek ayrimlarni aniqlash Xitoyda tegishli qoidalardagi muammolar. Fuqarolik va tijoratga ruxsat berishning eng yaxshi usuli chet el fuqaroligi bilan bog'liq fuqarolik nizolari biz fuqarolik sud jarayonidir xorijiy fuqarolar bilan aloqalar. Qachon hachet el bilan bog'liq fuqarolik nizosi fuqarolik sudda korib chiqiladi. Yurisdiksiyani o'rnatish muammodir chunki birinchi navbatda hal qilinishi kerak. Maqola 3 qismga bo'lingan birinchisi bilan bog'liq fuqarolik ishlari bo'yicha yurisdiksiya tushunchasi tashqi ishlar bilan, ikkinchi qism muhokama qilinadi. Xitoy va Rossiyada tegishli qonunlarning evolyutsiyasi ikkinchidan amaldagi qonunchilikning o'ziga xos mazmuni Xitoy va Rossiyada taqqoslangan va nuqtai nazardan tahlil qilingan mintaqaviy yurisdiksiya iqtisodiy globallashuv to'liqlini tasiri ositda aloqalar millatlarda ko'proq fuqarolik huquqi qonunlari paydo bo'ldi. Munosabatlar shuningdek har kuni o'sib boradi. Tashqi ishlar bilan bog'liq barcha nizolar fuqarolik va tijoratga ruxsat berishning eng yaxshi usuli chet el fuqarolarining va ular bilan bog'liq fuqarolik nizolari va fuqarolik sud jarayonlaridir xorijiy syd jaraoni xorijiy fuqarolar bilan aloqalar fuqarolik va tijoratga ruxsat berishning eng yaxshi usuli chet el fuqaroligi. Hududiy yurisdiksiya nuqtai nazaridan onlayn kompyuterlarda mualliflik huquqining buzilishi bo'yicha xitoy va Rossiya o'rtasidagi o'xshashliklar. Ko'p sonli xalqaro fuqarolik da'volariga olib kelgan xalqaro fuqarolik nizolarining tez o'sishi bilan birga bo'lgan yangi rivojlanish (muayyan mamlakat bilan solishtirganda, xorijiy fuqarolik da'volari deb ham ataladi). Chet el masalalari bilan bog'liq fuqarolik ishlari bo'yicha yurisdiksiya deganda chet el omillari

bilan bog'liq fuqarolik ishlarini ko'rib chiqish va ko'rib chiqish uchun sud vakolatiga ega bo'lgan mamlakat sudlari yoki boshqa sud organlarining yurisdiksiyasi tushuniladi. U davlat hokimiyatiga asoslanadi va milliy suverenitetning timsoli bo'lgan butun xalqaro hamjamiyat doirasida yurisdiksiyaga ega. Tashqi ishlar bilan bog'liq aniq fuqarolik ishlarini sudda ko'rishda yurisdiksiyani aniqlash dastlabki masala hisoblanadi. Ishning yurisdiksiyasi aniqlangandan keyingina keyingi sud harakatlari amalga oshirilishi mumkin. Ba'zi olimlar "xalqaro fuqarolik protsessida yurisdiksiya" atamasidan foydalanadilar, ammo muallif "chet eldagi yurisdiksiya" o'rtasida sezilarli farq yo'q deb hisoblaydi. "Xalqaro" so'zi xalqaro so'zda ifodalangan. Xitoyda fuqarolik protsessining yurisdiksiyasi to'g'risidagi qoidalar; "Chet ellik" tushunchasi xitoylik olimlarning Rossiya fuqarolik protsessi to'g'risidagi qoidalarini tarjima qilishda ham qo'llaniladi, shuning uchun muallif "Xorijiy sud ishlarini yuritishda yurisdiksiya" iborasini ishlatadi (Rossiya Federatsiyasi Fuqarolik Kodeksining 404-moddasi 2-bandi). Rossiya Federatsiyasi Fuqarolik protsessual kodeksi) Tashqi ishlarga oid fuqarolik protsessida yurisdiksiyani belgilashning umumiy tamoyillari Hozirgi vaqtda xalqaro xususiy huquq sohasida yagona xalqaro fuqarolik protsessual huquqi mavjud emas va har bir davlat yurisdiksiyaning asosiy maqsadini tushunishiga muvofiq yurisdiksiya chegaralarini belgilaydi. Yurisdiksiya huquqi astasekin huquqiy almashinuv jarayonida ta'sir qiladi, o'z ichiga oladi va hatto ba'zi jihatlarida birlashadi. Yurisdiksiyani belgilashning ba'zi muhim tamoyillari ko'pchilik mamlakatlar tomonidan to'plangan, o'rganilgan va qabul qilingan (Bu Xitoy Fuqarolik protsessual qonunining 236-moddasida o'z aksini topgan (birinchi navbatda xalqaro shartnomalar qo'llaniladi); Rossiya Federatsiyasi Fuqarolik protsessual kodeksining 406-moddasi (xalqaro shartnomalar asosida bitta ish, bitta da'vo). Milliy suverenitet tamoyili va muvofiq yurisdiksiya tamoyili Milliy suverenitet tamoyili dastlab xalqaro ommaviy huquqning asosiy prinsipi sifatida ilgari surilgan bo'lsa, hozirda xorijiy davlatlar bilan bog'liq fuqarolik va savdo munosabatlarini tartibga solishning asosiy mezoniga aylandi. Suverenitet - bu mamlakatning o'z faoliyatini mustaqil ravishda amalga oshirish uchun ajralmas oliy hokimiyat ichki va tashqi ishlar, suverenitet esa milliy ommaviy huquq va xalqaro xususiy huquqni tartibga solishning asosiy tamoyilidir. Tashqi ishlar bilan bog'liq fuqarolik protsessida milliy suverenitet tamoyili barcha sud faoliyatida amalga oshiriladi. Muvofiq yurisdiksiya tamoyili milliy suverenitet tamoyiliga mos keladigan tamoyildir. Bu tamoyil dunyo mamlakatlari xorijiy fuqarolik ishlarining yurisdiksiyasiga oid qonunchilik va sud faoliyatini amalga oshirishda boshqa mamlakatlarning, shuningdek, xalqaro hamjamiyatning tegishli qonunchilik va sud amaliyotini hisobga olishi kerakligini anglatadi. Tashqi ishlar bilan bog'liq bo'lgan fuqarolik sudlarida yurisdiksiyaviy nizolarning oldini olishga va ularni bartaraf etishga urinish odatiy amaliyotdir. Hozirgi kunda bu tamoyil dunyo mamlakatlari tomonidan

ham keng qabul qilinmoqda. Hech bir davlat boshq a davlatlar bilan aloqalarni butunlay bloklay olmaydi. Hududiy yurisdiksiya printsipti va shaxsiy yurisdiksiya printsipti Hududiy yurisdiksiya va shaxsiy yurisdiksiya xorijiy davlatlar ishtirokidagi fuqarolik va tijorat yurisdiksiyasiga oid masalalarda milliy suverenitet tamoyilining ko'rinishidir. Hududiy yurisdiksiya, shuningdek, hududiy yurisdiksiya deb ham ataladi, mamlakat hududiy suverenitet printsiptiga muvofiq o'z hududidagi barcha shaxslar, ob'ektlar, huquqiy hodisalar va huquqiy harakatlar ustidan yurisdiksiyaga ega ekanligini anglatadi; turar-joy yoki doimiy yashash joyi yoki narsalar joylashgan yoki huquqiy hodisalar va harakatlar sodir bo'lgan joy ushbu mamlakat hududida bo'lsa (shartnoma bo'yicha yurisdiksiya Xitoy Fuqarolik protsessual qonunining 242-moddasida va Rossiya Federatsiyasi Fuqarolik protsessual qonunining 404-moddasida nazarda tutilgan). Rossiyaning Fuqarolik protsessual qonuni). Shaxsiy yurisdiksiya tomonlarning fuqaroligini ta'kidlaydi va mamlakat sudlari o'z fuqarolari bilan bog'liq barcha ishlarni ko'rish va ko'rish huquqiga ega ekanligini anglatadi; uning yurisdiksiyasining asosi shundan iboratki, jarayon ishtirokchilaridan biri sud tegishli bo'lgan mamlakat fuqarosi hisoblanadi. Frantsiya huquqi va undan o'rnak olgan boshqa huquqiy tizimlar yuridik shaxs printsiptiga ko'proq e'tibor beradi va fuqarolikni sudning yurisdiksiyasini tanlashda asosiy bo'g'in deb hisoblaydi. Bu tamoyil o'z fuqarolari manfaatlariga katta e'tibor beradi. Bu tamoyilning istaksiz qo'llanilishi mamlakatni majbur qiladi. Sudlar yurisdiksiyaga ega bo'ladi va qabul qilingan qarorlar xorijiy sudlar tomonidan tan olinmaydi va ijro etilmaydi. Shu sababli, mamlakatlar yurisdiksiyani o'rnatganda, yuridik shaxs printsiptidan foydalanish zaiflashadi. Tomonlarning xohish-irodasini hisobga olish tamoyili Shartnoma erkinligi va xususiy huquqning avtonomligi bugungi kunda xalqaro hamjamiyat tomonidan tan olingan asosiy tamoyillardir. Tomonlarning xohish-irodasi inobatga olinadi, ya'ni nizo yuzaga kelgunga qadar yoki undan keyin taraflar kelishuv asosida qaysi davlat unga nisbatan yurisdiksiyani amalga oshirishini belgilaydi. Agar tomonlar tanlagan sud majburiy huquqiy qoidalarni buzmasa (masalan, ierarxik yurisdiksiya va eksklyuziv yurisdiksiya), ko'pchilik mamlakatlar tomonlarga yurisdiksiya sudini kelishuv asosida tanlashga ruxsat beradi. U umumiy huquqli mamlakat bo'ladimi yoki fuqarolik huquqi mamlakati bo'ladimi, kelishuv bo'yicha samarali yurisdiksiya muhim oqibatlarga olib kelishi mumkin va ikkala mamlakat kelishuvning haqiqiylikini baholash elementlari bo'yicha deyarli bir xil qoidalarga ega. Yagona farq shundaki, hatto yurisdiksiya to'g'risidagi kelishuv mavjud bo'lsa ham, umumiy huquqli mamlakatlarda sudyalar yurisdiksiyani amalga oshirish to'g'risida qaror qabul qilish huquqiga ega; Fuqarolik huquqi tizimidagi sudyalar bunday ixtiyoriy huquqqa ega emaslar. Tashqi ishlar bilan bog'liq fuqarolik protsessida Xitoy va Rossiya yurisdiksiya qonunlarini taqqoslash. Tashqi ishlar bilan bog'liq fuqarolik protsessining

yurisdiksiya asosi mamlakat tashqi ishlar bilan bog'liq muayyan fuqarolik va tijorat nizolari bo'yicha yurisdiksiyani amalga oshirishi mumkin bo'lgan shartlar, standartlar yoki sabablarga taalluqlidir. Turli xil milliy sharoitlar va turli mamlakatlarning siyosiy, iqtisodiy va madaniy xususiyatlari tufayli turli mamlakatlarda tashqi ishlar bo'yicha ishlarning yurisdiksiyaviy asoslarida ham katta farqlar mavjud. Keyingi maqolada ikki davlatning tegishli qonunchiligi solishtiriladi. Bundan tashqari, ushbu qismning oxirgi qismida Xitoy va Rossiyaning bilvosita umumiy yurisdiksiyasi, ya'ni xorijiy sud qarorlarini tan olish va ijro etish to'g'risidagi qonun hujjatlari solishtiriladi va tahlil qilinadi. Tarixni ko'zgudek qabul qilsak, ko'tarilish va pasayishlarni bilishimiz mumkin. Uzunlamasına tarixiy tahlil Xitoy va Rossiyadagi xorijiy kelib chiqishi, rivojlanishi va amaldagi qonunchiligini tushunish uchun juda foydali. Hududiy yurisdiksiya, shuningdek, hududiy yurisdiksiya deb ham ataladi, bu mamlakat hududiy suverenitet printsiptiga muvofiq o'z hududidagi barcha shaxslar, ob'ektlar, huquqiy hodisalar va huquqiy harakatlar ustidan yurisdiksiyaga ega ekanligini anglatadi. Turli mazmuniga ko'ra, hududiy yurisdiksiya yana umumiy hududiy yurisdiksiya va maxsus hududiy yurisdiksiyaga bo'linishi mumkin. Sud tegishli bo'lgan mamlakatda sudlanuvchining yashash joyi yoki doimiy yashash joyiga asoslangan tizim "da'vogar-javoblanuvchi printsipti" deb ataladi, shuningdek, oddiy hududiy yurisdiksiya deb ham ataladi. Asosiy masala: Xitoy va Rossiyada "domiliatsiya" tushunchasi. Tegishli Xitoy qonunlari qoidalariga ko'ra, fuqaroning yashash joyi "fuqaroning uy xo'jaligini ro'yxatga olish joyi" deb tushuniladi. Agar fuqaroning yashash joyi uning odatdagi yashash joyiga mos kelmasa, u odatdagi yashash joyidagi xalq sudining yurisdiksiyasiga kiradi, ya'ni fuqaro o'z joyini tark etganidan keyin bir yildan ortiq doimiy istiqomat qilsa. yashash joyi va da'vo arizasi. Joy. Yuridik shaxsning yoki boshqa tashkilotning yashash joyi deganda yuridik shaxs yoki boshqa tashkilotning asosiy faoliyat joyi yoki bosh idorasi joylashgan joy tushuniladi. Agar taraf ikki yoki undan ortiq xo'jalik yurituvchi sub'ektlarga ega bo'lsa, nizoda fuqarolik munosabatlari bilan eng yaqin aloqador bo'lgan xo'jalik yurituvchi sub'ektlar ustunlik qiladi; agar tarafning tadbirkorlik joyi bo'lmasa, uning yashash joyi yoki doimiy yashash joyi nazorat qiladi. Ko'rinib turibdiki, Xitoyda yuridik shaxsning yashash joyi "nazorat markazining joylashuvi" bilan belgilanadi. Rossiya Federatsiyasining amaldagi qonunchiligiga muvofiq fuqarolarning yashash joyi fuqarolarning odatda yashaydigan yoki birinchi navbatda yashaydigan joyidir; 14 yoshga to'lmagan voyaga etmaganlarning va vasiylikdagi fuqarolarning yashash joyi ularning qonuniy vakillari: ota-onalar, farzandlikka oluvchilar yoki homiylarning yashash joyi, yer uchastkasi hisoblanadi. Ayni paytda Rossiya fuqarolarining bir qismi bir nechta uy va bir nechta yashash joylariga ega. Sud amaliyotida odatiy usul fuqaroning doimiy yoki asosiy yashash joyini fuqarolik guvohnomasidagi ro'yxatga

olish raqami bo'yicha emas, balki fuqaroning ro'yxatga olish maqomi bo'yicha aniqlashdir. Ya'ni, fuqarolar o'zlarining yashash joyi bo'yicha ro'yxatdan o'tgan joyidagi sudga murojaat qilishlari kerak. Rossiya yuridik shaxslarning yashash joyini davlat ro'yxatidan o'tkazish joyi sifatida belgilaydi va yuridik shaxslarning doimiy ijro etuvchi organlari joylashgan joyda davlat ro'yxatidan o'tkazilishini talab qiladi. Joy davlat ro'yxatidan o'tgan. Ushbu ta'limot ro'yxatga olish nazariyasi yoki o'rnatish nazariyasi deb ataladi. Keyin quyidagi holatlar yuzaga kelishi mumkin: Rossiya fuqarosi tomonidan yaratilgan yuridik shaxs boshqa mamlakatlarda ro'yxatdan o'tgan, ammo tadbirkorlik faoliyatini faqat Rossiyada amalga oshiradi. Ushbu yuridik shaxs Rossiyada ro'yxatdan o'tmaganligi sababli, uning Rossiyada doimiy yashash joyi yo'q deb hisoblanadi.

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RAQAMLI PLATFORMALARDA REKLAMA FAOLIYATINI AMALGA OSHIRISH SHARTLARI

Tirkasheva Umida

Uktamovnaumida873@gmail.com

Toshkent davlat yuridik universiteti

Xususiy huquq fakulteti 1-kurs

B-potok 1-guruh talabasi

Javoxir Eshonqulov - ilmiy rahbar

javoxireshonqulov0724@gmail.com

Toshkent davlat yuridik unversiteti

Kiber huquq kafedrası o'qtuvchisi

Annotatsiya: Ushbu esseda bugungi kun uchun judda muhim va dolzarb bo'lgan "raqamli palatformatlarda raqamli reklama faoliyatini amalga oshirish shartlari" haqida, reklama tushunchasi, raqamli reklama tushunchasi va qachon paydo bo'lganligi, undan dastlab qaysi davlatlar foydalanganligini, raqamli platforma tushunchalari ularni qanchalik muhim va kerakligini, chet el qonunchiligi va milliy qonunchilikda bu sohaning qanday tartibga solinishi va shu kabi dolzarb masalalar yoritilgan. Bundan tashqari qonunchilikga takliflar yoritilgan.

Kalit so'zlar: Reklama, raqamli platforma, raqamli reklama, chet el qonunchiligi, chet el tajribalari, milliy qonunchilik, tashqi reklama.

Abstract: This essay is about the "conditions of digital advertising activities on digital platforms", which is very important and relevant for today, the concept of advertising, the concept of digital advertising and when it appeared, which countries used it first, the concepts of digital platforms to what extent they importance and necessity, how this field is regulated in foreign and national legislation, and similar topical issues are covered. In addition, legislative proposals are highlighted.

Keywords: Advertising, digital platform, digital advertising, foreign legislation, foreign experiences, national legislation, foreign advertising.

Аннотация. В этом эссе очень важно и актуально на сегодняшний день об «условиях осуществления цифровой рекламной деятельности на цифровых платформах», о понятии рекламы, о понятии цифровой рекламы и о том, когда она появилась, какие страны первыми ее применили, как важное значение имеют понятия о цифровых платформах и их необходимости, как эта сфера регулируется в зарубежном и национальном законодательстве, а также освещаются аналогичные актуальные вопросы. Кроме того, выделены законодательные предложения.

Ключевые слова: Реклама, цифровая платформа, цифровая реклама, зарубежное законодательство, зарубежный опыт, национальное законодательство, зарубежная реклама.

KIRISH

“Reklama” bu hozirgi dunyoda eng rivojlanib borayotgan soha desak xato bo’lmaydi chunki hozir butun dunyoda ishlab chiqarish gurkirab rivojlanmoqda, kundan-kunga yangi mahsulotlar, yangi texnikalar ishlab chiqilmoqda, albatta ishlab chiqarish bo’lgan joyda o’z-o’zidan reklamaga ham talab kuchayadi. Reklama o’zi nima? degan savolga “Reklama”- (lotincha:reklamo- qichqirmoq) tavarlarning sifati, ularni sotib olishdan ko’riladigan naf haqidagi axborot deb javob berish mumkin. Bundan tashqari “internet” rivojlanib borishi natijasida fanga yangi atamalar sekinlik bilan kirib kelmoqda bunga misol qilib “raqamli reklama” va “raqamli platforma”ni keltirsak bo’ladi.

Raqamli platforma – bu asosan internet orqali xizmatlar, mahsulotlar yoki axborot almashish uchun mo’ljallangan ijtimoiy tarmoqlar yoki shu kabi boshqa saytlarda yaratilgan muhit hisoblanadi.

Raqamli reklama- bu internet va boshqa raqamli platformalarda (ijtimoiy tarmoqlar, veb-saytlar, mobil ilovalar) mahsulotlar va xizmatlarni targ’ib qilish jarayoni. Buning an’anaviy “reklamadan” farqli jihati aniq maqsadli auditoriyani aniqlaydi va ularga mos reklama ko’rsatish imkonini beradi. Raqamli reklamalarning asosiy turlari mavjuda bo’lib bular quydagilar qidiruv reklamalari, ijtimoiy tarmoq reklamalari, banner reklamalar, video reklamalar va boshqalar.

Qidiruv reklamalari- Google yoki boshqa shu kabi saytlarda ko’rsatiladigan reklamalar hisoblanadi.

Ijtimoiy tarmoq reklamalari- Facebook, Instagram, Twitter va boshqa ijtimoiy tarmoqlarda ko’rsatiladigan reklama.

Banner reklamalari-Veb-saytlarda ko’rsatiladigan grafik reklamalar.

Video reklamalar- YouTube va boshqa video platformalarida namoyish etiladigan reklamalar hisoblanadi.

Yuqorida “grafik reklama” atamasiga to’xtalib o’tadigan bo’lsak bu asosan ijtimoiy tarmoqlar, saytlarda, vizual elementlar ya’ni logotiplar yoki matnlar orqali amalga oshiriladigan reklama turidir.

“Raqamli reklamala” atamasi dastlab 1990-yilda paydo bo’lgan, birinchi bo’lib “banner reklama” 1994-yilda AQSh tomonidan joylashtirilgan bo’lib bu raqamli reklama tarixidagi eng muhim bosqich hisoblanadi.

1. AQSh: 1994-yil “HotWired” veb-saytida “banner reklama”.
2. Yaponiya: 1990-yilning oxirida mobil telefonlar orqali.

3. Yevropa: 1990-yildan boshlab Yevropa davlatlarida ham reklamalardan keng foydalana boshlashdi.

Albatta “raqamli reklama”, “raqamli platforma” kabi atamalarni amalyotda qo'llash va ulardan foydalanish uchun “raqamli platformalarda reklama” faoliyati amalga oshirish shartlari ham bo'lishi lozim.

ASOSIY QISIM

Raqamli platformalarda reklama faoliyatini amalga oshirish shartlari turli bo'lishi mumkin. Masalan maqsadli auditoriyani aniqlash, reklama strategiyasini ishlab chiqish, tegishli platformalarni tanlash, qonun va qoidalarni hisobga olish, monitoring va tahlil, o'zgarishlarga moslashish, ijtimoiy muloqot va boshqalar.

- **Maqsadli auditoriyani aniqlash:** murojat qiluvchilarga nima kerakligini aniqlash.
- **Reklama strategiyasini ishlab chiqish:** reklama maqsadi va turlarini (banner, video, ijtimoiy tarmoq) tanlash va byujetni belgilash.
- **Tegishli platformalarni tanlash:** Mahsulot yoki xizmat turiga qarab, eng samarali platformalarni tanlash (Instagram, Facebook, Google).
- **Qonun va qoidalarni hisobga olish:** har bir platformaning o'ziga yarasha qoida va qonunlari mavjud bo'lib unga amal qilish.
- **Monitoring va tahlil:** reklamaning samaradorligini tahlil qilish uchun analitik vositalardan foydalanish (Google Analytics).
- **O'zgarishlarga moslashish:** Tahlil natijalaridan foydalangan holda kerakli o'zgarishni kiritish va strategiyani yangilash.
- **Ijtimoiy muloqot:** istemolchilar bilan muloqot qilish va ularning fikrini inobatga olish.

Bundan tashqari “raqamli platformalardan foydalanish”ning qonuniy shartlarini ham ko'rib chiqish lozim.

1. Reklama mazmuniga qo'yiladigan talablar

- Aniq va haqqoniy bo'lish: reklama ma'lumotlari aniq va to'g'ri bo'lishi, istemolchilarni chalg'itmasligi kerak. Masalan mahsulotlarning sifati, narxi va xususiyati to'g'risida yolg'on ma'lumot berish taqiqlanishi.
- Etikaga moslik: reklamlar axloqiy va milliy qadiryatlarga mos bo'lishi kerak.
- Yoshga doir cheklovlar: voyaga yetmaganlar uchun cheklangan reklamalar maxsus talablarga javob berishi kerak.

2. Yolg'on va chalg'ituvchi reklamalarni taqiqlash.

- Yolg'on yoki chalg'ituvchi reklama taqiqlanadi.
- Nohaq taqqoslash va raqobatchilarni hurmat qilish: raqobatchilarni hurmat qilish va ular haqida yolg'on ma'lumotlar tarqatishni taqiqlash.

3. Reklama ekanligini ochiq ko'rsatish

- Har qanday reklama istemolchilarga reklama ekanligi aniq ko'rinib turishi kerak.

- Mahsulot va xizmatlar kafolatlari: reklamada mahsulot yoki xizmatga taalluqli kafolatlar, xizmat ko'rsatish shartlari, to'lov, yetkazib berish shartlari to'liq ko'rinishi kerak.

4. Nazorat va javobgarlik

- Ma'muriy javobgarlik: qonunchilikga zid reklamalar amalga oshirilgan taqdirda, ma'muriy javobgarlikga tortish.
- Vakolatli organlar: reklama faoliyatini kuzatib boruvchi organlar reklamalarni nazorat qilishlari kerak. Bundan tashqari albatta "raqamli platformalarda reklama faoliyatini amalga oshirish shartlari yaratilgandan so'ng uni tartibga soluvchi qonunlar va tajribalarga o'z-o'zidan talab oshadi. Milliy qonunchiligimizda "reklama" faoliyatini tartibga soluvchi aniq qonunlar mavjid.

Milliy qonunchilik:

Albatta milliy qonunchiligimizda "reklama" faoliyati bir necha qonunlar bilan tartibga solingan, bularga misol qilib keltiradigan bo'lsak:

1. O'zbekiston Respublikasining "Reklama to'g'risidagi" qonun
2. O'zbekiston Respublikasining "Axborotlashtirish to'g'risidagi" qonun.
3. Vazirlar Mahkamasining 2023-yil 31-avgustdagi 428-sonli "Tashqi reklama va ijtimoiy axborotning aylanish sohasidagi munosabatlarni tartibga solishni yanada takomillashtirish choratadbirlari to'g'risida" qarori.

Yuqorida takidlangan "**Reklama to'g'risidagi**" qonuning 4-bobi aynan

"Reklamaga doir umumiy va maxsus talablar" deb nomlanadi va 7 ta moddadan iborat bob unda reklamaga qo'yiladigan talablar ko'rsatib o'tilgan. 16-moddasi. Reklamaga doir asosiy talablar .

Nomaqbul reklamaga yo'l qo'yilmaydi.

Agar reklama beruvchi reklama qilinayotgan qiyoslash ishonchliligining faktik dalillarini taqdim etishi mumkin bo'lsa, agar bunda reklama foydalanuvchisini reklama chalg'itib qo'ymasa va chalg'itib qo'yishi mumkin bo'lmasa, raqobatchining ishchanlik obro'siga yoki uning tovar belgisiga (xizmat ko'rsatish belgisiga), firma nomiga, tovariga yoki faoliyatiga putur yetkazmasa, qiyosiy reklamaga yo'l qo'yiladi.

17-moddasi. Voyaga yetmaganlarni reklamada himoya qilish.

Voyaga yetmaganlarni ularning ishonchini va tajribasi yetishmasligini suiiste'mol qilishlardan himoya etish maqsadida reklamada quyidagilar taqiqlanadi:

voyaga yetmaganlarning iste'mol qilishi taqiqlangan tovarlarni iste'mol qilayotgan yoki ulardan foydalanayotgan voyaga yetmaganlarning tasvirlaridan foydalanish; xavfli vaziyatlarda, shu bilan birga ularning hayoti va (yoki) sog'lig'iga tahdid soluvchi xatti-harakatlarni sodir etishga, shu jumladan o'z sog'ligiga zarar yetkazishga undovchi vaziyatlarda voyaga yetmaganlarni namoyish etishdan foydalanish; voyaga yetmaganlarni tovarlarni olishga da'vat qilish yoki reklama

qilinayotgan tovarlarni olishni iltimos qilib uchinchi shaxslarga murojaat etishga undash; haqiqiy yoki o'yinchoq quroldan foydalanish;

ota-onalar va tarbiyachilarni obro'sizlantirish, voyaga yetmaganlarning ularga bo'lgan ishonchiga putur yetkazish;

voyaga yetmaganlar olishi yoki iste'mol qilishi taqiqlangan tovarlarni voyaga yetmaganlar uchun mo'ljallangan telekanallarda, teleko'rsatuvlar va radioeshittirishlarda reklama qilish.

18-moddasi. Reklamani identifikatsiya qilish.

Reklama, tarqatilish shakllaridan yoki vositalaridan qat'i nazar, uni reklama sifatida identifikatsiya qilish mumkin bo'ladigan tarzda boshqa axborotdan ajratilgan bo'lishi kerak. Mazkur talab uyg'unlashtirilgan reklamaga nisbatan tatbiq etilmaydi.

Televideniye va radiodagi reklama boshqa dasturlardan o'zining boshlanishi va oxirida audio-, video-, aralash vositalar yoki boshlovchilarning sharhlari yordamida ajratib qo'yilishi kerak.

Bosma nashrlardagi reklama boshqa axborotdan "Reklama" degan so'z ko'rsatilgan holda ajratilgan bo'lishi kerak.

Reklama beruvchi tomonidan bevosita yoki bilvosita foyda (daromad) olish maqsadida e'lon qilingan, tovarga qiziqishni shakllantirish va uni realizatsiya qilishga ko'maklashish uchun tovarning muayyan markasiga (nomiga, modeliga, artikuliga) yoxud uni ishlab chiqaruvchiga reklamadan foydalanuvchilarning e'tiborini atayin jalb etadigan yoki mazkur tovarni ishlab chiqaruvchi yoki tarqatuvchi shaxsning nashrga oid ma'lumotlarini

(rekvizitlarini) o'z ichiga olgan axborot materiali, mualliflik va tahririyat materiali reklama deb hisoblanadi hamda u "Reklama" rukni ostida joylashtirilgan bo'lishi kerak.

19-moddasi. Reklamada hamkorlik va sheriklik.

Teleko'rsatuvlarni, radioeshittirishlarni yaratishda, televideniye va radioda namoyish etiladigan teatr-konsert, sport tadbirlarini hamda boshqa tadbirlarni tashkil qilishda homiylar va sheriklar ishtirok etishi mumkin.

Namoyish qilinayotgan teleko'rsatuvlar, radioeshittirishlarning homiylari va sheriklari to'g'risidagi axborot dastur boshida hamda oxirida qisqa va aniq ko'rsatilishi kerak. Homiyning nomi (nomlanishi) yonida uning tovar belgisi

(xizmat ko'rsatish belgisi) ko'rsatilishi mumkin.

Homiylik va sheriklik belgilari "Dastur homiyisi" va (yoki) "Dastur sherigi" shaklida homiy va (yoki) sherik haqidagi qaydni o'z ichiga olgan bo'lishi mumkin.

Telekanallarda homiylik va sheriklik belgilarining xronometraji besh soniyadan, radiokanallarda esa yigirma soniyadan oshishi mumkin emas. 20-moddasi. Ijtimoiy axborot.

Reklamaning aylanishi uchun belgilangan barcha talablar ijtimoiy axborotning aylanishiga nisbatan qo'llaniladi.

21-moddasi. Rag'batlantiruvchi aksiyalarni tashkil etish va o'tkazish. Qimmatbaho sovrinlar tarqatiladigan va (yoki) o'ynaladigan rag'batlantiruvchi aksiyalarni yoxud ushbu aksiyalarda ishtirok etish uchun reklamadan foydalanuvchi tomonidan biror-bir harakatlar amalga oshirilishini nazarda tutadigan rag'batlantiruvchi aksiyalarni o'tkazish chog'ida reklama beruvchi rag'batlantiruvchi aksiyani o'tkazish boshlanguniga qadar ommaviy axborot vositalarida va (yoki) erkin foydalaniladigan Internet jahon axborot tarmog'idagi axborot resurslarida aksiyada ishtirok etish shartlarini e'lon qilishi shart. 22-moddasi. Aksilreklama.

Reklama to'g'risidagi qonunchilik buzilganligi vakolatli davlat organi tomonidan aniqlangan taqdirda, qonunbuzar mazkur organning qaroriga binoan va u ko'rsatgan muddatda aksilreklamani amalga oshirishi shart.

O'zbekistonda "reklama" faoliyati asosan ushbu qonun bilan tartibga solinadi. **"Axborotlashtirish to'g'risidagi"** qonun bevosita raqamli platformalarda reklama faoliyatini tartibga solmasada uning ichidagi ba'zi normalar "raqamli reklama"ga to'g'ridan to'g'ri tegishli bo'lmasa ham ma'lum bir normalari qisman tegishlidir.

"Tashqi reklama va ijtimoiy axborotning aylanish sohasidagi munosabatlarni tartibga solishni yanada takomillashtirish chora-tadbirlari to'g'risida" bu qaror "raqamli reklama" faoliyatini to'g'ridan-to'g'ri tartibga solmaydi, reklama borasidagi ma'um qoidalarni tartibga solidi. Masalan "tashqi reklama" ni tartibga solishga qaratilgan. "Tashqi reklama" – bu inshootlar, binolarga shuningdek potensial xaridorlar harakatlanadigan joylarga joylashtirilgan reklamalar hisoblanadi. Bu qaror asosan "tashqi reklama"ni amalga oshirish uchun ruxsatnoma olish yoki shu kabi ba'zi faoliyatlarni tartibga solidi.

Birioq shuni tan olishimiz kerakki "raqamli platformalarda reklama faoliyatini" bevosita tartibga soluvchi aniq qonun yoki qonun osti hujjatlarimiz yo'q. Yuqorida takidlanganidek "reklama" va "raqamli reklamalar" bir-biridan farq qiladi. Biri an'anaviy ya'ni televizorlar orqali amalga oshirilsa, ikkinchisining faoliyati ijtimoiy tarmoq, ya'ni internet orqali amalga oshirladi. Bundan tashqari bu borada chet el tajribalari va qonunlariga ham to'xtalib o'tish maqsadga muvofiq hisoblanadi.

Chet el qonunchiligi va tajribalari:

Chet el tajribalarida "raqamli reklama" faoliyatini tartibga solishda qonunchilikda asosan 3 asosiy sohani qamrab oladi.

- **Shaxsiy ma'lumotlarni himoya qilish:** Yevropa Ittifoqida va boshqa davlatlarda umumiy ma'lumotlarni himoya qilish to'g'risidagi qonun (GDPR) ma'lumotlarni yig'ish va ulardan foydalanishni qat'iy tartibga soladi. GDPR talablariga muvofiq, foydalanuvchilarning roziligini olish, ularning shaxsiy ma'lumotlari qanday ishlatilayotganini tushuntirish zarur.
- **Reklama mazmuni va shaffofligi:** Yevropa Ittifoqining
Raqamli xizmatlar to'g'risidagi qonuni (Digital Services Act) platformalardan foydalanuvchilarga reklama to'g'risidagi asosiy ma'lumotlarni, jumladan, reklamani kim to'laganligini ko'rsatishni talab qiladi.
- **Bozor kuchini cheklash:** Yevropada raqamli reklama ekotizimini Google va Meta kabi yirik kompaniyalar egallaydi
Yevropa Ittifoqi
Yevropa Ittifoqi (YI) "raqamli platformalarda reklama daoliyatini tartibga solishda Digital Services Act (DSA) va Digital Markets Act (DMA) kabi qonunlaridan foydalanadi.
- **Digital Services Act (DSA):** barcha raqamli xizmatlar, ijtimoiy tarmoqlar va elektron tijorat platformalarini qamrab oladi. Bu asosan reklama faoliyatini boshqaradi va maxsus toifadagi reklamalarni cheklaydi, shu bilan birga voyaga yetmaganlarga moljallanmagan reklamalarni ular o'rtasida tarqalishini oldini oladi.
- **Digital Markets Act (DMA):** bu esa katta ya'ni "gigant" platformalarda reklama faoliyatidagi nazoratni amalga oshiradi. Bundan tashqari ushbu qonun reklama samaradorligini nazorat qilish va foydalanuvchilarning shaxsiy ma'lumotlari reklama maqsadida oshkor qilinishini oldini oladi. Bu bilan foydalanuvchilar shaxsiy ma'lumotlarining noqonuniy ishlatilishidan himoyalanih imkoniga ega bo'ladi.

Bu qonunlar asosan foydalanuvchilarning huquqlarini himoya qilish va raqamli platformalardagi reklama faoliyatining ochiqligini, shuningdek platformalarning majburiyatlarini aniq belgilashga qaratilgan.

Ushbu sohada bir qancha vakolatli organlar faoliyat yuritadi bularga Yevropa *Komissiyasi (European Commission)* bu organ Yevropa Ittifoqining boshqaruv organi bo'lib, raqamli reklama va raqamli bozorlar bilan bog'liq umumiy qoidalarni ishlab chiqadi va amalga oshiradi. Yuqoridagi ikki qonun hujjati ham aynan manashu organ tomonidan ishlab chiqilgan. Bundan tashqari Yevropa *Ittifoqi Raqobat Boshqarmasi (European Competition Authority)* nomli organ ham mavjud bo'lib bu asosan yirik raqamli platformalarni faoliyatida tekshiruv olib borish va ularga jarima belgilash bilan shug'illanadi.

Amerika Qo'shma Shitatlari (AQSh)

AQShda raqamli reklama faoliyatini tartibga soluvchi bir qancha qonunlar mavjud bular quydagilar.

- **Federal Savdo Komissiyasi Qoidalari (FTC):** bu asosan raqamli reklama va maxfiylikni tartibga soluvchi organning qarorlari hisoblanib. Jumladan onlayn maxfiylikni himoya qilish va reklama shaffofligini ta'minlash bo'yicha qoidalarni o'z ichiga oladi.
- **Raqobat va Shaffoflik Qonuni (Competition and Transparency in Digital Advertising Act):** bu qonun asosan raqamli reklama bozoridagi yirik texnologiya kompaniyalarining faoliyati ustidan nazoratni olib boradi.

AQShning ushbu qonunlari asosan iste'molchilarning shaxsiy ma'lumotlarini himoya qilish, reklama mazmunining haqqoniyligini ta'minlash va raqamli reklama bozoridagi raqobatni qo'llab-quvvatlashga qaratilgan.

AQShda raqamli reklama faoliyati bir nechta muhim tashkilotlar tomonidan nazorat qilinadi. Bularga *Federal Savdo Komissiyasi (FTC)* bu tashkilot asosan onlayn kontent va ijtimoiy tarmoqlar orqali amalga oshiriladigan reklama faoliyatini tartibga soladi. Shaxsiy ma'lumotlar himoyasi bo'yicha davlat qonunlari. *Digital Advertising Alliance (DAA)* bu notijorat tashkilot maxfiylikni himoya qilish uchun o'z-o'zini tartibga soluvchi qo'llanmalar ishlab chiqadi. DAA tashkiloti reklama sohasida foydalaniladigan axborot, ayniqsa, onlayn kuzatuv va foydalanuvchilar xatti-harakatlari asosida reklama ko'rsatishga doir qo'llanmalarni taklif etadi. Bu esa reklama beruvchilar uchun o'z faoliyatlarini iste'molchilar huquqlarini hurmat qilgan holda yuritishni osonlashtiradi.

Australia

Avstraliyada raqamli reklama asosan **Avstraliya Iste'molchilar (ACL)** qonuni bilan tartibga solinadi, bundan tashqari bu qonuning asosiy talablari mavjud:

- *Iste'molchilarni himoya qilish va shaffoflik (ACL)* buda asosan yolg'on va chalg'ituvchi reklamalar taqiqlanadi va reklama iste'molchilariga to'g'ri ma'lumot berish va "bepul" xizmatlar ko'rsatilishi jarayonida ular haqida aniq ma'lumotlar berilishini shaffofligini va ochiqligini ta'minlaydi.
- *Maxfiylik va ma'lumotlardan foydalanish:* 1988-yildagi "Maxfiylik to'g'risidagi" qonun reklamada ma'lumotlardan foydalanishni tartibga soladi. ACCC shaxsiy ma'lumotlardan reklama maqsadida foydalanishni cheklashni va raqamli platformalarning ma'lumotlar bilan bog'liq amaliyotlarini aniq qilishni talab qiladi, bu esa iste'molchilarning maxfiyligini ta'minlashga qaratilgan.
- *Reklama texnologiyasi va raqobat qonunlari:* ACCCning tekshiruvlari raqamli reklama bozoridagi Google kabi texnologik gigantlarning hukmronligiga qaratilgan. Jumladan shu kabi "gigant" kompaniyalarning o'z faoliyatini boshqalaridan ustun qo'yishni cheklash kabilarni nazorat qiladi.

Ushbu yondashuvlar raqamli reklama va ma'lumotlar maxfiylikni saqlash sohasidagi adolatli raqobatni qo'llab-quvvatlashni va iste'molchilarning huquqlarini himoya qilishni ko'zda tutadi.

Yuqorida bir necha bor (ACCC) Avstraliya Raqobat va Iste'molchilar Komissiyasi takrorlandi bu komissiyaning asosiy faoliyati Avstraliyada iste'molchilarning huquqlarini himoya qilish va raqamli reklama faoliyatini tartibga solishga qaratilgan.

Yaponiya

Yaponiyada raqamli reklama faoliyati asosan **Asossiz Reklama oldini olish to'g'risidagi qonun (AUPMR)** bilan tartibga solinadi. Bu qonun asosan noto'g'ri yoki chalg'ituvchi ma'lumotlarni reklamalarda qo'llashni cheklaydi.

Jumladan shu kabi faoliyatni aniqlasa unga tegishli choralar qo'llaydi.

Bundan tashqari Yaponiyada yaqinda chiqarilgan yangi qoidalar ham mavjud, bu asosan Google, Mete (Facebook) va Yahoo kabi yirik kompaniyalarni o'z ichiga olgan holda, shaffoflik va odillikni ta'minlashga qaratilgan.

Shu jumladan Yaponiyada boshqa davlatlarnikidan farqli o'laroq Yaponiyaning yirik kompaniyalari ham reklama standartlarini ishlab chiqqan bo'lib bu asosan jamoatchilik fikrini qo'llab quvatlagan holda amalga oshirladi.

Har bitta davlatda bo'lgani kabi Yaponiyada ham reklama faoliyatini tartibga soluvchi tashkilot mavjud *Yaponiya iste'molchilar ishlari agentligi*

(CAA) uning asosiy vazifalaridan biri reklama ustidan kelib tushgan da'volarni ko'rib chiqadi va tegishli tartibda jazo choralarini qo'llaydi.

Janubiy Koreya

Janubiy Koreyada raqamli reklama va onlayn platformalardagi faoliyat asosan **Shaxsiy Ma'lumotlarni Himoya qiluvchi qonun PIPA (Personal Information Protection Act)** orqali tartibga solinadi.

Bu qonun asosan raqamli reklama va raqamli platformalarda yig'ish va qayta ishlashga va ularni himoya qilish faoliyati bilan shug'ullanadi.

Yana **Axborot Tarmog'idan Foydalanishni Rivojlantirish va Axborot Himoyasi Qonuni** – bu qonunda elektron tijorat platformalari va raqamli reklama faoliyati uchun muhim hisoblanadi, chunki ushbu qonun ishonchli reklama va foydalanuvchilarni ishonchli ma'lumotlar bilan ta'minlashga qaratilgan. Bu qonunlar asosan Janubiy Koreyada raqamli reklama faoliyatini olib borishda shaffoflikni ta'minlash, foydalanuvchilarga o'z huquqlarini tushuntirish va ularni ma'lumotlardan foydalanishdagi faoliyatini alohida tartibga soladi.

Qonunchilikga taklif:

O'zbekiston Respublikasi **“Reklama to'g'risidagi”** qonuniga taklif

№	Amaldagi tahrir	O'zgartirilgandagi tahrir	Asos
1.	18-moddaning 2-qismi Televideniye va radiodagi reklama boshqa dasturlardan o'zining boshlanishi va oxirida audio, video-, aralash vositalar yoki boshlovchilarning sharhlari yordamida ajratib qo'yilishi kerak.	Televideniye, raqamli platformalar, radiodagi reklama boshqa dasturlardan o'zining boshlanishi va oxirida audio-, video-, aralash vositalar yoki boshlovchilarning sharhlari yordamida ajratib qo'yilishi kerak	Digital Services Act (DSA): barcha raqamli xizmatlar, ijtimoiy tarmoqlar va elektron tijorat platformalarini qamrab oladi
2.	18-moddaning 3-qismi Bosma nashrlardagi reklama boshqa axborotdan "Reklama" degan so'z ko'rsatilgan holda ajratilgan bo'lishi kerak.	Bosma nashrlardagi, raqamli platformada qo'yiladigan post tagida, reklama boshqa axborotdan "Reklama" degan so'z ko'rsatilgan holda ajratilgan bo'lishi kerak	Digital Services Act (DSA): barcha raqamli xizmatlar, ijtimoiy tarmoqlar va elektron tijorat platformalarini qamrab oladi

XULOSA

Yuqorida takidlanganidek O'zbekistonda "raqamli reklama" faoliyatini tartibga solish bo'yicha aniq qonun yoki qonun osti hujjati mavjud emas, ammo bunga bo'lgan talab kundan-kunga oshib bormoqda chunki hozirgi davrda "raqamli platformalarda reklama" berish avjiga chiqqan. Biroq ushbu foliyatni tartibga soluvchi aniq qonun mavjud emas.

Yuqorida keltirib o'tilgan "raqamli platformalarda reklama faoliyatini amalga oshirish shartlari" dan foydalangan holda reklama foliyatini tartibga soluvchi qonun yoki qonun osti hujjati ishlab chiqilishi kerak, yoki mavjud qonunchiligimizga o'zgartirishlar kiritib bu sohani qonuniy qamrab olsak maqsadga muvofiq bo'ladi. Ushbu normativ hujjatlar orqali butun bir sohani isloh qilishimiz kerak. Chunki shu paytgacha "raqamli reklama" atamasiga ko'zimiz tushmagan yoki u hali bizgacha kirib kelmagan edi, shu sabali ham ushbu mazmundagi qonunlarga unchalik ham muhtoj emas edik. Ammo hozir bu biz uchun muhim.

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8. Digital Services Act (DSA)
9. Digital Markets Act (DMA)
10. Federal Savdo Komissiyasi Qoidalari (FTC)
11. Raqobat va Shaffoflik Qonuni (Competition and Transparency in Digital Advertising Act)
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THE USE OF STRUCTURALISM AND POST-STRUCTURALISM IN LIBRARY AND INFORMATION SCIENCE

Ibrohimjonova Nasiba Shuhratjon qizi,

Chirchik State Pedagogical University

Tourism faculty Foreign language and literature: English.

Scientific supervisor: Kurbanova Feruza Komiljanovna,

English teacher, Chirchik State Pedagogical University.

Abstract: The paper aims to explore the fundamental concepts of structuralism and post-structuralism as philosophical approaches, literary differences between structuralism and post-structuralism, and the implication of these two approaches in Library and Information Science. Several published literature was consulted to achieve the study objectives. It was found that structuralism and post-structuralism have a significant impact on the functioning of modern libraries and, therefore, their importance should be given consideration. Structuralism and post-structuralism as philosophical approaches provide insights into research and development in LIS. The study gives numerous recommendations for LIS professionals to adopt these two philosophical approaches in modern library practices.

Key words: Structuralism, post-structuralism, library, Information Science, linguists, Google, knowledge management.

The origin of the word "structure", has the meaning of "repair or repair of transport, exercise or process" and "how to repair buildings, machinery, equipment, etc.". Structuralism is a conceptual and methodological approach used to describe and analyze a variety of investigative objects including, cultures, economics, language, literature, mythologies, politics, and social science. The structural analysis assumes that these investigative objects can be characterized by the design of basic structures as systems of interrelated parts and can be defined by the relationships between these constitutional elements. The structural assumptions were developed within the philosophy. This concept can also be applied to many systems, including anatomy, geology, mathematics, and LIS. Consequently, poststructuralism is not an isolated theory, but a social philosophy and approach to the social world based on specific ontological and epistemological characteristics. Social ontology emphasizes the function of the main idea. It emphasizes the importance of interpolation and meaning in the absence of social and cultural realities [1]. The main requirement of post-structuralism is that social analysis must identify the strength of visible and invisible causes. Structuralism and Post-structuralism both refer to the expansion of continental

political, literary, and aesthetic philosophy, developed in the second half of the 20th century in a way that resembled some advances in analytical philosophy. The post-structure approach is known for its attempts to analyze common concepts in classical philosophy. Structuralism and post-structuralism epistemologies have been largely influenced by cultural sciences because, the school of thought focuses on the creation of meaning, and the creation of meaning is an important function of culture.

The Collins Dictionary defines the term structuralism as “a way in which things like language, literature and society can be interpreted and analyzed with a focus on conflicting ideas or structural elements and their conditions that try to show the whole system [2]”. It identifies the basic elements that make up a structure and establishes the rules that govern how these elements can be communicated. According to Harris [3], de Saussure had provided the basis for the study of language and the basic reading of structural theory in his book. He discussed language modification and told that it affected mental activity and laid the foundation for it. Formal language is associated with the origin of each word and the history of the language. de Saussure preferred a historical method rather than a historical negotiation method. He had a different view of language than other linguists of his time. Linguistics emphasizes the rules of grammar but was interested in de Saussure’s language.

Comprehensive literature was written about the conscious way to prevent Foucault from giving a clear idea of structuralism. With detailed inspection, however, we came to know that Foucault’s [4] refusal to provide a single definition of "word" stems from his theoretical character after his education. Defining "speech" means linking it to other words that they have to define themselves, and so on. According to the Oxford English Dictionary, a library can be a room or space "containing books or other reading material" or a house with a collection of books "for the public." In the public domain, the library is "responsible for the maintenance of a collection of books and for making them available to those who request their use.” The library and Information Science has shifted the definition of the library's purpose to donations: collecting materials designed to provide intellectual, biblical, and physical access to a proposed group. Talking about England's home is nothing more than "size and climate change" [5]. The term "books" has been replaced by "tools" to recognize that libraries store more than one book and that they have reached the age of modern digital/electronic libraries and the growing use of digital gadgets and multimedia. The word "public" has been exchanged by "target group". But the shift in language does not diminish from the reality that libraries are distinct in practical terms as a place to collect, organize, store, and serve books in distress.

Post-structural LIS tendencies could also be perceived in the new standard of "best match", which emphasizes relationships and addresses problems of complexity. An

example of this method can be perceived in the advancement of the Dublin Metadata Central Initiative [6], which pursues alternatives to the Anglo-American Catalog Rules by providing these source reports as web-pages. One more example is found in archives and indexes that give access to articles using keywords and natural keywords instead of content titles, and the results are ranked according to their importance.

Google [7], that uses advanced algorithms to determine its significance. Google has been so fruitful that it has "changed the way the world views things". With more than 200 million searches a day, Google's success has highlighted the question of why more people choose to use publishing tools. The LIS professionals may not consider the assignment of classification numbers, subject titles, and references to specific articles as "reference" material as it is illegal and affects the use and creation of information. They may find the discrete configurations they have created insignificant and unknown, or they may encourage the image of other possible configurations. Libraries, though they mentally feel that the traditional knowledge management system is artificial, their application is so intertwined in the work that it is difficult to feel that it applied them from the outside. The practice of these theories represents a gateway for LIS in the field of structure and post-structuralism and an invitation to expand the concept of "reading", its role, profile, and practice in the poststructuralist world.

Conclusion

This study explored structuralism and post-structuralism both from general as well as LIS perspectives. These two philosophical approaches could be used as a gateway to LIS operations in the modern digital era. Strategies for book writing should be considered as an art and not a fixed science. Today is the age of internet search, especially through Google, there are such challenges in pursuing the new paradigm of "best match". Now instead of searching in the current titles of topics, internet resources can be searched through new methods like direct search, indirect search, and organic search strategies. They cited examples of Google search to use post-structuralism methods of internet search for interpretation. Google uses its sophisticated algorithm to determine the value of an item in the most appropriate match. Librarians may be reluctant to accept these new methods of knowledge management, even though they are aware of the fact that traditional knowledge management systems are artificial. If old traditional methods are replaced with new methods such as library search to move to the "best match" from the "match" recognition library, their responsibilities and their use of the procedures will be increased. Professionals should review common and technical practices such as cataloging, classification, and automation system on modern patterns. They must be familiar with modern communication skills and advanced technology to design and develop web-based applications programs and services. They

should evaluate their existing systems, understand their shortcomings, and make necessary changes according to their requirements.

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THE RELATIONSHIP BETWEEN LANGUAGE AND THOUGHT: THE SAPIR-WHORF HYPOTHESIS

Ibrohimjonova Nasiba Shuhratjon qizi,

Chirchik State Pedagogical University

Tourism faculty Foreign language and literature: English.

Scientific supervisor: Kurbanova Feruza Komiljanovna,

English teacher, Chirchik State Pedagogical University.

Abstract: The relationship between language and thought has long been a topic of great interest in the field of linguistics, especially in psycholinguistics. Herder, Humboldt, Trendelenbury, Sapir, Whorf, Gui Shichun, Lian Shuneng, and Bao Huinan are some of the well-known scholars who have conducted research on the relationship between language and thought. With regard to the relationship between language and thought, there are three main viewpoints. The first group of scholars, represented by Sapir and Whorf, supports linguistic determinism. This study finally concludes that the preferred relationship between language and thought should be that they are independent but interactive.

Key words: Sapir and Whorf, philosophy, Humboldt, Herder, linguistic determinism, Lev Vygotsky, pre-linguistic phase.

The relationship between language and thought has long been taken seriously in varying academic fields from philosophy to psychology and anthropology. In the early 18th century, neo-humanism emerged in Germany. The representatives in the field of linguistics include Johann Gottfried Herder and Wilhelm Von Humboldt. Herder held that how a nation thinks determines how its people speak, and how people speak determines how they think [1]. Humboldt carried forward and developed Herder's idea and later formed a systematic linguistic philosophy. Humboldt believed that a language is the external embodiment of a nation's spirit; a national language reflects the national spirit; each language creates a fence around its nation, thus people are restrained by their mother tongue and its world outlook. In short, Herder and Humboldt held the same view that language determines thought. Based on Herder's and Humboldt's idea, Sapir and his student Benjamin Lee Whorf raised their viewpoints on the relationship between language and thought the famous Sapir-Whorf hypothesis. Sapir-Whorf hypothesis embodies linguistic determinism and linguistic relativity. Linguistic determinism consists of "strong" determinism and "weak" determinism. Sapir-Whorf hypothesis opened the gates for linguistics and psychologists to further investigate the relationship between language and thought [2].

After Sapir and Whorf, many linguists and psychologists also devoted themselves to the study of the relationship between language and thought. With their efforts, “strong” determinism and linguistic relativity in Sapir-Whorf hypothesis have been proven to be indefensible. Many scholars have put forward proofs to disprove these extreme views in Sapir-Whorf hypothesis; for example, Eleanor Rosch’s categorization in cognitive linguistics, Georges Mounin’s translatability in translation, Greenberg’s markedness theory, Herriot’s and Hockett’s codability, as well as Berlin’s and Kay’s research on people’s memory and response to focal colors. The purpose of this article is to probe into the right relationship between language and thought. By studying relevant theories from various scholars, this article agrees with the influence of language over thought, as indicated by early scholars like Sapir and Whorf, but refutes the extreme viewpoint of language determinism in Sapir-Whorf hypothesis from several points, then proves the independence and mutual influence of language and thinking, and finally concludes that the preferred relationship between language and thought should be that they are independent but interactive.

From the perspective of phylogenic development, Lev Vygotsky suggested [3] that language and thought have different genetic roots and the development of language and thought does not reach a parallel but often cross each other. Contemporary cultural-anthropological and psychological research showed that there might exist a pre-linguistic phase in the early human society, where human thought is referred to as behavioral and imagistic thought. Similarly, Vygotsky and Piaget assumed that there exists a preintellectual phase in children’s verbal language development and a pre-linguistic phase in their intellectual development [6]. Slobin hypothesized that “children begin the language-learning process with a starting set of universally shared meaning” and “all children arrive at the learning stage with a language-making capacity that constructs similar early grammars from all input languages; the surface forms generated by these grammars may vary since the materials provided by the input languages vary; however, the basic notions that first receive grammatical expression remain constant across all early grammars and are independent of the input languages” [4]. Goldin-Meadow suggested that “the components of the motion events that a deaf child conveys in gesture can be inferred to as those of children’s pre-linguistic thought” [5]. Therefore, based on the above evidence, some scholars came to the conclusion that thought comes before language, and that language and thought are mutually independent. Furthermore, studies of cognitive neuroscience on aphasics also concluded that consciousness and thinking do not completely depend on language. Aphasia can only influence the extended consciousness; it does not weaken the core consciousness. Even without the involvement of language, aphasics could still generate some kind of nonverbal conscious activity with images. Therefore, the research on

cognitive neuroscience challenges traditional psychological ideas, where consciousness functions can be both, unified and relatively independent. In short, language and thought are independent to each other, and thus language does not determine thought.

Sapir demonstrated that a linguistic symbol can easily transfer from one kind of organ to another kind of organ and from one kind of technology to another kind of technology. Therefore, only sound is not the basic fact of language. The basic fact of language lies in the classification of concepts, their structure, and their relations. As a structure, the inner side of language is the thought. The world reflected by the language of different nations is not the same. Different languages reflect different thoughts and thought perspectives of varied nations. For example, in English, Chinese, and Japanese, there are four seasons in a year, whereas in Tagalog, there are only rainy and arid seasons in a year. This is because in the eyes of the Englishmen, the Chinese, and the Japanese, a year has colorful and various seasons, and they view the year and the world through a colorful lens, whereas in the eyes of the Tagalog, a year is monotonous and lacks vitality, and they view the year and the world from a monotonous perspective. Their languages reflect different understandings of the world, thoughts, and thought perspectives. How thought influences language can be reflected in the complexity of a nation's language. The more valuable something is to a nation, the more detailed the language is in representing it. Taking the Eskimos as an example, snow matters a lot to the Eskimos since it is closely related to their life and production; therefore, there are many terms that can be used to describe all kinds of snow, such as "falling snow," "slushy snow," [6] "wind-driven flying snow," and so on; these terms are convenient for the Eskimos. On the other hand, since snow is not that important to the Englishmen, there is only one word to represent this natural phenomenon, which is "snow." The more significant something is to a nation, the more people will think about it and pay attention to it, resulting in a more detailed language representing it, and vice versa. In short, thought influences language.

Conclusion

Language and thought are closely related. The relationship between language and thought has raised intense discussions and disputes among scholars since early times. Tracing back from Herder and Humboldt to Sapir and Whorf, and to many other scholars in modern times, their ideas and opinions have evolved and developed. Beginning from Sapir-Whorf hypothesis and their theory of language determinism and language relativity, this article agrees with the influence of language over thought but refutes the extreme viewpoint of language determinism since language and thought are mutually independent and thought has an overwhelming influence on language.

Therefore, the preferred relationship between language and thought should be that they are independent but interactive.

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KO'Z KASALLIKLARNI O'RGANISH VA ULARNI DAVOLOVCHI SHIFOBAXSH O'SIMLIKLAR TARKIBINI O'RGANISH

Rahmatov Shokirjon Botirovich

*Abu Ali ibn Sino nomidagi Buxoro Davlat tibbiyot institutining
Tibbiy kimyo kafedrası assistenti, Texnika fanlari bo'yicha falsafa doktori P.J.D
shokir.raxmatov@gmail.com*

Bafojev Rustam Anvar o'g'li

*Abu Ali ibn Sino nomidagi Buxoro Davlat tibbiyot institutining
Biotibbiyot fakulteti Farmatsiya turlari bo'yicha yo'nalishi talabasi
rustambafojev07@gmail.com*

ANNOTATSIYA

Ushbu maqola ko'z kasalliklari va ularni davolash haqida bo'lib, bunda kasalliklarni qanday oldini olish va qay usulda davolash haqida bo'ladi. Maqolada shifobaxsh o'simliklarning tarkibi va ulardan foydalanish usullari haqida yoritib bergaman.

Kalit so'zlar: ko'z kasalligi, konyunktivit, katarakta, glaukoma, quruq kòz sindromi, romashka, ko'k choy, zirk, aloe, gulxayri, infeksiya kasalliklar, genetik va metabolik kasalliklar, optik nerv kasalliklari, tashqi omillar bilan bog'liq kasalliklar sabzavot sharbatlari, gulxayri tomchisi.

Kòz sog'ligi insonning umumiy hayot sifati uchun muhim hisoblanadi. Zamonaviy tibbiyot kòz kasalliklarini davolashda yuqori texnologiyalarga tayanadi, ammo xalq tabobatida kòz kasalliklarini davolashda shifobaxsh o'simliklardan foydalanish keng tarqalgan. Ushbu maqolada kòz kasalliklari, ularning sabablari, shuningdek, ularni davolashda qo'llaniladigan shifobaxsh o'simliklar haqida so'z boradi.

Kòz kasalliklari va ularning sabablari:

1. Konyunktivit (kòz yallig'lanishi): Bakteriyalar, viruslar yoki allergiyalar natijasida yuzaga keladi.
2. Katarakta (linzaning xiralashishi): Qarilik, genetika yoki UV nurlanishi natijasida rivojlanadi.
3. Glaukoma (kòz ichki bosimining ortishi): Genetik moyillik va qon aylanishining buzilishi tufayli paydo bòladi.
4. Quruq kòz sindromi: Kompyuter ekraniga uzoq tikilish yoki kòz yosh ishlab chiqarilishining kamayishi sabab bòlishi mumkin.

Shifobaxsh òsimliklar va ularning foydasi

1. Romashka (*Matricaria chamomilla*): Kòzning yallig'lanishini kamaytiradi va tinchlantiruvchi ta'sir ko'rsatadi. Foydalanish: Romashka choyi sovutilgan holda kòzga kompress sifatida qo'llaniladi.

2. Zirk (*Berberis vulgaris*): Antibakterial va antivirus xususiyatlarga ega. Foydalanish: Zirk damlamasi kòz yuvish uchun ishlatiladi.

3. Aloe (*Aloe vera*): Yallig'lanishga qarshi va namlantiruvchi ta'sir ko'rsatadi. Foydalanish: Aloe sharbatini suv bilan aralashtirib kòz atrofiga surish mumkin.

4. Gulxayri (*Althaea officinalis*): Kòzning quruqligini kamaytiradi va kòzni namlaydi. Foydalanish: Gulxayri ildizidan tayyorlangan damlama kòz yuvishda ishlatiladi.

5. Ko'k choy (*Camellia sinensis*): Antioksidantlar bilan boy bo'lib, kòzni yallig'lanishdan himoya qiladi. Foydalanish: Sovutilgan ko'k choy paketlarini kòzga kompress sifatida qo'llash mumkin.

Shifobaxsh òsimliklardan foydalanishning afzalliklari

- Yon ta'sirlarning kamligi.
- Ekologik va iqtisodiy jihatdan foydali.
- Davolash jarayonini tabiiy yo'l bilan amalga oshirish imkoniyati.
- Kòz kasalliklarini chuqurroq òrganish va ularni davolashda shifobaxsh òsimliklarning keng qamrovli roli

Kòz kasalliklarining turlari

Kòz kasalliklari nafaqat mexanik yoki yallig'lanish bilan bog'liq, balki metabolik va asab tizimining buzilishlari tufayli ham yuzaga kelishi mumkin. Quyida kòz kasalliklarining kengroq tasnifi keltirilgan:

1. Infekcion kasalliklar: Bakterial va virusli konyunktivit. Arpa (blefarit) – kòz qovoqlarining yallig'lanishi.

2. Genetik va metabolik kasalliklar: Katarakta – organizmda oqsillarni to'g'ri sintez qilmaslik natijasida. Glaukoma – irsiy moyillik va qon aylanishining buzilishi sababli rivojlanadi.

3. Optik nerv kasalliklari: Optik nevit – kòzning asosiy asab tolalarining zararlanishi. Retinopatiya – kòzning orqa qismidagi qon tomirlarining buzilishi.

4. Tashqi omillar bilan bog'liq kasalliklar: Fotokeratit – quyosh nurlanishidan kelib chiqadigan kòz qovog'i kuyishi. Quruq kòz sindromi – ekologik muhit va texnologiyalarning salbiy ta'siri.

Shifobaxsh òsimliklarning biologik ta'siri

Shifobaxsh òsimliklar biologik faol moddalarga boy bo'lib, ular kòz kasalliklarini davolashda turli mexanizmlar orqali yordam beradi.

Flavonoidlar: Antioksidant xususiyatga ega bo'lib, kòz to'qimalarini zararlanishdan himoya qiladi.

Alkaloidlar: Qon aylanishini yaxshilab, kòz ichki bosimini kamaytiradi.

Polisakkaridlar: Kòzni namlashda va quruqlikni bartaraf etishda yordam beradi.

Vitamin va minerallar: A, C, va E vitaminlari kòzning sog'lig'ini ta'minlashda muhim rol o'ynaydi.

Keng qo'llaniladigan shifobaxsh òsimliklar

1. Itmurt (*Rosa canina*): Tarkibi: C vitamini va antioksidantlarga boy. Foydalari: Katarakta va glaukoma rivojlanishini sekinlashtiradi. Foydalanish usuli: Damlamasini ichish yoki kompress shaklida qo'llash.

2. Zira (*Nigella sativa*): Tarkibi: E vitaminiga boy. Foydalari: Kòzning yallig'lanishini kamaytiradi va immunitetni mustahkamlaydi. Foydalanish usuli: Zira moyini kòz atrofida surish tavsiya etiladi.

3. Lavanda (*Lavandula angustifolia*): Tarkibi: Tinchlantiruvchi efir moylari. Foydalari: Kòz zo'riqishini kamaytiradi va yallig'lanishga qarshi ta'sir qiladi. Foydalanish usuli: Lavanda damlamasidan kòz kompressi qilish.

4. O'rik yog'i: Tarkibi: Beta-karotin va A vitamini manbai. Foydalari: Retina hujayralarini tiklashga yordam beradi. Foydalanish usuli: Tibbiy ko'rsatma asosida foydalaniladi.

5. Qo'ziqorin sharbati (*Fomes fomentarius*): Tarkibi: Immunomodulyator xususiyatlarga ega polisakkaridlar. Foydalari: Kòz infeksiyalariga qarshi samarali vosita. Foydalanish usuli: Suvda qaynatilib kòz yuvish uchun ishlatiladi.

Kòzni himoya qilishda òsimliklarni profilaktik qo'llash

Ko'k choy: Kunning oxirida kòzni dam oldirish uchun qo'llanadi.

Sabzavot sharbatlari: A vitamini bilan boyitilgan sabzi va petrushka sharbatlari kòz quvvatini oshiradi.

Gulxayri tomchisi: Yallig'lanishga qarshi tabiiy tomchi sifatida tavsiya etiladi.

Ogohlantirish va tavsiyalar

Shifobaxsh òsimliklar bilan davolashda quyidagilarga e'tibor berish kerak:

1. Dozalashga rioya qilish.
2. Òsimliklarga allergiya mavjudligini tekshirish.
3. Murakkab kasalliklar uchun shifokor tavsiyalariga amal qilish.

Kòz kasalliklarini davolash va oldini olishda shifobaxsh òsimliklardan foydalanish xalq tabobatida va zamonaviy tibbiyotda muhim o'rin tutadi. Òsimliklarni to'g'ri qo'llash orqali kòzning sog'lig'ini saqlab qolish va kasalliklarni davolash mumkin. Shu bilan birga, davolashning samaradorligini oshirish uchun tibbiyot mutaxassisi bilan maslahatlashish zarur. Kòz kasalliklarini davolashda shifobaxsh òsimliklardan foydalanish samarali va xavfsiz usullardan biridir. Ammo shuni

unutmaslik kerakki, har qanday òsimlikni qo'llashdan avval shifokor bilan maslahatlashish muhimdir. Zamonaviy tibbiyot va xalq tabobati imkoniyatlarini birgalikda ishlatish kòz sog'ligini saqlashda katta yutuqlarga olib kelishi mumkin.

Foydalanilgan adabiyotlar ro'yxat:

1. "Shifobaxsh òsimliklar ensiklopediyasi," xalq tabobati bo'yicha ilmiy nashrlar.
2. Milliy oftalmologiya markazi hisobotlari.
3. Fitoterapiyaning zamonaviy tadqiqotlari.
4. Xalq tabobati bo'yicha risolalar.
5. Kòz kasalliklari va fitoterapiya bo'yicha ilmiy maqolalar.

EFFECT OF CALCIUM STEARATE ON THE PRODUCTION OF ALUMINUM POWDER

Bositov M.

Abdulhayev A.

Toshmatov A.Y.

Abstract: This work presents the conditions for passivation of the surface of a newly activated aluminum powder using calcium stearate, changes in its chemical properties during mechanical action. Experiments have shown that the rapid, self-sustaining reaction of activated aluminum with water occurs even at room temperature and leads to almost 100% hydrogen formation under appropriate operating conditions. The reaction rate can be controlled by the size of the aluminum particles, water temperature, metal activation conditions, and the metal-water mass ratio.

Keywords . Aluminum powder, calcium stearate, melting point, calcium, particle.

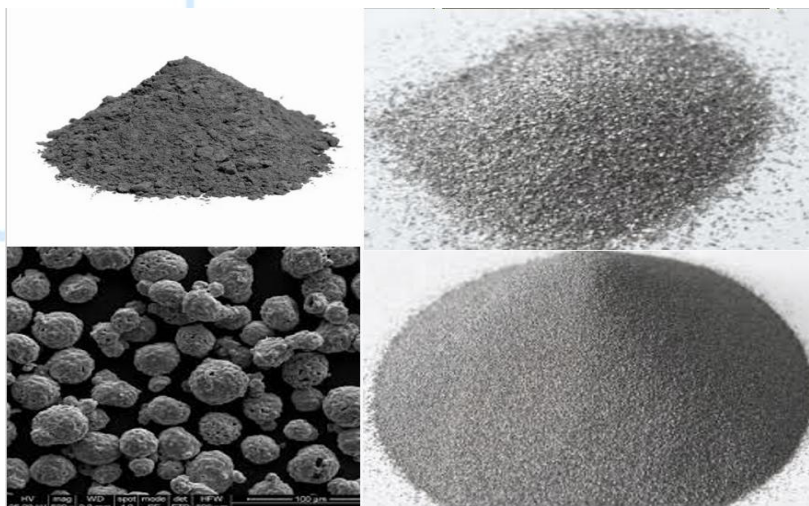
Introduction Today, the need for metal surface enrichment with aluminum powder in industrial enterprises and the demand for aluminum powder in many areas is increasing. In particular, according to customs data, 2-3 thousand tons of aluminum powder are imported into our republic annually. The production and implementation of this imported product in Uzbekistan is one of the current topics today. The effectiveness of the aluminum powder die-casting process with the participation of calcium stearate and divinyl spirit to condition aluminum is considered high.[1-2]

1 table

Physico-mechanical properties of calcium stearate

Calcium stearate	Technical specifications	Results
Appearance	White powder with an oily odor	Pass
Melting point, °C	140.0-158.0	147.2
Free fatty acid,%	0,5 Maks.	0,25
Losses on drying,%	3.0 Maks.	2.9
Calcium determination,%	6,5 ± 0,6	6.9
Particle size (325 passes the test)	99,0% Min.	99,6%

During the dispersion process, the surface area of aluminum increases and it becomes easier to react with oxygen in the air. Sometimes it can even burn in the grinding machine. It is required that the substances that passivate the surface of aluminum do not react with it. Calcium stearate performs this function and its amount is required to be no more than 30 grams per 1 kg. Calcium stearate has been found to help passivate the surface of aluminum in the grinding shop.



1 picture 1 picture Aluminum dispersion level

2 table

Use of calcium stearate in the production of aluminum powder

Raw materials	I	II	III	IV	V	VI
Aluminum pieces	80	98	95	90	88	90
Calcium stearate	15	2	4	8	9	10
UAYT spirt	5		1	2	3	
Dispersion (mesh)	300	550	350	400	450	400

Conclusion: In order to produce aluminum powder and reduce its dispersion, it is advisable to add calcium stearate in the amount of 2-5%. Calcium stearate, when coating the aluminum surface, achieves passivation and prevents the powder from reacting with oxygen in the air.

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МАКТАБГАЧА TALIM TASHKILOTLARIDA KASBIY MEHNATGA OID KO'NIKMALARINI OSHIRISH VA RIVOJLANTIRISH

Madirimova Nigora Bozorovna

Xorazm viloyati Tuproqqal'a tumani 11-son

DMTT direktori

Annotatsiya: Ushbu maqolada Maktabgacha yoshdagi tarbiyalanuvchilarni mehnatga asta-sekin qiziqtirish, ularning kasbiy mehnatga bo'lgan ishtiyoqini uyg'otish, mehnat faoliyatining boshlang'ich ko'nikmalarini o'rgatish va mehnatsevarlikni rivojlantirish kerak. Tarbiyalanuvchilarni kattalar bilan birgalikda ijtimoiy foydali mehnatga jalb qilgan holda kasbiy mehnatning ijtimoiy ahamiyatini anglab yetishlariga yordam berishi kerakligi keltirilgan.

Аннотация: В этой статье необходимо постепенно заинтересовывать дошкольников к труду, пробуждать в них страсть к профессиональному труду, обучать основным навыкам труда и развивать трудолюбие. Утверждается, что детям следует помочь понять социальную значимость профессионального труда, вовлекая их в общественно-полезный труд вместе со взрослыми.

Abstract: In this article, it is necessary to gradually interest preschoolers in work, awaken in them a passion for professional work, teach basic labor skills and develop diligence. It is argued that children should be helped to understand the social significance of professional work by involving them in socially useful work together with adults.

Kalit so'zlar: Tarbiyalanuvchilar, kasbiy mehnat, ko'nikma, atrof-muhit, o'yinlar, tarbiya, jarayon, axloqiy, faoliyat.

Ключевые слова: дети, профессиональная деятельность, умение, среда, игры, образование, процесс, нравственность, деятельность.

Key words: children, professional work, skill, environment, games, education, process, moral, activity.

Maktabgacha ta'lim tashkilotlarida kasbiy mehnatga oid ko'nikmalarni oshirish va rivojlantirish jarayoni bolalarning kelajakdagi shaxsiy va kasbiy rivojlanishi uchun muhim asos yaratadi. Ushbu jarayon bolalarda ijodkorlik, mas'uliyat, mehnatsevarlik, tashkilotchilik kabi sifatlarni shakllantirishga yordam beradi.

Kasbiy mehnat ko'nikmalarini shakllantirishning ahamiyati:

Bolalarning qiziqishlarini rivojlantirish: Turli kasblar bilan tanishtirish bolalarning qiziqishlarini aniqlashga yordam beradi.

➤ **Mas'uliyatni his qilish:** Mehnat jarayonlarida qatnashish orqali bolalar javobgarlikni tushunishni o'rganadi.

➤ **Jamoaviy ish ko'nikmalarini rivojlantirish:** Jamoada ishlash, hamkorlik va muvofiqlik tamoyillarini o'rganadilar.

➤ **Amaliy ko'nikmalarni rivojlantirish:** Bolalar kasblarga oid oddiy amallarni bajarishni o'rganadi, bu ularning mustaqil hayotga tayyorgarligini oshiradi.

Maktabgacha ta'lim tashkilotlarida bolalarni dastlabki kasb-hunarga yo'naltirish o'yin va mashg'ulotlar davomida ularning tug'ma layoqati, moyilligi va qobiliyatlarining ilk nishonlarini o'rganib borishi bilan mehnatga ijodiy munosabatini, tengdoshlari va kattalarga yordamga tayyorgarlik xususiyatlarini takomillashtirish turli kasb-hunar to'g'risida yoshiga mos qilib ma'lumotlar berish yo'nalishlarida olib boriladi. Bunda albatta maktabgacha ta'lim yoshidagi bolalarning fiziologik, individual-psixologik xususiyatlari hisobga olinishi kerak.

Asosiy maqsadlari:

➤ **Bolalarda mehnatga hurmatni shakllantirish:** Ularni mehnatning ahamiyati va qiymatini anglashga o'rgatish.

➤ **Praktik ko'nikmalarni rivojlantirish:** Hayotda kerakli bo'ladigan oddiy amallarni bajarishni o'rgatish, masalan, kiyimni yig'ishtirish, o'yinchoqlarni tartibga keltirish, oddiy maishiy yumushlarni bajarish.

➤ **Kasblarga qiziqish uyg'otish:** Turli kasb-hunarlar bilan tanishtirish orqali bolalarning qiziqishlarini rivojlantirish.

➤ **Ijodkorlikni qo'llab-quvvatlash:** Bolalarning turli vazifalar va amaliy mashg'ulotlarda o'z fikrini bildirishiga imkon yaratish.

Ma'lumki, bu yoshda idrok, diqqat, xotira va tafakkur, nutq ba tasavvur sezilarli darajada shakllangan va shakllanishi faol ketayotgan davr hisoblanadi. Bu maktabgacha ta'lim tarbiya-lanuvchisini maqsadli va ongli xatti-harakati hamda berilayotgan ma'lumotlarni tushunishi, o'qish imkonini beradi. Shuningdek, bu yoshda o'z xatti-harakatini nazorat qilish, o'zligini baholashning soddaroq bo'lsada ko'rinishlarini bolalarda kuzatish mumkin.

Tarbiyalanuvchilarning kasbiy mehnatga ko'nikmalarini shakllantirishning asosiy vazifalari:

- mehnat qobiliyatini rivojlantirish;
- atrof-muhit va hayotning tuzilishi haqidagi g'oyalarni boyitish (mehnat faoliyatida mumkin bo'lgan ishtirok etish jarayonida);
- jamoada ishlash va jamoaviy ishlashga tayyorlik
- aqliy rivojlanish, shu jumladan axborotni, g'oyalarni idrok etishni rivojlantirish sodir bo'layotgan narsalar haqida, harakatlarning ma'nosini tushunish, mehnat asboblardan foydalanishning ma'nosi va usullarini tushunish, mehnat

jarayonini rejalashtirish va mehnat natijalarini oldindan ko'rish qobiliyatiga ega bo'lish;

➤ axloqiy va shaxsiy rivojlanish (boshqa odamlarning mehnatini hurmat qilish, ularga yordam berish istagi; mustaqillikni, faollikni rivojlantirish, o'zaro yordam, ijtimoiy foydali faoliyatga tayyorlik, boshlangan ishni oxiriga yetkazish qobiliyatini shakllantirish;

➤ nutqni rivojlantirish (so'z boyligini boyitish, muloqot qobiliyatlarini yaxshilash);

➤ jismoniy rivojlanish (qat'iyatlilikni rivojlantirish, harakatlarni muvofiqlashtirish, nozik vosita qobiliyatlari va boshqalar);

➤ estetik rivojlanish (ishni bajarish istagi va qobiliyatini egallash. nafaqat to'g'ri va tez, balki chiroyli).

Tarbiyachining maqsadi tarbiyalanuvchilarga o'z mehnatini bilish muhimligini, shuningdek, mehnatning qadr-qimmatini anglash, mehnat qoniqish olib kelishini ta'kidlab, natija quvonch va zavq keltirishi mumkin.

Kasbiy mehnat tarbiyasiga oid muammolarini hal qilish quyidagilar orqali amalga oshiriladi:

- O'z-o'ziga xizmat ko'rsatish;
- Uy-ro'zg'or ishlarida ishtirok etish;
- Tabiat burchagida ishlash;
- Qo'l mehnati;
- Tabiatda ishlash.
- Markazlar orqali ishlash

Mehnat quvonchi kuchli tarbiyaviy kuchdir. Bolalik yillarida tarbiyalanuvchi bu ezgu tuyg'uni chuqur his qilishi kerak. Mehnatda insoniy munosabatlarning boyligi tarqaladi. Agar tarbiyalanuvchi bu munosabatlarning go'zalligini his qilmasa, kasbiy mehnatga muhabbatni tarbiyalash mumkin emas.

Kasbiy mehnatga oid ko'nikmalarni rivojlantirish usullari:

Amaliy faoliyatlar tashkil qilish:

- **Hunarmandchilik:** Bolalarni oddiy tikuvchilik, yog'och o'ymakorligi yoki qog'ozdan buyumlar yasash kabi amallar bilan tanishtirish.
- **Qishloq xo'jaligi ishlariga o'rgatish:** Masalan, gul ekish, sabzavot parvarishlash orqali ularda tabiatga mehr uyg'otish.
- **Kichik kasb maydonchalari:** "Doktor o'yini", "Oshpazlik", "Muallimlik" kabi faoliyatlar orqali bolalarni turli kasblar bilan tanishtirish.

Mehnatning aqliy tomondan rivojlantirishdagi ahamiyati shundaki, mehnat jarayonidaular borliqni faol anglay boshlaydilar. Maktabgacha yoshdan boshlab tarbiyalanuvchilarga mehnat tarbiyasini berish ularni estetik va jismoniy jihatdan ham

rivojlantiradi. Yosh avlodga berish masalasi hozirgi davrda eng dolzarb mavzu hisoblanadi. Mehnat har bir yosh guruhidagi tarbiyalanuvchilarning o'ziga xos xususiyatlarni etiborga olib tashkil etiladi, unga to'g'ri rahbarlik qilgandagina etarli natijaga erishish mumkin. Maktabgacha yoshidagi tarbiyalanuvchilarning o'ziga xos tomonlari ko'pgina olimlar tomonidan olib borilgan ilmiy ishlarda keng o'rganib chiqilgan. Bolalar mehnatining muhim belgisi ularning ma'lum maqsadga yo'naltirilganligi. Kichik maktabgacha yoshdagi tarbiyalanuvchilarning mehnati inson jarayonga oid xarakter bo'lib, u faqat kattalarning rahbarligi natijasida amalga oshirilishi mumkin. Tarbiyachi tarbiyalanuvchilarni o'z faolyatlarini taxminiy rejalashtirib olishlariga o'rgatishi va ular faolyatiga rahbarlik qilib olishi lozim.

Xulosa shuki, Kasbiy mehnatga oid ko'nikmalarni shakllantirish maktabgacha ta'lim tashkilotlarining muhim yo'nalishlaridan biridir. Bu jarayon bolalarda kelajakda kerak bo'ladigan mas'uliyatlilik, ijodkorlik, tartiblilik kabi muhim fazilatlarni rivojlantiradi. Tarbiyachilar va ota-onalar o'zaro hamkorlikda ishlashlari orqali ushbu maqsadga samarali erishishlari mumkin. Maktabgacha yosh davrida kasbiy mehnatga oid mashg'ulotlar o'yinlar orqali o'zaro bog'liq holda kechadi, biroq har qanday holda ham tarbiyalanuvchilar mehnatini o'yinga aylantirish, ularning farqini yo'qqa chiqarish noto'g'ri bo'lar edi. Tarbiyachilar va ota-onalar ta'sirida asta-sekin bolalar mehnati o'z vazifasi, mazmuni, metodi va tashkil etilishi bilan mustaqil faolyat sifatida ajratib boriladi. Mehnat qilish muntazam tarzda bo'lib unda hamma tarbiyalanuvchilar ishtirok etsa va kattalar mehnati bilan tanishtirib borilsa, u tarbiya vositasiga aylanadi.

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O‘TKIR HOSHIMOVNING NUR BORKI SOYA BOR ASARI

Kimsanova Habibaxon Shuhratbek qizi
Andijon davlat chet tillari instituti
Xomidova Malohat Oktyabrjon qizi

Annotatsiya: Ushbu maqolada O'tkir Hoshimovning "Nur borki soya bor" asari haqida so'z ketadi. Asarda ilgari surilgan g'oya va qarashlar ko'rib chiqiladi. Bundan tashqari, asar qahramonlarining ijobiy va salbiy xususiyatlariga to'xtalib o'tiladi.

Kalit so'zlar: halollik, adolatparvarlik, sevgi, hasad, odamgarchilik, do'stlik, haqparastlik.

Аннотация: В этой статье речь идет о произведении Уткира Хашимова "Где свет, там и тень". Рассматриваются идеи и взгляды, представленные в произведении. Кроме того, освещаются положительные и отрицательные черты героев.

Ключевые слова: честность, справедливость, любовь, зависть, человечность, дружба, правдолюбие.

Abstract: This article discusses O'tkir Hoshimov's work "Where there is light there is shadow". It examines the ideas and perspectives presented in the work. Additionally, it highlights the positive and negative qualities of the characters.

Keywords: honesty, sense of justice, love, envy, humanity, friendship, truthfulness.

O'tkir Hoshimov (1941-yilda Toshkentning Do'mbirobod mahallasida tug'ilgan.) Adibning hayot yo'liga nazar tashlaydigan bo'lsak, uning xat tashuvchi, musahhih, muxbir, gazetada bo'lim mudiri, nashriyotda va jurnalda bosh muharrir kabi bosqichlarni bosib o'tganiga guvoh bo'lamiz. Keyingi yillarda bir necha marta xalq deputatligiga saylangan adib Oliy Majlisda qo'mita raisi sifatida ham faoliyat ko'rsatgan. Shoir sifatida ilk she'rlarini 12 yoshida mashq qiladi va ilk kitobini talabalik yillarida nashr qilingan. Shuningdek O'tkir Hoshimov "Bahor qaytmaydi", "Tushda kechgan umrlar" "Ikki eshik orasi" "Dunyoning ishlari", "Umr savdosi", "Ikki karra ikki besh" "Daftar hoshiyasidagi bitiklar" asarlari muallifidir. Yozuvchi O'tkir Hoshimov faqatgina hikoya qilish uslubi bilan emas, balki o'quvchini chuqur o'ylashga chorlaydigan falsafiy g'oyalari bilan ham qadrlanadi va hikoya va romanlari inson tabiatining murakkab tomonlarini ko'rsatib, qahramonlarining ham kuchli, ham zaif tomonlarini ochib beradi. Hozir shu asarlardan biri "Nur borki soya bor" romanini ko'rib chiqamiz.

О‘zbekiston xalq yozuvchisi O‘tkir Hoshimovning "Nur borki soya bor " romani 1977 yil nashr etilgan. Nur borki soya bor romanida insoniy munosabatlar, muhabbat, sadoqat va yaxshilik-yomonlik haqidagi falsafiy savollarni o‘rganadi. Bu asarda qahramonlar hayotning murakkab sinovlari va ichki ziddiyatlar bilan yuzma-yuz keladilar va shaxsiy qarorlar jamiyatga qanday ta’sir qilishi keng tasvirlanadi. Bu asarlarni tushunish uchun SSSR davlat tuzumini yanada yaxshiroq tushunish muhim rol o‘ynaydi. Asarda eng qiyinchilikga boy kasablardan biri jurnalist kasbi haqida so‘z yuritiladi. Asar qahramoni Sherzod hali hayotiy tajribasi kam bo‘lgan yosh jurnalist, u ham xalq dardi bilan yashaydigan odam, haqparastlikni O‘tkir Hoshimov singari o‘ziga shior qilib olgan yigit. Muallif asarda jamiyatning muvozanati buzulganligini aks ettiradi va Sherzod obrazi orqali shu muvozanatni joyiga keltirishga harakat qiladi. Asarda dunyoning ishlari qiziq ekan. Eng oqil mavjudod inson deymiz-u ba’zan odamning arzimagan narsaga aqli yetmay qoladi, bir paqirga qimmat o‘tkinchi ikir chikirlar uchun jon kuydiradi-yu, eng bebaho - salomatligidan judo bo‘layotganini o‘ylab o‘tirmaydi, deya boshlanadi. Va shundan so‘ng Sherzod kasalxonada kun sanab kunlarini o‘tkazadi. Bu yerning tartib qoidalari hammaga bir bo‘lsa ham, joy tanlaydigan bemorlar, kasallarning "mavqeyi"ga qarab joy taqsimlaydigan odamlar ham bor edi va Sherzod yotgan palata ikki kishilik bo‘lgani uchun Sherzodga hasad ko‘zi bilan qarayotgani aniq sezilardi va sezgani sayin g‘ashi kelardi. Asar qahramonlaridan yana biri Sayfi Soqiyevich u Sherzodning palatada birga yotgan xonadoshi edi. Asar davomida Sayfi Soqiyevich qanday qabih ishlarga qo‘l urgani va uning o‘glining hasad ortidan qilgan ishlarini ko‘rib o‘tamiz. Sherzod kasalxonadan chiqarkan, ertasi kunidanoq ishga yo‘l oladi. Va u teatr masalasi bilan yurgan edi shu chog‘da Zuhra ismli qizni uchratadi va kongilda qandaydir iliqlik paydo bo‘ladi. Shundan keyin Sherzod magazin tomonlarda yurganda Shoirani uchratib qoladi, u hamshira edi. Shu paytda Shoira atlas olish uchun borgan ekan, va u yerda atlas qolmasdan mojaro boshlanadi. Shoira bundan shikoyat qilgan odamlarning shikoyatlari bilan yozib Sherzoddan bunga yordam berishini iltimos qiladi. Bu magazin Sayfi Soqiyevichlarga tegishli edi, shundan so‘ng oralarida kelishmovchiliklar paydo bo‘ladi. Bundan tashqari, Sirojiddin ham Zuhraga ko‘z tashlab yurgan bo‘ladi va muammoning chuqurlashlashiga olib keladi. Bir necha bor Sayfi Soqiyevich ham Sirojiddin ham Sherzod bilan kelishmoqchi bo‘lishga harakat qilishadi va bunga Sherzod aslo rozi bo‘lmaydi. Shu alamzada Sirojiddin Sherzodni mashinada urib ketishga qaror qiladi, afsuski bu rejasi o‘xshamasdan uning eng yaqin do‘sti bo‘lgan Abduvohidni urib ketadi. Sherzod Sirojiddinning uyiga boradi shu onda Sirojiddin don qotib qoladi va Sherzod bu muammolarni hal etishni o‘ylab qoyadi.

Xulosa: Xulosa qilib aytadigan bo'lsak , Bu asar insoniy fazilatlar, adolat, hayotning yorqin va qorong'i tomonlari haqida chuqur mulohazalar bilan to'ldirilgan. Asarda bosh qahramonning ichki kechinmalari, hayotiy muammolari va ijtimoiy adolatsizliklar tasvirlanadi. SHERzod adolatni anglatsa , Turg'unlik davri illatlarini Sayfi Soqievich, Sirojiddin singari obrazlar orqali fosh etdi.

Foydalanilgan adabiyotlar:

O'tkir Hoshimovning "Nur borki soya bor" kitobi Nurli dunyo nashriyot uyi 2024
5-sinf eski adabiyoti 2015 «ShARQ» nashriyot-matbaa
S. AHMEDOV, B. QOSIMOV,
R. QO'CHQOROV, Sh. RIZAYEV
Net Asar .uz

PRAGMATISM AS A LINGUISTIC DISCIPLINE AND ITS PLACE AMONG OTHER SCIENCES

Shaxzodaxon Sanakulova Sheraliyevna

Samarqand shahar 35-maktab, Maxmud koshgari 50

Tel:(91) 5452396

Ilmiy raxbar ismi: Suleymanova Nargiza Mardonovna

Annotation: Until the mid-20th century, the term "pragmatics" was employed by different fields of research (such as semiotics, philosophy, sociology, psychology), which made the content of the term very wide and ambiguous. Due to the emergence and development of linguistically oriented pragmatics, it became necessary to define the place of pragmatics in relation to linguistics and to determine the range of tasks it serves to accomplish. There are three ways to interpret the relationship between pragmatics and linguistics: 1) pragmatics is a separate discipline closely related to linguistics; 2) pragmatics is a branch of linguistics; 3) pragmatics belongs to a certain branch of linguistics. The article discusses these three possibilities with reference to the existing literature. Pragmatics is postulated as a discipline of its own, if it is developed as a cross-disciplinary theoretical approach. When considered among other branches of linguistics, it is referred to as pragmalinguistics or linguistic pragmatics. Nowadays, this is the most widespread point of view found in many linguistic dictionaries and handbooks. Those who view pragmatics as part of a certain branch of linguistics, usually attribute it to text linguistics or semantics. In conclusion, the author proposes another interpretation: in addition to core linguistics, applied linguistics, interdisciplinary linguistics and other possible subdivisions, it is expedient to distinguish communicational linguistics. Pragmatics makes part of it, alongside with phonetics.

Keywords: pragmatics, communication, linguistics, classification, pragmalinguistics

INTRODUCTION: The communicative-pragmatic turn in linguistics marked a shift in the interest of researchers from studying the internal properties of the language system to analyzing the functions of language in the complex structure of human communication, and also drew the attention of scientists to the term "pragmatics" itself, which was practically not used in linguistics until the mid-twentieth century. The rapid development of linguistic pragmatics led to the fact that the field of study of this new science began to include everything that goes beyond the framework of traditional systemic linguistics, which rapidly expanded the scope of its object and made its

boundaries very vague. To this day, the question of the relationship between pragmatics and linguistics remains controversial.¹ The author of this article aims to identify and analyze the currently existing interpretations of the term "pragmatics", to describe possible variants of the relationship of pragmatics with other scientific disciplines and to offer his own version of a scheme illustrating the position of linguistic pragmatics within the framework of linguistic science. Without claiming to have a final solution to the above-described set of problems, the author hopes that the presented point of view will contribute to the development of a fruitful discussion on this matter.

RESULTS AND DISCUSSION: Until that time, the term "pragmatics" was used both in various fields of science (primarily in philosophy, sociology and psychology) and in everyday life, which led to its content becoming largely vague and ambiguous.²

From the history of the development of pragmatics as a scientific direction, it is known that it could be considered as a component of various branches of science. Depending on the time period and the authors of a specific theory, pragmatics can be understood as:

1) one of the three components of semiosis, within the framework of which the relationship of signs to the subjects producing and interpreting them is studied.

2) the study of patterns, pathologies and paradoxes of interaction between individuals (the psychotherapeutic pragmatics of Pavel Vaclavik).

3) the study of language as an instrument of action for achieving various goals (linguo-philosophical pragmatics, based on the theory of speech acts of J. Austin and J. Searle)

4) the universal theory of social interaction (socio-philosophical pragmatics of J. Habermas)

5) the specific (institutional) theory of speech behavior (functional pragmatics of Konrad Ehlich and Jochen Rehbein).

Due to such a variety of interpretations of the original term, in the process of the emergence and development of linguistically oriented pragmatics it became necessary to solve the following problems:

1) to determine the place of pragmatics in relation to linguistics;

2) to give the new term a definition within the framework of the theory of language.

¹ Красина Е.А. (2016) Дискурс, высказывание и речевой акт // Вестник Российского университета дружбы народов. Серия: Лингвистика. 2016. Т. 20. № 4. С. 91—102. [Krasina E. (2016). Discourse, Statement and Speech Act. Russian Journal of Linguistics, 20 (4), 91—102. (in Russ.)]

² V., Kotorova, E.G. (2015). Contrastive study of speech behavior patterns. Speech genres, 2, 27—39. (In Russ.)]

PRAGMATICS AS AN INDEPENDENT DISCIPLINE

As an independent discipline, pragmatics is postulated, as a rule, if it, as a theoretical direction, arises at the junction of two or more sciences. Such a direction is, for example, the universal (also called formal in the author's later works) pragmatics of J. Habermas, which unites the ideas and provisions of philosophy, sociology, formal logic and linguistics. Although there is a point of view that Habermas, being a philosopher and sociologist, only used the theory of speech acts to build a model of communication in an ideal society, in our opinion, it is impossible not to admit that Habermas in his own way considered and presented the basic concepts of communication (speech acts, communicative rationality, consensus, etc.) and thus made a huge contribution to the study of communication, the development of the theory of speech acts and linguistic pragmatics in general. The task of universal pragmatics (or the theory of communicative competence) is, according to the creator of this direction, "to identify and reconstruct the universal conditions of possible mutual understanding³". Its subject is elementary utterances as pragmatic units of speech and general structures of speech situations. Habermas seeks to reconstruct the system of rules by which a speaker with communicative competence constructs an utterance from sentences and to trace how successfully the speaker or listener has transformed sentences into utterances with the help of pragmatic universals. The term "universal pragmatics" should, according to the author, emphasize the difference between his theory and other areas of linguistic pragmatics. While empirical pragmatics sets the task of studying the individual situational conditions for the realization of utterances, the goal of universal pragmatics is to reconstruct a universal system of rules by which sentences can be transformed into utterances. As a result, Habermas considers it necessary to distinguish the theory of communicative competence he created (also called "universal pragmatics") from linguistics.⁴ In his opinion, there is a fundamental difference between the generation of sentences in accordance with the rules of language (the area of competence of linguistics) and the use of sentences in accordance with pragmatic rules that form the infrastructure of speech situations as a whole (the area of competence of universal pragmatics).

When analyzing the three above-described possibilities for interpreting the relationship between pragmatics and linguistics, it can be seen that at present the majority of researchers adhere to the viewpoint that linguistic pragmatics or pragmalinguistics should be — in accordance with its name — included in the field of linguistic research and is, therefore, one of the linguistic disciplines. This opinion is

³ Komarova, Z.I. (2014). Methodology, method, technique and technology of scientific research in linguistics: study guide. 3rd ed. Moscow: Flinta. (In Russ.)]

⁴ Lingvisticheskaya pragmatika (Linguistic pragmatics). Vinnitsa: Nova knyga. (In Russ.)]

based, in many respects, on the definitions of the subject of linguistics as a science, presented in modern linguistic dictionaries and encyclopedias. It can be seen that at present an important task of linguistics is considered to be the study of the functioning of language in communication.

CONCLUSION: An analysis of different points of view on the subject and tasks of pragmatics as a scientific discipline shows that there is no consensus among scientists regarding which global scientific direction (semiotics, philosophy, psychology, etc.) pragmatics is a part of. In the middle of the 20th century, pragmatics began to be included in linguistics, in which case this discipline is called linguistic pragmatics or pragmalinguistics. The following conclusions can be made regarding the position and content of linguistic pragmatics.

In accordance with the purpose of the article, the above scheme illustrates the author's point of view on the position of pragmalinguistics in relation to other linguistic disciplines. The author does not claim to cover all (or most) areas of linguistics in this scheme. Apparently, there can be no unambiguous solution regarding the delimitation and classification of particular disciplines within linguistics, since there are many opinions regarding the possibilities of the hierarchical organization of such a classification. The proposed solution is only one of the possible ones. At the same time, it should be recognized that communicative linguistics, which has been rapidly developing recently, is also in the process of formation, and linguists have yet to define this subdiscipline, determine its subject and tasks in the course of the discussion.

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THE ROLE OF PRONUNCIATION IN EFFECTIVE ENGLISH COMMUNICATION

Bobomurodova Mokhinur Bakhriddin qizi
English teacher at NDKTU academic lyceum

Abstract: Pronunciation plays a critical role in effective English communication, acting as a bridge between speakers and listeners. This paper explores the significant role that pronunciation plays in enhancing communication skills in English, particularly in spoken interactions. The study investigates various aspects of pronunciation such as accent, stress, and intonation, and discusses how mastering these elements can lead to clearer and more confident communication. The goal is to highlight the importance of pronunciation in overcoming barriers to understanding and facilitating smoother interactions in both formal and informal contexts. The paper provides a comprehensive overview of the challenges learners face in pronunciation and offers strategies to overcome them, promoting a holistic approach to language acquisition.

Keywords: Pronunciation, Effective Communication, Accent, Intonation, Stress, English Language, Communication Skills, Phonology

The relevance of the Topic of this study is determined by the aggravation of interest in the importance of pronunciation in English communication. From business meetings to academic conferences and social media exchanges, English serves as a common platform for people from diverse linguistic backgrounds. However, with such widespread use, communication often occurs between speakers who have different native languages and accents. This creates a potential for miscommunication, especially when pronunciation is not clear and the role of pronunciation in effective communication cannot be underestimated. It is vital for both learners and instructors to prioritize its development to ensure effective and confident communication.

The Goal of the Paper : The purpose of this paper is to highlight the importance of pronunciation in English communication, focusing on its relevance to both non-native learners and their interaction with native and non-native speakers. By examining the key elements of pronunciation, this paper aims to raise awareness about its impact on clarity and fluency. Additionally, it will provide practical insights into how learners can improve their pronunciation skills and enhance their communicative effectiveness. This paper also seeks to encourage educators to incorporate pronunciation training into their teaching methods to ensure a more comprehensive approach to language learning.

Introduction.

Pronunciation is often overlooked in many language learning environments, with a greater emphasis placed on grammar and vocabulary. However, the ability to pronounce words clearly and accurately is essential for effective communication. In fact, poor pronunciation can hinder understanding and even cause frustration in conversations, regardless of how well someone might know the grammar or vocabulary. Effective communication is not just about conveying meaning through words but also about ensuring that the message is understood as intended. Thus, pronunciation is an essential skill in language proficiency.

In English, pronunciation is multifaceted and includes various components such as stress, rhythm, intonation, and accent. Each of these elements contributes to how a speaker's message is interpreted by others. For non-native speakers, mastering these aspects can be challenging, but doing so can significantly improve both comprehension and expression. The aim of this paper is to explore the role of pronunciation in effective English communication, emphasizing its significance and providing practical suggestions for improving pronunciation skills in language learners.

The Role of Pronunciation in Communication

1.1. Accent and Clarity

Accent refers to the distinctive way in which words are pronounced, often influenced by geographical or social factors. Accents are a natural part of language and reflect a speaker's regional or cultural background. However, when learning English as a second language, non-native speakers may find that their accent affects their ability to be understood by others. While a native-like accent is not necessary for effective communication, clear and intelligible pronunciation is essential.

Research has shown that a heavy accent, particularly when combined with other speech errors, can create comprehension difficulties (Jenkins, 2000). Non-native speakers may struggle with certain vowel or consonant sounds that differ from their native language, making their accent more pronounced. In a multicultural, global environment where English serves as a bridge for communication, accents can lead to misunderstandings, particularly when interlocutors are not familiar with each other's speech patterns. Therefore, clarity in pronunciation is paramount, regardless of whether the speaker's accent conforms to native English norms.

An interesting approach to pronunciation is "English as a Lingua Franca" (ELF), which emphasizes mutual intelligibility over adherence to native-like accents. Jenkins (2000) argues that as English becomes more global, accents should be viewed as an inevitable part of the language's diverse use. According to Jenkins, intelligibility is the main concern, and pronunciation training should focus on avoiding "highly unintelligible" speech patterns, rather than striving for a particular accent.

1.2. Intonation and Meaning

Intonation refers to the rise and fall of pitch while speaking and plays a vital role in expressing emotions, intentions, and distinguishing between types of sentences. A sentence like "You're coming with me?" can have different meanings depending on the intonation used. A rising intonation indicates a question, while a falling intonation might suggest a statement. In English, intonation is essential for conveying meaning beyond the words themselves. A learner may say the correct words but fail to convey the intended meaning due to improper use of intonation.

The importance of intonation in communication has been well-documented by linguists such as Crystal (2003). Intonation conveys more than just grammatical distinctions; it is essential for expressing attitude, emotions, and nuance. For instance, a flat intonation in a question may sound unenthusiastic or uninterested, while a rise in pitch at the end of a statement may signal uncertainty or surprise. Intonation, therefore, is essential not only for grammatical correctness but also for the emotional tone of communication.

In cross-cultural communication, mastering intonation can be crucial for non-native speakers. For example, many languages, such as Mandarin, are tonal, meaning pitch can change the meaning of a word. For Mandarin speakers learning English, mastering intonation patterns in English, which are not primarily tonal but rather rhythmical, can present a challenge. Intonation helps convey meaning beyond the dictionary definition of words, and non-native learners must understand this aspect to avoid misunderstandings.

1.3. Stress and Rhythm

Stress refers to the emphasis placed on certain syllables or words within a sentence. In English, stress patterns are essential because they can change the meaning of a word or sentence entirely. For example, the noun 'record' is stressed on the first syllable (REcord), while the verb 'record' is stressed on the second syllable (reCORD). Misplacing stress can lead to confusion, making it difficult for listeners to understand the intended meaning.

Similarly, rhythm, the pattern of stressed and unstressed syllables, plays a role in how natural and fluent speech sounds. English is considered a stress-timed language, meaning that the rhythm of speech is determined by the stressed syllables, which are spaced roughly evenly, while unstressed syllables are shortened. Understanding and producing the rhythm of English can help learners sound more fluent and less hesitant. Incorrect stress and rhythm patterns can make speech sound unnatural, while mastering them enables clearer, more effective communication (Swan, 2005).

Stress and rhythm are deeply linked to fluency. A study by Derwing and Munro (2005) found that pronunciation factors such as rhythm, stress, and intonation were

strongly correlated with listeners' perception of a speaker's fluency. They argue that learners who master these elements are more likely to be perceived as fluent, regardless of their accent. As stress-timed languages like English rely heavily on rhythm, mastering these elements ensures that non-native speakers sound more natural and are better understood in different contexts.

Moreover, learners should practice both word stress and sentence stress to refine their communication. In everyday speech, it is not just individual words that require correct stress but also entire sentences. Sentence stress is used to highlight the most important information, and improper sentence stress can alter the meaning of a sentence.

1.4. The Phonetic Challenges in Pronunciation

Phonetic challenges also contribute to difficulties in pronunciation. For example, English contains sounds that may not exist in a learner's native language, such as the "th" sounds (/θ/ and /ð/) in words like "think" and "this." This can cause learners to replace these sounds with others that are more familiar, such as /s/ or /z/, which can lead to misunderstandings (Swan, 2005).

Additionally, the English language features irregular spelling patterns that do not always correspond to pronunciation, further complicating pronunciation learning. For instance, the word "though" is pronounced differently from "through," despite their similar spelling. For learners of English, understanding these irregularities and mastering the corresponding sounds requires continuous practice and exposure. Teachers often use visual aids such as the International Phonetic Alphabet (IPA) to help students recognize and produce correct sounds, as the IPA helps isolate individual phonemes for more accurate learning (Roach, 2009).

Challenges in Mastering Pronunciation

For many learners of English, pronunciation presents particular challenges, especially when their native language differs significantly from English in terms of phonological features. The absence of certain sounds, such as the /θ/ and /ð/ sounds in words like "think" and "this," can cause difficulties in articulation and affect intelligibility. Additionally, learners may struggle with the use of stress and intonation, which do not always correspond to patterns in their first language.

Another challenge arises from the influence of the first language, which may lead to fossilized errors in pronunciation. For example, a Spanish speaker may have difficulty pronouncing the English /v/ sound because it does not exist in Spanish. Similarly, speakers of Mandarin may find English intonation patterns challenging because Chinese is a tonal language. These challenges can create obstacles to clear communication and may require targeted practice to overcome.

To address these issues, learners need to practice consistently and engage in focused pronunciation exercises. Using tools such as phonetic transcription, audio recordings, and interactive language software can help learners improve their pronunciation. Additionally, regular feedback from native speakers or teachers is invaluable for identifying areas of improvement and correcting persistent errors.

Conclusion.

In conclusion, pronunciation is an indispensable component of effective communication in English. It influences not only the clarity and intelligibility of speech but also the speaker's ability to express emotions, intentions, and ideas. Proper pronunciation, including attention to accent, intonation, and stress, helps non-native speakers communicate more effectively in both formal and informal settings.

Educators must recognize the importance of pronunciation in language acquisition and make it a central part of their teaching methodologies. Learners should also dedicate time and effort to improving their pronunciation to ensure that they can express themselves confidently and clearly. By mastering pronunciation, learners can bridge communication gaps and engage more successfully in global conversations.

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ЭФФЕКТИВНОСТЬ ДОБАВОК, ПРИМЕНЯЕМЫХ ПРИ ПРИГОТОВЛЕНИИ МОНОЛИТНЫХ БЕТОННЫХ КОНСТРУКЦИЙ, ПРИМЕНЯЕМЫХ В ГИДРОСТРОИТЕЛЬСТВЕ.

У.Х.Равшанов¹, Хакимов К¹, М. Набиев², Ф. Январов², Ш. Абсаломов².

*У.Х.Равшанов¹, Хакимов К¹-Бухарский институт управления
природными ресурсами НИУ «ТИИИМСХ» кафедра
«Общие инженерные дисциплины» - ассистент,*

*М. Набиев² Ф. Январов² Ш. Абсаломов² – студенты направления «ИГС и
НС» факультета Гидромелиорации Бухарский институт управления
природными ресурсами НИУ «ТИИИМСХ»*

Аннотация: В наше время строительство любого здания или сооружения невозможно представить без бетона и железобетона. Поскольку прочность и срок службы бетона высоки, местные строительные материалы позволяют широко экспортировать его. Однако постоянный рост цен на электроэнергию и материальные ресурсы делает прочность бетона еще более необходимой. Одним из современных способов повышения плотности бетона является добавление в его состав пластификаторов. Фактически эти добавки снижают водопотребность бетона на 10...15 %, увеличивают время уплотнения и могут вызвать чрезмерные энергозатраты, поскольку добавляемая Л.С.Т - лигносульфонатная бетонная смесь составляет 0,1...0,6 по отношению к цементной массе. %, оно может улучшить некоторые свойства бетона, но замедлить его твердение.

Ключевые слова: Бетон, цемент, плотность бетона, прочность бетона, однородность, приоритет, морозостойкость, гидроизоляция, коррозионная стойкость, лигносульфонат, мелкий и крупный наполнитель.

Abstract: Nowadays, it is impossible to imagine the construction of any building or structure without concrete and reinforced concrete. Since the strength and service life of concrete are high, local construction materials allow it to be widely exported. However, the constant rise in prices for energy and material resources makes the strength of concrete even more necessary. One of the modern ways to increase the density of concrete is to add plasticizers to its composition. In fact, these additives reduce the water requirement of concrete by 10...15%, increase compaction time and can cause excessive energy

consumption, since the added L.S.T - lignosulfonate concrete mixture is 0.1...0.6 in relation to the cement mass. %, it can improve some properties of concrete, but slow down its hardening.

Key words: Concrete, cement, concrete density, concrete strength, uniformity, priority, frost resistance, waterproofing, corrosion resistance, lignosulfonate, fine and coarse filler.

Annotatsiya: Xozirgi kunda har qanday bino yoki inshoot qurilishini beton va temirbetonsiz tasavvur etib bo'lmaydi. Chunki, betonning mustaqkamligi va xizmat muddatini yukori ekanligi, maxalliy qurilish ashyolarining etarliligi undan keng foydalanishga imkon yaratmokda. Lekin, keyingi yillarda energiya va moddiy resurslarning bahosini muntazam o'sib borishi, betonlar texnologiyasini takomillashtirish zaruriyatini keltirib chiqarmoqda. Betonlar zichligini oshirishning zamonaviy usullaridan biri bu uning tarkibiga plastifikatlovchi qo'shimchalar qo'shishdir. Aslida esa bu qo'shimchalar betonning suv talabchanligini 10-15% kamaytiradi, zichlashtirish vaqtini ko'paytirishi va ortiqcha energiya sarfiga sabab bo'lishi mumkin, chunki qo'shilayotgan L.C.T – lignosulfonat beton qorishmasi tarkibiga sement massasiga nisbatan 0.1-0.6 % gacha bo'lib, u betonning ayrim xossalarini yaxshilashi, lekin beton qotishini sekinlashtirishi mumkin.

Tayanch so'zlar: Beton, sement, beton zichligi, betonni mustahkamligi, bikrligi, ustuvorligi, muzlashga bardoshlilik, suv o'tkazmasligi, karroziyaga turg'unliligi, lignosulfonat, mayda va yirik to'ldiruvchi.

Учитывая, что строительные материалы составляют 55-60 процентов стоимости строительных работ, а современная архитектура требует новых, качественных, дешевых, легких и сейсмостойких, инновационных продуктов, нетрудно почувствовать и понять прогресс и значение сектора производства строительных материалов. В настоящее время в нашей республике проводится системная работа по обеспечению стабильных темпов роста производства и экспорта конкурентоспособной продукции, а также углублению структурных преобразований, направленных на модернизацию, техническое и технологическое обновление предприятий промышленности строительных материалов. Особое внимание уделяется созданию благоприятных условий для быстрого развития и диверсификации отрасли, привлечению инвестиций в переработку местных минеральных ресурсов, увеличению объемов экспорта строительных материалов.

В настоящее время увеличивается спрос и предложение качественных, дешевых, новых видов строительных материалов для строительства недорогого

жилья, объектов социальной сферы, нежилых и жилых зданий. В частности, в результате применения технологии сортировки асбеста из азбозурита можно сократить количество поступающего в республику асбеста, снизить себестоимость шифера, переработать 2 млн тонн азбозуритовых отходов, накопленных в Охангароне, Куvasoe. , Бекобадской и Ангреновской зонах и извлекают до 15% асбеста с каждой тонны. По предварительным расчетам, на импорте самого асбеста предусмотрено сэкономить 40 миллионов долларов США. В то же время, параллельно с реформами, проводимыми в нашей стране, даже сегодня учеными по совершенствованию технологии бетона получены высокоэффективные научные решения в ряде направлений, однако эффективному использованию химических добавок в бетоне придается недостаточное значение. подготовка бетона и железобетона. По статистике, 80% бетона в США и Японии, 70% в Австрии и Германии и только 30-40% в республиках СНГ производятся с использованием химических добавок. Одним из современных методов повышения плотности бетона является введение в его состав пластифицирующих добавок. Фактически эти добавки снижают водопотребность бетона на 10...15 % и увеличивают время уплотнения.

Одним из современных способов повышения плотности бетона является добавление в его состав пластификаторов. Фактически эти добавки снижают водопотребность бетона на 10...15 %, увеличивают время уплотнения и могут вызывать чрезмерные энергозатраты, поскольку добавляемая Л.С.Т - лигносульфонатная бетонная смесь составляет до 0,1...0,6 % по сравнению с цементная масса может улучшить некоторые свойства бетона, но замедлить его затвердевание. Учитывая вышеизложенное, если вспомнить такие старые понятия, раньше считалось, что бетон состоит из четырех компонентов (вяжущее вещество, вода, мелкие и крупные наполнители), но сейчас в качестве пятого компонента в технологии бетона рассматриваются различные химические добавки. Поэтому один из наиболее актуальных вопросов технологии бетонов требует эффективного использования различных органических и неорганических химических добавок. Поскольку введение химических добавок в количестве 0,1...0,5% от массы цемента в бетонную смесь позволяет существенно повлиять на химические процессы твердения бетона и улучшить его физико-механические и другие свойства (морозостойкость, гидроизоляцию, коррозионную стойкость) в положительном ключе. В связи с этим использование пластифицирующих добавок может оказаться весьма эффективным. Пластификаторы являются одними из важнейших химических добавок, используемых в технологии бетона. Основной задачей пластифицирующих добавок является повышение подвижности бетонных

смесей, применяемых при строительстве зданий и сооружений или снижение жесткости бетонных смесей, снижение энерго- и трудозатрат при приготовлении бетонных и железобетонных конструкций, интенсификация технология их приготовления. Основная особенность пластифицирующих химических добавок состоит в том, что если они вводятся в бетонную смесь в определенном количестве (0,2...0,4%), то при сохранении проектируемости бетонной смеси (осадочности или однородности конуса) снижается водо-соотношение цемента на определенное количество, а количество избыточной воды в бетонной смеси значительно снижается. Обычно количество избыточной воды в бетонной смеси обеспечивает легкое и удобное осаждение бетонной смеси под действием собственной силы тяжести, но во многих случаях отрицательно влияет на физико-механические свойства бетона. Это приводит к скоплению избыточной свободной воды в оставшемся бетоне. В результате в структуре бетона образуется достаточное количество пор и капилляров для учета свободной воды. Свободная вода в порах и капиллярах бетонной конструкции может превращаться в пар и покидать бетонную конструкцию при перепадах температуры. В таких случаях эти пустоты заполняются воздухом, что ослабляет структуру бетона и отрицательно влияет на прочность, плотность, коррозионную стойкость и деформационные свойства бетона. Модифицированная лигносульфонатная добавка, используемая в качестве пластифицирующей добавки, очень эффективно предотвращает эти неблагоприятные условия. Модифицированная лигносульфонатная добавка получается путем модификации технических лигносульфонатов с помощью технической золы Ангренской ГРЭС и применяется в количестве 0,2...0,4% по отношению к количеству цемента. Модифицированные лигносульфонаты могут найти широкое применение при приготовлении особо высокопрочных бетонов (>В45). Приготовить высокопрочные бетоны можно не используя цементы высоких марок, а используя местные цементы (марки 400-500), которые широко применяются в производстве.

Разъясним норму бетона для приготовления данной бетонной смеси или соотношение строительных материалов, участвующих в приготовлении смеси. Учитывая, что соотношение воды и цемента является основной маркой для приготовления бетонной смеси, целесообразно добавлять мелкие и крупные заполнители в указанном соотношении. Цемент 425 кг, мелкий заполнитель (песок) 705 кг, крупный заполнитель (гравий) 1100 кг, вода 229 литров, данная смесь рассчитана на изготовление 1 м³ бетона. По результатам приведенного эксперимента, при использовании добавки Л-2 в количестве 0,35% по отношению к количеству цемента, даже при уменьшении соотношения S/S

подвижность бетонной смеси можно сохранить, а его прочность может увеличиться почти на 35...40% за 28 дней. Такой результат обусловлен уменьшением количества свободной воды в бетонной смеси. При использовании модифицированных лигносульфонатов прочность бетона можно повысить на 17...25 % за счет снижения соотношения S/S бетонной смеси. Однако в ряде случаев при изготовлении железобетонных элементов конструкции повышение их прочности до требуемого в проекте класса бетона оказывается неэффективным. Поэтому в таких случаях можно сократить количество цемента, необходимого для приготовления этой посторонней смеси, примерно на 12-18%, сохранив при этом прочность бетона в проекте. Отрядным результатом данного эксперимента является то, что в процессе приготовления бетона наблюдалось снижение расхода цемента на 10-20%, а также уменьшение количества тепла, выделяющегося в результате экзотермической реакции из конструкции. Особенно эффективен этот процесс при строительстве гидротехнических и гидроэнергетических объектов. В частности, использование модифицированных лигносульфонатов улучшает деформационные свойства бетонов, используемых при строительстве указанных конструкций, снижает их деформации и повышает морозостойкость этих бетонных или железобетонных элементов. Кроме того, при строительстве крупногабаритных монолитных гидротехнических сооружений за счет высокой вяжущей способности модифицированных лигносульфонатных бетонных смесей снижается выделение из них свободной воды, а в работах по бетонированию можно эффективно использовать бетононасосы различных конструкций. В результате транспортные затраты при строительстве зданий и сооружений могут быть снижены на 20-30%. Добавление LST затрудняет насыщение цемента в бетонной смеси водой из-за поглощения некоторого количества воды. В результате твердение бетона замедляется, и чтобы устранить негативные стороны этой ситуации, необходимо добавлять ускоряющие добавки. В результате можно получать гидротехнические бетоны с быстротвердеющей прочностью. Использование бетонных смесей, пластифицированных модифицированными лигносульфонатами, при строительстве гидротехнических сооружений приносит следующие преимущества:

- Повышение прочности тяжелого бетона на 17-25% или снижение расхода цемента на 12-18% при сохранении прочности в проекте;
- эффективное использование шлакопортландцементов наряду с ленточными цементами при приготовлении гидробетонов;

-снижение транспортных расходов при широком использовании бетононасосов при бетонных работах;

- улучшение механических и деформационных свойств бетона за счет уменьшения избытка свободной воды в бетонной смеси. Потому что при послойном бетонировании добавление в бетонную смесь верхнего слоя 15% кальция $CaCl_2$ и ЖКТ в результате позволяет выполнять бетонные работы при температуре выше 45 С даже в условиях повышенных температур.

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ЗНАЧИМОСТЬ ВОДОСБЕРЕГАЮЩИХ ТЕХНОЛОГИЙ ВО ВРЕМЯ, КОГДА ДЕФИЦИТ ВОДЫ ВСЕ РАСТЕТ

У.Х.Равшанов¹, Сабирав З¹, М. Набиев², Ф. Январов², Ш. Абсаломов².

У.Х.Равшанов¹, Сабирав З¹ - Бухарский институт управления природными ресурсами НИУ «ТИИИМСХ» кафедра «Общие инженерные дисциплины» - ассистент,

М. Набиев² Ф. Январов² Ш. Абсаломов² – студенты направления «ИГС и НС» факультета Гидромелиорации Бухарский институт управления природными ресурсами НИУ «ТИИИМСХ»

Аннотация: Сегодня предпринимаются усилия для понимания воды и связанных с ней проблем, растущей потребности в воде и основных причин истощения водных ресурсов. Главным вопросом является рациональное и эффективное использование воды, направленное на улучшение мелиорации орошаемых земель. В основном, реформы, проведенные в нашей стране в последние 5-6 лет, показали свой положительный эффект в водном хозяйстве, применении водосберегающих технологий и решаемые в этой связи задачи позволят расширить сферу применения водосберегающих технологий. Будет введено в будущем, позволит значительно увеличиться. В Узбекистане также реализуются важные меры, связанные с рациональным использованием водных ресурсов.

Ключевые слова: Водосберегающие технологии, ирригация, мелиорация, водопотребление, водные ресурсы, орошаемое земледелие.

Abstract: Today, efforts are being made to understand water and its problems, the growing demand for water and the underlying causes of water resource depletion. The main issue is the rational and efficient use of water, aimed at improving the reclamation of irrigated lands. Basically, the reforms carried out in our country in the last 5-6 years have shown their positive effect in the water sector, the use of water-saving technologies, and the tasks being solved in this regard will expand the scope of application of water-saving technologies. Will be introduced in the future, will allow for a significant increase. Uzbekistan is also implementing important measures related to the rational use of water resources.

Key words: Water-saving technologies, irrigation, land reclamation, water consumption, water resources, irrigated agriculture.

Annotatsiya: Hozirgi kunda suv va suv bilan bog'liq muammolar ularni anglash, suvga bo'lgan ehtiyojning ortib borishi va suvning kamayishining asosiy sabablari

yoritishga harakat qilingan. Asosiy masala — suvdan oqilona va samarali foydalanish, sugʻoriladigan yerlarning meliorativ holatini yaxshilashga qaratilgan. Asosan soʻngi 5-6 yilda mamlakatimizda olib borilgan islohotlar suv xoʻjaligida ham oʻz ijobiy taʼsirini koʻrsatib, suv tejovchi texnologiyalarni qoʻllash va bu borada amalga oshirilgan vazifalar kelgusida suv tejovchi texnologiyalarni joriy qilgan maydonlar koʻlamini sezilarli darajada oshishiga imkon beradi. Oʻzbekistonda ham suv resurslaridan oqilona foydalanishga oid muhim chora-tadbirlar amalga oshirilmoqda.

Kalit soʻzlar: Suv tejovchi texnologiyalar, sugʻorish, meliorativ holat, suv sarfi, suv resurslari, sugʻorma dehqonchilik.

Вода – источник жизни. Ее ценность становится все более очевидной в процессе мировой глобализации. Ведь без воды нет жизни. Вода – это жизнь, которая на протяжении миллионов лет оказывает ни с чем не сравнимое влияние на эволюцию жизни, окружающую среду и изменение климата. Поэтому человечество должно беречь его как зеницу ока. Следует отметить, что спрос и потребность в воде растут как никогда. В результате во всем мире наблюдается нехватка воды. Этот актуальный вопрос не обошел стороной и центральноазиатский регион. По расчетам экспертов, к 2050 году ожидается сокращение водных ресурсов на 5% в бассейне Сырдарьи и на 15% в бассейне Амударьи. С другой стороны, из-за роста населения потребность в воде в Узбекистане к 2030 году увеличится до 7 миллиардов. кубический метр, а к 2050 году эта цифра может удвоиться.

С учетом этого в последние годы в нашей стране коренным образом реформировалось использование водных ресурсов. Главным вопросом является рациональное и эффективное использование воды, направленное на улучшение мелиорации орошаемых земель. Поэтому в предвыборной программе Президента особое внимание было уделено экономии водных ресурсов, и к 2030 году все орошаемые посевные площади в нашей республике должны быть переведены на водосберегающие технологии и определено, что меры будут реализованы. приняты для дальнейшего усиления механизмов стимулирования фермеров.

Сегодня страны максимально используют почти все имеющиеся у них ресурсы. Оглядываясь назад, можно сказать, что спрос на воду увеличился вдвое с 1960-х годов. На это повлиял рост населения, развитие сельского хозяйства и промышленности. В будущем Ближний Восток и Северная Африка первыми столкнутся с нехваткой этого жизненно важного ресурса, что в конечном итоге может привести к конфликту и негативно повлиять на отрасль.

На данный момент водная проблема в Северной Америке и Европе относительно стабильна. Но это не значит, что эти территории безопасны. Например, в 6 штатах США наблюдается очень высокий дефицит воды. Рост спроса и быстрое изменение климата также могут привести к снижению ВВП Индии и Китая. Глобальной продовольственной безопасности также угрожает истощение водных ресурсов. В настоящее время 60% орошаемых площадей в мире пересыхают. Особенно фермы, занимающиеся выращиванием сахарного тростника, пшеницы, риса и кукурузы. Эксперты предлагают ряд решений этой проблемы. К ним относятся сохранение водно-болотных угодий и лесов, внедрение фермерами более эффективных методов орошения и использование возобновляемых источников энергии. Сингапур и американский город Лас-Вегас уже сумели доказать, что можно процветать в условиях нехватки воды. Это было достигнуто за счет очистки и повторного использования сточных вод. Однако не все страны могут это сделать.

Следует сказать, что реформы, проведенные в нашей стране за последние 5-6 лет, также оказали положительное влияние на водное хозяйство. Использование водосберегающих технологий и решаемые в связи с этим задачи позволят значительно расширить сферу применения водосберегающих технологий, и в будущем этому будет уделяться серьезное внимание. Для этого установлено 5 479 устройств «Умная вода», 1 446 устройств онлайн-мониторинга на насосных станциях, а также 5 055 устройств «Дайвер», которые в режиме онлайн контролируют уровень минерализации на мелиоративных мониторинговых скважинах, а также процесс управления 45 крупными водохозяйственными объектами. был автоматизирован.

В результате реализованных мер 3 млрд. руб. кубометров воды было сэкономлено и улучшено водоснабжение еще на 400 000 гектаров. Благодаря автоматизации процесса управления водными ресурсами потери удалось сократить до 10 процентов.

Кроме того, сегодня в нашей республике количество предприятий, производящих оборудование и комплектующие водосберегающих технологий орошения, составляет более 50, а локализация этих технологий достигла 80%. Следует сказать, что за счет локализации производства деталей этих технологий стоимость продукта снизилась. При этом можно было экспортировать технику в соседние республики.

Еще одним важным признанием является то, что Узбекистан занимает первое место в Центральной Азии, второе среди стран СНГ, четвертое в Азии и 13-е в мире по внедрению водосберегающих технологий. Можно сказать, что это результат эффективной реализации мер, направленных на дальнейшее

реформирование системы. В настоящее время в целях дальнейшего ускорения реформ в этом направлении перед Министерством водного хозяйства поставлены важные задачи. Один из них – полное покрытие орошаемых пахотных земель водосберегающими технологиями к 2030 году. Надо сказать, что экономика нашей страны основана на сельском хозяйстве, и этим занимается значительная часть населения нашего региона. Таким образом, снижение водопотребления в сельском хозяйстве на один процент дает возможность сэкономить миллионы тонн воды и направить ее на нужды населения.

Вообще говоря, нехватка воды – это глобальная проблема. В таких условиях в Узбекистане, как и во многих странах мира, реализуются важные меры, связанные с рациональным использованием водных ресурсов. Ведь широкое внедрение водосберегающих технологий не только позволяет снизить водопотребление, но и становится важным элементом перехода к зеленой экономике. Это, в свою очередь, гарантирует стабильное развитие Узбекистана.

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KASBIY BRONXIAL ASTMA

*Beshariq Abu Ali Ibn Sino Nomidagi
Jamoat Salomatligi Texnikumi o'qituvchisi
Boratova Asidaxon Abbos qizi*

Annotatsiya: Kasbiy astma - bu ish joyida mavjud bo'lgan moddalar o'pkaning nafas yo'llarini shishishiga va torayishiga olib keladigan o'pkaning buzilishi.

Kalit so'zlar: Bronxial astma, allergiya, xuruj, chang

Kasbiy allergik kasalliklar ichida keng tarqalgan va bu kasalliklar ichida ko'pincha nogironlikka olib keladigan kasallik bronxial astma kasalligi hisoblanadi. Hozirga vaqtda bronxial astmaning rivojlanish mexanizmi, tasnifi va uni davolash bo'yicha katta yutuqlarga erishildi. 1995-yilda ushbu masala bo'yicha asosiy ma'lumotlar Butunjahon Sog'liqni saqlash tashkiloti va Amerika Qo'shma Shtatlarining «Yurak, o'pka, qon» milliy instituti bilan hamkorlikda tayyorlangan «Bronxial astma. Global strategiya» ma'ruzasida yoritildi (GINA, Jeneva, 1995). Ma'ruzada bronxial astmaga berilgan ta'rif ushbu kasallikning har qanday shakliga taalluqlidir va u quyidagicha izohlanadi: «Astma nafas yo'llarining surunkali kasalligi bo'lib, uning rivojlanishida ko'p hujayra elementlari, asosan, semiz hujayralar, eozinofillar, T- limfotsitlar ishtirok etadi. Kasallikka moyil shaxslarda ushbu yallig'lanish kechasi yoki ertalab kuzatiladigan ko'krak qafasida og'irlik hissi bilan kechuvchi epizodlarning rivojlanishiga olib keladi. Bu simptomlar tarqalgan va har xil darajada ifodalangan bronxialning obstruksiyasi bilan bog'liq bo'lib, odatda, to'liq yoki qisman spontan ravishda yoki davolash natijasida yo'qoladi. Shuningdek, yallig'lanish nafas yo'llarini har xil qo'zg'atuvchilarning ta'siriga javob reaksiyasini kuchayishiga sabab bo'ladi». Ushbu ta'rifni kasbiy astmani ifodalashda ham qo'llash mumkin. Lekin shuni ta'kidlab o'tish joizki, bronxial astma ishlab chiqarish muhitidagi allergen ta'siridagina rivojlansa, kasbiy kasallik hisoblanadi. Har qanday holatda ham kasbiy xarakterdagi astmani tasdiqlash uchun uning rivojlanishiga sabab bo'lgan kasbiy allergenning ta'siri borligini tasdiqlovchii liujjatlar zarur bo'ladi. 200 dan ortiq moddalarning borligi aniqlangan. Kasbiy allergenlarning kelib chiqishi bir xil emas. Hayvonot dunyosi bilan bog'liq 96 bo'lgan ko'pgina moddalar allergik xususiyatga egadirlar. Ularga jun, tabiiy ipak, qushlarning pati, gelmintlar va boshqalar kiradi. Ularning bevosita ta'sirida kasbiy bronxial astma tabiiy ipak, jun va teri kabilami ishlab chiqarishda, veterinariya xizmati xodimlarida, sartaroshlarda, zoomagazin, gelmintologik laboratoriya xodimlarida rivojlanislii mumkin. O'simliklar bilan bog'liq allergenlar ham ko'p tarqalgan: o'simliklarning changi,

yog'och, paxta, don, un, tamaki changlari kasbiy astmaning rivojlanishiga sabab bo'ladi. Organizmda sensibilizatsiyaning rivojlanishiga sabab bo'luvchi kimyoviy moddalar, ya'ni gaptenlar ham juda keng tarqalgan va ulaming soni tobora o'sib bormoqda. Bronxial astmaning jumladan, kasbiy astmaning patogenezidagi asosiy zanjir nafas yo'llaridagi surunkali persistik yallig'lanish hisoblanadi. Bundan tashqari, kasallikning rivojlanishida nerv-regulator va endokrin o'zgarishlar, toksik-infektsion omillarning ta'siri ham ahamiyatga ega. Kasbiy bronxial astmaning rivojlanish mexanizmi to'liq o'rganilmagan. Ko'pchilik olimlar I tipdagi gipersezgirlik reaksiyasining (atopik) aniqlanishi kasbiy bronxial astmani tasdiqlaydi deb hisoblashadi. Kasbiy bronxial astmaning rivojlanishida ikki omilni ko'rsatish mumkin:

1. Sensibilizatsiyalovchi omil (yuqori molekular moddalar mustaqil holda, pastmolekular moddalar - gaptenlar inson oqsillari bilan birgalikda) I tipdagi gipersezgirlik reaksiyasi ko'rinishidagi immunologik javob reaksiyasi rivojlanishiga sabab bo'lishi mumkin. Allergenning har qanday keyingi ta'siri bir necha minut yoki bir ay muddatdan keyin tez rivojlanuvchi bronxospastik reaksiyaning rivojlanishiga sabab bo'ladi. Javob reaksiyasi tez va kech boiishi mumkin. Lekin allergenlar bilan o'tkazilgan provokatsion test natijalari, ish joyida kasallikning belgilari yaqqol ifodalanishiga qaramasdan, manfiy boiishi mumkin. 2. Irritantlarning kuchli va o'tkir ta'siri astmaning klinik belgilarini rivojlanishiga sabab bo'ladi. Bu holat nafas yo'llarining reaktiv disfunktsiyasi sindromi sifatida ifodalanadi. Irritantlarning kuchli va o'tkir ta'siri natijasida kech rivojlanadigan astmatik reaksiyalar bronxial giperreaktivlik bilan bog'liq bo'lib, nafas yo'llari sovuq, jismoniy zo'riqish, tamaki tutuni, chang kabi omillarning ta'siriga sezgir bo'lib qoladi. Bronxial astma ikki klinik turda kechadi (A.D. Ado va P.K. Bulatov):

1. Noinfeksion - allergik turi.

2. Infeksion - allergik turi (kasallikning bu turi changli bronxit, pnevmokonioz, toksik pnevmoskleroz va o'pkaning boshqa kasalliklaridan keyin rivojlanadi). Kasbiy bronxial astmaning klinik ko'rinishi tarqalgan, funksional bronxospazm, nafas mushaklarining disfunktsiyasi, bronxlar shilliq qavatining shishi tufayli kuzatiladigan bo'g'inish xurujlari bilan ifodalanadi. Bundan tashqari, bronxlar shilliq qavatining sekretor faoliyati oshadi va mayda bronxlarning to'liq obturatsiyasi segmentar atelektazalarga olib keluvchi, qiyin ko'chuvchi, qovushqoq sekret ajralib chiqadi. Kasbiy astma ko'pincha to'satdan boshlanadi. Bo'g'inish xuruji ish vaqtida sensibilizatsiyalovchi xususiyatga ega bo'lgan moddaning ta'sirida kuzatiladi. Boshlanishida bo'g'inish xuruji ishlab chiqarish allergeni ta'siri to'xtatilganda yoki bronxolitiklar qo'llanilganda tezda o'tib ketadi. Bo'g'inish xurujlarining qaytalanishi ishlab chiqarish allergenining takror ta'siri natijasida kuzatiladi. Bemorlarning bir

qismida astmatik xurujlar rivojlanishidan oldin, ko'pincha, nafas olishning qiyinlashishi, vazomotor rinit, allergik dermatoz, Kvinke shishi kabi holatlar kuzatiladi va ular ham ishlab chiqarish allergenlarining ta'siri ostida rivojlanadi. Kasbiy bronxial astmaning klinik kechishida ikki davmi: xurujlar va xurujlararo davmi ajratish mumkin. Xuruj davriga bo'g'ilish. masofadan turib eshitiladigan shovqinli, hushtaksimom nafas chiqarish kabi holatlar xosdir. Bemor majburiy holatda bo'ladi. Ko'krak qafasi kengaygan, lablari, tirnoqlari, teri qoplamlari ko'kimtir rangda bo'ladi. Perkussiyada o'pka ustida qutichaga xos tovush eshitiladi, o'pka pastki chegaralarining harakatlanishi kamayadi. Auskultatsiyada nafas olish dag'al. nafas chiqarish uzaygan, ko'p miqdorda tarqalgan, quruq xirillashlar eshitiladi. Mayda bronxlaming shilliq bilan berkilib qolishi tufayli, o'pkaning ushbu sathlarida hech qanday shovqin eshitilmasligi ham mumkin. Kasbiy bronxial astma bilan xastalangan bemorlarni davolashda kasallikning etiologik omili, klinik ko'rinishi, og'irlik darajasi, davri va asoratlarini hisobga olish kerak. Eng awalo, etiologik omil - kasbiy allergenni aniqlash va bemorni o'z vaqtida boshqa ishga o'tkazish zarur. Davolashning patogenetik usullariga spetsifik desensibilizatsiya va yallig'lanishga qarshi davo terapiyasi kiradi. Kasbiy bronxial astma bilan xastalangan bem orlam ing mehnat layoqatini hal qilish va ishga joylashtirishda kasallikning darajasidan qat'iy nazar, quyidagilarni e'tiborga olish kerak: sensibilizatsiyalovchi va qitqlovchi moddalar ta'sirining bo'lmasligi, noqulay meteoqlim sharoitida bo'lmaslik va katta jismoniy zo'riqishga yo'l qo'ymaslik. Kasbiy bronxial astmaning yengil shakllarida odatda, bemorlaming mehnat layoqati saqlangan bo'ladi, lekin shunga qaramasdan, ularni doimiy ravishda boshqa ishga ratsional joylashtirish kerak. Kasbiy bronxial astmaning o'rtacha og'irlikdagi darajasida bemorlaming mehnat layoqati nafas yetishmovchiligining darajasiga bog'liq holda qisman yoki butunlay yo'qolgan bo'lishi mumkin, ya'ni ularning mehnat layoqati individual ravishda hal qilinadi. Bemorlaming mehnat layoqati qisman cheklangan bo'lsa, ular allergik va qitqlovchi ta'sirli moddalarlarning ta'siri, noqulay mikroqlim sharoiti va og'ir jism oniy m ehnat talab qilinm aydigan boshqa ishga ratsional joylashtirilishlari zarur. Agar bemorda yaqqol ifodalangan nafas yetishmovchiligi. dekom pensatsiyalangan surunkali o'pka yuragi rivojlansa, odatda ular mehnatga layoqatsiz hisoblanadi.

Foydalanilgan adabiyotlar:

1. Sh. K. Mahmudova "Kasb kasalliklari" kitob 2005.
2. Internet ma'lumotlari.

EMOTSIONAL YONISH VA UNING BARTARAF ETISH YO‘LLARI

Ilmiy rahbar: SamDChTI dotsenti - O.I.Yadgarova
SamDChTI, Ingliz tili fakulteti talabasi - K.A.Isomidinova

Annotatsiya: Ushbu maqolada ta’lim va ish faoliyatida insonlarda uchraydigan emotsional yonish bosqichlari va ularni kelib chiqish sabablari yoritilgan. Emotsional yonish oqibatida yuzaga kelishi mumkin bo‘lgan stress va depressiya haqida ma’lumotlar berilgan. Shuningdek, ularni bartaraf etish yo‘llari yuzasidan psixologik mashg‘ulotlar tavsiya etilgan.

Kalit so‘z: Depressiya, stress, psixolog, psixiatr, psixotrop moddalar, ruhiy va hissiy buzilishlar, simptom, fikrlar karaxtligi, psixoterapivtik suhbat, psixanalitik terapiya, kognitiv psixoterapiya, antidepressant, serotonin, fizioterapiya.

Hozirgi kunda inson ruhiy salomatligi muhimligi har bir sohada eng yuqori pog‘onada turadi desak noto‘g‘ri bo‘lmaydi. Ruhiy jihatdan kuchli insonlar ishlari va hayotiy faoliyatlari davomida muammolarga kam duch kelishadi. Hattoki ruhiyati sog‘lom bo‘lmagan kishilarda boshqa fiziologik kasalliklar ham ko‘p kuzatiladi. Ruhiy salomatlik haqida fikr yuritganimizda insonlarda hayoti davomida yoki ish faoliyatida uchrashi mumkin bo‘lgan hissiy yonish tushinchasiga kebgroq to‘xtalib o‘tishimiz kerak. Hissiy kuyish bu insonlar ish faoliyatida, hayotiy munosabatlarida yuzaga keladigan salbiy psixologik holat. Bu insonning hissiy quvvat va shaxsiy resurslarining yo‘qolishiga olib keladigan holat. Hissiy kuyish yuzaga kelgan insonda hayotga qiziqish sustlashadi, atrofdagi insonlarga nisbatan negativ munosabat shakllanib, hamma narsaning faqat salbiy tarafini ko‘radigan bo‘ladi. Ish unumdorligi tushib ketadi, ishga borgisi kelmaydi, ishlash xohishi yo‘qoladi, shaxsning o‘ziga bo‘lgan bahosi tushib ketadi, o‘ziga bo‘lgan ishonchi yo‘qoladi, o‘zidan qoniqmaslik hissi kuchayadi, xuddiki atrofdagi barcha u inson uchun dushman kabi munosabatda bo‘layotgandek hislar o‘tadi.

G‘arb mamlakatlarida hissiy kuyishni kasallik sifatida tan olishgan. Sababi agar inson hissiy kuyish holatini davolamasa, salomatligiga jiddiy ta’sir ko‘rsatishi mumkin.

Hissiy kuyishni keltirib chiqaruvchi holatlar: [3]

1- bosqich.	Meyordan ortiq ish bilan band bo‘lish	Hissiy kuyishning boshlanishi – bu, ishdagi muvaffaqiyatga berilib, yana ham ko‘proq ishlash, eyforiya holati natijasida, shaxsiy hayotdan, do‘stlar munosabatidan, shaxsning o‘zi uchun, salomatligi uchun, dam olish uchun vaqt ajratmasligidan kelib chiqadi
2- bosqich	Ishchan deb nomlanadigan hissiy kuyish.	Bu bosqichda inson ish bilan band bo‘lib, qilgan ishi orqali rag‘bat olishga intilish kuchli bo‘ladi, natijada ish faoliyatida rag‘bat olinmasa, hissiy kuyish holati yuz beradi. Hissiy kuyishning birinchi bosqichida shaxsda deyarli psixologik toliqish yuzaga kelmaydi, huddiki ishlashdan kuch olayotgandek bo‘ladi, ikkinchi bosqichda esa psixologik toliqish yuzaga keladi, xamkasblar bilan, jamoa bilan til topishish qiyinlashadi, vaziyatlarga nisbatan salbiy fikrlarni bildira boshlaydi, lekin bu bosqichdagi hissiy kuyish ishdan biroz dam olib yoki ish vaqtida biroz bo‘lsa-da, o‘zi hohlagan mashg‘ulot bilan shug‘ullansa, 2-3 chashka choy yoki qahva ichsa, o‘tib ketadi.
3- bosqich	"Toliqish" deb ataladigan hissiy kuyish	Bu bosqichda aslida shoshilinch profilaktika choralarini ko‘rilmasa, asta-sekin hissiy kuyishning kuchli ko‘rinishi paydo bo‘ladi. Shaxs qattiq mehnat qilishda davom etadi, lekin ish endi quvonch keltirmaydi (birinchi bosqichda bo‘lgan g‘ayrat asta-sekin yo‘qoladi). Yig‘ilgan charchoq hissiyotlarni yo‘qotadi va kuchli qahva yoki choy yordamida o‘zingizni ish holatiga keltirish deyarli mumkin emas. Tana dam olishni talab qiladi, lekin hatto hafta oxiri (ta‘til) ham odamni ish holatiga keltira olmaydi, surunkali charchoq hissi bo‘ladi. Bu bosqichda: kayfiyat keskin yomonlashadi, ijobiy hissiyotlar yo‘qoladi, optimizm yo‘qoladi, uzoq muddatli rejalar tuzishga bo‘lgan istak yo‘qoladi, xavotirlanish, qoniqmaslik holatlari kuchayadi, ishdan uyga qaytib kelganda oila a‘zolariga "meni bezovta qilmang, meni yolg‘iz qoldiring!" deb o‘zini chegaralash boshlanadi.
4- bosqich	«Vayron etish» deb nomlangan bosqich	Bu bosqichda insondagi stress, agressiyalar nazorat qilolmaydigan holatga keladi. Jismoniy va psixologik kasalliklar vujudga keladi. Tanada uyqusizlik, ishtaha yo‘qolishi, yurak yoki oshqozon muammolari, immun tizimi zaiflashishi kuzatiladi. Faqat sog‘liq muammolari emas, balki uzoq muddatli depressiya ham kuzatilishi mumkin. Ko‘pincha bu bosqichda yaqinlaringiz bilan munosabatlarda tanaffus, xafagarchilik, munosabatlarni yakunlanishi, ajralish xavfi ham bor. Barcha holatlardan ish orqali qutilishga harakat bo‘ladi. Ishlash osonroq bo‘ladi, lekin har qanday ish allaqachon mexanik ravishda, hissiy amalga oshiriladi, chunki bu bosqichda odam allaqachon "hissiy jihatdan yonib ketgan" bo‘ladi.

Hissiy kuyishning yuqoridagi holatlari inson uchun xech ham foydali emas, shuning uchun ushbu holatlarga tushmaslik uchun kerakli choralarni o'z vaqtida qo'llash kerak. Biz quyida ba'zi tavsiyalarni berib o'tamiz.

- Avvalo, inson o'zini sevishi, o'ziga vaqt ajratishni o'rganishi kerak.
- Jamiyatda, shahsiy hayotda, insonlar bilan munosabatda shaxsiy chegarani qo'ya olishi lozim.
- Kun davomidagi mashg'ulotlarini tez-tez o'zgartirib turishi kerak, kunlarni xilma-xilligiga e'tibor berish kerak.
- Hobbi yoki boshqa yoqimli mashg'ulotlar (piyoda sayr qilish, tabiat manzarasini ko'rish, rasm chizish, dam olgani sayohat qilish) va boshqa ko'plab ko'ngilochar joylarga borishga vaqt ajratish kerak.

Shuningdek hissiy yonish sabab kelib chiqadigan dipressiya holati haqida quyida biz dipressiya so'ziga batafsil to'xtalib o'tamiz. Depressiya nima? U qanday kasallik? Uning kelib chiqish sabablari nima? Ushbu kasallikning da'vosi bormi? Depressiya-lotinch "depressio" so'zidan olingan bo'lib, "bosish", "Susayish" degan ma'nolarni anglatadi. Depressiya - ruhiy kasallik bo'lib, u odamda hayotga bo'lgan umidsizlik, odamlarga bo'lgan ishonchsizlik, tushkinlik, yolg'izlik, stress va shu kabi negative hissiyotlarni uyg'otishi mumkin. Bu nomni olishiga sabab depressiyaga chalingan bemorning holatidir. Men bu kasallik haqida chuqur o'rganishimiz kerak deb o'ylayman. Chunki bu inson psixologiyasi bilan bog'liq. Bu kasallik qanday ildiz otadi? Sabablari nima?

Depressiya kasalligi bilan kattalar ham, bolalar ham, hattoki, navqiron erkaklar ham og'rishi mumkin ekan. Kasallikning dastlabki belgilari boshda qattiq og'riq turishi, o'ta ruhiy toliqish, o'zini kamsitilgandek, yakkalangandek, hayot uchun kurashishda o'zini yolg'iz qolgandek his qilishdir. Bu kasallik bilan og'rikan bemorlar shirin so'z va e'tiborga muhtoj bo'lib qolishadilar. Kasallikning dastlabki davrida atrofdagilar bemorni tushunishmaydi. Go'yoki bemordagi ushbu xolat atrofdagilar uchun odatiy injiqlik va erkaliklardek tuyulishi mumkin. Lekin depressiya shunchaki o'tib ketadigan kasallik emas. Ushbu kasallik har kimda turlicha kechadi.

Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra yer sharida depressiya bilan ro'yxatga olinganlar soni 160.000.000 dan oshiq. Biroq, aksariyat mutaxassislar fikricha, depressiya bilan kasallangan 3 bemorning biri vrach nazoratida turadi, xolos. Boshqa bir mutaxassislar fikricha, depressiya bilan kasallanganlar sonini aniqlash mushkul. Chunki depressiya turli xil klinik ko'rinishda namoyon bo'lmoqda va hamma vaqt ham tashxis to'g'ri bo'lib chiqavermaydi. Ba'zan bemor "Depressiya" tashxis aniqlangandan so'ng ham vrach yoki psixologga murojaat qilmasdan yuradi. Buning sabablari turlicha, ya'ni, hamkasblar va qo'ni-qo'shnilardan uyaliib, psixolog

yoki psixiatr nazoratida qolib ketishni xohlamaslik, ishdan haydaliş yoki ishga qabul qilinmaslikdan qoʻrqish, tuzalib ketishiga ishonmaslik, psixatrop dorilarni qabul qilishdan qoʻrqish va boshqalardir. Aksariyat hollarda depressiya oila va ishdagi muvaffaqiyatsizliklar yoki baxtsiz voqealardan soʻng rivojlanadi. Bunday paytlarda bemor “Shu ahvolga tushganimning sababi aniq-ku, psixolog nima ham qilib beradi, vaqt oʻtib tuzalarman” deb, davolanishdan voz kechadi. Psixolog bemorni aynan shu kabi vaziyatlardan chiqaruvchi mutaxassis ekanligini unutib qoʻyishadi yoki anglab yetishmaydi. [1]

Depressiyada koʻp kuzatiladigan asosiy ruhiy-hissiy buzilishlar-bular kayfiyatning tushib ketishi, umidsizlik, gʻam-gʻussa, doimiy xavotir, yomon voqealarni kutib yashash, aybdorlik hissi yoki oʻzini hadeb ayblayverish, qaysarlik, oʻjarlik, oʻz bilganidan qolmaslik, oʻz hayotidan qoniqmaslik va oʻzini kamsitish, atrofdagi voqealar va yaqinlariga qiziqishning yoʻqolishidir. Depressiyada xotira va fikrlash jarayoni buzilishlari koʻp uchraydi. Parixonxotirlik, xotira pasayishi, ayniqsa, eslab qolishning buzilishi juda koʻp kuzatiladi. Fikrlar karaxtligi-depressiyaning asosiy belgilaridan biridir.

Bizda kuchli odamlarda ham depressiya kuzatiladimi degan savol tugʻilishi mumkin. Depressiya odatda kuchli, maqsadga intiluvchan, biroq hissiyotga beriluvchan odamlarda koʻp uchraydi. Ularning depressiyaga tushishdan oldingi hayoti oʻrganilganda quyidagi xususiyatlar aniqlangan: depressiyaga uchragan odamlarning oʻziga xos dunyoqarashi boʻladi, ular atrofdagi voqealarni oʻz dunyoqarashlaridan kelib chiqqan holda tahlil qiladigan va hissiyotga beriluvchan shaxslardir. Ular koʻpincha hayotidan qoniqmay yashaydilar, erishgan yutuqlari ularni qoniqtirmaydi, oʻz faoliyatiga tanqidiy munosabatda boʻlishadi. Bu odamlar faqat marrani zabt etish uchun yashaydilar. Shu bilan birga boshqalar, masalan, hamkasblarining xatolarini topish va maslahat berib yurishni xush koʻrishadi. Agar uning xatosini koʻrsatishsa, bundan qattiq aziyat chekadi va shu odamni yoqtirmay qoladi.[2]

Ular oilada ham, uyda ham aniq reja asosida hayot kechirishga odatlangan, oʻta talabchan boʻlishadi, bola-chaqasidan ham shunday yashashni talab qilishadi. Ular yolgʻizlikni yoqtirishadi, biror bir ishni boshlasa yoki rahbarlardan topshiriq olishsa uni mukammal bajarishga intilishadi. Bunday odamlar arzimagan bahodan juda xursand va arzimagan koyishdan qattiq xafa boʻlishi mumkin. Shuning uchun ham ularning jahlini chiqarish yoki kayfiyatini tushurish osondir.

Depressiya tashxisini qoʻyish uchun quyidagi 3ta simptomning ikki haftadan oshiq davom etishi ham yetarlidir. Bular kayfiyatning pasayishi, fikrlar karaxtligi va harakatga boʻlgan intilishning yoʻqolishi. Bizda depressiyadan qanday qutulish mumkin degan savol tugʻiladi.

Depressiyani davolashda dori-darmonlar va psixoterapevtik suhbatlar qo'llaniladi. Bu ikkala davolash usuli birgalikda olib borilsa, samarasi yuqori bo'ladi. Hozirgi kunda depressiyani davolash jarayonida qo'llaniladigan psixoterapevtik usullar juda ko'p. Bularga misol tariqasida psixanalitik terapeya va kognitiv psixoterapeyalarni keltirish mumkin. Psixanalitik terapeyaning asosiy maqsadi-depressiya kasalligiga chalingan bemorda ichki ziddiyatlarni to'la ochib tashlashdan iborat. Kognitiv psixoterapiya usuli bemorda o'ziga bo'lgan ishonchni optimistik tusda kuchaytirishga qaratilgan. [8]

Depressiyani bartaraf etish uchun qo'llaniladigan dorilarga antidepressantlar deb yuritiladi. Antidepressantlar miyyada kayfiyat garmoni deb atalmish serotonin miqdorini oshiradi. Depressiyani davolashda antidepressantlar bilan birgalikda, fizeoterapiya, nina sanachib va giyohlar bilan davolash ham keng tarqalgan.

Depressiyaga ta'rif bera turib ushbu kasallik uchun xos bo'lgan yana bir xavfli belgini aytib o'tish lozim, ya'ni o'z joniga qasd qilishga intilish. Shuning uchun ham depressiya barcha davlatlarda ijtimoiy muammoga aylangan. Biroq tuzalishga intilish va kuchli iroda ularni bu kasallikdan xalos bo'lishiga katta yordam beradi. Inson ruhiyatini yaxshilash va dipressiv holatlardan chiqish uchun quyida psixologik mashg'ulotlardan birini tavsiya etmoqchimiz:

“Yaqin va sevikli menga maktub” trening mashg'uloti. [7]

Mashg'ulot tavsiya etiladigan holatlar: guruh psixokorreksion faoliyatda hamda individual psixokorreksion faoliyatda qo'llanilishi mumkin bo'lib emotsional-hissiy sohadagi buzilishlarni korreksiya qilish, shuningdek motivatsion sohani rivojlantirishda va psixologik resurslarni shakllantirishda.

Ishtirokchilarning o'ziga bo'lgan ishonchi va o'zini o'zi baholash darajasini oshirish, ichki uyg'unlikni buzilishi (disgarmoniya)ni bartaraf etish, ruhiy muvozanatga keltirish, boshqalarning va o'zining holatini tushuna olish ko'nikmalarini rivojlantirishni nazarda tutuvchi mashg'ulot.

Hozir siz “Yaqin va sevikli men” (men so'zining o'rniga ishtirokchining o'zini ismi yoziladi) ga, ya'ni o'zingizga maktub” yozasiz. Shunday sarlavha qo'yib yozib boshlang. Masalan o'smirning ismi Aziza bo'lsa, u sarlavhani quyidagicha qo'yadi “Yaqin va sevikli insonim Aziza”ga maktub. Har bir inson uchun eng yaqin va sevikli inson o'zi bo'ladi. Eng yaqin va sevikli insoningizga xat yozishingiz kerak. (yozishga 15-20 minut vaqt beriladi)

Ishtirokchilar ixtiyoriy ravishda yozganlarini o'qib beradilar va trener bilan birgalikda muhokama qilinadi. O'smirlardan o'zlariga xat yozayotganlarida nimalarni his qilganliklari so'raladi. Trener tomonidan o'smirning xati o'ziga o'qib berilishi, uning refleksiv ta'sirini oshiradi. Trener shu yerda o'smirdagi emotsional holatlarni kuzatishi, undagi quvonch, sog'inch, qaysi tomonlama mehrga ehtiyoji

kuchliligi kabi omillarni bilishi mumkin. Shundan kelib chiqqan holda, u bilan yana ishlash mumkin

Xulosa o'rnida shuni aytishimiz lozimki, inson ruhiyatining sog'lomligi uni hayotda erishgan yutuqlari va insonlararo munosabatlarni muhim omil hisoblandi. Biz hayotimiz davomida duch kelishimiz mumkin bo'lgan turli xil kasalliklar, shuningdek, psixologik holatlar mavjud. Emotsional yonish, uning oqibatida yuzaga keluvchi depressiya va kuchli stress davosiz boshqacha qilib aytganda davolash davri uzoq muddatni talab etadigan kasallik sifatida ko'rinishi mumkin. Biroq shifokor tavsiyasi, sog'lom hayot tarziga qayta olishiga bo'lgan ishonch har qanday kasallikka (hattoki u davosiz bo'lsa ham) davo bo'la olishini ko'p marotaba guvohi bo'lganmiz. Ushbu satrlarni o'qiyotgan hurmatli o'quvchim, agar siz yuqoridagi tavsiyalarga amal qilsangiz, albatta ruhiy holatingizni mo'tadillashtira olasiz! Irodangizni mustahkam qiling. Axir siz qachonlardir o'z maqsadlaringiz yo'lida kuchli inson bo'lgansiz!! Ushbu kuch sizni vaqtincha tark etgan bo'lsa, u yoningizga albatta qaytib keladi. Chunki bu sizning kuchingiz!

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THE INFLUENCE OF TRANSLATION STUDIES ON MODERN PHILOLOGICAL RESEARCH

Rasulova Diyora Ziyodulla qizi

A Student of Chirchik State Pedagogical University

Scientific Advisor

Abduramanova Diana Valerevna

A teacher of Chirchik state pedagogical university

ABSTRACT:

Translation studies has become a transformative discipline, crossing linguistic, cultural, and historical divides. This article explores how translation studies have reshaped modern philology, introducing interdisciplinary methodologies that enrich textual analysis and comparative research. Examining case studies of literary, historical, and sacred texts, this study highlights the integration of translation theories into philological practices, such as the analysis of meaning shifts, textual fidelity, and cultural mediation. She argues that translation studies not only complement traditional philological methods, but also broaden the scope of the field, fostering a more comprehensive understanding of world literatures and their interrelated histories. This research highlights the need for translation as a tool and as a perspective for modern philological research, opening the way to innovative perspectives on the transmission and reception of texts.

Keywords: Translation, Influence, Philological, Research, Culture, Innovation, Linguistic, Evolution.

Introduction

Philology the study of language in historical and literary context, has long been a cornerstone of humanistic scholarship. It provides tools for analyzing texts, tracing the evolution of language, and discovering the cultural meaning inherent in language. However, as the modern academic landscape becomes increasingly interdisciplinary, traditional philology faces new challenges and opportunities. One of the most important influences on contemporary philological research is the field of translation studies.

Translation studies, as a discipline, focuses on the theory, practice, and impact of translation across languages and cultures. It examines how meanings are negotiated, transformed, and transmitted during the translation process, often highlighting nuances that might otherwise be hidden. The intersection of these two areas provides fertile ground for innovation. Integrating translation studies methodologies, modern philology extends beyond its classical boundaries to include

issues of intercultural exchange, language politics, and the dynamics of textual interpretation in a globalized world.

This independent work explores the influence of translation studies on modern philological research. It seeks to demonstrate how translation theories and practices enrich the study of texts, allowing scholars to discover deeper perspectives on linguistic structures, cultural contexts, and historical narratives. By addressing key intersections and case studies, this work highlights the growing synergy between these fields and advocates for their continued integration as a means of fostering a more complete and nuanced understanding of texts and their journeys through time and space.

1. Philological Aspects Of Translation

The nature of translation is the study and application of linguistic, historical, and cultural aspects to the interpretation and translation of texts from one language to another. As the study of language in its historical and literary contexts, philology has had a strong influence on translation practice, focusing on textual analysis, language development, and the cultural aspects found in the text. These areas are divided into:

2. Historical language

Word etymology and lexical origin: Understanding the origin and development of words helps in choosing synonyms in the target language that are consistent with the historical language and the meaning of the source text. Language evolution: Translators take into account the changes in language over time to maintain accuracy, especially for older texts. For example: Interpreting medieval works requires knowledge of ancient and modern vocabulary.

3. Criticism of the text

Manuscript Variation: Researchers study different versions of a manuscript to determine its authenticity. This affects the interpretation by ensuring fidelity to the source.

Interpreting Ambiguity: Deciphering ambiguous or confusing passages requires careful understanding of language and context.

4. Cultural context

Cultural context: Translators must look for words or phrases that do not have a direct equivalent, and must adapt culturally.

Historical references: Understanding historical information and traditions can help preserve the meaning of the text in translation.

2. The Influence Of Library Translation Studies On Society's Evolution

Library translation studies have greatly influenced social development by facilitating the exchange of knowledge, culture, and ideas across linguistic and

geographical boundaries. This field, which focuses on the translation and preservation of documents in libraries, has played a significant role in shaping intellectual progress, cultural understanding, and global communication. Here are some:

1. Preservation and dissemination of knowledge

Libraries as a repository of knowledge: Translations in libraries preserve important works of literature, philosophy, science, and religion, ensuring their survival over time.

The contribution of the Middle Ages: During the Middle Ages, the translation of Greek, Roman, and Arabic texts into Latin and the vernacular languages of scholars in monastic and library environments helped preserve the wisdom of the ancients, which led to the Renaissance. Example: The translation of Aristotle's works from Arabic into Latin in the 12th century deeply influenced European thought and science.

2. Cultural exchange and cross-cultural exchange

Cultural bridges: Translation allows communities to access and accept ideas, practices and information from other cultures, promoting mutual understanding and enrichment.

Epic Global: Interpreting texts such as the *Odyssey*, the *Bhagavad Gita*, *One Thousand and One Nights*, exposes communities to global humanities and diverse perspectives. Impact: These translations inspire art, literature and philosophy around the world and break down cultural barriers.

3. The Art of Translation in Philology

The art of translation in Latin is at the intersection of language, history and culture with a deep understanding of the linguistic aspects of a text and its historical and cultural context. Literal translation is not just a mechanical transfer of words, but a translation process that aims to preserve the essence, form and meaning of the original text.

The main features of the translation are in the comments;

1. The truth of the word

Linguistic accuracy: A translator must ensure that grammatical structures and vocabulary are presented correctly.

Authenticity: The goal is to remain faithful to the original text, especially in classical or historical works where the integrity of the source is paramount. For example: Translating Homer's *Iliad* requires knowledge of ancient Greek grammar, vocabulary, and meter to capture the original poetic form.

2. Historical and cultural context

Temporal differences: Translators must consider the historical context of the source text, including the language and ancient sources.

Cultural adaptation: While remaining faithful, translators sometimes adjust the text to make it more understandable to the audience without losing the original meaning.

For example: Translating Confucian texts involves interpreting ancient Chinese thought in ways that are relevant to modern readers while preserving their original intent.

Conclusion

The influence of translation studies on modern philological research is profound, transforming how scholars engage with texts, languages, and cultures. By integrating linguistic precision with cultural and historical insights, translation studies have enriched philology, allowing researchers to delve deeper into the evolution of languages, the interconnectedness of cultures, and the nuances of human expression across time and space. Translation studies have not only expanded the scope of philological inquiry but also provided tools and methodologies to reinterpret classical texts and explore previously inaccessible works. This interdisciplinary synergy fosters greater cross-cultural understanding and bridges gaps between historical and contemporary knowledge. Ultimately, the collaboration between translation studies and philology ensures the preservation and reinterpretation of humanity's intellectual and cultural heritage, adapting ancient wisdom for modern audiences and opening new avenues for research and discovery.

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THE INFLUENCE OF GLOBALIZATION ON THE SPREAD OF ENGLISH AS A LINGUA FRANCA

Rasulova Diyora Ziyodulla qizi

A Student of Chirchik State Pedagogical University

Scientific Advisor

Abduramanova Diana Valerevna

A teacher of Chirchik state pedagogical university

ABSTRACT:

Globalization has significantly contributed to the rise of English as a global lingua franca, reshaping communication, commerce, education, and cultural exchange across diverse regions. This article explores the multifaceted relationship between globalization and the widespread adoption of English, highlighting its role as a bridge language in multinational business, diplomacy, and digital connectivity. It examines how globalization has reinforced the dominance of English through global media, technological innovation, and international migration, while also analyzing its impact on local languages and cultural identities. The article further discusses the challenges posed by this linguistic shift, such as linguistic imperialism and the potential erosion of linguistic diversity, and considers emerging trends that may influence the future status of English in an increasingly interconnected world.

Keywords: Globalization, Lingua Franca, Culture,

Introduction

Globalization, characterized by the interconnectedness of economies, cultures, and societies, has transformed the way we communicate. Among the many impacts, one of the most notable is the emergence of English as a global language. From international business and diplomacy to education and entertainment, English has become a lingua franca for people across a variety of languages and cultures. This article examines how globalization has driven the spread of English and examines its role as a unifying tool in a rapidly changing world. It also considers the implications of this development, including the opportunities it presents for global communication and the challenges it poses for linguistic diversity and cultural preservation. As the world becomes more interconnected, understanding the dynamics of English as a lingua franca is becoming more important.

1. Globalization

Globalization refers to the increasing interconnectedness of the world's economies, cultures, and populations, driven by advancements in communication, trade, technology, and travel. This process has transformed how people interact,

enabling goods, ideas, and information to flow across borders at unprecedented speeds. While globalization fosters economic growth, innovation, and cross-cultural understanding, it also brings challenges such as economic inequality, cultural homogenization, and environmental concerns. Its effects are felt in every corner of the globe, influencing everything from international business practices to individual lifestyles. As globalization continues to evolve, it presents both opportunities and responsibilities, requiring nations and individuals to navigate its complexities thoughtfully to ensure a more inclusive and sustainable global future.

2. English as the Global Lingua Franca

In today's interconnected world, English has emerged as the dominant global lingua franca, serving as a common language for communication across cultures, countries, and industries. Whether in international business negotiations, academic collaboration, or digital media, English bridges linguistic divides, enabling people from different backgrounds to exchange ideas and work together. The rise of English to this unparalleled status is closely tied to globalization. Historical factors such as British colonial expansion laid the foundation for its global presence, but the rapid integration of economies, cultures, and technologies in the modern era has solidified its role. As English continues to shape how we connect and collaborate, it also raises critical questions about its impact on linguistic diversity and the preservation of local identities in a globalized society.

3. The Spread of English as a Lingua Franca

The spread of English as a lingua franca is one of the most significant linguistic phenomena of our time. Across countries, English has become a bridge language for communication, education, business, and cultural exchange. Its adoption as a common language transcends national boundaries, allowing people of different linguistic backgrounds to interact effectively. The rise of English as a global language stems from historical, economic, and technological forces. Colonization and trade initially introduced English to many parts of the world, but globalization, the dominance of English-speaking economies, and the advancement of digital technologies have cemented its role in modern times. This widespread use has provided opportunities for cross-cultural collaboration, but it has also raised concerns about the decline of other languages and the erosion of linguistic diversity. Understanding the reasons behind the spread of English and its effects is essential to meeting the challenges of global communication in the 21st century.

4. Impact of Globalisation on English

The world has greatly shaped the use and spread of English, making it the world's dominant language. As the world has become more interconnected, English has become the language of choice for communication, business, education, and

entertainment. Its influence extends to industries, from large corporations to online platforms, where English is the default language. The result of globalization has accelerated the spread of English to non-native speakers, making it a second or foreign language for millions of people around the world. This widespread adoption has created a new form of "English world" that includes regional dialects, vocabulary, and cultural influences. However, this global expansion has raised concerns about linguistic imperialism, where British power could marginalize other languages and cultures and threaten linguistic diversity. In fact, globalization has not only expanded the use of English, but it has also transformed it, creating opportunities and challenges. Understanding this influence is key to navigating a world where English continues to play a role in shaping communication and cultural exchange.

5. Impact of Globalisation on English

Conclusion

The spread of English as a global language is both a product and a driver of globalization. As the world becomes more connected, English has emerged as a common thread that unites people across linguistic and cultural boundaries. Its role in international trade, education, technology and media demonstrates its importance as a tool for international communication and cooperation. However, the widespread use of English raises important questions about cultural identity and linguistic diversity. While English provides unique opportunities for communication, it can also overshadow local languages and traditions, creating challenges for cultural preservation. Ultimately, the global impact on the spread of English reflects a global dynamic—a world where the balance between unity and diversity remains an ongoing conversation. Understanding and managing these difficulties is important as we continue to use the English language to shape our future.

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THE ROLE OF LANGUAGE IN THE CONSTRUCTION OF NATIONAL NARRATIVES

Rasulova Diyora Ziyodulla qizi

A Student of Chirchik State Pedagogical University

Scientific Advisor

Abduramanova Diana Valerevna

A teacher of Chirchik state pedagogical university

ABSTRACT:

Language plays a pivotal role in shaping and sustaining national narratives, acting as both a tool for communication and a medium for identity construction. This article explores how linguistic choices reflect and reinforce collective memory, shared values, and a sense of belonging within nations. By analyzing historical examples, cultural texts, and political discourse, the study highlights how language is employed to unify diverse populations, legitimize political authority, and frame national ideologies. It also examines the tensions that arise in multilingual or post-colonial contexts, where competing narratives challenge dominant linguistic frameworks. Ultimately, the article underscores the dynamic relationship between language and nation-building, arguing that linguistic practices not only mirror but actively construct the imagined communities at the heart of national identity.

Keywords: Narratives, Tool, Nation, Nationalism, Language and Identity, Cultural Identity, Multilingualism, Sociolinguistics

Introduction

Language is more than a communication tool. It is a powerful means by which communities construct their identities and tell their stories. In the context of nation-building, language plays a crucial role in the construction of national narratives – shared narratives that tell the story of a people’s past, inform its present, and envision its future. Crafted through political discourse, literature, media, and everyday conversation, these narratives are essential in fostering a sense of unity among diverse populations.

The connection between language and national culture is not static or static. Language choice reflects and reinforces the power of power, creating a shared memory and cultural values. In some cases, a single dominant language serves as a unifying force, while in others, multilingual communities reduce the tension between competing linguistic traditions. This task is particularly difficult in post-colonial contexts, where colonial and indigenous languages often coexist, creating layers of

conflict and conflict. This article examines the complex relationships between language and national discourse, examining how linguistic traditions shape communities of thought and create boundaries of inclusion and exclusion. By analyzing past and present examples, it reveals the transformative power of language to construct, maintain, and challenge national identity.

1.Role of Language in Shaping Cultural Identity

Language is deeply intertwined with cultural identity and serves as a primary indicator of who we are and how we relate to others. It is not only a means of communication, but also a repository of memories, values, customs and worldview. Through language, people and communities share their experiences, preserve their heritage and transmit their culture to the next generation. At the core of cultural identity, language provides a framework for expressing belonging and unity. Meters, dialects, and language differences can express regional, ethnic, or racial connections, and people can associate themselves with specific cultural groups. For example, indigenous languages have unique ways of understanding the world and incorporate ecological knowledge, spiritual beliefs, and social norms into their vocabulary and grammar. However, the relationship between language and cultural identity is not without its challenges. The globalization and dominance of major languages, such as English, leads to linguistic convergence and threatens the survival of minor and related languages. When languages are lost, so is their cultural identity. Instead, language restoration projects show how communities can restore and strengthen their identity by preserving and promoting their linguistic heritage. Finally, language is the reflection and creator of cultural identity. It shapes how a community sees itself and how others see it. In a world of increasing cultural exchange, the protection of linguistic diversity is essential to preserving the richness and complexity of human identity.

2.The Connection Between Language and National Identity

Language and national identity are intertwined, and language serves as a symbol and a tool for expressing the identity and unity of a people. Throughout history, shared languages have played a significant role in uniting diverse populations, creating a sense of belonging and fostering collective pride. Language not only enables communication but also reflects the history, values and heritage of a people.

A common language can be a cornerstone of national identity, especially in countries that seek to unite their peoples. It is often used in influential contexts - government, education and the media - to promote a specific message of national unity. For example, the adoption of French as the national standard language helped consolidate its national identity, while the actions of countries such as Japan and

Italy have increased linguistic homogeneity. as a national symbol. At the same time, the relationship between language and national identity can be accompanied by problems. Multilingual countries such as India or Canada are faced with the problem of balancing the promotion of the national language with the promotion of regional and minority languages. In post-colonial contexts, the dominance of colonial languages undermines the claim of indigenous peoples, as in many African countries. Language is also a tool for prevention and healing. Movements to revive indigenous languages, such as Maori in New Zealand or Hebrew in Israel, illustrate how language can be used to assert sovereignty, reconnect with heritage, and redefine national identity. In essence, language serves as a bridge between individual and collective identity, connecting people to a sense of national identity. The way people speak their language exemplifies the values they cherish and the unity they strive for, and can be a powerful force in the creation and maintenance of national identity.

3. Language and Nationalism

Language and national identity are closely linked, as language serves as a symbol and a vital tool for national movements. It is a symbol of identity, a means of expressing culture, and a means of distinguishing one people from another. By cultivating the heritage of language, national ideas seek to unite populations under a single identity, strengthen social cohesion, and assert political power.

Nationalist groups often emphasize the importance of the national language as a unifying force. In the 19th and early 20th centuries, during the rise of nation-states, many European countries promoted national languages as symbols of sovereignty and pride. Germany's emphasis on the German language as central to its national identity, or Italy's comparison of the Italian language to unify various regions are prime examples of this phenomenon.

Conclusion

Language is essential in the construction of national narratives that shape the way people define their history, culture, and identity. Through language, a shared memory is captured, cultural values are transmitted, and a sense of belonging is fostered. Whether used to unite diverse populations, assert political power, or challenge colonial legacies, language is a powerful tool in nation-building.

But the role of language in national narratives is complex and multifaceted. It can be unifying, but also a source of tension, especially in multilingual or multicultural contexts. The act of promoting a language that is central to national identity often marginalizes other language communities, leading to struggles for inclusion and representation. At the same time, movements to revive nearby or indigenous languages demonstrate the enduring power of language to reclaim and rebuild national identity.

As nations develop in an interconnected world, language plays an important role in creating a national narrative. Protecting linguistic diversity while promoting inclusive discourse is essential to building communities that reflect the richness and complexity of their people. In the end, the stories people tell about themselves - and the languages they speak - cannot be separated from the symbols they seek to create.

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BOSHLANG‘ICH SINIF O‘QUVCHILARIGA INGLIZ TILI FANIDA DIDAKTIK O‘YINLARNI QO‘LLASH

Z.D.Abralova – TDPU, katta o‘qituvchi
M.B.Toxirova - TDPU, talaba

Annotatsiya: Boshlang‘ich sinf o‘quvchilarini o‘qitish jarayonida o‘qituvchilar bolalardagi diqqatning tarqoqligi va o‘yin faoliyatidan o‘qish faoliyatiga o‘tish qiyinchiliklari kabi muammolarga duch keladilar. Ushbu maqolada ingliz tili fanidan o‘quvchilarning darslarga bo‘lgan qiziqishi, motivatsiyasini oshirishga, shuningdek ularni faollikka undashga yordam beruvchi didaktik o‘yinlarning ahamiyati va qo‘llash texnikalari haqida yoritilgan.

Kalit so‘zlar: boshlang‘ich sinf, didaktik o‘yin, innovatsion, interaktiv, warm-up activity, ijtimoiy ko‘nikmalar, motivatsiya.

ИСПОЛЬЗОВАНИЕ ДИДАКТИЧЕСКИЕ ИГР НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация: Учителя сталкиваются с проблемами, такими как рассеянность внимания учеников и трудности перехода от игровой деятельности к учебной, обучая учащихся начальных классов. В этой статье рассматривается важность и методы дидактических игр, которые помогают повысить интерес и мотивацию учащихся к урокам английского языка, а также способствуют их вовлеченности.

Ключевые слова: начальный класс, дидактическая игра, инновационный, интерактивный, разогревающие задание, социальные навыки, мотивация.

USING DIDACTIC GAMES IN ENGLISH LESSONS FOR PRIMARY SCHOOL STUDENTS

Abstract: Teachers face challenges such as the distraction of students' attention and the difficulty of transitioning from play activity to learning activity when teaching elementary school students. This article discusses the importance and techniques of didactic games that help increase students' interest and motivation in English lessons, as well as encourage their engagement.

Key words: primary school, didactic game, innovative, interactive, warm-up activity, social skills, motivation.

Bugungi kunda xorijiy tillarni bilish ko'nikmasi hayotimizning ajralmas qismiga aylangan va har qanday kasb egalaridan kamida chet tillaridan birini bilish talab etilmoqda. Yer yuzida 7000 dan ortiq til mavjud bo'lib, ulardan ingliz, xitoy, ispan va arab tillari dunyo bo'ylab keng tarqalgan tillar qatoridan yuqori o'rinlarni egallaydi. Shuni ta'kidlash lozimki, ingliz tili dunyo tiliga aylanib bormoqda. Chunki bu til 500 milliondan ortiq inson uchun asosiy muloqot tili hisoblanadi va 1 milliard 300 millionga yaqin inson tomonidan ikkinchi til sifatida foydalaniladi. Ko'plab xalqaro munosabatlar, biznes uchrashuvlar ingliz tilida olib borilayotganligi va ilm-fanga aloqador bo'lgan ma'lumotlarning ko'p qismi, ilmiy tadqiqotlar va texnologik yangiliklar aynan shu tilda bo'lganligi tufayli bu ko'rsatkichlar tobora o'sib bormoqda. Zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismi sanaladi. Shuning uchun chet tillari xususan ingliz tilini o'rganish nafaqat yuqori sinf o'quvchilari balki maktabgacha bo'lgan ta'lim tarbiyalanuvchilari hamda boshlang'ich sinf o'quvchilarining ham ta'lim dasturlaridan joy olgan. Ammo turli yosh vakillari uchun ingliz tilini o'rgatishda turli yondashuvlar va metodlardan foydalaniladi. Psixologlarning fikriga ko'ra, yosh bolalar katta insonlarga nisbatan yangi o'rganilayotgan tilni tez va osonlik bilan o'zlashtirar ekanlar. Bolalardagi til o'rganishga bo'lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi va kattalarga qaraganda bolalarda yangi tilni o'rganish uchun ko'proq vaqt bo'lishi buning asosiy sabablaridan biri bo'ladi. Kichik maktab yoshidagi bolalar ko'p hollarda yangi ma'lumotlarning ma'nosini tushunib emas, balki mexanik tarzda o'rganadilar. Shuning uchun boshlang'ich sinf o'quvchilariga ingliz tilini o'rgatishda avvalo grammatik tushunchalarni izohlashdan boshlamaslik kerak. Aks holda, chet tilini o'rganishning ilk qadamlaridanoq bolada zo'riqish kuzatilishi, shuningdek shu tilni o'rganishga bo'lgan ishtiyoq va qiziqish ham so'nib borishi mumkin. Bunday vaziyatlarning oldini olish uchun, dars jarayonida ingliz tili fanini turli xil didaktik o'yinlar orqali o'rgatishning o'rni beqiyosdir.

Game-Based Learning - bu o'quvchilarga har qanday mavzu yoki fanni oson o'rgatishda yordam beradigan va tobora ommalashib ketayotgan ta'lim strategiyalaridan biri hisoblanadi. Game-Based Learning (GBL) o'yin asosida o'qitish metodologiyasi bo'lib, u o'z ichiga o'quv jarayonida o'yin elementlari va didaktik o'yinlarni qo'llashni oladi. GBL, an'anaviy o'qitish usullariga nisbatan ko'proq interaktivlik, qiziqish va motivatsiyaga boy muhit yaratishga ko'maklashadi. Bu metodologiyaning asosiy jihatlaridan biri — o'yin elementlarining qo'llanilishidir. O'quvchilar uchun ularning yosh xususiyatlariga bog'liq holda o'rganilayotgan mavzu bo'yicha qiziqarli vazifalar, murakkabligi yuzasidan mos topshiriqlar va mukofotlar berilishi, ularni o'quv jarayonida faol ishtirok etishga undaydi. O'yinlar orqali o'quvchilar o'z bilimlarini amaliyotda sinab ko'rish imkoniyatiga ega

bo'ladilar, bu esa ularning o'z-o'zini baholash ko'nikmasini oshirishga yordam beradi. GBL metodologiyasi o'quv jarayonida interaktivlikni ta'minlaydi. Dars davomida har xil o'yinlar o'ynab turish sinfda shu fanni o'rganishga bo'lgan ishtiyoq va qiziqishni yanada oshirishga yordam beradi va passiv o'quvchilarni ham darslarga qatnashishga undaydi. O'quvchilar o'yin jarayonida birgalikda ishlashadi, bu esa o'quvchilarning bir-birlari bilan muloqot qilishiga va fikr almashishiga imkon yaratadi. Didaktik o'yinlar nafaqat individual balki jamoaviy tarzda ham amalga oshirilganligi tufayli sinf o'quvchilarini jamoa bilan ishlash qobiliyatlarini ham o'stirishga yordam beradi. Natijada, o'quvchilar nafaqat bilim, balki ijtimoiy ko'nikmalarni ham rivojlantiradilar. 2018-yilda amerikalik olimlar **J.Smith** va **A.Jones** tomonidan o'tkazilgan tadqiqot ingliz tilini o'rganishda o'yinlarning ta'sirini o'rganishga qaratilgan bo'lib, tadqiqotda boshlang'ich sinflarda o'yinlar yordamida til o'rganish motivatsiyasi va natijalari tahlil qilingan. Tadqiqotning asosiy maqsadi - o'yinlar orqali ingliz tilini o'rganayotgan o'quvchilarning motivatsiyasi va akademik muvaffaqiyatlarini an'anaviy ta'lim usullari bilan taqqoslash edi. Tadqiqotda 100 nafar boshlang'ich sinf o'quvchilari ishtirok etgan. O'quvchilar ikki guruhga bo'lingan: biri o'yinlar orqali, ikkinchisi esa an'anaviy dars usullari yordamida ingliz tilini o'rgangan. O'quvchilarning bilim darajasi, qiziqishi va motivatsiyasi tadqiqot davomida bir necha marotaba baholandi. Natijada:

- o'yinlar orqali ingliz tilini o'rganayotgan bolalar an'anaviy usullar bilan ta'lim olayotgan bolalarga nisbatan yuqori motivatsiyaga ega bo'lishgan;
- o'yinlar yordamida til ko'nikmalarini rivojlantirgan bolalar o'z bilimlarini amaliy ravishda qo'llashda yaxshiroq natijalarga erishganlar;
- o'yinlar bolalar orasida ijtimoiy aloqalarni mustahkamlashga ham yordam bergan.

Tadqiqot natijalari o'yinlar orqali til o'rganish nafaqat qiziqarli, balki samarali bo'lishini ko'rsatadi. O'qituvchilar uchun bu yondashuvni dars jarayoniga kiritish, bolalarning til o'rganish jarayonini yanada qiziqarli va samarali qilish imkoniyatini beradi. Quyida boshlang'ich sinf o'quvchilari uchun ingliz tili darslari davomida o'qitish samaradorligini oshirishga yordam beradigan bir nechta didaktik o'yinlar haqida ma'lumot berilgan:

1. Word Chain (So'zlar zanjiri) — bu ingliz tilini o'rganish jarayonida foydalaniladigan qiziqarli va interaktiv o'yinlardan biri hisoblanadi. O'yin quyidagicha o'ynaladi:

- Kamida 2 yoki undan ortiq o'quvchi ishtirok etishi mumkin. Lekin o'yin davomida ko'proq o'quvchilarni qamrab olish o'yinni qiziqarli va biroz murakkablashtirishga imkon yaratadi.
- O'yin ilk ishtirokchi bir so'z aytishi bilan boshlanadi (masalan, "apple").

- Navbatdagi o‘yin ishtirokchisi berilgan so‘zning oxirgi harfi bilan boshlanadigan yangi so‘z aytishi kerak (masalan, "elephant").

- O‘yin shu tariqa davom etadi, har bir o‘yinchi o‘z navbatida so‘z aytadi. Agar o‘yinchi bir so‘z aytishda qiynalsa yoki takrorlasa, u o‘yindan chiqishi mumkin.

O‘yinning bu turi 3-4- sinflar uchun mos keladi va o‘yin boshlanishida ma’lum bir mavzu tanlanishi mumkin (masalan, hayvonlar, oziq-ovqat, ranglar). Bu didaktik o‘yin orqali o‘quvchilar so‘z boyligini oshirishi va tez fikrlash qobiliyatini rivojlantirishi mumkin.

2.Repeat and Say (Takrorla va ayt) - o‘yin davomida ishtirokchilardan ko‘proq e’tibor va xotira talab qilinadi. Bu o‘yinning murakkablik darajasi aynan 1-2- sinf o‘quvchilari uchun juda mos va o‘yin shartlariga biroz o‘zgartirishlar kiritish orqali (masalan, aynan biron bir mavzu yuzasidagi so‘zlardan foydalanish yoki faqatgina bir harfdan boshlanuvchi so‘zlarni ishlatish) bu o‘yin turini nafaqat boshlang‘ich balki yuqori sinf o‘quvchilari uchun ham qo‘llash imkonini beradi. Bu o‘yin qanday olib boriladi ?

- Birinchi ishtirokchi bir so'z yoki ibora aytadi (masalan, "happy").

- Ikkinchi ishtirokchi bu so‘zni takrorlaydi va yangi so‘z yoki ibora qo‘shadi ("happy", "sad").

- O‘yin davom etar ekan, har bir ishtirokchi avvalgi so‘zlarni takrorlashi va o‘z so‘zini qo‘shishi kerak.

3. Board race - bu didaktik o‘yin o‘rganilgan yangi lug‘atlarni takrorlashga va mustahkamlashga yordam beradigan innovatsion va quvnoq o‘yinlardan biri. O‘yinni dars boshlanishida "Warm-up activity" sifatida ya’ni o‘quvchilarni aktiv holga keltirish, diqqatni jamlash va ingliz tili muhitini yaratishda foydalansa bo‘ladi. Chunki kichik maktab davri o‘quvchilarida diqqat bir muncha tarqoq bo‘ladi, shuningdek ularga ketma-ket darslarning o‘tilishi biroz qiyinchilik tug‘dirishi mumkin va bunday vaziyatlarni oldini olishda board race o‘yini samarali yo‘llardan biri hisoblanadi. Bu o‘yin qanday amalga oshiriladi?

- Sinfidagi o‘quvchilarni 2 kichik guruhlariga ajratib olishdan boshlanadi.

- Sinf doskasi ikkiga bo‘linadi va har bir guruh uchun doskaga yozishga mo‘ljallangan rangli markerlar yoki bo‘rlar beriladi.

- So‘ng biron bir mavzu tanlanadi. O‘quvchilar birin-ketinlik bilan shu mavzuga oid so‘zlarni 2-3 daqiqa ichida doskaga yozishlari kerak.

- O‘yin yakunida har bir to‘g‘ri yozilgan va mavzuga doir so‘z uchun 1 balldan beriladi. Yuqori ball to‘plagan jamoa g‘olib bo‘ladi.

Bu o‘yin o‘quvchilarning to‘g‘ri yozish ko‘nikmalari va so‘z boyligini sinab ko‘rish uchun juda foydali va samaralidir.

4. 20 objects - bu o'yin orqali bir vaqtning o'zida o'quvchilarning xotirasi va so'z boyligini sinovdan o'tkazish mumkin.

- Bu o'yin uchun faqatgina doska va 20 ta sinf xonasidagi buyumlar kerak bo'ladi (bunga ranglar yoki avvalgi darsda o'rganilgan yangi so'zlar ro'yxatini ham qo'shish mumkin).

- Buyumlarni hammasini stol ustiga qo'yib, o'quvchilardan buyumlarga diqqat bilan qarash talab qilinadi.

- Keyin hamma buyumlarni 1 daqiqadan so'ng qog'oz (shunga o'xshash biron narsa) bilan yopib, o'quvchilarga daftarga eslab qolgan buyum nomlarini yozish aytiladi.

Barcha o'quvchilar vazifani tugatganidan so'ng, doskaga o'qituvchi tomonidan so'zlar ro'yhati yoziladi va o'quvchilar o'zlarini yoki daftarlarni almashish orqali bir-birlarini tekshiradilar. Bu o'quvchilarni nafaqat dars jarayoniga qiziqtirish balki o'z-o'zini nazorat qilish ko'nikmalarini ham rivojlantirishga imkon yaratadi.

Ta'lim berish jarayonida o'quvchilarning yosh xususiyatlariga e'tibor berish o'rinli. Kichik maktab yoshi davri o'quvchilarining psixologik-pedagogik asosi o'yin faoliyatini tashkil qilganligi tufayli o'quv jarayonida turli didaktik o'yinlarni qo'llash nafaqat chet tilini balki boshqa fanlarni ham o'rganishning eng samarali va foydali usullaridan biridir. Dars jarayonini innovatsion didaktik o'yinlar yordamida tashkil qilish o'quvchilarning fanga bo'lgan qiziqishi, motivatsiyasini oshiradi, ularning fikrlash jarayonlarini faollashtiradi va ijtimoiy ko'nikmalarini rivojlantiradi.

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YUQORI SINIF O'QUVCHILARIDA INGLIZ TILIDA O'QISH VA YOZUV KO'NIKMALARINI RIVOJLANTIRISH

A.P.Xujamkulov - TDPU, o'qituvchi

F. Qo'shmurodova - TDPU, talaba

R.Todjiboyeva –TDPU, talaba

Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablaridagi yuqori sinf o'quvchilarining ingliz tili sohasida mavjud bo'lgan o'qish va yozuv ko'nikmalarida bo'lgan bilimlarini oshirish va rivojlantirish uchun ko'zda tutilgan samarali metodlar haqida ma'lumot beriladi.

Kalit so'zlar: yozuv ko'nikmasi, o'z fikrini ifodalay olish, fikr almashish, vaqtni boshqarish, yozuv uslublari, o'qish ko'nikmasi, o'qilgan matnni tahlil qilish, skimming, scanning, o'qish texnikalarini qo'llash, o'qish maqsadini aniqlash.

Аннотация: Данная статья направлена на улучшение и развитие знаний и навыков учащихся старших классов общеобразовательных школ, в области английского языка. Предоставляется информация об используемых эффективных методах.

Ключевые слова: навыки письма, умение выражать свое мнение, обмен идеями, тайм-менеджмент, стили письма, навыки чтения, анализ прочитанного текста, сканирование, постановка цели обучения.

Annotation: This article aims to improve and develop the knowledge and skills of students in the upper grades of general secondary schools, in the field of English language. Information was provided about effective methods used.

Key words: writing skills, ability to express one's opinion, exchange of ideas, time management, writing styles, reading skills, analysis of the read text, skimming, scanning, use of reading techniques llash llash, setting the purpose of study.

Ta'lim jarayonida yangi texnologiyalardan foydalanish juda muhim. Umuman olganda, ushbu asosiy usullardan foydalangan holda fanga qiziqishni oshirish va o'rganish ko'nikmalarini rivojlantirish mumkin. Ingliz tili darsida o'quvchining o'rganish va kognitiv munosabatlarini rivojlantirish uchun eng avvalo ularning tilga qiziqishini oshirish yo'llarini izlash zarur. Shuning uchun o'qituvchining vazifasi o'quvchilarning darsga qiziqishini oshirishdan iborat. O'qituvchi darsda yangi texnologiyadan foydalansa, o'quvchilar darsda faol ishtirok etib, yangi mavzuni tushunadilar. Ushbu yo'nalish bilan bog'liq holda umumiy ingliz tili darsida o'qitishning yangi texnologiyalari, ya'ni interfaol usullardan foydalangan holda ish olib boriladi: munozaralar, individual ish, guruh ishlari, so'rovnomalar, taqdimotlar,

boshqotirmalar. Ushbu usullardan foydalanib, turli natijalarga erishish mumkin. Interfaol usul asosiy bosqichma-bosqich rivojlanish uchun o'quv tizimining o'z belgilangan qoidalariga ega. Ushbu shartlarning asosiy maqsadi ayirboshlashda ishtirok etuvchi tomonlar o'rtasida ishonchli munosabatlar, erkin muloqot va demokratik uslubni o'rnatishdir. Asosan interfaol usullar o'quvchilar tomonidan o'yinlar, boshqotirma metodi, savol-javob usuli va zamonaviy axborot texnologiyalaridan foydalangan holda o'rganish orqali qo'llaniladi. Asosiy usullar mahalliy va xorijiy olimlarning asarlarida nashr etilgan va muhokama qilingan. Xususan, Bim I. L., Galskova N. D. asarlarida bir qator ta'lim texnologiyalari tadqiq etilgan.

Yozuv ko'nikmasi — bu fikrlarni, g'oyalarni va his-tuyg'ularni yozma shaklda ifodalash qobiliyatidir. Bu ko'nikma nafaqat o'z fikrlaringizni aniq va ravon ifodalashga yordam beradi, balki kommunikatsiya, ta'lim va professional sohalarda muvaffaqiyatli bo'lish uchun ham zarurdir. Yozuv ko'nikmalarini oshirish - bu davomiy jarayon bo'lib, sabr-toqat va izchillikni talab qiladi. O'qish, yozish, tahlil qilish va turli uslublarni o'rganish orqali yozuv ko'nikmalarni rivojlantirish mumkin. Har bir inson o'z fikrlarini ifodalashda va ijodkorlikda yangiliklar kiritishda erkin bo'lishi kerak.

O'qish ko'nikmasi — bu insonning matnni tushunishi, tahlil qilishi va undan ma'lumot olish qobiliyatidir. O'qish faqatgina so'zlarni tanib olishdan iborat emas, balki u matnning mazmunini anglash, muallif fikrlarini tushunish va olingan ma'lumotni hayotda qo'llay olishni ham o'z ichiga oladi. O'qish ko'nikmalarini oshirish — bu jarayon bo'lib, doimiy amaliyot va to'g'ri strategiyalar yordamida amalga oshiriladi. Yuqoridagi tavsiyalarni qo'llab, har bir inson o'z o'qish ko'nikmalarini rivojlantirishi mumkin.

O'qish (reading) ko'nikmasini oshiruvchi metodlar:

Kichik hikoyalarni o'qish - kichik hikoyalarni o'qib, atrofda ingliz tili o'rganuvchilar bilan bahs-munozara yuritish. Bu nafaqat o'qishni oshiribgina qolmay, so'zlashuvda bo'lgan qobiliyatlarni ha shubhasiz oshiradi. Kichik hikoyalardan so'ng birma- bir katta hikoyalarni o'qish tavsiya etiladi.

Lug'at yodlash - yangi so'zlarni yodlash o'qishda duch keladigan muammolardan xalos etadi, yangi so'zlar nafaqat readindagi muammolarni bartaraf etibgina qolmay, gapirishda bo'lgan qobiliyatlarni ham oshiradi va lug'at boyligini ham oshirishga yordam beradi.

Qayta yozish va izoh berish - o'qilgan matnni lug'atdagi so'zlar bilan almashtirish yoki shu matnga izoh berish. Bu ingliz tilidagi matnlarni to'la to'kis tushunishga imkon beradi.

О'qish texnologiyalaridan foydalanish - elektron kitoblar, shu bilan birga audio kitoblar yoki mobil ilovalardan foydalanish o'qish qobiliyatlarini oshirishga yordam beradi.

Yozish (writing) ko'nikmalasini oshiruvchi metodlar:

О'qish- ya'ni turli xil janrdagi kitoblarni, maqolalarni va hikoyalarni o'qish yozuv malakalarini oshirishga yordam beradi. Bu usul orqali yangi so'zlar, iboralar va uslublar o'rganiladi.

Yozish amaliyoti- har kuni yoki haftada ma'lum bir vaqt ajratib, yozish amaliyotini bajarish, misol uchun kundalik yozish, esse yoki hikoya yozish.

Kunlik ishlarni yozish uchun kundalik (diary) - yozish ko'nikmalarini rivojlantirish, doimiy ravishda yozish orqali yozuv ko'nikmalarini oshirish mumkin, yozish jarayoni ijodkorlikni oshiradi shu bilan bir qatorda yangi g'oyalarni keltirib chiqaradi.

Ushbu metodlar ingliz tili o'rganuvchilarda duch keladigan muammolarni bartaraf etishga yordam beradi. Ushbu metodlar orqali yuqori sinf o'quvchilari o'z ustlarida o'zlari ishlay olish imkonini beradi.

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INGLIZ TILINI O'RGATISH KO'NIKMALARINI OSHIRUVCHI METODLAR

B.J.Muhammadiyev - TDPU, o'qituvchi
R. Ahmadova –TDPU, talaba

Annotatsiya: Bugungi kunda til o'rganishga bo'lgan e'tibor kundan kunga rivojlanib bormoqda. Ayniqsa ingliz tilini o'rganishga bo'lgan talab kuchaymoqda. Ingliz tili bugungi kunda global muloqot uchun eng ko'p ishlatiladigan tillardan biridir. Bu tilda muloqot qilish, o'qish-yozish, ish qilish, turizm va bilim sohasida muhim ahamiyatga ega. Ingliz tilini bilish insonning dunyodagi imkoniyatlarini kengaytirishga yordam beradi va ko'plab kasblarni ochadi.

Kalit so'zlar: malaka, ko'nikma, duolingo, babbel, rosetta stone, kreativlik, internet, tarqatma material, metod.

Аннотация: В наше время внимание к изучению языков с каждым днем растет. Особенно увеличивается спрос на изучение английского языка. Английский язык сегодня является одним из самых используемых для глобального общения. Умение общаться, читать, писать и работать на этом языке имеет важное значение в сфере туризма, образования и профессиональной деятельности. Знание английского языка помогает расширить возможности человека в мире и открывает множество профессий.

Ключевые слова: компетентность, навык, “duolingo”, “babbel”, “rosetta stone”, креативность, интернет, раздаточный материал, метод.

Annotation: attention to language learning is developing day by day. In particular, the demand for learning English is increasing. English is one of the most used languages for global communication today. This language is important for communication, reading and writing, work, tourism and the knowledge market. Knowing English helps to expand a person's opportunities in the world and opens many careers.

Key words: competence, skill, duolingo, babbel, rosetta stone, creativity, internet, handout, method.

So'nggi vaqtlarga kelib, ingliz tili jahonda katta ahamiyatga ega til maqomiga ega bo'lib bormoqda. Bugungi davrning eng global, dolzarb masalasi bu - til o'rganish hisoblanadi. Xorijiy tillarni bilish professional ta'limning ajralmas bir bo'lagiga aylanib bormoqda. Chunki chet davlatlar bilan hamkorlik qilish darajasi yuqori ko'rsatkichni ko'rsatgani tufayli til o'rganishga bo'lgan talab yuqori. Dastlab insonlar tilni bog'cha, maktab, litsey davrlari keyinchalik institutlarda yoki mustaqil

ravishda turli o'quv kurslari hamda internetdan o'rganadilar. Til asosiy aloqa vositasidir, usiz jamiyatning borligini va qanday rivojlanishini tasavvur qilish qiyin. Ingliz tilini o'rganish uchun ingliz tili darsliklari, onlayn resurslar (masalan, Duolingo yoki Babbel), ingliz tilida filmlar va musiqalar, amaliy (suhbatlashish, yozish, o'qish) kabi vositalardan foydalanish lozim. T.A. Myasoyed, N. Suvorova va S.B. Stupinalarning asarlarida ta'kidlanganidek, interfaol ta'limning mohiyati barcha o'quvchilarni bilish jarayoniga jalb qilish va o'quv jarayonini maxsus tashkil etishda namoyon bo'ladi. O'quv materialini o'zlashtirish jarayonida talabalarning birgalikdagi faoliyati har birining o'ziga xos individual hissasini qo'shishini, bilimlar, g'oyalar va faoliyat usullarining almashinishini ta'minlaydi. Interfaol texnologiyalarga talabalarning bir-birlari bilan o'zaro munosabatda bo'lishini ta'minlaydigan usullar kiradi. Interfaol ta'lim esa barcha o'quvchilarning, shu jumladan, o'qituvchining ham o'zaro ta'siriga asoslangan ta'lim shaklidir. Ingliz tilini o'rganishda bir qancha metodlarga tayanamiz va ushbu metodlardan foydalanamiz.

1. Darslik va onlayn mavzular bilan ishlash metodi. Kundan kunga texnologiyalarga ya'ni IT sohasiga bo'lgan talab kuchaymoqda. Shu sababli darsda internet va turli xil texnologiyalardan foydalanib til o'rganish zamon bilan hamnafas bo'lishga, shuningdek tilni onlayn platformalar (masalan, Duolingo, Babbel, Rosetta stone kabi resurslar) bilan tez va oson o'rganishga yordam beradi va darsni qiziqarli qiladi. Chunki yoshlar orasida internet va texnologiyaga bo'lgan qiziqish yuqori.

2. O'qish metodi. Hozirda deyarli barcha kitoblar turli xil tillarga tarjima qilingan va ularni xohlagan tilda mutolaa qilishimiz mumkin. Ingliz tilidagi kitoblar, maqolalarni o'qish insonlarning so'zlashuv darajasi va yozuv ko'nikmalarini yaxshilaydi, shuningdek, dunyoqarashini kengaytiradi.

3. Ingliz tili tarjimasini yaratish metodikasi. Turli xildagi kitob, jurnal, maqolalarni inglizcha tarjima qilish orqali, ingliz tilidagi yangi so'zlarni bilish orqali lug'at boyigini oshirish mumkin. Bu esa o'quvchida speaking ya'ni so'zlashuv qobiliyatini shubhasiz oshiradi.

4. Madaniyatni o'rganish. Ingliz tilida gaplashadigan mamlakatlarning madaniyatini o'rganish orqali tilni chuqurroq tushunish. Bu metodikalar birgalikda ishlatilganda yanada samarali bo'lishi mumkin. Eng muhimi, o'rganish jarayonidan zavq olish va davomiylikni saqlashdir.

5. Yozma mashqlar. Ingliz tilida blog yozish orqali fikrlarni ifodalash va yozma ko'nikmalarni rivojlantirish ingliz tilini o'rganishda muhim ahamiyat kasb etadi.

6. Darsda tarqatma material va qiziqarli o'yinlardan foydalanish. Dars jarayoniga kreativ yondashib, qiziqarli texnologiyalardan foydalanish orqali til o'rganuvchilarda til o'rganishga bo'lgan qiziqishni orttirish samarali natija beradi.

Xulosa o'rnida shuni aytish mumkinki, bu kabi metodlar barchada til o'rganishga bo'lgan qarashni yanada kuchaytiradi va motivatsiya beradi. Til o'rgatishda kreativ va ijodkor bo'lish talim jarayonini sifatli va samarali bo'lishini ta'minlaydi .

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TARJIMA SIRLARI VA MUAMMOLARI

*Andijon davlat chet tillari isntituti
Roman-german va slavyan tillari fakulteti
Nemis tili ta'lim yo'nalishi 101-guruh talabasi
Adaxamjonova Gulsanam Dostonbek qizi
Tel: +998944220720
Ilmiy maslahatchi: **Kabulova U.S***

Annotatsiya: Maqolada tarjima san'ati va uning murakkab jihatlari, shu jumladan, tarjimada uchraydigan asosiy muammolar va sirlar keng yoritilgan. Tarjima jarayoni nafaqat lingvistik bilimni, balki madaniyatlararo aloqalar, kontekstni va stilistik xususiyatlarni ham hisobga olishni talab qiladi. Asosiy muammolar orasida ma'no va hissiyotning yo'qolishi, madaniyatlararo farqlar, grammatika va sintaksisdagi farqlar, konnotatsiya, so'zning ekspressivligi, dialektlar va mahalliy til ishlatishdagi qiyinchiliklar ko'rsatilgan.

Kalit so'zlar: tarjima, madaniyatlararo farqlar, ma'no, hissiyot, grammatika, sintaksis, moslashtirish (localization), parafrazlash, kontekstual yondashuv, stilistik muammolar, dialekt, ekvivalent, tarjimon.

Аннотация: В статье рассматривается искусство перевода и его тонкости, в том числе основные проблемы и загадки, возникающие при переводе. Процесс перевода требует не только лингвистических знаний, но и межкультурных связей, контекста и стилистических особенностей. Среди основных проблем — потеря смысла и эмоций, межкультурные различия, различия в грамматике и синтаксисе, коннотации, выразительности слов, диалектов и трудности в использовании местного языка.

Ключевые слова: перевод, межкультурные различия, смысл, эмоция, грамматика, синтаксис, локализация, перефразирование, контекстуальный подход, стилистические проблемы, диалект, эквивалент, переводчик.

Abstract: The article covers the art of translation and its intricacies, including the main problems and mysteries encountered in translation. The translation process requires not only linguistic knowledge, but also cross-cultural relations, context, and stylistic features. Among the main problems are the loss of meaning and emotion, cross-cultural differences, differences in grammar and syntax, connotation, expressiveness of words, dialects and difficulties in using the local language.

Key words: translation, intercultural differences, meaning, emotion, grammar, syntax, localization, paraphrasing, contextual approach, stylistic problems, dialect, equivalent, translator.

Tarjimaning birlamchi sharti til bilish bo'lsada, tarjima uchun faqat shuning o'zigina kifoya qilmaydi. Matnning mazmuni, muallifning maqsadini tushunish va boshqa tilda ifodalab berish uchun ko'pincha tildan tashqari ham ancha-muncha narsalarni bilishga to'g'ri keladiki, bu g'ayrilisoniy omillar deyiladi.

Binobarin, tarjimaning faqat til bilan bogʻliq, til doirasida hal qilinadigan muammolari lisoniy, til qobiqlarini yorib oʻtgan, tildan tashqari muammolari gʻayri lisoniy muammolar hisoblanadi¹.

Gʻ.Salomovning yozishicha, “Tarjima, shubhasiz, lisoniy faoliyatga asoslanadi, lekin sof til tafovutlarini bartaraf qilish tarjima jarayonida bosib oʻtiladigan bir bosqichdir, xolos. Tarjima ikki grammatika (grammatik sistema), tarixan tarkib topgan ikki uslubiy sistema, ikki tarixiy-adabiy anʼana, ikki sheʼriy sistema, ikki individual yozuvchi – muallif va tarjimonning qiyos qilinishi yoxud toʻqnashuvini taqozo etuvchi ijodiy jarayondir” deydi.

Tarjimon tarjima jarayonida lingvokulturologiya sohasida koʻplab muammolarga duch kelishi mumkin. Lingvokulturologiya “til va madaniyat”ning uzviy aloqadorligini, uning shakllanishi va rivojlanishini oʻzida aks ettirgan hodisalar – til-madaniyatni birgalikda oʻrganadigan alohida ilmiy soha sanaladi. Tarjima jarayoni har bir tarjimonning individual ijod jarayoni, lekin shunday jarayonlar borki bunda tarjimon individual munosabat bildira olmaydi bu masala aksariyat holatlarda xalqning oʻziga xosligi, yaʼni lingvomadaniy soʻzlari orqali namoyon boʻladi, bu jarayonda tarjimon shaxsiy tushunchalari bilan ish tuta olmaydi yoki tarjima jarayonida bu kabi soʻzlarni tarjimadan tushirib qoldira olmaydi bunday sharayonda muqobil, yaʼni adekvat tarjimaga erishish uchun quyidagi tarjima usullaridan foydalanish mumkin²:

1. Translitteratsiya. Ushbu usulda termin asliyat tilida qanday boʻlsa grafik yaʼni harfma har qanday boʻlsa shunday tarjima qilinadi.

2. Transkripsiya. Tovush formalari orqali tarjima qilish usuli yaʼni tarjima qilinilayotgan tilda qanday aytilsa huddi shunday talaffuz qilib.

3. Kalka usulida tarjima qilish. Ushbu tarjima turi tarjimon uchun eng qulay usullardan biri hisoblanib aynan bir tilda bor terminning ikkinchi bir tildagi semantikasini toʻliq saqlab qolgan tarzda soʻzma soʻz tarjima toʻgʻridan toʻgʻri tarjima qilish.

4. Izohli tarjima usuli. Izohli tarjima usuli bir tilda mavjud boʻlgan termin boshqa bir tilga tarjima qilish³.

Jarayonida muqobil varianti topilmagan taqdirda aynan oʻsha terminga izoh berish orqali tarjima qilish tarjimaning leksik muammolarini hal etishda ikki tilli lugʻatlar maʼlum jihatdan ahamiyati katta hisoblanadi. Biroq odatda lugʻatlarda soʻz niaʼnosining muqobillarigina beriladi. Tarjima lugʻati qanchalik mukammal boʻlmasin, unda soʻzlarning barcha maʼnolari yoki maʼno nozikliklarini qamrab olishning iloji yoʻq, chunki lugʻat ikki til tizimi unsurlari bilan ish koʻradi. Tarjima uchun til tizimlari emas, balki nutq, aniqroq qilib aytadigan boʻlsak, nutq mahsuli

¹ Tarjima muamolari (maqolalar toʻplami). – Toshkent: Samarqand, 1991.

² Tarjima muamolari (maqolalar toʻplami). – Toshkent: Samarqand, 1991.

³ [https:// scienceweb.uz](https://scienceweb.uz).

bo‘lmish matn muhimroqdir. Tarjima jarayonida tarjimon ko‘p ma’noli so‘zning qaysi ma’nosi qo‘llanilganligini kontekst asosida o‘zi aniqlamog‘i lozim.

Tilning grammatik tuzilishi uning sistemasidagi umumiy muhim jihatdir. Affikslar, grammatik qo‘shimchalar va so‘z yasalishi, sintaktik modellar, so‘z tartibi, yordamchi so‘zlar va h.k. kabi tilning grammatik tuzilish elementlari grammatik yoki shakliy ma‘noni, leksik ma‘nolarning aniq shaklini ko‘rsatishga xizmat qiladi⁴. Tarjima qilish jarayonida bu ma‘nolarni ifodalash muhim muammodir.

Tarjima jarayonida turli leksik, semantik, stilistik, grammatik, muammolarga uchramaslik uchun so‘zma so‘z tarjima qilish emas, balki gapning konteksiga qarab yoki uning ma‘nosidan kelib chiqqan holda tarjima qilish yoki muqobil variantini olgan holda tarjima qilish kerak. Shuning uchun ham tarjima jarayonida so‘zma-so‘z tarjima usulidan foydalanilmaydi, ma‘nosidan kelib chiqqan holda asliyat tilidan o‘zbek va boshqa tillarga tarjima qilinadi⁵.

Tarjimaning birlamchi sharti til bilish bo‘lsa-da, tarjima uchun faqat shuning o‘zigina kifoya qilmaydi. Matnning mazmuni, muallifning maqsadini tushunish va boshqa tilda ifodalab berish uchun ko‘pincha tildan tashqari ham ancha-muncha narsalarni bilishga to‘g‘ri keladiki, bu g‘ayrilisoniy omillar deyiladi. Binobarin, tarjimaning faqat til bilan bog‘liq, til doirasida hal qilinadigan muammolari lisoniy, til qobiqlarini yorib o‘tgan, tildan tashqari muammolari g‘ayri lisoniy muammolar hisoblanadi⁶.

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⁴ <http://worldlyjournals.com>

⁵ <https://talqinvatadqiqotlar.uz>

⁶ <http://nauchniyimplus.ru>

DEVELOPING LISTENING SKILLS FOR ACADEMIC PURPOSES

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulug'bek. The faculty of psychology, the department of Foreign languages: Philology and teaching languages: English

Scientific advisor:

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 103-23:

Normamatova Farangiz Tohir qizi

Abstract: Effective listening skills are essential for academic success, enabling students to comprehend lectures, participate in discussions, and retain critical information. This article explores the importance of academic listening and identifies common challenges, such as understanding technical terminology, managing diverse accents, and maintaining focus. Strategies for improvement include active listening, vocabulary building, note-taking, exposure to varied speaking styles, and leveraging technology. Practical exercises like dictation, summarizing, and shadowing are recommended, along with tips for sustaining concentration during extended sessions. By implementing these techniques, students can enhance their listening abilities, leading to better academic performance and long-term benefits in learning and communication.

Keywords: Academic listening skills, Active listening, Note-taking strategies, Vocabulary building, Listening challenges, Focus in learning, Accent comprehension, Educational technology, Listening exercises, Academic success.

Developing Listening Skills for Academic Purposes

Listening skills are vital for academic success, particularly in environments that require the comprehension of lectures, discussions, and multimedia resources. Effective listening goes beyond merely hearing words; it involves understanding, analyzing, and applying the information received. Below is a comprehensive guide to developing listening skills tailored for academic purposes.

1. Understanding the Importance of Listening Skills in Academia; academic listening is a critical component of learning. It enables students to:

- Grasp key concepts and details during lectures.
- Engage meaningfully in discussions and seminars.
- Take accurate and organized notes.
- Interpret diverse accents and speaking styles, particularly in multicultural environments.

- Strong listening skills enhance critical thinking, help build a robust knowledge base, and improve overall academic performance.

2. Challenges in Academic Listening; Some common challenges faced by learners include:

- Difficulty understanding technical jargon or unfamiliar vocabulary.
- Coping with fast-paced speech.
- Distinguishing main ideas from supporting details.
- Interpreting different accents and speech patterns.
- Maintaining focus for extended periods.
- Being aware of these challenges is the first step toward overcoming them.

3. Strategies to Develop Academic Listening Skills;

➤ active listening involves engaging with the content by:

- Predicting what the speaker might say next based on context.
- Asking yourself questions about the topic as you listen.
- Mentally summarizing points to check understanding.

➤ Building Vocabulary

- A strong vocabulary aids comprehension. Academic settings often include subject-specific terms, so:

- Read textbooks, articles, and other resources to familiarize yourself with terminology.

- Use flashcards or apps to memorize new words.

➤ Practicing Note-Taking

- 1) Effective note-taking helps retain and organize information. To improve:
- 2) Use shorthand or symbols to jot down ideas quickly.
- 3) Focus on capturing main ideas, examples, and supporting details.
- 4) Review your notes soon after the lecture to reinforce understanding.

➤ Exposure to Varied Accents and Speaking Styles; In international academic environments, understanding diverse accents is crucial. Enhance your skills by:

- Listening to podcasts, TED Talks, or audiobooks by speakers with various accents.

- Watching academic lectures or debates online.

➤ Using Technology and Resources; Leverage tools designed to improve listening, such as:

- Apps like Duolingo or LingQ for language and listening practice.
- Websites like Coursera or edX for academic lecture simulations.
- YouTube channels focusing on educational content.

➤ Seeking Feedback and Reflection

• Participate in group discussions or practice listening with peers. Request feedback on your ability to interpret and summarize information.

4. Practical Exercises; Here are some exercises to sharpen listening skills:

- Dictation Practice: Listen to a passage and write it down verbatim.
- Summarizing: Listen to a lecture or talk and summarize it in a paragraph.
- Shadowing: Repeat what the speaker says immediately after hearing it, focusing on pronunciation and rhythm.

5. Tips for Maintaining Focus

- Sit close to the speaker in live sessions to minimize distractions.
- Keep your mind free from unrelated thoughts by actively engaging with the content.

• Take short mental breaks during long sessions to reset attention.

6. Assessing Progress; Regularly evaluate your listening skills by:

- Comparing your notes to lecture transcripts.
- Testing yourself with comprehension quizzes.
- Recording yourself summarizing content and reviewing for accuracy.

7. Long-Term Benefits of Academic Listening Skills

- Developing strong listening skills leads to:
 - Better performance in exams and assignments.
 - Improved communication in academic and professional settings.
 - A stronger foundation for lifelong learning.

By consistently practicing and employing these strategies, students can overcome listening challenges and excel in academic environments. The key is persistence and active engagement with diverse learning materials.

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CULTURAL INFLUENCES ON LISTENING COMPREHENSION

Teshaboyeva Nafisa Zubaydulla qizi

Scientific advisor: Jizzakh branch of the National university of Uzbekistan named after Mirzo Ulug'bek. The faculty of psychology, the department of Foreign languages; Philology and teaching languages: English

Xamidova Mashxura Abror qizi

The faculty of psychology the department of Foreign languages: Philology and teaching languages: English, student of group 103-23

Abstract: Cultural factors significantly impact listening comprehension, influencing how individuals understand spoken language. Cultural background shapes interpretations of idioms, humor, social cues, and contextual references. Familiarity with communication styles (e.g., directness or formality) can enhance or hinder comprehension. Learners may struggle with culturally specific references or accents, making it essential to incorporate cultural literacy in language learning. Cultural competence helps learners navigate language nuances, improving their ability to understand diverse accents and communication styles in real-world contexts.

Key words: cultural influences, listening comprehension, contextual references, communication styles, cultural literacy, idiomatic expressions, accent and intonation, non-verbal cues, cultural competence.

Listening comprehension is a key skill in language learning, but it is not solely dependent on understanding the words and grammar of a language. Cultural influences play a significant role in how learners interpret and process spoken language. Culture shapes not only the vocabulary and idiomatic expressions used but also communication styles, tone, and non-verbal cues, all of which can impact a learner's ability to fully comprehend what is being said. For example, cultural norms regarding politeness, directness, or the use of humor may vary across regions, making it difficult for learners to decode messages without cultural context.

Additionally, accent and pronunciation differences often tied to cultural backgrounds can further challenge comprehension, especially for non-native speakers who may be more accustomed to one particular accent or variety of English. In language classrooms, students may struggle with culturally specific references or topics that are not familiar to them, hindering their understanding of conversations, discussions, or media in English. As a result, cultural literacy—understanding the cultural context in which a language is used—becomes essential for effective listening comprehension.

The results reveal that participants often struggled to comprehend audio recordings that contained references to culturally specific concepts, idiomatic expressions, and social norms unfamiliar to them. For example, phrases or humor embedded in certain accents were harder to interpret due to a lack of shared cultural knowledge. This finding supports previous research by Matsuda (2018) and Derwing & Munro (2009), which highlights the importance of cultural literacy in improving listening comprehension. When learners are unfamiliar with the cultural context in which language is spoken, even highly proficient learners can face comprehension difficulties, especially when the content involves culturally specific references, humor, or idiomatic expressions.

Participants also noted challenges with accents and communication styles associated with different English-speaking regions. While accents like British or American English were relatively easier to comprehend, participants struggled more with accents from regions they were less exposed to, such as Australian or African English. This aligns with Gass & Varonis (1984), who found that non-native speakers are more likely to understand accents they have encountered before. Furthermore, differences in speech rate, intonation, and directness also created obstacles. For example, learners from cultures where indirect communication is the norm found more direct communication styles, common in some English-speaking countries, harder to follow.

Interestingly, the study also revealed that as participants were exposed to a range of accents and cultural contexts, their biases diminished. Reflective papers and feedback showed that after repeated exposure, participants' perceptions of non-native accents and diverse communication styles became more positive. This suggests that cultural competence, or the ability to understand and appreciate cultural differences, is vital in enhancing not only listening comprehension but also fostering more inclusive attitudes toward various English varieties. Teachers and learners alike must recognize the value of exposure to diverse cultural contexts as part of their language learning journey.

In conclusion, these results underscore the importance of incorporating cultural context into language learning and listening comprehension practice. Learners who are exposed to diverse accents and cultural nuances develop stronger listening skills and greater appreciation for the global diversity of English. For educators, this highlights the need to integrate cultural competence into curricula, allowing learners to navigate both linguistic and cultural challenges more effectively.

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LISTENING TEXTS AND LISTENING STRATEGIES

Teshaboyeva Nafisa Zubaydulla qizi

Scientific advisor: Jizzakh branch of the National university of Uzbekistan named after Mirzo Ulug'bek. The faculty of psychology, the department of Foreign languages; Philology and teaching languages: English

Xamidova Mashxura Abror qizi

The faculty of psychology the department of Foreign languages: Philology and teaching languages: English, student of group 103-23

Abstract: Listening texts, including audio recordings, podcasts, videos, and live conversations, are essential tools in language learning. They expose learners to various accents, speech rates, and communication styles, helping improve listening comprehension. Effective listening strategies, such as predicting content, note-taking, and focusing on keywords, enable learners to better process spoken information. Active listening techniques, like listening for the gist or listening for specific details, enhance learners' ability to extract meaningful information from diverse auditory inputs. Incorporating varied listening texts and strategies into learning materials fosters adaptability and enhances comprehension skills, preparing learners for real-world language use.

Key words: listening texts, listening strategies, active listening, comprehension, speech rates, accents, real-world language use.

Listening comprehension is a crucial skill in language acquisition, enabling learners to engage with spoken language in real-world contexts. Listening texts, such as audio recordings, podcasts, videos, and live conversations, provide learners with exposure to a variety of accents, speech rates, and communication styles. These texts challenge learners to understand not just the words, but also the cultural and contextual nuances embedded in speech. However, comprehending spoken language can be difficult, especially when the listener is faced with unfamiliar accents or fast-paced speech.

To address these challenges, effective listening strategies are essential. Techniques like predicting content, note-taking, and focusing on key words help learners process information more efficiently and improve retention. Active listening strategies, such as listening for the main idea or specific details, allow learners to engage more deeply with the material and enhance overall comprehension. By integrating a range of listening texts and strategic approaches into language learning,

students are better prepared to navigate the complexities of real-world communication and develop stronger listening skills.

The study highlighted the significant role of listening texts and strategies in enhancing language learners' listening comprehension. Listening texts, whether audio recordings, podcasts, videos, or live conversations, expose learners to a variety of accents, speech rates, and contexts, thus broadening their understanding of spoken language. One key observation from the study was that the diversity of listening texts allowed learners to adapt to different communicative situations, which is crucial for real-world language use. For instance, students who engaged with a variety of listening materials (e.g., informal conversations, news reports, or academic lectures) were better able to process speech in diverse contexts, especially in environments where accents and speaking styles varied.

Additionally, the study demonstrated that effective listening strategies are fundamental to improving comprehension. Strategies like predicting content, listening for keywords, and note-taking helped learners focus on essential information while filtering out irrelevant details. These strategies enabled learners to make educated guesses about content and context, thereby enhancing comprehension even when faced with difficult or unfamiliar listening materials. Furthermore, active listening strategies, such as focusing on the main idea or listening for specific details, allowed learners to hone in on key points and follow complex conversations with greater ease.

Another important aspect revealed by the study was that learners often struggled with listening texts that involved unfamiliar accents or speech rates. This challenge was particularly noticeable when students encountered rapid speech or non-native accents that were outside their typical exposure. However, using targeted strategies, such as adjusting their focus to the overall message rather than individual words, learners were able to mitigate these difficulties and improve their overall listening comprehension. This finding supports the idea that listening comprehension is not solely about understanding every word, but about grasping the broader context and key points, an approach that can be developed with the right strategies.

The study found that learners performed better with familiar accents (e.g., British or American English), but struggled with less familiar accents (e.g., Australian or Indian English). Comprehension also declined when speech was fast-paced, highlighting the challenge of processing rapid speech. Learners showed higher comprehension when listening to texts relevant to their studies or everyday life, while academic or technical topics posed more difficulty.

Regarding strategies, learners who used prediction techniques and focused on key words demonstrated improved comprehension, especially with unfamiliar

accents. Note-taking helped participants retain more information and recall key points. Active listening strategies, such as focusing on the main idea or specific details, proved effective in navigating complex texts and improving overall listening skills. Feedback indicated that, over time, learners gained confidence in their listening abilities, especially with consistent use of these strategies.

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О'QITISH USULLARI: TURLI PEDAGOGIK METODLARNING NATIJDORLIGI VA ULARNING RIVOJLANISH DINAMIKASI

Z.D.Abralova - TDPU, katta o'qituvchi
V.Sh. Qarshiyeva – TDPU, talaba

Annotatsiya. Mazkur maqolada o'qitish usullarining turli-tumanligi, ularning natijadorligini baholash mezonlari va zamonaviy ta'lim jarayonida tutgan o'rni tahlil qilinadi. Shuningdek, pedagogik metodlarning rivojlanish dinamikasi va ularning ta'lim sifatini oshirishdagi ahamiyati yoritiladi. An'anaviy va innovatsion usullar o'rtasidagi farqlar, ular o'quvchilarning bilim olish jarayoniga ko'rsatadigan ta'siri, hamda texnologiyalarning o'qitish jarayoniga integratsiyasi bo'yicha fikr-mulohazalar bildiriladi.

Kalit so'zlar: o'qitish usullari, pedagogik metodlar, metodlar natijadorligi, metodlar samaradorligi, ta'lim usullarining rivojlanishi, didaktik yondashuvlar, o'quv jarayoni samaradorligi, innovatsion pedagogika

УЧЕБНЫЕ МЕТОДЫ: РЕЗУЛЬТАТИВНОСТЬ РАЗЛИЧНЫХ ПЕДАГОГИЧЕСКИХ МЕТОДОВ И ДИНАМИКА ИХ РАЗВИТИЯ

З.Д.Абралова- ТГПУ, старший преподаватель
В.Ш. Каршиева – ТГПУ, студент

Аннотация. В данной статье рассматривается разнообразие учебных методов, критерии оценки их результативности и роль в современном образовательном процессе. Также освещается динамика развития педагогических методов и их значение для повышения качества образования. Анализируются различия между традиционными и инновационными методами, их влияние на процесс усвоения знаний учащимися, а также интеграция технологий в образовательный процесс.

Ключевые слова: учебные методы, педагогические методы, результативность методов, эффективность методов, развитие методов обучения, дидактические подходы, эффективность учебного процесса, инновационная педагогика.

TEACHING METHODS: EFFECTIVENESS OF VARIOUS PEDAGOGICAL METHODS AND THEIR DEVELOPMENT DYNAMICS

Z.D.Abralova- TSPU, senior teacher
V.Sh. Qarshiyeva – TSPU, student

Annotation. This article examines the diversity of teaching methods, the criteria for evaluating their effectiveness, and their role in the modern educational process. It also highlights the dynamics of the development of pedagogical methods and their significance in improving the quality of education. The article analyzes the

differences between traditional and innovative methods, their impact on students' learning processes, and the integration of technologies into the teaching process.

Keywords: teaching methods, pedagogical methods, effectiveness of methods, efficiency of methods, development of teaching methods, didactic approaches, effectiveness of the learning process, innovative pedagogy.

Hozirgi kunda ta'lim jarayonining muvaffaqiyati ko'p jihatdan o'qitish usullarining to'g'ri tanlanishi va samarali qo'llanilishiga bog'liq. Pedagogik metodlarning rivojlanishi, ularning natijadorligini baholash mezonlari va zamonaviy ta'lim muhitiga moslashuvi doimiy o'rganish va yangiliklarni talab qiladi. An'anaviy usullar yillar davomida o'z o'rnini saqlab qolgan bo'lsa-da, innovatsion metodlar ta'limni interaktiv, texnologiyalarga asoslangan holda rivojlantirishda katta rol o'ynaydi. Mazkur maqolada o'qitish usullarining mazmun-mohiyati, ular orqali ta'lim samaradorligini oshirish yo'llari, hamda bu metodlarning rivojlanish dinamikasi chuqur tahlil qilinadi. Shuningdek, an'anaviy va zamonaviy yondashuvlarning o'ziga xos tomonlari va ularning ta'lim jarayoniga ko'rsatadigan ta'siri yoritiladi. Bugungi kunda o'qitishda 50 dan ortiq turli pedagogik metodlar qo'llanilib, har birining maqsadi o'quvchilarning qiziqishini oshirish va bilimlarni samarali egallashini ta'minlashdir. Zamonaviy metodlardan biri bo'lgan "Flipped Classroom" (O'girilgan sinf) usuli AQShda keng qo'llanilib, o'quvchilarning mustaqil bilim olish jarayonini kuchaytiradi. Tadqiqotlarga ko'ra, interaktiv va texnologiyaga asoslangan metodlar o'quvchilarning ishtirokini 70% gacha oshirishi mumkin. Pedagogik metodlarning rivoji shuni ko'rsatadiki, texnologiya integratsiyasi nafaqat o'quv jarayonini osonlashtiradi, balki muammoli fikrlash va ijodkorlik ko'nikmalarini shakllantiradi. Hozirgi kunda har 10 ta ta'lim dasturidan 8 tasi texnologik yondashuvlardan foydalanib ishlab chiqiladi, bu esa ta'lim sifatini sezilarli darajada oshiradi. Bu ma'lumotlar o'quv jarayonining turli usullar orqali qanday rivojlantirilayotganini va ta'limning zamonaviy talablarga moslashayotganini ko'rsatadi. O'qitish usullarining an'anaviy metodlari o'qituvchi markazli yondashuviga asoslangan. Ma'ruza, ko'rgazmali tushuntirish va savol-javob kabi usullar o'quvchilarga ma'lumotni bir tomonlama yetkazish uchun ishlatiladi. Ushbu usullar ta'limning asosiy nazariy bilimlarini shakllantirishda foydali. Interaktiv usullardan munozara, guruhda ishlash, o'yinlar va muammoli o'qitish kabi usullarida talaba markazli bo'lib, o'quvchilarning faol ishtirokini talab qiladi. Innovatsion usullarga zamonaviy texnologiyalardan foydalanishga asoslangan usullar, masalan, Flipped Classroom, Gamification va Project-Based Learning (Loyiha asosida o'qitish) kabilar kiradi. Pedagogik metodlarning samaradorligi o'quvchilarning o'zlashtirishi, bilimlarni amaliy qo'llay olish darajasi va ularning mustaqil fikrlash ko'nikmalarini shakllantirish bilan o'lchanadi. Masalan, interaktiv usullar o'quvchilarning mavzuni chuqurroq tushunishini va o'rganish jarayonida faollikni oshirishni ta'minlaydi. Ta'lim metodlari vaqt o'tishi bilan an'anaviy yondashuvlardan zamonaviy, texnologiyalarga asoslangan metodlarga o'tdi. Bugungi kunda o'quv jarayonida sun'iy intellekt, virtual va kengaytirilgan haqiqat (AR/VR) kabi vositalar

keng qo'llanilmoqda. An'anaviy va innovatsion metodlarni uyg'unlashtirish ta'lim samaradorligini oshiradi. Masalan, muammoli o'qitish usuli bilan texnologiyalarni birlashtirish orqali o'quvchilar mantiqiy fikrlash va ijodiy yondashishni o'rganadilar. Google Classroom, Moodle va Microsoft Teams kabi platformalar o'qitish jarayonini optimallashtirishga yordam beradi. Zamonaviy texnologiyalar yordamida individual yondashuvni amalga oshirish osonlashadi, masalan, o'quvchilar o'z bilim darajasiga mos topshiriqlarni oladilar. An'anaviy metodlar asosiy bilimlarni samarali yetkazishda qulay, innovatsion metodlar esa ijodiy fikrlash va tanqidiy tahlil qilish ko'nikmalarini shakllantirishda ustunlikka ega. Shu bilan birga, an'anaviy metodlar o'quvchilarni faol ishtirokka kam jalb qiladi, innovatsion metodlar esa ko'p resurs va texnologiya talab qiladi. Har bir metodni o'quvchilarning ehtiyojlari va mavzuning xususiyatlariga mos ravishda tanlash lozim. Innovatsion metodlarni an'anaviy usullarga qo'shib ishlatish orqali ta'lim sifatini oshirish mumkin. Zamonaviy texnologiyalarni o'qitish jarayoniga muvaffaqiyatli integratsiya qilish uchun pedagoglarning doimiy ravishda o'z ustida ishlashi zarur. O'qitish usullari ta'lim jarayonining samaradorligini belgilovchi asosiy omillardan biridir. An'anaviy va innovatsion metodlarning uyg'unlashuvi ta'limda yangi imkoniyatlarni ochadi, o'quvchilarning bilim olishdagi faolligini oshiradi va ularning ijodiy fikrlash ko'nikmalarini rivojlantiradi. Pedagogik metodlarning rivojlanish dinamikasi o'qituvchilarni yangi texnologiyalar va yondashuvlarga moslashishga undaydi, shu bilan birga, ta'lim jarayonining sifatini yaxshilashga xizmat qiladi. Har bir o'qitish metodini maqsadga muvofiq tanlash, o'quvchilarning ehtiyojlarini inobatga olgan holda uni qo'llash orqali ta'limda yuqori natijalarga erishish mumkin. Shuningdek, ta'lim metodlarining o'zgaruvchanligini hisobga olib, pedagogik ishda innovatsiyalarni joriy qilish va ularni doimiy ravishda tahlil qilib borish ta'lim sohasida samarali rivojlanishga yordam beradi.

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КЕТМА-КЕТЛИКНИНГ LIMITI

*Qodirova Odina**Andijon Davlat Universiteti Matematika fakulteti**Matematika yo'nalishi 4-bosqich talabasi*

Annotatsiya: Ketma-ketlikning limitida yaqinlashuvchi ketma-ketlik, uzoqlashuvchi ketma-ketlik, chegaralangan ketma-ketlik qanday bo'lishi, o'zhasmas ketma-ketlik, ketma-ketlikning cheksiz limitga ega bo'lishi haqida o'rganamiz. Bunda biz ketma-ketlikni yanada chuquroq o'rganamiz,

Kalit so'zlar: limit, yaqinlashuvchi, uzoqlashuvchi, limitga ega bo'lgan, limitga ega bo'lmagan, cheksiz limit, o'zgarmas.

Limit tushunchasi matematikaning muhim tushunchalaridan bitidir. Limit tushunchasi bilan tanishishni umumiy hadi $x_n = 2 + \frac{(-1)^n}{n}$ bo'lgan ketma-ketlikni o'rganishdan boshlasak maqsadga muvohiq bo'ladi. Ketma-ketligimiz quyidagi ko'rinishda bo'ladi

$$x_1 = 2 - \frac{1}{1}, x_2 = 2 + \frac{1}{2}, x_3 = 2 - \frac{1}{3}, \dots, x_n = 2 + \frac{(-1)^n}{n}, \dots$$

Ixtiyoriy ε musbat son olaylik. Sonlar o'qida markazi 2 nuqtada bo'lgan $(2-\varepsilon; 2+\varepsilon)$ oraliqni hosil qilaylik. Bu holda ketma-ketlik hadlarini shunday N no'merini topaylik, shu N nomerli hadidan keyingi hadlari $(2-\varepsilon; 2+\varepsilon)$ oraliqda yotadi. Haqiqatdan ham 2 nuqta bilan ketma-ketlik hadlarini tasvirlovchi nuqtalar orasidagi masofa ε dan kichik bo'lganda, ketma ketlikning bunday nomerli hadiga mos kelgan nuqtalar $(2-\varepsilon; 2+\varepsilon)$ oraliqa tushib qoladi, bizga malumki x_n va 2 nuqtalar orasidagi masofa x_n va 2 ayirmasining absolyud qiymatiga, ya'ni $|x_n - 2|$ ga teng bo'ladi,

Demak: ketma-ketlikning n ninchi hadlari

$$\left| 2 + \frac{(-1)^n}{n} - 2 \right| < \varepsilon, \frac{1}{n} < \varepsilon$$

(1)

Tengsizlik bajarilgan holda va faqat shu holdagina $(2-\varepsilon; 2+\varepsilon)$ oraliqda yotadi. (1) tengsizlikdan

$$n > \frac{1}{\varepsilon}$$

Bo'lishi kelib chiqadi, Bu esa $\frac{1}{\varepsilon}$ sonining butun qismidan katta nomerga ega bo'lgan ketma-ketlik hadlari $(2-\varepsilon; 2+\varepsilon)$ oraliqda yotishini ko'rsatadi. Ketma-ketlik

hadlarining nomerlari ortib borgani sari bu hadlarga mos kelgan nuqtalar 2 nuqtaga tobora yaqinlashib boradi.

Agar ixtiyoriy musbat ε son uchun shunday N nomer mavjud bo'lsaki, barcha $n > N$ lar uchun

$$|x_n - a| < \varepsilon$$

Tengsizlik bajarilsa, a soni $\{x_n\}$ ketma-ketlikning limiti deyiladi.

a soni $\{x_n\}$ ketma-ketlikning limiti ekanligini quyidagicha yoziladi.

$$\lim_{n \rightarrow \infty} x_n = a$$

Ketma-ketlikning limiti ta'rifiga asosan yuqoridagi misolni quyidagicha yozish mumkin :

$$\lim_{n \rightarrow \infty} x_n = \lim_{n \rightarrow \infty} \left[2 + \frac{(-1)^n}{n} \right] = 2$$

Agar $\{x_n\}$ ketma-ketlik biror chekli a limitga ega bo'lsa, bunday ketma-ketlik yaqinlashuvchi ketma-ketlik deyiladi.

Limitga ega bo'lmagan ketma-ketlik uzoqlashuvchi ketma-ketlik deyiladi.

Limitga ega bo'lgan ketma-ketlik uchun bir nechta teoramalar keltirilgan.

1-teorema. Ketma-ketlik bitta limitga ega bo'ladi.

2-teorema. Har qanday yaqinlashuvchi ketma-ketlik chegaralangan bo'ladi.

3-teorema. Agar $\{x_n\}$ va $\{y_n\}$ ketma-ketliklar mos ravishda a va b limitga ega, ya'ni $\lim_{n \rightarrow \infty} x_n = a$, $\lim_{n \rightarrow \infty} y_n = b$ hamda $a < b$ bo'lsa, shunday N nomer topiladiki $n > N$ bo'lganda $x_n < y_n$ bo'ladi.

4- teorema. Agar $\{x_n\}$, $\{y_n\}$ va $\{z_n\}$ ketma-ketliklar uchun $x_n \leq y_n \leq z_n$ tengsizliklar bajarilib $\{x_n\}$ va $\{z_n\}$ ketma-ketliklar umumiy a limitga ega, ya'ni

$\lim_{n \rightarrow \infty} x_n = a$, $\lim_{n \rightarrow \infty} z_n = a$ bo'lsa, $\{y_n\}$ ketma-ketlik ham o'sha a limitga ega bo'ladi, ya'ni

$$\lim_{n \rightarrow \infty} y_n = a$$

5- teorema. Agar $\{x_n\}$ va $\{y_n\}$ ketma-ketliklarning ikkalasi ham yaqinlashuvchi va $\lim_{n \rightarrow \infty} x_n = a$, $\lim_{n \rightarrow \infty} y_n = b$ bo'lsa, u holda quyidagi tengliklar o'rinlidir.

$$\lim(x_n \pm y_n) = \lim x_n \pm \lim y_n = a \pm b$$

$$\lim(x_n * y_n) = \lim x_n * \lim y_n = a * b$$

$$\lim \frac{x_n}{y_n} = \frac{\lim x_n}{\lim y_n} = \frac{a}{b} \quad (\lim y_n = b \neq 0)$$

Ta'rif. Hamma hadilari bir xil a songa teng bo'lgan ketma-ketlik o'zgarmas ketma ketlik deyiladi.

Har qanday o'zgarimas $\{x_n = c\}$ ketma-ketlik uchun $\lim x_n = \lim c = c$ bo'ladi.

Masalan: 3,3,3,3,3... ya'ni $x_n = 3$ ketma -ketlik uchun $\lim x_n = \lim 3 = 3$.

Ixtiyoriy $M > 0$ soni uchun bu songa bog'liq shunday N_M soni topilsaki, $\{x_n\}$ ketma-ketlik tartib raqami $N > N_M$ shaetni qanoatlantiruvchi barch hadlar uchun $|x_n| > M$ tengs

$\{x_n\}$ ketma-ketlikning limiti cheksiz ekanligi $\lim x_n = \infty$ yoki $\lim x_n = \pm\infty$ kabi yoziladi.

Xulosa. Ketma-ketlikning limiti matematik analiz kursida muhim o'ringa ega shu sababli bu limit tushunchasini o'rganishga harakat qildik. Yaqinlashuvchi ketma-ketlik limitga ega bo'lishi haqida malimotlar bilib olinadi ,uzoqlashuvchi bo'lsa limiti mavjud bo'lmasligiga hamda, limitga ega bo'lgan ketma-ketlik chegaralangan ketma-ketlik ham deb ataladi.

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EFFECTIVE WAYS OF TEACHING ENGLISH AS FOREIGN LANGUAGE TO YOUNG LEARNERS

*Turakulova Nilufar Mamaraim's daughter
Gulistan state university Faculty of Philology
Direction of Philology and Language teaching
Student of 47-24 group*

Abstract

This article aims to find out the understanding and age-appropriate guides for teaching English as an advanced language to the young generation, especially, students. In addition, how to teach the young generation to learn and master the language in a way that is convenient for them. It is reflected that it is important to create atmosphere and conditions. This research shows that different technological applications like songs, stories and games are important in the language learning process. Additionally, research highlighting the importance of language teaching methods and lesson plans for young learners.

Key words: Young learners, language learning, effective teaching, technological applications.

Introduction

Teachers or tutors may have a lot to think about when it comes to teaching English to the younger generation.

If English is not always spoken in their countries and regions because foreign languages seem confusing and complicates to teenagers. They can get bored easily because, they do not have much information. Age plays an important role in learning a second language. Therefore, special attention should be paid to guiding them during training.

It is clear to many that it is permissible to organize games and competitions that are useful and interesting for young people in the process of language teaching. This is because many learners improve their knowledge through competition.

Also an effective teaching and language system are very important for a child's language learning skills. Therefore, it is important for language teachers to teach using strategies and methodologies that are most effective and important to them.

Moreover, speaking skill is developing day by day all over the world. Many children are learning this from an early age, which contributes to the development of their language skills.

Conclusion and Suggestion

In General, this article shows several methods of language teaching.

For instance:

- always supporting young individuals
- creating an educational atmosphere that increases their interest in language learning
- playing games related to the lesson
- vocabulary exercises

This article is aimed at teaching English to school-aged students.

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TABIATNI SAQLASHDA YOSHLARNING ROLI: O‘ZBEKISTONDAGI EKO-HARAKATLAR

Sidiqova Nozima Shokirjon qizi

Xomidova Malohat

Andijon davlat chet tillari instituti

Annotatsiya: Tabiatni muhofaza qilish nafaqat hukumat yoki tashkilotlarning vazifasi, balki jamiyatning har bir a’zosiga tegishli mas’uliyatdir. Ayniqsa, yoshlar ushbu jarayonda alohida o‘rin tutadi, chunki ularning energiyasi, kreativ fikrlashi va ijtimoiy ta’siri atrof-muhitni saqlash yo‘lidagi asosiy kuchlardan biridir.

Kalit so‘zlar: tabiat, resurs, ekologiya, chiqindi

Abstract: Nature protection is not only the task of governments or organizations, but also the responsibility of every member of society. Especially young people have a special place in this process, because their energy, creative thinking and social impact are one of the main forces in the way of environmental protection.

Key words: nature, resource, ecology, waste Tabiatni muhofaza qilish nafaqat hukumat yoki tashkilotlarning vazifasi, balki jamiyatning har bir a’zosiga tegishli mas’uliyatdir. Ayniqsa, yoshlar ushbu jarayonda alohida o‘rin tutadi, chunki ularning energiyasi, kreativ fikrlashi va ijtimoiy ta’siri atrof-muhitni saqlash yo‘lidagi asosiy kuchlardan biridir. Ushbu maqolada O‘zbekistondagi yoshlarning ekologik loyihalardagi faoliyati, duch kelayotgan muammolari va kelajakdagi imkoniyatlari haqida batafsil ma’lumot beriladi.

Yoshlar va tabiatni tiklash harakatlari

O‘zbekiston tabiati boy, lekin keyingi yillarda cho‘llanish, suv resurslarining kamayishi, chiqindilar bilan bog‘liq muammolar kuchaymoqda. Ushbu muammolarni hal qilishda yoshlarning o‘rni:

"Yashil makon" loyihasi doirasida yoshlar daraxt ekib, mamlakatning yashil hududlarini kengaytirmoqda. Bu nafaqat tabiiy muhitni yaxshilashga, balki jamiyatning ekologik ongini oshirishga ham hissa qo‘shadi. Yoshlar guruhi suv resurslarini tejashga oid amaliyotlarni targ‘ib qilmoqda. Masalan, Qoraqalpog‘istonda suv tanqisligini kamaytirish bo‘yicha mahalliy tadbirlar o‘tkazilgan.

Ekologik innovatsiyalar va yoshlar Texnologik rivojlanish yoshlarning ekologik muammolarni yechishdagi ishtirokini kuchaytirdi. Ular ekologik startaplar orqali yangi yechimlar taklif qilmoqda:

Ekologik ta’limni kuchaytirish

Пластик chiqindilardan foydalanish: Plastik chiqindilarni qayta ishlash bo'yicha innovatsion dasturlar ishlab chiqilmoqda. Ba'zi yoshlar qayta ishlangan plastikdan ekologik mahsulotlar yaratish bilan shug'ullanmoqda.

Quyosh va shamol energiyasi: Yoshlarning ayrim startaplari quyosh panellarini o'rnatish va shamol energiyasidan foydalanish bo'yicha ish olib bormoqda.

Bu esa energiya tejashga xizmat qiladi.

Yoshlar orasida ekologik ta'limni kuchaytirish orqali ularning tabiatni asrashga bo'lgan qiziqishini oshirish mumkin.

Maktab va universitetlarda ekologiya fanini kengaytirish: O'quvchilar va talabalar orasida ekologik seminar va treninglarni muntazam o'tkazish.

Ijtimoiy kampaniyalar: Yoshlar ijtimoiy tarmoqlarda chiqindilarni ajratish, suvni tejash va tabiatni muhofaza qilish bo'yicha foydali ma'lumotlar ulashmoqda.

Yoshlar ishtirokidagi tadbirlar Ekologik ongni shakllantirishda ommaviy tadbirlarning ahamiyati katta:

"Tabiat uchun bir kun" aksiyalari: Yoshlar guruhlari tabiatni tozalash, chiqindilarni yig'ish kabi tadbirlarni tashkil qiladi.

"Yashil festivallar": Ushbu festivallar davomida yoshlar ekologik ma'lumotlarni o'rganib, uni amaliyotga tatbiq etish imkoniyatiga ega bo'lishadi.

Kelajakda yoshlarni kutayotgan imkoniyatlar

Yoshlar ekologik harakatlarda asosiy kuch bo'lishi uchun ularga ko'proq imkoniyatlar yaratish zarur. Bular quyidagilardan iborat:

1. Davlat tomonidan grant dasturlari: Yosh ekologlar va startapchilarni moliyaviy qo'llab-quvvatlash dasturlari yo'lga qo'yilishi mumkin.
2. Xalqaro hamkorlik: Yoshlarni xalqaro ekologik tadbirlarda ishtirok etishga jalb qilish ularning malakasini oshiradi.
3. Texnologik imkoniyatlar: Yoshlar uchun ekologik texnologiyalarni ishlab chiqish va ulardan foydalanish osonlashtirilishi lozim.

Xulosa

Yoshlar atrof-muhitni muhofaza qilishda faqat kuzatuvchi emas, faol ishtirokchi bo'lishi kerak. Ularning ijodkorligi, energiyasi va jamoatchilikdagi roli ekologik barqarorlikka erishishda muhim o'rin tutadi. O'zbekiston yoshlari bugungi kunda nafaqat mamlakatning, balki butun dunyoning ekologik kelajagini shakllantirishda muhim hissa qo'shmoqda. Ularga imkoniyat va ko'mak berilsa, kelajakda yanada katta muvaffaqiyatlarga erishishlari shubhasiz.

YURAK STENTINI QO‘LLASHNING AFZALLIKLARI VA XAVFLARI

Abduxokimov Muhammadziyo
Qo‘qon universiteti Andijon filiali
1-kurs davolash ishi talabasi

ANNOTATION

Yurak stentini qo‘llash, ateroskleroz yoki boshqa yurak kasalliklaridan kelib chiqqan tomir torayishlarini davolashda samarali usul hisoblanadi. Stentlash amaliyoti orqali, tomirlarni kengaytirish va qon oqimini tiklash mumkin, bu esa yurakning normal ishlashini ta'minlaydi. Ushbu maqolada, yurak stentini qo‘llashning afzalliklari va xavflari haqida batafsil ma'lumot beriladi. Stent qo‘yishning afzalliklari, jumladan, hayot sifatini yaxshilash, yurak infarkti xavfini kamaytirish va bemorlarning tezroq rehabilitatsiyasini ta'minlashni o‘z ichiga oladi. Biroq, ushbu amaliyotning xavf-xatarlarini, masalan, infeksiya, tromboz yoki stentning ishlamashi kabi muammolarni hisobga olish zarur. Maqola, stentlashning qanday samarali bo‘lishi va uning risklarini qanday kamaytirish mumkinligi haqida ham muhokama qiladi.

Kalit so‘zlar: yurak stenti, ateroskleroz, angioplastika, stentlash amaliyoti, tomir torayishi, qon oqimi, rehabilitatsiya, infeksiya, tromboz, yurak infarkti, asoratlar.

ADVANTAGES AND RISKS OF CARDIAC STENT USE

ANNOTATION

Cardiac stenting is an effective method in the treatment of vascular narrowing caused by atherosclerosis or other heart diseases. Through the procedure of stenting, it is possible to widen the vessels and restore the blood flow, which ensures the normal functioning of the heart. This article details the benefits and risks of using a cardiac stent. The benefits of stent placement include improved quality of life, reduced risk of heart attacks, and faster recovery for patients. However, the risks of this procedure must be considered, such as problems such as infection, thrombosis, or stent failure. The article also discusses how stenting works and how to reduce its risks.

Key words: heart stent, atherosclerosis, angioplasty, stenting procedure, vessel narrowing, blood flow, rehabilitation, infection, thrombosis, heart attack, complications.

KIRISH

Yurak kasalliklari butun dunyo bo‘ylab sog‘liqni saqlash tizimiga jiddiy ta'sir ko'rsatadigan asosiy muammolardan biridir. Ushbu kasalliklarning ko‘pchiligi,

arteriyalarda yog' va xolesterin to'planishi natijasida yuzaga keladigan ateroskleroz tufayli paydo bo'ladi, bu esa qon oqimini cheklaydi va yurakni zarur oksigen bilan ta'minlay olmaydi. Yurak stentini qo'llash — bu buyrak yoki yurak qon tomirlaridagi torayishlarni bartaraf etishda qo'llaniladigan samarali jarrohlik usulidir. Stentlash jarayoni orqali tomirlar kengaytiriladi va qon oqimi tiklanadi, natijada yurakning normal faoliyati ta'minlanadi.

Stent qo'llashning afzalliklari juda ko'p bo'lsa-da, u ham o'ziga xos xavf-xatarlarni keltirib chiqarishi mumkin. Ushbu maqolada, yurak stentini qo'llashning afzalliklari va xavflari batafsil yoritiladi. Bemorlar uchun bu amaliyotning qanday foydalari bo'lishi mumkinligi va qanday xavf-xatarlarni oldini olish mumkinligi haqida muhokama qilinadi. Shuningdek, stentlashning tibbiy sohada rivojlanishi va undan foydalanishning eng samarali usullari ham ko'rib chiqiladi.[1]

MUHOKAMA VA NATIJALAR

Yurak stentini qo'llash, asosan, koronar arteriyalarni kengaytirish va qon oqimini tiklash maqsadida amalga oshiriladi. Bu jarayon, yurakning normal faoliyatini ta'minlash, yurak xurujlari va boshqa yurak kasalliklarini oldini olish uchun samarali usul hisoblanadi. Stentlashning afzalliklari ko'plab bemorlar uchun hayotni saqlab qolish yoki sifatini yaxshilashda muhim rol o'ynaydi, biroq bu jarayon ham o'zining xavf-xatarlarini o'z ichiga oladi.

Afzalliklari:[2]

1. **Yurak xurujlarini oldini olish:** Koronar arteriyalardagi torayishlar yoki to'siqlar yurak xurujiga olib kelishi mumkin. Stentlash operatsiyasi bu to'siqlarni bartaraf etadi, qon oqimini tiklaydi va yurakni zarur kislorod bilan ta'minlaydi. Bu, ayniqsa, yuqori xavf guruhiga kiruvchi bemorlar uchun juda muhimdir.

2. **Hayot sifatini yaxshilash:** Yurak stenti o'rnatilgandan so'ng bemorlar tezda odatdagi faoliyatlarini davom ettira olishadi. Ular jismoniy faollikni oshirishlari va stressni kamaytirishlari mumkin, bu esa umumiy hayot sifatini sezilarli darajada yaxshilaydi.

3. **Minimal invazivlik:** Stentlash, an'anaviy yurak jarrohlik amaliyotlariga nisbatan kamroq invazivdir, chunki u ko'pincha kateter yordamida amalga oshiriladi va katta kesmalarni talab qilmaydi. Buning natijasida tiklanish vaqti ham qisqaradi, bemorlar tezroq sog'ayib ketishadi.

4. **Tez reabilitatsiya:** Stent o'rnatilgan bemorlar odatda tezda reabilitatsiyaga o'tib, kasalxonada uzoq vaqt qolmasdan uyga qaytishlari mumkin. Bu ularning ruhiy holatiga ham ijobiy ta'sir qiladi, chunki ular tezroq normal hayot tarziga qaytadilar.

Хавflari:[3]

1. **Tromboz xavfi:** Stentning o'rnatilishidan so'ng, arteriyada qonning to'planishi (tromboz) xavfi paydo bo'lishi mumkin. Bu, ayniqsa, stentni qo'llagan bemorlarda yillar davomida qon ivishining oldini olish uchun dorilarni muntazam qabul qilishni talab qiladi. Trombozning rivojlanishi yurak xurujlari yoki boshqa jiddiy asoratlarni keltirib chiqarishi mumkin.

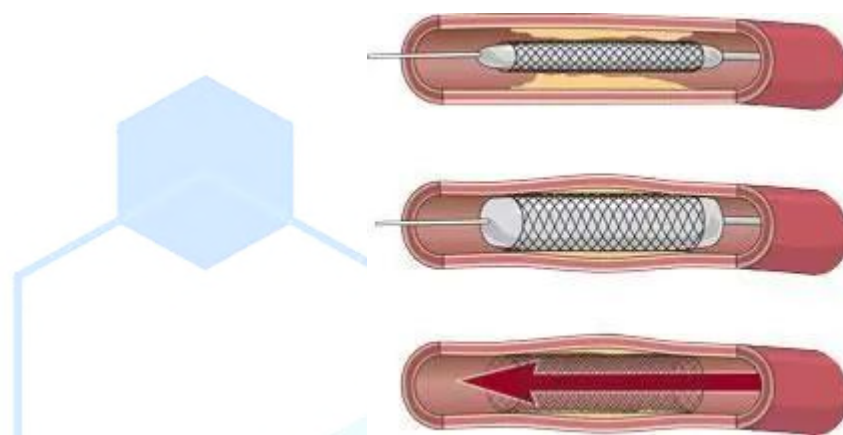
2. **Stentning o'zgarmligi:** Ba'zan stentning o'rnatilgan joyi o'zgarishi yoki noto'g'ri ishlashi mumkin. Bu, masalan, stentning "buzilishi" yoki arteriyada yangi to'siqlarning paydo bo'lishi bilan bog'liq. Bu holat qo'shimcha davolanishni talab qilishi mumkin.

3. **Infeksiya xavfi:** Har qanday jarrohlik amaliyoti kabi, stentlash ham infeksiya xavfini keltirib chiqaradi. Stentni o'rnatish jarayonida yoki keyinchalik infeksiya yuzaga kelishi mumkin, bu esa bemorning sog'lig'iga zarar yetkazadi.

4. **Arteriya devorining shikastlanishi:** Stent o'rnatish jarayonida, ba'zida arteriya devorida shikastlanish yuz berishi mumkin, bu esa qon ketishiga olib kelishi mumkin. Bunday holat jarrohni diqqat bilan monitoring qilishni talab qiladi.

5. **Boshqa asoratlar:** Stentlashdan keyin, ba'zida bemorlar asoratlar bilan duch kelishlari mumkin, masalan, allergik reaksiyalar, tomirning boshqa qismlarida muammolar, yoki stentning noto'g'ri joylashishi. Bu holatlarda, bemorlar qo'shimcha davolanishni yoki hatto qayta amaliyot o'tkazishni talab qilishi mumkin.

Operatsiya boshida katta arteriya teshiladi va bu teshik qo'l yoki oyoq orqali amalga oshiriladi. Ponksiyon joyini tanlash jarroh va bemorning shaxsiy holatiga qarab belgilanadi, ammo ko'pincha yurakning koronar tomirlariga kirish oyoq orqali o'tkaziladi. Kasik sohasidagi ponksiyon odatda oson va ishonchli hisoblanadi. So'ngra, arteriyaga introduder (kichik plastik naycha) kiritiladi, bu esa boshqa asboblarni kiritilishi uchun o'ziga xos eshik vazifasini bajaradi. Kateter introduderdan o'tkazilib, shikastlangan arteriyaga yetib boradi va u yerda o'rnatiladi. Stent esa kateter orqali yuboriladi va puflangan balonga joylashtiriladi. Stentni to'g'ri joylashtirish va xatoliklardan saqlanish uchun zamonaviy rentgen apparati yordamida asboblarning aniq joylashuvi nazorat qilinadi. Tekshiruvdan so'ng, balon puflanadi, bu esa stentni to'g'ri pozitsiyaga keltiradi va blyashka bilan shikastlangan tomir devorlariga bosiladi. Stent joylashtirilgach, barcha asboblarni chiqariladi va faqat stent tomirda qoladi (ba'zi hollarda uni olib tashlash kerak bo'lishi mumkin). Operatsiya odatda bir soatdan ortiq davom etmaydi, ammo ba'zan ko'proq vaqt olishi mumkin, bu tomirlarning holati va bemorning shaxsiy sharoitlariga bog'liq.[4]



1-rasm. Yurakning koronar tomirlari

Har bir jarrohlik amaliyoti singari, yurak stentini oʻrnatish ham ayrim asoratlarga olib kelishi mumkin. Eng keng tarqalgan asoratlar quyidagilardir:[5]

1. **Arteriya obstruksiyasi:** Baʼzan operatsiya paytida arteriyalarda yangi toʻsiqlar yuzaga kelishi mumkin.
2. **Balonga allergik reaktsiya:** Balon shishiruvchi moddaga allergiya, turli darajadagi ogʻirlikda boʻlishi mumkin va baʼzan buyrak faoliyatining buzilishiga olib keladi.
3. **Gematoma yoki qon ketishining rivojlanishi:** Arteriya teshilgan joyda qon yigʻilishi yoki qon ketishining yuzaga kelishi mumkin.
4. **Tomirlarning yangi kasalliklari:** Xususan, arteriya devorlarining shikastlanishi mumkin.
5. **Stent trombozi:** Bu eng xavfli asoratlardan biri boʻlib, stentdan bir necha yil oʻtib yoki qisqa muddat ichida yuzaga kelishi mumkin. Tromboz ogʻriqli hujumlar bilan boshlanadi va darhol tibbiy yordamni talab qiladi. Agar vaqtida davolanmasa, miokard infarkti paydo boʻlishi mumkin.

Bundan tashqari, operatsiya bilan bevosita bogʻliq boʻlmagan asoratlar, qonning butun tanaga oqib ketishi natijasida boshqa arteriyalarda ham yuzaga kelishi mumkin. Shuning uchun, kardiolog tomonidan belgilangan parhez va dori-darmonlarni qatʼiy rioya qilish juda muhimdir.[6]

XULOSA

Yurak stentini oʻrnatish, koʻplab bemorlar uchun yurak kasalliklarini davolashda samarali va hayotni saqlab qoluvchi usul hisoblanadi. Bu jarayon arteriyalardagi torayishlarni bartaraf etib, qon oqimini tiklashga yordam beradi, natijada yurakning normal ishlashini taʼminlaydi va yurak xurujlari xavfini kamaytiradi. Shuningdek, stentlash bemorlarning hayot sifatini yaxshilash va tez rehabilitatsiyaga erishish imkonini beradi.

Biroq, har bir tibbiy amaliyotda bo'lgani kabi, stentlash ham ayrim xavf-xatarlarni o'z ichiga oladi. Tromboz, infeksiya, qon ketishi va arteriya shikastlanishi kabi asoratlar yuzaga kelishi mumkin. Bu xavflarni kamaytirish uchun bemorlar doimiy ravishda tibbiy kuzatuvda bo'lishlari, shuningdek, kardiolog tomonidan belgilangan davolanish rejalariga qat'iy amal qilishlari zarur.

Umuman olganda, yurak stentini qo'llashning afzalliklari uning xavflarini o'z vaqtida va samarali boshqarish imkonini beradi, bu esa bemorlarning sog'lig'ini yaxshilash va ular uchun xavfsiz davolashni ta'minlashga yordam beradi. Stentlash jarayoni yurak kasalliklarini davolashda muhim rol o'ynab, bemorlarga sifatli va uzoq umr ko'rish imkoniyatini yaratadi.

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LINGVISTIK USLUBSHUNOSLIK: NAZARIYALAR VA AMALIYOT

Shokirova Hatifaxon Shuhratjon qizi
ADCHTI Roman-german va slavyan tillari fakulteti
Fransuz tili ta'lim yo'nalishi, 101-guruh talabasi
*Ilmiy maslahatchi: **Kabulova U.S.***

Annotatsiya: Lingvistik uslubshunoslik, til va uslub o'rtasidagi murakkab aloqalarni o'rganish orqali, tilshunoslikning boshqa sohalari bilan bog'liq muhim bilimlarni taqdim etadi. Bu soha tilshunoslikning muhim qismi bo'lib, tilning ifodalovchi va kommunikativ jihatlarini tahlil qiladi. Uslubshunoslik adabiyot, ommaviy axborot vositalari va kundalik muloqotdagi uslublarni o'rganadi. Mazkur maqolada ana shular haqida bahs ketadi.

Kalit so'zlar: lingvistik uslubshunoslik, kontekstual omillar, kommunikativ jihatlar, diskurs nazariya, kvalitatif metodlar, kvantitativ metodlar.

Аннотация: Лингвистическая стилистика дает важное представление о других областях лингвистики, исследуя сложные отношения между языком и стилем. Эта область является важной частью лингвистики и анализирует экспрессивные и коммуникативные аспекты языка. Стилистика изучает стили в литературе, средствах массовой информации и повседневном общении. В этой статье мы обсудим это.

Ключевые слова: лингвистическая методология, контекстуальные факторы, коммуникативные аспекты, теория дискурса, качественные методы, количественные методы.

Abstract: Linguistic stylistics provides important insights into other areas of linguistics by examining the complex relationships between language and style. This field is an important part of linguistics and analyzes expressive and communicative aspects of language. Stylistics studies styles in literature, mass media, and everyday communication. This article will discuss these.

Key words: linguistic methodology, contextual factors, communicative aspects, course theory, qualitative methods, quantitative methods, disc.

Lingvistik uslubshunoslik, tilning turli uslublarini va ularning ijtimoiy, madaniy va kontekstual omillar bilan qanday bog'liqligini o'rganadi. Bu soha tilshunoslikning muhim qismi bo'lib, tilning ifodalovchi va kommunikativ jihatlarini tahlil qiladi. Uslubshunoslik adabiyot, ommaviy axborot vositalari va kundalik muloqotdagi uslublarni o'rganadi.

Uslubshunoslik tarixi qadimgi yunonlardan boshlab, zamonaviy lingvistika rivojlanishi bilan davom etadi. Ferdinand de Saussure va Noam Chomsky kabi olimlar uslubiy tahlilning nazariy asoslarini shakllantirishda muhim rol o'ynagan. Ularning ishlari til va uslub o'rtasidagi munosabatlarni chuqurroq tushunishga yordam berdi¹.

Lingvistik uslubshunoslikda bir nechta asosiy nazariyalar mavjud:

1. Uslubiy tahlil – bu tilning turli uslublarini va ularning kontekstda qanday ishlatilishini o'rganadi.

2. Diskurs nazariyasi – bu tilning kengroq kontekstda qanday ishlatilishini, jumladan, ijtimoiy va madaniy omillarni hisobga oladi.

3. Korpus lingvistikasi – bu uslubiy tahlil uchun katta hajmdagi matnlarni tahlil qilish imkonini beruvchi metodologiya.

Uslubiy tahlilning metodologiyasi ikki asosiy yo'nalishga bo'linadi:

Kvalitativ metodlar – tadqiqotchilar tilning nozik jihatlarini o'rganadilar.

Kvantitativ metodlar – tilning statistik jihatlarini tahlil qilinishi.

Uslubiy tahlil ta'limda, adabiyotshunoslikda va ommaviy axborot vositalarida keng qo'llaniladi. Masalan, ta'limda uslubiy tahlil o'quvchilarning yozma va og'zaki nutqini rivojlantirishda muhim ahamiyatga ega.

Tilshunoslik fan sifatida ona tili va xorijiy tillarni o'rganishda, terminologiyani ishlab chiqish va takomillashtirishda, lisoniy matnlarni ilmiy sharhlashda, mashina tarjimasida muhim ahamiyatga ega; mavjud va xayoliy narsalar (moddiylik va g'oyaviylik) ning o'zaro aloqadorligi muammolarini hal qilish, ijtimoiy ongini va ijtimoiy mavjudot bo'lmish insonning o'zini to'g'ri tushunish uchun nazariy xulosalar chiqarishga imkon berdi. Til va tafakkurning, lisoniy va mantiqiy birlik (kattalik)larning o'zaro aloqasi muammosi tilshunoslik va falsafa tomonidan baravar, bir vaqtning o'zida o'rganiladi.

Asosiy lingvistik metodlar sifatida tavsifiy (qiyosiy, konfrontativ, kontrastiv, tipologik), tarixiy (qiyosiy-tarixiy, komparativ) va normativstilistik (me'yoriyuslubiy) metodlarni ko'rsatish mumkin. Tilshunoslikda yana maxsus tadqiqot usullari — lisoniy hodisalarni kuzatish², lisoniy eksperiment, lingvistik modellashtirish, lingvistik talqin usullari ham mavjud. Tilshunoslik falsafa va filologiya fanlari tutashgan chegarada paydo bo'lgan.

¹ Halliday, M. A. K. An Introduction to Functional Grammar. – London: Edward Arnold, 1985.

² Biber D., Conrad, S., & Reppen, R. Corpus Linguistics: Investigating Language Structure and Use. – Cambridge: Cambridge University Press, 1988.

Lingvistik naturalizmni tanqid qilish negizida yosh grammatikachilar (nemis olimlari A. Leskin, K. Brugman, G. Ostxof, B. Delbryuk, G. Paul va boshqalar) maktabi shakllanib, u asosiy e'tiborni jonli tillarni o'rganishga qaratdi. Ushbu maktab vakillari qiyosiytarixiy tilshunoslikning rivojini yangi bosqichga olib chiqdilar. 19-asrda hind-yevropashunoslikning asosiy tarmoqlari (ellinistika, yunonshunoslik, romanistika, germanistika, slavyanshunoslik, keltshunoslik va boshqalar) batamom shakllanib bo'ldi.

Hind-yevropa tillari uchun ishlab chiqilgan qiyosiy-tarixiy metod tamoyillari ushbu oilaga kirmaydigan boshqa tillarga ham tatbiq etildi. Shu tariqa semitologiya, turkiyshunoslik, finugorshunoslik, afrikashunoslik kabi sohalar shakllanadi³.

Tilshunoslik – tilning paydo bo'lishi va rivojlanishi, til va tafakkur, til va jamiyat o'rtasidagi munosabatlar, tilning jamiyatdagi o'rni, ichki tuzilishi, tilning tasnifi, uni tahlil qilish usullari va shu kabi masalalarni o'rganadigan fan.

Tilni tilshunoslik bilan bir qatorda falsafa, psixologiya, sotsiologiya, mantiq kabi fanlar ham o'rganadi. Tilni o'rganishda ishtirok etadigan har bir fanning tilga nisbatan o'z munosabati bor. “Umumiy tilshunoslik” kursini chuqur egallashni istagan talaba, albatta, shu fanga yondosh bo'lgan sohalardan ham xabardor bo'lmog'i lozim⁴.

Falsafa tilshunoslik metodikasini belgilab berar ekan, falsafani o'rganmagan kishi tilshunoslik uchun xos bo'lgan metodlarni tushuna olmaydi. Didaktika qonuniyatlarini bilmagan “til o'rganuvchi” til va nutq faoliyatiga sistema sifatida yondasha olmasligi aniq. Yoxud til fikr ifodalash quroli, fikr esa mantiq fanining o'rganish obyektini ekanligini hisobga oladigan bo'lsak, logik kategoriyalarni bilish naqadar muhim ekanligini izohlashga hojat yo'q. Bu sotsiolingvistika fanining yuzaga kelishida asos bo'ldi.

Tilshunoslikning psixologiya⁵ (inson ruhiy jarayonlarining qonuniyatlarini o'rganadigan fan) bilan bog'liqligini lingvistikaning nisbatan yangi sohasi psixolingvistika o'rganadi. Tilshunoslik tarix, pedagogika fanlari bilan ham uzviy aloqadordir. So'zlarning tarixini, tilning lug'at boyligini o'rganishda tarix tilshunoslikka katta yordam beradi. Sababki, til urug' va qabila, elat hamda millat tarixi bilan chambarchas bog'liq. Shunga ko'ra kishilik jamiyatining tarixi tilda o'z aksini topadi.

Tilshunoslik va tarixning bog'lanishi ikki tomonlama bo'lib, tarix materiallari til taraqqiyotini o'rganish uchun, til faktlari tarix uchun muhimdir. Ushbu fan arxeologiya, etnografiya, shuningdek, adabiyotshunoslik bilan ham zich

³ Gee J. P. How to Do Discourse Analysis: A Toolkit. – New York: Routledge, 2014.

⁴ Виноградов В.В. Стилистика. Теория поэтической речи. Поэтика. – М., 1963.

⁵ Chomsky N. Aspects of the Theory of Syntax. – Cambridge: MIT Press, 1965.

bog‘langandir. Tilshunoslik va adabiyotshunoslik o‘rtasidagi ittifoq natijasida filologiya (yunoncha “pxileo” – “sevaman” + “logos” – “so‘z”) fani vujudga kelgan. Tarixan bu termin qadimgi Gretsiyada bugungi ma‘nosida qo‘llanmagan; filologga nisbatan “grammatik” termini qo‘llanilgan⁶.

Tilshunoslik pedagogika bilan ham yaqindan aloqada bo‘ladi. Ularning aloqasini til o‘qitish metodikasida to‘liq kuzatish mumkin. Ayrim olimlar bu aloqani lingvodidaktika yoki lingvopedagogika deb ham atamoqdalar. Didaktika (yunoncha “didaktikos” – “ibratli, namuna”) degan ma‘noni anglatadi. Didaktika hozirda pedagogikaning ta‘lim va mazmuni, umumiy metod va shakllari haqidagi bo‘limidir.

Shu bilan birga, lingvistik tadqiqot usullari dalilsiz qo‘llaniladigan boshlang‘ich nuqtadir. Ilm-fan rivojida yoki uning alohida yo‘nalishida inqiroz yuzaga kelmaguncha ular so‘roq qilinmaydi⁷.

Tilshunoslar va antropologlarning o‘zaro qiziqish xususiyatlari ikki holatda to‘qnashadi: birinchidan, tillarni tasniflashda, ikkinchidan, nutqning kelib chiqish masalalarini o‘rganishda.

Tilshunoslik fan sifatida ona tili va xorijiy tillarni o‘rganishda, terminologiyani ishlab chiqish va takomillashtirishda, lisoniy matnlarni ilmiy sharhlashda, mashina tarjimasida muhim ahamiyatga ega; mavjud va xayoliy narsalar (moddiylik va g‘oyaviylik)ning o‘zaro aloqadorligi muammolarini hal qilish, ijtimoiy ongini va ijtimoiy mavjudot bo‘lmish insonning o‘zini to‘g‘ri tushunish uchun nazariy xulosalar chiqarishga imkon berdi. Til va tafakkurning, lisoniy va mantiqiy birlik (kattalik)larning o‘zaro aloqasi muammosi tilshunoslik va falsafa tomonidan baravar, bir vaqtning o‘zida o‘rganiladi⁸.

Asosiy lingvistik metodlar sifatida tavsifiy (qiyosiy, konfrontativ, kontrastiv, tipologik), tarixiy (qiyosiy-tarixiy, komparativ) va normativ-stilistik (me‘yoriy uslubiy) metodlarni ko‘rsatish mumkin. Tilshunoslikda yana maxsus tadqiqot usullari — lisoniy hodisalarni kuzatish, lisoniy eksperiment, lingvistik modellashtirish, lingvistik talqin usullari ham mavjud. Tilshunoslik falsafa va filologiya fanlari tutashgan chegarada paydo bo‘lgan⁹.

Lingvistik uslubshunoslik, til va uslub o‘rtasidagi murakkab aloqalarni o‘rganish orqali, tilshunoslikning boshqa sohalar bilan bog‘liq muhim bilimlarni taqdim etadi. Uslubiy tahlilning kelajagi, yangi texnologiyalar va metodologiyalar orqali yanada rivojlanishi kutilmoqda.

⁶ Saussure, F. de. Course in General Linguistics. – New York: McGraw-Hill, 1916.

⁷ Винокур Г. О. Избранные работы по русскому языку. – М., 1959.

⁸ Ефимов А.И. Стилистика русского языка. – М., 1969.

⁹ O‘zbek tili stilistikasi. – Toshkent, 1983.

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O'ZBEK TILI – DAVLAT TILI SIFATIDA

Toirova Zilola Abdulaziz qizi
Andijon davlat chet tillari instituti
Fransuz tili ta'lim yo'nalishi
101-guruh talabasi
Tel.: +998 50 577 17 76
*Ilmiy maslahatchi: **Kabulova U.S.***

Annotatsiya: Mazkur maqolada shuni ta'kidlab o'tamanki, o'zbek tili, Markaziy Osiyoning ko'p qirrali madaniyati va tarixi bilan bog'liq holda, o'zbek xalqining milliy ifodasi sifatida muhim ahamiyatga ega. O'zbekiston Respublikasi Konstitutsiyasining 4-moddasida O'zbek tili davlat tili sifatida belgilangan. Ushbu maqolada O'zbek tilining davlat tili sifatidagi ahamiyati, uning rivojlanishi, muammolari va kelajakdagi istiqbollari haqida so'z yuritiladi.

Kalit so'zlar: davlat tili, til va ta'lim, til va madaniyat, tilning rivojlanishi, til va ijtimoiy hayot, kelajakdagi istiqbollari.

Аннотация: В данной статье я подчеркиваю, что узбекский язык, в связи с многогранной культурой и историей Центральной Азии, важен как национальное выражение узбекского народа. Статья 4 Конституции Республики Узбекистан определяет узбекский язык как государственный язык. В данной статье говорится о значении узбекского языка как государственного, его развитии, проблемах и перспективах.

Ключевые слова: государственный язык, язык и образование, язык и культура, развитие языка, язык и общественная жизнь, перспективы на будущее.

Abstract: In this article, I emphasize that the Uzbek language, in connection with the multifaceted culture and history of Central Asia, is important as a national expression of the Uzbek people. Article 4 of the Constitution of the Republic of Uzbekistan defines the Uzbek language as the state language. This article talks about the importance of the Uzbek language as a state language, its development, problems and future prospects.

Key words: state language, language and education, language and culture, language development, language and social life, future prospects.

O'zbek tili turkiy tillar oilasiga mansub bo'lib, uning tarixi asrlar davomida shakllangan. O'zbek tilining ilk yozma manbalari 15-asrga borib taqaladi. O'zbek tilining rivojlanishi, avvalo, tarixiy sharoitlar, madaniy aloqalar va siyosiy

o'zgarishlar bilan bog'liq. O'zbek tilining o'ziga xosligi va boyligi, uning xalq og'zaki ijodida, adabiyotida va ilmiy ishlarida namoyon bo'ladi¹.

Davlat tilini izchil joriy etish jarayonini takomillashtirish va lotin yozuviga asoslangan o'zbek alifbosiga mukammal o'tishini ta'minlash maqsadida O'zbekiston Respublikasi Oliy Majlisi qaror qiladi:

O'zbekiston Respublikasining 1989-yil 21-oktyabrda qabul qilingan "O'zbekiston Respublikasining davlat tili haqida"gi Qonuniga (O'zbekiston Respublikasi Oliy Sovetining Vedomostlari, 1989-yil, № 26-28, 453-modda) o'zgartish va qo'shimchalar kiritib, uning yangi tahriri tasdiqlansin (ilova qilinadi)². Davlat tili — muayyan mamlakatda qonun chiqarish, ijroiya va sud hokimiyatlarida ish yuritish uchun rasmiy belgilangan til. Odatda, ko'p millatli mamlakatlarda, mas, Hindiston, Kanada, Shveytsariyada qaysi til yoki tillar rasmiy ekanligi konstitutsiyalarida belgilab qo'yilgan. Davlatlarning ko'pchiligida rasmiy til bilan davlat tili aynan bir xildir. Faqat ayrim mamlakatlardagina rasmiy til davlat tili maqomidan farqlanadi. Masalan, Shveytsariyada konstitutsiyaga binoan nemis, fransuz, italyan tillari — rasmiy til; nemis, fransuz, italyan va retoroman tillari — davlat tili sanaladi.

O'zbek tili davlat tili sifatida O'zbekiston Respublikasining barcha hududlarida keng qo'llaniladi. Bu, o'z navbatida, davlat boshqaruvi, ta'lim, madaniyat va ilm-fan sohalarida O'zbek tilining o'rnini mustahkamlashga xizmat qiladi. O'zbek tilining davlat tili sifatida qabul qilinishi, uning jamiyatdagi rolini oshirishga, xalqning birlik va ma'naviyatini mustahkashga xizmat qiladi³.

Ta'lim sohasida O'zbek tilining roli juda muhimdir. O'zbek tilida olib boriladigan ta'lim, yosh avlodning ona tilida bilim olishini ta'minlaydi. Bu, o'z navbatida, milliy g'urur, madaniyat va an'analarni saqlashga yordam beradi. O'zbek tilida ta'lim olish, talabalarning fikrlash qobiliyatini, ijodkorlik va tanqidiy fikrlashni rivojlantiradi.

O'zbek tilining madaniyatdagi o'rnini ham juda muhimdir. O'zbek adabiyoti, san'ati va folklori O'zbek tilida yaratilgan asarlar orqali ifodalanadi. O'zbek tilida yaratilgan adabiy asarlar, xalqning tarixini, an'analarni va qadriyatlarini aks ettiradi. Shuningdek, O'zbek tilida yaratilgan asarlar, boshqa xalqlar bilan madaniy aloqalarni mustahkamlashga yordam beradi⁴.

O'zbek tilining rivojlanishi uchun bir qator muammolar mavjud. Birinchidan, zamonaviy texnologiyalar va globalizatsiya jarayonlari O'zbek tilining rivojlanishiga

¹ Karimov I. A. O'zbek tilining rivojlanishi. –Toshkent: O'zbekiston,1998.

² O'zbekiston Respublikasining Konstitutsiyasi. – Toshkent, 1992.

³ Abdurauf Fitrat. O'zbek adabiyoti tarixi. –Toshkent: O'zbekiston,1994.

⁴ O'zbekiston Respublikasining Konstitutsiyasi. – Toshkent, 1992.

tahdid solmoqda. Ikkinchidan, boshqa tillarning ta'siri, ayniqsa, rus va ingliz tillarining kuchayishi, O'zbek tilining o'ziga xosligini yo'qotish xavfini tug'diradi. Ushbu muammolarni hal etish uchun davlat va jamiyat birgalikda harakat qilishi zarur.

O'zbek tilining ijtimoiy hayotdagi o'rni ham muhimdir. O'zbek tilida muloqot qilish, xalqaro aloqalarda ishtirok etish va o'z fikrini ifoda etish imkoniyatlarini yaratadi. O'zbek tilining ijtimoiy hayotdagi roli, milliy identitetni saqlash, xalqaro maydonda O'zbekistonning o'rnini mustahkamlashga xizmat qiladi⁵.

O'zbek tilining kelajakdagi istiqbollari, avvalo, ta'lim va ilm-fan sohasida olib borilayotgan islohotlarga bog'liq. O'zbek tilini rivojlantirish uchun yangi dasturlar va loyihalar ishlab chiqilishi zarur. Shuningdek, O'zbek tilining xalqaro maydonda tanilishiga e'tibor qaratish, uning rivojlanishiga yordam beradi⁶.

Ayni vaqtda yurtimizda istiqomat qilayotgan barcha millat va elatlarning madaniyati va urf-odatlarini, xususan, ularning ona tillarini rivojlantirish uchun ham zarur sharoitlar yaratilmoqda. Turli hududlarda tashkil etilgan 140ga yaqin milliy madaniyat markazlari ana shu maqsadlarga xizmat qilmoqda. Ko'plab talim-tarbiya maskanlari, ommaviy axborot vositalari o'zbek tili bilan birga, qoraqalpoq, rus, qozoq, qirg'iz, tojik, turkman tillarida faoliyat korsatmoqda. Yani davlatimiz barcha millatlar tili va madaniyati rivojlanishBundan tashqari, davlat xizmatchilariga nisbatan davlat tilini bilishga oid talablarning belgilanmaganligi ham ushbu Qonunning amalda ishlamasligiga olib kelmoqda⁷.

Shundan kelib chiqib, huquqiy sohada hamda milliy qonunchilikda amalga oshirilayotgan islohotlarni toliq aks ettirish va "Davlat tili haqida"gi Qonunning togridan-togri amal qilishini taminlash maqsadida u yangi tahrirda ishlab chiqildi.Unga oid yetarlicha sharoit yaratilgan.

Xulosa qilib aytish mumkinki, O'zbek tili davlat tili sifatida O'zbekiston xalqining madaniyati, tarixi va kelajagini belgilovchi muhim omildir. O'zbek tilining rivojlanishi, uning ta'lim, madaniyat va ijtimoiy hayotdagi o'rni bilan bog'liq. O'zbek tilini saqlash va rivojlantirish, xalqning birlik va ma'naviyatini mustahkamlashga xizmat qiladi. Shu bilan birga, zamonaviy sharoitlar va globalizatsiya jarayonlari O'zbek tilining o'ziga xosligini saqlash va rivojlantirishda qiyinchiliklar tug'diradi.

Biroq, davlat va jamiyat birgalikda harakat qilsa, O'zbek tili kelajakda yanada rivojlanish imkoniyatiga ega bo'ladi.

⁵ Mamatqulova D. O'zbek tilining zamonaviy muammolari. –Toshkent: Fan va texnologiya, 2020.

⁶ Nurmatov A. Globalizatsiya va o'zbek tili. – Toshkent: O'zbekiston, 2021.

⁷ <https://darakchi.uz>

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THE ROLE OF LANGUAGE IN THE CONSTRUCTION OF NATIONAL NARRATIVE

Qosimova Saida Umidjon qizi

A Student of Chirchik State Pedagogical University

Scientific Advisor

Abduramanova Diana Valerivna

A teacher of Chirchik state pedagogical university

ABSTRACT:

Language plays a fundamental role in the construction of national narratives, serving as a key instrument in shaping collective identity, historical memory, and cultural unity. Through literature, media, education, and political discourse, language helps to define the story a nation tells about itself, highlighting significant events, figures, and ideals that form the foundation of national consciousness. It is a medium for expressing shared values, promoting solidarity, and reinforcing a sense of belonging among citizens. Language also shapes the way history is remembered, allowing certain events to be emphasized or marginalized, influencing how the past is understood and reconciled.

Keywords: Language, National Narrative, Identity, Historical Memory, Nationalism, Collective Memory, Cultural Unity, Media, National Language, Political Discourse, Literature, Folklore, National Identity, Language Revival, Nationalism Movements.

Introduction

Language is not only a medium of communication but a vital component in the creation and expression of national identity. It functions as the primary tool through which nations construct their narratives, shape historical memory, and define the collective consciousness of their people. A national narrative is a story that a country tells about itself, its origins, struggles, achievements, and values, often serving as a unifying force for its citizens. Language plays a pivotal role in this process by framing the nation's past, molding its present, and influencing its future.

Throughout history, the relationship between language and nationhood has been intertwined, with language often being seen as a symbol of cultural pride and political sovereignty. From literature and folklore to education and media, the language used in various spheres of society reflects and reinforces the national story. The language of the national narrative not only communicates a country's history but also shapes

how individuals and communities within the nation understand themselves, their identity, and their place in the world.

In times of political and social change, language becomes a powerful tool for shaping and reclaiming national identity. It serves as both a means of resistance and a symbol of unity, particularly in post-colonial contexts or in the face of external oppression. The promotion and preservation of a national language can become a central element of nationalistic movements, reinforcing the idea of linguistic and cultural sovereignty.

This article explores the central role of language in the construction of national narratives, highlighting how it shapes identity, preserves history, fosters unity, and influences national discourse. By examining the ways in which language is used in literature, media, and political contexts, we aim to understand how language helps to build and maintain a shared national story, ultimately contributing to the cohesion and continuity of a nation's identity.

1. Language as a Marker of National Identity

Language is one of the most profound markers of national identity. It is not merely a means of communication but a symbol of belonging and unity. A shared language is often at the heart of a nation's collective identity, fostering a sense of community among people. The language spoken within a country is a defining feature of its culture, heritage, and worldview. As a central component of the national narrative, language carries the history, traditions, and values of a people, making it a powerful tool in the construction of national identity.

In many nations, the use of the national language is a cornerstone of statehood and sovereignty. For example, in the case of countries like France, Japan, or China, the national language is intricately tied to national pride, cultural heritage, and the idea of a unified populace. In post-colonial societies, language can become an even more critical marker of national identity, as the choice to reclaim or revive a native language serves as an act of resistance against colonial domination and cultural erasure.

In multilingual countries, the promotion of a single national language can play a unifying role. It can serve as a common ground for citizens of diverse linguistic backgrounds, reinforcing a shared sense of national belonging. This process is often seen in countries such as India, where multiple languages coexist, and yet Hindi and English serve as central languages for national unity and governance.

2. Language and the Shaping of Historical Memory

Language is deeply embedded in the process of shaping historical memory. The way history is recorded, taught, and discussed is largely influenced by the language through which it is expressed. The language used in historical texts, educational

curricula, and public discourse determines what aspects of history are remembered and how they are interpreted.

The role of language in historical memory is especially significant when considering the legacy of colonialism, wars, or revolutions. The language of history often reflects the power structures that existed during specific periods. For example, the language of colonization may frame the narrative from the perspective of the colonizer, overshadowing the experiences and stories of the colonized. However, with the revival of indigenous languages and the reassertion of cultural narratives, post-colonial nations can reclaim their history and reinterpret it from their own perspective.

In many countries, language becomes a tool for preserving national trauma or celebrating national triumphs. The way a nation talks about its past—whether it is a struggle for independence, a moment of national unity, or a period of conflict—shapes its collective memory. In countries like Rwanda, South Africa, or Armenia, language has been used to reconcile past divisions, acknowledge historical wrongs, and promote healing. Conversely, in some contexts, the use of exclusionary or biased language can perpetuate conflict or divisions within a nation.

3. Literature and Folk Traditions as Catalysts for National Identity

National literature and folk traditions play a vital role in the development of the national narrative. Through stories, poems, and historical epics, literature reflects the values, struggles, and dreams of a nation. Writers and poets, using language, give voice to the collective experience of a people and offer a way to reflect on and transmit national identity from one generation to the next.

In many cultures, literary works are considered the foundational texts that define national identity. For instance, in Russia, the works of Pushkin and Tolstoy are revered not only for their artistic merit but also for their ability to encapsulate the soul of the Russian nation. Similarly, in Central Asia, classical Persian and Turkic literature, with poets like Alisher Navoiy and Rudaki, has played an essential role in shaping the region's cultural identity. These works are not merely artistic endeavors; they represent the values and ideals that a nation holds dear, often illustrating the country's historical struggles and victories.

Folk traditions, often passed down orally in vernacular languages, are equally important. They offer a direct link to the past, preserving the wisdom, myths, and legends that have shaped a nation's worldview. These stories, rooted in the language and customs of the people, provide a sense of continuity and help define a common heritage.

4. Language and Nationalism: The Role of Language in Nationalist Movements

Language has historically been a central element of nationalist movements. Nationalism, the belief in the superiority and sovereignty of the nation-state, often

finds expression in the language spoken by its people. In the context of colonial or imperial rule, language becomes a symbol of resistance. The fight to preserve or revive a national language is often seen as a struggle for cultural and political independence.

In many instances, the revival of a national language has been a crucial component of the national liberation movement. For example, in Ireland, the promotion of the Irish language was an essential part of the country's resistance to British colonial rule. Similarly, in the case of the Hebrew language revival in the late 19th and early 20th centuries, the restoration of Hebrew as a spoken language was a critical aspect of the Zionist movement and the eventual establishment of the State of Israel.

In post-colonial societies, the national language becomes an important marker of sovereignty. The transition from the colonial language to the national language in official domains like education, media, and government is seen as a reclaiming of power and identity. By promoting their own language, post-colonial nations signal their independence, and the process of linguistic revitalization becomes a symbol of national pride.

5. Media and the National Narrative in the Modern Era

In the modern world, media has become one of the most influential forces in shaping national narratives. The language used in the media—whether in news outlets, television programs, social media platforms, or political speeches—has the power to shape public perceptions and influence the direction of the national discourse.

The media serves as a key tool for constructing the national narrative by presenting stories that reinforce national values and ideals. Whether through documentaries, news reports, or national events, the media uses language to frame the nation's identity, address social issues, and define collective goals. The language used in political speeches and state-sponsored media often reflects the nation's political and social priorities, helping to unite or divide people based on shared narratives.

Moreover, in an era of globalization, the way nations present themselves to the world is also heavily influenced by language. Diplomacy, international relations, and cultural exchange are often conducted in specific languages, and the way a nation portrays itself in these arenas affects its international identity.

Conclusion

Language is not simply a means of communication; it is a powerful tool in the construction of national narratives. Through literature, historical memory, media, and political discourse, language shapes the way people understand their national identity and history. By promoting a shared language and the stories that it carries, nations

can foster unity, preserve cultural heritage, and ensure the continuity of their collective identity. Language, in all its forms, plays a central role in constructing, reinforcing, and evolving the national narrative, making it one of the most vital components of a nation's life and legacy.

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THE FUNCTION OF IRONY IN THE WORKS OF JANE AUSTEN

Qosimova Saida Umidjon qizi

A Student of Chirchik State Pedagogical University

Scientific Advisor:

Abduramanova Diana Valerivna

A doctor of Chirchik state pedagogical university

ABSTRACT:

This essay examines how irony functions in Jane Austen's books, emphasising how it advances the plot, develops characters, and serves as a social critique. Austen's approach is characterised by her use of irony, which allows her to expose the complexities of human nature and question social conventions. The essay emphasises how irony enhances the story and draws readers in with a deeper comprehension of the characters and issues in her writing

Keywords: Jane Austen, irony, English literature, character development, social critique, narrative analysis

Introduction

Austen regularly employs sarcasm to draw attention to the shortcomings and misunderstandings of her characters, exposing their limitations or providing opportunity for personal development. For instance, Elizabeth Bennet's well-known admission of bias against Mr. Darcy in *Pride and Prejudice* stands in stark contrast to her final admission of her own mistakes in judgement. As their character arcs are driven by the ironic contrast between their professed ideals and ultimate deeds, Mr. Darcy's initial pride also gives way to humility. These instances of irony highlight the intricacy of human nature and encourage readers to feel something.

Jane Austen's skilful use of sarcasm is often used to convey her well-known wit and perceptive social observations. Irony in all of its forms is crucial to Austen's works since it not only moves the action along but also offers insightful commentary on the society she depicts. By using situational, dramatic, and linguistic irony, Austen highlights the absurdity of the social mores of her time as well as the flaws and contradictions in her characters. Her wry prose offers depth and humour while encouraging readers to reflect on the complexities of human nature.

Many of Austen's novels use irony to advance the plot, particularly situational and dramatic irony. There is tension and humour because readers are frequently given access to knowledge that the protagonists are not. A number of humorous turns arise from Emma's protagonist's misplaced efforts at matchmaking and her ignorance of Mr. Knightley's feelings. These misconceptions serve as a commentary on the perils

of overconfidence and self-deception in addition to complicating the story. All of Jane Austen's novels deal with courtship as a power struggle; the core theme of her works is the play with or opposition to power. Additionally, Jane Austen implies a strong and enjoyable relationship that women in patriarchal societies may have with discursive authority by using irony to highlight the boundaries of decisive and assertive language. The veiling signature demands the dignity of womanhood itself, something that "Mrs. Humphry Ward," "Carrer Bell," "George Eliot," and "Fanny Fern" do not. It suggests, as if modestly, that all women talk in the same voice—Austen was not the first one to write as one—which will avoid such blunt signifiers as proper names and express exactly what one might expect it to say with distinctively feminine obliqueness and no more.¹

Austen's review of social conventions, especially those pertaining to marriage, status, and gender places, is arguably the most important use of irony in her jotting. As seen in the first line of *Pride and Prejudice*, Austen constantly uses verbal irony to question conventional wisdom "It's a verity widely conceded, that a single man in possession of a good fortune, must be in want of a woman ." This sarcastic expression parodies artistic presuppositions around marriage and wealth. Austen challenges compendiums to consider the inflexible systems of her period through these cases.

Austen illustrates the richness of human nature with characters such as Elizabeth and Darcy. The process of personal change is illustrated by their journeys from pride and prejudice to self-awareness. Austen's use of irony compels the reader and the characters to examine the boundaries of their presumptions and reevaluate what true moral integrity and virtue are. Austen regularly uses dramatic and situational irony to add humour and increase the tension in her stories. For example, the protagonist's attempts at matchmaking in *Emma* provide both humour and tension. In her self-confidence, Emma Woodhouse thinks she can influence the romantic relationships of everyone around her, but her misplaced meddling causes a number of misunderstandings. Even while Emma actively seeks to pair Mr. Knightley with someone else, the reader is aware that she is unaware of her own affections for him, which is where the dramatic irony lies. This gives the story more depth by contrasting what Emma doesn't know with what the reader does, in a hilarious way.

When events in Austen's works turn out differently than the protagonists had anticipated, situational irony also plays a significant part. For example, in *Sense and Sensibility*, Elinor Dashwood's restrained and careful demeanour stands in stark contrast to Marianne's impetuous and passionate character; nonetheless, it is Elinor who eventually finds stability and happiness in marriage. This expectation reversal

¹ Rachel M Brownstain, *Jane Austine: Irony and authority* (Last Laught, 2022),57

underlines how foolish it is to rigidly uphold one's principles while ignoring the realities of life and love. Austen's criticism of strict social conventions and her support for moderation and balance in both emotion and reason are reflected in the irony in these circumstances. Verbal irony is arguably the most important type of irony in Austen's writings because it enables her to quietly criticise the social mores of her era, especially those related to marriage, gender roles, and class. Austen's use of language irony is exemplified by the well-known opening line of *Pride and Prejudice*: "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." This statement highlights the transactional character of relationships during the Regency era by parodying the social presumption that riches is inevitably associated with the necessity of marriage.

Austen uses verbal irony throughout her books to highlight the inconsistencies and constraints of the societal systems that control the lives of her characters. The rigidity of social class and status is exemplified by characters such as Sir William Lucas in *Sense and Sensibility* and Lady Catherine de Bourgh in *Pride and Prejudice*. Their acts frequently highlight the ridiculousness of their worries about decorum and ancestry. Austen's sardonic depiction of these individuals challenges readers to reevaluate the real principles that ought to govern interpersonal interactions and conduct, as well as the legitimacy of social norms. Austen used irony as a social critique in addition to being a humorous and character-building device. She challenges her readers to consider their own presumptions and the social conventions that influence their lives by highlighting the shortcomings and hypocrisies of her characters. Austen's irony promotes a more flexible, nuanced view of relationships and personal agency while challenging the strict customs of her era, especially those pertaining to marriage, class, and gender.

For instance, Fanny Price, the protagonist of *Mansfield Park*, is frequently viewed as weak and submissive in contrast to her relatives' more vibrant personalities; nonetheless, her moral fortitude and honesty make her the book's real heroine. The irony is that, although Fanny's modest goodness is frequently disregarded, the plot's denouement is ultimately brought about by her unwavering moral compass. In this sense, Austen emphasises the value of inner character while criticising snap decisions based on appearances.

Through her delicate use of irony, Austen challenges readers to think critically about the existing quo and how social influences influence people's actions. Austen employs irony to promote a greater comprehension of human nature and the world around us, whether through the development of her characters, her humour, or her societal commentary.

Conclusion

Irony is a sophisticated method that enhances characterisation, enriches plotlines, and offers insightful societal critique in Jane Austen's writings. It is much more than just a source of humour. Austen challenges readers to think critically about the morals and actions of her characters and, consequently, her society by incorporating irony into her stories. Her novels will always be cherished and relevant because of this ageless quality.

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A COMPARATIVE STUDY OF LITERARY MOVEMENTS IN 20TH CENTURY EUROPE

Qosimova Saida Umidjon qizi

*A Student of Chirchik State Pedagogical University
Scientific Advisor: Abduramanova Diana Valerivna
A doctor of Chirchik state pedagogical university*

ABSTRACT:

This article represents a comparative study of the four major literary movements which dominated European literature in the 20th century. Namely, these were Modernism, Surrealism, Existentialism, and Postmodernism. Each movement originated in response to various historical and cultural changes and intellectual transformations of its time. They offered unique ways of approaching art and literature. Modernism rebelled against traditional forms for fragmentation and subjectivity. While surrealism tried to unleash the unconscious mind, Existentialism fought to find meaning in a world full of absurdity. On the other side, postmodernism did deconstruct grand narratives into irony, metafiction, and playfulness. Through these comparative analyses, the article discusses how such movements reflect the variable literary concerns of 20th-century Europe and how they go on to influence contemporary thought.

Keywords: Modernism, Surrealism, Existentialism, Postmodernism, 20th-century literature, European literature, literary movements, fragmentation, unconscious mind.

Introduction

The 20th century represents a monumental period in the development of European literature. Characterized by profound shifts in artistic expression and thematic exploration, what emerged could little resemble its predecessors in either form or convention. In the aftermath of two crippling World Wars, rapid industrialization, and dramatic change in societal structures, writers sought to give voice to the intricacies of the human experience in ways that decidedly broke with traditional forms of narrative and conventional expectations. This was the era when many major literary movements took place, each mirroring the general mood and intellectual current of the times.

The transformational journey began with Modernism, which discarded all the prevailing norms and adopted experimentation, disintegration, and subjectivity. With the advancement of the century, new dimensions were discovered to lead to

Surrealism, wherein the subconscious mind came to the fore to break the barriers between reality and the realm of imagination. Existentialism bore fruits of war and existential philosophy, digging deep into the conscious mind and the search for meaning among an indifferent universe. Lastly, coming from both previous movements, the movement of Postmodernism deconstructed grand narratives and welcomed irony, pastiche, and the complexities of identities and realities.¹

This paper will examine these four most significant literary movements in 20th-century Europe, covering their peculiar features, influences, and contributions to the literary topography. Only by contextualizing these movements in relation to one another can their interrelations be placed in a light that discloses wider cultural and intellectual flows across European literature in this turbulent yet creatively dynamic era.

The 20th century was a period of transformation in European literature, characterized by waves of dynamic movements in literature. These various movements were the ultimate repercussions of the sociopolitical turmoil, rapid technological changes, and the captivating change in ideologies of the time. The subsequent paper looks at four important 20th century European literary movements: Modernism, Surrealism, Existentialism, and Postmodernism. Each was representative of the diversity of emergent concerns and artistic interest for the time in which each existed and offered a special pair of lenses through which the writers sought to interpret reality, society, and self.

1. Modernism: The Revolt Against Tradition

Modernism was a revolution in which the world of literature got rid of its conventional 19th-century forms and themes; it flowered from the last years of the 19th century into the mid-20th century. Inspired by rapid industrialization, urbanization, and the disillusionment of World War I, Modernist writers rejected the Victorian ideal of "moral instruction" in literature and sought fragmentation, subjectivity, and experimentation.

The stream-of-consciousness narrative, the unreliable narrator, and a focus on the inner mechanisms of the human mind were key features of Modernist literature. Writers like James Joyce, Virginia Woolf, and T.S. Eliot experimented with language and form in ways that were disorienting but deeply introspective. The modernist fiction of Joyce's *Ulysses* (1922) and Woolf's *Mrs Dalloway* (1925) are exemplary in how it tried to represent the perils of individual consciousness rather than well-lit, linear narratives.

¹ **Calvino, Italo.** *If on a winter's night a traveler.* — New York: Harcourt, 1979.

On the other hand, Modernist poetry sought to be correct and condensed in expression. T.S. Eliot's *The Waste Land* (1922) typified the spirit of Modernism with its fragmentary structure and allusive language in depicting the disillusionment of post-war Europe and its cultural decay.

2. Surrealism: The Subconscious Unleashed

Emerging in the 1920s as a response to the horrors of World War I and bolstered by the psychoanalytic theories of Sigmund Freud, Surrealism had as its target the unconscious mind, striving to undermine the rational. Focused around Paris and galvanized by André Breton, Surrealism was both a literary and an artistic movement placed upon the role that dreams, fantasies, and the irrational played in human experience.

The surrealist writers utilized various techniques, including auto-matism, whereby the writers allowed their thoughts to flow unhindered without any form of censorship or preconceived influence. In addition to André Breton, Louis Aragon and Paul Éluard were the other leading figures who provided surreal works that blurred the boundaries between reality and dream and conscious and unconscious thought. Breton's "Nadja" is a novel-like account of insanity and surrealism, revealing how most of them inclined toward the grotesque and dreamlike narration.

While Modernist literature often expressed the fragmentary nature of modern life, Surrealism looked toward the fantastic and illogical, offering a different path to the real by the use of the imagination rather than reason.

Existentialism emerged after World War II as a philosophical and literary response to the perceived absurdity of existence and the alienation of the individual in a chaotic, indifferent world. Though it took root in the works by philosophers Søren Kierkegaard and Friedrich Nietzsche, it really flowered as a full-fledged literary movement in the mid-20th century, primarily in France.²

Existentialist literature might be explained as ideas of freedom, responsibility, and the search for meaning in an absurd universe. Jean-Paul Sartre, Albert Camus, and Simone de Beauvoir are famous representatives who have written about how individuals face the anguish of existing and, at the same time, have nothing to refer to as inherently meaningful in their lives. Characters in the novels *Nausea* by Sartre (1938) and *The Stranger* by Camus (1942) have experienced existential crises and therefore come into question over their standing in this world and the worth of human action.

² Kundera, Milan. *The Unbearable Lightness of Being*. — New York: Harper & Row, 1984.

Existentialism wasn't a "tendency" in literature alone but was the name for a philosophical school that rejected any notion of absolute truth and instead depended on individual choice and self-determination. In works considered to be existentialist, it is common for characters to confront the absurdity of life by accepting that they must take sole responsibility for providing the meaning in their own lives.

4. Postmodernism: The Death of Grand Narratives

In Europe, the late 20th century gave birth to a major literary movement called Postmodernism—one hostile toward the certainties of Modernism and Existentialism. Postmodern literature is characterized by irony, pastiche, and playfulness; it denies single and coherent truth or grand narrative.³ In this regard, the works of postmodernist writers like Italo Calvino, Milan Kundera, and Thomas Pynchon carry on an undoing of the very notion of reality, authorship, and history.

But one of the defining marks of Postmodern literature is, in fact, metafiction—a self-conscious writing that draws attention to its status as fiction. For example, Italo Calvino's novel *If on a winter's night a traveler*, published in 1979, does not yield to the reader's expectation as it constantly interrupts the story, breaks the fourth wall, and makes a remark on the very art of storytelling itself.

Postmodern literature often merged high and low culture, fusing popular culture, mass media, and historical events. *The Unbearable Lightness of Being* (1984) is one such example by Milan Kundera, as it dwells on the framing of personal identity with history and political ideology, while traditional narrative structures and philosophical concepts are deconstructed.

Conclusion

The 20th century was a time of great change and vividness as regards literature in Europe, with each movement adding to the growing understanding of art, culture, and the human experience. The experimental leaning of Modernism into inner consciousness, Surrealism's embracing of the irrational, Existentialism's philosophical inquiry into the condition of human beings, and the playing skeptic of Postmodernism about grand narratives—all provide variant answers to the complex realities of the 20th century. Although these movements are the products of specific historical and intellectual contexts, they nonetheless hold implications for and continue to shape contemporary letters that reflect the changing concerns of writers and readers alike.

³ Pynchon, Thomas. *Gravity's Rainbow*. — New York: Viking Press, 1973.

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BADIIY ASAR TARJIMASIDA ANTONIMIK TARJIMA MUAMMOLARI

Choriyeva Sevinch Botir qizi
Terdu talabasi. +998917140617
mschoriyeva05@gmail.com

Annotatsiya: Bu maqola badiiy asar tarjima jarayonida antonimik tarjimadan foydalanish va tarjima jarayonidagi antonimik muammolar hamda ularga yechim topish to'g'risida.

Kalit so'zlar: Antonimik tarjima, antonim, grammatik konstruktsiya, almashtirish, tarjima, tasdiq konstruktsiya, inkor konstruktsiya, Sherlok Holmosning saguzashtlari.

Annotation: This article is about using antonimic translation in the translation of literary work and antonimic problems in the process of translation also, finding a solution to them

Key words: Antonimic translation, antonym, grammatical construction, exchange, translation, assent construction, denial construction, The adventure of Sherlock Holmes.

Badiiy asar tarjimasida Tarjimonlik transformatsiyalarining eng ko'p uchraydigan turlaridan biri antonimik tarjima hisoblanadi. Mazkur tarjima turi hoh og'zaki, hoh yozma tarjima turidan qat'iy nazar barcha tarjima turida qo'llaniladi.

Antonimik tarjima bu tarjima jarayonida keng qo'llaniladigan kompleks leksik-grammatik almashtiruvdir. Bunda tasdiq grammatik konstruktsiya inkor grammatik konstruktsiyaga, yoki aksinchi, inkor Konstruktsiya tasdik konstruktsiyaga almashtiriladi. Shu bilan birga asl matndagi biror so'z Tarjima tilida uning antonimiga almashtiriladi (odatda "antonim" so'zi bir tilning So'zlariga nisbatan qo'llaniladi; biz esa bu yerda "antonim" so'zini ikki tilning-asl matn tili va tarjima tilining ma'nolari qarama-qarshi bo'lgan so'zlarni ifodalash uchun qo'llaymiz) [1.B.30].

Masalan:

Sherlock did as he planned. [2.B.10]

Sherlok rejasidan tashqari ish qilmadi.

Bu misolda inglizcha tasdiq grammatik konstruktsiya o'zbek tilida inkor konstruktsiyaga almashtirildi; shu bilan birga did (qildi) fe'li uning o'zbekcha antonimi "qilmadi" fe'lga hamda as he planned (rejasidagidek) so'zi o'zbekcha antonimi "rejasidan tashqari" birikmasiga almashtirildi.

Yana boshqa misollar:

Do you think Neville is alive? [2.B.36]

Nervil o'lmagan deb o'ylaysizmi?

Bu misolda inglizcha tasdiq so'roq grammatik konstruktsiya o'zbek tilidagi inkor so'roq konstruktsiyasiga almashtirildi. Shu bilan birga alive (tirik) so'zi o'zbek tilidagi antonimi(o'lmagan) so'zi bilan almashtirilgan.

He was a tall man wearing very expensive clothes and a mask.[2.B.4]

U juda qimmat kiyimlar kiyish va niqob taqish uchun bo'yi past odam emas.

Bunda inglizcha tasdiq konstruktsiyasi o'zbekcha inkor konstruktsiyaga almashtirilgan. Ya'ni inglizcha tall (uzun) so'zi o'zbekcha antonimi "bo'yi past " birikmasi bilan almashtirildi.

Sherlock shared with me his plan.[2.B.7]

Sherlok rejasini mendan yashirmadi.

Bunda shared (ulashdi, bo'lishdi) fe'li o'zbekcha antonimi “yashirmadi” fe'li bilan almashtirilgan.

Until now, I kept the photograph to secure myself but it is all his now.[2.B.10]

Hozirgi kungacha, men suratni o'zimni himoya qilish uchun yo'qotmadim ammo Hozir u butunlay meniki emas.

Bu misolda inglizcha tasdiq grammatik konstruktsiyasi o'zbek tilidagi inkor konstruktsiyasiga almashtirildi: ingliz tilidagi kept(saqlagan fe'li) o'zbek tilidagi antonimi “yo'qotmadim” fe'li bilan almashtirildi.

Xulosa qilib aytganda, tarjima jarayonida to'g'ri ma'no va muqobillika erishish uchun boshqa tarjima turlari qatorida antonimik tarjima ham muhim rol o'ynaydi. Bundan tashqari, tarjimadagi bo'yoqdorlikni oshirishda xizmat qiladi hamda o'quvchiga asarni to'g'ri va tushunarli yo'sinda bo'lishiga zamin yaratadi.

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FRAZEOLOGIK BIRLIKLARINI INGLIZ TILIDAN O'ZBEK TILIGA TARJIMA QILISH MUAMMOLARI

Cho'tmamatova Madina To'raqul qizi

TerDU talabasi. +998932764905

[*mchotmamatova@gmail.com*](mailto:mchotmamatova@gmail.com)

Annotatsiya: Ushbu maqolada ingliz tilidagi frazeologik iboralarni ularning o'zbek tilidagi muqobillari bilan berish kerakmi yoki ularni so'zma-so'z tarjima qilsak foydaliroq bo'ladimi? degan savolga yechim topishga harakat qilamiz.

Kalit so'zlar: leksik va frazeologik birliklar, uslubiy vazifa, badiiy obraz, tarjima funksiyalari.

Abstract: It is necessary to use English phraseological expressions in this article and their Uzbek alternatives, or is it more useful to translate them literally? We will try to find an answer to the question.

Keywords: Lexical and phraseological units, methodological task, artistic image, translation functions.

Til birliklari asosan leksik va frazeologik vositalardan iborat bo'lib, ularni bir tildan ikkinchi tilga o'girish tarjimon oldiga ma'lum qiyinchiliklarni ko'ndalang qilib qo'yadi.

Ma'lumki, frazeologik birliklar tilning leksik birliklarga nisbatan birmuncha murakkab tarkibiy vositalari hisolanadi. Chunki frazeologik birliklar nutqning badiiy tasviriy vositalari sifatida fikrning oddiy bayonidan ko'ra ko'proq turli tuman uslubiy maqsadlarning ifoda etishida ishtirok etadi. Ularning ushbu vazifalarini tarjimada bejirim talqin etishi badiiy asarning obrazli hamda hissiy tasviriy qiymatini qayta yaratish bilan chambarchas bog'liqdir.

Tarjimadagi u yoki bu frazeologik birliklarning asl nusxa tarkibidagi frazeologizm ma'no va uslubiy vazifa jihatlaridan mos kelishi yoki kelmasligini ilmiy matniy tahlil asosidagina aniqlash mumkin. Leksik birliklar singari frazeologizmlar ham ko'p ma'noli va ko'p vazifali bo'lganligi tufayli mazmun jihatdan mos ikki til birliklari tarjimada har doim ham bir birlarini almashti- ravermaydi. Muayyan matniy holatda bir birlarini bemalol almashtira oladigan fraziologik ekvivalentlar yoki muqobil variantlar boshqa bir holatda ma'no berishlari yoki uslubiy vazifalari jihatidan farq qilib qolishlari mumkin.[2.B32]

Vinogradovning tasnifiga ko'ra frazeologik birliklar quyidagi turlarga bo'linadi:[3.B42]

1.Frazeologik chatishmalar.

Bunday birikmalarning ko'chma ma'nosi ularning tarkibidagi so'zlarga bog'liq bo'lmaydi.

Masalan:

Open book – Samimiy

Tahlil: Iboradagi “open” (ochmoq) va “book” (kitob) so'zlari lug'aviy ma'noda hech qanday samimiy so'zi bilan bog'liq emas. Ammo bu frazeologik chatishmada ular birgalikda “samimiy” degan ma'noni beradi.

“Kick the bucket”i - “Vafot etmoq”

Tahlil: Iboradagi “kick” (tepmoq) va “bucket” (chelak) so'zlari lug'aviy ma'noda hech qanday o'lim bilan bog'liq emas. Ammo bu frazeologik chatishmada ular birgalikda “vafot etmoq” ma'nosini anglatadi.

2. Frazeologik birikmalar.

Bunday birikmalar ham ko'chma ma'noga ega , ammo ko'chma ma'no frazeologizmlar tarkibidagi so'zlarga bog'liq bo'ladi.[3.B42]

“Eye catching” - “Ko'zga tashlanadigan”

Tahlil: “Eye-catching” iborasining tarkibida “eye” (ko'z) va “catching” (ushlamoq) so'zlari bor. Bu birikma bevosita tarjima qilinganda “ko'zni ushlash” degan ma'noni beradi, ammo ko'chma ma'noda bu ibora biror narsaning diqqatni tortadigan, e'tiborga loyiq bo'lishini anglatadi.

O'zbek tilida “ko'zga tashlanadigan”, “diqqatni jalb qiladigan” yoki “o'ziga tortadigan” iboralari ushbu ma'noni aniqroq aks ettiradi.

“Apple of one's eye” – “Ko'zimning oq u qorasi”

Tahlil: Bunda iboradagi so'zlar bevosita bir birilga bog'liq. “Apple of one's eye” iborasi ko'chma ma'noda ishlatiladi va sevgini, qadriyatni yoki e'tiborni anglatadi. O'zbek tilidagi “jonidan ortiq ko'rgan”, “ko'z qorachig'idek aziz” kabi iboralar ushbu iborani to'liq aks ettiradi.

3. Frazeologik birikuvlar.

Bularda tarkibidagi so'zlarning malum bir qismigina ko'chma ma'noga ega , birikmaning ma'nosi tarkibidagi so'zlarga bog'liq. Bular asosan ot bilan fe'l ning birikuvi bo'lib, fe'l ko'chma ma'noda, ot to'g'ri ma'noda keladi.[3.B42]

“Have a party” – “bazm uyishtirmoq”

Tahlil: Bunda “have” (ega bo'lmoq) va “party” (bazm) manolarini anglatadi va bunda hech qanday ma'no chiqmaydi shuning uchun gapda fe'l ko'chma ma'noda ishlatiladi va “bazm uyishtirmoq” deb tarjima qilamiz.

“Take an exam” – “imtihon topshirmoq” yoki “imtihoni bo'lmoq”

Tahlil: Bunda “take” (olmoq) va “exam” (imtihon) so'zlari take so'zi o'z manoda qo'llanda yaxshi ma'no chiqmaydi va ko'chma ma'noda "imtihon topshirmoq" deb tarjima qilsan bo'ladi. Gapda fe'l ko'chma ma'noda ot o'z ma'noda qo'llaniladi.

Xulosa qilib aytganda, frazeologik birliklar har bir tilning lug'at boyligini tashkil etuvchi til birligi sanaladi. Ular til birligi sifatida nutqqacha tayyor holatda bo'ladi. Shuningdek, har bir tilda frazeologik birliklar o'ziga xos lingvistik xususiyatga ega. Ammo barcha tillarda frazeologik birliklar til boyligi bo'lib xizmat qiladi. Polisemantik fraeologik birliklar tilning lug'aviy tarkibini va nutqni boyitishga xizmat qiladi va hissiy bo'yoqdorlik ma'nolarini mujassamlashtiradi. Shuning uchun biz tarjima qilayotgan vaqtimizda frazeologik birliklarini omonimlarini to'g'ri qo'llay bilishimiz.

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ARTUR KONAN DOYLNING "SHERLOCK HOLMES" ASARINI INGLIZ TILIDAN O'ZBEK TILIGA TARJIMA QILISHDA ALMASHTIRISH TRANSFORMATSIYASIDAN FOYDALANISH

Absaxatova Saida - TerDU talabasi
+998935666276, saidaabdusaxatova@gmail.com

Annotatsiya: Mazkur maqolada Artur Konan Doylning "Sherlok Holms" asarini ingliz tilidan o'zbek tiliga tarjima qilishda foydalanilgan lingvistik usullar, xususan, almashtirish transformatsiyasi tahlil qilinadi. Almashtirish transformatsiyasi tarjimada matnning ma'nosini saqlab qolgan holda so'z va iboralarni boshqa strukturaviy shakllarga o'zgartirishni nazarda tutadi. Ushbu tadqiqotda asar tarjimasi jarayonida quyidagi asosiy jihatlar ko'rib chiqiladi

Kalit so'zlar: Sherlock Holmes, transformatsiya, almashtirish transformatsiyasi, tarjima

Hammamizga ma'lumki, ingliz tilidagi asarlarni o'zbek tiliga tarjima qilish jarayonida almashtirish transformatsiyalari bilan bog'liq muammolarga duch kelinadi. Ushbu maqolada A.K.Doylning "Sherlock Holmes asari misolida almashtirish transformatsiyalari bilan bog'liq muammolar ko'rib chiqiladi.

Almashtirish transformatsiyasi bu matnda bir tilning grammatika, leksika yoki semantikaga xos bo'lgan unsurlarini boshqa tilda mazmunan mos keluvchi yoki yaqinroq shaklga o'zgartirish jarayonidir. Bu jarayon natijasida asl matnning mazmuni, uslubi va estetik jihatlari yangi tilga moslashtiriladi.

Sherlock Holmes asari nafaqat ingliz adabiyotining durdona na'munasi, balki jahon adabiyotining mashhur asarlaridan biridir. Ushbu asarni tarjima qilishda nafaqat lingvistik, balki madaniy to'siqlar ham mavjuddir. Shu sababli, tarjima jarayonida turli usullardan, xususan, almashtirish transformatsiyasidan foydalanish muhim ahamiyatga ega. A.K.Doyl asarlarida murakkab jumlar, ingliz madaniy kontekstiga xos iboralar va idiomalar ko'p uchraydi. Ularni tarjima qilishda quyidagi almashtirish transformatsiyalari qo'llaniladi:

Grammatik almashtirish:

- *"The mystery was solved by Sherlock Holmes."*
- *"Sherlock Holmes sirni ochdi."*

Ingliz tilidagi passiv konstruksiyalar keng qo'llaniladi, o'zbek tilida esa faol shakl afzal ko'riladi.

Leksik almashtirish:

- *The game is afoot*

- *Ish boshlanmoqda*

Bu yerda “*the game*” so’zi oddiy “*o’yin*” deb tarjima qilinmasdan, konteksga mos holda “*ishlar*” deb almashtirilgan.

Semantik almashtirish:

- *He is as cool as a cucumber*

- *U xotirjam odam edi.*

Ba’zi so’z va iboralar bevosita tarjima qilinsa, ma’nosiz yoki chalkash bo’lishi mumkin. Shu sababli, ularni o’zbek tilidagi ekvivalentlari bilan almashtirish talab qilinadi. Bu yerda “*as cool as a cucumber*” iborasi to’g’ridan-to’g’ri tarjima qilinmay, ma’nodosh ibora bilan almashtirilgan.

- *He vanished into thin air*

- *U g’oyib bo’ldi.*

Bu yerda “*into thin air*” iborasi o’zbekcha sodda idoda bilan almashtirilgan.

Dedektiv uslubni saqlash:

- *The footprints spoke volumes.*

- *Izlar hammasini aytib turardi.*

Sherlock Holmes hikoyalarida dedektiv uslubda qisqa, lekin ma’noli gaplardan foydalanilgan. Bu uslubni tarjimada saqlash muhim. Bu yerda “*spoke volumes*” iborasi “*ko’p gapirdi*” deb tarjima qilmasdan, asarning dramatik va dedektiv uslubini saqlagan holda moslashtirilgan.

K.Doyning “Sherlock Holmes” asarini o’zbek tiliga tarjima qilish jarayonida almashtirish transformatsiyasi muhim vosita hisoblanadi. Bu usul nafaqat matnni maqsadli tilga moslashtirish, balki asar mohiyatini saqlab qolish imkonini beradi. Shunday qilib, badiiy tarjima sifatini oshirishda transformatsion usullarning o’rni katta ekanligi isbotlanadi.

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BADIIY ASAR TARJIMASIDA QO'SHISH VA TUSHIRIB QOLDIRISH TRANSFORMATSIYALARIDAN FOYDALANISH

Choriyev Abdurahmon Ilhom o'g'li
TerSU student. +998958866604,
abdurahmonchoriyev701@gmail.com

Annotatsiya: Ushbu maqolada badiiy asarlarni tarjima qilish jarayonida tarjimonlar duch keladigan qiyinchiliklar, xususan, qo'shish va tushirib qoldirish kabi transformatsiya shakllari hamda ularning yechimlari haqida so'z yuritiladi.

Annotation: This article discusses the challenges translators face during the process of translation of literary works, specifically focusing on additions and omissions as forms of transformation, as well as their solutions.

Kalit so'zlar: Qo'shish, tushirib qoldirish, "The adventures of Tom Sawyer", "The adventures of Sherlock Holmes", tarjima transformatsiyalari.

Key words: Additions, omissions, "The adventures of Tom Sawyer", "The adventures of Sherlock Holmes", translation transformations.

Badiiy asarlarni tarjima qilish – bu murakkab ijodiy jarayon bo'lib, unda tarjimon asl matnning mazmunini saqlagan holda uni tarjima tiliga yetkazishi kerak. Ushbu jarayonda tarjimaning turli xil transformatsiya shakllari qo'llaniladi, ulardan biri - qo'shish va tushirib qoldirish hisoblanadi. Avvalambor qo'shish va tushirib qoldirish transformatsiyalariga izoh berib o'tsak maqsadga muvofiq bo'ladi:

Qo'shish – ba'zan tarjima matniga leksik birliklarni qo'shishga to'g'ri keladi, bunga sabab asl matn tilidagi ma'no-mazmunni o'quvchiga to'la-to'kis yetkazib berish maqsadida bu ishlar amalga oshiriladi. [1.B31] Masalan, hozir tarjimonlar badiiy asarlar tarjima qilish jarayonida duch kelgan ba'zi muammolar va o'sha muammolarga qanday yechim topilganligi to'g'risida misollar beriladi:

„I may be the biggest fool in Europe! But I may have the key to the mystery now. Will you come with me?“

„So where is the key?“

„In the bathroom,“ he answered, but added nothing more and closed the front door behind us. [2.B37]

“Balki men Yevropadagi eng kata masqarabozdirman, lekin men hozir jumboqni kalitini topdim. Men bilan borasanmi?“

“ Kaliti qayerda?“

“Vanaxonada“ u javob berdi, ammo bundan boshqa hech narsa **aytmadi** va biz oldi eshikdan chiqib kettik.

Tahlil: bu tarjima jarayonida “**aytmadi**” so’zi qo’shildi bunga sabab yuqoridagi gapni to’g’ridan-to’g’ri tarjima qilsak ma’noviy g’alozlik paydo bo’lar edi va o’quvchi asarni o’qish jarayonida tushunmovchilikka duch kelar edi, shu sababli “**aytmadi**” so’zini qo’shish orqali yuqoridagi g’alozlikni yo’qotishga harakat qildik.

Bundan tashqari Katarzyna Duda tomonidan qayta yozilgan Sir Arthur Conan Doylening "The adventures of Sherlock Holmes" asarida tarjimonlar duch keladigan shunga o’xshash muammolar va ularga keltirilgan yechimlardan misollar keltirishimiz mumkin. Masalan:

It was Monday morning and he was going to school. It was late, but Tom wasn’t in a hurry. When he saw Huckelberry Finn, he stopped:

‘Hello, Huck!’. [3.B14]

Dushanba kuni ertalab u maktabga borayotgan edi. Kech bo’lishiga qaramay, Tom shoshilmayotgan edi. U Huckelberry Finni ko’di **va** to’xtadi:

“Salom, Huck!”

Tahlil: yuqoridagi tarjima jarayonida so’z takrorlanishining oldini olish maqsadida “**va**” bog’lovchisini qo’shdik.

Tushirib qoldirish – tushirib qoldirish qo’shishga qarama-qarshi bo’lgan hodisadir. Tarjima jarayonida ko’pincha semantika (ma’no)si jihatidan ortiqcha bo’lgan so’zlar tushirib qoldiriladi. Asl matndagi bunday so’zlarning ma’nolarini tarjima matnidan ularsiz ham tushunib olish mumkin. [1.B33]

Misol uchun:

‘Well, you take your cat,’ said Huck. ‘And at night you go to the graveyard where somebody bad was buried. About midnight the devil will come, but of course you won’t see him. And then you say:

„Devil **follow** the dead man, cat **follow** the devil, warts follow the cat.”

That will take any warts off you’. [3.B14]

“ Yaxshi, mushugingni ol” dedi Huck. “ Va tunda qabristonga yomon odam ko’milgan joyga bor. Tahminan yarim tuda shayton keladi, lekin albatta sen uni ko’rmaysan. Keyin sen aytasan:

“ Shayton o’lik odamning, mushuk shaytonning, so’gallar esa mushukning ortidan boringlar”.

Bu sendan barcha so’gallarni olib tashlaydi.”

Tahlil: bu misolda so’z takrorining oldini olish maqsadida asl matnda qayta-qayta qo’llanilgan “**follow**” so’zini tarjima matnida tushirib qoldirdik.

When Tom was entering **the school** classroom, **he** was already half an hour late.

‘Thomas Sawyer!’ said the teacher when he saw Tom. ‘Come here. **Now**, why are you late again?’. [3.B15]

Tom sinfxonaga kirganda, allaqachon yarim soatga kech qolgan edi.

“Thomas Sawyer!” dedi o’qituvchi Tomni ko’rganda. “Biyoqqa kel. Nega yana kech qolding?”.

Tahlil: bu parchada ortiqcha so’zlar ham bor ya’ni u so’zlarni tarjima qilmasdan ham asl matn mazmunini tarjima matnida o’quvchiga yetkazib berish mumkin, shu sababli **“the school”** va **“Now,”** so’zlarini tarjima matnida tushirib qoldirdik. Bundan tashqari, bu parchada takroriy so’zlarni qo’llashdan qochish maqsadida **“he”** olmoshini ham tushurib qoldirdik.

Xulosa qilib aytganda, tarjima jarayonida ma’no va mazmun jihatidan muqobillikka erishish maqsadida, tarjimon qo’shish va tushirib qoldirish kabi tarjima transformatsiyalaridan foydalanishiga to’g’ri keladi. Zero, tarjima matnining badiiy bo’yoqdorligi, tarjimaning o’quvchiga to’liq mazmunda yetkazib berilishi ushbu jarayonlarni talab qiladi.

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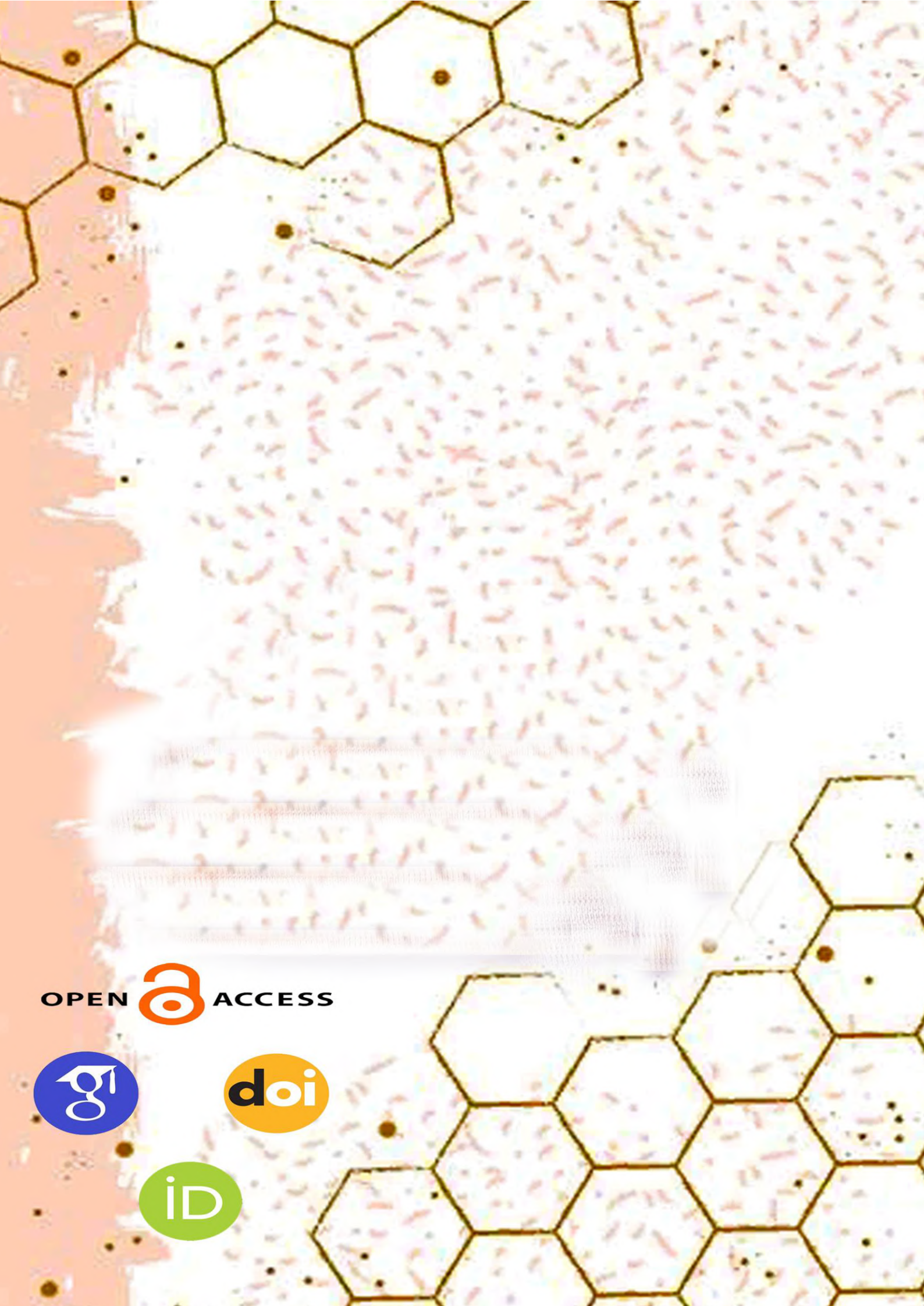
**Главный редактор:
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**Помощник редактора:
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