



# PEDAGOG

RESPUBLIKA ILMU JURNAL

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“AVESTO” OILA MA’NAVIYATI ASOSI.

*NamDU yuridik fakul’teti katta o’qituvchisi*

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**Annotatsiya:** Maqolada oila munosabatlarini tartibga solishda Avestoning o’rni, undagi asosiy mezonlar o’rganiladi. "Avesto" kitobi g’oyalari necha ming yillar oldin ham, asrlar davomida ham, bugungi kunda ham insoniyatga o’z-o’zini ma’naviy-ruhiy tashkillashi uchun eng muhim energiya va axborotni bera oladigan manba bo’lib xizmat qilishini hamda oilani mustahkamlashda o’z-o’zini oilaga falsafiy tayyorlash masalasi yoritilgan

**Kalit so’zlar:** “Avesto”, g’oya, ezgu fikr, ezgu maqsad, ezgu amal, jamiyat, inson, munosabat, «Yasht», «Videvdat», «Visperat», «Yasna», "Xordo Avesto", Spitama, ijtimoiy, siyosiy, ma’naviy, hayot, qadriyat, sinergetika, kategoriya.

**Аннотация:** В статье исследуется роль Авесты в регулировании семейных отношений и ее основные критерии. Идеи книги «Авеста» служат источником, способным дать важнейшую энергию и информацию для духовной и духовной организации человечества, семьи. В укреплении выдвигается вопрос философской подготовки себя к семье.

**Ключевые слова:** «Авеста», идея, добрая мысль, благая цель, доброе дело, общество, человек, отношение, «Яшт», «Видевдат», «Висперат», «Ясна», «Хордо Авесто», Спитама, социальное, политическое. , духовное, жизнь, ценность, синергия, категория

**Abstract:** The role of Avesta in regulating family relations and its main criteria are studied in the article. The ideas of the book "Avesta" serve as a source that can provide the most important energy and information for the spiritual and spiritual organization of humanity, and the family. In strengthening, the issue of philosophical preparation of oneself for the family is highlighted

**Key words:** "Avesta", idea, good thought, good goal, good deed, society, person, attitude, "Yasht", "Videvdat", "Visperat", "Yasna", "Khordo Avesto", Spitama , social, political, spiritual, life, value, synergy, category.

Mamlakatimiz xududida davlatchilik uzoq tarixga ega hisoblanadi. Tarixiy davlatlar ma’naviyati asosi hisoblangan “Avesto” da ijtimoiy xayotning barcha jabxalaridagi kabi oila munosabatlari ham mustahkamlangan. Avesto oila ma’naviyatini tartibga soluvchi mezon hisoblanadi.

Mamlakatimizdagi ijtimoiy-siyosiy va ma’naviy hayotining yorqin jihatlari, xususan oilaviy munosabatlardagi an’analar, qadriyatlar umuman ma’naviy mezonlar “Avesto” muqaddas kitobida keltirilgan.

2001 yilda millat ma'naviy madaniyatining eng qadimgi manbasi "Avesto"ning 2700 yilligiga bag'ishlangan tantanali marosimda O'zbekiston Respublikasi birinchi Prezidentimiz I.A. Karimov: "... bu noyob asar bebaho tarixiy hujjat bo'lib, u biz yashagan bu qadim yurtida, bu zaminda o'zining madaniyati va boy ma'naviyatiga ega bo'lgan buyuk davlat bo'lganligidan, ajdodlarimizga, asrlar davomida bitmas tuganmas quch vaqudrat va tayanch sifatida xizmat qilganligidan dalolat beradi" deb alohida e'tirof etgan.

Darhaqiqat, "Avesto"ning bosh g'oyasi "ezgu fikr, ezgu maqsad, ezgu amal" har qanday jamiyat va insonlararo munosabatlarning ma'naviy asosi ekanligidan dalolatdir.

Kitobning aksariyat qismi yo'qolib ketgan va to'la matni hozirga qadar topilmagan. Bugungi kunda uning «Yasht», «Videvdat», «Visperat», «Yasna», "Xordo Avesto" («Kichik Avesto») nomli bo'laklarigina saqlanib qolgan bo'lib, ular olimlar tomonidan har taraflama o'rganilmoqda.

«Avesto»da huquqiy, axloqiy me'yorlar o'z ifodasini topishi bilan birgalikda oila va jamoada berilgan so'zdan yoki qasamdan voz kechish, odamlar o'rtasida tuzilgan ahdnomani buzish katta gunoh ekanligi o'z ifodasini topgan. Oila va jamoada berilgan so'zdan yoki qasamdan voz kechish, odamlar o'rtasida tuzilgan ahdnomani buzish katta gunoh hisoblangan: "O Spitama, shartnomani buzuvchi kishi butun mamlakatni buzadi, Shu bilan birga Artaga tegishli barcha mulku mollarga putur etkazadi. O Spitama, ahdingni buzma..." ("Yasht", X bob.) g'oyalari davlatlar siyosiy tizimining huquqiy asosi, adolat manbai bo'lib, ular Rim huquqidan ham qadimiyroqdir.. Unga binoan, olam nur va zulmat, hayot va o'lim, tana va jon, yaxshilik va yomonlik, erkinlik va tobelik singari hodisalarning azaliy va abadiy kurashidan iborat. Shunga ko'ra, hayotning kechishi tabiatda (nur va zulmat), borliqda (hayot va o'lim), ijtimoiy hayotda (yaxshilik va yomonlik), nafosat olamida (go'zallik va xunuklik), dinda (Axura Mazda bilan Ahrimanning azaliy va abadiy kelishmasligi) turli xil kuchlar o'rtasidagi kurash shakllari sifatida namoyon bo'ladi.

Bu ta'limotda ezgulik sari qadam qo'ygan odam uch asosiy tamoyil, ya'ni niyatning ezguligi, so'z va shartlarning butunligi, amallarning insoniyligiga asoslansagina maqsadga yetishi ta'kidlanadi. Demak, «Avesto»dagi asosiy falsafiy g'oya «ezgu fikr, ezgu so'z va ezgu amal» dan iborat bo'lib, unga og'ishmay amal qilish jamiyat va inson uchun o'ta muhim bo'lgan qadriyat hisoblangan. «Avesto» ta'limotiga ko'ra, olov — olamni nurafshon qiluvchi, odamlarni gunohlardan poklovchi sehrli kuch, yer va suv — rizq, hayot manbai sifatida talqin qilinadi. Shu bilan bir qatorda shuni alohida e'tirof etish kerakki, «Avesto»dagi tibbiyot haqidagi g'oyalar va uni tasdiqlovchi dalillar ota-bobolarimizning tabobatga doir qarashlari rim, yunon va arab tabobatlaridan ko'hna va uzoq tarixga ega ekanligini ko'rsatadi. Undagi tibbiy ma'lumotlar ko'proq «Vendidod»ning turli boblarida jamlangan. Mazkur yodgorlikdagi tibbiy fikrlarni taxminan quyidagicha tasnif etish mumkin:



Avestodagi fuqarolik jamiyatini qurishning birlamchi omili erkak va ayolning teng huquqliligi, oilaning barqarorligini ta'minlash g'oyasi bugungi kunda ham muhim ahamiyatga bo'lib, bugun O'zbekiston Respublikasi Konstitusiyasi va boshqa me'yoriy hujjatlarda ayollarning teng imkoniyati va keng huquqlari ta'minlangan.

XXI asrda ba'zi mamlakatlarda ayollarning saylash va saylanish huquqi umuman inkor qilinayotgan bir davrda, O'zbekiston Oliy Majlis qonunchilik palatasiga ayollarning saylanishi uchun 40% kvotaning ajratilishi, "Oila" kodeksining qabul qilinishi, bir tomondan yurtimizda ayollarga munosabat va oilaviy qadriyatlar qadimiy ildizlarga egaligini ifodalasa, ikkinchi tomondan fuqarolik jamiyatini qurish yo'lidagi oqilona siyosatning yorqin ifodasidir.

Sinergetik nuqtai-nazarga ko'ra har qanday ochiq tizim o'z rivojlanishi, taraqqiyoti jarayonida tashqi muhitdan modda, energiya, axborot oladi va o'z-o'zini tashkillashtiradi. Tadqiqotimiz mazmunidan kelib chiqib biz insonni ham ochiq tizim deb aytishimiz mumkin. Sinergetik kategoriyalar asosida tahlil etadigan bo'lsak muqaddas "Avesto" kitobi g'oyalari necha ming yillar oldin ham, asrlar davomida ham, bugungi kunda ham insoniyatga o'z-o'zini ma'naviy-ruhiy tashkillashi uchun eng muhim energiya va axborotni bera oladigan manba bo'lib xizmat qilmoqda.

Bizga ma'lumki, inson o'z-o'zini tashkillashi jarayonida o'zi yashab turgan tabiatdan, jamiyatdan, turli ijtimoiy institutlardan va boshqa xilma-xil omillardan ozuqa oladi. "Avesto" esa ana shunday ta'sir etuvchi vositalar ichida eng maqbuli, eng harakatga yo'naltiruvchi kuchi, o'z-o'zini tashkillash uchun eng qulay yo'lni topishga yordam beruvchi vositasi deb ayta olamiz.

Aslida kishilarning ma'naviy-ruhiy o'z-o'zini tashkillashi sinergetika qonuniyatlari yuzaga kelguniga qadar biror bir faylasuf tomonidan o'rganilgani yo'q. O'z-o'zini tashkillashtirish sinergetik talqin etilgach, shaxsning ma'naviy-ruhiy shakllanishida o'z-o'zini tashkillashtirish qonuniyatlarining o'rni o'rganila boshlandi.

Biz odamlarning o'z-o'zini ma'naviy-ruhiy tashkillashtirishida "Avesto"dagi ezgulik g'oyalarining o'ziga xos o'rni va ta'sirini ko'rib chiqamiz. Shuni inobatga olmog'imiz lozimki, "Avesto"dagi ezgulik g'oyalariga binoan har bir inson faqat o'zi to'g'ri deb bilgan g'oyaga ergashishi, o'zi uchun, o'zining hayoti, baxtli yashashi uchun, faqatgina o'zi-o'zini munosib tarzda tarbiyalashi, rivojlantirishi lozimligi uqtiriladi. Har bir shaxs o'z-o'zini tarbiyalashi, o'z-o'zini rivojlantirishi, o'z-o'zini boshqarishi, o'z-o'zini saqlashi, o'z-o'zidan harakat qilishi, o'z-o'zini nazorat qilishi, o'z-o'zini tanqid qilishi, o'z-o'zini bilishi va anglashi hamda o'zi-o'zini tartibga solishi turli ezgulik g'oyalari asosida e'tirof etiladiki, hatto bu g'oyalar bugungi kun kishilarining ham o'z-o'zini ma'naviy-ruhiy, axloqiy tashkillashi uchun muhim ko'mak bera oladi.

"Avesto"da o'qiymiz:- Ey Axura Mazda! Ey go'zal Ardabihisht! Buni o'zimizga munosib ko'rdik: Ikki olamda ham eng go'zal bo'lgan fikr, kalom va amalni tanlaymiz"<sup>2</sup>.

Ushbu gohdan biz insonlarning o'z-o'ziga ezgulikni, yaxshilikni munosib ko'rgan holda faqat ezgu fikr, ezgu kalom ezgu amal orqali o'z-o'zini yetuk, barkamol etib tarbiyalashi lozimligini anglab olishimiz mumkin. "Avesto" g'oyalarini tahlil etganimizda tabiatga, tabiat ne'matlariga, suv, tuproq, olov, havoga, o'simliklar, hayvonot olamiga nisbatan juda ehtiyotkorona, oqilona munosabatda bo'lish kerakligi haqidagi mulohazalar e'liborimizni tortadi. "Biz xonadonlar, qishloqlar, shaharlar, o'lka va zardushtunga mansub bo'lgan fravashiyalarni olqishlaymiz.

Bor, bo'lgan va bundan keyin ham bo'lg'usi ashavanlar fravashiyalarini olqishlaymiz. Osmonni tutib turguvchi; suvni asraguvchi; zaminni saqlaguvchi; sigirni himoyat qilguvchi; hayot topgan farzandlarni nobud bo'lmasligi uchun ona qornida asragan va tug'ilmasidan burun suyaklar, sochlar, et va ichki a'zolar, oyoqlar, erlik va ayollik alomatlariga jon bag'ishlagan fravashiyalardir"<sup>1</sup>.

Ushbu bitikni chuqurroq tahlil etsak, unga ko'ra har bir narsani, jumladan insonni ham o'z fravashiysi, ya'ni o'z-o'zini saqlaydigan, asraydigan qandaydir ichki kuchi, ruhiyati bor. Ana shu ichki ruhiy-ma'naviy dunyosi bilan inson o'z-o'zini himoya qiladi, saqlaydi, nazorat qiladi. Bundan tashqari "Avesto" g'oyalariga ko'ra insoniyat tabiatni asrash orqaligina o'z-o'zini saqlab qolishi mumkin.

Demak, muqaddas yodgorlik g'oyalariga binoan inson ham tashqi muhit bilan o'zaro ta'sirda, aloqada bo'ladigan ochiq tizimdir. Uning ochiqligi turli ijtimoiy aloqalarga kirishishiga va undan o'zining yangi ichki ma'naviy-ruhiy tashkillashtirishiga hamda o'z o'rnini bilishiga imkon beradi. Ammo insonga ta'sir etadigan tashqi ta'sir darajalari va ichki tashkillashish sifatleri o'zgarishi mumkin, ya'ni uni har doim ham ijobiy baholab bo'lmaydi. Chunki tashqi ta'sirni har bir shaxs o'zicha qabul qiladi, o'zicha tahlil etadi va o'zining ichki mezoni asosida o'z-o'zini tashkillashtiradi. Demak insonni o'z-o'zini tashkillashida erkinlik asosiy rol o'ynaydi. Inson ma'lum maqsadi asosida turli axborotlarni, g'oyalarni qabul qiladi va boshqa bir subyektni ta'sirisiz o'z erkin fikri asosida uni o'zining ichki tashkillashida qo'llaydi, foydalanadi.

"Avesto"dagi ezgulik g'oyalari asosida kishilarning o'z-o'zini ma'naviy-ruhiy tashkillashi haqida fikr yuritar ekanmiz, inson rivojlanishida sinergetik qonuniyatlar amal qilishini yana bir bor e'tirof etamiz:

Birinchidan, inson o'z-o'zini tashkillashtiruvchi beqaror va ochiq tizimdir. Bu xossalar bevosita sinergetikaning tadqiqot bazasini tashkil etadi.

Ikkinchidan, insonda ham yaxlit tizim sifatida tartibsizlik, evolyusiya, tartibot, o'z-o'zini boshqarish, o'z-o'zini yaratish, xaosdan tartibotga o'tish, o'z-o'zini asrash, o'z-o'zini nazorat qilish, barqarorlik va beqarorlik kabi jarayonlar kuzatiladi.

O'z-o'zini boshqarish orqali oilaviy munosabatlarni vujudga keltirilgan, rivojlantirilgan, kelajagi haqida bashoratlarni yarata oladi. Avesto chuqur ma'noga ega bo'lgan manba bo'lgani uchun oilalarni shakllantirishda undan foydalanishimiz, oila



qurishga ozligini tayyorlayotgan har bir insonga mantiqan ushbu tushunchalarni singdirishimiz lozim.

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# INGLIZ TILIDA “HEAD/BOSH”KONSEPTI LISONIY IFODA VOSITALARINING NOMINATIV MAYDONI

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**Annotatsiya:** Ushbu maqolada ingliz va o'zbek tillarida bosh somatizmi hamda uni ifodalovchi vositalarning nominativ maydoni haqida so'z boradi.

**Kalit so'z va iboralar:** konsept, konseptosfera, olamning lisoniy manzarasi, somatizm, konseptual, ifoda vositalari, lisoniy maydon.

Konseptlar barcha milliy madaniyatlar konseptosferasi tarkibidan muhim o'rin olgan, universal tafakkur, ongli faoliyat mahsuli bo'lib, ular insonlar jamiyati, jamoasi va alohida olingan inson ongida olamdagi, narsa – predmetlar, voqea hodisalar, ular o'rtasidagi munosabatlar, ularga nisbatan berilgan subyektiv baholar, obraz, ramz va tasavvurlar in'ikosi sifatida mavjud bo'lgan muhim va ikkinchi darajali belgi-xususiyatlarni o'zida jo qilgan, ma'lum mazmun mundarijasiga (bilimlar yig'indisi)ga ega bo'lgan mental birliklardir. Shu nuqtai nazardan “bosh” konsepti ham universal konseptual maqomga ega bo'lib, borliqdagi ifoda etilayotgan predmet yoki voqelik haqidagi ma'lumotlar, ularni ijtimoiy ong orqali interpretatsiya qilinishi, ijtimoiy ongning ularga bo'lgan munosabatlari, eng muhim belgi-xususiyatlari o'z aksini topadi.

Shunisi e'tiborga loyiqki, “bosh” konseptiga aloqador bo'lgan belgi-xususiyatlarning lisoniy ifoda manzarasi, mazmuniy mundarijasi, ularning kommunikativ xoslanganligi va yorqinlik darajasi turli milliy tillarda turlicha namoyon bo'ladi va bu tabiiy xoldir. O'.Q. Yusupovning1 to'g'ri ta'kidlashicha “turli xalqlarda tushunchalar (понятие) nomenklaturasi va mazmuni turlicha ekanligi har bir tilning rivojlanganlik darajasi (ayniqsa leksik sistemasi, nutq stillari), madaniyat, urf-odat, turmush tarzi darajasiga bog'liq bo'ladi”2. “Bosh” konsepti olamning konseptual manzarasi bo'lagi sifatida ingliz, o'zbek va boshqa xalqlar konseptosferasida mavjud ekan, ularning har biri kognitiv belgi-xususiyatlar, tarkibi, yorqinlik darajasi qardosh va qardosh bo'lmagan boshqa tillardagi konseptlar bilan munosabati kabilarga ko'ra o'hshash va farqli jihatlariga ega bo'ladi. Bu xol ushbu konseptlar lisoniy manzara kasb etganda ham kuzatiladi. Shu nuqtai nazardan mazkur konseptlarga xos belgi-xususiyatlarni yagona konseptual nominativ maydonga jamlab, bunga hamohang ravishda ularning lisoniy verbalizatorlari maydoni miqyosi, konstituentlarning maydon uzra tutgan o'rnini aniqlash juda muhimdir. Chunki bugungi kunda globallashuv

1 Юсупов Ў.К. Маъно, тушунча, концепт ва лингвокультуре атамалари хусусида // Стилистика тилшуносликнинг замонавий йўналишларида: Илмий амалий конференция материаллари. – Тошкент, 2011. – Б. 49.

2 Юсупов Ў.К. Маъно, тушунча, концепт ва лингвокультуре атамалари хусусида // Стилистика тилшуносликнинг замонавий йўналишларида: Илмий амалий конференция материаллари. – Тошкент, 2011. – Б. 49.



jarayoni shiddat bilan keng tus olayotgan, mamlakatlar, xalqlar o'rtasidagi siyosiy, madaniy, ilm-fan, iqsodiy– hamkorlik aloqalari kengayib, chuqurlashib borayotgan davrda bu kabi tadqiqotlar natijalari turli ijtimoiy, lisoniy vaziyatlarda turli kommunikativ pragmatik, uslubiy ahamiyat kasb etgan til va nutq birliklarini o'z o'rnida to'g'ri qo'llashga, nutq madaniyatini rivojlantirishga, shuningdek muloqot samaradorligiga erishishni ta'minlaydi, lingvistik konseptologiya, semasiologiya, lingvomadaniyatshunoslik, lingvopragmatika kabi yangi fan tarmoqlari rivojiga hissa bo'lib qo'shiladi.

“Bosh” konsepti lisoniy manzarasi haqida gap ketar ekan, dastavval ularning lisoniy verbalizatorlari nomenklaturasini aniqlab olish muhimdir.

Chog'ishtirma tadqiqqa tortilgan ingliz va o'zbek tillari materillarining kognitiv tahlili “head/bosh” konsepti lisoniy verbalizatorlari quyidagilar ekanligini aniqlash imkonini berdi:

**Ot, fe'l, sifat so'z turkumlariga mansub tub (bir asosli) so'zlar:** - head (heads) puzzle(n) head (v), head (adj), brain, nod, skull(n) shake(v), plate, scone, nut; (You can scriven then?): Privet nodded<sup>3</sup>: Privet was already hurrying away, head down, not looking back, wishing to talk to no mole<sup>4</sup> ; “Twizle Head Moss”, said Sward grimly<sup>5</sup> ; Old Tante moved her head impatiently<sup>6</sup> ; He looked at Isaak and nodded slowly, she was the freest being, on the earth and freedom went to her head<sup>7</sup> . May be the hairs of my head were numbered...<sup>8</sup> ; Every minute, heads would pop out the door to look and listen for the approach of Trinidad's team<sup>9</sup> . But the thought suddenly came into my head and I had to ask you<sup>10</sup> . To wipe the dead white girl from her brain. To wipe Sam and the pain of Sam from her brain<sup>11</sup>.. I patted myself all over my front, from what I call my waist up to my head ...<sup>12</sup>

**Ot, sifat, ravish va fe'l so'z turkumlariga mansub sodda yasama so'zlar:** heading (n), header (n), headship (n), headlessness (n), headed (adj), headful (adj), headless (adj), heady (adj), headward (adj), headily (adv), headward (s) (adv), heador – up (v); brainless, giddiness, giddy, dizzy, dizzying. The lights were sputtering over – head and high up were the lighted windows of the tall office buildings<sup>13</sup> Harris said he felt such extraordinary fits of giddiness come over him at times . . .<sup>14</sup> ... George said that he had fits of giddiness too, and hardly knew what he was doin. Come and see the skulls.

<sup>3</sup> William Horwood Dunton Tales 1991, Harper publishers, – P.43.

<sup>4</sup> William Horwood Dunton Tales 1991, Harper publishers, – P.147.

<sup>5</sup> William Horwood Dunton Tales 1991, Harper publishers, – P.330

<sup>6</sup> Abrahams. The path of thunder M.Higher school publishing House 1971. P-285

<sup>7</sup> Abrahams. The path of thunder M.Higher school publishing House 1971. P-270

<sup>8</sup> Henry O. The skylight room and, other stories M. Higher school publishing House. 1972. – P.35

<sup>9</sup> Henry O. The skylight room and, other stories M. Higher school publishing House. 1972. – P.63

<sup>10</sup> Abrahams. The path of thunder. M.Higher school publishing House 1971.P-209

<sup>11</sup> Abrahams. The path of thunder.M.Higer school publishing House 1971. P-196

<sup>12</sup> Jerome K.Jerome, Three men in a boat. London. 1976.P-9

<sup>13</sup> Dreiser Th, Sister Carrie tigher school publishing house Moscow 1968. P-104

<sup>14</sup> Jerome K.Jerome, Three men in a boat. London 1976. P-8

**Ot, ravish, sifat va fe'l vazifasida keluvchi qo'shma so'zlar:** headache, headband, headboard, headbox, head – cavity, headcheese, headcloth, head collar, headdress, head fast, headfish, headframe, head gate, head gear, headphone, headpiece, headpin, headquarter, head and front, head – and – tail – light, head or tail, head reach(n), head first, headforemost, headlong, head over ears, head over heads head and shoulders (adv) headstrong (adj) head reach (v) puzzle head(n), forehead, chuckle – head; headman, headphone, head most (adj), head note(n), head – nurse, head room, heading, headrest, head sea, head set, head stone, head water(s), headway, head wear, headwind, headwork, train giddy: She's not beautiful, Celia thought; too much forehead and mouth and she doesn't know what to do with her hair<sup>15</sup>;

**Ot, sifat, ravish so'z turkumlariga mansub qo'shma yasama so'zlar:** headender, head dropper, header – box, header barge, header fork, header man, head – flattening, headhunter, heading joint, head lightning, headshrinker, head strongeness, headworker, head mastership, headshaking, weak – headed (adj)

(oson kayf bo'luvchi), thick – headed, headmaster, headmistress, headship, headstrongness, head teacher, headtorch, headworker, headliner, brain – teaser, bare – headed, head blighting(n), head masterly, head aching (adj), headstrongly, headachy, puzzle – headed: The men were all bald – headed or white – side - whiskered . . . 16 He used to sit in our headquarters and kill flees and talk sarcastic<sup>17</sup> ; Get up, fat – headed chunk! roared Harris<sup>18</sup> ; The man they had got new was a jolly, light - hearted, thick-headed sort of a chap...<sup>19</sup>.

**Predlogli fe'l, ravish va sifat vazifasidagi head so'zi:** head in, head off, head up (v), head on (adv), head – on, heads – up (adj) puzzle over (v) (lomat sebe golovu)... but don't drink when the sun is blazing down on your head<sup>20</sup>; Soames mechanically laid a pat on his head<sup>21</sup>; The blossom sprayed out above her head <sup>22</sup>

Undov so'z (interjection): Heads up!

**So'z birikmalari:** to turn one's brain, to beat one's grave, to puzzle (cudgel) one's brains, to cross one's mind), head of a grave, head of navigation, the head of the Nile, a cost of \$5 per head, the head of a valley, at the head of sth, by a head taller, fifty heads of cattle to head the list, to head for London, put on one's hat, shake one's head, to turn one's head: skull and cross bones. He looked then dropped to his chest again and dozed

15 Abrahams. The path of thunder. M.Higher school publishing House 1971. P-291

16 Abrahams. The path of thunder. M.Higher school publishing House 1971. P-267

17 Henry O. The skylight room and, other stories M. Higher school publishing House 1972. P-30.

18 Jerome. K.Jerome. Three men in a boat. M.Higher school publishing House 1976. P-15.

19 Jerome. K.Jerome. Three men in a boat. M. Higher school publishing House 1976. P-52

20 Jerome K.Jerome. Three men in a boat. M.Higher school publishing House 1976. P-31.

21 Galsworthy The man of property Moscow, progress publishers 1973. P-33

22 Galsworthy The man of property Moscow, progress publishers 1973. P- 101



off<sup>23</sup>; Gert pushed his head round the kitchen door<sup>24</sup>; She... took a deep breath and turned her head to Lanny<sup>25</sup>;

**Frazeologik birliklar:** to give one his head, let one have his head, out of one's head, over one's head, can't make head or tail of sth, to keep one's head, lay heads together, make head against, be head over ears in love, beat sth out of sb's head, dad head, bury one's head in the sand, from head to foot, have a head like a sieve, have an old head on young shoulders, keep one's head above ground, (water), put one's head into the lion's mouth: Best of all I like to hear him tell of his earlier days when he sold liniments and cough cures on street corners, living hand to mouth, heart to heart with the people, throwing heads or tails with fortune for his last coin<sup>26</sup>; I never can make head or tail of those<sup>27</sup>.

**Paremiyalar:** Two heads are better than one, Better be the head of a dog than the tail of a lion, It's easy to swim if another (an ass) holds your head, Head I win tails you lose, A still tongue makes a wise head.

**Paralingvistik vositalar:** nod one's head, shake one's head, keep one's head low with shy. Hannah smiled and nodded<sup>28</sup>; Old Tante tried to remember, then shook her head and turned to Hannah<sup>29</sup>; Do you love her she watched his face closely. He thought for a while, then shook his head. "No", "Did you?"<sup>30</sup>; His head tilted proudly<sup>31</sup>.

**Ikki yoki undan ortiq gaplar (matn):** You are the head. The expedition is leaving tonight; He is a cattle – dealer. Last Sunday he bought 20 heads of cattle from Sweden: I need a headdress for autumn. It's getting cooler and cooler day by day. Have you got money to buy it? Over head and ears. Heads up! This does not mean the end. I am sure everything will be all right soon, I'm in your heart just as you are in mine: Will you remember always? He nodded<sup>32</sup>; That will never be changed. "It will be, he pleaded": "Please come back tonight and you will see. Please": Will you come back? Fieta shook her head. Why not he pleaded<sup>33</sup>; She lowered her head and bit her lips. Shame at her thought, anxiety, and curiosity fought each other<sup>34</sup>; And he would take the rule, and re – measure, and find that he wanted half thirty – one and three – eighths inches from the corner, and would try to do it in his head, and go mad. And we would try to do it in our heads, and all arrive at different results, and sneer at one another<sup>35</sup>.

23 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-285

24 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-250

25 Abrahams. The path of thunder.M.Higher school publishing House 1971. P- 242

26 Henry O. The skylight room and, other stories M., Higher school publishing House. 1972. P-87

27 Jerome. K.Jerome, Three men in a boat. M. Higher school publishing House 1976. P- 38

28 Abrahams. The path of thunder. M.Higher school publishing House 1971. P-291

29 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-285

30 Abrahams. The path of thunder. M.Higher school publishing House 1971. P-206

31 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-198

32 Abrahams. The path of thunder. M.Higher school publishing House 1971. P-267

33 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-252

34 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-207

35 Jerome. K.Jerome. Three men in a boat.M.Higher school publishing House 1976. P-22

**Sodda va murakkab gaplar:** A hairless man entered the room at about 6:30, you are neither bald – headed, nor ugly. Whose little eyes are these, whose little head? Anna Garflige with granny Kandiki<sup>36</sup>; Goree shook his head<sup>37</sup>; Gert pushed his head round the kitchen door<sup>38</sup>; Fieta shook her head<sup>39</sup> ; I blushed to the roots of my hair<sup>40</sup>; She lowered her head and bit her lips<sup>41</sup>; She put her arms round his neck and rested her head on his chest and closed her eyes<sup>42</sup> ; He gave the slightest shake of his head...<sup>43</sup>; Monsieur Profond moved his sleek head as if to minimize his statement<sup>44</sup>; He took off his hat<sup>45</sup>; He gave the slightest shake of his head<sup>46</sup>;

**Bog‘langan qo‘shma gaplar:** On her head was a wreath of orange blossoms, perched high on a mass of hair, and from it was thrown back a long veil<sup>47</sup>; Denver and me were smoking our pipes in headquarters, and in comes Hicks and unjoints himself...<sup>48</sup>; His hands trembled and a violent headache tortured him<sup>49</sup>; The boat seemed stuffy, and my head ached . . .<sup>50</sup>;

**Ergash gapli qo‘shma gaplar:** When I went home to dinner, my hair insufficiently dried and clinging lankily to my head, I remarked that I had met the curate and he was coming up that afternoon<sup>51</sup>; She was small and slight, but with rather large features, which made her head look a little too big for her body <sup>52</sup>;... he said he had no head for them...<sup>53</sup>; Though catastrophe overwhelmed the family, they held their heads high and ignored it<sup>54</sup>; “Why, what did she do?” I asked, my eyes popping out of my head<sup>55</sup>; When she lifted her head and looked into his face her eyes were brilliant as stars<sup>56</sup>;

Yuqoridagi mezonlarga tayangan holda, turli funksional uslublarga xos matnlar, ingliz tili izohli, frazeologizmlar lug‘atlari ustida o‘tkazilgan statistik tahlillar asosida “head/bosh” nominativ maydonlarini tashkillovchi ifoda vositalarining maydonini aniqlashga harakat qildik.

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- 36 Jerome. K.Jerome. Three men in a boat.M.Higher school publishing House 1976. P-15  
 37 Henry O. The skylight room and, other stories M., Higher school publishing House. 1972. P-87  
 38 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-250  
 39 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-252  
 40 Maugham Cakes and Ale or the skeleton in the cupboard. M.progress publishers 1980. P-69  
 41 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-207  
 42 Abrahams. The path of thunder.M.Higher school publishing House 1971. P-205  
 43 Galsworthy The man of property Moscow, progress publishers 1973. P-26  
 44 Galsworthy The man of property Moscow, progress publishers 1973. P-145  
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8-GERMANIYA MADANIYATINI KENGROQ YOYISH HARAKATLARI

**Ergashev Asadbek Bahromjon o'g'li.**

*Farg'ona Davlat Universiteti Chet tillari fakulteti Xorijiy til va adabiyot: Nemis tili  
yo'nalishi-2 bosqich talabasi.*

**Annotatsiya** Har bir mamlakatning o'ziga xos ta'lim tizimi bo'lganidek Germaniyaning ham o'z ta'lim tizimi mavjud. Germaniya Jahon ilm-fani va madaniyati o'choqlaridan biridir. Ushbu maqolada ta'lim tizimi va muassasalari haqida to'xtalib o'tiladi.

**Kalit so'zlar:** Ilm-fan, jahon, ta'lim tizimi, Germaniya, mamlakatlar, taraqqiyot.

XIX asming oxirlarida Yevropada Buyuk Britaniya sanoat ishlab chiqarish sohasida, ijodiy kashfiyotlar va tadbirkorlik sohalarida yetakchi davlat edi. Germaniyaning siyosiy rahbarlari ingliz sanoatining yutuqlari sababini aniqlash maqsadida 1896-yilda me'mor German Muteziusni Londonga nemis elchixonasiga madaniy almashish sifatida jo'natishadi. Natijada, me'morning kuzatuvlari asosida 1904-yilda uch tomlik "Ingliz uyi" nomli kitob dunyoga keladi. G.Mutezius unda Britaniyaga iqtisodiy yuksalishni ta'minlagan "sehrli element" - bu "San'at va hunarmandchilik harakati" asoschisi, yetuk mutaxassis, dizayner Uilyam Morris ekanligiga alohida urg'u beriladi. U.Morris 1861-yilda me'mor F.Uebb va preraphaelit-rassomlar Evard Bern-Djonson, Ford Medoks va Dante Gabriel Rossetilar bilan hamkorlikda dizaynerlik kompaniyasini yaratadi. Ularning maqsadi tasviriy san'at va hunarmandchilikni o'zaro uyg'unlashtirgan holda maishiy buyumlarni yuqori mahorat va ijod mahsuloti darajasiga ko'tarish edi. Bularning barchasi texnik taraqqiyotni badiiy ijod bilan bog'lash zaruratini paydo qiladi.

Nemis tili o'z o'rnini ingliz tiliga berib, hali ham sharaflı ikkinchi o'rinni saqlab kelmoqda. Masalan, MGIMO universitetida 1100 dan ortiq kishi uni birinchi, ikkinchi yoki uchinchi chet tili sifatida o'rganadi. MGIMODA 7000 ga yaqin talaba borligini va 52 ta chet tilini o'rgatishini va bu tilni o'rganish eng oson emasligini hisobga olsak, bu juda ko'p.

Ob'ektiv sabablarga ko'ra u BMTning na ishchi, na rasmiy tili hisoblanadi, ammo 1975 yildan buyon ushbu tashkilotda alohida mavqega ega. BMT kotibiyati tarkibida nemis tarjima xizmati (der Deutsche Übersetzungsdienst) mavjud bo'lib, u barcha muhim hujjatlarning nemis tilidagi versiyalarini yaratadi.

Jamiyatning tabiiy-tarixiy turini ifodalovchi etnos boshqa ijtimoiy jamoalardan (sinf, millat) barqaror turmush tarzi, urf-odatlarining hukmronligi, madaniyatining amaliy yo'nalishi, a'zolari o'rtasidagi aloqalarning bevosita tabiati bilan ajralib turadi. va avlodlarning ruhiy uyg'unligi.

Ilmi va madaniyati rivojlangan va alohida mavqega ega bo'lgan mamlakat bu Germaniya davlatidir. Birinchi navbatda, Germaniyada Nemis tilida gaplashadigan har bir kishi uchun bepuldir. Bu mamlakat ildizi asrlarga borib taqaluvchi ilmiy maktablarni Gyote, Gegel, Betxoven, Nishte, Eynshteyn singari olim va ijodkorlari bilan taniqlidir. Xalqaro toifada e'tirof etilgan olomon ta'lim dargohlarida mustaqil fikr hamda keng dunyoqarash shakllanishiga alohida e'tibor beriladi. Ta'lim tizimiga tadbqiq etilayotgan yangi usullar, eng so'nggi va zamonaviy axborot texnologiyalaridan unumli foydalanmaganlarga esa juda qiyin. Taraqqiyot manzili sari oshiqayotgan jamiyatda bilimsiz kishi o'z o'rniga ega bo'lishi amri mahol.

Tadqiqotchilar madaniyat va madaniy makon tushunchasini turlicha talqin qilishadi. Sovet va rossiyalik madaniyatshunos D. S. Lixachevning fikricha, unda...din, ilm-fan, ta'lim, odamlar va davlatlar xulq-atvorining axloqiy va axloqiy me'yorlari kiritilishi va har doim kiritilishi kerak" [4, 3-bet]. Gollandiyalik olim G. Xofstede madaniyatni uning to'rtta asosiy namoyon bo'lishining yaxlitligi sifatida tasvirlaydi: ramzlar, qahramonlar, marosimlar, qadriyatlar [9, 9-bet]. Amerikalik tadqiqotchilar madaniyatni aysberg shaklida taqdim etadilar, bu erda suv osti yoki yashirin qism aqliy tarkibiy qismni (qadriyatlar, me'yorlar, dunyoqarash), sirt yoki aniq qism esa moddiy (inson faoliyati va u tomonidan yaratilgan) aks ettiradi [8, 48 - bet]. Keng ma'noda madaniyat axborot jarayoni, artefaktlar dunyosi, innovatsiyalar va yangi ma'nolar dunyosi, normalar, qadriyatlar va e'tiqodlar to'plami sifatida qaraladi, ya'ni odamlar tomonidan yaratilgan va ularning kundalik hayotini ma'lum tarixiy sharoitlarda tavsiflovchi narsalarni o'z ichiga oladi [3, p. 14]. Yuqoridagi ta'riflar ta'limning umumiy nazariyasining eng muhim toifasi, ya'ni madaniy tajribani va uni tuzatish vositalarini birlashtirgan, ijtimoiy-madaniy hayotning ko'payishi va o'zgarishini ta'minlaydigan va kelajakka yo'naltirilgan axborot kodlari tizimi sifatida tushuniladigan lingvistik ta'lim madaniyati bilan bog'liq [5, 3-bet].

Nemis millati haqli ravishda buyuk deb hisoblanadi, u dunyoga Evropa va jahon madaniy makonining rivojlanishiga sezilarli ta'sir ko'rsatgan ko'plab odamlarni berdi. Ko'pchilik, hatto hech qachon nemis tilini o'rganmaganlar ham nemis tilida so'zlashuvchi shoir va yozuvchilarning (F. Shiller, I. Gyote, T. Mann, G. Geyn, E. Remark), bastakorlarning (L. Betxoven, R. Vagner, I. Strauss, V. Motsart, I. Bax), rassomlar (A. Dyurer, L. Kranax), faylasuflar (I. Kant, F. Nitsshe, A. Shopenhauer, G. Gegel, L. Feyerbax), olimlar (R. Koch, V. rentgen, M. Plank, R. dizel, I. Kepler), davlat arboblari (M. Lyuter, O. Bismark, K. Adenauer, G. Kol, A. Merkel). Ularning xizmatlari butun dunyoda tan olingan va bahsli emas. Boshqa ismlarni ham eslatib o'tish kerak. Ushbu odamlarning yutuqlari keng ma'lum, jahon madaniy makoniga kiritilgan, Evropa chinni ixtirochisi Yoxann Fridrix Bettgerning ismini hamma ham bilmaydi. 17-asrdagi ko'pchilik singari, yoshligida u alkimyoga qiziqib, faylasuf toshini ochishga harakat qilgan. Uning tajribalari juda muvaffaqiyatli bo'lib, keng Shuhrat keltirdi, ammo bu yosh olim bilan yomon hazil o'ynadi. Saksoniya saylovchisi avgust kuchli



homiyligida bo'lgan Bettger nafaqat shafqatsiz hayotning barcha jozibalarini, balki oltin olish uchun muvaffaqiyatsiz urinishlarda qamoq dahshatlarini ham boshdan kechirdi. Qimmatbaho metall o'rniga u deyarli tasodifan chinni formulasini ixtiro qildi va eng muhimi, sirning optimal tarkibini oldi. 1710 yilda bo'sh turgan Albrechtsburg qal'asidagi mays-ene shahrida Yevropa porselen ishlab chiqarish bo'yicha manufaktura ochildi, ushbu fabrika mahsulotlari bugungi kunda ham jahon bozorida juda yuqori baholanadi. Ushbu ixtiro Rossiyada bunday ishlab chiqarish va dekorativ-amaliy san'atning rivojlanishiga turtki bo'ldi. Unutilgan ismlarga telefon qurilmasini yaratish g'oyasiga ega bo'lgan Yoxann Filipp reys ham kiradi. Ma'lumoti bo'yicha fizik, u texnik yangiliklarga, xususan, o'sha paytda modaga kirgan elektr energiyasiga katta qiziqish bildirgan. U o'z tajribalari natijalarini tasvirlab berdi va 1859 yilda mashhur nemis jurnali "Annalen der Physik" ga yubordi, ammo qo'lyozma rad etildi. Uch yil o'tgach, u o'sha jurnalga o'zi ixtiro qilgan apparat haqida maqola taqdim etdi va unga Telephon nomini berdi. Va bu safar muvaffaqiyatsiz bo'ldi. Hatto masofadan turib odamning ovozi uzatish imkoniyatini namoyish etgan qurilmaning taqdimoti ham Germaniyada qiziqish uyg'otmadi. Subyektiv omil innovatsion rivojlanishni qanday sekinlashtirishi mumkinligiga yorqin misol.

Germaniyada davlat qurishga ikkinchi urinish urushlararo davrda sodir bo'ldi. Endi asosiy e'tibor nafaqat madaniy va tilshunoslikka, balki barcha nemislarning irqiy hamjamiyatiga qaratildi. "Kichik nemis millati" - "Buyuk nemis millati" dilemmasi davlat chegaralarini kengaytirish va "Buyuk Germaniya" ni tashkil etish orqali hal qilindi. Bu loyiha nafaqat muvaffaqiyatsizlikka uchradi, balki urushdan keyingi davrda milliy masalalarga munosabatni ham belgilab berdi. 20-asrning 30-yillarida nemis millatchiligidan shakllangan shakllari va uning dunyoqarash va siyosat darajasida olib kelgan natijalari, ko'rinishidan, nemis aholisini ko'p yillar davomida har qanday milliy tuyg'ularga qarshi "emlash" bilan ta'minladi. K. Adenauer mamlakatdagi muammolarning asosiy sababini "prussiya ruhi" (militarizm va hujumkor tashqi siyosatga intilish) deb hisobladi va uni G'arbiy Germaniya aholisidan "yo'q qilish" uchun bor kuchini sarfladi, va juda muvaffaqiyatli. Urushdan keyingi davr mobaynida nemis jamiyatida etnik va milliy tuyg'ular har tomonlama zararsizlantirildi va mavzuning o'zi tabu edi. Nemislar birinchi bo'lib milliylikni kundalik darajada ham, davlatlararo munosabatlar darajasida ham ta'kidlashdan qochishga harakat qilishdi;

Boshqa tomondan, urushdan keyingi davrda nemis o'ziga xosligini to'liq yo'qotish haqida gapirish mumkin emas. Darhaqiqat, federal nemislar uchun millat va millatchilik yoki xalq madaniyati kabi tushunchalar salbiy ma'noga ega va birinchi navbatda natsistlar rejimi bilan bog'liq. Biroq Germaniyaning birlashishiga qadar bo'lgan davrda milliy tuyg'ularning ijtimoiy-siyosiy hayotdan chetlanishi mamlakat aholisining jamoaviy o'ziga xosligi yo'qligini anglatmaydi, balki bu o'ziga xoslikning boshqa asoslarda shakllanishini bildiradi.

Ijobiy o'ziga xoslikni shakllantirishning eng muhim sabablaridan biri mamlakatdagi iqtisodiy farovonlik, nemis "iqtisodiy mo'jizasi", milliy valyuta - belgi bilan faxrlanish, shuningdek, ijtimoiy davlatni barpo etish edi.

Nemis xalqi tarixida millatning siyosiy va hududiy hamjamiyat sifatida qurilishi hech qachon tugallanmaganligi sababli, millatni tushunishda madaniy-etnik tamoyil hukmronlik qiladi.

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**ОБЗОР ПОДХОДОВ И УСПЕШНЫХ ПРАКТИК В ОБУЧЕНИИ ЯЗЫКУ  
ЖЕСТОВ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ И ТЕХНОЛОГИЙ****Г.Н. Толыбаева***Ассистент преподаватель кафедры**«Информационной безопасности» Нукусского филиала ТУИТ*[gulchekhra\\_tolibaeva@mail.ru](mailto:gulchekhra_tolibaeva@mail.ru)

**Аннотация:** В статье представлен обзор современных подходов и успешных практик в обучении языку жестов с использованием интерактивных методов и технологий. Особое внимание уделено индивидуализации учебного процесса, применению ролевых игр, виртуальной реальности, мобильных приложений и других цифровых инструментов. Рассматриваются педагогические стратегии, способствующие развитию социальных и коммуникационных навыков у учеников, включая погружение в языковую среду и культурные аспекты сообщества глухих. Также обсуждаются примеры практик, направленных на повышение мотивации и эффективности обучения.

**Ключевые слова:** язык жестов, интерактивные методы, образовательные технологии, индивидуализация обучения, погружение в языковую среду, культурная компетентность, ролевые игры, цифровые инструменты

В условиях, когда учащиеся сталкиваются с особыми образовательными потребностями, выбор методов и стратегий становится ключевым для их успешной интеграции и развития коммуникационных навыков. В этом контексте применение индивидуализированных, интерактивных и современных технологий, а также вовлечение культурных аспектов и поддержки со стороны семьи играет решающую роль в создании поддерживающей и эффективной образовательной среды. Далее рассмотрим основные педагогические методы, их обоснование и примеры успешной практики, основанные на исследованиях мировых ученых.

*Индивидуализация обучения* — это подход, который фокусируется на потребностях и особенностях каждого ученика. В классе, состоящем из учеников с различными способностями и стилями обучения, важно адаптировать учебный процесс, чтобы максимизировать эффективность обучения. Это может включать использование различных методов и ресурсов, соответствующих стилям восприятия: визуальному, аудиальному и кинестетическому.

Smith & Jones (2019) в своей работе «Individualized Instruction in Sign Language Learning» провели исследование, в котором изучали эффективность индивидуализированного подхода в обучении языку жестов. Результаты показали, что ученики, получающие обучение, адаптированное под их уникальные потребности, демонстрируют более высокий уровень вовлеченности и успешности.

Это объясняется тем, что они могут изучать материал в своем собственном темпе, а также получать необходимую поддержку и обратную связь, когда это нужно.

Рассмотрение исследований других авторов: Например, Garcia & Lee (2020) в статье «Personalized Learning in Deaf Education» отмечают, что использование индивидуализированных программ обучения способствует более глубокому усвоению материала и повышению уверенности учеников в использовании жестового языка. Они утверждают, что персонализированные планы обучения позволяют лучше учитывать предшествующий опыт и интересы учеников.

Диагностические тесты: В начале учебного года или курса можно проводить диагностические тесты, чтобы определить уровень знаний и потребностей учеников. Это позволит педагогам разработать индивидуальные планы обучения, основываясь на полученных данных. Например, тесты могут включать задания на понимание жестов, скорость реакции и уровень знаний о культуре глухих.

Адаптивные учебные материалы: Создание и использование адаптивных учебных материалов, таких как карточки с жестами разных уровней сложности, позволяет ученикам учиться в своем темпе. Учитель может разрабатывать карточки, которые соответствуют индивидуальным уровням навыков каждого ученика, например:

- Для начинающих: Простые жесты и карточки с изображениями для визуального восприятия.
- Для более продвинутых: Комплексные фразы и ситуации, где используются жесты в контексте.

Индивидуальные занятия: важно предусмотреть возможность проведения индивидуальных занятий с учениками, которые требуют дополнительной поддержки. Такие занятия могут быть направлены на решение конкретных проблем, с которыми сталкивается ученик, будь то освоение новых жестов или развитие навыков общения.

Использование технологий: Внедрение технологий, таких как обучающие платформы и приложения, может помочь в индивидуализации. Например, приложения для изучения жестового языка могут позволить ученикам изучать материалы в удобное время, повторять их и отслеживать свои достижения.

Обратная связь: Регулярная и конструктивная обратная связь, адаптированная под конкретные нужды учеников, помогает им понимать свои сильные и слабые стороны. Это может быть реализовано через индивидуальные беседы или письма, в которых учитель анализирует прогресс и предлагает рекомендации для дальнейшего обучения.

Индивидуализация обучения позволяет создать более инклюзивную и эффективную образовательную среду, способствующую развитию навыков общения у учеников, изучающих язык жестов.

*Интерактивные и практико-ориентированные* методы обучения языку жестов активно вовлекают учеников в процесс и делают его более увлекательным и



эффективным. Эти методы способствуют развитию не только языковых навыков, но и социальных взаимодействий, что особенно важно для учащихся в специализированных школах-интернатах.

Williams & Brown (2020) в своей статье «The Impact of Interactive Learning on Sign Language Acquisition» провели исследование, в ходе которого изучали влияние интерактивных методов на усвоение жестового языка. Результаты показали, что ученики, участвовавшие в интерактивных занятиях, быстрее овладевали жестами. В частности, ученики, вовлеченные в ролевые игры, продемонстрировали значительное улучшение в использовании жестового языка в реальных ситуациях. Они стали более уверенными в общении и лучше понимали контекст использования жестов.

Исследование Паттерсона и Ли (2021) также подтвердило, что использование игровых и интерактивных методов обучения способствует повышению уровня мотивации и вовлеченности студентов. В этом исследовании подчеркивается, что ученики, которые активно участвуют в занятиях, быстрее адаптируются к языковым и культурным особенностям жестового языка.

Игровые занятия: Включение игр в учебный процесс помогает сделать обучение более интересным. Примеры игр:

- «Угадай жест»: Один ученик демонстрирует жест, а остальные должны его отгадать. Это развивает навыки восприятия и запоминания жестов, а также способствует командной работе.
- «Жестовое бинго»: Создание карточек с изображениями жестов, которые ученики должны «закрыть», когда видят соответствующий жест у учителя или других учеников.

Ролевые игры: Использование сценариев для ролевых игр, имитирующих реальные жизненные ситуации, помогает учащимся применять полученные знания на практике. Примеры сценариев:

- Заказ еды в ресторане: Ученики могут разыгрывать сцены, где один играет роль клиента, а другой — официанта, используя жесты для общения. Это помогает закрепить навыки общения в контексте реальных ситуаций.
- Покупка в магазине: Сценарии могут включать взаимодействие с продавцом, выбор товаров и обсуждение цен. Это развивает практические навыки общения и способствует уверенности в использовании языка.

Групповые проекты: Организация групповых заданий, где ученики должны работать вместе, чтобы создать проект или презентацию на жестовом языке. Например, они могут создать видеоролик, в котором демонстрируют различные жесты в определенной теме (например, праздники или спортивные события).

Использование технологий: Внедрение интерактивных технологий, таких как виртуальная реальность (VR) или приложения для обучения жестов, позволяет создать увлекательные и интерактивные занятия. Например, VR-игры, в которых ученики взаимодействуют с персонажами, использующими жестовый язык.

Обратная связь и рефлексия: Важно после проведения интерактивных занятий обсуждать с учениками, что им понравилось, какие трудности они испытывали и что они узнали. Это помогает ученикам осознать свои достижения и определить области для дальнейшего улучшения.

Интерактивные и практико-ориентированные методы обучения не только способствуют усвоению языка жестов, но и развивают социальные навыки, уверенность и способность работать в команде, что является ключевым для учеников специализированных школ-интернатов.

*Применение современных технологий* в обучении языку жестов значительно увеличивает доступность и привлекательность учебного процесса. Цифровые инструменты, такие как планшеты, мобильные приложения и платформы для видеосвязи, позволяют создавать интерактивные и разнообразные образовательные материалы, которые могут адаптироваться к индивидуальным потребностям учеников.

Garcia & Lee (2021) в своей работе «Digital Tools for Teaching Sign Language» исследовали влияние цифровых инструментов на процесс обучения жестов. Они пришли к выводу, что ученики, использующие приложения для изучения жестового языка, демонстрируют более высокие результаты. Визуальные и интерактивные элементы, представленные в приложениях, помогают лучше запоминать жесты и контекст их использования. Ученики отмечали, что возможность взаимодействия с мультимедийными материалами делает процесс обучения более увлекательным и эффективным.

Jones et al. (2022) в исследовании «The Role of Technology in Sign Language Education» также подтвердили, что использование технологий позволяет учащимся быстрее адаптироваться к языковым нюансам и культурным аспектам жестового языка. Они подчеркнули, что технологии способствуют созданию более инклюзивной среды обучения.

Приложение «SignSchool»: Это приложение предлагает интерактивные уроки по изучению жестового языка, включая видеоуроки, упражнения и викторины. Ученики могут изучать жесты в удобном для них темпе, повторять их и проверять свои знания через тесты. Наличие видео позволяет увидеть жесты в действии, что способствует лучшему восприятию и запоминанию.

Zoom и другие платформы для видеосвязи: Эти инструменты могут использоваться для организации виртуальных уроков, где ученики могут взаимодействовать с учителем и друг с другом. Виртуальные занятия позволяют легко делиться экраном для демонстрации жестов, обмениваться видео и проводить групповые обсуждения. Это особенно полезно для учеников, которые могут не иметь доступа к специализированным учебным заведениям.

Использование платформ, таких как YouTube, для создания интерактивных видеоуроков, где ученики могут останавливать, перематывать и повторять материал.



Например, видео с объяснением жестов может быть дополнено вопросами и заданиями, которые ученики должны выполнить после просмотра.

Разработка цифровых игр, где ученики могут учить жесты в игровом формате. Такие игры могут включать элементы соревнования, что стимулирует учащихся к изучению и повторению жестов. Например, игра «Жестовое приключение», в которой ученики должны проходить уровни, используя правильные жесты для решения задач.

Создание онлайн-сообществ для учеников, где они могут обмениваться опытом, задавать вопросы и получать поддержку от сверстников и преподавателей. Это может быть организовано через группы в социальных сетях или специализированные форумы.

Использование технологий VR для создания симуляций, в которых ученики могут практиковать жесты в реалистичных сценариях. Например, симуляция общения в кафе или магазине, где учащиеся могут взаимодействовать с виртуальными персонажами, используя жесты.

Внедрение технологий в процесс обучения языку жестов не только делает его более доступным и интересным, но и помогает создать интерактивную и инклюзивную образовательную среду, способствующую успешному овладению навыками общения.

*Методика погружения в языковую среду* предполагает использование жестового языка в качестве основного средства общения, что способствует более глубокому усвоению языка и адаптации учеников. Погружение позволяет учащимся не только изучать жесты, но и понимать культурный контекст их использования, что является важным аспектом обучения.

Kumar & Patel (2018) в статье «Immersion Techniques in Sign Language Education» подчеркивают, что студенты, находящиеся в условиях погружения, демонстрируют лучшие результаты в освоении жестов. Их исследование выявило, что обучение в языковой среде способствует естественному усвоению языка, так как учащиеся сталкиваются с реальными коммуникационными ситуациями и могут применять изученные жесты на практике. Это создает условия для активного обучения и развития навыков общения.

Johnson & Smith (2019) также отметили, что погружение в языковую среду помогает развивать уверенность учеников в использовании жестового языка. В их исследовании подчеркивается, что постоянное общение на жестовом языке снижает уровень тревожности и способствует более свободному взаимодействию.

Организация театральных постановок, где ученики должны использовать жестовый язык для исполнения ролей. Это не только развивает их навыки общения, но и позволяет им лучше понять культурные аспекты и нюансы жестового языка. Учебные театры могут ставить пьесы, где все реплики представлены жестами, что делает процесс обучения увлекательным.

Создание клубов, посвященных различным хобби или увлечениям (например, кулинария, спорт, искусство), где общение осуществляется исключительно на жестовом языке. Это создает неформальную и дружелюбную атмосферу, в которой ученики могут практиковать язык в различных контекстах.

Проведение специальных «языковых дней», когда все занятия в школе проводятся на жестовом языке. Это может включать уроки, мероприятия и даже обеды, где ученики и учителя общаются исключительно жестами. Такой подход способствует созданию погружающей языковой среды и помогает учащимся привыкнуть к использованию жестов в повседневной жизни.

Проведение экскурсий или поездок в сообщества глухих, где ученики могут общаться с носителями языка. Это дает возможность увидеть, как жестовый язык используется в реальных условиях, и способствует лучшему пониманию его значимости.

Использование технологий для создания виртуальных погружающих сред. Например, создание онлайн-событий или конференций, где участники общаются только на жестовом языке. Это может включать совместные занятия с учениками из других школ или стран, что расширяет горизонты общения.

Методика погружения является эффективным инструментом в обучении языку жестов, способствуя не только усвоению языковых навыков, но и развитию уверенности, социальных взаимодействий и понимания культурных особенностей сообщества глухих.

*Знание культурных аспектов жестового языка* и сообщества глухих играет ключевую роль в обучении. Понимание контекста, в котором используются жесты, помогает учащимся не только усваивать язык, но и чувствовать себя уверенно в общении. Это включает осознание уникальных традиций, ценностей и норм, характерных для сообщества глухих.

Miller & Thompson (2020) в работе «Cultural Competence in Sign Language Education» указывают на то, что студенты, знакомые с культурными особенностями глухого сообщества, легче усваивают жесты и чувствуют себя уверенно в общении. Их исследование показало, что знание культурных аспектов помогает учащимся лучше понимать значение жестов, а также позволяет избегать недоразумений и ошибок в коммуникации.

Williams (2021) также подчеркивает, что интеграция культурных компонентов в учебный процесс способствует более глубокому осмыслению языка и укреплению связи между учениками и глухим сообществом. Это исследование отмечает, что учащиеся, которые понимают культурный контекст, чаще участвуют в общественной жизни и становятся более активными членами общества.

Разработка и внедрение курсов или модулей, посвященных культуре глухих. Эти занятия могут охватывать темы, такие как:

- Традиции и обычаи глухого сообщества.



- Значимые праздники (например, Международный день глухих) и их культурное значение.

- Истории известных деятелей глухого сообщества и их вклад в культуру.

Организация выездов в местные сообщества глухих, где ученики могут общаться и наблюдать, как жестовый язык используется в реальной жизни. Это позволяет им увидеть живую практику языка и понять его культурный контекст, включая невербальные элементы общения.

Участие в уроках носителей жестового языка, которые могут рассказать о культуре глухих, показать жесты в контексте и поделиться личными историями. Это поможет ученикам не только учить язык, но и познакомиться с культурной идентичностью.

Создание групповых проектов, в которых ученики исследуют различные аспекты культуры глухих. Например, они могут создавать презентации о значимых событиях в истории глухих, а также исследовать, как культура глухих влияет на язык жестов.

Использование фильмов и документальных лент, посвященных культуре глухих. Обсуждение просмотренных материалов в классе может помочь ученикам понять культурные нюансы и контекст использования жестов.

Обучение культурным аспектам жестового языка помогает учащимся развивать более полное понимание языка и его применения, что способствует созданию более инклюзивной и взаимопонимающей среды.

### **Заключение**

Использование интерактивных методов и современных технологий в обучении языку жестов оказывает значительное положительное влияние на процесс усвоения материала и развитие коммуникационных навыков у учащихся. Индивидуализация учебного процесса, ролевые игры, а также вовлечение культурных аспектов сообщества глухих создают более инклюзивную и мотивирующую образовательную среду. Внедрение таких подходов способствует успешной интеграции учащихся с особыми образовательными потребностями и повышает уверенность в использовании жестового языка в реальных ситуациях. В дальнейшем важно продолжать исследования в этой области для улучшения методов обучения и разработки новых цифровых решений.

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MODERNISM AND ITS MANIFESTATION IN THE WORKS OF JAMES.

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**Abstract.** The purpose of this scientific research is to show the important role of the modernism era in world literature, its stages and the clear manifestation of this period in the works of James Joyce. In particular, James Joyce's novels "The Youth of the Painter" and "Ulysses" are analyzed, the development of events in them and where the author refers to the trend of modernism are discussed. Also, this article reveals the main factors that caused the emergence of modernism and their discussion among the general readership. At the same time, the article also examines the modernist works of other modernist writers.

**Keywords:** *Modernism, naturalism, symbolism, semantic approach, Analogy, Bildungsroman, Epiphany, Expressionism, Interior Monologue.*

MODERNIZM VA UNING JEYMS JOYS IJODIDA NAMOYON BO'LISHI

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**Annotatsiya** Ushbu ilmiy tadqiqotning maqsadi jahon adabiyotida modernizm davrining tutgan muhim o'rni, uning bosqichlari va bu davrning Jeyms Joys asarlarida yaqqol namoyon bo'lishini ko'rsatib berish. Xususan Jeyms Joysning "Musavvirning yoshligi" va "Uliss" romanlari tahlil qilinib, ulardagi voqealar rivoji va muallifning qay o'rinlarda modernizmga oqimiga murajaat qilingani haqida so'z boradi. Shuningdek, bu maqolada modernizm paydo bo'lishiga sabab bo'lgan asosiy omillari va ularning keng kitobxon ommasida muhokamasi ochib beriladi. Shu bilan birgalikda maqola boshqa modernizm yozuvchilarining modernistik asarlarining ham tadqiqi kuzatiladi.

**Kalit so'zlar:** *Modernizm, naturalizm, simvolizm, semantik yondashuv, Analogiya, Bildungsroman, Epiphany, ekspressionizm, ichki monolog.*

МОДЕРНИЗМ И ЕГО ПРОЯВЛЕНИЕ В ТВОРЧЕСТВЕ ДЖЕЙМСА

**Бакирова Гуласал Давлатовна**

**Аннотация.** Цель данного научного исследования – показать важную роль эпохи модернизма в мировой литературе, ее этапы и яркое проявление этого периода в творчестве Джеймса Джойса. В частности, анализируются романы Джеймса Джойса «Юность художника» и «Улисс», обсуждается развитие событий в них и то, где автор обращается к течению модернизма. Также в данной статье раскрываются основные факторы, вызвавшие возникновение модернизма и их обсуждение среди широкой читательской аудитории. В то же время в статье рассматриваются модернистские произведения других писателей-модернистов.

**Ключевые слова:** Модернизм, натурализм, символизм, семантический подход, Аналогия, Воспитательный роман, Богоявление, Экспрессионизм, Внутренний монолог.

**Introduction.** Modernism, like Romanticism, is a broad literary and cultural movement, encompassing all forms of art and even touching on politics and philosophy. Like romanticism, modernism manifested itself in a very diverse manner both in different arts and within each of them. The dates of modernism's heyday remain a matter of debate, but most scholars place its beginning before 1860, and the end of the movement's high point is usually associated with World War II. Modernist art initially emerged in European capitals such as London, Milan, Berlin, St. Petersburg and especially Paris; after World War I it spread to cities in the United States and South America. By the 1940s, modernism had completely taken hold of the American and European academies, where it began to be challenged by emerging postmodern movements in the 1960s.

James Joyce's desire to develop a language that would exceed all current languages, breaking free from tradition's limitations, is well known. He was engaged during a time when academics and writers mainly concentrated on the concealed meanings of a word. Joyce's work essentially demonstrates the delicate balance between meaning and absurdity, the continual search for creative ways to communicate thoughts and emotions. Ulysses is a great example of how language influences the imaginary world, making it a valuable topic for studying different linguistic techniques and how to interpret them. As we delve into the expansive story of Ulysses, we observe numerous linguistic variations effortlessly integrated into the narrative, displaying the novel's diverse array of linguistic shifts. The integration of these techniques into the story demands a deep understanding of the text from both the translator and the reader, as well as a high level of intellectual sharpness. Hence, it is unsurprising that Joyce's work



has sparked ongoing critical reevaluations of Ulysses, consistently presenting the novel in a fresh perspective.

### **Main part.**

The origins of Modernism can be traced back to the fast-evolving technology of the late 19th century and the ideas of influential late 19th-century intellectuals such as Freud, Marx, Darwin, and Nietzsche. Modernism initially made an impact on painting, with forms like Impressionism and Cubism representing its influence. However, in the years leading up to World War I, writers like Ezra Pound, Filippo Marinetti, James Joyce, and Guillaume Apollinaire adapted the advancements in visual arts into literature. By the late 1930s, distinctly modern techniques like stream-of-consciousness narration and allusiveness had permeated popular writing and become standard. The movement was preoccupied with the rapid societal progress towards destruction and meaninglessness. In the late 1800s, many of society's beliefs were challenged. Marx showed that social class was not inherent but constructed; Freud reduced human individuality to an instinctive sex drive; Darwin's fossil evidence suggested that the Earth was much older than scripture indicated; and Nietzsche argued that even the most deeply held ethical principles were mere constructions. Modernist writers sought to reconcile humanity's position after its foundations had been shattered. They combed through the remnants of the past to identify what was valuable and what could inspire the creation of a new society. James Joyce is the most important writer of Modernistic movement. Has produced relatively Small works, but these books contain poems, Drama, stories and novel that the Publishing imprint of the Modern Library Call The most important novel of the twentieth century. His life also became the incarnation of many The most central themes of modernism: exile, the Presence of the past in someone's life, fame With a wide range of cultures and historical Periods and cars - overlooking. Joyce was born in Dublin, Ireland, in February Ruonda 2, 1882, to a lower Catholic from the middle class family. His father died when Joyce was young. Joyce attended Catholic schools in Ireland and enrolled at University College Dublin. During his youth and university years he struggled with the rigid structures of Catholic schooling and Irish nationalism. In 1902 Joyce left Dublin for Paris but was recalled to Ireland when his mother fell ill. In 1904 he left Dublin again, taking with him his uneducated but lively young woman Nora Barnacle (who became his long-term partner and married him in 1931). For many years Joyce struggled to earn a living and support his growing family.

After settling first in Trieste, he then taught literature in Zurich, for which he received an occasional cash allowance. During this period, Joyce wrote and published stories, poems and the novel "Portrait" of the artist as a young man. » His collection of short stories, Dubliners, was published in 1914 and quickly became a hit. It attracted the attention of the British and American avant-garde and drew the disapproval of the Irish literary establishment. "Portrait of the Artist" Youth (1916) was just that, a

flowing. Conscience, an account of Joyce's own life (barely fictionalized as the protagonist Stephen Dedalus), up until his departure from Ireland. In 1922, Joyce published his masterpiece and magnum opus, *Ulysses*, a work of modernism that tells the myth of Ulysses through Jewish imagery. Advertisement The Dublin seller was a triumph on every level. The book was immediately banned in England and the United States for blasphemy and obscenity; it was not until 1934 that it became legal in the United States.

James Joyce's novel *Ulysses*, first published in 1922, is the single greatest work of modernist French literature is considered by many to be the best novel ever written. Joyce spent ten years writing this book, which details a day in the life of three Dubliners. The main characters are Leopold Bloom, a Jewish publicist, Molly Bloom, Leopold's wife, a singer who plans to cheat on her husband, and Stephen Dedalus, a sleazy young intellectual. The story parallels Homer's *Odyssey*, but translates this epic journey of ten years into eighteen hours and one city. After its publication, and even before, when excerpts were published in magazines, the book was immediately hailed as a work of genius. Joyce's boundless erudition, his mastery of languages, literature and history, his love and intimate knowledge of a small place at a particular time, are all brought together in this book. More than an intellectual feat and an engineering gem, *Ulysses* is a truly moving story of marital love and parenthood. Because of its frank treatment of sex and sometimes offensive portrayals of Irish religion and nationalism, the book was banned in Ireland and the United States. It took twelve years for the book to be licensed in the United States; until then, travelers to Paris had to hide the book in their luggage to avoid customs inspectors (who had been warned to look for its characteristic blue-green binding) from doing so.

**Conclusion** Modernism did not exist until it was almost dead. That is, until the 1930s or later, the term "modernism" did not mean only what it means today: a group of writers, an arsenal of literary devices, a certain number of characteristic themes. Interestingly, in the 1910s and 1920s—the height of modernism as understood today—the word "modernism" denoted a particular school of thought in the Catholic Church. At this time, modernist writers did not see themselves as a unified movement. Instead, the writers now called modernists were members of dozens of smaller movements: the Lost Generation, the Dadaists, the Imagists, the Vorticists, the Objectivists, the Surrealists and many others. The themes or concerns characteristic of the modernist period (a general pessimism about the state of the world, a rejection of the certainties of society, the feeling that only the rebellious artist tells the truth about the world) were only "in the air" of the world. the time ; they were all thinking and writing about the same ideas, so there seemed No need to mention what they had in common. Literary critics of the early 20th century were generally hostile to writers they called modernists. Victorian ethics stated that the purpose of literature was to identify the "sweetness and light" and "the best of what has been thought and said" (in the words of Matthew Arnold, one of



the most important critics of Victorian England) to create better citizens. Literature and art, for the Victorians, were meant to be "educative" - educational. Literature was read to learn how to behave. Similarly, literature that did not provide educational models was simply bad literature. This attitude is particularly well illustrated by the hostile reaction to Gustave Flaubert's *Madame Bovary* published in 1857, a novel that describes, without comment or condemnation, the adulterous behavior of a woman of the bourgeoisie. The Arnoldian attitude to literature continued into the 20th century and in the United States it was personified by the writers and editors of the *Saturday Review of Literature*, especially Henry Seidel Canby..

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INGLIZ TILI TA'LIMIDA INNOVATSION TEXNOLOGIYALARNING  
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**Annotatsiya:** Ushbu maqolada ingliz tili ta'limida innovatsion texnologiyalarning xususiyatlari ko'rib chiqiladi. Ingliz tili darslarida axborot-kommunikatsiya texnologiyalari kompyuterlashtirilgan ta'lim dasturlari bilan chambarchas bog'liq bo'lgan innovatsion ta'lim texnologiyalarining ta'siri ko'rib chiqiladi.

**Kalit so'zlar:** innovatsiya, texnologiya, komponent, formativ, summativ

Ko'rinib turibdiki, innovatsiyalar hayotimizning barcha jabhalariga kirib boradi va ta'lim sohasini ham ayamaydi. Ingliz tilini o'qitish va o'rganishni tezlashtirish uchun ingliz olimlari bir qator sinovlarni o'tkazdilar. Yangi texnologiyalar ta'lim imkoniyatlari dunyosini ochadi. Ijtimoiy talablarga javob beradigan ijtimoiy institut sifatida ta'lim jamiyatning omon qolishi va rivojlanishi uchun zarurdir. U zo'r, barqaror va hamma narsani qamrab olishdan tashqari, oldindan aytib bo'lmaydigan va tez o'zgarib borayotgan globallashtirilgan dunyo talablarini qondirish uchun doimo o'zgarib turishi kerak. Maktab o'qituvchilari, kollej professorlari, ma'murlar, tadqiqotchilar va siyosatchilardan ushbu evolyutsiya tizimli, izchil va keng ko'lamli bo'lishi uchun o'qitish, o'qitish nazariyasi va amaliyotini, shuningdek, ushbu murakkab tashkilotning boshqa barcha qismlarini yangilashlari kutilmoqda.

Ta'limdagi innovatsiyalar haqida gap ketganda, innovatsiyaning uchta asosiy komponenti mavjud: kontseptsiya, uni amaliyotga tatbiq etilishi va bu jarayondagi o'zgarishlardan kelib chiqadigan natijalar. Ta'limdagi innovatsiyalar o'qitishning yangicha yondashuvi, uslubiy nazariya, o'qitish strategiyasi, o'qitish texnologiyasi, o'quv jarayoni yoki institutsional tuzilma shaklida bo'lishi mumkin, ular amaliyotga tatbiq etilgach, o'qitish va o'qitish usullarini sezilarli darajada o'zgartiradi. Shuning uchun o'quvchilarning bilimini yaxshilash amalga oshiriladi. Shunday qilib, ta'lim sohasidagi yutuqlar ta'lim sifatini yaxshilash bilan birga ishlab chiqarish va samaradorlikni oshiradi deb taxmin qilinadi.[1]

Odatda tarixiy, siyosiy, ijtimoiy, madaniy va iqtisodiy omillarning o'ziga xos kombinatsiyasi natijasida milliy ta'lim tizimi vujudga keladi. U butun bir tizim bo'lganligi sababli, uning barcha tarkibiy qismlari o'zaro bog'liqlik va bog'liqlikdan tashqari, birgalikda harakat qiladi. Shunday qilib, ulardan birining har qanday o'zgarishi boshqalarida ham o'zgarishlarga olib kelishi mumkin. Innovatsiyalar uchta toifadan biriga bo'linadi: buzg'unchi, barqaror yoki inqilobiy. Inqilobiy yutuqlar katta o'zgarishlarni, xususan, qisqa vaqt ichida to'liq ta'mirlash va eskisini yangisiga

almashtirishni o'z ichiga olgan bo'lsa-da, evolyutsion innovatsiyalar asta-sekin yaxshilanishga olib keladi, lekin uzluksizlikni talab qiladi. Biroq, milliy ta'lim islohotlari tizimni to'liq qayta ko'rib chiqishga harakat qilganligi sababli, ular doimo inqilobiy yutuqlarga qaratilgan. Bu, shuningdek, onlayn ta'lim uchun ham amal qiladi, chunki u o'qitish usullari, tuzilishi va formatini tubdan o'zgartiradigan tizimli siljishni keltirib chiqaradi. Ta'lim maqsadlari uchun yangi, g'alati yoki noan'anaviy usullarda texnologiyadan foydalanadigan "ekstremal o'rganish" kabi ba'zi ilg'or usullar buzg'unchi, inqilobiy ta'sir ko'rsatishi mumkin.

Ta'limda biz innovatsiyalarning ta'sirini ta'lim natijalari yoki imtihon ballari, o'qituvchining formativ va summativ, rasmiy va norasmiy baholashlari, o'z-o'zini o'rganish va talabalarning o'zini o'zi baholashlari orqali baholashimiz mumkin. Innovatsiyalar, shuningdek, unumdorlik (ma'lum vaqt ichida ko'proq ta'lim natijalari), vaqt samaradorligi (bir xil materialni o'rganish uchun qisqa vaqt) yoki iqtisodiy samaradorlik (bir talaba uchun kamroq xarajat) kabi omillar yordamida ham hisoblanishi mumkin. Boshqa baholashlar maktab o'quv ma'lumotlarini, kollejga qabul qilish va maktab bitiruvchilarining bandlik darajasini, ularning mehnat unumdorligini va martaba o'sishini o'z ichiga olishi mumkin.

Ta'limga kirish imkoniyatini oshirish uchun qulay va arzon texnologiyalardan foydalanish ta'lim innovatsiyalarining bir misolidir. Bu, shuningdek, texnologiyaga bog'liq bo'lishi va boshqa zamonaviy jarayon yoki xizmatni talab qilishi mumkin. Innovatsion texnologiyalar bolalarning kognitiv faoliyatining eng kuchli manbai bo'lib, ularning ijodi, qiziqishlari, qobiliyatlari va boshqa aqliy xususiyatlarini rivojlantirishga yordam beradi. Axborot-kommunikatsiya texnologiyalari kompyuterlashtirilgan ta'lim dasturlari bilan chambarchas bog'liq bo'lgan innovatsion ta'lim texnologiyalari orasida birinchi o'rinda turadi.

Ingliz tilini o'rganishni multimedia o'quv vositalaridan foydalanmasdan turib, tasavvur qilib bo'lmaydi. Ingliz tilini o'qitish metodikasi oldidagi muhim vazifalar qatoriga ingliz tilida muloqotning dolzarb jarayonini tasvirlash imkoniyatini beradi. O'rganilayotgan til va uning madaniyatidan foydalanishni o'rganish uchun real sharoitlarni ta'minlaydigan ta'lim muhitini yaratish kerak. Eng muhim imtiyozlardan biri guruhlarda kompyuterga asoslangan o'qitishning afzalliklarini o'rgatishdir. Multimedia texnologiyasi yordamida ingliz tilini o'rgatishning texnik afzalligi shundaki, ovoz kartalari foydalanuvchilarga o'z nutqini yozib olish va keyin uni ona tilida so'zlashuvchilarning talaffuzi bilan solishtirish imkonini beradi. Kompyuterlarning grafik imkoniyatlari rasm yoki animatsiya ko'rinishidagi har qanday faoliyat turini ifodalashi mumkin. Bu, ayniqsa, yangi lug'atni o'rganishda muhim ahamiyatga ega, chunki monitoridagi tasvirlar o'quvchilarga ingliz tilidagi iboralarni ona tilidagi iboralar bilan emas, balki bevosita harakatlar bilan bog'lash imkonini beradi.[3]

Bu imtiyozlar chet tillarida og'zaki muloqotni o'rgatish uchun multimediali o'qitishning ko'p va'dalari bor degan xulosaga kelishimizga imkon beradi. Multimediali



ta'lim turli texnologiyalar (til laboratoriyasi, video, televideniya, radio, gazeta, jurnal, kitoblar, bibliografiya va telefonlar) va qo'shimcha vazifalar (interaktivlik, grafik imkoniyatlar va boshqalar)ning eng yaxshi kombinatsiyasi orqali o'qitish va o'rganish uchun deyarli cheksiz imkoniyatlarni taqdim etadi. Ta'lim tizimi so'nggi yillarda o'quv paradigmasini o'zgartirishga moyil bo'lib, o'quvchilarga bilimni tugallangan shaklda berishdan voz kechib, o'quvchilarning kognitiv va o'z-o'zini boshqarishini tashkil etish va nazorat qilishga o'tadi. [2]

### Xulosa

O'qitish va o'qitish jarayoniga multimedia texnologiyasini integratsiya qilishda avvalo to'g'ri pedagogik va uslubiy asoslarni yaratish muhim ahamiyatga egadir. Hozirgi vaqtda Internetni ta'limga kiritish juda dolzarb, ayniqsa ingliz tilini o'qitish jarayonida.

Biroq, kompyuter texnikasining yuqori narxi va ingliz tilini mustaqil o'rganish uchun maxsus ishlab chiqilgan kompyuter dasturlarining yetishmasligi hozirgi vaqtda ingliz tilini o'rganishda individual harakatlarni kuchaytirish uchun multimedia texnologiyasidan foydalanishga jiddiy cheklovlar qo'yadi.

Umuman olganda, ishlarning hozirgi holati keng qo'llanilmagan kam sonli nazariy ishlar va mustahkam nazariy asosga ega bo'lmagan ko'plab turli xil loyihalar bilan tavsiflanadi.

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**PYTHON DASTURLASH TILINING TURTLE MODULIDAN FOYDALANIB  
GEOMETRIK SHAKLLARNI CHIZISH**

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**Annotatsiya.** Python dasturlash tili maʼlum bir masalalarni yechish bilan chegaralanmagan. Bu til dasturchilarga yangi va yangi yoʻnalishlarga kirish imkonini beradi. Python quyidagi sohalarida qoʻllaniladi: Web va Internet dasturlash, kompyuter oʻyinlarini yaratish, maʼlumotlar bazasi bilan ishlash (DB), computer vision, foydalanuvchilar uchun grafik interfeys (GUI), juda tez rivojlanayotgan buyumlar interneti (IoT) texnologiyasi va hokazo. Ushbu maqola python dasturlash tilining grafika bilan ishlash qismining kichik bir tarkibi boʻlgan turtle metodi haqida.

**Kalit soʻzlar:** turtle, forward, left, penup, pendown, goto.

**РИСОВАНИЕ ГЕОМЕТРИЧЕСКИХ ФИГУР С ПОМОЩЬЮ МОДУЛЯ  
ЧЕРЕПАХИ ЯЗЫКА ПРОГРАММИРОВАНИЯ PYTHON.**

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**Аннотация.** Язык программирования Python не ограничивается решением конкретных задач. Этот язык позволяет программистам выходить на все новые и новые направления. Python используется в следующих областях: веб- и интернет-программирование, базы данных (БД), создание компьютерных игр, графический интерфейс пользователя (GUI), компьютерное зрение, быстро развивающаяся технология Интернета вещей (IoT) и т. д. Эта статья о методе черепахи(turtle), который является подмножеством графической части языка программирования Python.

**Ключевые слова:** turtle, forward, left, penup, pendown, goto.

**DRAWING GEOMETRIC SHAPES USING THE TURTLE MODULE OF THE  
PYTHON PROGRAMMING LANGUAGE.**

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**Abstrakt.** The Python programming language is not limited to solving specific problems. This language allows programmers to enter new and new directions. Python is used in the following areas: Web and Internet programming, database (DB), computer game creation, graphical user interface (GUI), computer vision, rapidly developing Internet of Things (IoT) technology, etc. . This article is about the turtle method, which is a subset of the graphics part of the python programming language.

**Key words:** turtle, forward, left, penup, pendown, goto.

**Kirish.** Aksariyat dasturlash tillarida foydalanuvchi bilan o‘zaro aloqani o‘rnatish uchun boshqaruv elementlari: oyna, matnlar maydoni va tugmachalar ishlatiladi. Bular umumiy nom bilan foydalanuvchining grafik interfeysi (GUI – graphical user interface) deb ataladi. Barcha elementlar joylashadigan oyna GUIning asosi hisoblanadi. “Turtle” - bu turli murakkablikdagi hamda geometrik shakllarni kod yozgan xolda chizib beruvchi Pythonning o‘ziga xos modulidir. Bu modulni turtle.forward() va turtle.right() kabi funksiyalardan yoki boshqa funksiyalarni yozib, turli shakllarni chizish uchun ishlatishimiz mumkin. Quyida turtle modulining keng tarqalgan metodlari keltirilgan:

1-jadval. Turtle metodidan foydalanish uchun metod va funksiyalar.

| Metodlar    | Parametr  | Bajaruvchi vazifasi                                                                              |
|-------------|-----------|--------------------------------------------------------------------------------------------------|
| Turtle()    | -         | Yangi tutrle ob'ektini yaratadi va qaytaradi                                                     |
| forward()   | miqdori   | Turtleni(yani chizilayotgan shakl) belgilangan miqdorda oldinga siljitadi                        |
| backward()  | miqdori   | Turtleni(yani chizilayotgan shakl) belgilangan miqdorda orqaga siljitadi                         |
| right()     | burchak   | Turtleni(yani chizilayotgan shakl) soat yo'nalishi bo'yicha aylantiradi                          |
| left()      | burchak   | Turtleni(yani chizilayotgan shakl) soat sohasi farqli o'girib                                    |
| color()     | Rang nomi | Toshbaqa (Turtle) qalamining rangini o'zgartiradi                                                |
| fillcolor() | Rang nomi | Turtlening(yani chizilayotgan shakl) rangini o'zgartirish ko'pburchakni to'ldirishda ishlatiladi |
| position()  | -         | Joriy pozitsiyani qaytaradi                                                                      |
| goto()      | x, y      | Turtleni(yani chizilayotgan shakl) x, y holatiga o'tkazish                                       |

Turtle yordamida turli shakllarni chizish



Turtle metodlari va funksiyalaridan foydalanish uchun biz turtleni import qilishimiz kerak. Turtle standart bo'lib Python to'plami bilan birga keladi va uni tashqaridan o'rnatish shart emas.

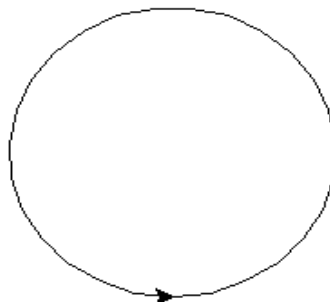
Yuqorida aytib o'tilganidek, turtleni ishlatishdan oldin, biz uni import qilishimiz kerak. Biz uni quyidagicha import qilamiz:

```
from turtle import *  
#yoki  
import turtle
```

Turtle kutubxonasini import qilib, turtlening barcha funksiyalarini bizga taqdim etgandan so'ng, biz yangi loyiha va turtleni ishga tushirishimiz kerak. Shunday qilib, biz kodni quyidagicha yozamiz:

Turtle yordamida turli xil shakllarni quyidagi dasturlar yordamida chizamiz:

```
import turtle  
t = turtle.Turtle() #turtlening oldindan belgilangan funksiyasidan foydalamiz  
r = 90  
t.circle(r)
```

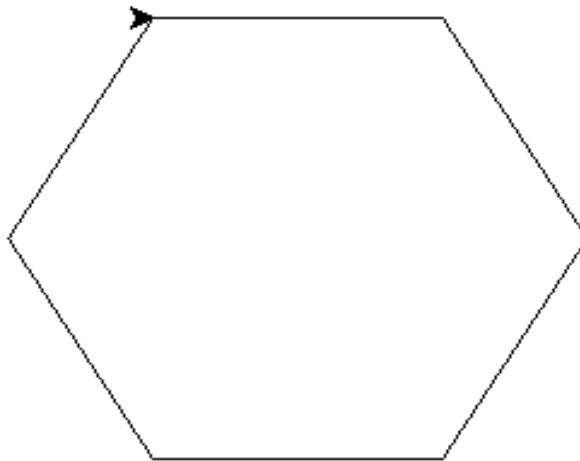


1-rasm. Dasturning natijasi

Turtle metodlari yordamida har xil shakllarni va ularni turli ranglar bilan ifodalab chizish mumkin. Pythondagi Turtlelar kutubxonasi yordamida kodlash uchun ko'plab funksiyalar mavjud. Shulardan, quyida ba'zi asosiy shakllarni chizishni o'rganamiz.

Turtle yordamida oltiburchakni chizish:

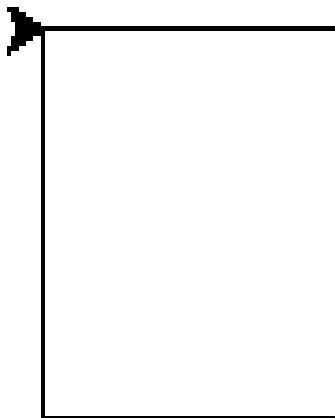
```
import turtle  
ish= turtle.Screen() #turtle screen ishga tushirib olamiz  
# Define a Turtle Instance  
ko_pburchak = turtle.Turtle()  
for i in range(6): # tomonlarni shakllantiriladi  
ko_pburchak.forward(120) # har bir qadamda 120 birlik oldinga siljitadi  
ko_pburchak.left(300) # har bir qadamda 300 gradus chapga siljitadi
```



1.1-rasm. Dasturning natijasi

Turtle yordamida to'g'ri to'rtburchakni chizish uchun kod:

```
from turtle import *
shakl=Turtle() # to'g'ri to'rtburchakni chizish
for i in range(4):
shakl.forward(80)
shakl.right(90)
turtle.done()
```

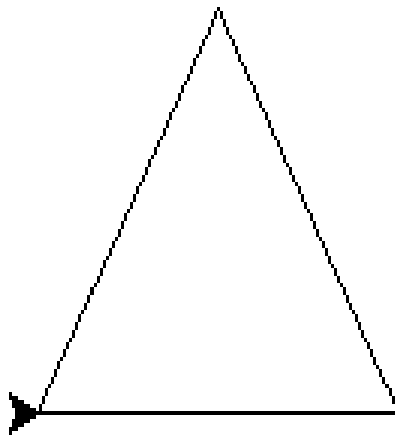


1.2-rasm. Dastur natijasi

Turtle yordamida naqsh chizish:

```
import turtle
ish= turtle.Screen() #turtle screen ishga tushirib olamiz
uch_burchak = turtle.Turtle()
for i in range(3): # tomonlarni shakllantiriladi
ko_pburchak.forward(90) # har bir qadamda 120 birlik oldinga siljitadi
ko_pburchak.left(120) # har bir qadamda 300 gradus chapga siljitadi
```



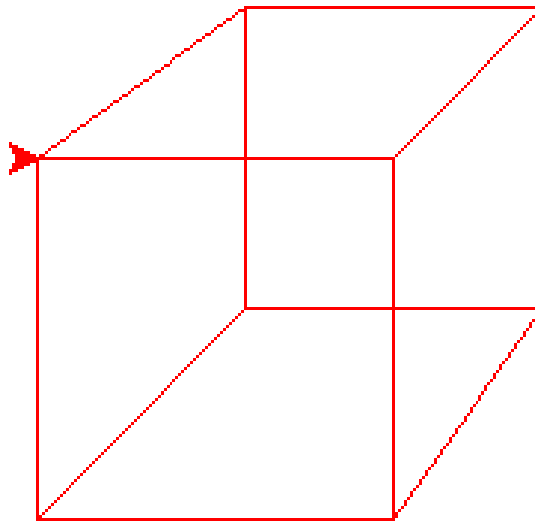


1.3-rasm. Dastur natijasi

Parallelepiped shaklini chizish:

```
import turtle
chz = turtle.Screen()
chz.bgcolor("white")
# turtle ishchi oynasini ishga tushirish
chz.title("Turtle")
prlpd_pen = turtle.Turtle()
# chiziladigan obyekt rangi
prlpd_pen.color("red")
chz = turtle.Screen()
# old tomon ko'rinishi
for i in range(4):
    prlpd_pen.forward(120)
    prlpd_pen.left(90)
# pastki chap tomon
prlpd_pen.goto(70,70)
# orqa o'ng tomon shakli
for i in range(4):
    prlpd_pen.forward(100)
    prlpd_pen.left(90)
# pastki o'ng tomon
prlpd_pen.goto(170,70)
prlpd_pen.goto(120,0)
# yuqori o'ng tomon
prlpd_pen.goto(120,120)
prlpd_pen.goto(170,170)
# yuqori chap tomon
prlpd_pen.goto(70,170)
```

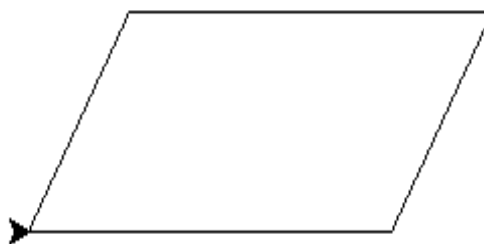
prlpd\_pen.goto(0,120)



1.4-rasm. Dastur natijasi

Parallelogram shaklini chizish :

```
import turtle
paralgrm = turtle.Turtle()
paralgrm.speed(3) # shaklni chizish tezligi
for i in range(2):
    paralgrm.forward(180)
    paralgrm.left(60) # mos ravishdagi burchaklar
    paralgrm.forward(100)
    paralgrm.left(120) # mos ravishdagi burchaklar
```



1.5-rasm. Dastur natijasi

**Xulosa.** Umuman olganga python dasturlash tilining imkoniyatlari bundam kengroq hisoblanadi. Ushbu maqola orqali Turtle modulining imkoniyatlari haqida qisqacha tasavvurga ega bo'ldingiz va endi, o'zinguiz bemaolol bu modul bilan ishlashingiz mumkin.



1. Javohirbek G‘anijon o‘g, Q. (2024). PYTHON DASTURLASH TILIDA MA’LUMOT TO ‘PLAMLARI VA TURLARI HAMDA ULAR BILAN ISHLASH. *SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY*, 2(19), 185-191.
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3. [www.pythonsandbox.com/docs/turtle](http://www.pythonsandbox.com/docs/turtle).
4. [www.geeksforgeeks.org](http://www.geeksforgeeks.org).

**BO‘LAJAK MAXSUS PEDAGOGLARNING FAOL FUQAROLIK  
KOMPETENSIYASINI RIVOJLANTIRISH METODIKASI**

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**Annotatsiya:** Maqolada umumta’lim tashkilotida faoliyat yurituvchi maxsus pedagoglarda inklyuziv kompetensiyalarni shakllantirishning o‘ziga xos xususiyatlari ko‘rib chiqilgan. Imkoniyati cheklangan va turli nozologiyaga ega nogironligi bo‘lgan o‘quvchilar bilan ishlashga psixologik tayyorgarlik darajasini oshirish bilan bog‘liq mualliflik tajribasidan foydalaniladi.

**Kalit so‘zlar:** inklyuziv ta’lim, pedagogika, metodika, ehtiyoj.

Hozirgi kunda oddiy umumta’lim tashkilotlarida faoliyat yuritayotgan pedagoglarda turli yo‘nalishdagi kompetensiyalarni shakllantirishni o‘rganish muammosi alohida dolzarblik kasb etmoqda. Ushbu muammo tasodifiy emas, chunki ta’limning yangi standartlarini joriy etish, shuningdek, turli xil innovatsion ta’lim dasturlarini ishlab chiqish va amalga oshirish pedagoglarning yoshi va ish stajidan qat’i nazar, nafaqat turli yoshdagi nogironligi bo‘lgan yoki nogironligi bo‘lgan (ko‘rlik, karlik, nutqning og‘ir buzilishi, tayanch-harakat tizimi kasalliklari) o‘quvchilarga xos bo‘lgan u yoki bu xususiyatlar haqida ma’lum darajadagi nazariy bilimlarni egallashni, balki ko‘p qirrali kompetensiyalarni rivojlantirishni ham taqozo etadi.

Mazkur holat hozirgi kunda umumta’lim tashkilotlari doirasida turli yo‘nalishdagi inklyuziv maydonchalarning joriy etilishi tufayli imkoniyati cheklangan va nogironligi bo‘lgan bolalarni ularning normal rivojlanayotgan tengdoshlari bilan bir xil sharoitlarda o‘qitish imkoniyati paydo bo‘layotganligi bilan izohlanadi. Imkoniyati cheklangan yoki nogironligi bo‘lgan pedagog-bola diadasida bunday o‘zaro ta’sirning murakkabligi bir nechta o‘zaro bog‘liq omillar mavjudligi bilan izohlanadi:

1. Umumta’lim tashkiloti pedagoglarining bunday bolalar bilan ishlashga psixologik jihatdan tayyor emasligi. Ushbu xususiyat shundan iboratki, dastlab pedagoglar bolalar bilan ishlash bo‘yicha bilimlarni alohida yaqqol ifodalangan og‘ishishlarsiz olganlar. Ularda bunday bolalarga nisbatan o‘z talablari, bolaning imkoniyatlari va uning ta’lim olish xususiyatlari haqida o‘z qarashlari shakllangan. Sinf jamoasida imkoniyati cheklangan bolaning paydo bo‘lishi esa pedagogning barcha psixik funksiyalari va hissiy holatlarini, shuningdek, o‘quvchilarga qo‘yiladigan talablarning o‘zini tubdan qayta qurishni nazarda tutadi. Masalan, agar normal rivojlanayotgan oddiy ta’lim oluvchiga pedagog o‘tilgan material bo‘yicha mustaqil bajarish uchun bir nechta bir xil vazifalarni taqdim etsa, u holda imkoniyati cheklangan yoki nogironligi bo‘lgan bola amalda bunday imkoniyatdan mahrum bo‘ladi.



Birinchidan, u juda tez charchaydi, ikkinchidan, sekinroq sur'atda ishlaydi, bu esa mazkur sinf kollektivining umumiy ish qobiliyatiga ham salbiy ta'sir ko'rsatadi.

2. Pedagogning imkoniyati cheklangan va nogironligi bo'lgan bolalar bilan ishlashi bilan bog'liq kasbiy stressning yuqori darajasining mavjudligi. Bunday stress turli sharoitlarda turlicha namoyon bo'ladi, lekin ikkita asosiy modelga ega. Birinchi model shundan iboratki, pedagog og'ir jismoniy nuqsoni bo'lgan bolani uyda o'qitishga majbur (murakkab darajali BMF, RDA), ammo u bunday ishga tayyor emas. Agar umumta'lim tashkiloti ma'muriyati (direktor-psixolog) bunday kasbiy stresslarga jiddiy e'tibor bermasa, pedagog beixtiyor psixologik xavf guruhiga tushib qoladi, chunki u hamkasblariga qaraganda kasbiy va shaxsiy so'nish sindromiga ko'proq moyil bo'ladi.

3. Imkoniyati cheklangan va nogironligi bo'lgan bolalar bilan ishlaydigan pedagogning ham vaziyatli, ham shaxsiy xavotirlanish darajasining yuqoriligi. Bu pedagogda imkoniyati cheklangan o'quvchining onasi va o'quvchining o'zi bilan shaxslararo muloqot vaziyatlarida nimanidir noto'g'ri qilish, nimanidir noto'g'ri, noto'g'ri so'zlar bilan aytish uchun ichki motivatsiyalanmagan qo'rquv paydo bo'lishi bilan izohlanadi. Asta-sekin, psixologning aralashuvisiz, ushbu vaziyat ongda mustahkamlanadi va pedagogning nevrotizatsiya ta'siriga ega bo'ladi.

Shunday qilib, imkoniyati cheklangan va nogironligi bo'lgan o'quvchilar bilan ishlaydigan o'qituvchilarning ruhiy xulq-atvor reaksiyalarini tahlil qilish asosida umumiy o'rta ta'lim tashkiloti doirasida ishlaydigan o'qituvchilarda turli yo'nalishdagi inklyuziv kompetensiyalarni shakllantirish zarurligi haqida xulosa qilish mumkin. O'z navbatida, bu nafaqat o'zini haqiqiy pedagog sifatida tushunishga va qabul qilishga yordam beradi, balki o'z ishini yaxshi ko'rishga ham yordam beradi, hatto bu unchalik oson va oddiy bo'lmagan bo'lsa ham, bu bolaning ichki ruhiy shakllanishi yoki nogironligi bilan bog'liq.

Umumta'lim tashkilotlari pedagoglarida turli yo'nalishdagi inklyuziv kompetensiyalarni shakllantirish masalasi xorijiy va mahalliy tadqiqotchilarning ishlarida allaqachon paydo bo'lgan. Ushbu muammoning qo'yilishi munosabati bilan fanda "kompetensiya" va "kompetentsiya" tushunchalariga turli xil ilmiy yondashuvlar ko'rib chiqilmoqda. Olimlar tomonidan kompetentlikning mohiyati va tuzilishiga turli xil tavsiflar berilgan, ularning nisbati va o'zaro bog'liqligi ko'rsatilgan. Psixologik-pedagogik adabiyotlarda "kompetentlik" va "kompetensiya" tushunchalarining paydo bo'lishi ta'lim sifatini oshirish nafaqat O'zbekiston, balki butun dunyo hamjamiyati uchun dolzarb muammolardan biri ekanligi bilan bog'liq. Ushbu muammoni hal qilish ta'lim mazmunini modernizatsiyalash, ta'lim jarayonini tashkil etish usullari va texnologiyalarini optimallashtirish, shuningdek, ta'limning maqsadi va natijasini qayta ko'rib chiqish bilan bog'liq. Pedagogik faoliyatning maqsadi va natijadorligini qayta baholash muammosi tufayli ular tomonidan yangi texnologiyalar, ko'nikmalar, amaliyotda olingan bilimlarni qo'llash usullarini egallash va shu asosda mustaqil

ravishda har tomonlama shaxsiy o'sish va o'z-o'zini takomillashtirish qobiliyatini rivojlantirish zarurati sezilarli darajada oshdi.

Shu bilan birga, psixologiya va pedagogikada "kompetentlik" va "kompetensiya" tushunchalarini har tomonlama tahlil qilish va o'rganish zarurati ortib bormoqda, bu esa umumta'lim tashkilotida ishlaydigan pedagoglarning amaliy faoliyatida u yoki bu usullarni qo'llashni talqin qilish imkonini beradi.

Ayniqsa, hozirgi vaqtda (so'nggi o'n yillikda), ayniqsa, "Umumiy ta'lim mazmunini modernizatsiya qilish strategiyasi" va "2030-yilgacha bo'lgan davrda O'zbekistom ta'limini modernizatsiya qilish konsepsiyasi" matni nashr etilgandan so'ng, umumta'lim tashkilotlari o'qituvchilarining turli yo'nalishdagi kompetensiyalari va kompetentligini har tomonlama o'rganish muammosi dolzarb bo'lib qolmoqda.

Ta'lim strategiyalari va konsepsiyalarini qayta baholash ta'lim natijasini baholashni "tayyorgarlik," "ma'lumotlilik," "umumiy madaniyat," "tarbiyalanganlik" tushunchalaridan umumta'lim tashkiloti o'qituvchilarining "kompetensiya," "kompetentlik" tushunchalariga keskin qayta yo'naltirishni yuzaga keltirdi. Bu esa turli yo'nalishdagi kompetensiyalar va kompetentlikni shakllantirish masalasini o'rganishda ta'limda kompetensiyaviy yondashuv alohida ahamiyat kasb etishiga olib keldi.

Ta'limda umumta'lim tashkilotlari pedagoglarining turli yo'nalishdagi kompetensiyalari va kompetensiyalarini o'rganishga yo'naltirilgan kompetensiyaviy yondashuvning alohida ahamiyat kasb etishi munosabati bilan "kompetentlik" va "kompetensiya" tushunchalarining keng ilmiy ma'nodagi ahamiyatini yagona tushunishni shakllantirish zarurati yuzaga kelmoqda.

"Kompetensiya" va "kompetentlik" atamalari so'nggi paytlarda oliy ta'limda ta'lim va tarbiyaga bag'ishlangan tadqiqotlarda keng qo'llanilmoqda. Shu bilan birga, ushbu muammo bo'yicha psixologik-pedagogik va o'quv-uslubiy adabiyotlar tahlili "kompetensiya" va "kompetentlik" tushunchalarining o'zi talqinining butun murakkabligi, ko'p o'lchovlilik va noaniqligini ko'rsatadi. Avvalo, shuni ta'kidlash kerakki, fanda bu tushunchalarning nisbatini talqin qilishning ikki varianti mavjud: ular yo aynanlashadi, yoki farqlanadi.

1. YeFO (1997) atamalar lug'atida eng aniq ifodalangan birinchi variantga ko'ra, kompetensiya biror narsani yaxshi yoki samarali qilish qobiliyati sifatida belgilanadi. Ushbu qobiliyat o'qituvchilarning yangi bilimlarni o'zlashtirish jarayoni, olingan bilimlarni amaliyotda qo'llashning turli yo'nalishdagi usullari va usullarini egallash, tanlangan kasbiy yo'nalishda o'sish va rivojlanish istagi bilan chambarchas bog'liq. Kompetensiyalarning ushbu tushunchasiga ko'ra, ular ishga joylashishda va o'zlarining bevosita kundalik ish vazifalarini bajarishda alohida ahamiyat kasb etadi.

2. "Kompetensiya" va "kompetentlik" tushunchalarini o'rganish va tahlil qilish doirasida L.N. Bolotov, V.S. Lednev, N.D. Nikandrov, M.V. Rijakov kabi olimlar kompetensiyalarning amaliy yo'nalganligi muhimligini ta'kidlaydilar. Ularning fikricha,



kompetensiya inson amaliyotida bilim va harakat o'rtasida mavjud bo'lgan munosabatlar sohasidir.

Bu bilan o'qituvchilarning bevosita amaliy faoliyatidagi bilimi va harakatlari o'rtasidagi uzviy bog'liqlik ta'kidlanadi.

Psixologiyada inklyuziv kompetensiyalarni aniqlaydigan juda ko'p turli xil tushunchalar va inson tomonidan universitetda o'qish bosqichidayoq egallanadigan turli xil kompetensiyalar mavjud. Eng keng ma'noda, kompetentlik - bu muayyan hayotiy vaziyatlarda ilmiy bilimlar majmuiga asoslangan universal faoliyat usullaridan foydalanish qobiliyatini aks ettiruvchi shaxsning shaxsiy xususiyatidir.

"Kompetentlik" atamasi ma'lum ijtimoiy-kasbiy maqomga ega bo'lgan shaxslarga nisbatan qo'llaniladi va ularning tushunishi, bilim va ko'nikmalarining ular tomonidan bajariladigan vazifalar va hal qilinadigan muammolarning haqiqiy murakkablik darajasiga muvofiqlik darajasini tavsiflaydi.

Bugungi kunda umumiy o'rta ta'lim tashkilotlari pedagoglari tomonidan imkoniyati cheklangan va nogironligi bo'lgan o'quvchilarni o'qitish borasida sezilarli qiyinchiliklar mavjudligi sababli ularning turli yo'nalishdagi psixologik-pedagogik kompetensiyalarini shakllantirish zarurati yuzaga keldi. Ushbu muammo hozirgi vaqtda o'z rivojlanishining boshlang'ich bosqichida, ammo shunga qaramay, biz olib borilayotgan ishlarning sezilarli natijalariga duch kelamiz. Avvalo, pedagoglar imkoniyati cheklangan o'quvchilarni aslida qanday bo'lsa, shundayligicha qabul qilishni o'rganib oldilar. Bolalarni har tomonlama o'qitish va rivojlantirish maqsadida u yoki bu fanni (o'zbek tili, matematika, psixologiya) o'rganish bo'yicha asosiy kursga kiritilgan turli ishlab chiqilgan moslashtirilgan dasturlar qo'llaniladi.

Hozirgi vaqtda psixologlar tomonidan umumta'lim tashkilotida faoliyat yuritayotgan pedagoglarda inklyuziv kompetensiyalarni shakllantirishning turli usullari ham ishlab chiqilgan. Asosiy va ahamiyatlilari jumlasiga quyidagilar kiradi:

1. Imkoniyati cheklangan va nogironligi bo'lgan bolaga hamdardlik, hamdardlik (empatiya) qobiliyatini rivojlantirish;
2. Imkoniyati cheklangan va nogironligi bo'lgan bolalar bilan "Men seni tushunaman," "Ko'zgu, ayt," "Biz yagona va yengilmasmiz" kabi shaxslararo muloqotning o'ziga xos usullarini shakllantirish.
3. Imkoniyati cheklangan o'quvchilar bilan ishlaydigan pedagoglarda turli yo'nalishdagi qo'rquvlarning namoyon bo'lishini kamaytirish;
4. Pedagogda yuzaga kelgan ish vaziyatini yengib o'tishga ijobiy munosabatni shakllantirish.

Shunday qilib, umumta'lim tashkiloti doirasida faoliyat yurituvchi pedagoglarda turli yo'nalishdagi inklyuziv kompetensiyalarni shakllantirish masalasi hozirgi vaqtda umumta'lim tashkilotlari psixologlarining amaliy faoliyatida inklyuziv kompetensiyalarni shakllantirish masalasi ishlab chiqish va amaliyotga tatbiq etish bosqichida turibdi.

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## "ИЧКИ ИШЛАР ОРГАНЛАРИДА ЖАНГОВАР ВА ЖИСМОНИЙ ТАЙЁРГАРЛИКНИНГ ЎРНИ: МУАММО ВА ЕЧИМЛАРИ"

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**Аннотация:** Мақолада ички ишлар органларида жанговар ва жисмоний тайёргарликнинг аҳамияти, мавжуд муаммолар ва уларни ҳал этиш йўллари таҳлил қилинади. Жанговар тайёргарлик ички ишлар ходимларининг жинойтчиликка қарши курашдаги самарадорлигини оширишда муҳим аҳамият касб этади. Шунингдек, жисмоний тайёргарликнинг ходимлар саломатлиги ва касбий самарадорликка таъсири ёритилади. Мавжуд муаммолар орасида машғулотларнинг самарадорлиги, инфратузилманинг етишмаслиги ва тайёргарликка етарли эътибор қаратилмаслиги тилга олинади. Мақолада ушбу муаммоларнинг ечимлари сифатида машғулотларни замонавийлаштириш, инфратузилмани яхшилаш ва психологик тайёргарликни кучайтириш бўйича таклифлар берилган.

**Калит сўзлар:** жанговар ва жисмоний тайёргарлик, инфратузилма ва ресурслар етишмовчилиги, психологик тайёргарлик ва стресс бошқаруви, тренер, индивидуал ёндашув.

Ички ишлар органларида жанговар ва жисмоний тайёргарликнинг аҳамияти ниҳоятда катта бўлиб, улар ходимларнинг касбий фаолиятидаги самарадорлик ва хавфсизликни таъминлашда муҳим ўрин тутди. Мақолада ушбу соҳадаги муаммолар ва уларнинг ечимлари қуйидаги йўналишларда таҳлил қилинади.

### **Жанговар ва жисмоний тайёргарликнинг ўрни**

**1. Касбий фаолиятдаги аҳамияти:** Ички ишлар органлари ходимлари жинойтчиликка қарши курашда, жамоат тартибини таъминлашда, террорчиликка қарши операцияларда иштирок этишади. Бу вазифаларни самарали бажариш учун жанговар тайёргарлик зарур.

**2. Жисмоний тайёргарликнинг таъсири:** Ҳар кун жисмоний куч талаб этиладиган вазиятлар юз бериб туриши сабабли ходимлар ўз жисмоний тайёргарлигини юқори даражада ушлаб туришлари шарт. Бу эса нафақат жисмоний куч, балки тезкор фикрлаш, ҳолис қарор қабул қилиш ва стрессга чидамлилики ҳам талаб қилади.

### **Мавжуд муаммолар**

**1. Машғулотларнинг самарадорлиги:** Айрим ҳолларда жисмоний ва жанговар тайёргарлик машғулотлари бир хил типда ўтиши ёки амалдаги воқеликка тўғри келмаслиги мумкин. Бу эса реал ҳолатларда самарали ҳаракат қилиш учун етарли билим ва кўникмаларни бера олмайди.



**2. Инфратузилма ва ресурслар етишмовчилиги:** Махсус спорт заллари, жиҳозлар ва тренажёрлар етишмаслиги, таълим жараёнларининг замонавий технологиялар билан тўлиқ таъминланмаганлиги муаммо ҳисобланади.

**3. Тайёргарликка етарли эътибор қаратилмаслиги:** Ҳар бир ходим учун жисмоний тайёргарликнинг аҳамияти тўғрисида тўлиқ тушунтириш ишлари олиб борилмаганлиги сабабли, айрим ходимлар бу соҳани иккинчи даражали деб билишлари мумкин.

#### Ечимлар

**1. Машғулотларни такомиллаштириш:** Машғулотларни амалдаги ҳолатларга мослаб, доимий равишда замонавий методлар ва воситалардан фойдаланиш керак. Махсус симуляциялар ва виртуал машқлар ташкил этилиши ходимларнинг жанговар тайёргарлигини кучайтиришга ёрдам беради.

**2. Инфратузилмани яхшилаш:** Замонавий спорт иншоотлари ва зарур жиҳозлар билан таъминлаш, тренажёрлар сонини кўпайтириш ҳамда янги машғулот жойларини ташкил қилиш муҳим аҳамиятга эга.

**3. Психологик тайёргарлик ва стресс бошқаруви:** Жисмоний тайёргарлик билан бир қаторда, ходимлар психологик машғулотлардан ҳам ўтишлари зарур. Стресс ва фавқулодда вазиятларда тезкор ва аниқ қарорлар қабул қилиш кўникмаларини шакллантириш муҳим.

**4. Тайёргарликка эътиборни ошириш:** Ҳар бир ходим жанговар ва жисмоний тайёргарликнинг касбий ривожланишдаги аҳамиятини тушуниши керак. Бунинг учун махсус семинарлар, тренинглар ва бошқа шаклдаги ўқув машғулотлари ташкил қилиниши мақсадга мувофиқ.

**Ички ишлар органларида жанговар ва жисмоний тайёргарликнинг муаммо ва ечимлари ҳақида тўлиқроқ маълумот берадиган бўлсак;**

#### Мавжуд муаммолар

**1. Машғулотларнинг самарадорлиги ва реалликка мос келмаслиги:** Жисмоний ва жанговар тайёргарлик бўйича машғулотлар кўпинча бир хил форматда ўтади ва амалда юз берадиган ҳолатларга тўлиқ мос келмайди. Реал ҳаётда ички ишлар ходимлари жуда турли-туман ва ғайриихтиёрий ҳолатларда ишлашга мажбур бўлади, лекин машғулотларда бу ҳолатлар етарлича моделланмаган бўлади. Масалан, қуролли тўқнашувлар ёки оммавий тартибсизликлар машғулотлардаги сценарийлардан тубдан фарқ қилади.

**2. Инфратузилма ва жиҳозларнинг етишмовчилиги:** Ҳар бир ички ишлар органи ҳудудида замонавий тренажёрлар, машқ қилиш майдонлари ёки жанговар тайёргарлик учун махсус симуляторлар йўқ бўлиши мумкин. Бу эса ходимларнинг жанговар ва жисмоний тайёргарлиги даражасини юқори самарадорликда оширишга тўсқинлик қилади. Замонавий технологиялардан фойдаланилмаслиги натижасида ходимлар янгича таҳдидлар ва вазиятлар учун тайёр эмас.

**3. Ходимлар томонидан тайёргарликнинг аҳамиятига етарлича эътибор қаратилмаслиги:** Баъзи ходимлар жисмоний ва жанговар тайёргарликни иккинчи даражали деб билишлари мумкин. Бунинг оқибатида машғулотларда кам қатнашиш ёки уларни жиддий қабул қилмаслик ҳолатлари юз бериши мумкин. Жисмоний тайёргарликнинг ихтиёрийлиги ва асосий вазифаларга тўғри келмаслигини тасаввур қилиш кўп учрайди, бу эса ходимларнинг хавфли вазиятларда етарлича тайёр эмаслигини келтириб чиқаради.

**4. Психологик тайёргарликнинг кам эътиборга олинishi:** Ходимлар фақат жисмоний тайёргарликка эмас, балки психологик барқарорликка ҳам эга бўлишлари керак. Стрессга чидамлилиқ ва ғавқулодда ҳолатларда тўғри қарор қабул қилиш қобилияти кўпинча этишмайди. Машқлар давомида психологик босимни имитация қилиш етарли даражада ўтказилмайди, бу эса аслида жуда муҳим аҳамиятга эга.

### Ечимлар

**1. Машғулотларни амалий ва замонавийлаштириш:** Жанговар ва жисмоний тайёргарлик машғулотлари амалий ҳаётга яқинроқ бўлиши учун, махсус сценарийлар ишлаб чиқилиши керак. Замонавий технологиялардан фойдаланган ҳолда, виртуал симуляциялар, стрессли вазиятларни моделлаштирувчи воситалар (масалан, виртуал реаллик кўзойнаклари ёки махсус симуляторлар) жорий этилиши мумкин. Махсус куролли тўқнашувлар, ғалаёнлар ёки ҳимоя операциялари каби ғавқулодда вазиятларни имитация қилувчи машғулотлар ходимларни янада тайёргарроқ қилади.

**2. Инфратузилмани яхшилаш ва жиҳозлар билан таъминлаш:** Жисмоний ва жанговар тайёргарлик машғулотлари ўтказиладиган жойлар учун махсус спорт заллари, янгича тренажёрлар, ўқув майдончалари ва замонавий симуляция технологиялари билан таъминлаш керак. Бундан ташқари, курол-яроғдан фойдаланиш, тактик ҳаракатлар ва тезкорлик талаб қиладиган ҳолатларда махсус жиҳозлар ва қўшимча ускуналар зарур.

**3. Тушунтириш ишларини кучайтириш ва ходимларни рағбатлантириш:** Ҳар бир ходим жисмоний ва жанговар тайёргарликнинг уларнинг касбий фаолиятидаги аҳамиятини тўғри тушуниши керак. Бунинг учун мунтазам равишда семинарлар ва тренинглар ташкил қилиб, тайёргарлик даражасига эътибор қаратиш керак. Жисмоний тайёргарлик машғулотларини самарали бажараётган ходимларни рағбатлантириш тизимини жорий этиш уларнинг мотивациясини ошириши мумкин.

**4. Психологик тайёргарликка эътиборни кучайтириш:** Жанговар ва жисмоний тайёргарликка психологик машғулотлар ҳам қўшилиши керак. Ходимларга стрессли вазиятларда тўғри қарорлар қабул қилиш, эмоционал барқарорлик ва салбий ҳолатларга нисбатан чидамлилиқни ошириш бўйича махсус ўқув дастурлари ташкил этилиши керак. Машғулотлар давомида стресс ҳолатларни имитация қилиш ва тезкор қарорлар қабул қилиш машқлари жорий этилиши муҳим.

### Хулоса



Жанговар ва жисмоний тайёргарлик ички ишлар органлари ходимлари учун муҳим аҳамият касб этади, аммо амалда бу соҳадаги муаммолар уларнинг самарадорлигига салбий таъсир кўрсатмоқда. Машғулотлар самарадорлигини ошириш, инфратузилмани яхшилаш ва психологик тайёргарликка етарли даражада эътибор қаратиш орқали ушбу муаммоларни бартараф этиш мумкин.

Ички ишлар органларида жанговар ва жисмоний тайёргарлик ходимларнинг самарали ва хавфсиз фаолиятини таъминлашда асосий омиллардан бири ҳисобланади. Муаммоларни бартараф этиш ва ушбу соҳадаги жараёнларни такомиллаштириш орқали ички ишлар органлари ходимлари янада самарали ишлаш имкониятига эга бўладилар.

### **Фойдаланилган адабиётлар:**

1. “Жисмоний тайёргарлик асослари” – Ички ишлар ходимлари учун махсус тайёргарлик дастури.
2. "Террорчиликка қарши кураш ва тезкорлик" – Ҳуқуқ-тартибот органлари ходимлари учун жанговар тайёргарлик бўйича тавсиялар.
3. "Қурол-яроғдан фойдаланиш услублари" – Махсус операцияларда қурол-яроғ ва жанговар техникадан фойдаланиш асослари.

КОМПЕТЕНЦИЯ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ И ЕЁ  
ДИДАКТИЧЕСКИЕ ПРЕДПОСЫЛКИ

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**Abstract:** This article explores and explains the essence of self-directed learning, its advantages and didactic foundations, substantiates its importance, and offers effective strategies for honing self-study competence. By reading this article, the reader will gain an understanding of the concept of autodidacticism, become acquainted with the main benefits of independent learning, and appreciate the importance of curiosity in the educational process. The reader will also learn a structured approach to studying and discover how to use various resources effectively. Furthermore, the article provides guidance on creating a conducive learning environment, maintaining discipline, and understanding the role that community plays in the learning process.

**Keywords:** self-education, competence, method, reinforcement, autodidacticism, development, concept, process, study, information

**Annotatsiya:** Ushbu maqola mustaqil ta'limning mohiyati, afzalliklari va didaktik asoslarini o'rganishga bag'ishlangan. Maqolada mustaqil ta'limning ahamiyati isbotlanib, mustaqil ta'lim kompetensiyasini takomillashtirish uchun samarali strategiyalar taklif etiladi. Talabalar avto-didaktizmning ta'rifi, mustaqil ta'limning asosiy afzalliklari va bilim olish jarayonidagi qiziqishning rolini o'rganishi mumkin. Bundan tashqari, maqolada resurslardan samarali foydalanishning ahamiyatini ta'kidlaydi. Talabaga qulay o'quv muhitini yaratish, intizomni saqlash va ta'lim jarayonida jamoaning o'rni haqida tavsiyalar beriladi.

**Kalit so'zlar:** mustaqil ta'lim, kompetensiya, metod, mustahkamlash, avto-didaktizm, rivojlanish, kontseptsiya, jarayon, o'rganish, axborot.

**Аннотация:** В данной статье рассмотрена и изложена суть самообучения, его преимущества с дидактическими основами, доказана его важность, а также предложены действенные стратегии для оттачивания навыков самообразования. Читая эту научную статью, читатель изучит определение автодидактизма, познакомится с основными преимуществами самостоятельного обучения и поймет, насколько важно любопытство в образовательном процессе. Он также освоит структурированный подход к учебе и узнает, как эффективно использовать различные



ресурсы. В дальнейшем читателю будет показано, как создать благоприятную учебную среду, соблюдать дисциплину и осознать роль, которую сообщество играет в процессе обучения.

**Ключевые слова:** самообразование, компетенция, метод, закрепление, автодидактизм, развитие, концепция, процесс, изучение, информация.

Процесс образования традиционно строится в сфере актуального развития с учётом оперативно-технологических связей и качества конечного результата. Представьте себе мир, в котором стены формального образования рушатся, оставляя огромное открытое пространство, готовое для любопытства и безграничного самосовершенствования. Этот мир — не футуристическая утопия, а достижимая реальность, достижимая с помощью искусства самообучения. Независимо от того, являетесь ли вы опытным профессионалом, стремящимся расширить свои познания, или любознательным человеком, увлечённым освоением новых навыков, самообучение — это мощный инструмент, который может перенести вас в сферы знаний, которые вы никогда не считали возможными.

#### **Об автодидактике.**

Автодидактизм - это метод обучения, при котором студенты руководят своим собственным изучением вне класса и без прямого наблюдения (Ролл, 2021). Самообучение и традиционное обучение в классе могут быть использованы вместе, чтобы помочь учащемуся получить максимальную пользу от его или её учебного опыта (Джонс & Ли, 2021). Вместе эти методы помогают ученикам лучше учиться и удерживать информацию, помогая повысить понимание, оценки и мотивацию. Цифровое эмпирическое обучение - это концепция, которая помещает людей в интерактивную среду обучения, физически или виртуально (Чэнь и Хсу, 2020; Хите и др., 2019; Мейер и др., 2019). Насчёт человека, занимающегося самообразованием, существует отдельное понятие: auto- означает «сам», а «didact» происходит от греческого слова «учить», поэтому автодидакт — это человек, который сам себя научил. Будучи самоучкой, вы, вместо того, чтобы вызвать сантехника, купили несколько руководств и начали изучать ремесло самостоятельно. Модель современного образования направлена на глобальность как процесса, так и технологий образования, где средства и формы определяются метаобъектом нового знания.

Во-первых, чем более вертикальна учебная программа и чем важнее концептуальная последовательность, тем большее значение имеет последовательность. Более поздние элементы зависят от того, что более ранние элементы будут постигнуты первыми. С другой стороны, чем более сегментирован учебный план, тем меньше имеет значение последовательность; что имеет значение, так это согласованность с контекстом, когда внешние требования и заинтересованные

стороны законно проявляют больший интерес к направленности, содержанию и адекватности учебной программы. Во-вторых, можно сказать, что учебные программы по концептуальной связности регулируются адекватностью истине (логикой); контекстуальная согласованность учебных программ за счёт контекстуальной адекватности конкретной специализированной форме практики. Введение концепции компетентности, пожалуй, было наиболее влиятельным изменением. Определение, раскрывающее её смысл: компетенция – это развитие и демонстрация способностей личности, которые позволяют им действовать творчески, эффективно и этично в сложных, непредвиденных ситуациях. и меняющиеся обстоятельства в профессиональной, социальной и частной жизни (Певец & Эрменц, 2007: 23). Развитие компетенций включает в себя:

- развитие навыков, опыта и процедурных знаний – способность решать проблемы в различных жизненных и рабочих ситуациях;
- приобретение теоретических, концептуальных и абстрактных знаний (с использованием теорий, концепций, профессиональных знаний);
- развитие автономной и этической позиции по отношению к другим людям, сообществу и окружающей среде, с развитием ответственности и автономии.

Автодидактизм, по своей сути, является практикой самостоятельного обучения. В отличие от традиционных моделей образования, которые следуют структурированной программе, продиктованной учреждением, автодидактизм ставит учащегося у руля своего образовательного путешествия, направляя его через разнообразные предметы и интересы в своём темпе.

Способность быть самоучкой заключается в признании того, что жажда знаний может значительно превосходить границы обычных классов. Для многих свобода изучать темы, основанная исключительно на личном любопытстве, может быть более полезной, чем любая степень. Свобода выбирать, что, когда и как изучать, позволяет создать индивидуальный образовательный опыт, который отвечает уникальным индивидуальным потребностям.

### **О преимуществах самостоятельного обучения.**

Самообучение — это сокровищница преимуществ. Прежде всего, оно способствует глубокому и долгосрочному обучению. Когда вы берёте под контроль своё образование, информация не потребляется пассивно, а активно ищется и используется, что приводит к лучшему усвоению и пониманию. Кроме того, самостоятельное обучение развивает критические гибкие навыки, такие как дисциплина, настойчивость и управление временем. Эти навыки — не просто академические добродетели, но и важные черты, которые улучшают профессиональную и личную жизнь.

Другим заметным преимуществом является способность быстро адаптироваться к изменениям в своей среде. В сегодняшнем быстро меняющемся мире, где отрасли промышленности постоянно трансформируются, способность быстро осваивать



новые навыки бесценны. Самоучки часто более искусны в навигации по этим изменениям, поскольку уже отточили способность к самостоятельному и эффективному обучению.

### **Несомненно, роль любопытства огромна.**

Любопытство является источником жизненной силы автодидактизма. Это движущая сила, которая толкает учащихся в глубины неизведанного предмета. Когда любопытство загорается, процесс обучения становится приключением, а не рутинной. Успешные автодидакты используют своё любопытство, глубоко погружаясь в свои интересы, позволяя ему направлять их образовательный путь.

Один из эффективных способов стимулировать любопытство — задавать открытые вопросы по теме. Вместо того чтобы довольствоваться поверхностным пониманием, углубитесь в «почему и как» предмета. Такой подход не только расширяет вашу перспективу, но и открывает новые пути для исследования и обучения.

**Структурированный подход** к самостоятельному обучению включает постановку чётких, достижимых целей, выявление ресурсов и установление временных рамок для достижений. Начните с точного определения того, чему вы хотите научиться, и разбейте эту всеобъемлющую цель на более мелкие, выполнимые шаги.

Включайте различные формы обучения, такие как чтение книг, онлайн-курсы и семинары. Разнообразие методов обучения может предотвратить монотонность и поддерживать вовлечённость. В нынешнюю цифровую эпоху обилие доступных ресурсов делает самообучение более доступным, чем когда-либо прежде. Богатство знаний у вас под рукой: от онлайн-курсов на таких платформах, как [Coursera](#), [Udemy](#), [Open Universities Australia](#) и [Khan Academy](#), до подкастов, выступлений на [TED](#) и образовательных каналов [YouTube](#).

Книги остаются вечными ресурсами для глубокого, непрерывного обучения. Библиотеки и онлайн-хранилища, такие как Google books, предлагают доступ к обширной коллекции литературы. Вступление в книжные клубы или онлайн-форумы также может обогатить ваш опыт обучения, познакомив вас с различными точками зрения и интерпретациями.

Не упускайте из виду силу нетворкинга. Взаимодействие с экспертами в интересующей вас области через платформы социальных сетей, такие как Instagram, или посещение вебинаров и международных конференций (в университетах / [MUN](#)) может дать бесценные идеи и наставничество. Общение с единомышленниками может способствовать созданию совместной учебной среды, ещё больше обогащая ваш самостоятельный путь.

### **Создание благоприятной среды просто необходимо!**

Создание среды, способствующей сосредоточению и вдохновению, имеет основополагающее значение для успешного самостоятельного обучения. Выделите

определенную зону для учёбы, максимально свободную от отвлекающих факторов. Персонализируйте это пространство с помощью мотивирующих вас элементов, будь то вдохновляющие цитаты, растения или хорошо организованный стол. Или же посещайте библиотеки и коворкинг-центры (рекомендую [“Shake&Pear”](#), библиотеки: имени Алишера Навои и [республиканскую детскую](#)).

Благоприятная среда также включает в себя структурированный распорядок дня. Выделите специальные временные интервалы для учебных занятий, уравнивая их перерывами, чтобы предотвратить выгорание. Применение таких методов, как метод Помодоро, о котором я писала в одной из своей статей, помогает поддерживать концентрацию и производительность, разбивая учебные сессии на управляемые интервалы.

### **Без самодисциплины никак!**

Дисциплина — основа автодидактизма. Без внешней структуры, обеспечиваемой формальным образованием, поддержание последовательности и преданности лежит исключительно на плечах человека. Установление регулярных графиков и их соблюдение может привить чувство рутины, что облегчит сохранение преданности.

Джеймс Клир в книге “Атомных привычках” писал что самодисциплина также подразумевает ответственность. Регулярно отслеживайте свой прогресс в соответствии с планом обучения, празднуя небольшие победы и пересматривая цели при необходимости. Используйте инструменты производительности, такие как планировщики или цифровые приложения, чтобы эффективно организовывать задачи и сроки.

### **Роль сообщества важна.**

В то время как автодидактика в значительной степени сосредоточена на индивидуальных усилиях, взаимодействие с сообществом может значительно улучшить процесс обучения. Учебные группы, онлайн-форумы и местные семинары предоставляют возможности для обмена знаниями, поиска отзывов и совместной работы над проектами. Разнообразие точек зрения в сообществе может привести к более глубокому пониманию и более глубоким прозрениям.

Ещё одним преимуществом участия в жизни сообщества является подотчётность коллег. Обмен целями и прогрессом с другими создаёт чувство ответственности и поддержки, что может быть мотивирующим. Обучение в сообществе способствует формированию культуры взаимного поощрения, где успех празднуется коллективно, а проблемы решаются сообща.

Итак, принципы современной дидактики становятся научно-практической нормой и законом для системы образования лишь в условиях функционирования новых педагогических требований, которые могут приобретать конкретику, общее и частное как в плане материально-технического оснащения, так и в плане формирования новой структуры его содержания. А данные дидактические принципы обнаруживают чёткие связи важнейших метапредметных знаний в социальном и



профессиональном становлении личности. Следовательно, автодидактика предлагает мощную альтернативу традиционному образованию, предоставляя людям возможность контролировать свои учебные пути. Благодаря любопытству, структурированному планированию, использованию доступных ресурсов и поддержанию дисциплины каждый может овладеть искусством самообучения. Упор на размышления и участие в жизни общества обогащает опыт, делая путь к знаниям не просто индивидуальным усилием, а общим приключением. Приняв принципы автодидактизма, вы открываете дверь бесконечным возможностям и любви к обучению на всю жизнь.

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**QISHLOQ XO'JALIGI VA OZUQ-OVQAT MAHSULOTLARINI SAQALSH VA QAYTA ISHLASHNING ZAMONAVIY TEXNOLOGIYALARI TAHLILI**

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**Anotatsiya:** Qishloq xo'jaligi mahsulotlarini saqlash isrofgarchilikni kamaytirish, oziq-ovqat xavfsizligini ta'minlash va polizdan dasturxongacha oziq-ovqat sifatini saqlash uchun juda muhimdir. Zamonaviy texnologiyalarning yuksalishi bilan bir qatorda qishloq xo'jaligi mahsulotlarining saqlash muddati va xavfsizligini oshiradigan innovatsion usullar paydo bo'lip kelmoqda. Ushbu maqolada shu kabi texnologiyalarning ba'zilar va ularning umumiy tahlili, qishloq xo'jaligiga ta'siri o'rganilgan.

**Kalit so'zlar:** Sovuq zanjir logistikasi, o'zgartirilgan atmosfera qadoqlash(MAP), aqilli qadoqlash, Yuqori bosimli ishlov berish(HPP), biosaqlash, UV-C ishlov berish, qoplamalar.

**KIRISH:** Qishloq xo'jaligi mahsulotlari, jumladan, meva-sabzavot, g'alla va chorvachilik oziq-ovqat xavfsizligi va iqtisodiy barqarorlikni ta'minlashda muhim ahamiyatga ega. Biroq, bu mahsulotlar ko'pincha tez buziladi, bu esa sezilarli chiqindilarga olib keladi. Samarali saqlash usullari nafaqat sifat va xavfsizlikni ta'minlash, balki saqlash muddatini uzaytirish va mavjudligini oshirish uchun ham muhimdir. Saqlashning ahamiyatli tomonlaridan bular: 1) Chiqindilarni kamaytirish: Dunyo miqyosida ishlab chiqarilgan oziq-ovqatning taxminan uchdan bir qismi isrof qilinadi. To'g'ri saqlash usullari bu yo'qotishlarni sezilarli darajada kamaytirishi mumkin, bu esa ko'proq oziq-ovqat iste'molchilarga etib borishini ta'minlaydi. 2) Oziq-ovqat xavfsizligini oshirish: Qishloq xo'jaligi mahsulotlarini saqlash muddatini uzaytirish orqali konservatsiya oziq-ovqat ta'minotini barqarorlashtirishga yordam beradi, ayniqsa mavsumiy o'zgarishlarga moyil bo'lgan hududlarda. 3) Oziqlanish qiymatini saqlab qolish: Samarali saqlash usullari oziq-ovqat tarkibidagi ozuqa moddalarini saqlab qolishga yordam beradi va ularni iste'molchilar uchun sog'lomroq qiladi. 3) Iqtisodiy foyda: Buzilishni kamaytirish fermerlar va distribyutorlar uchun daromadning oshishiga olib keladi va qishloq xo'jaligi korxonalarini yanada barqaror qiladi.

**ASOSIY QISM:**



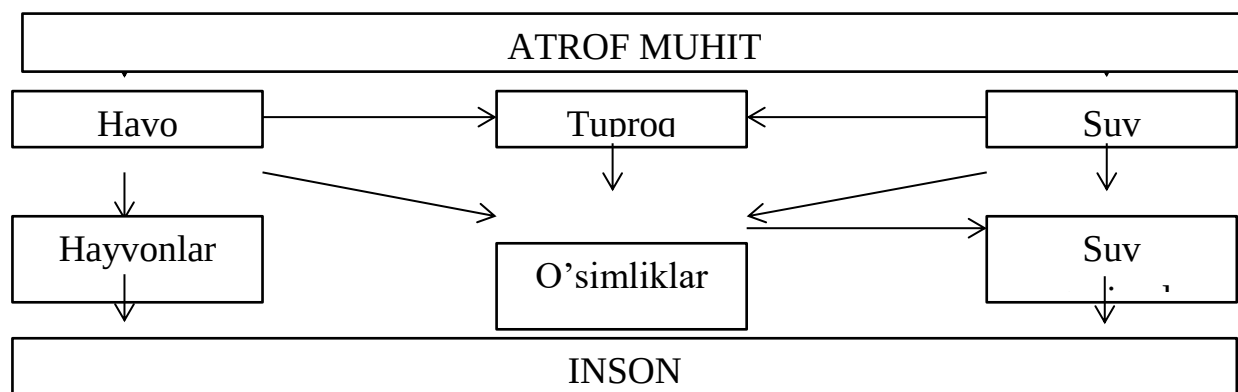
Har bir mahsulot turini saqlash usullarini tanlashda joy sharoiti va mavjud ombor hajmlari inobatga olinadi[1]Shu kabi zamonaviy usullardan bular.

**Sovuq zanjir logistikasi.** Sovuq zanjirli logistika tez buziladigan mahsulotlarni saqlash uchun harorat bilan boshqariladigan ta'minot zanjirlaridan foydalanishni o'z ichiga oladi. Bu texnologiya meva, sabzavot, sut va go'sht mahsulotlarini optimal haroratlarda saqlash va tashishni ta'minlaydi, buzilmasligi va saqlash muddatini uzaytiradi. Murakkab sovtish tizimlari va izolyatsiyalangan idishlar ushbu jarayonning samaradorligini oshirib, tashish paytida oziq-ovqat yo'qotilishini sezilarli darajada kamaytirdi.

### O'zgartirilgan atmosfera qadoqlash (MAP)

O'zgartirilgan atmosfera qadoqlash - qadoqlash materiallarining ichki atmosferasi tarkibini o'zgartiradigan texnika. Kislorod miqdorini kamaytirish va karbonat angidridni ko'paytirish orqali MAP meva va sabzavotlarning nafas olish tezligini sekinlashtiradi, buzilishlarni kechiktiradi. Ushbu texnologiya yangi mahsulotlarni qadoqlashda keng qo'llaniladi, bu ularning ozuqaviy qiymatini saqlab, uzoq vaqt davomida yangi bo'lib qolishini ta'minlaydi. Atrof muhitdan keladigan ifloslantiruvchi moddalarga toksik moddalar kiradi sanoat, transport va uy xo'jaliklarining o'ralgan chiqindilari, havo, suv va tuproq orqali bu moddalar ozuq-ovqatga o'tadi[2]**Ovqatlanish mumkin bo'lgan qoplamalar** - bu meva va sabzavotlarning saqlanishini yaxshilash uchun qo'llaniladigan oziq-ovqat uchun xavfsiz materiallarning yupqa qatlamlari. Ushbu qoplamalar oqsillar, polisakkaridlar yoki lipidlar kabi tabiiy ingredientlardan tayyorlanishi mumkin, bu namlik yo'qotilishini kamaytiradigan va gaz almashinuvini cheklaydigan to'siqni yaratadi. Nafas olishni sekinlashtirish va oksidlanishni kechiktirish orqali qutulish mumkin bo'lgan qoplamalar sun'iy konservantlarga ehtiyoj sezmasdan mahsulotning yangiligi va sifatini saqlab qolishga yordam beradi.

**Atrof muhitdan oziq-ovqat orqali inson organizmiga tushadigan ksenobiotiklarni sxemasi.**



Ozuq-ovqat mahsulotlariga ta'm beruvchi moddalar suvda eruvchan, hid beruvchi moddalar esa uchuvchan bo'ladi. Shu sababli ham ozuq-ovqat xomashyolari va tayyor

mahsulotlarning noqulay sharoitlarda tashilishi va saqlanishi, ayniqsa, uchuvchan moddalar konsentratsiyasining pasayib ketishiga olib keladi.[3]

**Aqlli qadoqlash texnologiyasi** - qishloq xo'jaligi mahsulotlarining butun yaroqlilik muddati davomida holatini kuzatuvchi sensorlarni birlashtiradi. Ushbu sensorlar harorat, namlik va gaz konsentratsiyasini kuzatishi mumkin, bu esa mahsulotning yangiligi haqida real vaqtda ma'lumot beradi. Ushbu texnologiya nafaqat inventarni boshqarishda yordam beradi, balki iste'molchilar va chakana sotuvchilarni mahsulotni iste'mol qilish yoki sotish uchun maqbul vaqt haqida ogohlantiradi va shu bilan chiqindilarni kamaytiradi.

**Yuqori bosimli ishlov berish (HPP)** - oziq-ovqat tarkibidagi mikroorganizmlar va fermentlarni faolsizlantirish uchun haddan tashqari bosimdan foydalanadigan issiqlik bo'lmagan saqlash usuli. Bu texnologiya, ayniqsa, sharbatlar, tayyor ovqatlar va boshqa tez buziladigan mahsulotlar uchun foydalidir, chunki u saqlash muddatini uzaytirish bilan birga ozuqaviy sifat va lazmatni saqlaydi. GES oziq-ovqat sanoatida yangi mahsulotlarni issiqlik bilan ishlov berishni talab qilmasdan saqlash samaradorligi tufayli mashhurlik kasb etmoqda.

**UV-C nur bilan ishlov berish Ultraviyole-C (UV-C)** nurlari qishloq xo'jaligi mahsulotlarini zararsizlantirishning samarali usuli hisoblanadi. Ushbu texnologiya kimyoviy moddalardan foydalanmasdan meva va sabzavotlarga mikrobial yukni kamaytirish uchun ishlatilishi mumkin. Mahsulotlarni UV-C nuriga ta'sir qilish orqali patogenlar inaktivlanadi, oziq-ovqat xavfsizligini yaxshilaydi va saqlash muddatini uzaytiradi. O'rim-yig'imdand keyingi ishlov berish va qayta ishlash korxonalarida UV-C bilan ishlov berish tobora ko'proq qo'llanilmoqda. Inson o'zini hayot faoliyatida biosferaga turli xil zaharli ksenobiotiklarni chiqaradi. Bular inson salomatligiga chuqur tahdid solayapti va ekologik katastrofaga xavf solayapti. Ksenobiotiklar atrof muhit orqali inson antropogen faoliyati tufayli tuproqda, suv havzalarida yig'iladi. Oziq-ovqat zanjiri tufayli inson organizmiga tushadi va salomatlikka ta'sir etadi[4]

**Biosaqlash** - oziq-ovqat mahsulotlarining xavfsizligi va sifatini oshirish uchun tabiiy yoki boshqariladigan mikrobiota yoki ularning metabolitlaridan foydalanishni o'z ichiga oladi. Bu usul zararli mikroorganizmlar va patogenlarning o'sishini inhiye qilish uchun foydali bakteriyalar yoki xamirturushlardan foydalanadi. Biokonservatsiya nafaqat qishloq xo'jaligi mahsulotlarini saqlash muddatini uzaytiradi, balki sog'lom oziq-ovqat variantlarini ishlab chiqishga ham hissa qo'shadi.

**Xulosa:** Qishloq xo'jaligi mahsulotlarini saqlashda zamonaviy texnologiyalarning integratsiyalashuvi barqaror oziq-ovqat tizimlarini izlashda sezilarli muvaffaqiyatdir. Chiqindilarni kamaytirish, oziq-ovqat xavfsizligini oshirish va mahsulot sifatini saqlab qolish orqali bu innovatsiyalar oziq-ovqat mahsulotlarini qayta ishlash, saqlash va iste'mol qilishni o'zgartiradi. O'zbekiston hududida qishloq xo'jaligi mahsulotlarini saqlash va qayta ishlash borasida alohida e'tibor berib kelingan. Mintaqamizdagi o'zgaruvchan ob-havoni inobatga olgan holda ayni vaqtdagi shart-sharoitga muvofiq



tarizda qishloq xo'jaligi mahsulotlari va oziq-ovqatlarni saqlashning eng ma'qul usuli tanlanishi kerak. Dunyo aholisi o'sishda davom etar ekan, ushbu texnologiyalarni qo'llash qishloq xo'jaligida oziq-ovqat xavfsizligi va barqarorligini ta'minlash uchun muhim bo'ladi.

**FOYDALANILGAN ADABIYOTLAR RO'YHATI.**

1] „Qishloq xo'jaligi mahsulotlarini saqlash va birlamchi qayta ishlash texnologiyasi” Shaumarov Xikmat Baxromovich. Islamov Soxib Yaxshibekovich. Toshkent “Inovatsiya-Ziyo” 2020.

2] „Пищевая Химия,, Колодязная В. С. Санкт-Петербургская государственная академия холода и пищевых технологий, 1999

3] „Ovqatlanish mahsulotlarini ishlab chiqarish asoslari” T. Xudoyshukurov, N. Muhammadiyev, N. Mo'minov, I. Shukurov Toshkent 2009.

4] „Oziq-ovqat kimyosi” M. Karimov, N. Q. Muhammadiyev, Sh. M. Karimova. Samarqand-2019

*An English teacher Sultonova Gulbahor*

### Learner profile

I work at school as an English teacher and mostly conduct with 8<sup>th</sup>, and 9<sup>th</sup> grade learners whose language level is considered as Elementary, exactly A2 and B1. I have different age groups learners from 14 to 16. There are 8 students in a group, 5 girls and 3 boys. They are moving on B2 step by step by working out their speaking, listening and improving grammar structure. I should confirm that my learners have some difficulty in terms of constructing more complex structural sentences, because of misunderstandings in grammar as well as pronunciation; fortunately, this feedback is always identified by me. They use some words incorrectly, for instance instead of ‘uncommon’ they often utilize ‘incommon’. By and large, they can not construct words from words, thus I really intend to correct their mistakes by teaching them via using my method including visual representations, handouts. [Wilson L. J. \(1838\) informed that spelling and pronunciation issues could not be solved transcribing them at all.](#) So, I do not use transcription, instead of this I promote them to watch movies, videos. I feel a huge growth in my students’ studies. One of my student Anvar run into trouble in constructing complex sentences. Especially, majority students can not spell schwa sound, it is because we do not have any tough sound to pronounce in our native language. For instance, happen, stomach, compass, circus. [According to Braj Kachru \(1985\) parts of the world are divided into three groups according to the status of English: Inner, Outer, and Expanding Circle.](#) So, we are in the Expanding Circle means that we learn English as a foreign language. What I mean by this that learning language is somehow challenging for everyone, so learners should overcome learning problems by studying hard. Over decades English is becoming more in use as a lingua franca (ELF) and it has kept a dominant rank globally. English for Specific purposes has three crucial branches. They are: English for Academic Purposes (EAP), English for Science and Technology (EST). and English for Occupational Purposes (EOP). As for my learners their main target is to be specialists in this field by learning EAP course deeply. My students’ target level is upper intermediate. I decided to opt for the most interviewing face to face. Thus, I lined up a syllabus including topics from Morphology, Phonology, and Phonetics. I think it will help them to fix their mistakes as much as possible. teachable, useful and important topics after assessing their needs analysis by setting tests and interviewing. In order to assess the students’ level IELTS is the best option. International English language Testing System consists of four parts listening, reading, writing and speaking. There are 40 questions in listening and reading. Overall band score is 9. Each correct answer is assessed 1 mark. In listening there are four sections and overall fourty questions. Reading has three passages and each passage there are thirteen questions which are full



of academic vocabulary and structure is also complex. The grading structure is IELTS 9-band scale. When it comes to writing, the part encompasses two types of essays including describing chart, table, map, diagram (man-made or natural). In part two writing section it is asked to write an essay which should be at least 250 words. Part two essay topics involve eight types of essays: cause and solution, advantage and disadvantage, agree or disagree and so on. Writing assessment has four main criteria to award a score:

- Task achievement (for task 1), task response (for task 2)
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

According to criteria student should understand the given topic then consider the topic related vocabulary. Moreover, sentences should be aligned to the next sentences accurately and without grammar mistakes. Lexical resources is vital in terms of getting higher scores. The essay topic should be clarified with clear as well as bold examples with reasons and justifications. In the speaking part students are examined following structure including three parts. The first part introduces, next describes one topic that is listed in the card and the last one answers some questions related to the topic. Students should pay attention to the date of the examination, choices, and rules. What do they mean? Firstly, students should not be late for the exam, otherwise, they are not allowed to participate in the exam and choices mean that while doing registration students have two options including online and offline. The majority of students do not focus on this part consequently they miss or feel stressed or amazed when they face this news. So, in order to avoid such problems students should read instructions and get ready to the questions. Thus, while teaching students I give some information about IELTS. I go for IELTS because students want to enhance their four skills reading, speaking, writing, and listening. Because they want to interact in the English language perfectly and avoid some job-related issues. So, students should be taught.

Morphology, phonology, and grammar so as to ease learning language, the reason is grammar is the foundation of the language and without learning grammar students can not boost their knowledge in English. In every lesson, students are provided tests involving grammar, vocabulary, reading passages, and listening so as to enhance their skills.

### **Element 1: Phonetics, Phonology, and Morphology**

#### **Topics for Elementary students**

##### **1. Topic 1. Vowels ( Phonetics)**

The reason why I opted for this topic is that my learners always encounter some problems including pronunciation, from my point of view it is because in our language some kinds of sounds do not exist. So, students meet some new sounds in English and get into trouble. As an English teacher, I should find a more appropriate way to comprehend how to pronounce accurately and correctly. In English vowels are a,e,i,o,u.

I gave examples to pronounce words like ‘package’ as {pekij}, and ‘concur’ as {konku}. In order to be more understandable, I created power point presentation illustrating how to pronounce set of words by common transcription. According to Yavas, M. (2016). The vocal tract is more open in vowels compared to in consonants. Vowels are distinctive according to their utilization with consonants: voiced/voiceless. From this point, we can realize that we should open our mouse as much as possible when we pronounce vowels so as to let the air flow easily. Then I asked my learners to make examples including given transcription and explain their choice.

|                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| a                                                                                 | e                                                                                 | i                                                                                 | o                                                                                 | u                                                                                   |
|  |  |  |  |  |
| Balance                                                                           | beetle                                                                            | nutrient                                                                          | purpose                                                                           | congratulate                                                                        |
| accelerate                                                                        | bandage                                                                           | nationality                                                                       | rocket                                                                            | utter                                                                               |

| Long word<br>a | Long word<br>i | Long word<br>o | Long word<br>u | Long word e | Students'<br>examples | a/u | i/o |
|----------------|----------------|----------------|----------------|-------------|-----------------------|-----|-----|
| fame           | silent         | hoe            | duke           | enabling    |                       |     |     |
| jail           | aisle          | toad           | purpose        | enamel      |                       |     |     |
| snail          | delight        | throat         | queue          | encampment  |                       |     |     |
| vain           | flight         | tow            | rescue         | enact       |                       |     |     |
| weigh          | apply          | boar           | cue            | enchant     |                       |     |     |
| trait          | pie            | croak          | suitable       | deadline    |                       |     |     |
| maid           | fried          | shoal          | rude           | demotivated |                       |     |     |
| steak          |                |                |                |             |                       |     |     |

## 2. Topic 2. Prefix (Morphology)

Admittedly, the overwhelming majority of students always come across some issues in their writing and speaking related to constructing words. So, in order to avoid them I found prefixes useful as well as teachable for my learners. From my presumption mistakes in using prefixes might pose other issues like misunderstanding the English language perfectly. Prefixes play an important role in the English language so as to construct new words. Payne (2011) noted that opinions can be expressed by the shapes of words and prefixes are considered very meaningful words that are added to the roots. I organized some intriguing games in order to collaborate and absorb data about prefixes to the students. They were given flashcards with written examples, also I required my learners to construct words.

|           |          |          |              |
|-----------|----------|----------|--------------|
| Ir-       | Mis-     | Non-     | Un-          |
| irregular | misplace | nonsense | uncomfortabl |

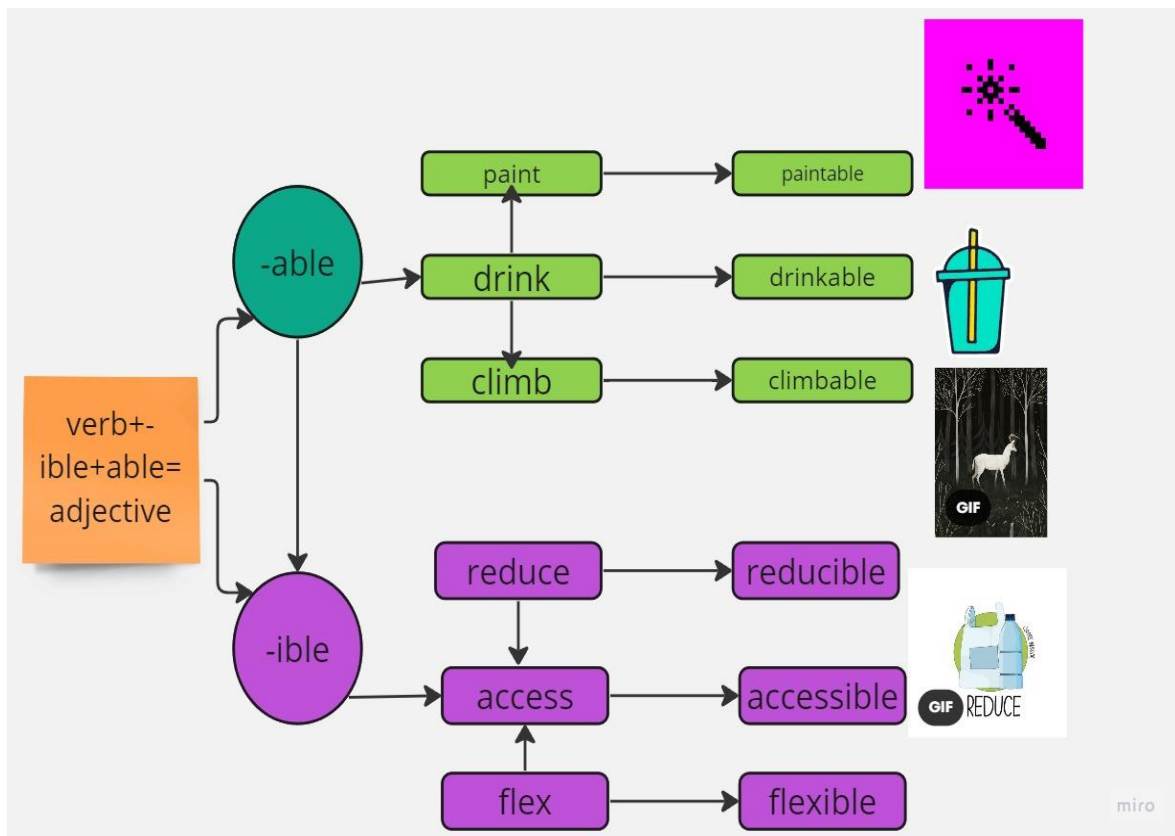


|             |             |                |        |
|-------------|-------------|----------------|--------|
|             |             |                | e      |
| irrelevant  | misalliance | Non-aggression | untidy |
| irreligious | misapply    | Non-alignment  | untie  |

There are some also some types of suffix which is named idiosyncratic and it is pronounced -th or -t. Certain adjectives form abstract nouns which express dimensions. For example:

### Topic 3. Suffix (Morphology) 3.

I chose Suffix from Morphology the major reason is that my students can not the verb from adjectives. Thus, I am always asked questions including whether it is a verb or noun. Take for example the word ‘eatable’. Unfortunately, they use this word instead of ‘eat’. It can be very useful as well as fruitful for students in order to construct more complex sentences and at the same time to comprehend articles and books. Payne, T. E. (2011) said that among derivational morphology -able/-ible, un- are considered very productive. So, I wanted to embark on learning how to make new words. There is derivational suffix that can be used to create new stems like -able, ible. They form adjectives from the verb. My learners are asked to learn by heart all suffixes because there is no way apart from this. Dixon and Aikhenvald (2002) defined that pauses surround the words and he added that morphology – notion of words. By providing students with a wide notion of word formation it is gained to learn English deeply and accurately. In some students such kinds of can not be constructed perfectly, they spend more time to overcome. Hence, this table makes them to remember clearly. What is a suffix? The answer is that it a letter or group of letters which can convert words to other types of words. For example, apart from -able, -ible there are many kinds of suffixes namely -s is also considered one type of suffixes which can form plurals.



I showed my students some suffixes which were very useful to use in their essays or speaking. By this method, I could improve their level from A2 to B1.

There are also some types of suffixes which is named idiosyncratic and it is pronounced -th or -t. Certain adjectives form abstract nouns which express dimensions. There is a change in root vowels which can make words difficult to pronounce. So, this abstract should be learned individually and deeply (Payne, 2011). For example:

| Adjective | -th, -t |                           | Abstract noun |
|-----------|---------|---------------------------|---------------|
| broad     | breadth | Stu<br>dents'<br>examples |               |
| Long      | length  |                           |               |
| high      | height  |                           |               |
| deep      | depth   |                           |               |
| heavy     | heft    |                           |               |

#### 4.Topic 4. Syllables and Suprasegmentals (Phonology)

What is the syllabus? As we know letters have two types: vowels and consonants which is spelled while speaking. Both of them form syllables including some features



known as suprasegmentals. These embody variations in accent or stress, intonation, or another word pitch.

The syllable encompasses segments that can be helpful to sound vowels and diphthongs, it is called the “nucleus”. Rhyme is derived from the nucleus coda and according to the structure rhyme (rime), syllables are divided into closed and opened codas. Pitch, stress, and length play an important role in terms of underlying factors to the message. Languages in the world can be variable according to types of stresses or unstressed syllables. Fly (1955, 1979) suggested that in English pitch has its own role. By acquiring these kinds of features students can eliminate some mistakes and boost pronouncing accurately. Due to these spelling rules, English can differ from my L1, so learners are trained to pronounce correctly by watching videos or listening to audio.

English pitch has its own role.

### 5. Topic 5. Spelling (Phonology)

Another problem is related to spelling, I must confess that spelling sounds is so difficult,

especially for EFL students, because in some languages there are not some kinds of sounds or letters like in English. My learners make an effort to deal with spelling sounds correctly. I came up with one idea about my learners’ occasional mistakes like ‘spice’, ‘space’, and ‘spicy’. addition, there are some words in English which cannot be taught without transcription. Ball and Lowry (2001) suggested about conventions for connected speech modes and phonatory activities. I asked students to do practice more and I gave them reading specialized in spelling difficult words then they were able to contrast and find spelling errors from each other. I guided them to focus on pronunciation and provided some useful and vital pedagogical strategies. Students should learn something useful for them then they enrich table by writing examples.

|               |             |          |                                 |                                 |
|---------------|-------------|----------|---------------------------------|---------------------------------|
| inevitability | spacewoman  | hiccough | This space for students to fill | This space for students to fill |
| available     | waffle      | hick     |                                 |                                 |
| acceleration  | wader       | knave    |                                 |                                 |
| unbelievable  | cinch       | kneel    |                                 |                                 |
| unblemished   | coincide    | knock    |                                 |                                 |
| unbleached    | hibernation | tease    |                                 |                                 |

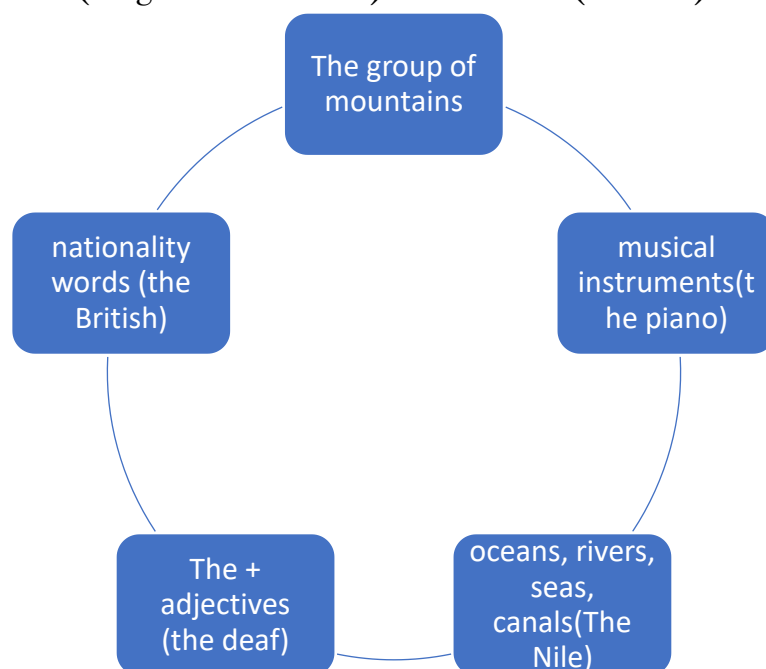
### Element 2: Grammar and Syntax

There are some words in English which are seemed singular, however meant plural. Take people an example, the singular form is person, so we cannot use them “peoples”. Whereas, some words mean both plural and singular such as: fish, government and others. If we speak about types of fish we can count them like ‘fishes’, or we cannot count them if it only one type of fish in spite of its number. When it comes to Articles, they are really difficult to learn, so I give some tips to understand then they are asked to

learn by heart. For example, hospital, prison, university, church, college. If we use these words without 'the' definite article it means that we are having treatment, we are ill. With 'the' means we pay a visit hospital to see someone. I teach learners step by step, because there are so many rules which they should follow.

In syntax students learn about structure and formation of the sentences. In order to build more difficult sentences students are required to know syntax impeccably. In the sentences there should be subject and verb, object and others can help to add more information as well as meaning to the sentences. The most of our students encounter some problems related to syntax, because in our native language there are some differences in the location of the subject, verb and object. In English: Subject+ Verb+ Object, however, in uzbek language: Subject+ Object+ Verb. So, students confuse it while speaking including changes.

#### Category 1: Nouns (Singular and Plural) and Articles (definite)



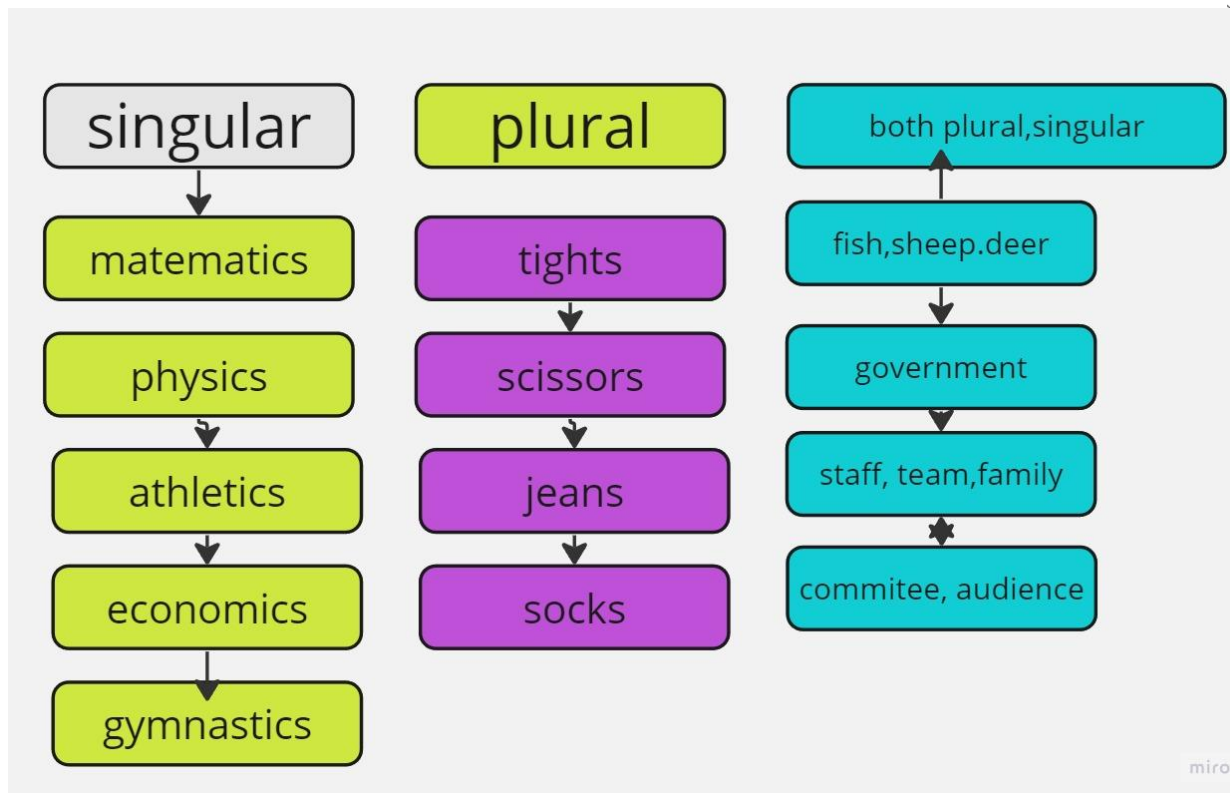
Articles are broad area that should be learned deeply, because some rules require to learn by heart including utilization of definite article with geographical names, countries, lakes, rivers and so on. Because some set of countries like the Soviet Union, the USA always go with the. In this table is shown the use of definite articles. Students will be assessed by setting tests so as to boost what they have learned from diagrams.

The English language is full of different kinds of different rules and this word is true when speech is about plural and singular forms. Usually plurals are constructed by adding -s suffix to the words, however, there are some nouns which can be witness some changes while constructing them. For example, man-men, woman-women, goose-geese, foot-feet, tooth-teeth. So, they are undeniable rules of English that nobody can reject them. Morley (2000) noted that nouns are capable of inflecting their forms for the



plurals including the addition of a syllable to the end of the word or alteration of a word root in some way. Take *index*-indices an example.

According to Morley (2000), this ability of nouns is not covered all nouns. When it comes to singular form, it represents one thing. Everyone can see some words which are end with -s, whereas they do not men plurals. For instance, subjects like physics, mathematics and so on. There are some singular words which can not be added -s, they are only used in singular form like information, accommodation, homework, music, permission, love, hate and others.



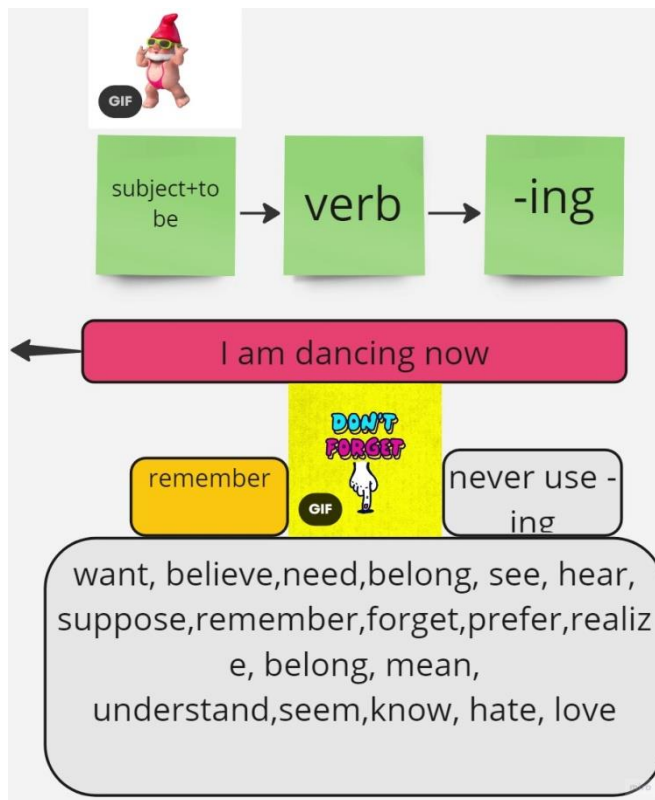
### Category 2: Verb (Present Continuous and Present Perfect)

Another group member is Anvar who is at the age of 14. He always complains about present perfect and present continuous. He has never understood the features of two tenses, and I mull over the problems with my students that they have faced. So, I am making an effort in terms of

teaching them how to differentiate. Most students cannot use Present Perfect, instead of it they utilize Past Continuous or Past Simple. In order to clarify their confusion I use visual representations, because they help learners to visualize some words with vivid pictures. The grammatical definition of the verb, however, relates to the fact that their form can potentially be inflected, and modified to mark tense, aspect, voice, mood, and the person form of the object with which they agree (Morley, 2000). Understanding all the tenses is crucial in terms of delivering situations to the listener. Although we do not have so many tenses (only three), my learners attempt to use a variety of tenses to make them more colorful. My students always employed mathematics in the plural, exactly with *are*. After getting my visuals they really understood their mistakes including that -s sometimes means nothing in terms of

constructing plurals. According to False, K. (2009) good teacher is aware of what a real-world task would be for his or her own students. So, my burden is as a teacher to determine the needs analysis of my learners so as to enrich their grammar knowledge by using visual organization. There are some words in English that we cannot -ing, because these verbs mean some feelings, so in the diagram students should learn by heart them.

### **Present continuous tense**



### **Present perfect tense**

Students cannot be accustomed to using present perfect, it is because they do have not adequate knowledge. Thus, the present perfect is their deficit point which should be filled immediately.

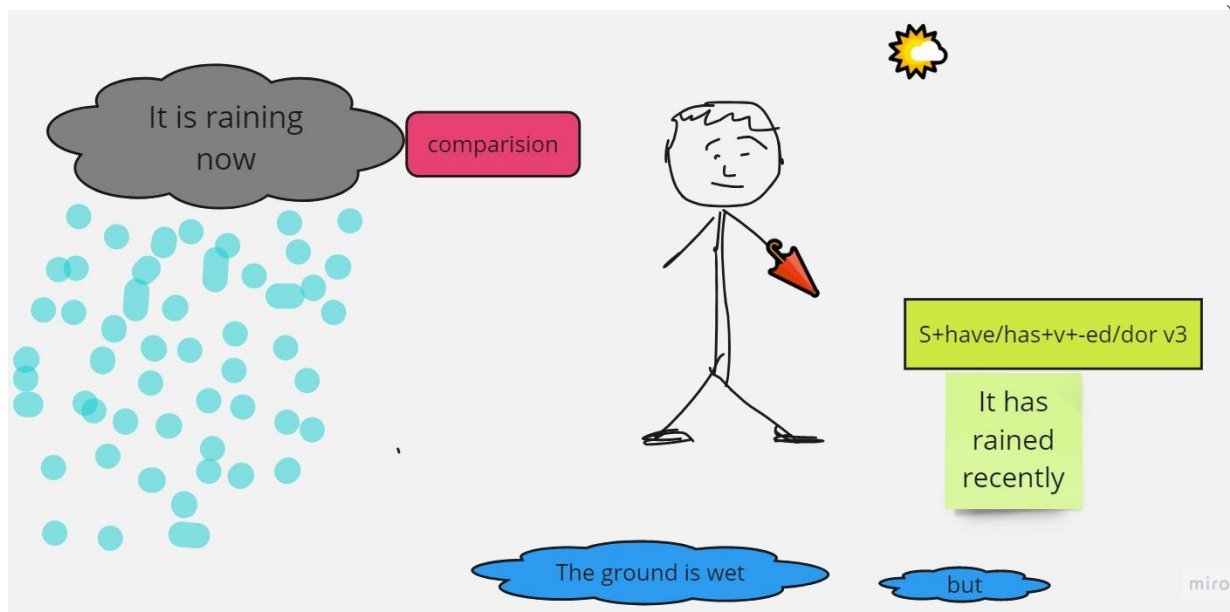
Anvar always uses present perfect incorrectly by making mistakes in using *since* and *for*, as they are considered keywords of this tense. So, visuals can help to understand well with stunning pictures. Present Perfect is employed when the action is finished just now, in this point result is very important. The keywords can ease to remembered well like today, this year, this week. For example:

Today I have lost my golden watch. I am looking for it in-house.

This year the cost of cars has risen considerably compared to the past.

This month Monica applied to Webster University, and now she is waiting for reply.





### Category 3: Pronouns (Possessive and Reflexive)

Some of my learners cannot clarify pronouns and mostly they make mistakes in writing essays or speaking. For example, reflexive pronoun is always used when a word refers to the same subject. A possessive pronoun refers to the thing or person and its owner. Such as: 'It is mine or the book is mine' (possessive pronoun), 'We enjoyed ourselves very much'. But note we cannot use reflexive pronouns with some verbs like: feel, concentrate, relax, wash, shave, dress. Example:

I feel great when I get together with my family.

I got up, shaved, washed, dressed.

I use colorful examples in order to remember well. I ask my student to learn by heart all types of pronouns. Colored table below can help them to differentiate pronouns and I give them handouts to make up examples. While making sentences orally they have mistakes like 'this idea is their' instead of 'this idea is theirs'. Moreover,

#### Pronoun

| Possessive | Reflexive                |
|------------|--------------------------|
| Mine       | Myself      Themselves   |
| Yours      | Yourself      Yourselves |
| His/hers   | Herself      Ourselves   |
| Ours       | Himself                  |
| Theirs     | Itself                   |

### Category 4 Phrase or Sentence level structures (Relative classes)

The others are Lola and Nozima who have enough trouble in using relative clauses. The overwhelming majority of students utilize relative classes incorrectly, instead of “who” they use “which”. I hope by following diagrams students realize their mistakes impeccable.

False (2009) informed that adjective clauses modify nouns. We may use or not it does not matter the sentence is always correct. For example:

Ann is the girl whom we interviewed.

or

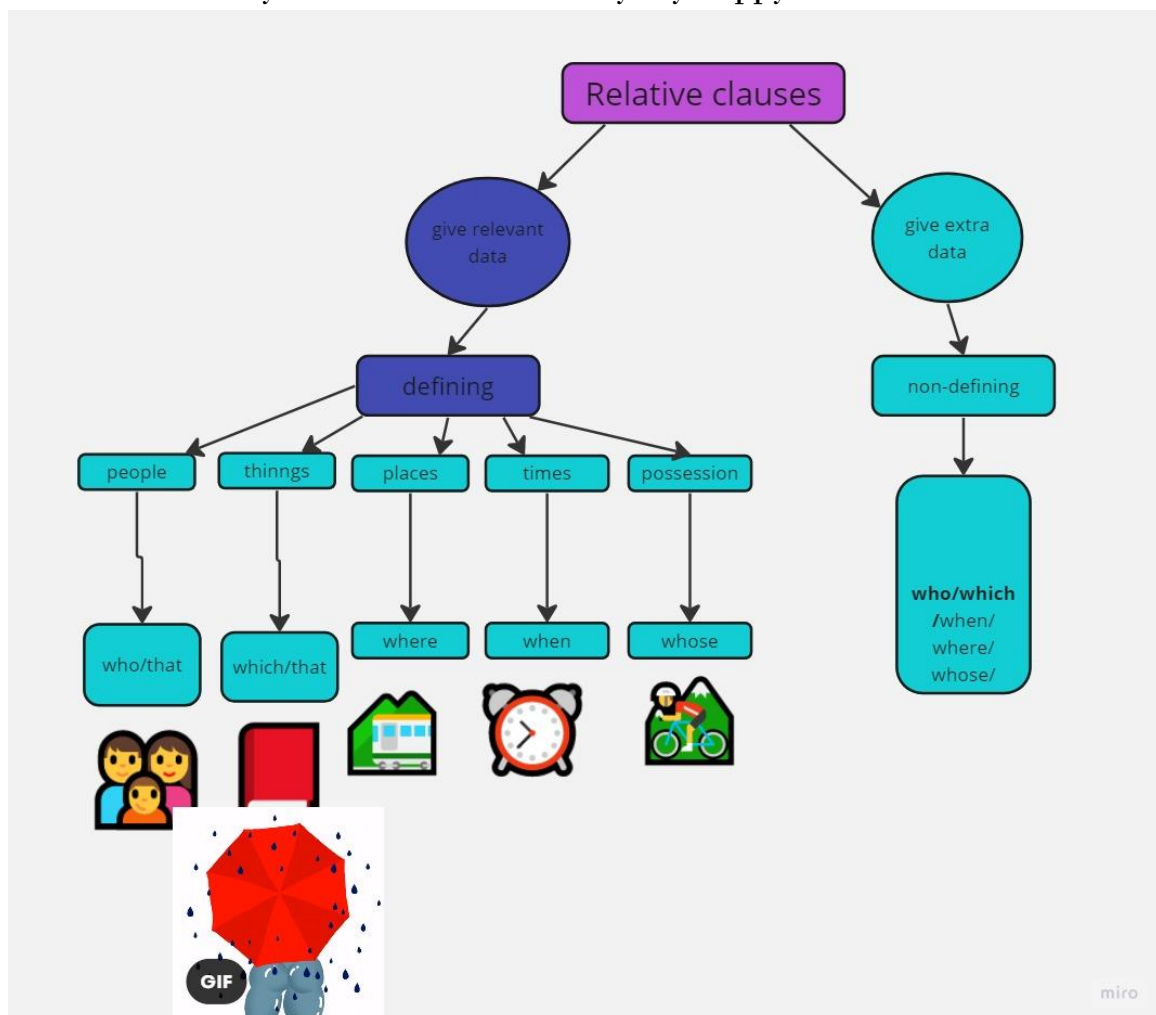
Ann is the girl we interviewed.

Both sentences are correct. I choose different figures in order to clarify pronouns. Hopefully, my students find major difference among them. The main job of the Relative pronoun in binding and plays a vital role in content and can be changed as adverbs. There are other types of Relative pronoun like when, whose, where. Example:

This is a girl whose parents have been living in USA for a long time.

The hotel where we paid a visit yesterday was luxurious.

The time when my brother came was really my happy moments.



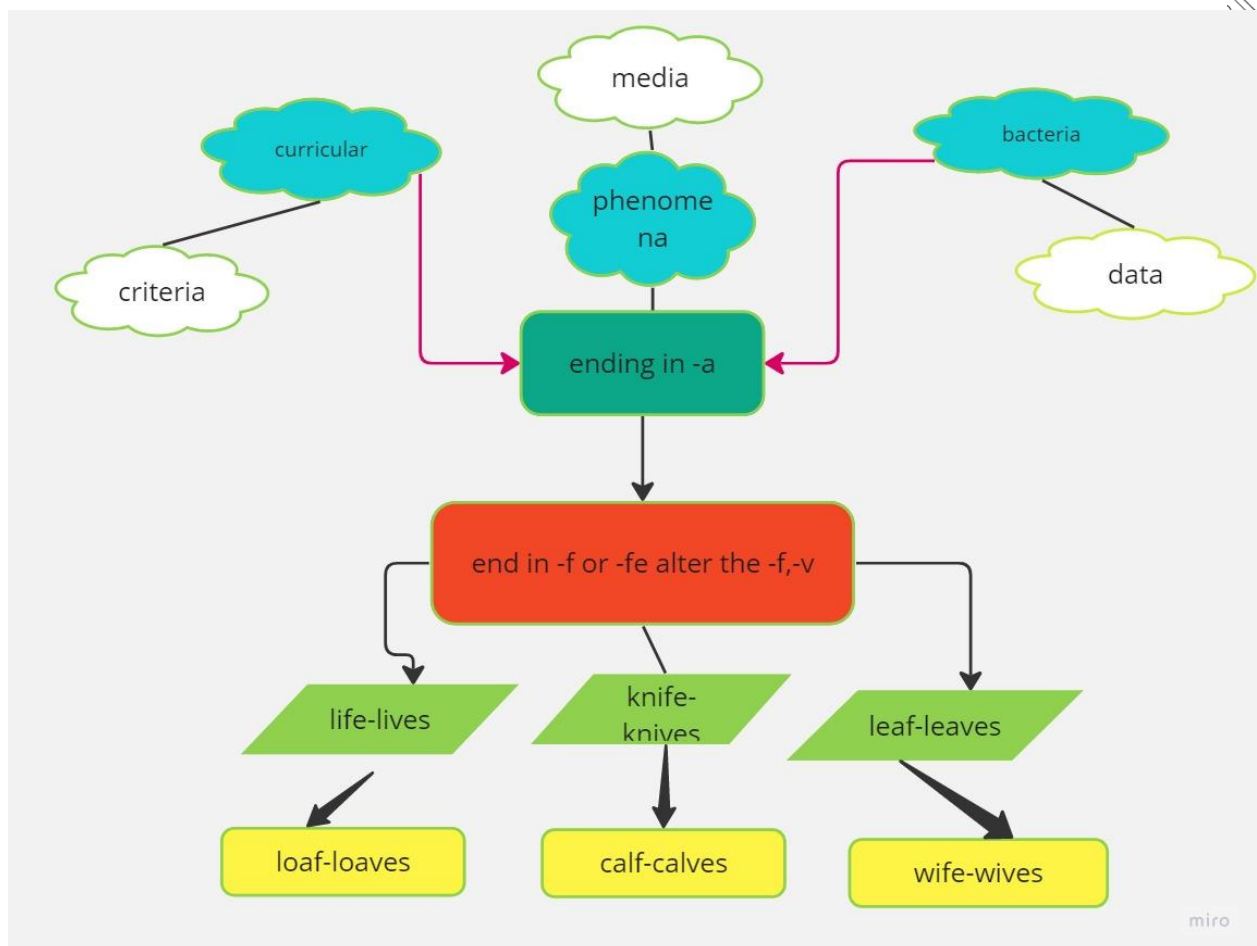
Summative Assessment: Language & linguistics Teaching Portfolio  
Element 3: Corpus Linguistics



Any teachers should be aware of the needs of students. According to Folse (2009), identifying key grammar issues is a trigger to build solid lesson plan. So, I found that plural noun are weak points of my learners. I opt for visual representations so as to remember and differentiate clearly. Another widespread mistake is using pronouns incorrectly. Teaching and learning grammar play an important role in any languages, for that reason students should concentrate on each grammar rules. I have been teaching English for 12 years and during this period I realized that the most students cannot differentiate plural and singular forms. According to Green, B.A. (2018) Corpus-based teaching is divided into four aspects: syllabus design, material preparation, teacher-student collaboration and corpus-based assessment. I examine students by giving text to translate, in speaking I go for to interact in person in order to see the usage of words (plural, singular), related clauses (who, which, that). In order to construct more complex sentences, students need to comprehend the cues of grammar as much as possible. I created syllabus after analyzing their overall knowledge, because i realized that it would be better if I know needs analysis of students. My method is not traditional, it embodies various activities, games with cards and visual representations. I prefer to teach them by using technologies in order to create some visual representations. The reason why I choose plural forms of the nouns is that, students always create plural forms by adding -s, so it is really problematic situation. For example, they use *womans*, *wolfs*, *axes* or *mans* instead of *women*, *wolves*, *men*. I should find something inerasable in order not to forget forever and I think learning new words can enrich their vocabularies and they are able to write essays and listening issues can be fixed. Another student called Akbar has the same problem like others and he tries to eliminate his mistakes by learning visuals. For instance, he adds -s to the words which end with -a, however, they are considered common irregular plural words.

They are data, criteria, phenomena, media, bacteria, curricula. These irregular plural nouns are used without adding -s. English language is full of exceptions including plural verbs. There are some animal related words which are employed both in plural and singular. Take some words like sheep, deer, shrimp, tuna, swine and so on. I put confidence in visual representations will be provided students with memorable as well as vivid data.

**Table 1. Noun (plural and singular)**



miro

There is one vital thing in learning any language which can be left without taking into account. Learning new words with synonyms and antonyms can help to boost the vocabulary base. However, some students have not any aptitudes in terms of learning vocabulary, while others can do this process without any difficulties. This diagram can give a helping hand to these kinds of students in order to address issues. While teaching grammar explanations of main points with relevant examples should be taken into consideration by teachers (False, 2009). From these tables, students can comprehend the ways of creating irregular plural forms and they should heart all types, visuals can help to recognize when they are using these words.

**Table 2.** I chose irregular nouns the reason is that there are always some mistakes that are connected to this topic. They should comprehend the changes while constructing plurals. In this diagram, students can realize that some words with their plural forms can be built by alterations



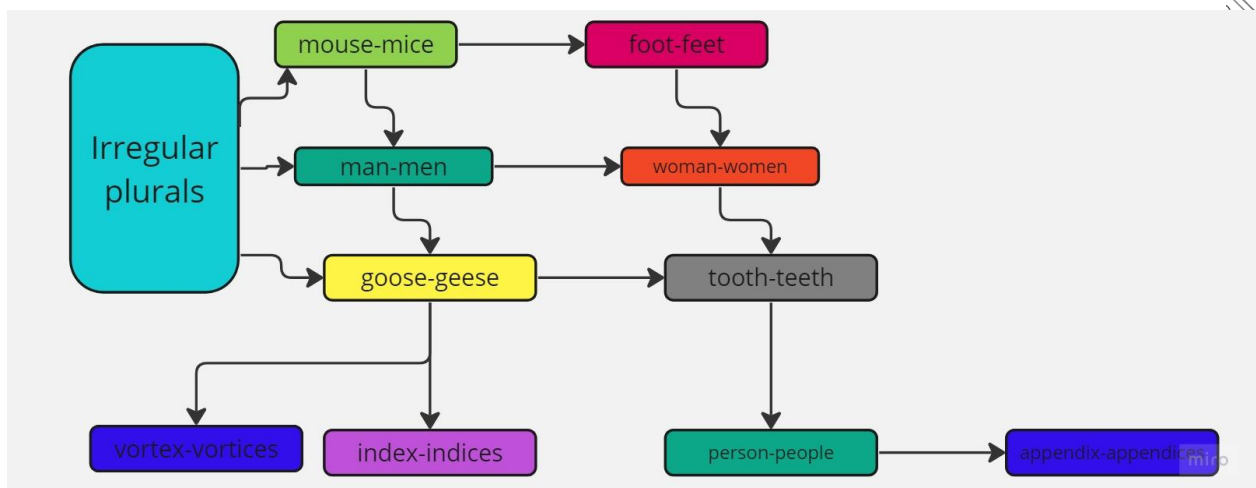


Table 3. Corpus-based examples KWIC format with the search word media, criteria, data

Corpus of Contemporary American English

SEARCHFREQUENCYCONTEXT

IN CLICK: [CONTEXT](#) [TRANSLATE \(??\)](#) [ENTIRE PAGE](#) [GOOGLE](#) [IMAGE](#) [PRON/VIDEO](#) [BOOK](#)

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| HELP | <a href="#">i</a> | <a href="#">★</a> | ALL FORMS (SAMPLE): 100 200 500 | FREQ  |
| 1    | <a href="#">i</a> | <a href="#">★</a> | CRITERIA                        | 23813 |

Corpus of Contemporary American English

SEARCHFREQUENCYCONTEXT

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Corpus of Contemporary American English

SEARCHFREQUENCYCONTEXT

ON CLICK: [CONTEXT](#) [TRANSLATE \(??\)](#) [ENTIRE PAGE](#) [GOOGLE](#) [IMAGE](#) [PRON/VIDEO](#) [BOOK](#)

|      |                   |                   |                                 |        |
|------|-------------------|-------------------|---------------------------------|--------|
| HELP | <a href="#">i</a> | <a href="#">★</a> | ALL FORMS (SAMPLE): 100 200 500 | FREQ   |
| 1    | <a href="#">i</a> | <a href="#">★</a> | DATA                            | 235009 |

Green (2018) said that corpus-based pedagogy is so effective in terms of understanding words with reliable examples. Abovementioned table shows the frequency use of words.

**Table 4** illustrates clusters of criteria it means students can understand which words are used with this word. In academic writing it is mostly employed especially students often face with words diagnostic criteria or inclusion criteria, however other words may be seemed strange as they are new phrases and vocabularies.

| Corpus of Contemporary American English                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|----------|
| SEARCH                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WORD | CONTEXT | OVERVIEW |
| <b>CLUSTERS</b> (more)                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |         |          |
| criteria • criteria for • criterion for • criteria in • criteria used • criteria by • criterion validity • criterion in • criterion variable                                                                                                                                                                                                                                                                                                                            |      |         |          |
| • criteria inclusion criteria • selection criteria • diagnostic criteria • eligibility criteria • following criteria • other criteria • exclusion criteria • three criteria                                                                                                                                                                                                                                                                                             |      |         |          |
| criteria • criteria for featured • criteria for inclusion • criteria such as • criteria for evaluating • criteria for determining • criteria for judging • criteria are met • criteria for selecting                                                                                                                                                                                                                                                                    |      |         |          |
| • • criteria meet the criteria • among the criteria • met the criteria • set of criteria • as a criterion • as the criterion • on the criteria • to the criteria                                                                                                                                                                                                                                                                                                        |      |         |          |
| criteria • criteria for featured comments • criteria for inclusion in • criteria must be met • criteria for substance abuse • criteria for at least • criteria for a diagnosis • criteria used to evaluate • criteria for this study                                                                                                                                                                                                                                    |      |         |          |
| • • • criteria met the inclusion criteria • not meet the criteria • one of the criteria • based on the criteria • inclusion and exclusion criteria • according to the criteria • on the following criteria • who met the criteria                                                                                                                                                                                                                                       |      |         |          |
| <b>TEXTS / VIRTUAL CORPORA</b> (more)                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |         |          |
| WEB:cdc.gov • ACAD:Revista Exacta • ACAD:Bioscience • ACAD:EducationTreatment • WEB:...ource-allocation.com • ACAD:MusicEduc • ACAD:Ref&UserServQ • ACAD:LearningDisability • ACAD:DrugIssues • WEB:w3.org • ACAD:EducationTreatment • WEB:nps.gov • ACAD:JournalSchoolHealth • WEB:osha.gov • ACAD:Bioscience • BLOG:blogs.indiewire.com • ACAD:LangSpeechHearing • ACAD:TheologStud • ACAD:ExceptionalChildren • ACAD:CommCollegeR • ACAD:Construction Building Mat • |      |         |          |

**Table 5** can reveal the utilization of criteria in different sources, it can be seen that the highest rate in terms of using this word is in academic, however, TV/M rare use it.

| Corpus of Contemporary American English                                                                                                                                                                                                                                                                                                                                                         |      |         |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|----------|
| SEARCH                                                                                                                                                                                                                                                                                                                                                                                          | WORD | CONTEXT | OVERVIEW |
| See in IWeb  Collocates Clusters Topics Texts KWIC <b>HELP</b>                                                                                                                                                                                                                                                                                                                                  |      |         |          |
| <b>criteria</b> (NOUN)   #2618                                                                                                                                                                                                                                                                                                                                                                  |      |         |          |
|                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |          |
| 1. {nonstandard   proscribed} A single criterion.<br>D M O C G <b>E</b>                                                                                                                                                                                                                                                                                                                         |      |         |          |
| YouGlish  PlayPhrase  Yarn                                                                                                                                                                                                                                                                                                                                                                      |      |         |          |
| Translate: choose language                                                                                                                                                                                                                                                                                                                                                                      |      |         |          |
| SYNONYMS <b>CONCEPT</b> <span style="color: blue;">NEW: DEFIN +SPEC +GENL</span>                                                                                                                                                                                                                                                                                                                |      |         |          |
| <b>TOPICS</b> (more)<br>eg. ie, inclusion, systematic, selected, statistically, assess, empirical, evaluate, variance, classification, methodology, evaluation, summarize, consistency, correlate, assessment, reliability, al, et                                                                                                                                                              |      |         |          |
| <b>COLLOCATES</b> (more)<br><b>NOUN</b> inclusion, selection, study, performance, eligibility, set, evaluation, variable<br><b>VERB</b> meet, use, base, include, establish, apply, determine, define<br><b>ADJ</b> following, diagnostic, specific, certain, featured, objective, strict, multiple<br><b>ADV</b> ie, eg, commonly, randomly, clinically, mutually, satisfactorily, empirically |      |         |          |

**Table 6** may provide students with data about the plural form of word *man* in the sentences.



| Corpus of Contemporary American English |                                     |                                                                                                     |     | SEARCH     | WORD       | CONTEXT  | OVERVIEW                                           |
|-----------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------|-----|------------|------------|----------|----------------------------------------------------|
| 3                                       | TV: 2012: Frontline                 | bombs . NARRATOR : AbuBakriand his NARRATOR : <b>AbuBakri</b> and his                               | men | advanced   | into       | no       | man 's land . men advanced into no man             |
| 4                                       | WEB: 2012: philvaz.com              | , " UNLESS YOU EAT THE FLESH OF THE SON OF MAN AND DRINK HIS BLOOD , YOU SHALL NOT HAVE LIFE IN YOU | MAN | AND        | DRINK      | HIS      | BLOOD , YOU SHALL NOT HAVE LIFE IN YOU             |
| 5                                       | FIC: 1998: Bk:Plainsong             | into various other matters a little too . The two                                                   | men | and        | the        | best     | man                                                |
| 6                                       | SPOK: 2016: NBC: Meet The Press     | waste a minute attacking Senator Kaine . He is a                                                    | man | and        | who        | tonight  | is going to go after the Roman Catholic            |
| 7                                       | SPOK: 1998: ABC_Nightline           | in the House ignores the potential risk to                                                          | men | and        | women      | and      | refuses to delay by even a few days the            |
| 8                                       | MOV: 2015: Re-Kill                  | Go . For the viewers at home ... please keep our                                                    | men | and        | Women      | in       | R-Division 6 ... in your thoughts tonight . As     |
| 9                                       | NEWS: 1991: USAToday                | . # The connecting thread is the                                                                    | men | and        | women      | to       | find happiness in each other 's arms . Sex         |
| 10                                      | SPOK: 1997: CBS_Morning             | are changing , but there 's still this                                                              | men | and        | women      | to       | if they get close , if they spend a                |
| 11                                      | SPOK: 1992: ABC_Special             | regular bar . And the first thing that happens is 17                                                | men | are        | hitting    | on       | them , trying to pick them up . That               |
| 12                                      | FIC: 1999: Bk:Vector                | in , not what he does for a living . You                                                            | men | are        | impossible | to       | " " Have your parents met him ? "                  |
| 13                                      | MAG: 1993: Ebony                    | women said they had engaged in fellatio . The figures for                                           | men | are        | just       | as       | revealing . Seventy-nine percent of White men      |
| 14                                      | NEWS: 2016: Baltimore_Sun           | several weekend shootings # CaptionBaltimore police shoot                                           | man | armed      | with       | knives   | # Baltimore city police said a man who had         |
| 15                                      | MAG: 2015: Atlantic                 | a weapon . # Norfleet missed his intended target , a                                                | man | associated | with       | the      | Darby family . James Darby , who was eating        |
| 16                                      | SPOK: 2003: CNN_Talkback            | is co-founder of Ben & Jerry 's ice cream and the                                                   | man | behind     | an         | anti     | campaign that 's outlined on the Web site          |
| 17                                      | SPOK: 2002: NPR_Sunday              | POGGIOLI : The mood turned to anger when a                                                          | man | brandished | one        | of       | the marcher 's posters with the words              |
| 18                                      | FIC: 1998: Bk:StartingOut           | she said as she pressed her leg against his . A                                                     | man | can        | grow       | to       | he was thinking , a man can grow .                 |
| 19                                      | MAG: 2015: PopScience               | 12086 Section : Next                                                                                | Man | can        | not        | live     | on kale alone # Americans today have a complicated |
| 20                                      | FIC: 2009: Analog                   | that he 's accomplishing nothing but a close look at the                                            | man | determined | to         | kill     | him . This is not terror . Not exactly             |
| 21                                      | FIC: 1995: ParisRev                 | smell of marijuana wafting on a cross breeze . An                                                   | man | dozed      | in         | an       | end seat across the aisle . A beautiful girl       |
| 22                                      | WEB: 2012: bible.cc                 | and his soul is empty : or as when a                                                                | man | dreameth   | to         | and      | behold , he drinketh ; but he awaketh              |
| 23                                      | BLOG: 2012: ...lthouse.blogspot.... | It pulls the heartstrings . # Why not testify about a                                               | man | dying      | of         | prostate | cancer ? I 'm sure that would be heart             |

Table 7 depicts data about plural and singular form of the word curricula /curriculum.

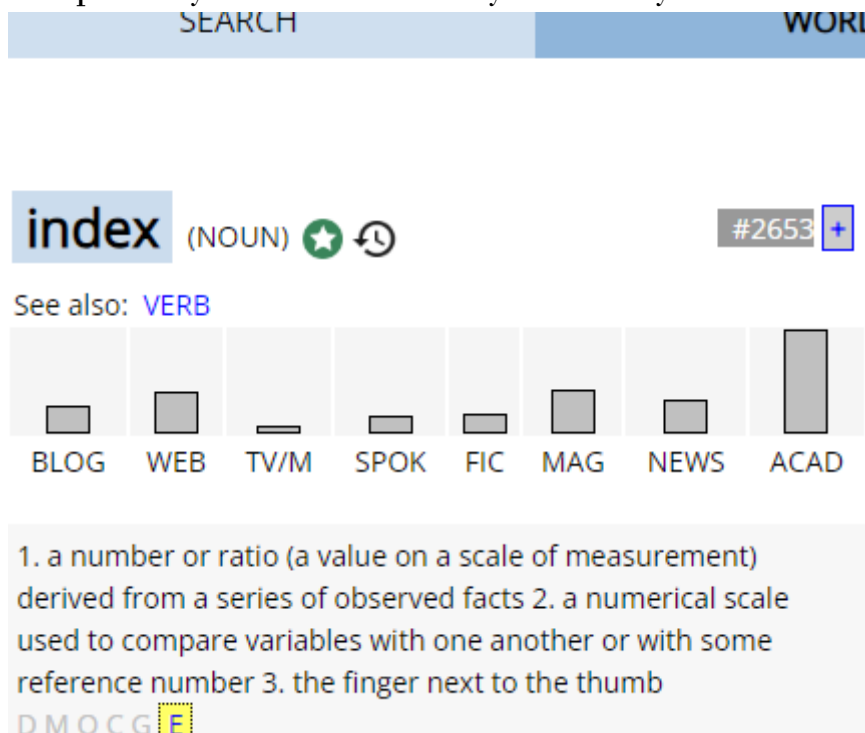
One can see that this word can be used both plural and singular, we can not add -s. In these examples everyone can get full and relevant examples from COCA.

| Corpus of Contemporary American English |  |  |  | WORD       | CONTEXT                                                         | OVERVIEW |
|-----------------------------------------|--|--|--|------------|-----------------------------------------------------------------|----------|
|                                         |  |  |  | curricula  | and in developing the methods . These aims were reached mainly  |          |
|                                         |  |  |  | curriculum | and that it places your students in legitimate musicianly roles |          |
|                                         |  |  |  | curriculum | and traditionalists who do not. 30 # Those denying that there   |          |
|                                         |  |  |  | curriculum | and video resources for teachers and have developed a Web site  |          |
|                                         |  |  |  | curriculum | and were introduced to concepts in the second half of the       |          |
|                                         |  |  |  | curriculum | and work to have them somewhat ready for the state-mandated     |          |
|                                         |  |  |  | curricula  | are mandated at the state or district level , the NCSS charge   |          |
|                                         |  |  |  | curriculum | are organized along rigidly disciplinary lines . Since          |          |
|                                         |  |  |  | curriculum | as , and as personally and functionally relevant                |          |
|                                         |  |  |  | curriculum | as help(ing) students learn phonemic awareness of words and     |          |
|                                         |  |  |  | curricula  | at each college and school of pharmacy in the United States .   |          |
|                                         |  |  |  | curricula  | between studies conducted in 1978 and 1986 (for 1978 findings , |          |
|                                         |  |  |  | curriculum | but also is known as a place for experimenting , playing ,      |          |
|                                         |  |  |  | curriculum | content and talented students . Cooperation for learning #      |          |

Table 8 illustrated searched word woman in COCA. Here everyone can see the usage of this word both in singular and plural. Woman-women.

| Corpus of Contemporary American English                                                                                                |                                                             |         |                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------|---------------------------------------------------------------|
| SEARCH                                                                                                                                 | WORD                                                        | CONTEXT | LOG IN                                                        |
| BLOG:rhrealitycheck.org • BLOG:cratesandribbons.com • BLOG:freethoughtblogs.com • ACAD:AnthropolQ • WEB:tsulb.edu • WEB:sharmony.com • |                                                             |         |                                                               |
| CONCORDANCE LINES (more)                                                                                                               |                                                             |         |                                                               |
| 1 SPOK: 1996: Ind_Geraldo                                                                                                              | this . Do n't pass it around . Yes .                        | Woman   | Now that you've reinvested in your career , where             |
| 2 SPOK: 1996: Ind_Geraldo                                                                                                              | OK ? MARGARET : Honey , I am a                              | Woman   | And that 's -- you 're so busy being a                        |
| 3 SPOK: 1990: CNN_Crossfire                                                                                                            | asked you what he should do with the                        | women   | Would you tell him that we should put them                    |
| 4 SPOK: 2015: NPR_FreshAir                                                                                                             | countries that are culturally very conservative in terms of | women   | of homosexuality . PAUL-VALLEY# That could be                 |
| 5 NEWS: 1998: USAToday                                                                                                                 | discipline , making its third Olympic appearance . # Three  | women   | the moguls : Albertville gold medalist Donna                  |
| 6 NEWS: 1997: SanFranChron                                                                                                             | my own . # . # Q : More and more                            | women   | are doing what you 've done , hitting the road on their       |
| 7 MAG: 1990: MotherJones                                                                                                               | games , clusters of women carrying shopping bags . All the  | women   | are in baggy shalwar under their overcoats , and              |
| 8 BLOG: 2012: janineturner.com                                                                                                         | . # Women Warriors are sounding the alarm . #               | women   | are of sitting back and taking it on the " spin               |
| 9 ACAD: 2006: SexResearch                                                                                                              | themselves (or to researchers) . To this end ,              | women   | are in essence , socialized to seek out the advice of         |
| 10 FIC: 1999: Bk:GatesFire                                                                                                             | reunited with his comrades (and away from the children and  | women   | around the house , that the event took on the flavor          |
| 11 MAG: 2001: Essence                                                                                                                  | Run/Walk to honor Mfon 's life and strength-and to help     | women   | battle breast cancer . // #                                   |
| 12 WEB: 2012: freethoughtblogs.com                                                                                                     | . However , is that so terrible if it leads to              | women   | being treated as equals , free from domination and violence ? |
| 13 ACAD: 1995: SportBehavior                                                                                                           | (1980) , no differences were found in attitudes toward      | women   | between athletes and nonathletes or among the three           |
| 14 TV: 1991: Married with Childre...                                                                                                   | humid in my room . Yes , dancing with a                     | woman   | can make any room a jungle . Look at him . He                 |
| 15 FIC: 1994: Bk:RockingBabies                                                                                                         | to feel the pad . Even though Mama was a                    | woman   | deep in her heart , and told me when I was little             |

**Table 9** While creating plural nouns we can face some changes in their word formations. Take index an example. If students add -s to this word it may be different viewed. *Indices/ indexes*. So, mostly it can pose some misunderstandings among students. Two plural forms are available. Moreover, everyone can see from the table that index is frequency used in academic writing, whereas, the lowest rate is in TV/M, and fiction respectively. This word is widely used orally.



**Table 10.** Anyone can compare to these two tables, they have not any differences, because both of them similarities in terms of constructing new words which are in plural



index/

vortex

| Corpus of Contemporary American English |                                                                                 |                                                                                                    |          |
|-----------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------|
| SEARCH                                  | WORD                                                                            | CONTEXT                                                                                            | OVERVIEW |
| 1 ACAD: 1999: Mercury                   | of arrival time caused by slow changes in <b>integrated</b> <b>refractive</b>   | <b>index</b> <b>and</b> <b>angle</b> of arrival . At present , there are only upper                |          |
| 2 BLOG: 2012: ridenbaugh.com            | . # With a few days to go , if these                                            | <b>indices</b> <b>are</b> <b>various</b> for only the second time in the last 50                   |          |
| 3 NEWS: 2004: NYTimes                   | would have outperformed the Standard & <b>Poors</b> 's 500-stock                | <b>index</b> <b>by</b> <b>more</b> <b>than</b> four percentage points , according to Morningstar . |          |
| 4 FIC: 1998: Atlantic                   | I could write was something serious . # <b>She</b> <b>surveyed</b> the          | <b>index</b> <b>card</b> <b>is</b> filled in on the first day of class .                           |          |
| 5 ACAD: 2006: EnvironHealth             | found in the feces and urine of the <b>person</b> with the                      | <b>index</b> <b>case</b> <b>this</b> person " shed " the virus through feces that                  |          |
| 6 SPOK: 2001: CNN_LiveSun               | your portfolio . Generally , it becomes official <b>when</b> a <b>stock</b>     | <b>index</b> <b>closes</b> at a level at least 20 percent below its last closing                   |          |
| 7 ACAD: 2016: Journalism Mass Comm...   | been argued to be an inappropriate <b>statistical</b> <b>technique</b> for      | <b>index</b> <b>development</b> <b>because</b> <b>various</b> items are not expected to            |          |
| 8 WEB: 2012: jama.jamanetwork.com       | variety of vegetables and fruits . 17 The <b>low</b> -- <b>glycemic</b>         | <b>index</b> <b>diet</b> <b>aimed</b> to achieve a moderate glycemic load by replacing some        |          |
| 9 ACAD: 2015: PhysicalEduc              | Results of Grade 2 Data # Item N M SD <b>Discrimination</b>                     | <b>index</b> <b>Difficulty</b> <b>measure</b> <b>Skipping</b> Form 30 3.93 0.25 0 1.00             |          |
| 10 ACAD: 2015: LibraryResources         | publication date # Figure 1 . Patron View of an <b>electronic</b>               | <b>index</b> <b>Entry</b> <b>via</b> <b>JoM</b> Libraries # Figure 2 . Patron View of Link         |          |
| 11 NEWS: 2007: AssocPress               | Bray has missed the entire season with injuries to his <b>left</b>              | <b>index</b> <b>finger</b> <b>and</b> <b>shoulder</b> . ... Mackanin said he plans to keep C       |          |
| 12 MAG: 2012: MensHealth                | finger and thumb to gently squeeze the muscle <b>between</b> their <b>teeth</b> | <b>index</b> <b>finger</b> <b>and</b> <b>thumb</b> . # Prevent future attacks # Set up your        |          |
| 13 FIC: 2014: VirginiaQRev              | you on speaking terms with Dad ? " <b>She</b> <b>moved</b> her                  | <b>index</b> <b>finger</b> <b>around</b> the lip of her glass , staring at it .                    |          |
| 14 BLOG: 2012: petapixel.com            | ages already # <b>lifeinpixels</b> # This is so <b>perfect</b> ! My             | <b>index</b> <b>finger</b> <b>has</b> <b>recently</b> been cramping up due to my high volume of    |          |
| 15 FIC: 1994: ParisRev                  | you can ... # <b>She</b> <b>touched</b> it herself . <b>Touched</b> an          | <b>index</b> <b>finger</b> <b>to</b> it . There was a velocity to the way she                      |          |
| 16 MAG: 2015: PopMech                   | and point your middle finger along the aim <b>line</b> . Your                   | <b>index</b> <b>finger</b> <b>will</b> <b>show</b> you the rough trajectory of the cue ball after  |          |
| 17 WEB: 2012: fisenate.gov              | of inflation or deflation as indicated in the <b>Consumer</b> <b>Price</b>      | <b>index</b> <b>for</b> <b>All</b> <b>Urban</b> Consumers , U.S. City Average , All Items ,        |          |
| 18 WEB: 2012: ...ks.blogs.nytimes....   | investing terms , making par is comparable to <b>buying</b> a <b>low-cost</b>   | <b>index</b> <b>fund</b> <b>you</b> give up the chance of hitting a hole-in-one but                |          |
| 19 MAG: 2016: MarketWatch               | as opposed to short-term trading , as well as <b>investing</b> in               | <b>index</b> <b>funds</b> <b>rather</b> <b>than</b> speculating in specific stocks . # " Day       |          |
| 20 MAG: 2012: Market                    | ... ..                                                                          | <b>index</b> <b>fund</b> <b>you</b> give up the chance of hitting a hole-in-one but                |          |

Table 11 illustrates the use of vortex and its plural forms with plural forms. It is well-documented in COCA. Vortex has two forms of plural vortexes or vortices.

| Corpus of Contemporary American English |                                                                                |                                                                                             |          |
|-----------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------|
| SEARCH                                  | WORD                                                                           | CONTEXT                                                                                     | OVERVIEW |
| 80 MAG: 2012: Skiing                    | settlers to be one of the world's <b>green</b> " <b>energy</b>                 | <b>vortexes</b> <b>but</b> the only energy I'd felt up to now                               |          |
| 81 TV: 2003: CSI: Miami                 | It's possible. - If he got <b>caught</b> in a                                  | <b>vortex</b> <b>there</b> 's a very good chance. - Vortex ?                                |          |
| 82 TV: 2004: Teen Titans                | ! Then Nightwing handed me the Clock and I <b>entered</b> the                  | <b>vortex</b> <b>can</b> ! You're telling me I'm going to                                   |          |
| 83 TV: 2003: CSI: Miami                 | 's check with accu-weather . It tracks the <b>movement</b> of the              | <b>vortex</b> <b>he</b> <b>came</b> down in coconut grove . So looks like ...               |          |
| 84 ACAD: 2000: Mercury                  | , counterclockwise if in the northern Hemisphere , <b>forming</b> a            | <b>vortex</b> <b>if</b> the rise of air is rapid , this rotation will                       |          |
| 85 FIC: 1994: MovStarTrek08             | DATA # We were caught in the temporal <b>wake</b> from the                     | <b>vortex</b> <b>its</b> <b>must</b> have protected us from any changes in the time-line    |          |
| 86 FIC: 2008: FantasySciFi              | little piece of the Irish Hills is some <b>kind</b> of <b>interdimensional</b> | <b>vortex</b> <b>some</b> of 'em go into the creek right where it                           |          |
| 87 TV: 1994: X-Men                      | Dr . Corbeau locate the alien spacecraft that <b>came</b> through the          | <b>vortex</b> <b>storm</b> <b>and</b> I will wait here . I do n't know                      |          |
| 88 FIC: 1994: MovStarTrek08             | as it's HIT by the tremendous energy <b>blast</b> from the                     | <b>vortex</b> <b>the</b> <b>ship</b> spins around , nearly rips apart . 30 INT              |          |
| 89 FIC: 1994: MovStarTrek08             | it hits the Borg Sphere , the Sphere <b>VANISHES</b> inside the                | <b>vortex</b> <b>the</b> <b>torpedo</b> hits the rolling energy of the Vortex and detonates |          |
| 90 ACAD: 2000: Mercury                  | cleaners , easily sucking finer dust particles <b>up</b> into their            | <b>vortexes</b> <b>these</b> <b>bus</b> devils lack sufficient energy to entrain particles  |          |
| 91 FIC: 1994: MovStarTrek08             | (to Troi) Analyze our readings from the <b>commence</b>                        | <b>vortex</b> <b>we</b> <b>re</b> going to have to recreate whatever the Borg did           |          |
| 92 TV: 2004: Star Trek: Enterpris...    | ? Generator 's at maximum power . Take <b>us</b> into the                      | <b>vortex</b> <b>we</b> <b>re</b> lost them , sir .                                         |          |
| 93 FIC: 1992: BkProphet                 | tilting floor , no cold wind , no <b>wind</b> , <b>gobbling</b>                | <b>vortex</b> <b>well</b> of course not . " Are you okay ?                                  |          |
| 94 MAG: 2005: Inc.                      | n't manage the bottom line . They got <b>sucked</b> into the                   | <b>vortex</b> <b>that</b> <b>engulfed</b> an entire hemisphere , a sort of greater red      |          |
| 95 TV: 2007: The Universe               | dies down ... the superheated atmosphere churns into a <b>swirl</b>            | <b>vortex</b> <b>that</b> <b>engulfed</b> an entire hemisphere , a sort of greater red      |          |
| 96 FIC: 1994: MovStarTrek08             | the Sphere ? # WORF # They have <b>traveled</b> into the                       | <b>vortex</b> <b>through</b> <b>time</b> . Disturbed reactions . # DATA # The vortex        |          |
| 97 FIC: 1994: MovStarTrek08             | of it , as seen before . The <b>ship</b> <b>ENTERS</b> the                     | <b>vortex</b> <b>267</b> <b>exit</b> . SPACE - THE 24TH CENTURY 267 The Enterprise          |          |
| 98 NEWS: 2019: Minneapolis Star Tri...  | poor weather . The first time , it <b>was</b> the <b>rain</b>                  | <b>vortex</b> <b>this</b> <b>time</b> , ice and nearly 9 inches of snow were                |          |
| 99 TV: 2000: Charmed                    | live and decorations to hang , so where <b>s</b> the <b>swirl</b>              | <b>vortex</b> <b>do</b> n't know where the vortex ... First demons I                        |          |
| 100 FIC: 1994: MovStarTrek08            | it so . Have you determined how to <b>recreate</b> the <b>swirl</b>            | <b>vortex</b> <b>Picard</b> <b>sits</b> in his chair . Riker hesitates . # RIKER            |          |

## Required Reflection for Element 1.

While studying this course, I was able to enhance my knowledge including learning history of the English language in linguistics and setting some activities for my learners via technology like flip and seeking some words from COCA. Moreover, I learned more about thinking target learners in terms of creating syllabus, taking their needs into consideration, the strategies how to teach them academically. I must confess that I had a problem in employing technologies, however, during this course i learned to work with different applications. So, I think in the long term I will teach not only English to students but also, I give a lesson about how to utilize computer in language learning. I have recently listed some research work related to this topic and I have had sufficient experience in this field. Furthermore, course provided us with different aspect of

learning English. I found that course useful as well as teachable, the reason is that I got more deeply about Morphology, Syntax, Phonetics. I was informed with unique structure of Modern English. Why I say modern English, because any language always undergoes some alterations including transitions, borrowing, improving and so on. Linguistics study language change. Language changes are inevitable, because it is a fact of life: nobody can prevent or keep them (Campbell, 2004). In order to ease comprehending different linguistic theory, and contributing to developments of the languages thus, humans are always dynamic. During the lessons we were able to get back to history of English. As far as I know English witnessed huge alterations involving morphological, lexical, grammatical and phonetical. I learned these changes and in the future I teach students by giving full information. False (2009) noted in his article about English teachers including their success depends on how well they know ELL grammar. According to Morley (2000), there is a term called grammatical behaviour which means wording field including its place in the word string, relations between them. From my point of view every teacher in master's degree should be aware of these grammar rules, changes, modifications.

#### **Required Reflection for Element 2**

While writing formative assignment, solving quiz made us improve our knowledge in phonology, morphology and others. Phonology studies the ways of organizing sounds. Barry (2002) said: "Languages can lose phonemes, they can add them, and the relationship among sounds can shift".

I learned about morphological awareness which can help to rise processing efficiency as well as vocabulary knowledge (Bowers et al., 2010). I could get better to identifying words as well as their meanings, because I understood what was phonology, syntax. Wolter and Green (20133) said that if learners have poor phonological awareness, they are less effective during reading and writing. These issues can be overcome by doing more practices in the classroom, using strategies as a compensatory tool. If students have enough phonological awareness, they may figure out some issues related to morphology (Berko, 1958). It means phonology, morphology, syntax and grammar are connected to each other directly. I realized that in order to learn any languages it would be better if students start at an early age. Nagy et al. (2003) emphasized the beneficial sides of morphological awareness as early as grade two.

#### **Required Reflection for Element 3**

Moreover, while learning in this course I possessed some useful skills in terms of using COCA and put my knowledge into teaching students. Green (2018) showed the beneficial sides of giving COCA with his trustworthy examples. He added that corpus-based pedagogy can help the learners to comprehend well with subtle meaning differences in language structure. Suh (1992) suggested that corpus study is essential in terms of examining discourse in order to understand specific language patterns. Bardovi-Harlig et al. (2014) considered corpora as a teacher's tool box when it comes to



pragmatics. Especially, COCA is very appropriate tool to students who are planning to study abroad. We read academical textbooks, so academic corpus helped us for academic discussions Bardovi-Harlig et al., (2014). I sought out some words from COCA and could understand how it has a good effect on learning new languages with synonyms and related words and reliable meanings. Besides, I got much data about nouns and verbs, especially their stepping stone in sentences. Furthermore, in citations reporting verbs play a crucial role in terms of reveling the importance of statement. Alley (1996) provided learners with information about weak and strong nouns in academic writings. In conclusion, i explored the English language from scratch, which I had never faced before the course. So, in the long term I will contribute more knowledge to education as it serves to integrate my knowledge internationally.

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UMUMTA'LIM MAKTABLARIDA CHIZMACHILIK FANI O'QITISH  
METODIKASI

*Ilmiy rahbar:*

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**Annotatsiya:** *Maktablarda chizmachilik fani o'qitish usullari va o'quvchilardagi fanga doir bilimlarni takomillashtirish haqida so'z boradi.*

**Kalit so'zlar:** *Metodika, tasavvur, ijodkorlik, ko'rgazmali qo'llanma, individual dars.*

**Kirish**

Umumta'lim maktablarida chizmachilik fanini o'qitish metodikasi alohida ahamiyat kasb etadi. Oldin metodika so'ziga urg'u bergan holda uning ma'nosini sharhlab olamiz „Metodika“ so'zi qadimgi grekcha „metodos“ so'zidan olingan bo'lib, „tadqiqot yo'li“, „bilish usuli“ ma'nolarini bildiradi. Biror ishni bajarish usullari va metodlari yig'indisi metodika deyiladi. Bunda o'quvchilarning bilim olish jarayonini tadqiqot qilish tushuniladi. Muhandislik grafikasini o'qitish metodikasi oldida pedagogika fani tarmog'i sifatida quyidagi vazifani bajaradi:

1. Umumta'lim maktablarda chizmachilik o'qitishning aniq maqsadlarni va uning fan sifatida bilim berish hamda tarbiyaviy ahamiyatlarini aniqlash;

2. O'qitishning mazmuni va strukturasini aniqlash

3. O'quvchilarning bilim olish jarayoni tahlil qilib borish.

Muhandislik grafikasi o'qitish metodikasi chizmachilik kursining nazariy masalalarini o'rganadi. Chizmachilik darsini o'tish jarayonida o'quvchilarda avval fazoviy tasavvurlarni shakllantira bilish kerak bo'ladi. Shuningdek, o'quvchilarda ijodkorlik qobiliyatlarini rivojlantirishdagi ahamiyati juda katta. Chizmachilik o'qituvchisining chuqur bilimga ega bo'lishi o'laroq, o'quvchilarda fanga doir qiziquvchanlikni oshiradi. Ayniqsa, dars jarayonidagi fanga doir asboblardan foydalanish bilan jihozlangan xonada amaliy bilimlarni mustahkamlab borish ham mumkin. O'qituvchi har bir o'quvchining ishini kuzatish va ularga chizma bajarishning ratsional yo'llarini ko'rsatish, mavzuning qiyinchilik tug'diradigan ayrim jihatlarini tushuntirish hamda bajarilgan ishlarni tekshirish imkoniyatiga ega. Qolaversa, pedagog shaxsi sifatida o'z bilimlarini yanada takomillashtirib borish, kelajak avlodni o'qitish o'ta muhim vazifa hisoblanadi. Chizmachilik o'quvchilarning tasavvur va tafakkur qobiliyatlarini o'stira

oladigan fandir. Chunki malakali mutaxassislar ham chizmalarsiz ma'lum bir detallarni yasay olishmaydi. Chizmalarni o'qiy olishda ham fanga doir nazariy bilimlarga ega bo'lish lozim. O'qituvchi o'quvchilarga dars jarayonida ko'maklashish va mavzuga doir tushuntirishlar olib borishi natijada o'quvchilardagi grafik ishlardagi qiyinchiliklar tahlil, qilinib, o'rganib boriladi. Ko'rgazmali qo'llanmalar o'quvchilarning chizmachilik kursini o'rganishlari va grafik topshiriqlarni bajarishlarida yordamlashish maqsadida tayyorlanadi. Bolalarning qiziqishi doiralarni kengroq bilish uchun ular bilan topshiriqlar, boshqotirmalar, mashqlar o'tkazilishi yaxshi natija beradi. Ulardagi tasavvur hosil bo'lishini va fanga qiziqishlarini shakllantirish uchun birinchi darsda chizma tarixi bo'yicha ma'lumotlar berilishi kerak.

Tarixdan ma'lumki kishilar o'rtaqidagi muloqot vositalaridan biri sifatida yozuvdan avval suratlar paydo bo'lgan. Keyinchalik shu asosda ayrim yozuvlar rivojlangan. Qadimgi ierogliflar odatda konturli suratlar ko'rinishida bo'lib, ular shu xususiyatlari bo'yicha zamonaviy chizmalar bilan „o'xshash“ hisoblanadi. Uzoq yillar davomida chizmalar qo'lda bajarilib kelingan va bunga ko'p vaqt sarflangan. XX asr boshida konstruktor ish o'rnini mexanizatsiyalashtirish bo'yicha ishlar boshlangan. Hozirgi kunda chizma bajarish hamda loyiha konstruktorlik hujjatlarini tayyorlash jarayonini sezilarli soddalashtiruvchi va tezlashtiruvchi chizma bajarishning mashina usuli yaratilgan.

Xulosa qilib aytganda, chizmachilik fanini o'qitish pedagogdan mahorat talab etiladi. Buning uchun darsdan tashqari to'garaklar tashkil etilib borilishi kerak bo'ladi. O'qituvchi o'quvchilar bilan dars vaqtida individual shug'ullana olmaydi va natijada o'quvchilarda o'rganish jarayonida ba'zi tugalliklar yuzaga keladi. Alohida shug'ullanish jarayonida esa bilimi mustahkam egallashda qo'l keladi.

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## QIPCHOQ LAHJASIDA FONETIK-LESIK FARQLANUVCHI SO'ZLAR PHONETIC-LEXICAL IN THE KIPCHOK DIALECT DIFFERENT WORDS

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**Annotatsiya:** Ushbu maqolada qipchoq lahjasining o'ziga xos xususiyatlari haqida ma'lumotlar keltirilgan. Shuningdek, qipchoq lahjasida fonetik-leksik farqlanuvchi so'zlar tahlil qilingan.

**Kalit so'zlar:** sheva, qipchoq lahjasi, fonemalar, fonetik hodisalar, singormonizm, shevalar leksikasi.

**Annotation** This article provides information about the peculiarities of the Kipchak dialect. Also, phonetically-lexically different words in Kipchak dialect were analyzed.

**Key words:** dialect, Kipchak dialect, phonemes, phonetic phenomena, synharmonism, lexicon of dialects.

Qipchoq lahjasiga taalluqli shevalar juda katta hududga tarqalgan. O'zbekistonning barcha viloyatlarida mazkur lahja vakillarining borligi ham bu fikrning to'g'ri ekanligiga dalildir. Haqiqatan ham qipchoq lahjasining vakillari Toshkent viloyatining Ohangaron vodiysidagina emas, hatto Andijon, Farg'ona viloyatlarida ham yashaydilar. Sirdaryo, Samarqand, Buxoro, Qashqadaryo, Surxondaryo va Xorazm viloyatlari aholisining ko'pchilik qismi ham qipchoq lahjasining vakillaridir. Bugina emas, O'zbek tili qipchoq lahjasining shevalari Qozog'iston, Qirg'iziston, Tojikiston respublikalari hududida ham bor.

Ushbu lahjaga xos fonetik, leksik, morfologik xususiyatlar prof. E.D. Polivanov, prof. G'ozzi Olim tasniflarida atroflicha mukammallikda berilgan.

O'zbek tilining qipchoq shevalari faqat dialektologlar uchungina emas, balki folkloristlar uchun ham juda qiziqarli materiallar beradi. Shu sababli aksariyat qismi qipchoqlardan bo'lgan o'zbek xalq baxshilarining hayoti va ijodini o'rganish o'z navbatida qipchoq shevalarining xarakterli til xususiyatlarini har taraflama tadqiq qilishni taqozo etadi. Shu bilan bir qatorda qipchoq lahjasi o'z fonetik va leksik-grammatik xususiyatlariga ko'ra o'zbek adabiy tili normalaridan ham ko'p jihatlari bilan farq qiladi.

O'zbek tilining qipchoq lahjasi lingvistik jihatdan bir qator xususiyatlarga egaki, bulardan eng muhimi quyidagilar:

Fonetik xususiyatlar:

a) kontrast juft unlilar [y-y, o-o, ы-и, а] ning mavjudligi va buning natijasida singormonizmning saqlanishi;



b)soʻz boshida kelgan yuqori-oʻrta koʻtarilishdagi unlilarning diftonglashuvi: e, yo, ye;

d)qisqa-choʻziq unlilarning farqlanmasligi. (Bu shevalarda undosh tovushlarning tushib qolishi hisobiga boʻladigan ikkinchi darajali choʻziqliklargina bor);

e)soʻz boshida й undoshining дж (dj) undoshiga oʻtishi, yaʼni й-lashish emas, balki дж-lashish [й>дж] holatining mavjudligi: джол<йол, джаман<йаман;

f)gʻ>v oʻtishi:togʻ>tov, agʻʼbz>avʼbz;

g)gʻ>й,g>й oʻtishi bogʻla>байла, tegдь>тѣдѣ, съгьгь>сѣйгьгь;

h)soʻz oxirida k,q undoshlarining tushib qolishi:sarьq>sarь, кьчьк>кьчь.

Qipchoq lahjasining shevalari oʻz fonetik belgilariga koʻra dj-lashgan boʻlib, ularning koʻpchilik qismi esa a-lashgan, yaʼni a unlisi boʻlgan soʻzlar oʻz intakt formasida oʻsha unlini saqlagan (masalan, ata, bala | | ad.orf.ota, bola).

Oʻzbek shevalarining murakkab tarkibga ega ekanligi avvalo, ularning fonetik jihatdan rang-barangligi tufaylidir. Oʻzbek shevalari unli va undoshlar miqdori va sifati, fonetik qonuniyatlar, fonetik jarayonlarning oʻziga xosligi jihatidan oʻzaro farqlanadi va bir-biri bilan oʻxshashliklarga ham ega boʻladi. Masalan, singormonizm, singormonizm unlilarning uygʻunlashuvi demakdir. Taniqli tilshunos I.A.Bogoroditskiyning fikriga koʻra, singormonizm unlilar uygʻunligi, lekin qisman undoshlarga ham taalluqlidir. Shevalarda ayrim yuklamalar, qoʻshimchalar singormonizmga boʻysinmasligi mumkin. Masalan, qipchoq lahjasida baragʻay (bora qol), kelagʻay (kela qol)-gʻay affiksining varianti boʻlmaganligi uchun u singormonizmga boʻysunmaydi. Bundan tashqari qipchoq lahjasida uchinchi shaxs egalik qoʻshimchasining -i,-oʻ,-u kabi variantlarga egaligi singormonizm belgisidir:ishi, ati, ozu (oʻzi) kabi. Singormonizmga uchragan soʻzlarga misollar:

Kopruk-koʻprik

Oʻquydu-oʻqiydi

Mudur-mudir

Oʻqush-oʻqish

Mumkun-mumkin.

Shuni taʼkidlash kerakki, shevalarimizda faol uchraydigan singormonizm hodisasi adabiy tilda juda kam- yoʻq hisobi. Mana shu xususiyat bilan adabiy tilimiz boshqa turkiy tillardan ajralib turadi.

Oʻzbek tilidagi shevalarda nutq jarayonida unli va undosh tovushlar baʼzan orttiriladi, baʼzan esa tushirib qoldiriladi. Unli va undosh tovushlarning orttirilishi soʻzdagi tovushlar miqdorini koʻpaytiradi va shu bilan birga uning talaffuzini uzaytiradi. Bu hodisa bir tomondan talaffuz qilishni osonlashtirsa, ikkinchi tomondan, tilning tarixiy fonetik evolyutsiyasi nuqtayi nazardan, baʼzi soʻzlarda orttirilgan tovushlar uni talaffuz etishni qiyinlashtiradi. Misollarga tahliliga murojaat qilaylik:

1.Tovush orttirilishi:

a)soʻz boshida:djip<ip, jilon<ilon, juzum<uzum,

b)soʻz oʻrtasida:rayis<rais, qoyida<qoida.

2.Tovush almashishi:

a)soʻz boshida:choʻja<joʻja, jemoq<yemoq, munday<bunday, chochiq<sochiq,

b)soʻz oʻrtasida:siyir<sigir, maylis<majlis, tayla<tashla, ushta<uchta,

d)soʻz oxirida:tov<togʻ, buzov<buzoq, sov<sogʻ.

3.Tovush tushishi:

a)soʻz boshida:iring<yiring, irik<yirik,

b)soʻz oʻrtasida:kesa<kelsa, boʻsa<boʻlsa, dasyor<dastyor,

d)soʻz oxirida:tiri<tirik, yiri<yirik, ke<kel.

Yuqoridagi misollarda keltirilgan soʻzlar Pastdargʻom tumanidagi deyarli barcha qishloqlarda qoʻllaniladi.Bu hududda j-lashish, gʻ tovushining v tovushiga almashishi, unlilarda tovush oʻzgarishi koʻp kuzatiladi.

Xulosa qilib aytganda, oʻzbek tili shevalaridagi fonetik hodisalar amalda, nutq vaqtida boʻlib turadi, yaʼni sheva vakillari tomonidan nutq jarayonida aytiladi.Shuningdek, har bir shevada tovushlarning tushishi va ortishi hodisalari tez-tez qoʻllanib turadi. Bu ham shevalarning oʻziga xosligini anglatadi.

Maʼlumki, oʻzbek tili leksikasi oʻzining qadimiy va boy tarixiga egadir. U bir qancha asrlar mobaynida rivojlanib kelgan.Soʻzlar bir qancha maʼnolarni anglatadi. Soʻzlarni qoʻllash va maʼnolaridan foydalanishda shoir-yozuvchilarning imkoniyatlari gʻoyat kattadir. Chunki ular adabiy tilimiz leksikasidan tashqari, sheva imkoniyatlaridan ham keng foydalanadilar. Natijada shevalardagin ayrim soʻzlar ommalashib, adabiy normalarga aylanib boradi. Lekin ularning asosiy qismi lahjalar va shevalarga xos boʻlib, adabiy til doirasiga kirmaydi hamda shevalardagi shakl, ulardagi oʻziga xos xususiyat boʻlib qolaveradi. Adabiy til nuqtayi nazaridan kam qoʻllaniladigan soʻzlar ayrim hollarda faollashib ham qoladi. Bu hol shevalar chegarasi bilan bogʻlanadi. U soʻzlar shevada gapiruvchilar nutqida faol hisoblanib, adabiy tildagi soʻzlar bilan shakldoshlik qatorini tashkil etadi.

Oʻzbek xalq shevalari lugʻati va uning koʻp tomli yangi variantlari,shuningdek, ularni yaratish muammolari murakkabdir. Oʻzbek shevalari fonetik, grammatik xususiyatlari bilan birga leksik xususiyatlarga ham ega. Bu xususiyatlar shevalarni adabiy tildan hamda ularning oʻzini oʻzaro farqlashga yordam beradi. Har bir til, shevada hayotiy zarur tushunchalar soʻzlar vositasi bilan ifodalanadi. Tilimiz leksik tarkibining asosiy qismini tashkil etuvchi soʻzlar oʻzbek shevalari va oʻzbek adabiy tili leksik tarkibining asosiy qismini tashkil etadi.

Oʻzbek shevalarining leksik tarkibida anʼanaviy leksika asosiy oʻrinni egallaydi. Shevalarning anʼanaviy leksikasi hozirgi kunda asosan keksalar nutqi(tili)da qoʻllaniladigan soʻzlar majmui boʻlib, ular sof leksik dialektal soʻzlar hisoblanadi. Har bir shevaning oʻziga xos soʻzlari boʻladi. Oʻzbek adabiy tilida boʻlmagan soʻzlar oʻzbek xalq shevalarida uchraydi. Yoki bir soʻzning oʻzbek adabiy tilidagi variantidan tashqari sheva, lahjalarida boshqa variantlari, turli hududlarda leksik farqlanishlarda ishlatiladi.



O'zbek lahjalarining leksikasini ko'zdan kechirar ekanmiz, har uchala lahjaning o'ziga xos leksik qatlamlari mavjudligini ko'ramiz. Shu umumiy tomonlardan tashqari, ularning har birida o'ziga xos leksik qatlamlar ham mavjud. Jumladan, qipchoq lahjasida ham bunday xususiyatlar uchraydi. Pastdarg'om tumanining ko'p qishloqlari aholisi qipchoq lahjasida so'zlashadi. Quyidagi fikrimizni Pastdarg'om tumani qipchoq lahjasidagi leksik farqlanuvchi so'zlar tahlili bilan davom ettiramiz. Buvi (adabiy tilda), ena, ana, katina qishloq shevalarida. Yoz va bahor oylarida chorva mollari bog'lanadigan joyning Pastdarg'om tumani qishloqlarida uch xil varianti bor: mol ayvon (Qozoq qishloqda), savot(Qo'lton qishlog'ida), sayisxona(Chimboy qishlog'ida). Xamiri oshirib tayyorlanadigan taomning ham bir necha variantlari bor: is(Qozoq qishloqda), cho'zma, so'zma (Qo'lton va unga yaqin hududlarda). Yanga (adabiy tilda), kenayi(Toshkent shevasida ishlatilsada, bizda ham qo'llaniladi), checha, oyicha qishloq shevalarida. Qozoqlarning sevimli taomi beshbarmoqning bizda "qayish", "kulchatoy" nomlari bilan ishlatilishini bilarmidingiz? Bular boshqa-boshqa taom deyishga shoshilmang, bizda uchalasini ham bitta taom deb tushunishadi va almashtirib qo'llayveradi. Bu kabi so'zlardan ko'plab misollar keltiramiz:

- 1.Fartuk-etak,
- 2.Tomorqa-agiro-egat,
- 3.Qatlama-qallama,
- 4.Sho'rvo-piyova,
- 5.Yuvundi-ashalon,
- 6.Xamir osh-keskan osh,
- 7.Ayron-chalop,
- 8.Murobbo-varinni(varanni).

O'zbek shevalaridagi barcha leksik o'ziga xosliklarni o'rganish lug'at boyligimizni, til imkoniyatlarimizni kengaytirishimizga yordam beradi va shuning uchun adabiy tilga bunday so'zlarni qabul qilib borish zarur. Yuqorida aytilganidek, o'zbek tili uchta lahjani qamrab olgan, lekin har bir lahja orasiga ba'zan qat'iy chegara qo'yib bo'lmaydi, ya'ni aksariyat shevalar bir til qonuniyatlariga amal qilishi mumkin, masalan, singormonizm har uchala lahjada uchraydi, shu bilan birga har bir lahja o'ziga xos xususiyatlariga ham ega. Biz yuqorida qipchoq lahjasining o'ziga xos xususiyatlari haqida biroz mushohada yurutdik. Dialektlar adabiy tilning boyishi uchun tabiiy manbalardan biri bo'lib qoladi. Dialektlar badiiy adabiyotning ta'sirchan kuchi orqali adabiy tilda o'zlashadi. Bundan o'zbek tili leksikasi boyib boradi.

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**Annotatsiya:** *Mazkur maqolada, asosan, sotsiolingvistikaning kelib chiqish tarixi, tilshunoslikda tutgan o'rni va vazifalari, sotsiolingvistikaning rivojlanishida o'z hissasini qo'shgan tilshunoslar haqida ma'lumotlar berib o'tilgan.*

**Kalit so'zlar:** tilshunoslik, sotsiolingvistika, til, etnografiya, psixologiya, urf-odat, ijtimoiy hayot, sheva, dialekt, umumbashariy, bog'liq, jamiyat.

**Аннотация:** В данной статье в основном представлены сведения об истории возникновения социолингвистики, ее роли и задачах в лингвистике, а также о лингвистах, внесших вклад в развитие социолингвистики.

**Ключевые слова:** языкознание, социолингвистика, язык, этнография, психология, традиция, общественная жизнь, диалект, диалект, всеобщий, родственный, общество.

**Abstract:** This article mainly provides information about the history of the origin of sociolinguistics, its role and tasks in linguistics, and linguists who contributed to the development of sociolinguistics.

**Key words:** linguistics, sociolinguistics, language, ethnography, psychology, tradition, social life, dialect, dialect, universal, related, society

Umumtilshunoslikda, jumladan, o'zbek tilshunosligida ham, keyingi yillarda ijtimoiy tilshunoslik sohasiga e'tibor birmuncha kuchaydi. Sotsiologiya va tilshunoslik sohalarning tutash nuqtasida paydo bo'lgan va tadqiq etilayotgan mazkur fanning taraqqiyoti sohalarning qay darajada o'rganilganligiga bog'liq, albatta. Boshqacha qilib aytganda, ijtimoiy hayotda sodir bo'layotgan voqea-hodisalarning u yoki bu darajada tilde aks etishi tabiiy hol.

Biroq bu jarayonning uzoq yillar davomida e'tirof etilmay kelganligi sotsiolingvistika sohasining rivojiga bir qadar salbiy ta'sir ko'rsatdi.

Adabiy tilning noadabiy til vositalari (sheva, dialekt, jargon, argo va boshqalar) hisobiga rivojlanishi taraqqiy etishi tilshunoslarga ma'lum. Shunday ekan, ijtimoiy hayotda mavjud bo'lgan bu kabi hodisalar adabiy til uchun bitmas-tuganmas zahira ekanligini unutmash kerak. Shu munosabat bilan sotsiolingvistikaning nazariy asoslariga bag'ishlangan ishlar yuzaga kela boshladi. Ijtimoiy va tilshunoslik sohalarinng hosilasi bo'lgan mazkur fan falsafa, etika, estetika, mantiq, psixologiya, etnografiya, tarix vas hu kabi ilmlarni chuqur bilishi ham talab qilinadi. [1, 186-b].

Yetuk tilshunos olimlardan Yu.D.Desheriyev, V.M.Jirmunskiy, L.B.Nikolskiy, A.D. Shveytsar kabilarning ijtimoiy tilshunoslikka bagʻishlangan ilmiy asarlari mazkur sohaning shakllanishiga asos boʻladi.

Oʻzbek tilshunosligida ham A.Nurmonov, X.Neʼmatov, S.Moʻminov, A.Mamatov kabi olimlarning ishlari tahsinga loyiq.

Biz shunday jamiyatda yashayapmizki, ijtimoiy fan sohalari ancha nisbiy xarakterga ega boʻlmoqda. Bunday fanlarga sotsiolingvistika misol boʻla oladi. U sotsiologiya va tilshunoslik fanlarining tutash joyida rivojlanayotgan sohadir.

Darhaqiqat, sotsiolingvistika tilshunoslik yoʻnalishdagi fan boʻlib, ijtimoiy munosabatlarda tilning tutgan oʻrnini, til taraqqiyotining va tilning funksional jihatlarini hamda jamiyat til uchun, til esa jamiyat uchun xizmat qilishini oʻrganadi.

Darhaqiqat, sotsiolingvistika shallanish, qurilish, taraqqiyot nuqtayi nazaridan tilning ijtimoiy shartlanganligini, „tilning jamiyatga, jamiyatning tilga taʼsirini“ oʻrganuvchi fan sifatida qaralmogʻi lozim. Vaholanki, ijtimoiy lingvistika hayot qonuniyatlarini til faktlari asosida oʻrganar ekan, uning oʻziga xos xususiyatlarini anglamoq va tushunib yetmoq lozim boʻladi. Avvalambor, sotsiolingvistika bir qancha termin ostida nomlanishi bunga yaqqol misoldir. Jumladan, „ijtimoiy til“, „ijtimoiy tilshunoslik“, „tilshunoslikning ijtimoiyligi“, „falsafiy tilshunoslik“, „tilning ijtimoiyligi“, „sotsiolingvistika“ kabi atamalar bilan nomlashlar bu fanning oʻziga xos xususiyatga ega ekanligidan dalolatdir. [3, 131-b].

Sotsiolingvistika termini tilshunoslikda birinchi bor 1952-yilda amerikalik tadqiqotchi X.Karri tomonidan tadbiiq etilgan boʻlib, bu termin ostidagi tushunchalar, umuman, tilshunoslikning allaqachon paydo boʻlganligini anglatish bilan birga, undan asosiy koʻzlangan maqsad tilning umumbashariy tushuncha sifatida paydo boʻlganligini eʼtirof etishdir.

20-30-yillarda rus tilshunos olimlari bu fanni ikki xil nomlash asosida oʻrganib keldilar. „Sotsialnaya lingvistika“, „Sotsiolingvistika“ kabi atamalar oʻsha davr ruhi bilan bogʻliq tarzda hosil qilingan edi. Keyinchalik, aniqrogʻi 50-yillarga kelib „sotsiolingvistika“ terminini hayotga tadbiiq etish maʼqul variant deb topildi. Negaki, tilning hayot bilan, jamiyat bilan chambarchas boʻliqligini, milliy anʼana va milliy qadriyatlar, shuningdek, millatga xos urf-odatlarining shakllanishi va yuzaga kelishi sotsiolingvistika terminiga mosdir. Fanni shu tarzda nomlash hech qanday mushkulotni yuzaga keltirmaydi. Sabab „sotsiolingvistika“ termini, qayd etib oʻtilganidek, ikki soha tutash nuqtasida yuzaga kelgan, bu oʻz vaqtida fanlararo munosabatlarni rivojlantirishda muhim omil boʻla oladi.

Sotsiolingvistikani fan sifatida oʻrganish jarayonida uning umuminsoniy hamda siyosiy xususiyatlari, jumladan, til va jamiyat, til va mafkura, til va xalq, til va yosh, til va jins, davlat institutlarida til, til taraqqiyotini rejalashtirish, shuningdek, tilning falsafiy xususiyatlarini oʻrganish lozim boʻladi. Shunday ekan, sotsiolingvistikani oʻrganish va tadbiiq etish jarayonida uning ijtimoiy-lisoniy omil sifatida hayot va



jamiyatda tutgan o'рни baholanadi. Shu orqali sotsiolingvistika va umumiy fanlar nazariyalari haqida ma'lumotga ega bo'lamiz. Ayniqsa, ko'pgina tilshunos olimlar nazdida „sotsiolingvistika” ni falsafiy tilshunoslik deb qarashlar ham bu fanni boshqa fanlar bilan uzviy aloqadorligini anglatadi. Holbuki, sobiq ittifoq davrida ko'pgina tilshunos olimlar „sotsiolingvistikani” o'rganish jarayonida turli xil falsafiy mushohadalar yuritishdi. Ularning ayrimlari materialistik nuqtayi nazardan yondashgan bo'lsalar, ba'zilar esa idealistik nuqtayi nazardan qarab keldilar. Biz esa ijtimoiy tilshunoslik masalalarini to'g'ri baholash va aniqlashni hayot va jamiyat taraqqiyoti bilan uzviy bog'lab o'rganamiz.[2, 345-b].

Jumladan, O.Axmanovanning „Lingvistik terminlar lug'ati” yoki A.Xojiyevning „Lingvistik terminlarning qisqacha izohli lug'ati”ni ko'zdan kechirish orqali ham bu masalaga oydinlik kiritish mumkin. Xususan, O.Axmanova lug'atida „sotsiolingvistika” termini „ijtimoiy lingvistik” „tilshunoslik ijtimoiyligi” deb atalishi asosida quyidagicha ma'no kelib chiqadi. Birinchidan, tilning umuminsoniy munosabatlardagi o'рни, til va jamiyat o'rtasidagi xususiyatlarning o'zaro bog'liqligini o'rganish tadbiriq etilsa, ikkinchidan, tilshunoslikning ijtimoiy munosabatlardagi turli xil vazifaviy xususiyati va aloqadorligi (masalan: ijtimoiy dialekt, hududiy dialektlar, argo va jargonlar) va hokazolar til va jamiyat o'rtasidagi mushtaraklikni bog'lashga xizmat qilishi ta'kidlanadi.

Ikkinchi vaziyatda ijtimoiy dialektlarning ijtimoiy til mohiyatlarini belgilovchi xususiyatlari faqat ijtimoiy dialekt sifatida emas, balki professional nutq va hokazo tarzda tushuniladi. Ko'rinadiki, sotsiolingvistikaning asosiy muammosi til va jamiyat o'rtasidagi munosabatlarni o'rganishdan iboratdir. Shunday ekan, til va jamiyat munosabatlari o'rtasidagi bu bog'liqlik til va jamiyat taraqqiyotining korinishidir. Sotsiolingvistika predmetini akademik V.Jirmunskiy tor ma'noda ta'kidlab; sotsiolingvistika o'zaro ikki tomonlama bog'liq munosabatlar asosida tutash topgan, – degan xulosaga keladi, ya'ni:

1. Ijtimoiy til differensiyatsiyasi sinfiy jamiyat uchun xizmat qilib, uning tarixiy qatlamlarini o'rganadi. Bunda ijtimoiy lingvistik tarixiy taraqqiyot davrining turli xil qatlamlari va uning qonuniyatlarini o'rganishi nazarda tutiladi.

2. Tilning ijtimoiy qatlamlari taraqqiyotini, uning o'tmish tarixini belgilovchi omil sifatida xizmat qiladi, deydi. Shuningdek, V.Jirmunskiy „sotsiolingvistika”ni sinxron va diaxron tarzda o'rganishni ma'qul deb biladi. Professor B.Golovin esa „sotsiolingvistika” fanini tor va keng ma'noda talqin etishni maqsadga muvofiq deb biladi. Chunki sotsiolingvistika funksional (vazifaviy) ma'no kasb etib, u til qurilishi taraqqiyotiga xizmat qilishini ta'kidlaydi va tilning vazifaviy xususiyatlari bilan bog'liq, – degan xulosaga keladi. Ayni paytda, B.Golovin sotsiolingvistika terminining 7 xil xususiyatlarini sanab o'tadi.

a) Differensiatsiyaga xoslanishi (xududiy dialektlar, qatlamlar);

- b) Tilning umuminsoniy xususiyatlari (unda yozma va o‘zaki til qonuniyatlari nazarda tutiladi);
- c) Tilning nutq jarayonidagi xolati (dialogik, monologik nutq ko‘rinishlari);
- d) Ijtimoiy jamiyatning kollektiv bilan tilning funksional (vazifaviy) belgilari;
- e) Ijtimoiy guruhlar, ijtimoiy til qatlamlari majmuasi (professional nutq, xalq maqollari variantlari);
- f) Badiiy tilning tur va xususiyatlari (epik, drammatik, lirik, janrlari);
- g) Avtor so‘zi va uning xarakterli belgilari (xususiylik, variant, variantlilik)

B.Golovin nazariyasiga ko‘ra, sotsiolingvistikani birlashtiruvchi ma‘nodagi sohalari bo‘lib, tilning umumjamiyat taraqqiyotidagi xizmatini, til a‘zolari va uning jamiyat uchun xizmat qilishini alohida ta’kidlaydi. Jumladan, ijtimoiy til hammaga baravar, ya’ni ishchi, dehqon, xizmatchi, ziyolilarga ham xizmat qiladi. Golovindan keyin taniqli tilshunos olim F.Filin ham „til jamiyat“ uchun xizmat qiluvchi ijtimoiy hodisadir, deb ta’kidlaydi. Uning fikricha, sotsiolingvistikani tushunish uchun uch xil masalani mukammal bilishi lozim:

- a) ijtimoiy munosabatlarda til faktorlariga asoslanish, shu jumladan, til qurilishi masalasi. Bunda, shubhasiz, tilning ijtimoiy hodisa sifatida jamiyat hayotida tutgan o‘rni, ayni zamonda uning ijtimoiy factor sifatida e’tirof etilishi hisobga olinishi lozim;
- b) tilning umum vazifaviy belgilarini tushunish;
- c) tilning jamiyat taraqqiyotidagi o‘rni, sotsiolingvistika va uni hayotga tadbiq etishda muhim omil sanaladi. Bunda, shubhasiz umum til qonuniyatlarini belgilashda ijtimoiy til faktorlari muhim ahamiyat kasb etadi. [4, 162-b].

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**СТАТЬЯ НА ТЕМУ: СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ  
ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В  
НЕГОСУДАРСТВЕННЫХ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ  
УЧРЕЖДЕНИЯХ (НА ПРИМЕРЕ КАРАКАЛПАКСТАНА)**

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**Введение**

Современная система образования требует постоянного обновления с учётом передовых достижений во всем мире. Это также касается дошкольных образовательных учреждений. Рост числа негосударственных дошкольных образовательных учреждений усиливает требования к качеству образования и воспитания. Целью данной статьи является совершенствование методики повышения качества образовательного процесса в негосударственных дошкольных учреждениях на примере Каракалпакстана.

**Основная часть**

**1. Общий обзор системы негосударственного дошкольного образования**

Негосударственные дошкольные образовательные учреждения возникли как дополнительная и альтернативная форма по отношению к государственным учреждениям. Они предлагают образовательные услуги на основе рыночного спроса и способны охватить большее количество детей. В настоящее время в Республике Каракалпакстан также наблюдается рост числа негосударственных дошкольных образовательных учреждений.

**2. Качественное образование и воспитание в негосударственных учреждениях: проблемы и возможности**

Для повышения качества образования и воспитания в негосударственных дошкольных учреждениях существуют следующие проблемы:

- Недостаток современных образовательных методик.
- Нехватка квалифицированных кадров.
- Несоответствие базовым образовательным и воспитательным стандартам.

Тем не менее, свобода таких учреждений и возможность внедрения передовых практик отличают их от государственных.

**3. Инновационные направления повышения качества образования и воспитания**

Внедрение инновационных методов играет ключевую роль в улучшении качества образования:

- Методика STEAM (наука, технологии, инженерия, искусство и математика) — одна из самых эффективных методик для развития научного и творческого мышления у детей.

- Методы культурного самовыражения — важный элемент для развития творческих способностей детей.

- Основы программирования — имеют особое значение для развития технической грамотности у детей младшего возраста.

4. Внедрение инноваций в деятельность негосударственных дошкольных учреждений в Каракалпакстане

Необходимо внедрять инновационные методики в образовательный процесс с учётом специфики Каракалпакстана. Важно сочетать национальные традиции с современными подходами. Например:

- Обучение и воспитание на основе народных игр и народного творчества.
- Разработка программ, направленных на изучение исторических, культурных и природных богатств Каракалпакстана.

5. Опыт других стран и его адаптация в системе дошкольного образования Каракалпакстана

Изучение опыта других стран в развитии негосударственных дошкольных образовательных учреждений может помочь в разработке эффективных методов для Каракалпакстана. В ряде стран, таких как Финляндия, Южная Корея и Сингапур, большое внимание уделяется именно раннему детскому образованию, поскольку оно считается фундаментом для последующего развития. Рассмотрим некоторые из этих успешных практик:

- Финская модель образования основана на индивидуальном подходе к ребёнку, где главная цель — это развитие его природных талантов и интересов. Здесь активно применяются игровые методики, позволяющие детям обучаться в процессе игры, что снижает стресс и делает процесс обучения более естественным.

- Южная Корея фокусируется на развитии дисциплины, культурных ценностей и коллективной работы у детей. Основные акценты делаются на раннюю социализацию и внедрение программ по изучению иностранных языков с раннего возраста.

- Сингапур активно использует цифровые технологии в обучении дошкольников. Внедрение интерактивных платформ и приложений для детей помогает им освоить основы программирования, математики и других точных наук в простой и доступной форме.

Адаптация этих моделей в условиях Каракалпакстана может включать:

- Внедрение игровой методики обучения, с акцентом на национальные традиции и особенности.

- Развитие цифровых платформ для детей в сельских и городских негосударственных учреждениях.



- Программы по изучению языков и раннее знакомство детей с культурными ценностями через использование мультимедийных технологий.

#### 6. Роль педагогов и их переподготовка

Для успешного внедрения новых методов и повышения качества образования в негосударственных дошкольных учреждениях Каракалпакстана важнейшую роль играют квалифицированные педагоги. Без их профессионального роста и адаптации к новым требованиям сложно ожидать качественных изменений. Поэтому необходимо разработать целевые программы по переподготовке и повышению квалификации сотрудников дошкольных учреждений.

Основные направления подготовки и переподготовки:

- Обучение педагогов современным методикам воспитания и обучения детей дошкольного возраста. Это может включать тренинги по использованию инновационных технологий, таких как STEAM, а также развитие творческих навыков у детей.
- Интерактивные формы работы с детьми. Педагоги должны овладеть навыками организации интерактивных занятий, в которых дети активно участвуют в процессе обучения через игры, проектную деятельность и творчество.
- Работа с родителями. Эффективное взаимодействие между педагогами и родителями играет ключевую роль в развитии детей. Учителя должны уметь наладить конструктивный диалог, помогая родителям в решении образовательных и воспитательных вопросов.

Для этого необходимо организовать систему курсов и семинаров, которые будут проводиться на регулярной основе, как для начинающих педагогов, так и для опытных специалистов. Важно, чтобы эти курсы были адаптированы под специфические условия Каракалпакстана, учитывая местную культуру и традиции.

#### 7. Финансирование и государственная поддержка негосударственных дошкольных учреждений

Одним из важнейших факторов для повышения качества образовательного процесса является финансирование и государственная поддержка. Несмотря на то, что негосударственные дошкольные учреждения являются частными, важно наладить эффективное сотрудничество между государством и этими учреждениями, чтобы создать равные условия для всех детей.

Возможные формы поддержки:

- Грантовая поддержка для внедрения инновационных методик. Государство может предоставлять гранты негосударственным учреждениям для развития

образовательных программ, улучшения инфраструктуры и повышения квалификации кадров.

- Налоговые льготы. Для того чтобы облегчить финансовую нагрузку на частные дошкольные учреждения, государство может предоставлять налоговые льготы для тех, кто внедряет программы социального значения, направленные на повышение качества образования.

- Партнёрские программы.

Сотрудничество между государственными и негосударственными учреждениями может включать обмен опытом, совместные семинары и проекты. Это позволит создать единую образовательную среду, направленную на общее улучшение качества дошкольного образования.

## 8. Влияние качества дошкольного образования на будущее развитие ребёнка

Одним из ключевых аспектов, который необходимо подчеркнуть, является то, что качество дошкольного образования оказывает огромное влияние на дальнейшее развитие ребёнка. Научные исследования показывают, что дети, получившие качественное дошкольное образование, лучше адаптируются в школе, проявляют более высокий уровень когнитивных навыков, а также имеют лучшие результаты в социальной адаптации.

Основные направления влияния:

- Развитие когнитивных способностей. В раннем возрасте у детей формируются основы мышления, памяти и внимания. Качественное образование помогает укрепить эти навыки, что облегчает дальнейшее обучение.

- Социальная адаптация. Дошкольные учреждения играют важную роль в социализации ребёнка, обучая его взаимодействовать со сверстниками и взрослыми, что в дальнейшем облегчает адаптацию к школьной среде.

- Эмоциональное развитие. Важной частью дошкольного образования является эмоциональное воспитание, которое помогает детям понимать и контролировать свои эмоции, что способствует формированию здоровых отношений с окружающими.

Таким образом, инвестиции в качество дошкольного образования являются важным вкладом в будущее развитие детей и общества в целом.

Заключение

В статье рассмотрены ключевые аспекты повышения качества образовательного процесса в негосударственных дошкольных учреждениях Каракалпакстана. Важно внедрять инновационные методы, адаптированные к местным условиям, а также активно развивать сотрудничество с государством. Качественное дошкольное образование — это залог успешного будущего детей, поэтому стоит уделять особое



внимание подготовке педагогов, внедрению современных методик и созданию условий для развития детей с учётом национальных особенностей региона.

# **ОСОБЕННОСТИ СОВРЕМЕННОГО ЭТАПА ЭКОНОМИЧЕСКОГО РАЗВИТИЯ ЕС**

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## **Аннотация**

Статья посвящена анализу особенностей современного этапа экономического развития Европейского Союза и его роли на мировой экономической арене. В работе рассматриваются основные факторы, способствующие экономическому росту, такие как высокие объемы внешней торговли и значительная экспортная мощь, а также вызовы, с которыми сталкивается регион, включая зависимость от импорта энергоресурсов и экономический кризис, а также описываются стратегии, направленные на реиндустриализацию и развитие инновационных технологий, которые призваны укрепить позиции ЕС в глобальной экономике.

## **Ключевые слова**

Европейский Союз, экономика, экономическое развитие, реиндустриализация, энергетические ресурсы.

## **FEATURES OF THE CURRENT STAGE OF ECONOMIC DEVELOPMENT OF THE EU**

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## **Abstract**

*The article analyzes the features of the current stage of economic development of the European Union and its role in the global economic arena. The paper examines the main factors contributing to economic growth, such as high volumes of foreign trade and significant export power, as well as the challenges faced by the region, including dependence on energy imports and the economic crisis, and describes strategies aimed at reindustrialization and the development of innovative technologies that are designed to strengthen the EU's position in the global economy.*

## **Keywords**

*European Union, economy, economic development, reindustrialization, energy resources.*

## **Введение**



Европейский Союз - является одной из крупнейших экономических мощей в мире, оказывающей значительное влияние на глобальную экономику через свои торговые, инвестиционные и регуляторные политики. Это влияние проявляется в нескольких ключевых областях, включая международную торговлю, прямые иностранные инвестиции, регулирование и стандарты, а также через его экономическую дипломатию. ЕС является крупнейшей интеграционной группировкой по своему экономическому потенциалу. Однако отсутствие значительных запасов природных ресурсов и зависимость от внешних поставок ограничивают его способность в полной мере использовать свои экономические возможности. Экспортоориентированная модель ведущих стран-членов Союза делает их чувствительными к колебаниям внешних рынков, в то время как растущий государственный долг создает предпосылки для дезинтеграционных процессов.

### ***Основная часть***

Экономический потенциал Европейского Союза во многом определяется ограниченностью природных ресурсов в большинстве его стран. Этот фактор является одной из причин, почему ЕС не может полностью претендовать на роль глобального центра силы в политической и экономической сферах. Так, доля энергетических ресурсов Европы составляет лишь около 12% мирового топливно-энергетического потенциала. Хотя страны Центральной Европы, такие как Германия, Польша и Чехия, обладают значительными запасами угля, в совокупности они составляют менее 20% мировых разведанных угольных ресурсов. В результате ЕС вынужден импортировать большую часть энергоресурсов, включая около 90% нефти и 70% природного газа<sup>57</sup>.

В ответ на эти вызовы в новой энергетической политике ЕС делается акцент на развитии возобновляемых источников энергии (ВИЭ), что направлено на значительное сокращение зависимости Европы от импорта традиционных энергоносителей. В энергетической стратегии Евросоюза 2018 года указано, что более 55% энергопотребления ЕС обеспечивается за счет импорта нефти и газа, и этот показатель планируется сократить до 20% к 2050 году.

В частности значительная зависимость от внешних поставщиков и потребителей, обеспечивают влияние США на ЕС. Это обусловлено историческими причинами, ведь создание объединенной Европы изначально преследовало геополитические цели, такие как противостояние Советскому Союзу, а позже — России. Поэтому неприкрытое давление США на ЕС связано в первую очередь с геополитическими интересами этой страны. Но следует также отметить, что сложившиеся после Второй мировой войны отношения между США и западноевропейскими странами определяются не только общей идеологией, общими ценностями и наличием военно-политического блока НАТО, но также и тесными экономическими связями.

<sup>57</sup> Секачева А.Б. Кризисные явления в экономике Европейского союза на современном этапе его развития. Мир новой экономики. 2021. – 92 с.

И, профицит внешнеторгового баланса ЕС с США в 2019 г. составил 177,9 млрд долл., т.е. США являются крупнейшим рынком сбыта для европейских товаров.

Попытки ЕС диверсифицировать свои внешнеэкономические связи привели к заключению инвестиционного соглашения с Китаем в конце 2020 года, переговоры по которому велись с 2013 года. Этот шаг вызвал критику со стороны Великобритании и США, которые расценили его как подрыв трансатлантического сотрудничества. Британская газета «The Times» отметила, что это соглашение демонстрирует разрыв между декларируемыми внешнеполитическими целями ЕС и реальными действиями. Хотя Европейская комиссия назвала Китай «стратегическим соперником» в 2019 году, интересы крупного бизнеса, особенно в Германии, превалируют над вопросами морали и безопасности<sup>58</sup>.

Недостаток необходимых природных ресурсов, высокая экспортная направленность национальных экономик и зависимость от импорта способствовали возникновению процессов реиндустриализации в ЕС. Это привело к акценту на развитие в основном третичного сектора услуг, который в 2017 году составлял 70,9% от ВВП<sup>59</sup>.

С начала XXI века экономика стран ЕС переживала подъем, который дважды прерывался спадом производства. В 2008 году на ЕС повлиял глобальный экономический и финансовый кризис, а в 2009 году ВВП ЕС сократился на 4,3%. Затем последовал долговой кризис, и в 2012 году экономика снова сократилась на 0,7%. Однако в 2013 году ВВП превысил докризисный уровень<sup>60</sup>. Внутренний спрос, в особенности частное потребление, стал главным двигателем роста экономики ЕС. Этому способствовали такие факторы, как рост занятости, сокращение уровня безработицы и некоторое, пусть и незначительное, повышение заработной платы. Также важно отметить умеренную инфляцию и политику дешевых кредитов, которую проводили Европейский центральный банк и центральные банки стран, не входящих в еврозону.

С середины 2018 года экономика ЕС начала замедляться, а разрыв в экономическом росте по сравнению с Китаем и США увеличился.

В основе падения экономической активности лежали как внутренние, так и внешние факторы. Одним из ключевых факторов стало снижение темпов роста потребления домохозяйств, которое ранее играло ведущую роль в экономическом подъеме. Это было вызвано увеличением нормы сбережений населения ЕС на фоне возросшей неопределенности в отношении будущих перспектив развития. По той же причине замедлился процесс накопления капитала, что сопровождалось снижением темпов роста производительности труда<sup>61</sup>.

<sup>58</sup> Lukas E. The EU's China deal is bad for democracy. The Times-The Sunday Times. Jan. 04, 2021.

<sup>59</sup> Добров Д. Борьба за всемирный цифровой налог входит в решающую фазу. ИноСМИ.ru .2020.

<sup>60</sup> National accounts and GDP. Statistics Explained. Eurostat, 2020. P. 2.

<sup>61</sup> European Economic Forecast, Spring 2019 // Institutional Paper 102. P. 29, 187.



Ослабление позиций Европы в мировой экономике стало следствием выхода Великобритании из Европейского Союза в 2020 году. Эта страна, имеющая вторую по величине экономику в ЕС после Германии, привела к снижению ВВП Союза на 15%. Не исключено, что после Брекзита сделка между Великобританией и ЕС не будет достигнута, что приведет к нарушению многих цепочек поставок в торговле между Великобританией и ее партнерами по Евросоюзу. Это окажет серьезное негативное воздействие на бизнес крупных континентальных компаний, их производственные и инвестиционные планы. Кроме того, на снижение экономической активности в Европе влияет высокая степень открытости экономики. Общая внешнеторговая квота стран ЕС (включая внутрирегиональную торговлю) более чем в три раза превышает аналогичный показатель США и примерно в 2,5 раза – Китая. Также размер исходящих и входящих прямых инвестиций в отношении к ВВП – 60% и 50% соответственно – значительно выше, чем в США, Китае и Японии. В производстве товаров на экспорт в странах ЕС заняты 36 миллионов работников, что составляет 16% от общего числа занятых. Более 35% активов компаний в ЕС принадлежит иностранным инвесторам, на иностранных предприятиях работают 19 миллионов человек<sup>62</sup>. В таких условиях усиление протекционистских тенденций в мировой торговле и замедление ее роста на фоне общего снижения мирового производства оказывают крайне негативное влияние на экономику ЕС. Возрастают риски, связанные с торговым противостоянием между США и Китаем, а также с нарастающей напряженностью в отношениях между США и ЕС и усиливающейся экспансией китайского капитала в Европу. При этом США и Китай остаются важнейшими внешнеэкономическими партнерами ЕС, составляя около трети всех экспортно-импортных операций в 2019 году.

Экономический подъем в ЕС продолжался до весны 2020 года, когда пандемия коронавируса привела к беспрецедентной рецессии в странах Союза. Летом 2020 года началось восстановление экономики, однако осенью его прервала вторая волна COVID-19, что ускорило тенденцию к самоизоляции национальных экономик и нанесло удар по единому рынку товаров, услуг, капитала и рабочей силы<sup>63</sup>. Закрылись не только внешние границы ЕС, но и внутренние. Тем не менее, вопреки мнению многих аналитиков, Европейский Союз продолжает оставаться одним из ключевых игроков на мировой экономической арене.

Евросоюз сохраняет статус крупнейшего торгового объединения в мире. В 2019 году общий экспорт стран ЕС, включая внутрирегиональную торговлю, составил 31,6% мирового экспорта и 29,4% импорта товаров. Пять европейских стран вошли в десятку крупнейших экспортеров товаров на планете. Около трех пятых внешней торговли товарами стран ЕС формируется внутри Союза. За исключением Ирландии,

<sup>62</sup> Хесин Е.С. Экономика Европейского союза: итоги посткризисного десятилетия // Мировая экономика и международные отношения. 2020. Т. 64. № 1. – 76 с.

<sup>63</sup> European Economic Forecast. Autumn 2020 // Institutional Paper 136. Luxembourg: Publications Office of the European Union, 2020. P. 1.

его члены больше торгуют друг с другом, чем с государствами за пределами Европы. В то же время экономика ЕС всё активнее вовлекается в глобальные процессы, выходящие за рамки региональной интеграции. По стоимости вывоза товаров за пределы объединения Евросоюз занимает второе место после Китая (США находятся на третьем).

В импорте товаров ЕС также занимает второе место в мире, уступая только США, и опережает Китай по этому показателю. Евросоюз является главным торговым партнером для 80 стран, тогда как США – для 20. Из развивающихся стран ЕС импортирует больше товаров (без учета топлива), чем США, Китай, Япония и Канада вместе. Кроме того, ЕС превосходит оба эти региона по общему объему экспорта продукции обрабатывающей и химической промышленности. В рамках трансграничных цепочек поставок в Европе доля импорта комплектующих и готовых изделий из соседних стран превышает аналогичные показатели для Азии или Северной Америки. В то же время сохраняется значительная зависимость региона от импорта сырьевых и энергетических ресурсов.

ЕС является одним из крупнейших экспортеров капитала. Европа занимает первое место в мире по суммарным объемам прямых иностранных инвестиций, как исходящих, так и входящих. Говоря о торговле и инвестициях, ЕС располагает более развитой торговой сетью и играет важную роль на мировом рынке.

Помимо качества человеческого капитала, соотношение сил в мировой экономике определяется положением стран и регионов в сфере инновационного развития и высоких технологий. Более 40% предприятий ЕС внедряют технологии искусственного интеллекта<sup>64</sup>. Около 90% домохозяйств имеют доступ к широкополосному интернету, и интернет-торговля активно развивается. В 2020 г. 60% населения заказывало или покупало товары онлайн<sup>65</sup>.

В марте 2010 года была утверждена новая европейская стратегия экономического развития на ближайшие десять лет под названием «Европа 2020: стратегия разумного, устойчивого и всеобъемлющего роста». В 2014 году Европейская комиссия опубликовала документ «За европейский промышленный ренессанс», в котором содержался призыв к началу реиндустриализации Европы. В этом документе речь шла не только о возвращении на территории ЕС предприятий, которые ранее были перенесены в развивающиеся страны, но и о развитии европейской промышленности на новой научной и технологической основе. В 2017 году была опубликована обновленная стратегия промышленной политики ЕС, нацеленная на превращение Европы в мирового лидера в области инноваций, цифровых технологий и декарбонизации. Новый пакет инициатив в сфере промышленной политики включает комплекс мер, направленных на устранение

<sup>64</sup> Artificial Intelligence: first quantitative study of its kind finds uptake by businesses across Europe is on the rise. 2020. July 28.

<sup>65</sup> Digital economy and society statistics – households and individuals. Eurostat, 2020. P. 1.



препятствий для реализации экономического, в первую очередь инновационного, потенциала региона и укрепления его позиций на мировой арене. Акцент, который власти ЕС делают на обрабатывающую промышленность, не случаен. Несмотря на снижение ее значения в условиях растущей «сервисизации» экономики за последние десятилетия, она по-прежнему играет важную роль в экономике Европы. ЕС занимает лидирующие позиции в таких отраслях, как автомобилестроение, аэрокосмическая и фармацевтическая промышленности, а также телекоммуникации. По доле промышленности в общей занятости (17%) ЕС опережает США (10%) и Японию (16%)<sup>66</sup>.

ЕС состоит из ряда развитых экономик, среди которых выделяются Германия, Франция и Италия. Совокупный ВВП Европейского Союза составляет около \$15 трлн, что делает его третьей по величине экономикой в мире после США и Китая.

Германия является крупнейшей экономикой в ЕС, славящейся своей мощной промышленной базой и экспортным потенциалом. Франция занимает лидирующие позиции в сельском хозяйстве и авиакосмической отрасли. Италия, в свою очередь, сильна в легкой промышленности и машиностроении.

### ***Заключение***

Экономическое развитие Европейского Союза переживает множество трансформаций, отражая изменения на глобальной арене и внутренние вызовы. С одной стороны, ЕС сохраняет статус одного из ведущих экономических игроков, обладая значительным экспортным потенциалом и мощной промышленной базой. Его страны, такие как Германия, Франция и Италия, демонстрируют высокие показатели в различных отраслях, включая автомобилестроение, сельское хозяйство и авиакосмическую промышленность. Совокупный ВВП, достигающий около \$15 трлн, подчеркивает экономическую мощь региона на фоне мировой экономики.

С другой стороны, ЕС сталкивается с серьезными вызовами, такими как необходимость реиндустриализации, зависимость от внешних поставок энергоресурсов и влияние протекционистских тенденций в глобальной торговле. Пандемия коронавируса также нанесла удар по экономической активности, продемонстрировав уязвимость единого рынка и необходимость адаптации к новым условиям. В ответ на эти вызовы ЕС разработал стратегии, направленные на развитие устойчивых и инновационных секторов экономики, включая меры по внедрению технологий и усилению внутреннего сотрудничества.

Таким образом, будущее экономического развития ЕС будет зависеть от способности региона эффективно реагировать на внутренние и внешние вызовы, укрепляя свои позиции на мировой арене и поддерживая устойчивый рост. Стратегические инициативы, направленные на реиндустриализацию и развитие

<sup>66</sup> European Competitiveness and Industry. Benchmarking Report. Brussels: ERT, 2019. P. 10

высоких технологий, станут ключевыми факторами, определяющими дальнейшую траекторию экономического прогресса Европейского Союза.

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**BOLALARNING IJODIY QOBILIYATLARINI RIVOJLANTIRUVCHI  
YANGI DASTURLARDAN FOYDALANISHDA TARBIYACHINING  
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**Annotatsiya**

*Ushbu maqolada bolalarning ijodiy qobiliyatlarini rivojlantiruvchi yangi dasturlardan foydalanishda tarbiyachining vazifalari haqida fikr mulohazalar yuritilgan bo'lib, olib borilgan izlanishlar natijasida tarbiyalanuvchilarning ijodiy qobiliyatlarini rivojlantirishga yo'naltirilgan ta'lim dasturlarining o'ziga xos xususiyatlari aniqlashtirilgan.*

**Kalit so'zlar**

*Mental arifmetika, dasturlar jamlanmasi, ijodkorlik, texnologiya, maqsad, vazifa, elektron ilovalar, sharoit, zamonaviy yondashuv.*

**ОБЯЗАННОСТИ УЧИТЕЛЯ ПРИ ИСПОЛЬЗОВАНИИ НОВЫХ  
ПРОГРАММ, РАЗВИВАЮЩИХ ТВОРЧЕСКИЕ НАВЫКИ ДЕТЕЙ**

**Аннотация**

*В данной статье рассмотрены обязанности воспитателя при использовании новых программ, развивающих творческие способности детей, а также в результате проведенного исследования определены особенности образовательных программ, направленных на развитие творческих способностей детей.*

**Ключевые слова**

*Ментальная арифметика, составление программ, творчество, технология, цель, задача, электронные приложения, условия, современный подход.*

**TEACHER'S DUTIES IN USING NEW PROGRAMS THAT DEVELOP  
CHILDREN'S CREATIVE SKILLS**

**Abstract**

*In this article, the duties of the educator in using new programs that develop children's creative abilities are discussed, and as a result of the conducted research, the specific characteristics of educational programs aimed at developing the creative abilities of children have been determined.*

**Key words**

*Mental arithmetic, compilation of programs, creativity, technology, purpose, task, electronic applications, conditions, modern approach.*

## **KIRISH**

Maktabgacha ta'lim tashkilotlarida yaratilgan shart sharoitlar, ushbu tizim uchun zarur bo'lgan zamonaviy texnologiyalar, didaktik materiallar va o'yinchoqlar bilan muntazam ta'minlanib borishining davlat nazoratida bo'lishi kishini quvontiradi. Maqsad esa bitta bolalarni barkamol tarzda voyaga yetkazish ularni maktab ta'limiga tayyorlash samaradorligini oshirishdir. Maktabgacha yosh - bu o'zini yorqin ifoda etish, ijodiy qobiliyatlarni namoyon qilish, bolaning ijodkorligini rivojlantirish uchun eng qulay davr hisoblanadi.

Bugungi kunda MTT tarbiyachilarining eng ustuvor vazifalaridan biri "Ijodkor bolani" tarbiyalashdir. Bu jarayon qanchalik erta boshlansa samarasi shunchalik barvaqt namoyon bo'ladi va bolaning butun hayotiga ijobiy ta'sir qiladi. Ijodkorlik yangi tadqiqot predmeti emas. Biroq, ilgari jamiyatda odamlarning ijodiy qobiliyatlarini rivojlantirishga alohida ehtiyoj yo'q edi. Iste'dodlar o'z-o'zidan paydo bo'ldi, adabiyot va san'at durdonalari, ilmiy kashfiyotlar, ixtirolar yaratildi va shu bilan rivojlanayotgan insoniyat madaniyati ehtiyojlarini qondirdi. Bizning davrimizda vaziyat tubdan o'zgardi. Ilmiy-texnika taraqqiyoti davrida hayot tobora rang-barang va murakkablashib bormoqda. Bu esa odamdan qoliqlashgan odatiy harakatlarni emas, balki harakatchanlikni, fikrlashning moslashuvchanligini, tez yo'naltirilganligini va yangi sharoitlarga moslashishini, katta va kichik muammolarni hal qilishda ijodiy yondashuvni talab qiladi.

## **ASOSIY QISM**

Hozirgi globallashuv davrida innovatsiyon texnika va texnologiyalar rivojlangan davrda bolalarning fikrlash doirasi hamda ularning ijodiy qobiliyatlari ham kengayib bormoqda. Bolalarning ijodiy qobiliyatlari va fikrlashlarini rivojlantiruvchi bir qator yangi dasturlar joriy etilmoqda. Jumladan: Mental arifmetika san'at va aql idrokni rivojlantiruvchi dasturdir. Ushbu dastur yordamida bolalar nafaqat o'qishda muvaffaqiyatga erishadilar, balki hayot motivatsiyasiga ega bo'lib, ijodiy qobiliyatlari kengaymoqda. Mnemonika usuli ham tezkor xotira va ijodiy fikrlash tezligini rivojlantiruvchi dasturdir. Zamonaviy ota-onalar va o'qituvchilar o'zlariga birinchi navbatda bolani ijodiy rivojlantirish vazifasini qo'yadilar. Bunday qobiliyatlarni rivojlantirishga katta e'tibor beriladi. Shu sababli, ko'pincha o'quv dasturlarida maktabgacha yoshdagi bolalar uchun alohida o'quv dasturlaridan foydalanish va shu jarayonga asoslangan mashg'ulotlarni tashkil



qilish muhim bir jarayon bo'lib hisoblanmoqda.<sup>67</sup> Ushbu tizimga asoslangan o'yinlar va vazifalar faol ijodiy fikrlashni rivojlantirishga yordam beradi, shuningdek, bolalar va kattalar uchun ijodiy shaxsni shakllantirish jarayonini yanada hayajonli qiladi. Yuqorida aytilganlarning barchasidan xulosa qilishimiz mumkinki, maktabgacha yosh ijodiy qobiliyatlarni rivojlantirish uchun ajoyib imkoniyatlar yaratadi. Ijodiy qobiliyatlarning tarkibiy qismlari masalasi bo'yicha turli nuqtai nazarlarni tahlil qilgandan so'ng, xulosa qilishimiz mumkinki, ularni aniqlashga bo'lgan yondashuvlar farqiga qaramay, tadqiqotchilar bir ovozdan ijodiy tasavvur va ijodiy fikrlash sifatini ijodiy qobiliyatlarning muhim tarkibiy qismlari sifatida ajratib ko'rsatishadi. Shundan kelib chiqib, bolalarning ijodiy qobiliyatlarini rivojlantirishning asosiy yo'nalishlarini aniqlash mumkin

- tasavvurni rivojlantirish;
- ijodkorlikni shakllantiruvchi tafakkur sifatlarini rivojlantirish.

Bolalarning ijodiy rivojlanishining muhim sabablaridan biri ularning ijodiy qobiliyatlarini shakllantirish uchun qulay shart-sharoitlarni yaratishdir.<sup>68</sup>

Aslini olganda "Ijodkorlik" - bu har xil turdagi ijodiy faoliyatning muvaffaqiyatini belgilaydigan shaxsning individual fazilatlaridir. Maktabgacha yoshdagi bolalarning ijodiy qobiliyatlarini rivojlantirish bo'yicha mashg'ulotlar bolaning shaxsini shakllantirishda muhim ahamiyat kasb etadi. Ushbu sohada olimlar va psixologlar tomonidan olib borilgan barcha tadqiqotlar, ijod qobiliyatiga ega bo'lgan bolalarning yanada barqaror ruhga ega ekanligi, ular bilan muloqot qilish va do'stona munosabatda bo'lishlarini isbotlaydi. Kichik yoshda, kompleks rivojlanishga, ya'ni maktabgacha yoshdagi bolalarning adabiy, badiiy va musiqiy qobiliyatlarini rivojlantirishga alohida e'tibor berish tavsiya etiladi. Ijodkorlik ko'plab fazilatlarining birlashuvidir. Psixologlar ijodkorlikning tarkibiy qismlari quyidagilardan iborat deb hisoblashadi: <sup>69</sup>

1. Muammoni boshqalar ko'rmaydigan joyda ko'rish qobiliyati.
2. Aqliy operatsiyalarni yiqitish, bir nechta tushunchalarni bitta bilan almashtirish va axborot nuqtai nazaridan tobora ko'proq sig'imga ega bo'lgan belgilarni qo'llash qobiliyati.
3. Bir masalani yechishda olingan ko'nikmalarni boshqa masalani yechishda qo'llash qobiliyati.
4. Voqelikni qismlarga ajratmasdan, yaxlit holda idrok etish qobiliyati.

<sup>67</sup> Achilov O. M., Kochkinova M. N., Kamolova O. M. Q. THE IMPORTANCE OF ECONOMIC EDUCATION IN PRESCHOOL CHILDREN //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2021. – T. 2. – №. 06. – C. 137-140.

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<sup>69</sup> S.I.Mirhayitova Pedagogika texnologiya O'quv qo'llanma Toshkent-2020 32- b

5. Uzoq tushunchalarni osongina bog'lash qobiliyati.
6. Xotiraning kerakli vaqtda kerakli ma'lumotni berish qobiliyati.
7. Fikrlashning moslashuvchanligini ko'ra olish.
8. G'oyalarni yaratish qulayligi.
9. Yangi nostandart g'oyalarni yaratish qobiliyati, ijodiy fikrlashni rivojlantirish.
10. Faoliyatingizning "mahsulotingizni" yaxshilash qobiliyati.
11. Turli xil fikrlarni ifodalash qobiliyati.
12. Asl g'oyani yaxshilash uchun tafsilotlarni takomillashtirish qobiliyati.

Qobiliyatlarni shakllantirish haqida gapirganda, bolalarning ijodiy qobiliyatlarini qaysi yoshda rivojlantirish kerakligi masalasiga to'xtalib o'tish kerak. Psixologlarda ijodiy qobiliyatlarni juda erta yoshdan boshlab rivojlantirish kerak degan faraz mavjud. Bu gipoteza fiziologiyada o'z tasdig'ini topadi. Bolaning miyasi ayniqsa tez o'sadi va hayotining birinchi yillarida "pishadi". Bu kamolot, ya'ni miya hujayralari sonining o'sishi va ular orasidagi anatomik bog'lanishlar mavjud tuzilmalar ishining xilma-xilligi va intensivligiga ham, yangilarining shakllanishiga atrof-muhit tomonidan qanchalik rag'batlantirilishiga bog'liq. Psixologik nuqtai nazardan, maktabgacha yoshdagi bolalik ijodiy qobiliyatlarni rivojlantirish uchun qulay davr hisoblanadi, chunki bu yoshda bolalar o'ta izlanuvchan, ularda atrofdagi dunyoni o'rganishga intilish kata bo'ladi. Bolalar ijodiy qobiliyatini rivojlantirish uchun asos - bu birinchi navbatda erkinlikdir.

Ushbu berilgan bilimlar asosida kata maktabgacha yoshdagi bolalar quyidagi ko'nikmalarga ega bo'lishlari lozim. «Ijodkorlik» sohasidagi o'quv-tarbiyaviy faoliyat yakuniga etganidan so'ng 6-7 yoshli bola:

- san'at va madaniyatga qiziqish namoyon qiladi;
- milliy an'analarni qadrlaydi va ularni kundalik hayotning bir qismi sifatida idrok etadi;
- san'atning muayyan turini afzal ko'rishini mustaqil ravishda ifodalaydi;
- olingan bilim va ko'nikmalardan turli hayotiy vaziyatlarda o'z ijodiy rejalarini tuzish va tatbiq qilish uchun foydalanadi;
- insonning dunyoni o'zgartirishdagi yaratuvchanlik rolini tushunadi

Bolaning ijodkorligini nafaqat maxsus darslarda rivojlantirish mumkin.

Balki bolalarning tasavvurini rivojlantirish uchun maktabgacha yoshdagi bolalarning asosiy faoliyati bo'lgan o'yin ham katta ahamiyatga ega. O'yin orqali ijodiy qobiliyatlarni rivojlantirish eng yaxshisidir. Aynan o'yinda bola ijodiy faoliyatning birinchi qadamlarini qo'yadi.

### XULOSA

Zamonaviy dunyoda insonning ijodiy qobiliyatlari uning intellektining eng muhim qismi sifatida tan olinishi kerak. Insoniyat tomonidan to'plangan madaniy



qadriyatlar odamlarning ijodiy faoliyati natijasidir. Kelajakda insoniyat jamiyatining qay darajada rivojlanishini yosh avlodning ijodiy salohiyati belgilab beradi. Tarbiyachi pedagoglar taqlid qilish ijodkorlikni shakllantirishning asosiy mexanizmi ekanligini unutmasligi kerak. Bu shuni anglatadiki, bolaning ijodiy qobiliyatlarini rivojlantirish uchun unga yaqin odamlar orasida bola o'zini tanitadigan ijodiy shaxs bo'lishi kerak. Bola uchun ijodiy xulq-atvor namunasi sifatida nafaqat ota-onalar (yoki ota-onalardan biri), balki boshqa kattalar ham (o'qituvchilar, oila do'stlari va boshqalar) harakat qilishlari mumkin. Agar bolalar uchun ota-onalar ko'proq ijodiy xususiyatlarga ega bo'lgan "ideal qahramon" bo'lsa, ayniqsa samarali bo'ladi.

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TRENDS IN THE DEVELOPMENT OF INFORMATION TECHNOLOGIES  
AND THEIR IMPACT ON THE ECONOMY AND BUSINESS.**Khushvaktov Sardor Bahodir ugli***Tashkent State University of Economics*

**Annotatsiya:** Ushbu maqolada biz IT rivojlanishining asosiy tendentsiyalari va ularning butun dunyo bo'ylab iqtisodiyot va biznesga chuqur ta'sirini o'rganamiz. Biz ushbu texnologiyalar qanday qilib operatsiyalarni inqilob qilayotganini, samaradorlikni oshirishini va o'sish va raqobatbardoshlik uchun yangi imkoniyatlar yaratayotganini ko'rib chiqamiz. Tashkilotlar raqamli transformatsiyani qabul qilar ekan va texnologiya kuchidan foydalanar ekan, ular raqamli asrning murakkabliklarida harakat qilishga va barqaror muvaffaqiyatga erishish uchun IT yutuqlarining keng imkoniyatlaridan foydalanishga tayyor.

**Kalit so'zlar:** axborot texnologiyalari, iqtisodiyot, biznes, iqtisodiy o'sish, sun'iy intellekt, imkoniyatlar.

**Аннотация:** В этой статье мы исследуем основные тенденции развития ИТ и их глубокое влияние на экономику и бизнес во всем мире. Мы наблюдаем, как эти технологии революционизируют операции, повышают эффективность и создают новые возможности для роста и конкурентоспособности. По мере того, как организации внедряют цифровую трансформацию и используют возможности технологий, они готовы преодолевать сложности цифровой эпохи и использовать преимущества широкого спектра достижений ИТ для достижения устойчивого успеха.

**Ключевые слова:** информационные технологии, экономика, бизнес, экономический рост, искусственный интеллект, возможности.

**Abstract:** In this article, we explore the main trends in IT development and their profound impact on the economy and business around the world. We look at how these technologies are revolutionizing operations, increasing efficiency and creating new opportunities for growth and competitiveness. As organizations embrace digital transformation and harness the power of technology, they are poised to navigate the complexities of the digital age and take advantage of the vast array of IT advances to drive sustainable success.

**Keywords:** information technology, economy, business, economic growth, artificial intelligence, opportunities.

## INTRODUCTION.

In recent years, the rapid development of information technology (IT) has led to fundamental changes in the world economy and business. From artificial intelligence and machine learning to cloud computing and blockchain, emerging IT trends are reshaping industries, driving innovation and redefining traditional business models. Today's rapidly evolving digital information technology (IT) is constantly evolving, creating significant changes in the economy and business landscape. [1]

#### **LITERATURE ANALYSIS AND RESEARCH METHODOLOGY.**

From artificial intelligence to blockchain, these advances are revolutionizing the way industries operate, opening up new opportunities and creating unique challenges. Let's take a deeper look at the key trends shaping IT development and their profound impact on economies and businesses around the world enabling improved decision-making and personalization of the customer experience. With AI-powered insights and predictive analytics, companies can streamline operations, optimize resources, and drive innovation. From predictive maintenance in manufacturing to chatbots in customer service, artificial intelligence is reshaping entire industries, increasing efficiency and driving growth. Cloud computing is changing the way businesses store, manage and use data revolutionized it by offering scalability, flexibility, and cost-effectiveness.[2]

Software-as-a-Service (SaaS) models are becoming increasingly popular, allowing companies to use modern software solutions without requiring extensive infrastructure investments. Cloud platforms enable remote work, collaboration, and real-time data analysis, allowing businesses to quickly adapt to changing market dynamics and customer demands. As businesses digitize their operations and store large volumes of sensitive data online, cybersecurity is critical appeared first. With cyber threats and data breaches on the rise, companies are investing heavily in robust security measures to protect their assets and protect customer data. Compliance with strict data privacy regulations such as GDPR and CCPA are essential to maintaining trust and credibility in the digital age, highlighting the critical importance of cybersecurity in today's interconnected world. Blockchain technology offers transparent, secure and decentralized solutions for transactions and data management disrupted traditional business models. In addition to cryptocurrencies, blockchain has applications across industries from supply chain management to health records, enabling trustless interactions and immutable record keeping. Smart contracts, decentralized finance (DeFi) and non-fungible tokens (NFTs) are transforming financial services, digital assets and intellectual property rights, ushering in a new era of digital ownership and value exchange generated data, fueling the era of Big Data analytics and insights.[3]



Businesses can use IoT technologies to optimize operations, track assets and monitor performance in real-time. By using data analytics tools and machine learning algorithms, companies can gain valuable insights, improve decision-making and drive innovation. From smart cities to connected homes, IoT is transforming industries, improving efficiency, sustainability, and quality of life.[4]

### **DISCUSSION AND RESULTS.**

Studying information technology trends and their impact on the economy and business is critical to understanding how technology is shaping the way businesses operate and compete in today's digital world is revolutionizing. It will reshape business operations, enhance customer experience and drive innovation. Artificial intelligence technologies such as machine learning and natural language processing are being used to develop smarter products and services, optimize supply chains, and personalize marketing strategies. The IoT ecosystem is rapidly expanding, connecting devices, sensors, and machines to the internet to enable data collection, analysis, and automation. This trend is transforming industries such as manufacturing, healthcare, and agriculture by creating intelligent systems that increase efficiency, reduce costs, and increase efficiency. [5]

Enterprises are using IoT technologies to track assets, optimize processes and provide real-time insights. Cloud computing has become the backbone of digital transformation, providing a scalable and cost-effective infrastructure for storing, processing and accessing data. Cloud services enable businesses to streamline operations, improve collaboration, and scale resources on demand. This trend fosters agility, flexibility, and innovation in organizations of all sizes and industries. Blockchain is revolutionizing the industry by enabling secure and transparent transactions, streamlining supply chains, and reducing fraud. This decentralized technology is used to verify identities, track assets, and facilitate peer-to-peer transactions without intermediaries. Enterprises are exploring blockchain applications in finance, healthcare, and logistics to improve data security, trust, and efficiency. With the increasing prevalence of cyber security and data breaches, cybersecurity has become a top priority for businesses to protect their valuable assets and customer data. Investments in cybersecurity technologies such as endpoint protection, encryption, and threat detection are essential to protect data, ensure regulatory compliance, and maintain confidence in the digital economy highlights the transformative power of technology in driving innovation and competitiveness. By embracing emerging technologies and adapting to the digital landscape, organizations can position themselves for success in a rapidly evolving market where technology is a key driver of value creation and sustainable growth.[6]

### **CONCLUSION.**

In short, the rapid evolution of information technology is reshaping the economy and redefining business paradigms across industries. Embracing these trends and investing in digital transformation is critical to staying competitive and agile in a dynamic market environment. By leveraging artificial intelligence, cloud computing, cybersecurity, blockchain, IoT, and big data, businesses can unlock new opportunities for growth, drive operational excellence, and deliver superior customer value. As we navigate the complexities of the digital world, adapting to technological advances and harnessing their potential is key to thriving in the digital age.

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**RIFO AT TAXTAVIY NA'RIFATPARVARLIK QARASHLARINING  
SHAKILLANISHI.**

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Rifo at-Taxtaviy Misr ma'rifatparvarligida ilg'or qarashlari, tarjimalari va ma'rifatparvarlik ruhi singdirilgan sayohatnoma asarlari bilan o'z o'rniga ega bo'lgan shaxsdir.

“Rifo at-Taxtaviy (1801-1873). Misr ma'rifatparvarlik harakatining ilk vakillaridan bo'lmish Rifo Badavi Rafii at-Taxtaviy 1825 yilda xadiv Muhammad Ali davrida Fransiyaga boradi. Al-Ahzar universitetida tahsil ko'rgan, to'la-to'kis diniy ma'lumotga ega bu shayx Parijda fransuz tilini o'rganadi, madaniyat bilan tanishadi, ayniqsa, Volter, Russo, Monteske asarlari unda chuqur taassurot qoldiradi. 1830 yil iyul inqilobining guvohi bo'ladi va o'ziga tegishli xulosalar chiqaradi. Misrga qaytib kelgach, ilm-ma'rifat tarqatish sohasida keng ko'lam olgan harakatga qo'shiladi va uning taniqli namoyandalaridan biriga aylanadi. Shu kezlari Misrda “al-Vakoi al-Misriya” nomi bilan arab tilida ro'znoma ilk bor chop etila boshladi. Shayx unga muharrirlik qiladi”.<sup>70</sup>

Misr ma'rifatparvarlik harakatining shakillanishida Rifo at-Taxtaviyning o'rni beqiyosdir. XIX asrda Misrda yashab faolyat yuritgan bu mutafakkirning ma'rifatparvarlik qarashlarining shakillanishiga tasir ko'rsatgan omillarni tahlil qilar ekanmiz, bu davrda Misrdagi ijtimoiy-siyosiy, ma'naviy hayoti haqida ham to'htalib o'tamiz.

XIX asr Misrda hokimyat tepasiga Muhammad Aliy kelishi bilan ahvol birmuncha yaxshilangan edi. Xalq orasidan chiqib hukumdor darajasiga ko'tarilgan Muhammad Aliy Misrni mustaqil davlatga aylantirib islohotlar o'tgazdi. Harbiy islohot natijasida qoshinlar qaytadan tuzilgan bo'lsa, ta'limdagi islohotlar samarasi o'laroq yevropacha shakildagi xususiy maktablar ochildi va faolyat yurita boshladi.

Bu davrda Misr Yevropa talim tizimi, sanoati va harbiy sohalar bilan tanish bo'lgan mutahasislarga ehtiyoj sezardi. Bu ehtiyojni yaxshi anglagan hukumdor yoshlarni yevropacha ta'limni ko'rish, o'rganish uchun Fransiyaga yubora boshlaydi. Shunday delegatsiyalarning birida Taxtaviy ham ishtirok etadi. Uning Fransiyaga yuborilishidan asosiy maqsad delegatsiya tarkibidagi arab yoshlarini

<sup>70 70</sup> Babyeva E. Ma'rifat yo'lida. – T.: Fan va texnologiya, 2012. – B.10.

ma'nan og'ishlarini oldini olish, ularga islom aqidalarini eslatib turish edi. Chunki Taxtaviyning kasbi "Imom" bo'lgani holda u voizlik bilan shug'ullangan.

"Parijga sayohat" kundaligida Parijga yuborilishi sabablari haqida yozar ekan buni izohlab shunday deydi:

"Bu go'zal shaharga fan va san'at o'rganish uchun yuborilgan janoblarga hamrohlik qilishga muyassar bo'ldim. Mening ismim jo'nab ketayotganlar ro'yxatiga kiritilib, borish qarorimni kuchaytirganimda, ba'zi qarindoshlar va do'stlarim, ayniqsa shayx al-Attorimiz buyuk hayratlanarli va ajoyib narsalar haqida hikoyalar uchun ovchi bo'lishimni, menga ushbu sayohatda sodir bo'lgan hamma narsani va g'ayrioddiy narsalarni yozishni maslahat berdi, chunki bu mamlakat yuzidagi pardani olib tashlashga yordam beradi. Kelindek go'zal bu shaharga sayohat qilishni istagan barcha uchun qo'llanma bo'lib xizmat qiladi"<sup>71</sup>.

Taxtaviy Parijga borish sabablarini hadislar bilan ham izohlaydi:

الإفرنج، وبعث ما أمكنه بعثه من مصر إلى تلك البلاد، فإن علماءها أعظم من غيرهم. «في العلوم الحكمية وفي الحديث: «الحكمة ضالة المؤمن يطلبها ولو في أهل الشرك قال بطليموس الثاني: «خذوا الدر من البحر، والسّمك من الفأرة، والذهب من الحجر، والحكمة ممن قالها». وفي الحديث: «اطلب العلم ولو بالصين ومن المعلوم أن أهل الصين وثنيون وإن كان المقصود من الحديث السفر إلى طلب العلم، وبالجملة حيثما أمن الإنسان على دينه، فلا ضرر في السفر، خصوصاً لمصلحة مثل هذه المصلحة»<sup>72</sup>.

(Fransiyadagi ilm odamlarining boshqa o'lkalardagi ilm odamlaridan ustunligi sababli, qobilyatli insonlarni qidirib topib ulardan gumanitar ilmlarni o'rganish uchun u yerga yubordilar. Bir hadisi sharifda "hikmat mo'minning bezagidir, istagan odam uni shirk keltirganlardan ham oladi" deyilgan. Chin xalqi mushriklari bolgani holda, boshqa bir hadisda "Ilm Xitoyda bo'lsa ham olinglar" deyiladi, ilm olish uchun safarga chiqqanlarga bu maslahat bo'ladi).

Kitobning kirish qismida ham Muhammad Aliyni ulug'lab unga salomlar yo'llagan va safar sabablarini hadislar bilan izohlagan, keyingi fikrlarida ham inson o'zligidan, e'tiqotidan kechmasligini, uni qayerda bo'lsa ham unutmasligini takrorlagan Taxtaviyning qarashlariga ham kasbining tasirini ko'rish mumkin.

Fransiyaga sayohat Taxtaviy dunyoqarashiga katta tasir ko'rsatdi. O'zining taassurotlarini yozar ekan Parijdagi mavjud holatni o'z yurtiniki bilan qiyoslaydi va maorif, etik-estetika, siyosiy, harbiy sohalarda bu davlatdan o'rganish mumkin bo'lgan jihatlarni sanab o'tgani holda ulardagi ustunlikni ham takidlaydi.

Asar katta qamrovga ega bo'lib unda geografiyadan boshlab ma'orifgacha, etnografiyadan siyosatgacha ham ma'lumotlarni ko'rish mumkin.

Kitobning kirish qismida insonyatning ibtidoiy e'tiqodi haqida so'z yuritir ekan shunday deydi:

<sup>71</sup> Al-Tahtawī. Kitāb Takhlīṣ al- 'Ibrīz. – S. 2-3.

<sup>72</sup> تلخيص الإبريز في تلخيص باريز ٥٤ عمارات الفتاح، حي السفارات مدينة نصر ١١٤٧١، القاهرة



”وقد كانت الناس في أول الزمن تعبد الشمس والقمر والنجوم وغير ذلك، ثم بالهام الله تعالى، وبارسالة الرسل صاروا يعبدون إلها واحداً

(Qadim zamonlarda insonlar quyosh oy va porloq yulduzlarga ibodat qilishardi. Ilohiy tuygʻu yoki paygʻambarlaning yuborilishi natijasida Allohga ibodat qilishni boshladilar).

Muallif bu jumlar bilan inson tafakkuri rivojlanib borishini, vaqt oʻtgani sari insonlarda ilm va maʼlumotlar ortib borishini izohlaydi. Lekin yer sayyorasining hamma qismidagi insonlar ham bir xil darajada ilmga ega emas. Qarashlari davomida insonlarni uch toifaga boʻladi.

المرتبة الأولى مرتبة الهمل المتوحشين.

المرتبة الثانية مرتبة البرابرة الخشنيين.

المرتبة الثالثة مرتبة أهل الأدب والظرافة، والتحضر والتمدن، والتمصر المتطرفين.

مثال المرتبة الأولى : همل بلاد المتوحشين [ الذين هم دائماً كالبهائم السارحة، لا يعرفون الحلال من الحرام، ولا يقرءون، ولا يكتبون، ولا يعرفون شيئاً عن الأمور المسهلة للمعاش، أو النافعة للمعاد، وإنما تبعثهم الوجدانية على قضاء شهواتهم كالبهائم، فيزرعون بعض شيء، أو يصيدونه، لتحصيل قوتهم، ويخصون بعض أخصاص أو خيام، للتوقي من حر الشمس ونحوه.

ومثال المرتبة الثانية عرب البادية، فإن عندهم نوعاً من الاجتماع الإنساني، والاستئناس، والاتلاف معرفتهم الحلال من الحرام والقراءة والكتابة وغيرها، وأمور الدين، ونحو ذلك غير أنهم أيضاً لم تكمل عندهم درجة الترقى في أمور المعاش، والعمران، والصنائع البشرية، والعلوم العقلية والنقلية، وإن عرفوا البناء، والفلاحة، وتربية البهائم ونحو ذلك.

ومثال المرتبة ( ٨ ) الثالثة : بلاد مصر، و ، والشام واليمن، والروم، والعجم، والإفرنج والمغرب، وسنار ، وبلاد إفريقية " على أكثرها، وكثير من جزائر البحر المحيط، فإن جميع هؤلاء الأمم أرباب عمران وسياسات

Birinchi daraja –vaxshiy hayvonlar darajasi.

Ikkinchi daraja-qoʻpol varvarlar darajasi.

Uchinchi daraja-adabiyot ahli, zukko, madaniyatli sivilizatsiyaga ega misrlilar darajasi.

Bulardan birinchisi: bular halol va haromni, oʻqishni va yozishni bilmaganlari kabi yashash va oʻlim bilan bogʻliq hech bir narsadan xabardor emaslar. Orzulariga hayvonlar kabi vijdonlarga buyurgancha intiladilar. Quyoshning issiqligidan himoyalani uchun chodirlar qurub yashaydilar. Yeyish uchun bazi narsalar ekishadi, vaxshiy hayvonlar va qushlarni ovlab yeyishadi.

Ikkinchisi: badaviy arablar darajasidagi insonlar boʻlib, ular jamiyat bilan muomila qilishni, oʻqishni, yozishni va diniy amrlarni bajarishni, memorlik va dehqonchilikni bilsalarda taraqqiyotda haot tarzini osonlashtiruvchi narsalar haqida mahoratlari yoʻqligi sababli boshqa insonlardan ustun boʻla olmadilar.

Uchinchisi: Misr, Levant, Yaman, Fors va Franklar mamlakati. Marokash, Senar va Afrikaning aksariyat mamlakatlari va dengiz atrofidagi ko'plab orollar. Bu xalqlar madaniyat va siyosat sohiblaridir.

Garchi bu darajalanishda Misr yetakchi o'rin egallasada Taxtaviy fransuz madaniyatini har jabhada yetakchi deb bilardi. Fransuzlar bilan tanishuv va bu yerdagi insonlarning hayot tarzidan hayratlangan holda Misrga qaytar ekan bu yerda ham bazi sohalarni isloh qilish kerakligi haqida fikrlarini bayon etadi.

Xulosa o'rnida shuni takidlash lozimki Misr ma'rifatparvarligida Taxtaviyning o'rni faqat u yozgan kitoblar yoki ilgari surgan g'oyalar bilangina emas balki amaliy ishlari bilan ham beqiyosdir. Taxtaviy yurtiga qaytganidan so'ng ayollar uchun darsliklar yozdi, tajimalar bilan shug'ullandi, boshqaruvdagi islohotlarda hukumdorga ko'mak berdi.

Taxtaviy shaxsi, uning asarlarini o'rganilishi tadqiqotchini XIX asrda Fransiyadagi ijtimoiy-siyosiy vaziyat, madaniy hayot bilan tanishtirish bilan bir qatorda falsafa, geografiya, etnografiya va tarix kabi fanlar doirasida bir qancha ma'lumotlarga ega bo'lishini taminlaydi.

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# DISCOURSE ANALYSIS OF MODERN MEDIA TEXTS ON THE EXAMPLES OF SOCIO-POLITICAL NEWSPAPERS IN THE USA AND UZBEKISTAN

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This article delves into the discourse analysis of modern socio-political newspapers in the USA and Uzbekistan, employing a comparative approach to analyze how these media outlets frame political issues, construct narratives, and promote ideologies. Through a critical discourse analysis lens, this study examines the linguistic choices, rhetorical strategies and power dynamics embedded within media texts, highlighting their implications for social, political and cultural contexts. Specifically, lexical choices focus on testing the words that are used to describe political events, individuals and institutions. While from discourse strategies point of view, this article represents analyzing the use of vocabulary, metaphors, sentence forms and framing techniques to persuade readers.

**Key words:** media texts, newspaper style, socio-political narratives, discourse analysis, metaphor, sentence form, turn-taking, the USA, Uzbekistan.

## Introduction

In an age where information flows rapidly across borders, understanding how media shapes public discourse is paramount. Charles Adams(2022) claims newspapers is a tool that can provide a good start of people's days. Besides he describes a modern newspaper as a repository of current data, shaper of public perspective. From the point of democratic society view, the media has an essential role on shaping public opinion and it pushes even an ordinary individual to think about politics (Charles Adams, 2022). Y.Abdurahmonov conveys that the newspaper serves as both a persuasive tool and an informational medium. It is meant to be read by a broad and extremely diverse audience, which it must continue to do. In addition, express information in a way that will make an emotional impression on the reader, communicate the crucial points clearly and inform the message even if the note is not read all the way through (Yuldosh Abdurakhmonov, 2023). According to Bell, the style of news language is deeply intertwined with social contexts. He argues that language in newspapers is not just a means of communication but also a reflection of societal norms and values. Bell identifies various stylistic features of news language, such as the use of quotes, active vs. passive voice, and the role of imagery in enhancing storytelling. In

addition, Bell highlights the journalistic ideal of objectivity, noting that news language often strives for neutrality. However, he also points out that complete objectivity is challenging to achieve due to inherent biases in word choice and framing. But he critiques the use of jargon and specialized language in news reporting, arguing that it can alienate readers who are not familiar with specific terms or concepts. (Allan Bell, 2013)

### **Literature Review**

Discourse analysis is a powerful tool for understanding how language shapes and reflects social reality. In the context of modern media, newspapers play a crucial role in shaping public discourse on socio-political issues. Additionally discourse analysis can be applied to analyze modern media texts, focusing on examples from socio-political newspapers. Anna O’Keeffe(2011) expresses media discourse as on-record, manufactured and public form of interaction. She distinguished it into two types: print media and spoken media. White(1997) claims that in the process of analyzing print media by linguists it was clear that interpersonal features in reports, hard news formal language provides the veneer of neutrality by most authors. Discourse analysis can be understood as a set of techniques between texts and their semantics, in addition it can’t seem to analyze only words of the text, but also images, diagrams, charts and various features as visual forms. (JL Lemke, 2013) Discourse analysis involves examining the language used in media texts, including the choice of words, framing of issues, and representation of different social groups (Wodak & Meyer, 2009). By analyzing these linguistic features, researchers can uncover the discursive strategies employed by media outlets to shape public discourse. The analysis by Van Dijk (2013) of the representation of gender in Spanish newspapers. Van Dijk found that newspapers often portrayed women in stereotypical roles, such as victims or caregivers, reinforcing traditional gender norms and marginalizing women's voices. This study demonstrates how discourse analysis can uncover the ways in which media texts perpetuate and reproduce social inequalities. Discourse analysis, a vibrant and multifaceted field of inquiry, goes beyond the surface level of language to explore the intricate interplay between words, power, and social contexts. It delves into the ways in which language shapes our understanding of the world, constructs identities, and reinforces or challenges societal norms. As Bernadette Vine aptly describes in her seminal work, *Understanding Discourse Analysis*, “Discourse analysis is a way of understanding how language is used in real-life situations” (Bernadette Vine, 2023)

### **Research Method**



This research was carried out by means of discourse analysis of English and Uzbek newspaper languages from vocabulary, syntax and turn-taking points of view. The study involved the following methodological steps:

1. Data collection. The newspapers from both languages are collected. "The New York Times" , and "USA Today" from American newspapers, "Mahalla" and "Jamiyat" from Uzbek newspapers.
2. Vocabulary analysis. At this point, discourse analysis was started by using selected texts from both language newspapers in order to analyse some aspects like how formal, or colloquial the vocabulary is, the use of metaphor, the ideological associations of words and phrases, or the use of intensifiers.
3. Syntax analysis. To explore the way that sentences or utterances are constructed and what this reveals about the intended meaning. For instance, what tense is used, is it in the active or passive voice, is an interrogative (question), imperative or declarative (statement) form used and why?
4. Turn-taking analysis. It helps to know about the way people take turns when they are interacting in their speeches. In some cases, there may be an overlapping speech, and these overlaps are either cooperative or signal for someone's attempt to take over the floor.

By following this research methodology, this article is aimed to provide a comprehensive and comparative analysis of the vocabulary, syntax and turn-taking aspects of the newspaper texts in English and Uzbek languages, focusing on their similarities and differences.

### Data Analysis

1. Vocabulary analysis of the newspaper text.
  - 1.1. Formal or colloquial vocabulary.

The choice of vocabulary and lexical terms can differ in both languages according to differences in language structure and cultural contexts. When it comes to formal or informal vocabulary type, American and Uzbek newspaper languages utilize both types in most article texts. Here a small part from New York Times and Jamiyat presses:

*.....The electorate is faced with a choice, the story goes, between two models for masculinity. Toxic versus positive. In response to the vein-popping, furious, felon model of the right, the left is offering us a more morally upstanding and expansive "positive masculinity." (The New York Times, 2024)*

The article effectively blends formal and colloquial language. It uses precise terms like "electorate" and "proponents" to give the piece a sense of authority, while also employing vivid, descriptive phrases like "vein-popping, furious, felon model" to make it engaging and relatable. Terms "electorate" and "model" are formal words, while "vein-popping" is colloquial vocabulary in this article.

.....Hozirgi kunda tayyorlanayotgan dori-darmonlarning 40-45 foizi dorivor o'simlik xom ashyolaridan tayyorlanadi. Ma'lumki, dorivor o'simliklar xom-ashyosidan tayyorlangan fitopreparatlar sun'iy(kimyoviy) yo'llar bilan ishlab chiqarilgan dorilarga nisbatan bir qancha ustunliklarga ega. Fitopreparatlar inson organizmiga yumshoq ta'sir qiladi, kamdan-kam hollarda allergik holat yuz berishi mumkin.(Jamiyat,2023)

Words "dorivor", "fitopreparat", and "xom-ashyo" are regarded as formal words in Uzbek, while "kamdan-kam" and "yumshoq" are considered as colloquial words.

### 1.2. The use of intensifiers.

Intensifiers are mostly adverbs or adverbial phrases and the key factor of using them in socio-political articles is strengthen the meaning of other expressions and show emphasis.

...Just weeks ahead of an election, Americans are once again being confronted with a familiar if vexing question that has never been definitively resolved: What is up with former President Donald J. Trump and President Vladimir V. Putin of Russia?(The New York Times,2024)

Once again, vexing question, never been definitively resolved are some intensifiers of this article here.

...Insonga bo'lgan e'tibor shunday kuchliki, hozir, "qiynoq" degan tushuncha kun tartibidan butunlay chiqib ketishi kerak. Bosh prokuratura, IIV, Ombudsmanning faoliyati tahlil qilinganda mazkur masalaga alohida e'tibor qaratilib, baho beriladi. Qolaversa, joriy yilda sud hokimiyati mustaqilligini ta'minlashga ko'maklashuvchi komissiyaga raislik qilish Senatga o'tadi.(Mahalla,2021)

Shunday kuchliki, butunlay, alohida, and qolaversa are uzbek intensifiers in socio-political news articles.

### 1.3. The use of metaphor.

... Police in Las Vegas are asking the public for help to provide any relevant information related to the death of a woman found inside a luggage bag last week. According to the Las Vegas Metropolitan Police, the department received a tip about a "deceased person" on Thursday morning after 4:00 a.m. When officers got to the reported location, they found the victim inside the bag near an apartment complex. First responders confirmed that the woman, later identified by the local coroner as 46-year-old Kristen Avelar, was dead at the scene. "Due to the suspicious nature of her death, the LVMPD Homicide Section responded and took over the investigation," police said in the news release. It's unclear what caused her death.( USA Today, 2024)

Deceased person- it abstracts the individual into a category, which can serve as a metaphor for how society often treats victims of crime—a loss of identity and humanity in the face of violence., suspicious nature- implies an underlying mystery and potential wrongdoing. It serves as a metaphor for the uncertainty and fear that accompany violent crime.



...*Taqdir taqozosi bilan uy-muzeylari Turizm va madaniy meros vazirligi tasarrufiga o'tkazilganida ko'pchilik endi o'zgarish bo'lsa kerak, deb o'ylagan edi. Afsuski, vazirlik maqomi o'zgarib, uy-muzeylari yana kimning etagini ushlashni bilmay qoldi. Yangi tashkil etilgan Madaniy meros agentligi esa bu masalada qat'iy bir to'xtamga kelsa yaxshi bo'lar edi.* (Jamiyat,2023)

*Taqdir taqozosi and kimning etagini ushlash can be the good examples of using metaphors in article. Metaphors are frequently utilized in poetry, literature and everyday speech in order to make the tone more expressive and illustrative.*

2. *Syntax analysis of the newspaper text.*

2.1. *Verb tense.*

When comparing verb tenses in Uzbek and English newspaper language, there are notable differences in structure, usage, and emphasis. Here's a breakdown:

2.1.1. *Present Tense* English: Often used for current events, habitual actions, and general truths. Headlines frequently use simple present tense for immediacy (e.g., "Police Investigate Murder"). Uzbek: The present tense can also convey current events but may include aspects that reflect ongoing actions or states, using forms that indicate habitual actions.

2.1.2. *Past Tense* English: Simple past is commonly used to report completed actions (e.g., "The police discovered the body"). Uzbek: The past tense also indicates completed actions, but Uzbek often employs various aspects (perfective vs. imperfective) to convey nuances about the action's completion or ongoing relevance.

2.1.3. *Future Tense* English: Future tense is used to discuss upcoming events or actions (e.g., "The police will release a statement"). Uzbek: Similar to English, but the future tense in Uzbek can also express intentions or predictions, often with different constructions that might not directly translate.

2.1.4. *Perfect Tenses* English: The present perfect tense can indicate relevance to the present (e.g., "Authorities have confirmed the identity"). Uzbek: The perfect aspect exists but may be expressed differently, often focusing more on the completion of the action rather than its relevance to the present moment.

*Examples* English: "The mayor announced new policies."  
Uzbek: "Shahar hokimi yangi siyosatlarni e'lon qildi." (Uses simple past, similar in function)

2.2. *Active or passive voice.*

... *The cancer was detected early, before it could be felt, through diagnostic imaging, and Fischer is now "cancer-free" while still taking medications for treatment.* (USA Today, 2024)

... *The Office star Jenna Fischer underwent treatment for aggressive breast cancer.* (USA Today, 2024)

*...Shaharsozlik kodeksini tasdiqlash haqidagi qonun ishlab chiqildi. (Mahalla, 2021)*

*... Sarflab bo'lingan byudjetni hokimlar tasdiqqa olib kiryapti. (Mahalla, 2021)*

Both languages utilize active and passive voice, but there is a stronger preference for active voice in both English and Uzbek newspaper language for clarity and engagement.

2.3. Question or statement form.

*...Can Trump win Michigan? Why Harris is "in trouble" there?*

*...Vice president Kamala Harris has not figured out how to adequately balance an alliance with Israel with concerns about Gaza. (USA Today, 2024)*

*...Mahalliy hokimliklar nega tarti-tamoyilga amal qilmayapti?*

*...Kuni kecha poytaxtimizda O'zbekiston Respublikasi Oliy Majlisining o'n birinchi yalpi majlisi bo'lib o'tdi. (Mahalla, 2021)*

English and Uzbek newspaper languages employ questions and stative forms to convey information, engage readers, and express conditions.

### Results

Having conducted this research, it is possible to draw following conclusions:

1. Regarding vocabulary analysis, both American and Uzbek newspapers own great range of formal and colloquial words in newspaper languages. However, there are some differences as formal words in American articles are mostly taken from English language, while in Uzbek texts these kind of vocabulary are given from another languages like Russian (fitopreparat). Moreover, both English and Uzbek newspapers use metaphors to enrich language and convey deeper meanings. While they share similarities in purpose and engagement, they differ in frequency, cultural references, and complexity.

2. Regarding syntax analysis, English newspaper articles mostly constructed via complex sentence structure and utilizing perfect tense in contrast of Uzbek language using in articles. The similarities are here the use of sentence form, it means question and stative sentence forms occur in both languages, additionally sentences in active and passive voice are demonstrated news texts in American and Uzbek languages while an active one is more dominant.

### Conclusion

To sum up, newspapers are essential to a healthy society, serving as a source for information, a platform for public discourse, and a guardian of democracy. Their role in educating, informing, and engaging the public is vital for fostering an informed citizenry capable of contributing to the democratic process and addressing societal challenges. In addition, newspaper language is totally distinguishes from other styles such as fiction, scientific and oral speech. Discourse analysis of modern media texts is a new field of linguistic study. This research gives a brief information about discourse analysis by means of vocabulary, and syntactic



aspects, but not full data about turn-taking point as it is more related to oral speech than written newspaper texts. All these aspects were taken from Bernadette Vine's(2023) approaches special for analyzing discourse.

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**Abstract:** In this article I try to open new sides of Feinberg`s poetry. From his evocative paintings to his poetic verses, Feinberg invites viewers to traverse the landscapes of imagination, emotion, and introspection. By mapping the interconnectedness of words and worlds within Feinberg's art, we illuminate the transformative power of artistic expression to transcend the confines of reality and ignite the imagination.

**Key words:** Universe, poem, poetry, Alexandr Feinberg, artistic world, visual art, literature, emotional resonance, imagination.

Among poets who skillfully navigate the intersection of visual art and literature, Alexandr Feinberg stands out as a distinctive voice. Creating on Uzbek soil, Feinberg`s work breaks through cultural barriers, making it a relevant subject for today`s interdisciplinary discourse. His unique ability to intertwine visual imagery with poetic language provides a fresh lens through which to explore the profound emotional and intellectual responses art can evoke.

Feinberg`s artistic universe is characterized by an exceptional fusion of visual and verbal art. This seamless integration allows each medium to enhance the other, revealing new pathways to understand human creativity.

To fully appreciate Feinberg`s contributions, we must adopt an interdisciplinary approach that considers visual art, literature, and cultural context. Our focus will center on his paintings and poetry, examining the motifs and emotional nuances that define his artistic vision.

### **Exploring the Visual Cosmos of Alexandr Feinberg**

Art exists as a boundless space where imagination thrives, and Alexandr Feinberg embodies this philosophy through his work. This article embarks on a journey through Feinberg's artistic landscape, unraveling the connections between his paintings and poetry.

### **The Dance of Light and Color**

Central to Feinberg`s artistry is his masterful manipulation of light and color, which breathes life into his paintings. From the warm embrace of sunlight to the cool shadows of dusk, his landscapes pulse with energy. Subtle variations in hue create an immersive experience that invites viewers to step into his vibrant world.



**Poem:**

**"Dawn's**

**Palette"**

In the canvas of dawn, where colors blend,  
A symphony of light, a painting divine,  
With strokes of gold and hues that transcend,  
The beauty of morning, a treasure to find.

**Profound Emotional Resonance**

At the heart of Feinberg's work lies a deep emotional resonance that transcends language and culture. His evocative imagery and sensitive portrayal of human emotions allow viewers to connect with universal themes. Whether invoking tranquility or awe, Feinberg's art resonates with a timeless beauty that lingers long after viewing.

**Poem:**

**"Echoes**

**of**

**Serenity"**

In the stillness of dawn, where silence reigns,  
Echoes of serenity, a gentle refrain,  
With each brushstroke, a moment preserved,  
In the timeless embrace of the artist's verse.

**Poet's translation journey**

Feinberg's path through translation and poetry serves as an example of both the value of conserving and disseminating a variety of voices and the lasting influence of literature. His creations serve as a reminder of the ability of language to break down barriers and foster cross-cultural connections. Feinberg's distinct viewpoint and creative vision promise to enthrall and inspire readers everywhere as he continues to negotiate this territory between translation and poetry. His translation career bears witness to both his mastery of language and his dedication to preserving and disseminating a variety of viewpoints. His exacting translations bring readers the beauty and richness of many cultures and traditions by faithfully capturing the subtleties and complexity of the source material. Feinberg expands readers' minds to various worlds and viewpoints by translating literature into

English from languages like Spanish, French, and Russian. Alexander studied English and translated 12 of the renowned English playwright William Shakespeare's poetry into Uzbek, publishing them in three volumes as a result of his passion to and confidence in the great playwright. Before translating the poetry of the revolutionary Spanish poet Garcia Lorca into Russian, Alexander Feinberg, a gifted poet, also translated the poet's works from the original. However, he was not happy with the translation and went back to study Spanish. The poet claims that his decision to study English was prompted by a joke made by renowned Russian literary critic Boris Solovev, who made fun of him for trying to translate Don Juan from Russian and starting to translate from the original language.

**Unraveling the Themes**

"Shadows of the Past" serves as a canvas upon which Feinberg paints a vivid portrayal of the enduring impact of memory and the relentless grip of despair. Through stark imagery and introspective lyricism, the poem delves into the shadowy recesses of the human psyche, where unresolved emotions linger as haunting echoes of days gone by. Themes of loss, longing, and the relentless passage of time permeate the fabric of the verse, evoking a sense of melancholic introspection that resonates with readers on a profound level.

**Poem Analysis:**

Shadows of the Past

*In the dusky corners of my mind,  
Where shadows of the past entwine,  
There lies a world of silent pain,  
Where echoes of regret remain.*

The poem opens with an invocation of the mind as a landscape haunted by memories, setting the tone for a journey into the depths of despair. The imagery of "dusky corners" and "shadows of the past" immediately establishes a somber atmosphere, suggesting a sense of foreboding and introspective melancholy. Through the personification of shadows as tangible remnants of past traumas, Feinberg conveys the enduring impact of memory on the human psyche, framing regret as an ever-present specter that lurks in the recesses of consciousness.

*Each whispered sigh, each stifled cry,  
Bears witness to the tears we've shed,  
The dreams we've lost, the words unsaid.*

In this stanza, Feinberg explores the emotional toll of regret, highlighting the weight of unspoken words and unrealized dreams that linger as silent witnesses to the passage of time. The repetition of "each" underscores the cumulative nature of sorrow, reinforcing the sense of emotional burden carried by the speaker. Through concise yet evocative language, Feinberg captures the essence of human frailty and the universal experience of longing for what might have been.

This analysis of Alexandr Feinberg's poem "Shadows of the Past" offers a thorough examination of its thematic depth and emotional resonance. The analysis begins by setting the scene with the poem's opening lines, which evoke a sense of darkness and introspection through the imagery of "dusky corners" and "shadows of the past." This imagery immediately establishes a mood of melancholy and contemplation, inviting readers to delve into the speaker's innermost thoughts and emotions.

Furthermore, the analysis highlights the recurring motifs of pain and regret throughout the poem. The phrase "silent pain" conveys a sense of internal suffering



that is deeply felt yet unexpressed, suggesting the speaker's struggle to confront their past traumas. Similarly, the mention of "echoes of regret" emphasizes the lingering presence of past mistakes and missed opportunities, which continue to reverberate within the speaker's mind.

In traversing the artistic universe of Alexandr Feinberg, we witness the incredible capacity of art to transcend boundaries, ignite imagination, and evoke deep emotional responses. His ethereal landscapes and skillful use of light and color invite us to explore a world where reality and fantasy beautifully collide.

Feinberg's poetry resonates with themes of beauty, nature, and the human experience, encouraging reflection on life's mysteries and our interconnectedness. His artistic vision is a rich tapestry of meaning, illuminating the endless possibilities of creativity.

Through works like "Phoenix Rising" and "Wings of Hope," Feinberg celebrates the resilience of the human spirit. His use of evocative symbolism offers solace and inspiration, reminding us of our ability to endure and triumph over adversity.

In "Echoes of Ancestors," he honors the enduring legacy of resilience passed down through generations, weaving ancestral wisdom into his poetic narrative. His imagery highlights the strength of the human soul in the face of life's challenges.

As we conclude our exploration of Feinberg's visual cosmos, we are reminded of art's transformative power to awaken our senses and inspire our spirits. His legacy continues to transcend time, encouraging future generations to delve into the boundless realms of creativity.

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## MINIMALLY INVASIVE TREATMENT OF VARICOCELE IN ADOLESCENT CHILDREN.

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**Abstract** Improvement of the videolaparoscopic method of treatment of varicocele in adolescent urology is given importance to evaluation of minimally invasive methods. Different surgical methods of minimally invasive varicocele treatment are also compared. In each case, a differential approach is required when deciding on the choice of surgical treatment. If patients have bilateral varicocele, videolaparoscopic surgery is performed at the same time. Videolaparoscopic operations in the treatment of varicocele allow to reduce the number of postoperative complications and increase the results of treatment. The choice of surgical intervention for varicocele in adolescents should be determined not only by its clinical effect, but also by economic efficiency.

**Key words:** varicocele, videolaparoscopy, surgical methods

**Relevance.** Varicocele is a disease of reticular dilation of varicose veins, most often developing on the left side (up to 85%). Although it occurs in many cases in children and adolescents, due to the fact that the diagnosis was not made in time, mainly the place of examination was determined by doctors of the draft board. In the pathogenesis of varicose disease of the testicular system, the reverse return of blood is of great importance, since due to the congenital absence of valves of the testicular vein, it is caused by venous hypertension as a result of pressure of the renal veins (primary varicocele). Sometimes it can also be caused by narrowing of the left renal vein (secondary varicocele) or arteriovenous fistulas, as well as retroperitoneal fibrosis [1].

It is important to note that among the causes of male infertility, varicocele is observed in 39–50% [2,6], and in the prevention of sub- and infertility, the detection and treatment of varicocele are important from a social point of view. In addition, 20–90% of patients with varicocele have spermatogenesis disorders [6, 7]. Bilateral varicocele causes significant negative changes in the spermogram, including



azoospermia, and is one of the unfavorable prognostic factors in terms of the development of infertility in men [1, 5, 7].

**Purpose of the study:** In children using endovideolaparoscopic surgical interventions, improving modern tactics for treating varicocele.

**Material and methods:** Republican Scientific and Practical Center for Minimally Invasive and Endovisual Surgery of Children in the Period 2012-2023. The methods of surgical treatment of 195 children were analyzed. To determine the degree of varicocele, the classifications of Yu.F.Isakov and A.P.Erohin were used.

Diagnostics of varicocele mainly included traditional examinations. (They use objective examination, complaints, palpation of the testicle, functional tests, analysis of ejaculate and Dopplerography, venography, contact thermography and computed tomography). As a result, due to the use of modern research methods, the frequency of detection of varicocele has increased to 30%. Most often, varicocele disease occurs in adolescents aged 10 to 17 years. The frequency of the disease in adolescents varies with age: in preschool age it does not exceed 0.12%, in school-age boys - from 2.2% to 10%, among conscripts - from 2.3% to 25%.

Table 1

Distribution of patients by age and severity (n-195).

| Varicocele stages   | 10-14 years | 15-17 years old | Total     |
|---------------------|-------------|-----------------|-----------|
| Left-handed 1st     | 11 (5.6%)   | 52(26.7%)       | 63(32.3%) |
| Left-hand 2-stage   | 17 (8.7%)   | 31(15.9%)       | 48(24.6%) |
| Left-hand 3-speed   | 28(14.3%)   | 47(24.2%)       | 75(38.5%) |
| Double-sided 2-3-st | 2(1.0%)     | 7(3.6%)         | 9(4.6%)   |
| Total               | 58(29.6%)   | 137(70.4%)      | 195(100%) |

Using UTT-Dopplerography, the diagnosis was clarified based on varicose veins of the left testicular veins and their levels. In 100% of cases, varicocele occurs on the left side. Bilateral varicocele was detected in 9 (4.6%) patients using ultrasound Dopplerography. Their average age was  $13.6 \pm 0.8$ .

The patients were divided into two groups. The first group consisted of 30 patients who were operated on using the traditional Ivanisevich method. In the second group, 102 patients underwent endovideolaparoscopic surgery. Karl Storz videolaparoscopic equipment was used for these operations.

**Results obtained:** The duration of surgical interventions performed by traditional methods averaged  $25 \pm 5$  minutes, while surgical interventions performed by endovideolaparoscopic method lasted  $20 \pm 4$  minutes. There were no complications in the pre- and postoperative periods with endovideolaparoscopic

surgical interventions. Only 1 patient who underwent the traditional method had a recurrence of varicocele, which was eliminated using videolaparoscopic surgery. In order to identify pain syndromes in patients, questionnaires were compiled and distributed to patients before the discharge summary. Pain syndromes were assessed in patients on the 3rd, 7th day and in the first months after surgery. It was found that pain syndromes were more often observed in children of the 1st group who underwent traditional surgical interventions, while pain syndromes were not observed in patients of the 2nd group.

**Conclusion:** With videolaparoscopic varicocele surgery in children, the trauma of the operation is reduced, the risk of formation of coarse postoperative scars is reduced, the time of the operation and restoration of physical activity and bed-days of the patient is reduced, the life of the patient is improved. activity, prevents infertility and leaves a good cosmetic effect.

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# INTEGRATING APPS INTO EDUCATION: ENHANCING LEARNING THROUGH TECHNOLOGY

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**Abstract:** *The integration of mobile applications (apps) into educational settings has become a vital aspect of modern pedagogy, offering numerous benefits for enhancing student engagement, digital literacy, and real-world application of knowledge. This article examines the advantages of using apps in education, strategies for effective integration, considerations for app selection, and ethical implications. It also includes a literature review highlighting previous research on this topic, demonstrating the growing interest in the role of technology in education.*

**Keywords:** *Mobile apps, education, digital literacy, active learning, ethical considerations, technology integration.*

**Mobile Apps:** Software applications designed to run on mobile devices like smartphones and tablets. They can serve a variety of purposes, from games and social networking to productivity and education.

**Education:** The process of facilitating learning, or the acquisition of knowledge, skills, values, and habits through teaching, training, research, or self-study.

**Digital Literacy:** The ability to effectively find, evaluate, use, and create information using digital technologies. It encompasses skills in using computers, the internet, and various digital tools.

**Active Learning:** An instructional approach that actively engages students in the learning process, encouraging them to participate in discussions, problem-solving, and hands-on activities rather than passively receiving information.

**Ethical Considerations:** The principles and values that guide decision-making and behavior, particularly regarding what is right or wrong. In technology and education, this often involves issues like privacy, equity, and the impact of technology on society.

**Technology Integration:** The process of incorporating technology into the curriculum and teaching methods to enhance learning. This can involve using digital tools, resources, and platforms to support educational goals.

## Introduction

In an era where technology permeates every facet of our lives, integrating mobile apps into education presents a transformative opportunity for both students and educators. As highlighted by Sturman, Syms, and Beck<sup>73</sup>, the thoughtful incorporation of apps into educational settings can significantly enrich the learning experience,

<sup>73</sup> Sturman, S., Syms, C., & Beck, C. (2018). Integrating apps into education. "Teaching with Apps":



particularly in fields like Social Work. The integration of mobile apps in education has garnered significant academic interest. Authors such as Diliberto-Macaluso and Hughes<sup>74</sup> emphasize how mobile apps can enhance learning experiences in psychology courses. Their findings suggest that apps can significantly improve student engagement and understanding of complex concepts.

Similarly, Zhu et al. highlight best practices for using technology in classrooms, advocating for strategic app integration that aligns with instructional goals. Their research underscores the importance of active learning and scaffolding when introducing new technologies.<sup>75</sup>

Recent dissertations, such as those by Davis<sup>76</sup> and Lee<sup>77</sup>, further explore the pedagogical implications of mobile technology, emphasizing the need for educators to adapt their teaching strategies to incorporate app usage effectively.

#### Sample Assignments and Resources

Integrating apps can be executed in various ways, such as assigning apps that provide knowledge on specific topics or requiring students to find relevant apps for their future practice areas. Educators are encouraged to share successful assignments and innovative strategies to foster a collaborative learning environment.

For further resources, the HAPPE team has provided materials and presentations that detail the use of apps in Social Work education, contributing to a growing repository of best practices in the field.<sup>78</sup>

**The Benefits of Using Apps in Education.** Mobile apps provide access to vast resources and information, serving as powerful tools to enhance digital literacy among students. The integration of these applications into the educational framework offers several notable benefits:

1. **Increased Digital Literacy:** Engaging with various apps helps students navigate and utilize digital tools, fostering essential skills for their future careers.
2. **Encouragement of Lifelong Learning:** Familiarizing students with diverse apps instills a culture of continuous learning, motivating them to explore resources beyond the classroom.
3. **Real-World Connections:** Apps bridge theoretical knowledge with practical applications, allowing students to engage with real-world scenarios and issues relevant to their fields.

<sup>74</sup> Diliberto-Macaluso, K., & Hughes, A. (2016). The use of mobile apps to enhance student learning in introduction to psychology. "Teaching Psychology", 43(1), 48–52.

<sup>75</sup> Zhu, E., Kaplan, M., Derheimer, R. C., & Bergom, I. (2011). Use of laptops in the classroom: Research and best practices. "CRLT Occasional Papers", 30.

<sup>76</sup> Davis, L. (2020). "Mobile technology in education: An exploration of student engagement and learning outcomes" Doctoral dissertation.

<sup>77</sup> Lee, R. (2021). "The impact of mobile applications on student learning: A comprehensive review" Doctoral dissertation,

<sup>78</sup> Muyassar Ataxanovna Axmedova. (2024). CASE STUDY APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL). European Journal of Pedagogical Initiatives and Educational Practices, 2(10), 39–42.

4. **Exposure to Professional Tools:** Integrating apps prepares students for tools they will encounter in their careers, ensuring they can use technology effectively in their professional practice.

By creating a safe environment for students to experiment with technology, educators help them explore which tools resonate with their learning styles and professional aspirations.

#### Effective Integration of Apps into Education

To maximize the educational impact of mobile apps, faculty must approach integration with clear goals and an understanding of how specific apps support learning. Key considerations include:

**Alignment with Learning Goals:** Educators should evaluate how an app aligns with course objectives and enhances students' understanding of the material.

**Facilitation of Active Learning:** Apps should promote engagement and exploration, encouraging students to discover new concepts actively.

**Scaffolded Introduction:** The timing of introducing an app is crucial. Educators should ensure students have the foundational knowledge required to use the app effectively, building upon prior learning. For instance, in a course focusing on financial counseling, an educator might discuss budgeting principles before introducing a finance tracking app. This approach ensures students can see the practical application of the technology in real-world scenarios.<sup>79</sup>

**Choosing the Right App.** Selecting the appropriate app is critical to its success in classroom. Educators should consider several factors:

**User Friendliness:** An app must be intuitive and easy to navigate; a complicated interface can hinder student engagement.

**Accessibility:** Ensuring that the app accommodates users with varying abilities is essential for inclusive education.

**Device Compatibility:** Apps should ideally be available on both iOS and Android platforms to accommodate diverse student devices.

**Support and Updates:** Choosing an app with ongoing support and regular updates is crucial for maintaining functionality.

**Privacy and Ethical Considerations.** When incorporating apps into education, privacy and ethical implications must be considered. Educators should review data retention policies of the apps they choose, ensuring compliance with regulations like FERPA and HIPAA. Engaging students in discussions about these issues fosters digital literacy and awareness of ethical technology use.

#### Conclusion

<sup>79</sup> Abdullayeva, Z. D. (2024). PERIPHRASE THE NAMES OF PERSONS IN THE UZBEK LANGUAGE EXPRESSION IN A STYLISTIC MEANS. *Western European Journal of Linguistics and Education*, 2(9), 55-59.



The integration of mobile apps into education offers a dynamic way to enhance student learning and prepare them for future careers. By thoughtfully selecting apps and implementing them in alignment with educational goals, educators can create a richer, more engaging learning environment that bridges the gap between classroom theory and real-world practice. As technology continues to evolve, embracing these tools will be essential for equipping students with the skills they need to succeed in their professional lives.

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**Abstract:** *Semantics, the study of meaning in language, plays a crucial role in learning English as a second language. By understanding the relationships between words, phrases, and their meanings, learners can improve their vocabulary, comprehension, and communication skills. This article explores the role of semantics in English language acquisition, emphasizing its importance in vocabulary development, sentence structure, and contextual understanding. It also highlights how semantic knowledge aids in grasping nuances, idiomatic expressions, and cultural connotations that are vital for fluency.*

**Keywords:** *semantics, English learning, vocabulary, meaning, context, idiomatic expressions.*

### Introduction

Learning a language involves more than memorizing grammar rules and vocabulary. To achieve fluency and effectively communicate in English, learners must also grasp the meaning behind the words and sentences they use. Semantics, which deals with the meaning of words, phrases, and sentences, is a foundational aspect of language learning. For English learners, understanding semantics helps bridge the gap between merely knowing words and using them in context to convey accurate and nuanced meanings (Fromkin et al., 2018).

Semantics covers the study of how meaning is constructed, how words relate to each other, and how context influences interpretation. In learning English, these concepts are vital, as English has a rich vocabulary and a variety of ways to express similar ideas, each with subtle differences in meaning. This article will discuss how semantics supports vocabulary building, sentence comprehension, and contextual interpretation, all of which are essential for learners of English.

### Vocabulary Development and Word Meaning

A strong vocabulary is essential for mastering any language, and understanding semantics is key to building this vocabulary. Words in English often have multiple meanings or are used in different contexts, making it important for learners to understand not only the denotations but also the connotations of words (Yule, 2020). For example, the word “bright” can refer to both the level of light and someone’s intelligence. Knowing both meanings and being able to use them appropriately is part of developing semantic awareness.

Moreover, English is rich in *polysemy* (words with multiple related meanings) and *homonymy* (words that sound the same but have different meanings). Learners who



study the semantics of English are better equipped to distinguish between these words and use them in their correct context (Saeed, 2016). For instance, understanding that "bat" can mean a flying mammal or a piece of sports equipment depending on context helps learners avoid confusion.

Semantic knowledge also helps learners understand *synonyms* and *antonyms*, which are essential for expressing nuance and variety in speech and writing. Words like "big," "large," and "huge" all refer to size, but each carries slightly different implications. Understanding these differences allows learners to choose the right word for the right situation, enriching their language use (Kearns, 2011).

### **Comprehending Sentences and Meaning Construction**

In addition to understanding individual words, semantics plays a critical role in sentence comprehension. The principle of *compositionality*—the idea that the meaning of a sentence is determined by the meanings of its parts—helps learners break down complex sentences into understandable units (Saeed, 2016). This principle is especially useful when encountering unfamiliar sentence structures or trying to decipher complex ideas in English.

For example, consider the sentence, "The cat sat on the mat." Semantics allows learners to recognize that the subject is "the cat," the action is "sat," and the location is "on the mat." As learners encounter more complex sentences, their ability to break down and interpret these structures depends on their semantic understanding of how meaning is built in English sentences.

Beyond literal meaning, learners must also grasp implied meaning, which is often influenced by word order, emphasis, or sentence structure. For instance, the sentence "She didn't *like* the cake" implies a stronger negative feeling than simply saying "She didn't like the cake." Semantic knowledge helps learners understand these subtleties, which are crucial for natural and effective communication in English (Yule, 2020).

### **Contextual Interpretation and Pragmatics**

Semantics does not operate in isolation. It is closely linked with *pragmatics*, the study of how context influences meaning. For English learners, understanding how meaning changes in different contexts is essential for effective communication. Words and phrases can take on different meanings depending on the social setting, the relationship between speakers, or even cultural norms (Sperber & Wilson, 1995).

Take, for example, the phrase "What's up?" In a formal setting, this might be interpreted as a genuine inquiry about someone's well-being. However, in an informal context, it is often used as a casual greeting. Without understanding the context in which certain phrases are used, learners might misinterpret or misuse common expressions in English.

Another challenge for learners is understanding *idiomatic expressions*—phrases whose meanings are not directly derived from the meanings of their individual words. Expressions like "kick the bucket" or "under the weather" do not make sense if

interpreted literally. Through a study of semantics, learners can start to understand these figurative uses of language and apply them correctly in conversation (Fromkin et al., 2018).

Additionally, understanding the *connotative* meanings of words—the associations or emotions they evoke—helps learners navigate more advanced levels of English. For example, while the words "home" and "house" both refer to a place of residence, "home" carries a more personal, emotional connotation, whereas "house" is more neutral. Semantic awareness allows learners to make these distinctions, leading to more sophisticated language use (Saeed, 2016).

### **The Role of Semantics in Cultural Understanding**

Cultural differences also play a role in how meanings are interpreted and understood in language. Certain words or phrases carry cultural connotations that may not be immediately apparent to non-native speakers. For example, in British English, the word "biscuit" refers to what Americans call a "cookie," whereas in American English, a "biscuit" is a soft bread roll. These cultural variations in semantics can lead to misunderstandings if not properly addressed in the learning process (Yule, 2020).

Moreover, English is full of phrases and expressions that reflect historical or cultural contexts. For learners to become fluent and culturally aware, they must understand the semantic nuances that come with these expressions. This includes understanding slang, regional dialects, and variations between British and American English (Fromkin et al., 2018).

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# ЗАМОНАВИЙ ТАЪЛИМ – ЧУҚУР БИЛИМ ОЛИШ ВА КЎНИКМАЛАРНИ ЭГАЛЛАШ ОРҚАЛИ ШАХСНИ РИВОЖЛАНТИРИШ ВОСИТАСИ

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**Аннотатция.** Мақолада замонавий таълимнинг бугунги кундаги ўрни, мақсад ва вазифалари ёритилган. Замонавий таълим шахсий ривожланишида асосий рол ўйнайди, чунки у нафақат маълумот узатишига, балки чуқур билим ва кўникмаларни шакллантиришига қаратилган. Бу талабаларнинг танқидий фикрлаш, таҳлилий қобилиятлари ва ижодий салоҳиятини ривожлантиришига ёрдам беради. Бундай таълимнинг мақсади нафақат аниқ фанларни ўзлаштириш, балки бутун шахсни ривожлантириш, ҳар бир шахсга ўз салоҳиятига еришиш ва замонавий жамиятнинг фаол иштирокчиси бўлишига ёрдам беришдир.

**Калит сўзлар:** замонавий таълим, фан, шахсий ривожланиш, билим ва кўникма, интерфаол таълим, жамият, рақамли саводхонлик.

## СОВРЕМЕННОЕ ОБРАЗОВАНИЕ — ЭТО СРЕДСТВО РАЗВИТИЯ ЛИЧНОСТИ ЧЕРЕЗ ПОЛУЧЕНИЕ ГЛУБОКИХ ЗНАНИЙ И ОСВОЕНИЕ НАВЫКОВ

**Аннотация.** В статье рассматривается место, цели и задачи современного образования на сегодняшний день. Современное образование играет ключевую роль в личностном развитии, так как оно направлено не только на передачу знаний, но и на формирование глубоких знаний и навыков. Это помогает развивать критическое мышление, аналитические способности и творческий потенциал студентов. Цель такого образования заключается не только в освоении точных наук, но и в развитии всей личности, в помощи каждому человеку достичь своего потенциала и стать активным участником современного общества.

**Ключевые слова:** современное образование, наука, личностное развитие, знания и навыки, интерактивное обучение, общество, цифровая грамотность.

## MODERN EDUCATION IS A MEANS OF DEVELOPING A PERSON THROUGH THE ACQUISITION OF DEEP KNOWLEDGE AND SKILLS

**Annotation:** The article discusses the role, goals, and objectives of modern education in today's context. Modern education plays a crucial role in personal development, as it focuses not only on imparting knowledge but also on cultivating deep understanding and skills. This



*approach helps students develop critical thinking, analytical abilities, and creative potential. The goal of such education is not only to master specific subjects but also to foster the overall development of individuals, assisting each person in reaching their potential and becoming an active participant in modern society.*

**Keywords:** *modern education, science, personal development, knowledge and skills, interactive learning, society, digital literacy.*

Замонавий таълим - фаол ва интерфаол таълим, замонавий технологиялардан фойдаланиш, танқидий фикрлаш ва амалий кўникмаларни ривожлантиришни ўз ичига олган кенг кўламли таълим ёндашувларини қамраб олади. Замонавий таълимнинг муҳим қисми талабаларни тез ўзгарувчан дунёга тайёрлаш, шу жумладан рақамли саводхонлик, жамоавий иш ва ижодий фикрлашни ривожлантиришдир.

Замонавий таълим энг аввало фундаментал яъни классик таълимга асосланган, замонавий талаблар ва соҳага тегишли инновацион педагогик технологиялар асосида ишлаб чиқилган аниқ мақсад ҳамда стратегик режа асосида амалга оширилади, десам муболаға бўлмайди. Назаримда, бугунги замонавий таълим мазмунида узоқ шарқ мамлакатларига тақлид ҳолати кузатилмоқда. Аслида бу ғоя XX аср бошларидаги Жадидлар фалсафасининг таҳлилчилари бўлган маърифатпарварлар тадқиқотида яққол кўзга ташланади.

Замонавий таълим нафақат билимларни, балки мустақил фикрлаш, маълумотларни таҳлил қилиш, муаммоларни ҳал қилиш ва асосли қарорлар қабул қилиш қобилиятини шакллантиришга қаратилган. Бу талабаларга замонавий ахборот жамиятига муваффақиятли мослашишга ёрдам беради.

Бугунги кундаги таълимнинг муҳим жиҳати, ҳар бир ўқувчининг эҳтиёжларини ҳисобга олган ҳолда ва уларнинг ноёб қобилиятлари ва қизиқишларига мувофиқ ривожланишига ҳисса қўшадиган таълимни индивидуаллаштиришдир.

Замонавий таълим чуқур билим ва кўникмаларни эгаллаш орқали шахсий ривожланишда муҳим рол ўйнайди. Технология ва ахборот мисли кўрилмаган даражада ривожланаётган замонавий дунёда таълим жамиятда муваффақиятли мослашиш ва ўзини ўзи англаш учун зарур воситага айланмоқда.

Кибер таълимнинг асосий мақсадларидан бири нафақат фактик билимларни узатиш, балки танқидий фикрлаш, ижодкорлик, мулоқот қобилиятлари ва жамоада ишлаш қобилиятини ривожлантиришдир. Бу кўникмалар нафақат инсоннинг жамиятда муваффақиятли ишлашига ёрдам беради, балки унинг шахсий ўсиши ва ўзини ўзи билишига ҳам ҳисса қўшади.

Нажотни илмда, фаровон турмушни маърифатда, сокин жамият пойдеворини таълим-тарбия уйғунлиги муштараклигида кўрган маърифатпарвар боболаримизнинг ўлмас ғоялари янгиланаётган Ўзбекистон ислохотлари замирида тобора мустақам аҳамият касб этапти. Соғлом, жисмонан ва маънан баркамол фарзандларни тарбиялаш, иммунитетиди ҳалоллаш, поклик вакцинасини сингдириш, миллий-

маънавий меросни дунё илмларини ўзлаштириш асносида тарғиб этиш учинчи Ренессансга кадам қўётган авлоднинг ҳаётий тамойилига, яшаш мазмунига айланмоқда.

Замонавий таълимнинг стратегик ривожланиши:

1. Таълим мутахассисларининг касбий компетенциясига қўйиладиган ижтимоий-иқтисодий талабларни ҳисобга олган ҳолда замонавий педагогик таълимнинг мазмуни ва мақсадларини янгилаш.

Замонавий таълим технологиянинг жадал ривожланиши, глобаллашув, меҳнат бозоридаги ўзгаришлар ва мутахассисларнинг ваколатларига талабларнинг ортиши билан боғлиқ янги муаммоларга дуч келмоқда. Шу муносабат билан ўқитувчиларни динамик ва мураккаб муҳитда ишлашга тайёрлаш учун ўқитувчилар таълимининг мазмуни ва мақсадларини кўриб чиқиш керак.

2. Муаммоли тадқиқотлар, фаол, замонавий таълим стратегиялари асосида ўқув жараёнининг шакллари ва технологияларини модернизация қилиш.

Таълимнинг анъанавий моделидан янада мослашувчан ва амалий қўлланишга йўналтирилган билимларга ўтиш таълим шакллари ва технологияларини модернизация қилишни талаб қилади. Ўқув жараёнини модернизация қилиш замонавий таълим муваффақиятининг асосий омилидир. Бу ёш авлодни ўзгарувчан дунёда ҳаётга тайёрлайди ва жамиятнинг барқарор ривожланишини таъминлайди.

3. Замонавий психологик-педагогик фан ва ўқув амалиёти тамойиллари билан боғлиқ долзарб муаммоларни ҳисобга олган ҳолда юқори малакали кадрлар тайёрлаш сифатини ошириш.

Таълим жараёнида олинган чуқур билимлар инсонга атрофдаги дунёни яхшироқ тушуниш, қийин вазиятларни таҳлил қилиш, онгли қарорлар қабул қилиш ва ўз мақсадларига эришиш имконини беради.

Замонавий таълим жараёнида олинган кўникмалар шахсларга кундалик вазифаларни муваффақиятли ҳал қилишга ёрдам беради, шунингдек, танлаган фаолият соҳасидаги салоҳиятини ривожлантиради.

Замонавий таълим, шунингдек, масъулият, катъиятлилиқ, ўз-ўзини тарбиялаш ва бошқаларга ҳурмат каби шахсий фазилатларни шакллантиришга ёрдам беради. Бу фазилатлар инсонга нафақат карерасида муваффақиятга еришишга ёрдам беради, балки уни ҳиссий жиҳатдан барқарор ва ҳаётий муаммоларни ҳал қилишга тайёр қилади.

Бундан ташқари, замонавий таълим тез ўзгарувчан дунёда муваффақиятли мослашиш учун зарур бўлган амалий кўникма ва кўникмаларни ривожлантиришга қаратилган. Бунга жамоавий иш, мулоқот қобилиятлари, рақамли саводхонлик ва битирувчиларга профессионал муҳитга муваффақиятли қўшилишга ёрдам берадиган бошқа ваколатлар киради.

Шундай қилиб, замонавий таълим нафақат билимларни узатиш воситаси, балки шахсий ривожланишнинг кучли воситасидир. Замонавий таълимда чуқур билим ва



кўникмаларни эгаллаш инсонга ўзини ўзи англаган ва замон билан уйғун ривожланган шахс бўлишга ёрдам беради.

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BIOLOGIYA FANINI O'QITISHDA INTERFAOL USULLARDAN FOYDALANISH  
METODIKASI

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**Annotatsiya:** Mazkur tadqiqot jarayonida zamonaviy metodlar yordamida biologiya fanini o'qitishning xususiyatlari tahlil qilib o'tildi. Biologiyani o'qitish metodikasi pedagogika fani sifatida didaktika bilan uzviy bog'liqdir. Biologiya o'qitish metodikasi maktab biologiyasining o'ziga xos xususiyatlaridan kelib chiqib, ta'lim va tarbiyaning mazmuni, shakllari, usullari va vositalarining nazariy va amaliy muammolarini ishlab chiqadi. Biologiyani o'qitish metodikasi psixologiya bilan chambarchas bog'liq, chunki u bolalarning yosh xususiyatlariga asoslangan. Biologiya darslarida o'quvchilarni to'laqonli o'quv-bilim jarayonining subyektiga aylantirish yo'llari qamrab olinishi darkor.

**Kalit so'zlar:** metod, uslub, o'qitish metodikasi, diktatik usullar, biologiya, botanika, zamonaviy metodlar, pedagogik yondashuv, psixologik holat

**Аннотация:** В ходе данного исследования были проанализированы особенности преподавания биологии с использованием современных методов. Методика преподавания биологии как педагогической науки неразрывно связана с дидактикой. Опираясь на уникальные особенности школьной биологии, методика преподавания биологии разрабатывает теоретические и практические проблемы содержания, форм, методов и средств воспитания и обучения исходя из особенностей. Необходимо освещать способы превращения ученика в субъекта полноценного учебного процесса на уроках биологии.

**Ключевые слова:** метод, стиль, методика обучения, дидактические методы, биология, ботаника, современные методы, педагогический подход, психологическое состояние.

**Abstract:** In the course of this study, the features of teaching biology using modern methods were analyzed. The methodology of teaching biology as a pedagogical science is inextricably linked with didactics. Based on the unique features of school biology, the methodology of teaching biology develops theoretical and practical problems of the content, forms, methods and means of education and training based on the characteristics. It is necessary to highlight the ways of turning a student into a subject of a full-fledged educational process in biology lessons.

**Keywords:** method, style, teaching methodology, didactic methods, biology, botany, modern methods, pedagogical approach, psychological state.

Bugungi kunda rivojlanayotgan umumiy o'rta ta'lim tizimida biologiya fani o'qituvchilarini tayyorlash muammosi ta'lim miqyosida dolzarb hisoblanadi.



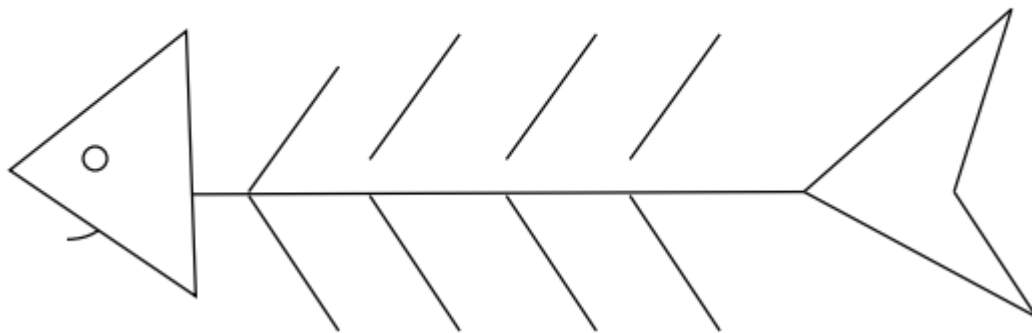
Biologiyaning rivojlanishi va uning yutuqlarini jamiyat hayotiga tatbiq etilmoqda. Binobarin, maktabda biologik ta'limning ahamiyati tobora ortib bormoqda.

Yosh mutaxassisni tayyorlash jarayonida o'quvchi o'qituvchining bevosita rahbarligida, ta'lim mazmuni, metodlari, vositalari va shakllari yordamida organik olamning qonuniyatlari, hodisa va voqealarning mohiyati, o'ziga xos xususiyatlarini o'rganadi va bilim, ko'nikma hamda malakalarni egallaydi. Bundan ko'rinib turibdiki, o'quvchilar uchun o'quv jarayoni bilish jarayoni, uning faoliyati esa bilish faoliyatidir. O'qituvchi ta'lim jarayonida o'quvchilarning bilish faoliyatini tashkil etadi, boshqaradi, nazorat qiladi, baholaydi va o'qitishdan ko'zda tutilgan ta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarni amalga oshirish orqali shaxsning har tomonlama rivojlanishiga zamin yaratadi. O'qituvchi uchun ta'lim jarayoni o'quvchilarning faoliyati bilan uzviy bog'langan va mazkur jarayonni tahlil qiladigan, umumlashtirib, tegishli hollarda o'zgartirishlar kiritadigan ish jarayoni, kasbiy pedagogik faoliyati sanaladi. Darsda o'quvchilarning bilish faoliyati va o'qituvchining pedagogik faoliyati bir-biriga uyg'un ravishda tashkil etilgandagina o'qitishdan ko'zda tutilgan maqsadlarga erishish mumkin. O'quvchilarning bilish faoliyatini tashkil etish va boshqarish dars strukturasining asosini tashkil etadi. Shu sababli bu masalani chuqurroq o'rganish maqsadga muvofiq.

Ta'lim dargohlarida Biologiya fani o'quvchilarda ilmiy dunyoqarashini, ya'ni dunyo va inson, inson va olam o'rtasidagi munosabatlar haqidagi eng umumiy qarashlar tizimi shakllantirishga xizmat qiladi. Bundan tashqari, u shaxsning hayotiy dasturini, e'tiqodini, qiziqishlarini belgilaydi. Biologiyani o'qitish jarayonida tabiiy fanlarning hozirgi holatiga muvofiq ilmiy dunyoqarashini rivojlantirish voqelikni yaxlit idrok etishning tabiiy ehtiyoji bilan bog'liq holda falsafiy muammolarga qiziqishi ortgan o'rta maktab o'quvchilari uchun alohida ahamiyatga ega. Maktab biologiyasi boshqa fanlarga o'xshamagan holda, tabiat hodisalarga tizimli va tarixiy yondashuv birligini bilim kuchini ko'rsatishga yordam beradi. Biologiya o'qitish jarayonida maktab o'quvchilarning dialekt tafakkurini rivojlantirish bilan birgalikda ularda organik dunyoning ilmiy manzarasi, hayotning tarixiyligi va uning harakat tizimidagi o'rni, qarama-qarshi bilish usullari bilan ochib beriladi. Biologiya maktab tizimidagi tabiatshunoslik siklining yetakchi fanlardan biridir, chunki u shaxsning shakllanishida va rivojlanishida katta ahamiyatga ega.

Baliq skeleti metodi. Bu metod muammoni qo'yish va hal qilishning mazkur modeli bir qator muammolarni ta'riflash va yechib ko'rishga imkon beradi.

muammo muammo muammo muammo



Muammoni yechish Muammoni yechish Muammoni yechish

Strategiya:

Bir varoq oq qog'ozda (vatman yoki A-3 varag'i) baliq skeleti chiziladi (boshi, kemirchagi, qovurg'alari).

Yuqoridagi «suyagiga» muammoni qo'yilishi, quyi qismida esa - ushbu muammo mavjudligini (yoki uni hal qilish yo'llari, o'qituvchi o'z oldiga qo'ygan maqsadga qarab) isbotlovchi faktlar yozib qo'yiladi.

To'ldirilgan sxemaning taqdimoti.

Foydalanish doiralari

Tabiiy va aniq fanlarda, muammoli ta'lim berish uslubidan foydalanganda.

Afzalliklari

Ushbu sxema muammolarning o'zaro bog'liqligi, ularning kompleks xususiyatlarini aks ettiradi.

Qiyinchiliklar

Muammolarni ifodalashda qiyinchiliklarga duch kelish mumkin

Ikkinchi metod –Akvarium.

Bunda 5-6 nafar ishtirokchilar rahbar bilan birga doira shakli bo'ylab o'tiradilar. Ular – «baliqlar». Ularning atrofiga guruhning qolgan ishtirokchilari o'tiradilar (yoki turadilar). Ular – «baliq ovchilari». Ichki doira a'zolari («baliqlar») o'qituvchi taklif qilgan savolni faol muhokama qiladilar. «Baliq ovchilari» esa kuzatib turadilar va savolni muhokama qilayotgan biron o'quvchining fikri ularni qiziqtirib qolganda jarayonga kirishadilar: qo'shimcha qiladilar, savol beradilar, aniqlashtiradilar. SHunda «baliq ovchisi» fikri uni qiziqtirib qolgan «baliq»ning yoniga turib olishi kerak. Bir muammoning (masalaning) muhokamasi tugaganidan so'ng ishtirokchilar joylari bilan almashadilar (doiradan tashqarida turganlar endi doira bo'ylab o'tiradilar). Barcha ishtirokchilar doirada o'tirishlari maqsadga muvofiqdir.

Foydalanish doiralari.

Tabiiy va aniq fanlarni o'rganish jarayonlarida qo'llaniladi.

Afzalliklari



Ishtirokchilarga norasmiy sharoitda fikr almashishga, berilgan muammoni (masalani) hal qilish bo'yicha o'z nuqtai nazarlarini bayon etishga imkon yaratadi. Muhokama jarayoniga erkin qo'shilish va undan chiqib ketishga imkon beradi. Tahliliy fikrlash, e'tibor jamlash va kuzatuvchanlikni rivojlantiradi. Nutqni va teskari aloqa texnikasini rivojlantiradi.

#### Qiyinchiliklari

Muammoni muhokama qilishda barcha o'quvchilar faol ishtirok etish jarayonida bahs-munozalar, nizolar yuzaga kelishi mumkin. SHu bois o'qituvchi yaxshi tayyorlanishi va kuchli qarama-qarshiliklar paydo bo'lishiga yo'l bermaydigan uslublarni bilishi lozim.

Aniq nazorat bo'lishini talab qiladi. Jarayon davomida ayrim o'quvchilar undan chiqib qolishlari (jarayonda ishtirok etmasliklari) mumkin. O'qituvchi muammoni muhokama qilishga barcha o'quvchilarni jalb qilish usullarini o'ylab chiqishi kerak. Xulosada avvalo, interfaol metodning an'anaviy metoddan farqli tomonlarini ko'rib chiqish lozim. Birinchidan, darsda barcha mavzular bo'yicha talaba uchun qulay bo'lgan dars turlari shaklida qo'llaniladi. Interfaolda ayrim mavzular bo'yicha interfaol darsning qulay bo'lgan turlari shaklida qo'llaniladi. Ikkinchidan, Dars mavzusi bo'yicha bilim, ko'nikma, malakalarni shakllantirish, mustahkamlansa, faol metodda dars mavzusi bo'yicha mustaqil fikrlash, xulosaga kelish, ularni bayon qilish, himoyalashga o'rgatiladi. Uchinchidan, o'qituvchining vazifalari Yangi mavzuni tushuntirish, mustahkamlash, nazorat, topshiriqlar berishdan iborat bo'lsa, noan'anaviyga o'quvchilarning mustaqil ishlashlarini va taqdimotlarini tashkil qilish, boshqarish, nazorat, yakuniy xulosalarni asoslab beriladi.

To'rtinchidan, Darsga tayyorgarlikka dars rejasi, konspekt va didaktik vositalarni tayyorlash kabi talablar qo'yilsa, interfaol metodda Interfaol dars ishlanmasi, mustaqil ishlar uchun topshiriqlar, tarqatma materiallar, boshqa zarur vositalarni tayyorlanadi. O'quvchilar tayyorgarligi esa, oldingi dars bo'yicha vazifalarni bajarib kelish talablari berilsa, yangi metodda yangi dars mavzusi bo'yicha asosiy tushunchalarni va dastlabki ma'lumotlarni bilish talabi qo'yiladi. Interfaol usullarda vaqt talabi dars vaqtining ko'p qismi o'quvchilarning mustaqil topshiriqlarni bajarishi, fikr almashishi, mushohada qilishi, o'z xulosalarini bayon qilishi va himoyalashiga sarflanishi bilan belgilansa, an'anaviyda dars vaqtining ko'p qismi o'qituvchining yangi mavzuni tushuntirishi, tahlil qilishi, topshiriqlarni tushuntirishi, o'zlashtirishni nazorat qilishiga sarflanadi. Darsning modul va algoritmlaridan an'anaviyda har bir o'qituvchi o'zi qo'llayotgan metodga muvofiq foydalansa, noan'anaviyda har bir dars oldindan tayyorlangan modullar va algoritmlarga, loyihalarga muvofiq o'tkaziladi. Beshinchidan, bilimlarni o'zlashtirishning asosiy usullari an'anaviyda muloqot, muhokama, muzokara, bahs, munozara, mulohaza, tahlil, mushohada, mutolaa, noan'anaviyda muloqot, mutolaa, mushohada, muhokama, muzokara, bahs, munozara, mulohaza, tahlil tarzda namoyon bo'ladi.

## XULOSA

Xulosa qilib shuni aytish mumkinki, ta'lim jarayonidagi metodlar o'qituvchi faoliyatini belgilovchi holatdir. Biologiyani o'rganishda o'quvchilarning bilish faoliyatini faollashtirish uchun darsning o'quvchilarning o'tgan mavzu yuzasidan o'zlashtirgan bilim, ko'nikma va malakalarini aniqlash, ulami tizimlashtirish, yangi mavzu yuzasidan o'zlashtirilgan bilim, ko'nikma va malakalami nazorat qilish va baholash, shuningdek, yangi mavzuni o'rganish jarayonida lokal texnologiyalardan foydalanish maqsadga muvofiq. Biologiyani o'qitishda lokal darajadagi pedagogik texnologiyalardan «Keys», «Insert», «Waster», Venn diagrammasi, «Aqliy hujum», «Kichik guruhlarda ishlash», «Atamalar zanjiri», «Atamalar varag'i», tezkor o'yinlar va o'yin mashqlarning turli shakllaridan foydalanish tavsiya etiladi.

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