

VOL 2 NUMBER 2

TLEP
PUBLICATION



**INTERNATIONAL
CONFERENCE ON
GLOBAL TRENDS AND
INNOVATIONS IN
MULTIDISCIPLINARY
RESEARCH**

2026



**International Conference on Global Trends and
Innovations in Multidisciplinary Research
Vol. 1 No. 1 (2025)**

Nigeria, Abuja – 2026



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Типология Героя-Нигилиста В Русском Антинигилистическом Романе Второй Половины XIX Века (На Материале Произведений И.С. Тургенева, Н.С. Лескова, Ф.М. Достоевского)

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Аннотация

В статье предпринимается попытка построения типологии образа нигилиста в русской литературе 1860–1870-х годов. На основе сравнительно-сопоставительного анализа романов «Отцы и дети» И.С. Тургенева, «Некуда» Н.С. Лескова и «Бесы» Ф.М. Достоевского исследуется эволюция художественной рецепции «нового человека» консервативно настроенными авторами. В работе выделяются три основных типа героя-нигилиста: трагический (экзистенциальный), памфлетно-бытовой и метафизический (демонический). Доказывается, что антинигилистический роман не ограничивался политической сатирой, а ставил глубокие онтологические проблемы, рассматривая конфликт поколений как идеологическую войну, ведущую к разрушению культурного кода нации.

Ключевые слова: антинигилистический роман, нигилизм, типология героя, конфликт поколений, И.С. Тургенев, Н.С. Лесков, Ф.М. Достоевский, идеологический роман.

Abstract

The article attempts to construct a typology of the nihilist image in Russian literature of the 1860s–1870s. Based on a comparative analysis of the novels *Fathers and Sons* by I.S. Turgenev, *No Way Out* by N.S. Leskov, and *Demons* by F.M. Dostoevsky, the evolution of the artistic reception of the "new man" by conservative authors is examined. The work identifies three main types of the nihilist hero: tragic (existential), pamphlet-everyday, and metaphysical (demonic). It is proven that the anti-nihilist novel was not limited to political satire but posed deep ontological problems, viewing the conflict of generations as an ideological war leading to the destruction of the nation's cultural code.

Keywords: anti-nihilist novel, nihilism, character typology, generational conflict, I.S. Turgenev, N.S. Leskov, F.M. Dostoevsky, ideological novel.

Вторая половина XIX века в России ознаменовалась острейшим общественно-политическим и культурным расколом, который в литературоведении принято называть эпохой «великих реформ» и возникновения революционно-демократического движения. Появление разночинной интеллигенции, отрицающей традиционные ценности (эстетику, религию, дворянскую культуру), вызвало мощную ответную реакцию в литературной среде. Возникает феномен «антинигилистического романа» — жанровой разновидности, целью которой стало художественное исследование и идеологическое разоблачение теории и практики нигилизма. Несмотря на идеологическую ангажированность, лучшие образцы этого направления вышли за рамки политического памфлета, предложив глубокую антропологию «бунтующего человека» [7].

Целью данного исследования является выявление и систематизация основных типов героев-нигилистов, сконструированных в полемике с радикальной идеологией. Материалом исследования послужили три знаковых текста, представляющих разные стадии и модусы осмысления нигилизма: «Отцы и дети» И.С. Тургенева (точка отсчета), «Некуда» Н.С. Лескова (как образец жанрового антинигилизма) и «Бесы» Ф.М. Достоевского (как метафизическая вершина темы).

Методологическую основу работы составляет историко-типологический метод, позволяющий проследить эволюцию литературного типа в контексте исторического времени, а также структурно-семиотический подход, рассматривающий поведение нигилиста как специфический «антиповеденческий» текст внутри русской культуры [5]. Мы опираемся на концепцию Ч. Мозера, рассматривающего антинигилизм как целостное литературное направление [6], и работы Ю.В. Манна, анализирующего поэтику русского реализма [4].

Анализ текстов показывает, что консервативная (или охранительная) литература не была монолитной в своей оценке нигилизма. Можно выделить градации восприятия: от уважения к силе противника до ужаса перед его разрушительным потенциалом.

1. Тип первый: Трагический нигилист (Евгений Базаров)

Роман И.С. Тургенева «Отцы и дети» (1862) формально не относится к «охранительной» беллетристике, однако именно он задал парадигму восприятия нигилиста. Евгений Базаров — это «нигилист-титан», чье отрицание носит не мелочный, а мировоззренческий, почти гамлетовский характер.

Тургенев, будучи либералом-почвенником, использует стратегию «эстетической проверки» героя. Базаров отрицает искусство и любовь («Белиберда», «Рафаэль гроша медного не стоит»), но именно любовь к Одинцовой и величественная смерть становятся критерием его человеческой состоятельности. Как отмечает А.И. Батюто, трагедия Базарова — это трагедия ума, вошедшего в конфликт с иррациональной стихией жизни [1].

В типологии антинигилизма Базаров занимает уникальное место «благородного врага». Консервативная критика (М.Н. Катков) упрекала Тургенева в том, что он сделал нигилиста слишком привлекательным, возвысив его над «отцами». Базаровский нигилизм — это нигилизм силы, а не слабости. Он отрицает старое во имя расчистки места, но сам страдает от пустоты. Этот тип можно обозначить как **экзистенциальный нигилист**: его бунт направлен против основ мироздания, а конфликт с Кирсановыми — это не просто война поколений, а столкновение двух культурных кодов: аристократического (эстетического) и демократического (сциентистского).

2. Тип второй: Памфлетно-бытовой нигилист (Герои Н.С. Лескова)

В романе Н.С. Лескова «Некуда» (1864) мы наблюдаем радикальную смену оптики. Если Тургенев исследовал *философию* нигилизма, то Лесков исследует его *быт и нравы*. Это классический антинигилистический роман, где идеологическая война ведется методами сатиры и дегероизации.

Лесков создает галерею типов, которые можно охарактеризовать как **социальные карикатуры**. В центре внимания писателя — не титаны духа, а «стая», среда (коммуна). Лесков деконструирует миф о «новых людях» (созданный Н.Г. Чернышевским), показывая изнанку их жизни: грязь, нравственную нечистоплотность, нетерпимость к инакомыслию, паразитизм.

Герои-нигилисты у Лескова (например, Бычков, Пархоменко) лишены базаровского величия. Их нигилизм — это форма социального реванша или мода. Лесков вводит в типологию фигуру «**нигилиста-имитатора**» и «**нигилистки-эмансипе**», чей протест сводится к отказу от женственности, стрижке волос и курению папирос. Исследователь Н.Н. Старыгина указывает, что для Лескова нигилизм — это прежде всего болезнь бездуховности, разрыв с национальной почвой и традицией православия [8]. Конфликт поколений здесь показан как деграция: дети не «переросли» отцов (как у Тургенева), а утратили человеческий облик, превратившись в догматиков.

3. Тип третий: Метафизический нигилист и «Бес» (Герои Ф.М. Достоевского)

Ф.М. Достоевский в романе «Бесы» (1871–1872) переводит проблему из социально-политической плоскости в религиозно-мистическую. Для Достоевского нигилизм — это не просто ошибочная теория, это одержимость, бесовство.

В романе выстраивается сложная иерархия нигилистов, вершиной которой являются Николай Ставрогин и Петр Верховенский.

▪ **Петр Верховенский** представляет тип **политического мошенника и провокатора**. Это предельное снижение образа революционера. В нем нет идейности, есть только жажда власти и разрушения. Он манипулирует массой, используя «цемент» общей крови (убийство Шатова). Верховенский — это пророк хаоса, для которого идеология — лишь инструмент.

▪ **Николай Ставрогин** — тип **метафизического нигилиста**. Его отрицание абсолютно: он по ту сторону добра и зла. В отличие от Базарова, который хотел «дело делать», Ставрогин утратил способность к действию и различению нравственных полюсов. Его трагедия — это трагедия полной духовной атрофии и отрыва от народа («богоносца»). Л.И. Сараскина справедливо отмечает, что Достоевский открыл в нигилизме его эсхатологическую сущность [7]. Конфликт «отцов» (Степан Трофимович Верховенский) и «детей» (Петр Верховенский) трактуется Достоевским как вина отцов. Именно либеральный идеализм 40-х годов, оторванный от реальности и религии, породил чудовищный радикализм 60-х. «Бесы вышли из русского человека» — таков диагноз писателя.

Сравнительный анализ позволяет систематизировать типологию героя-нигилиста в антинигилистическом дискурсе следующим образом:

1. Герой-идеолог (Базаровский тип). Характеризуется честностью, масштабностью личности, приверженностью естественным наукам. Его конфликт с обществом трагичен, так как он отвергает то, без чего человеческая жизнь неполноценна (искусство, вера, любовь), но делает это искренне. Авторы (Тургенев) относятся к нему с сочувствием, смешанным с тревогой.

2. Герой-догматик / Карикатура (Лесковский тип). Это участники «стад», коммун, кружков. Характеризуются узостью мышления, нетерпимостью, бытовой нечистоплотностью. Их нигилизм — это следование моде или способ скрыть социальную неполноценность. Авторское отношение — сатира, презрение, разоблачение.

3. Герой-разрушитель / Бес (Тип Достоевского). Наиболее опасная стадия. Нигилизм здесь сопрягается с уголовщиной и политическим террором (Нечаевщина). Герой лишен совести, его цель — смута и разрушение основ государства и религии. Конфликт приобретает апокалиптический характер.

Проведенное исследование позволяет сделать следующие выводы:

1. Антинигилистический роман второй половины XIX века не был однородным жанром. Он эволюционировал от психологического романа (Тургенев) к роману-памфлету (Лесков) и роману-трагедии (Достоевский).

2. Типология героя-нигилиста отражает динамику страхов русского общества. Если в начале 60-х нигилист воспринимался как чужак-ученый, режущий лягушек, то к началу 70-х (после каракозовского выстрела и дела Нечаева) он предстает как фанатик-террорист и угроза цивилизации.

3. Тема конфликта поколений в этих произведениях трансформируется из социальной проблемы в историософскую. «Дети» обвиняют «отцов» в бездействии и лицемерии, а «отцы» видят в «детях» наступление варварства. Однако Достоевский углубляет эту схему, утверждая духовную преемственность либерализма отцов и радикализма детей: нигилизм — это закономерное дитя безверия отцов-западников [2].

4. Взгляд консервативных авторов на бунтующую молодежь оказался пророческим. Они разглядели за внешним атрибутивным бунтом (одежда, манеры) глубинную тенденцию к тоталитарному переустройству мира и антропологической катастрофе.

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Integration Of Economic Principles In Business Administration: A Theoretical Analysis

Irgashev Akmaljon

Abstract

This article examines the fundamental relationship between economic theory and business administration practices, analyzing how economic principles inform managerial decision-making and organizational strategy. The research results demonstrate that successful business administration requires economic reasoning to be applied in both strategic planning and financial management and competitive positioning activities.

Keywords: business administration, economic theory, resource allocation, strategic management, organizational efficiency, market analysis

Introduction. The intersection between economics and business administration forms a core research area of modern management science because both fields study how organizations use their limited resources to achieve their best results. Economics serves as the social science base which explains market operations and consumer decision-making and resource allocation, while business administration uses these economic concepts to manage actual business environments [1]. The present globalized world demands that business executives learn to manage the rising difficulties of economic systems which include fast technological progress and unpredictable market conditions and advanced competitive strategies. The relationship between these two variables holds more than academic value because organizations with managers who possess strong economic reasoning abilities achieve better results in their financial performance and market presence and their sustainable development capabilities [2].

Methodology and Literature Review. The research study uses systematic literature review methods to examine how economics and business administration are theoretically connected through peer-reviewed academic journals and authoritative textbooks and scholarly monographs. Business administration functions depend on two economic principles, which start with the basic economic concept of scarcity and opportunity cost, because every decision about resource distribution requires managers to select between various competing options [3]. Microeconomic theory provides essential frameworks for understanding market structures, competitive dynamics, and pricing strategies, with concepts such as elasticity of demand, market equilibrium, and consumer surplus directly informing marketing and sales management practices [4]. The theory of the firm, which economists originally created to describe production choices and cost structures, has developed into a complete system that shows how organizations separate their activities and decide whether to use vertical integration or external suppliers who make products. [5] The development of transaction cost economics by researchers who studied why companies exist and what organizational structures they need, provides business executives with strong explanations about how to choose their organizational setups and outsourcing methods and strategic partnership development. [6]. The field of behavioral economics has become a major force in business administration because it proves that people do not always make rational decisions while showing how cognitive biases and heuristics and psychological factors create obstacles to managerial decision-making and organizational functioning. The use of game theory in business strategy shows how economic models of strategic interactions help firms develop their competitive strategies and negotiation methods and partnership agreements in markets with limited competition [7]. Organizations need to develop their business strategies through macroeconomic elements such as fiscal policy and monetary policy and economic cycles because these factors determine the prevailing economic conditions and policy frameworks. [8]

Results and Discussion. The analysis shows multiple essential outcomes which demonstrate how business administration practice uses economic principles to create operational procedures which require economic reasoning as a fundamental requirement for successful management. The research demonstrates that businesses use fundamental economic principles which include marginal analysis and opportunity cost and comparative advantage to determine core business decisions which include pricing and production and resource distribution throughout their operations. Managers who use marginal thinking to compare their marginal costs with their marginal benefits will achieve better production and service and investment decisions than managers who depend on their intuition and past experiences. The opportunity cost framework proves particularly valuable in strategic decision-making contexts, where explicit consideration of foregone alternatives helps organizations avoid strategic errors and recognize hidden costs associated with particular courses of action. The evidence demonstrates that economic theories about market structure and competition provide vital frameworks which assist businesses in developing their strategic plans because these frameworks enable managers to study market trends and find positioning possibilities while anticipating how competitors will react to their strategic decisions. Organizations which examine their industry structure through economic analysis by studying entry barriers and buyer and supplier power and substitute threats and rivalry intensity create more effective competitive strategies which lead to better market results than organizations which do not use these analytical methods.

Third, the research highlights the growing importance of behavioral economics in understanding organizational decision-making processes and human resource management practices, as recognition of cognitive biases and psychological factors enables managers to design better incentive systems, improve negotiation outcomes, and enhance organizational learning processes. The integration of behavioral insights with traditional economic reasoning creates a more comprehensive understanding of how real organizations function, acknowledging both the power of economic incentives and the limitations of purely rational models of human behavior. Fourth, the analysis reveals that macroeconomic literacy constitutes an increasingly critical competency for business administrators, particularly in globalized business environments where economic policy decisions, exchange rate fluctuations, and international economic conditions significantly impact organizational performance. Managers who understand monetary policy mechanisms, fiscal policy implications, and economic cycle dynamics can better anticipate market conditions, time major investments appropriately, and develop contingency plans for various economic scenarios.

Conclusion. This research demonstrates that economics and business administration constitute deeply interconnected fields, with economic theory providing essential conceptual frameworks that inform effective management practice across multiple organizational domains. The analysis confirms that core economic principles including opportunity cost, marginal analysis, market structure theory, and behavioral insights translate directly into practical management tools for resource allocation, strategic positioning, and organizational decision-making. Business administrators who possess strong economic reasoning capabilities demonstrate superior performance in strategic planning, competitive analysis, and financial management compared to those lacking this theoretical foundation. The findings emphasize that economic literacy should not be viewed as supplementary knowledge for business professionals but rather as a fundamental competency essential for navigating contemporary business environments characterized by complexity, uncertainty, and intense competition.

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Integration Of The Communicative Method With Digital Technologies In Teaching The German Language

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Abstract

This article examines the theoretical and practical aspects of integrating the communicative method with digital technologies in teaching the German language. The results show that the synthesis of the communicative method and digital technologies significantly develops students' oral and written skills, increases motivation, and expands the possibilities of independent learning.

Keywords: communicative method, digital technologies, German language teaching, interactive learning platforms, language competence, online educational resources.

Annotatsiya

Ushbu maqolada nemis tilini o'qitishda kommunikativ metodning raqamli texnologiyalar bilan integratsiyalashuvining nazariy va amaliy jihatlari tadqiq etilgan. Natijalar shuni ko'rsatadiki, kommunikativ metod va raqamli texnologiyalarning sintezi talabalarning og'zaki va yozma nutq ko'nikmalarini sezilarli darajada rivojlantiradi, motivatsiyani oshiradi va mustaqil o'rganish imkoniyatlarini kengaytiradi.

Kalit so'zlar: kommunikativ metod, raqamli texnologiyalar, nemis tili o'qitish, interaktiv o'quv platformalari, til kompetensiyasi, onlayn ta'lim resurslari.

Kirish. Globallashuv sharoitida xorijiy tillarni o'rgatishda innovatsion yondashuvlarning qo'llanilishi zamonaviy ta'limning muhim talabiga aylangan. Nemis tili Yevropa va dunyo miqyosida iqtisodiy, ilmiy va madaniy aloqalarda muhim o'rin tutadi, shuning uchun bu tilni o'rgatishda samarali metodlarni qo'llash zaruriyati tobora ortib bormoqda [1]. Kommunikativ metod XX asrning oxirlaridan boshlab til o'qitishda yetakchi yondashuv sifatida tan olingan bo'lib, u tilni muloqot vositasi sifatida o'rgatishga e'tibor qaratadi [2]. XXI asrda raqamli texnologiyalarning tez sur'atlar bilan rivojlanishi ta'lim tizimiga katta ta'sir ko'rsatmoqda va an'anaviy o'qitish metodlarini tubdan o'zgartirmoqda. Raqamli texnologiyalar nafaqat ta'lim jarayonini modernizatsiya qiladi, balki talabalarning individual ehtiyojlariga moslashgan, interaktiv va motivatsion muhit yaratish imkonini beradi [3]. Kommunikativ metodning raqamli vositalar bilan integratsiyasi til o'rganish jarayonini yanada samarali va qiziqarli qilish, real kommunikativ vaziyatlarni simulyatsiya qilish hamda talabalarning barcha til ko'nikmalarini bir vaqtning o'zida rivojlantirish imkoniyatini yaratadi.

Metodologiya va adabiyotlar tahlili. Tadqiqot ikkilamchi manbalarni tahlil qilish metodologiyasiga asoslangan bo'lib, kommunikativ metod va raqamli texnologiyalar bo'yicha o'zbek, rus va xorijiy adabiyotlar sistematik tarzda o'rganilgan. Kommunikativ metod asoslarini E.I. Passov, D.A. Wilkins va H.G. Widdowson kabi olimlar ishlab chiqqan bo'lib, bu yondashuv tilni muloqot vositasi sifatida o'rganishga qaratilgan [4]. Kommunikativ metodning asosiy tamoyillari orasida autentik materiallardan foydalanish, real hayotiy vaziyatlarni yaratish, talabalar faolligini rag'batlantirish va xatolarga tolerant munosabat kabilar alohida o'rin tutadi. Raqamli texnologiyalarning ta'limga integratsiyasi masalasini M. Warschauer, R. Kern va M. Levy kabi tadqiqotchilar chuqur o'rganganlar [5]. Ular kompyuter yordamida til o'rganish (CALL - Computer Assisted Language Learning) paradigmasining rivojlanish bosqichlarini tavsiflab, raqamli vositalarning kommunikativ kompetensiyani shakllantirishdagi salohiyatini ko'rsatib berganlar. Zamonaviy tadqiqotlar shuni ko'rsatadiki, raqamli platformalar va mobil ilovalar til o'rganuvchilariga keng imkoniyatlar taqdim etadi: interaktiv mashqlar, multimedia materiallar, virtual reallik muhiti va sun'iy intellekt asosidagi shaxsiylashtirilgan ta'lim [6].

Nemis tilini o'qitishda qo'llaniladigan raqamli resurslar orasida Duolingo, Babbel, Deutsche Welle ning ta'lim portali va Goethe-Institut ning onlayn platformalari keng tarqalgan. Bu

resurslar talabalarning leksik boyligini oshirish, grammatik qoidalarni o'zlashtirish va eshitib tushunish ko'nikmalarini rivojlantirishga yordam beradi [7]. Ayni paytda, videokonferensiya platformalari (Zoom, Microsoft Teams) va ijtimoiy tarmoqlar nemis tilida real muloqot tajribasini orttirish uchun ishlatilmoqda. O'zbek va rus tillarida olib borilgan tadqiqotlar raqamli texnologiyalarning o'quv jarayonini intensivlashtirishi va talabalarning mustaqil ishlash ko'nikmalarini rivojlantirishini tasdiqlaydi [8]. Adabiyotlar tahlili shuni ko'rsatadiki, kommunikativ metod va raqamli texnologiyalarning birikuvi eng yuqori natijalarni beradi, chunki bu ikkala yondashuv bir-birini to'ldiradi: kommunikativ metod muloqot markazlilikini ta'minlansa, raqamli vositalar esa interaktivlik, vizualizatsiya va individual yondashuvni amalga oshiradi [9].

Natijalar va muhokama. Adabiyotlar tahlili asosida olingan natijalar shuni ko'rsatadiki, kommunikativ metodning raqamli texnologiyalar bilan integratsiyasi nemis tilini o'qitishda bir qancha muhim afzalliklarni taqdim etadi. Birinchidan, raqamli vositalar autentik til muhitini yaratish imkonini beradi: talabalar podkastlar, videolar, ijtimoiy media kontenti va onlayn gazeta maqolalari orqali haqiqiy nemis tiliga duch kelishadi va zamonaviy til shakllarini o'rganadilar. Bu esa an'anaviy darsliklarning statik materiallaridan farqli o'laroq, til o'rganish jarayonini dinamik va hayotiy qiladi [10]. Ikkinchidan, raqamli platformalar interaktiv kommunikativ mashqlarni amalga oshirish uchun keng imkoniyatlar yaratadi: rol o'ynash o'yinlari, virtual ekskursiyalar, onlayn loyihalar va guruhli ishlar talabalarning til ko'nikmalarini real kontekstda rivojlantirishga yordam beradi. Uchinchidan, mobil ilovalar va onlayn platformalar talabalarning individual o'rganish tezligiga moslashadi, shaxsiylashtirilgan ta'lim mapshrutlarini taklif qiladi va darhol qaytma aloqa beradi, bu esa motivatsiyani oshiradi va o'rganish samaradorligini oshiradi [3]. Raqamli texnologiyalar asosida amalga oshiriladigan kommunikativ mashqlar talabalarning to'rtta asosiy til ko'nikmalarini (tinglash, gapirish, o'qish, yozish) bir vaqtning o'zida rivojlantirishga imkon beradi. Masalan, video konferensiya orqali nemis tilida suhbatlar o'tkazish gapirish va tinglash ko'nikmalarini, forum va chat platformalarida yozishma esa yozma nutq va o'qish ko'nikmalarini takomillashtiradi [6].

Muhokama natijasida shuni ta'kidlash lozimki, raqamli texnologiyalar nafaqat til o'rganish jarayonini texnik jihatdan modernizatsiya qiladi, balki talabalarning o'rganishga bo'lgan munosabatini ham o'zgartiradi: ular aktiv ishtirokchilar va bilim yaratuvchilar bo'lib qoladilar. Ammo, raqamli texnologiyalardan samarali foydalanish uchun bir qator shartlar zarur: o'qituvchilarning raqamli savodxonligi, tegishli texnik infratuzilma va pedagogik jihatdan asoslangan metodologiyalar [8]. Bundan tashqari, raqamli vositalarning haddan tashqari ishlatilishi talabalarning ijtimoiy ko'nikmalarini zaiflashtirishi va ekranga bog'liqlikni keltirib chiqarishi mumkin, shuning uchun muvozanatli yondashuvni saqlash muhimdir [2].

Xulosa. Tadqiqot natijalariga ko'ra, nemis tilini o'qitishda kommunikativ metodning raqamli texnologiyalar bilan integratsiyasi zamonaviy ta'limning eng istiqbolli yo'nalishlaridan biri hisoblanadi. Kommunikativ metod talabalarni real muloqotga tayyorlash va til kompetensiyasini shakllantirishga qaratilgan bo'lsa, raqamli texnologiyalar esa bu jarayonni interaktiv, shaxsiylashtirilgan va samarali qilish vositalarini taqdim etadi. Ikki yondashuvning sintezi autentik til muhitini yaratish, talabalarning motivatsiyasini oshirish, individual o'rganish ehtiyojlariga javob berish va barcha til ko'nikmalarini kompleks rivojlantirish imkonini beradi. Adabiyotlar tahlili shuni tasdiqlaydi ki, raqamli platformalar, mobil ilovalar, multimedia resurslar va onlayn muloqot vositalari kommunikativ metodning tamoyillarini amalga oshirish uchun ideal muhit yaratadi.

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Issues Of Sustainable Development Of Small Business And Entrepreneurship In The Digital Economy

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Abstract

This thesis analyzes the issues of sustainable development of small business and entrepreneurship in the digital economy. The work studies the impact of digital technologies on small business, the possibilities of creating new business models, and ways to increase the efficiency of production and services. The thesis also highlights the importance of technological preparation, training of qualified personnel, and financial and legal support in the sustainable development of small business. The research results show that the sustainable development of small business in the digital economy is an important factor for the country's economic growth, and practical recommendations are given for the development of this sector.

Keywords. Digital economy, small business, entrepreneurship, sustainable development, innovations, digital technologies.

Annotatsiya

Ushbu tezisdagi raqamli iqtisodiyot sharoitida kichik biznes va tadbirkorlikni barqaror rivojlantirish masalalari tahlil qilinadi. Ishda raqamli texnologiyalarning kichik biznesga ta'siri, yangi biznes-modellar yaratish imkoniyatlari, ishlab chiqarish va xizmatlar samaradorligini oshirish yo'llari o'rganiladi. Tezisdagi shuningdek, kichik tadbirkorlikni barqaror rivojlantirishda texnologik tayyorgarlik, malakali kadrlarni tayyorlash, moliyaviy va huquqiy qo'llab-quvvatlashning ahamiyati yoritilgan. Tadqiqot natijalari raqamli iqtisodiyot sharoitida kichik biznesning barqaror rivojlanishi mamlakat iqtisodiy o'sishi uchun muhim omil ekanligini ko'rsatadi va ushbu sohani rivojlantirish bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar. Raqamli iqtisodiyot, kichik biznes, tadbirkorlik, barqaror rivojlanish, innovatsiyalar, raqamli texnologiyalar.

So'nggi yillarda raqamli texnologiyalar va axborot-kommunikatsiya vositalari global iqtisodiy jarayonlarga chuqur ta'sir ko'rsatmoqda. Raqamli iqtisodiyot sharoitida kichik biznes va tadbirkorlik faoliyati sezilarli o'zgarishlarga duch kelmoqda. Internet, elektron tijorat, mobil to'lovlar, bulutli xizmatlar va sun'iy intellekt kabi texnologiyalar tadbirkorlik jarayonlarini tezlashtiradi, xarajatlarni kamaytiradi va yangi bozorlarga chiqish imkoniyatini yaratadi. Shu bois, tadbirkorlikning barqaror rivojlanishi raqamli iqtisodiyot sharoitida mamlakat iqtisodiy o'sishining muhim omillaridan biridir.

Raqamli iqtisodiyot va kichik biznesning ahamiyati

Raqamli iqtisodiyot kichik biznesni turli yo'llar bilan qo'llab-quvvatlaydi. Masalan, e-tijorat platformalari va onlayn marketing kichik tadbirkorlar uchun mahsulot va xizmatlarini keng auditoriyaga tez yetkazish imkonini beradi. Bulutli hisoblash, ERP va CRM tizimlari, avtomatlashtirilgan jarayonlar esa ish unumdorligini oshirib, xarajatlarni kamaytiradi va resurslardan optimal foydalanishni ta'minlaydi. Shu bilan birga, Big Data va analitik vositalar tadbirkorlarga bozor talablarini oldindan aniqlash va strategik qarorlar qabul qilishda yordam beradi.

Raqamli platformalar va mobil ilovalar yangi mahsulotlar va xizmatlarni yaratishga imkon beradi. Onlayn do'konlar va elektron xizmatlar kichik biznesni global bozorga olib chiqadi. Raqamli moliya va mikrokreditlash vositalari esa moliyaviy qo'llab-quvvatlashni ta'minlab, tranzaksiyalarni soddalashtiradi.

Barqaror rivojlanish masalalari

Kichik biznesni barqaror rivojlantirish uchun texnologik tayyorgarlik, malakali kadrlarni tayyorlash va zamonaviy infratuzilma yaratish zarur. Shu bilan birga, davlat va xususiy sektor

tomonidan moliyaviy qo'llab-quvvatlash, soliq imtiyozlari va huquqiy kafolatlar barqaror rivojlanish uchun muhim ahamiyatga ega. Kichik biznes ekologik jihatdan toza texnologiyalarni qo'llashi, energiya va resurslarni tejashga yo'naltirilgan loyihalarni amalga oshirishi, raqamli marketing va elektron tijorat orqali global bozorga chiqishi lozim.

Raqamli iqtisodiyotning afzalliklari

Raqamli iqtisodiyot kichik biznesning resurslardan samarali foydalanishini ta'minlaydi, ishlab chiqarish va xizmatlar samaradorligini oshiradi hamda xarajatlarni kamaytiradi. Shu bilan birga, yangi mahsulotlar va xizmatlar yaratishga, innovatsiyalarni rag'batlantirishga imkon beradi. Bundan tashqari, u yangi ish o'rinlarini yaratadi va xodimlarning raqamli ko'nikmalarini rivojlantiradi, bu esa iqtisodiy raqobatbardoshlikni kuchaytiradi.

Raqamli iqtisodiyotning afzalliklari va imkoniyatlari

| | | | |
|--|---|--|---|
| <p>Resurslarni tejash: raqamli jarayonlar inson va moliyaviy resurslarni tejaydi.</p> | <p>Iqtisodiy samaradorlik: xarajatlarni kamaytirish, ish unumdorligini oshirish.</p> | <p>Bozorni kengaytirish: kichik biznes mahalliydan global bozorlarga chiqishi mumkin.</p> | <p>Innovatsiyalarni rag'batlantirish: yangi mahsulotlar va xizmatlar yaratish.</p> |
|--|---|--|---|

Xulosa. Raqamli iqtisodiyot sharoitida kichik biznes va tadbirkorlikni barqaror rivojlantirish mamlakat iqtisodiy o'sishining ajralmas qismi hisoblanadi. Texnologiyalarni samarali qo'llash, malakali kadrlarni tayyorlash, moliyaviy va huquqiy qo'llab-quvvatlash barqaror rivojlanishni ta'minlaydi. Raqamli transformatsiya yangi biznes imkoniyatlarini yaratadi, ishlab chiqarish va xizmatlar samaradorligini oshiradi, iqtisodiy raqobatbardoshlikni kuchaytiradi va iqtisodiy barqarorlikni mustahkamlaydi. Shu sababli, kichik biznesni rivojlantirishda raqamli iqtisodiyot strategik ahamiyatga ega bo'lib, davlat va xususiy sektorning birgalikdagi sa'y-harakatlarini talab qiladi.

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Information Security Issues In Automation Of Accounting In The Public Sector

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Annotation

This article highlights the relevance and importance of ensuring information security in the process of automating accounting in the public sector. The issues of maintaining the confidentiality, integrity and continuity of financial information in automated accounting systems are analyzed from a scientific, theoretical and practical perspective. Also, based on the experience of foreign countries, information security mechanisms used in the automation of accounting in the public sector are considered and the possibilities of their implementation in national practice are substantiated. The results of the study serve to increase the reliability of automated accounting systems and enhance the efficiency of financial management.

Keywords: public sector, accounting, automation, information security, financial information, electronic systems, foreign experience.

Annotatsiya

Ushbu maqolada davlat sektorida buxgalteriya hisobini avtomatlashtirish jarayonida axborot xavfsizligini ta'minlashning dolzarbligi va ahamiyati yoritiladi. Avtomatlashtirilgan buxgalteriya tizimlarida moliyaviy axborotlarning maxfiyligi, yaxlitligi va uzluksizligini saqlash masalalari ilmiy-nazariy hamda amaliy jihatdan tahlil qilinadi. Shuningdek, xorijiy mamlakatlar tajribasi asosida davlat sektorida buxgalteriya hisobini avtomatlashtirishda qo'llanilayotgan axborot xavfsizligi mexanizmlari ko'rib chiqilib, ularni milliy amaliyotga tatbiq etish imkoniyatlari asoslab beriladi. Tadqiqot natijalari avtomatlashtirilgan buxgalteriya tizimlarining ishonchliligini oshirish va moliyaviy boshqaruv samaradorligini kuchaytirishga xizmat qiladi.

Kalit so'zlar: davlat sektori, buxgalteriya hisobi, avtomatlashtirish, axborot xavfsizligi, moliyaviy axborot, elektron tizimlar, xorijiy tajriba.

Davlat sektorida moliyaviy jarayonlarning raqamli texnologiyalar asosida tashkil etilishi buxgalteriya hisobining mazmuni va yuritilish shakliga yangi talablarni yuzaga keltirmoqda. Avtomatlashtirilgan buxgalteriya tizimlari orqali moliyaviy ma'lumotlarni qayta ishlash va saqlash imkoniyatlari kengaygan sari, ushbu axborotlarning himoyalanganligini ta'minlash masalasi alohida ahamiyat kasb etmoqda. Chunki davlat tashkilotlarida shakllanadigan buxgalteriya axborotlari nafaqat ichki boshqaruv uchun, balki davlat moliyaviy barqarorligini ta'minlash nuqtayi nazaridan ham muhim hisoblanadi.

Shuningdek, axborot xavfsizligi buxgalteriya hisobini avtomatlashtirish jarayonining ajralmas tarkibiy qismi bo'lib, u moliyaviy ma'lumotlarning to'g'riligi, saqlanishi va ulardan qonuniy foydalanilishini kafolatlashga xizmat qiladi. Avtomatlashtirilgan tizimlarda ma'lumotlarning buzilishi, ruxsatsiz o'zgartirilishi yoki yo'qotilishi xavfi mavjud bo'lgani sababli, ushbu xavflarni oldindan aniqlash va ularni bartaraf etishga qaratilgan mexanizmlarni joriy etish muhim vazifa hisoblanadi. Shu jihatdan, davlat sektorida buxgalteriya hisobini avtomatlashtirishda axborot xavfsizligini ta'minlash masalalarini o'rganish va tahlil qilish dolzarb ilmiy-amaliy ahamiyatga ega.

Davlat sektorida buxgalteriya hisobini avtomatlashtirish jarayonida axborot xavfsizligini ta'minlash xorijiy mamlakatlar tajribasida ustuvor yo'nalish sifatida qaraladi. Rivojlangan davlatlarda moliyaviy axborotlarni boshqarish "xavfsizlik dizayn bosqichidan" tamoyili asosida tashkil etiladi, ya'ni avtomatlashtirilgan buxgalteriya tizimlari dastlabdan axborotlarni himoyalash mexanizmlari bilan integratsiyalashgan holda ishlab chiqiladi. Xususan, Yevropa Ittifoqi mamlakatlarida davlat moliyasini boshqarish tizimlarida foydalanuvchilarni autentifikatsiyalash, kirish huquqlarini qat'iy chegaralash va har bir moliyaviy amalni elektron jurnal orqali qayd etish amaliyoti keng qo'llaniladi. Bu yondashuv moliyaviy ma'lumotlarning

ruxsatsiz o'zgartirilishining oldini olish bilan birga, javobgarlik va hisobdorlikni kuchaytirishga xizmat qiladi.

Xorijiy tajribalarda axborot xavfsizligini ta'minlash faqat texnik vositalar bilan cheklanmaydi, balki tashkiliy va me'yoriy choralar bilan mustahkamlanadi. Masalan, AQSh va Kanada davlat sektorida buxgalteriya tizimlarida axborot xavfsizligi bo'yicha majburiy ichki standartlar joriy etilgan bo'lib, bu standartlar xodimlarning axborot bilan ishlash madaniyatini shakllantirishga qaratilgan. Har bir buxgalter yoki moliyaviy xodim axborot xavfsizligi bo'yicha muntazam malaka oshirishi, parollarni himoyalash, ma'lumotlarni zaxiralash va shaxsiy mas'uliyat tamoyillariga qat'iy amal qilishi talab etiladi. Natijada avtomatlashtirilgan buxgalteriya hisobida inson omili bilan bog'liq xavf-xatarlar sezilarli darajada kamayadi.

Shuningdek, xalqaro amaliyotda davlat sektorida moliyaviy axborotlarni himoyalash bo'yicha umumiy metodologik yondashuvlar ishlab chiqilgan. Jumladan, OECD mamlakatlari tajribasida davlat moliyasini boshqarish tizimlarida shaffoflik va axborot xavfsizligi o'zaro uzviy bog'liq tushuncha sifatida qaraladi. Buxgalteriya hisobini avtomatlashtirish jarayonida ma'lumotlarning maxfiyligi, yaxlitligi va uzluksizligi ta'minlanishi davlat moliyaviy barqarorligining muhim sharti sifatida e'tirof etiladi. Shu bilan birga, axborot xavfsizligi bo'yicha ISO 27001 kabi xalqaro standartlardan foydalanish ko'plab mamlakatlarda davlat sektorining buxgalteriya axborot tizimlari uchun asosiy mezon bo'lib xizmat qilmoqda.

Umuman olganda, xorijiy tajriba shuni ko'rsatadiki, davlat sektorida buxgalteriya hisobini avtomatlashtirishda axborot xavfsizligini ta'minlash kompleks yondashuvni talab etadi. Texnologik himoya vositalari, aniq belgilangan tashkiliy tartiblar va xodimlarning axborot madaniyati uyg'unlashgan taqdirdagina avtomatlashtirilgan buxgalteriya tizimlari samarali va ishonchli faoliyat ko'rsatadi. Ushbu tajribalarni milliy amaliyotga moslashtirish davlat sektorida moliyaviy hisobning xavfsizligi va barqarorligini yanada mustahkamlash imkonini beradi.

Xulosa qilib aytganda, davlat sektorida buxgalteriya hisobini avtomatlashtirish jarayonida axborot xavfsizligini ta'minlash moliyaviy boshqaruv tizimining barqaror va ishonchli faoliyat yuritishini kafolatlovchi muhim omil hisoblanadi. Avtomatlashtirilgan buxgalteriya tizimlari orqali moliyaviy ma'lumotlarni qayta ishlash va saqlash imkoniyatlarining kengayishi bilan birga, ushbu axborotlarning maxfiyligi, yaxlitligi va uzluksizligini ta'minlash masalalari alohida e'tibor talab etadi. Xorijiy tajriba shuni ko'rsatadiki, axborot xavfsizligini ta'minlash faqat texnik vositalar bilan cheklanmay, tashkiliy, huquqiy va kadrlar salohiyatini oshirish bilan uyg'un holda amalga oshirilgandagina samarali natija beradi.

Shuningdek, davlat sektorida buxgalteriya hisobini avtomatlashtirishda xalqaro standartlar va ilg'or tajribalarni joriy etish moliyaviy shaffoflikni oshirish, nazorat va audit jarayonlarini takomillashtirish hamda moliyaviy xavf-xatarlarni kamaytirishga xizmat qiladi. Axborot xavfsizligiga kompleks yondashuvni ta'minlash orqali avtomatlashtirilgan buxgalteriya tizimlarining ishonchligi kuchayadi, bu esa davlat moliyaviy resurslaridan samarali foydalanish va boshqaruv qarorlarini asosli qabul qilish imkonini beradi.

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Issues Of Digitalization And Automation Of Accounting In Budgetary Organizations

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Annotation

This article covers the theoretical and practical aspects of digitalization and automation of accounting in budgetary organizations. The impact of the process of introducing digital technologies on the accounting system, their role in increasing the accuracy and reliability of financial information is analyzed. The importance of automated accounting systems in the effective use of budget funds, strengthening financial control and making management decisions is also substantiated.

Keywords: budgetary organizations, accounting, digitalization, automation, financial management, financial control, information technologies.

Annotatsiya

Ushbu maqolada byudjet tashkilotlarida buxgalteriya hisobini raqamlashtirish va avtomatlashtirishning nazariy hamda amaliy jihatlari yoritilgan. Raqamli texnologiyalarni joriy etish jarayonining buxgalteriya hisobi tizimiga ta'siri, moliyaviy ma'lumotlarning aniqligi va ishonchliligini oshirishdagi o'rni tahlil qilingan. Shuningdek, avtomatlashtirilgan buxgalteriya tizimlarining byudjet mablag'laridan samarali foydalanish, moliyaviy nazoratni kuchaytirish va boshqaruv qarorlarini qabul qilishdagi ahamiyati asoslab berilgan.

Kalit so'zlar: byudjet tashkilotlari, buxgalteriya hisobi, raqamlashtirish, avtomatlashtirish, moliyaviy boshqaruv, moliyaviy nazorat, axborot texnologiyalari.

Zamonaviy iqtisodiy sharoitda byudjet tashkilotlari faoliyatida buxgalteriya hisobini samarali yuritish muhim ahamiyat kasb etadi. Axborot texnologiyalarining jadal rivojlanishi va raqamli iqtisodiyotga o'tish jarayonlari byudjet tashkilotlarida buxgalteriya hisobini yuritish usullarini tubdan takomillashtirishni taqozo etmoqda. An'anaviy qog'oz shaklidagi hisob-kitob tizimlari zamonaviy talablar nuqtayi nazaridan o'z samaradorligini to'liq ta'minlay olmayotgan bir paytda, buxgalteriya jarayonlarini raqamlashtirish va avtomatlashtirish zarurati tobora ortib bormoqda.

Byudjet tashkilotlarida buxgalteriya hisobini raqamlashtirish moliyaviy operatsiyalarni tezkor va aniq qayd etish, hisob ma'lumotlarining ishonchliligini oshirish hamda inson omili bilan bog'liq xatoliklarni kamaytirishga xizmat qiladi. Avtomatlashtirilgan buxgalteriya tizimlari orqali daromadlar va xarajatlar hisobini yuritish, moliyaviy hisobotlarni shakllantirish va nazorat qilish jarayonlari yanada shaffof va samarali tashkil etiladi. Bu esa byudjet mablag'laridan oqilona foydalanish, moliyaviy intizomni mustahkamlash va boshqaruv qarorlarini qabul qilishda zarur bo'lgan axborot bazasini kengaytirish imkonini beradi.

Shuningdek, byudjet tashkilotlarida buxgalteriya hisobini avtomatlashtirish davlat moliyasini boshqarish tizimini takomillashtirish, moliyaviy nazoratni kuchaytirish hamda hisobdorlikni ta'minlashda muhim omil hisoblanadi. Raqamli texnologiyalar asosida tashkil etilgan buxgalteriya hisobi tizimlari davlat moliyaviy siyosatini amalga oshirishda muhim vosita bo'lib, byudjet tashkilotlari faoliyatining ochiqligi va samaradorligini oshirishga xizmat qiladi.

Byudjet tashkilotlarida buxgalteriya hisobini raqamlashtirish va avtomatlashtirish, avvalo, moliyaviy jarayonlarni "qog'ozbozlik"dan elektron boshqaruvga o'tkazish orqali hisobning tezkorligi, aniqligi va shaffofligini oshirishni ko'zlaydi. Amaliyotda bu birlamchi hujjatlarni elektron shaklda rasmiylashtirish (shartnoma, hisob-faktura, to'lov hujjatlari, kirim-chiqim dalolatnomalari), xarajatlarni smeta va iqtisodiy tasnif bo'yicha avtomatik guruhlash, ish haqi hamda ushlab qolishlar hisobini algoritmlar asosida yuritish, asosiy vositalar va materiallar harakatini ombor hisobidan buxgalteriya hisobiga integratsiya qilish, moliyaviy hisobotlarni esa andozalar bo'yicha avtomatik shakllantirish kabi yo'nalishlarda namoyon bo'ladi. Raqamli hisob

tizimi har bir operatsiyani vaqt belgisi bilan qayd etgani uchun ma'lumotlar "izchil zanjir" ko'inishida saqlanadi: kim kiritdi, qachon tasdiqlandi, qaysi hujjatga tayanildi, qaysi limit va smeta moddasidan sarflandi. Natijada takroriy ma'lumot kiritish kamayadi, arifmetik va rasmiylashtirish xatolari qisqaradi, hujjatlarni qidirish va solishtirish osonlashadi. Eng muhimi, rahbariyat va moliyaviy bo'linmalar real vaqtga yaqin rejimda tahliliy ko'rsatkichlarni ko'ra oladi: smeta ijrosi, limitlar qoldig'i, to'lov intizomi, debitor-kreditor qarzdorlik, ombor qoldiqlari, shartnomalar bo'yicha majburiyatlar. Bu esa boshqaruv qarorlarini "taxmin"ga emas, tezkor va tekshiriladigan ma'lumotga tayangan holda qabul qilishga yordam beradi.

Raqamlashtirishning huquqiy va strategik asoslari sifatida O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son Farmonida¹ 2022–2026-yillarga mo'ljallangan Taraqqiyot strategiyasi doirasida davlat boshqaruvi va xizmatlarida raqamli transformatsiyani jadallashtirish yo'nalishlari belgilanganini ko'rsatish mumkin. Shu talablardan kelib chiqib, byudjet tashkilotlarida avtomatlashtirishni sifatli yo'lga qo'yish uchta amaliy shartga tayanadi:

- infratuzilma va dasturiy ta'minot (barqaror internet, himoyalangan tarmoq, litsenziyalangan hisob dasturlari, zaxira nusxa va avariya tiklash rejasi);
- kadrlar salohiyati (buxgalter va iqtisodchilarni elektron hujjat aylanishi, elektron raqamli imzo, ma'lumotlar bazasi bilan ishlash, nazorat paneli orqali tahlil qilish ko'nikmalariga muntazam o'qitish);
- ichki nazorat va axborot xavfsizligi (rollar bo'yicha kirish huquqi, tasdiqlash bosqichlari, audit jurnali, foydalanuvchi amallari monitoringi, ma'lumotlarni himoyalash).

Agar ushbu shartlar izchil ta'minlansa, avtomatlashtirilgan buxgalteriya hisobi faqat hisobot chiqarishni tezlashtiribgina qolmay, byudjet mablag'larining maqsadli sarflanishi, moliyaviy intizom, tekshiruvga tayyorgarlik va umumiy shaffoflikni ham ancha kuchaytiradi; ya'ni bu jarayon byudjet tashkilotining moliyaviy boshqaruv madaniyatini yangi bosqichga olib chiqadi.

Xulosa qilib aytganda, byudjet tashkilotlarida buxgalteriya hisobini raqamlashtirish va avtomatlashtirish moliyaviy boshqaruv tizimini takomillashtirishning muhim yo'nalishlaridan biri hisoblanadi. Mazkur jarayon hisob-kitob ishlarini soddalashtirish, moliyaviy ma'lumotlarning aniqligi va ishonchliligini oshirish hamda byudjet mablag'laridan foydalanish ustidan nazoratni kuchaytirishga xizmat qiladi. Raqamli buxgalteriya tizimlari orqali moliyaviy operatsiyalarni tezkor qayd etish, hisobotlarni belgilangan muddatlarda va amaldagi me'yoriy talablar asosida shakllantirish imkoniyati kengayadi, bu esa byudjet tashkilotlari faoliyatining shaffofligini ta'minlaydi.

Shuningdek, buxgalteriya hisobini avtomatlashtirish inson omili bilan bog'liq xatoliklarni kamaytirib, ichki nazorat va audit jarayonlarining samaradorligini oshiradi. Zamonaviy axborot texnologiyalariga asoslangan hisob tizimlari rahbariyat uchun zarur bo'lgan tahliliy ma'lumotlarni o'z vaqtida taqdim etib, boshqaruv qarorlarini asosli qabul qilishga yordam beradi. Shu bois, byudjet tashkilotlarida buxgalteriya hisobini raqamlashtirishni izchil joriy etish, texnik infratuzilmani rivojlantirish va malakali kadrlar tayyorlash orqali ushbu yo'nalishning amaliy samaradorligini yanada oshirish muhim ahamiyat kasb etadi.

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A Comparative Linguocultural Analysis Of Synonyms, Antonyms, And Homonyms In English And Uzbek

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Abstract

The article offers a comparative linguocultural analysis of synonyms, antonyms, and homonyms in English and Uzbek. The study relies on representative text sampling, componential and pragmatic analysis, and contextual verification. The results demonstrate that evaluative meanings and etiquette norms systematically shape synonymy and antonymy, while culturally stabilized scenarios intensify homonymy-related ambiguity. The paper contributes implications for translation practice and bilingual lexicography.

Key words: English: synonymy, antonymy, homonymy, linguoculturology, comparative analysis, pragmatics, connotation

Annotatsiya

Ushbu maqolada ingliz va o'zbek tillarida sinonim, antonim va omonimlarning lingvokulturologik xususiyatlari qiyosiy tahlil qilinadi. Tadqiqot korpusga yaqin matn tanlovi va semantik-pragmatik tahlilga tayandi. Natijalar sinonimiya va antonimiyada baholash va odob me'yorlari, omonimiyada esa madaniy stereotiplar ta'siri kuchli ekanini ko'rsatadi. Ish tarjima va leksikografiya uchun nazariy xulosa beradi.

Kalit so'zlar: sinonimiya, antonimiya, omonimiya, lingvokulturologiya, qiyosiy tahlil, pragmatika, konnotatsiya

Kirish

Zamonaviy tilshunoslikda leksik birliklarni faqat nominativ ma'no doirasida emas, balki ularning madaniy tajriba, ijtimoiy odat va kommunikativ me'yorlar bilan uzviy bog'liqligida tadqiq etish barqaror yo'nalishga aylandi. Lingvokulturologiya aynan shu bog'liqlikni, ya'ni til birliklarida "madaniyatning izlari" qanday kodlanishi va nutqiy amaliyotda qanday ishga tushishini izohlaydi. Sinonim, antonim va omonimlar esa leksik tizimning uch muhim mexanizmini ifodalaydi: ma'no yaqinligi orqali tanlovni, qarama-qarshilik orqali baholash va konseptual chegarani, omonimiya orqali esa shakl birligi ostida ma'no ko'pligini hamda kontekstga qaramlikni namoyon qiladi. Shu sababli ushbu uch hodisaning lingvokulturologik qiyosiy tahlili ingliz va o'zbek tillarida muomala odobi, baholash strategiyalari, metaforik modellarning farqlanishi hamda tarjimada yuzaga keladigan ekvivalentlik muammolarini yanada aniqroq ko'rsatishi mumkin.

Mavzuning dolzarbligi shundaki, ingliz tili global kommunikatsiyada, o'zbek tili esa milliy madaniy makonda faol ijtimoiy funksiyani bajaradi; ularning leksik tizimida sinonimlar tanlovi ko'pincha uslubiy noziklik va odob me'yorlariga bog'lanadi, antonimlar esa qadriyatlar tizimining "yo'l-yo'riq chiziqlari"ni belgilaydi, omonimlar esa yozma va og'zaki nutqda tushunmovchilik ehtimolini kuchaytirib, madaniy kontekstga tayanishni talab qiladi. Shu bilan birga mavjud tadqiqotlarda sinonimiya, antonimiya va omonimiya ko'pincha alohida-alohida semasiologik mezonlar asosida tavsiflanadi, lingvokulturologik izohlar esa epizodik ko'rinishda qoladi yoki faqat bitta til materiali bilan cheklanadi. Ayniqsa ingliz va o'zbek tillari kesimida uch hodisaning birgalikda, yagona metodologik doirada, konnotatsiya va pragmatik qiymatni markazga qo'ygan holda qiyosiy tahlili yetarli darajada tizimlashtirilmagan, bu esa ilmiy bo'shliqni yuzaga keltiradi [1; 2].

Maqolaning maqsadi ingliz va o'zbek tillarida sinonim, antonim va omonimlarning lingvokulturologik xususiyatlarini qiyosiy tahlil qilish, ya'ni ularning ma'no tuzilishi, konnotativ komponenti, odob va baholash me'yorlari bilan aloqasi hamda kontekstda faollashish mexanizmlarini aniqlashdan iborat. Mazkur maqsadni amalga oshirish uchun quyidagi vazifalar bajarildi: birinchidan, sinonim qatordagi birliklarning uslubiy va pragmatik farqlanishi madaniy

me'yorlar bilan qanday bog'lanishi ko'rsatildi; ikkinchidan, antonim juftliklarning qadriyaviy va konseptual oppozitsiya yaratishdagi roli qiyosiy tavsiflandi; uchinchidan, omonim birliklarda tushunmovchilik xavfi va uning madaniy "skript"lar orqali bartaraf etilish yo'llari tahlil qilindi; to'rtinchidan, qiyosiy natijalardan tarjima va ikki tilli lug'atchilik uchun amaliy xulosalar chiqarildi.

Metodologiya

Tadqiqot metodologiyasi lingvokulturologik yondashuvning semasiologik va pragmatik tahlil bilan integratsiyasiga qurildi. Material tanlashda "korpusga yaqin" prinsip qo'llandi: zamonaviy badiiy nasr, ommabop publitsistika, rasmiy-idoraviy hujjatlar va og'zaki muloqotga xos dialogik parchalar ichidan ingliz va o'zbek tilida sinonim, antonim va omonim hodisalari yaqqol ko'rinadigan kontekstlar saralandi. Bunday heterogen material tanlovi leksik birliklarning faqat lug'aviy ma'nosini emas, balki ularning kommunikativ vaziyatga moslashishini, ijtimoiy rol va odob me'yorlari bilan bog'liq pragmatik yukini ham aniqlash imkonini beradi [3]. Materiallar ustida ishlashda kontekstual verifikatsiya usuli qo'llandi: har bir birlikning ma'nosi birgina misolga tayanmasdan, turli kontekstlarda takroriy kuzatuv orqali barqaror komponentlar va o'zgaruvchan komponentlarga ajratildi.

Analitik bosqichda komponent tahlil, semantik differensiallash va konnotatsion profil tuzish ishlari bajarildi. Komponent tahlil sinonim va antonimlarning denotativ yadrosini, differensial semalarini ajratishga yordam berdi; konnotatsion profil esa baholash, emotsionallik, uslubiy belgililik, ijtimoiy masofa va odob parametrlarini bir butun tizimda ko'rishga xizmat qildi. Omonimlar bo'yicha esa semantik identifikatsiya va disambiguatsiya mexanizmlariga e'tibor qaratildi: omonim shakl ostida qaysi ma'no faollashishi ko'pincha madaniy ssenariylar va tipik kollokatsiyalar orqali tezlashishi nazariy jihatdan asoslandi [4]. Qiyosiy metod sifatida ekvivalentlik tahlili tanlandi: ingliz tilidagi birliklarning o'zbek tilidagi mos tushishi to'liq ekvivalent, qisman ekvivalent va funksional ekvivalent turlariga ajratilib, ularning lingvokulturologik "yo'qotish" yoki "orttirma" holatlari tavsiflandi. Ushbu metodlar tanlanishining sababi shundaki, mavzu leksik tizimning ichki munosabatlarini ham, madaniy pragmatika bilan bog'liq tashqi omillarni ham birgalikda yoritishni talab qiladi [5; 6].

Natijalar

Sinonimiyaga oid natijalar shuni ko'rsatdiki, ingliz va o'zbek tillarida ma'no yaqinligi ko'pincha "bir xil denotat, turli ijtimoiy-axloqiy registr" ko'rinishida namoyon bo'ladi. Ingliz tilida polite, courteous, respectful qatori umumiy "hurmat" semasini bo'lishsa-da, ularning ishlatilishi ijtimoiy masofa va institutsional vaziyatga ko'ra farqlanadi: polite kundalik muomalada neytralroq, courteous esa xizmat ko'rsatish va rasmiy muhitda ko'proq odob normasi sifatida kodlanadi, respectful esa ierarxik munosabatda subyektning ichki munosabatini ham bildiradi. O'zbek tilida ham hurmatli, ehtiromli, izzatli birliklari o'xshash qatorni hosil qiladi, biroq ularning madaniy yukida "kattaga hurmat", "marosimiy muomala" va "qarindoshlik-ijtimoiy yaqinlik" omillari kuchliroq ko'rinadi. Natijada sinonim tanlovi ikki tilda ham lingvokulturologik me'yorni aks ettiradi, ammo o'zbek tilida kollektiv ijtimoiy munosabatlar va yoshi ulug'lik parametri ko'proq "faollashtiruvchi" omil sifatida ajralib chiqdi [2; 7].

Shuningdek, baholovchi sinonimlar qiyosida ingliz tilida evaluativ spektr ko'pincha individual psixologik holat va shaxsiy tanlov bilan bog'langan bo'lsa, o'zbek tilida u ko'proq ijtimoiy maqbullik va odob mezonlari bilan qo'shaloq tarzda kelishi kuzatildi. Masalan, ingliz tilidagi frugal va stingy birliklari "tejamkorlik" denotatini bo'lishadi, biroq frugal ijobiy, stingy salbiy bahoni kuchaytiradi; o'zbek tilida tejamkor ijobiy, xasis salbiy bo'lsa-da, xasisning salbiyligi ko'pincha faqat iqtisodiy xulq emas, balki "mehmondo'stlik" kabi madaniy qadriyatga zid xatti-harakat sifatida konseptuallashtiriladi. Bu holat sinonimiyaning lingvokulturologik qatlamida ijobiy-salbiy baho til tizimi orqali emas, balki madaniy "ideal odam" modeli orqali mustahkamlanishini ko'rsatadi.

Antonimiyaga doir natijalar ikki tilda ham antonim juftliklar konseptual chegaralarni belgilashda universal mexanizm bo'lsa-da, oppozitsiyaning ichki motivatsiyasi va metaforik tayanchi ayrim segmentlarda farqlanishini aniqladi. Ingliz tilida success-failure oppozitsiyasi ko'pincha shaxsiy natija va raqobat ssenariyiga bog'lanib, nutqda individual agentlikni kuchli ta'kidlaydi;

o'zbek tilida muvaffaqiyat–muvaffaqiyatsizlik oppozitsiyasi ham mavjud bo'lsa-da, ko'p kontekstlarda “mehnat”, “nasiba”, “obro” kabi kollektiv baholovchi ramkalar bilan birga keladi va natijada antonim juftlik faqat natija emas, ijtimoiy maqom hamda “yuz” kategoriyasi bilan bog'lanadi. Yana bir kuzatuv shundaki, ingliz tilida direct–indirect oppozitsiyasi ko'plab kommunikativ vaziyatlarda “halollik” va “diplomatiya” o'qi bo'ylab baholanadi, o'zbek tilida esa to'g'ri–egri yoki ochiq–yopiq oppozitsiyalari ba'zan axloqiy me'yor bilan shunchalik yaqinlashadiki, kommunikativ strategiya emas, shaxsning “to'g'riligi” haqidagi hukmga aylanish ehtimoli ortadi. Bu natija antonimiyaning lingvokulturologik xususiyati sifatida oppozitsiya semantikasi ijtimoiy baholash institutlari bilan turlicha “qattiqlashishi” mumkinligini ko'rsatadi [6; 8].

Omonimiyaga oid natijalar esa ingliz va o'zbek tillarida tushunmovchilik manbalari bir xil emasligini ko'rsatdi. Ingliz tilida omonimiya ko'pincha historik fonetik yaqinlashuv va qisqa shakllar (masalan, bank kabi) bilan bog'liq bo'lib, disambiguatsiya kollokatsiya va sintaktik atrof orqali tez amalga oshadi. O'zbek tilida omonimiya manbalari orasida o'zlashmalar va ichki so'z yasash jarayonlari, shuningdek, yozuv va talaffuzdagi ayrim bixilliklar ta'siri seziladi; eng muhim jihat shundaki, omonim ma'nolardan qaysi biri faollashishini ko'pincha madaniy odatiy vaziyatlar “oldindan taxmin” qilib beradi. Masalan, ma'lum kommunikativ makonda ayrim birliklar “standart ssenariy” bilan birga keladi va tinglovchi shu ssenariy asosida ma'noni tanlaydi; agar ssenariy buzilsa, tushunmovchilik yuzaga chiqadi. Natijada omonimiyadagi noaniqlik til tizimining ichki muammosi bo'lib qolmay, lingvokulturologik kompetensiya darajasiga ham bog'lanadi [4; 9].

Qiyosiy ekvivalentlik nuqtayi nazaridan eng muhim natija shuki, sinonim qatorlari o'rtasida “bir-ikki so'z bilan yopiladigan” ekvivalentlik kam uchraydi. Ingliz tilidagi bir qator sinonimlar o'zbek tilida kontekstga qarab turli birliklar bilan beriladi, chunki o'zbek tilida uslubiy belgililik ko'pincha hurmat shakllari, murojaat birliklari va nutq odobi vositalari bilan birga ishlaydi; ingliz tilida esa xuddi shu farq ko'proq leksik tanlovning o'zida, yoki yumshatish strategiyalarida (hedging) jamlanadi [1; 3]. Antonimlarda ekvivalentlik nisbatan barqarorroq bo'lsa-da, baholovchi komponentning intensivligi ikki tilda bir xil taqsimlanmaydi. Omonimlarda esa ekvivalentlik ko'pincha imkonsiz: bir tilning omonimi ikkinchi tilda ikki yoki undan ortiq alohida leksema orqali ifodalanadi, shu sababli tarjimada “noaniqlikni saqlash” yoki “noaniqlikni bartaraf etish” kabi strategik tanlov paydo bo'ladi.

Muhokamalar

Olingan natijalar lingvokulturologik nazariya doirasida shuni ko'rsatadiki, leksik munosabatlar “sof semantika” bilan cheklanmaydi, balki til jamoasining qadriyatlar va kommunikativ odatlari bilan birgalikda ishlaydi. V. A. Maslova lingvokulturologik tahlilda til birliklarining madaniy axborot tashuvchilik funksiyasini markaziy deb ko'rsatadi, ya'ni so'z ma'nosi ko'pincha jamiyatning stereotip va konseptlari bilan to'ldiriladi [4]. Bizning tadqiqotda aynan sinonim tanlovining o'z va baholash me'yori bilan bog'liqligi Maslovaning ushbu pozitsiyasini ikki til materialida konkretlashtiradi: sinonim qator ichida “to'g'ri” variantni tanlash til bilishdan ko'ra kengroq, madaniy kompetensiyani talab qiladi. Biroq natijalar shuni ham ko'rsatadiki, madaniy axborot sinonimning o'zida doim bir xil darajada kodlanmaydi: ingliz tilida ko'pincha pragmatik yumshatish vositalari (modal birliklar, ehtimollik konstruksiyalari) sinonim tanlovining bir qismini “o'z zimmasiga” oladi, o'zbek tilida esa leksik tanlovning o'zi va murojaat-odob birliklari madaniy yukni ko'proq jamlaydi. Bu farq lingvokulturologiyada “kodlashning taqsimlanishi” masalasini, ya'ni madaniy ma'no qaysi til darajasida ko'proq zichlashishini alohida muhokama qilish zarurligini anglatadi.

Yu. D. Apresyan leksik semantika va pragmatika bog'liqligini, xususan, baholovchi komponentning “izohli semantika”da muhimligini ta'kidlab, so'z ma'nosi ko'pincha normativ-baholovchi axborotni ham o'z ichiga olishini ko'rsatadi [6]. Bizning natijalar frugal–stingy va tejamkor–xasis tipidagi qiyoslarda aynan baholovchi komponent lingvokulturologik mezonlarga ko'ra farqlanishini ochib berdi: salbiy baho bir tilda shaxsiy sifat sifatida, ikkinchi tilda esa ijtimoiy qadriyatlarga zid xulq sifatida qat'iyroq kodlanadi. Bu holat Apresyan ilgari surgan

“baholashning semantik institutsionallashuvi” g’oyasini qiyosiy reja uchun ham samarali metodologik tayanchga aylantiradi, chunki ekvivalent soʻzlar orasidagi nomuvofiqlik koʻpincha denotatsiyada emas, baholash darajasida yuzaga chiqadi.

Oʻzbek tilshunosligida til va madaniyat aloqasi masalalari, xususan, leksik birliklarning milliy mentalitet bilan bogʻlanishi S. Moʻminov va Sh. Rahmatullayev tadqiqotlarida turli koʻrinishlarda yoritilgan boʻlib, unda soʻz maʼnosining uslubiy va konnotativ qatlamlarini izohlashning ilmiy ahamiyati koʻrsatib beriladi [2; 7]. Bizning tahlilda ushbu yondashuv sinonim va antonimlarning “odam” konsepti atrofida toʻplangan segmentlarida ayniqsa sezildi: oʻzbek tilida ijtimoiy rol, yoshi ulugʻlik, hurmat kategoriyasi leksik tanlovda doimiy filtr vazifasini bajaradi. Bu natija oʻzbek tili leksik tizimida lingvokulturologik parametrlar faqat mavzuli leksika bilan cheklanmasdan, umumiy baholovchi va muomala leksikasida ham tizimli ekanini koʻrsatadi.

Ingliz tilshunosligi anʼanalarida esa leksik munosabatlar koʻpincha maʼno tarmoqlari va kognitiv ramkalar doirasida izohlanadi. G. Lakoff metafora va konseptual tuzilmaning til birliklarida qanday namoyon boʻlishini koʻrsatib, oppozitsiyalar va baholashlar koʻpincha tanaviy tajribaga tayangan konseptual xaritalar orqali shakllanishini asoslaydi [5]. Bizning antonimiyaga oid natijalar oppozitsiyaning metaforik tayanchi bir xil boʻlishi mumkinligini, biroq uning ijtimoiy baholash bilan “qotishi” darajasi turlicha ekanini koʻrsatadi: masalan, direct–indirect kabi oppozitsiya ingliz tilida kommunikativ strategiya sifatida moslashuvchanroq, oʻzbek tilida esa ayrim kontekstlarda axloqiy hukmga yaqinlashadi. Bu farq kognitiv-metaforik modelning oʻzi yetarli emasligini, uni ijtimoiy odat va etik normalar bilan bogʻlash zarurligini anglatadi.

Omonimiya boʻyicha natijalar A. A. Reformatskiy va I. V. Arnoldning leksik tizimdagi shakl-maʼno munosabatlari haqidagi qarashlari bilan uygʻunlashadi: omonimiya koʻpincha kontekst orqali boshqariladi, ammo kontekstning “yetariligi” kommunikativ tajriba va kollokatsion kutilmalar bilan belgilanadi [8; 9]. Bizning tahlilda omonim maʼnoni tanlashda madaniy ssenariylar rolini alohida taʼkidlash shuni koʻrsatadiki, disambiguatsiya faqat grammatik yoki sintaktik koʻrsatkichlar bilan emas, balki odatiy vaziyatlar haqidagi kollektiv bilim bilan ham taʼminlanadi. Bunday yondashuv tarjima amaliyotida ayniqsa muhim: tarjimon omonimning “atayin qoldirilgan noaniqligi”ni ham, “tasodifiy noaniqligi”ni ham farqlashi, kerak boʻlsa, ikkinchi tilda qayta kodlash strategiyasini tanlashi lozim.

Umuman, muhokama natijalari shuni koʻrsatadiki, sinonimiya, antonimiya va omonimiya lingvokulturologik nuqtayi nazardan bir-birini toʻldiruvchi uch koʻzgodir: sinonimiya madaniy meʼyorlar boʻyicha tanlovni, antonimiya qadriyaviy chegaralashni, omonimiya esa kontekst va kollektiv bilimga tayangan maʼno tiklashni koʻrsatadi. Ushbu uchlikni qiyosiy reja asosida birgalikda tahlil qilish leksik tizimning “madaniy sezgir” nuqtalarini aniqroq belgilashga imkon berdi va bu holat nazariy jihatdan lingvokulturologiyaning metodik apparatini leksik munosabatlar bilan boyitadi [1; 4].

Conclusion

Tadqiqot ingliz va oʻzbek tillarida sinonim, antonim va omonimlarning lingvokulturologik xususiyatlari tizimli ravishda namoyon boʻlishini koʻrsatdi. Sinonim tanlovi ikki tilda ham pragmatik va uslubiy mezonlar bilan belgilanadi, biroq oʻzbek tilida hurmat, ijtimoiy masofa va kollektiv baholash parametrlarining roli kuchliroq; ingliz tilida esa yumshatish va institutsional registrlar koʻproq leksik hamda pragmatik vositalar oʻrtasida taqsimlanadi. Antonim juftliklar konseptual chegaralarni belgilash bilan birga, qadriyaviy baholashni turlicha intensivlikda kodlashi aniqlandi: ayrim oppozitsiyalar oʻzbek tilida axloqiy hukmga yaqinlashish ehtimoli bilan ajralib turadi. Omonimiyada esa noaniqlikni bartaraf etish mexanizmlari kollokatsiya va sintaktik koʻrsatkichlar bilan bir qatorda, madaniy ssenariylar va tipik vaziyatlar haqidagi kollektiv bilimga ham tayanishi isbotlandi. Ushbu xulosalar tarjima amaliyotida ekvivalentlikni faqat denotatsiya asosida emas, konnotatsiya va kommunikativ meʼyorlar asosida tanlash, ikki tilli lugʻatlarda esa sinonim qatorlarni registr va odob parametrlarini koʻrsatgan holda berish zarurligini asoslaydi. Kelgusida tadqiqotni katta hajmli milliy korpuslar asosida statistik-pragmatik tekshiruv bilan kengaytirish, shuningdek, frazeologik sinonimiya va antonimiya

doirasida lingvokulturologik farqlarni alohida yo'nalish sifatida chuqurlashtirish maqsadga muvofiq.

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The role of science and enlightenment in the works of Suleman Bakirgani

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Science and enlightenment are interpreted as central ideas in the works of Sulayman Bakirgani (Hakim Ata). He continues the traditions of Yassawism and sees science not only as knowledge, but also as a spiritual and moral power that leads a person to perfection. Boqirgani influenced the hearts of the people to inculcate the principles of Islam and the ideas of Sufism through poetry. As we study his wisdom, we will witness that each of his wisdoms, as written by him, contains a gem. Sulayman Bakirgani wrote many spiritual and moral wisdoms and lyrical poems in "The Book of Bibi Maryam", "The Story of Ibrahim Halil", "The Book of the End Times" and other poems and epics. These examples of creativity influenced the rise of culture and spirituality of many peoples.

The wisdom of Ahmad Yassavi and Sulayman Bakirgani has been famous among the Turkish people for centuries. In their time, they called the people around them to the path of truth with their poems of Sufi wisdom in a style that ordinary people could understand and influenced their spirituality. Sulayman Bakirgani considers the path of tariqat, which is a bright expression of the enlightenment and tolerance of Islam, and its stages as the way to educate a perfect person, the way to heaven. Science is the way to perfection

According to Boqirgani, real science:

- frees man from ignorance,
- cleanses the soul
- brings the servant closer to the truth.

He does not imagine knowledge without action: knowledge is useful only when it is combined with action and piety.

Enlightenment is inner awakening

The poet understands enlightenment more deeply than external knowledge:

- it's an eye opener
- temperance
- is to acquire virtues such as patience, humility, and justice.

In his wisdom, enlightenment is expressed as a state achieved through struggle against ego and spiritual education.

Master-disciple and scientific heritage

In Boqirgani's works:

- respect for teacher
- passing knowledge to generations as a legacy,
- the condemnation of pseudoscience and hypocrisy is strong.

It aims to make science serve to educate the people.

In the spiritual and educational views of S. Bakirgani (Hakim Ata), the role of knowledge and enlightenment in human development is clearly and consistently reflected. It shows knowledge and enlightenment as the main force that brings a person to perfection. In Boqirgani's works, knowledge is interpreted as the role of knowledge in human development, as a light that saves a person from ignorance and ignorance, and as a spiritual support that shows the right path.

According to him, a person who acquires knowledge reaches the level of understanding himself, society and the Creator. Prayer or action without knowledge is considered ineffective.

In the works of Sulayman Bakirgani, knowledge and enlightenment are interpreted as the main condition of human perfection. In his work, science is reflected not only as worldly knowledge, but also as a means of understanding the divine truth, an important factor leading a person to perfection. Boqirgani shows that science is inextricably linked with morality, faith and practical

life. In his opinion, only when science and enlightenment are combined, the human heart will be purified, and the society will progress.

In the works of Boqirgani, it is emphasized that concepts such as self-control, patience, honesty, justice and humanity are perfected through science. He understands science not only to collect knowledge, but to apply it in life, to serve the benefit of society. In this respect, his spiritual and educational views are of great importance in the education of today's youth.

Enlightenment is the criterion of spiritual maturity

The poet calls enlightenment not only knowledge, but also:

purity of heart

temperance

he understands it as a combination of moral qualities such as patience, gratitude and humility.

An enlightened person is a perfect person who works on himself and educates his inner world.

Unity of science and practice

Science in the views of S. Bakirgani:

if it is in harmony with action, it leads a person to perfection,

if it remains only in words, it loses its spiritual value.

Therefore, he criticizes hypocritical scientists and puts forward the idea of making science serve the people's interest.

The issue of society and education

Bokirgani science and enlightenment:

the morally healthy force of society,

sees it as the basis of education of the young generation.

The teacher-disciple traditions and respect for the people of science have a special place in his works.

Pedagogy studies the process of education and upbringing. The national education system will be reformed based on the history, development, periodic changes and management process of each country, as well as the attention paid to education and the created conditions. Today's students have a strong desire to study contemporary works that prepare them for social life, help them to understand their inner self. In the pedagogical process, it is important to take into account the spiritual world of students, to direct their interests correctly. For this reason, by learning the wisdom of Sulayman Bakirgani and applying it in practice in the process of education, we can improve the moral qualities of our youth in forming the spiritual world.

He gave us this world to see,

Tamug was created by Haq to be feared.

Toatni fasted for three months,

Can't you obey and get the Uchmikh property?

The uniqueness of Sulayman Bakirgani's pedagogical views is manifested in the fact that he has a spiritual and ethical orientation, the combination of science and practice, and that he deeply influenced the thinking of young people.

As a means of pedagogical influence in his proverbs, he used images of the torment of the hereafter, the horrors of the world. This method is in accordance with Sharia and Sufism traditions; It has the function of strengthening the sense of responsibility in people's minds, deterring them from sin and bad deeds, and restraining their desires. These views of Demal Bakirgani have a religious-pedagogical preventive character in the process of education and call the members of society to moral discipline. Social criticism and moral warnings are an important component of Bakirgani's views. As a result of such pedagogical views, the thinker sought to establish the principles of social health, justice and humanity. In his proverbs, he interpreted education in terms of social responsibility. He puts the issue of perfection in the central place. Based on the study of his pedagogical views, we can see that all possibilities of perfection in a person, first of all, are manifested through good morals, and this approach is in harmony with the main content of the Islamic religion, and in Islam, moral purity, honesty and

humanity are considered as the highest values. Moral education is interpreted not only as a personal virtue, but also as an important condition for the development of society.

In Boqirgani's wisdom, moral feelings such as duty, conscience, loyalty, loyalty, which are necessary for human perfection, teach students to approach their actions responsibly and lead to spiritual maturity.

Fair management, honesty and integrity are considered the main factors that ensure social balance in society. This is not only a moral, but also a socio-political content of Boqirgani's pedagogy.

The system of studying pedagogical views in Hakim's works and the system of studying his spiritual and educational views embodied in his original works have a consistent, multi-level and complex character. This system is interpreted from the point of view of spiritual and moral maturity of personality education. The thinker understands education not only as a process of imparting knowledge, but as a continuous process aimed at purifying the inner world of a person, increasing his behavior and responsibility in society. The theory of Bokirgani's pedagogical views is based on the concept of moral perfection. According to this concept, the perfection of a person is formed in the harmony of internal (conscience, intention) and external (behavior) components of good morals. This approach is in common with the principles of person-oriented education and moral education in modern pedagogy. In his works, the ideas of injustice, oppression, and the elimination of responsibility for the hereafter are put forward. In Bakyrangani's wisdom, the unity of knowledge and practice is interpreted as a didactic principle, and the validity of knowledge is measured by its social benefit and moral manifestation. This principle is compatible with today's competence approach.

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Directions For Developing Tour Operator Activities On The Basis Of Modern Economic Mechanisms

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Annotation

This study examines the strategic directions for developing tour operator activities on the basis of modern economic mechanisms in the conditions of rapid changes in the global tourism market. The main objective of the study is to analyze the impact of the digital economy, vertical and horizontal integration, and innovative marketing strategies on the efficiency of the tour operator business. The article highlights the role of cost optimization, service diversification, and public-private partnership models in ensuring the economic stability of tour operators. It also provides practical recommendations for the modernization of the tourism industry in the conditions of Uzbekistan.

Keywords: tour operator, economic mechanism, tourism logistics, digital transformation, diversification, cluster approach, tourist product, innovative management, globalization, economic efficiency.

Annotatsiya

Ushbu tadqiqotda global turizm bozorining jadal o'zgarishi sharoitida turoperatorlik faoliyatini zamonaviy iqtisodiy mexanizmlar asosida rivojlantirishning strategik yo'nalishlari tadqiq etiladi. Tadqiqotning asosiy maqsadi raqamli iqtisodiyot, vertikal va gorizontal integratsiya hamda innovatsion marketing strategiyalarining turoperatorlik biznesi samaradorligiga ta'sirini tahlil qilishdan iborat. Maqolada turoperatorlarning iqtisodiy barqarorligini ta'minlashda xarajatlarni optimallashtirish, xizmatlar diversifikatsiyasi va davlat-xususiy sheriklik modellarining o'rni yoritilgan. Shuningdek, O'zbekiston sharoitida turizm industriyasini modernizatsiya qilish bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar: turoperator, iqtisodiy mexanizm, turizm logistikasi, raqamli transformatsiya, diversifikatsiya, klaster yondashuvi, turistik mahsulot, innovatsion menejment, globalizatsiya, iqtisodiy samaradorlik.

Zamonaviy jahon iqtisodiyotida turizm sohasi eng tez rivojlanayotgan va yuqori daromad keltiradigan tarmoqlardan biri hisoblanib, uning yalpi ichki mahsulotdagi ulushi yil sayin ortib bormoqda. Turoperatorlik faoliyati ushbu tizimning markaziy bo'g'ini sifatida turistik xizmatlar ishlab chiqaruvchilari va iste'molchilari o'rtasidagi iqtisodiy munosabatlarni muvofiqlashtiradi. Bugungi kunda turoperatorlik faoliyatini rivojlantirish faqatgina yangi yo'nalishlarni ochish bilan emas, balki murakkab iqtisodiy mexanizmlarni joriy etish, raqamli texnologiyalardan foydalanish va resurslarni oqilona boshqarish bilan bevosita bog'liqdir. Global raqobat muhitida turoperatorlar o'z mavqeini saqlab qolish uchun an'anaviy biznes modellaridan voz kechib, moslashuvchan iqtisodiy strategiyalarga o'tishlari shart. Bu jarayonda asosiy e'tibor turistik mahsulotning tannarxini pasaytirish, sifatini oshirish va iste'molchi talabiga moslashtirilgan individual paketlarni shakllantirishga qaratilmoqda. Iqtisodiy mexanizmlarning takomillashuvi turoperatorlarga nafaqat moliyaviy barqarorlikni, balki xalqaro bozorda milliy turizm brendining tanilishini ham ta'minlaydi.

Turoperatorlik faoliyatining iqtisodiy asosi bo'lgan mahsulot shakllantirish jarayoni hozirda tub o'zgarishlar bosqichini boshdan kechirmoqda. Zamonaviy sharoitda iqtisodiy mexanizm tushunchasi o'z ichiga narx shakllanishi, investitsion jozibadorlik, soliq imtiyozlari va innovatsion texnologiyalarni qamrab oladi. Ayniqsa, turoperatorlar faoliyatida vertikal integratsiyaning kuchayishi, ya'ni turoperatorlarning o'z mehmonxonalari, aviakompaniyalari va transport parklariga ega bo'lishi iqtisodiy samaradorlikning asosiy drayveriga aylandi. Bunday yondashuv vositachilar sonini kamaytiradi va pirovard natijada turistik paket narxining raqobatbardosh bo'lishiga olib keladi. Iqtisodiy mexanizmlarning yana bir muhim yo'nalishi —

bu xatarlarni boshqarish va sug'urtalash tizimidir. Global inqirozlar, pandemiya va geosiyosiy beqarorlik sharoitida turoperatorlar o'z iqtisodiy modelini kutilmagan yo'qotishlardan himoya qila oladigan moslashuvchan zaxira jamg'armalari va qayta sug'urtalash mexanizmlari bilan mustahkamlashlari lozim.

Raqamli iqtisodiyot sharoitida turoperatorlik faoliyatini rivojlantirishning eng ustuvor yo'nalishi — bu xizmat ko'rsatishni to'liq avtomatlashtirish va "Big Data" tahlili asosida mijozlar bazasini boshqarishdir. Bugungi sayyoh axborot texnologiyalari yordamida o'z sayohatini mustaqil rejalashtirish imkoniyatiga ega, bu esa turoperatorlardan yanada murakkab va eksklyuziv iqtisodiy takliflarni talab qiladi. Sun'iy intellekt va blokcheyn texnologiyalarining joriy etilishi turoperatorlarga tranzaksiya xarajatlarini kamaytirish, to'lovlar xavfsizligini ta'minlash va mijozlar ehtiyojini oldindan bashorat qilish imkonini beradi. Dinamik narx belgilash (dynamic pricing) mexanizmi orqali turoperatorlar talab va taklifning o'zgarishiga qarab real vaqt rejimida narxlarni optimallashtirishi mumkin, bu esa mavsumiylik omilining salbiy ta'sirini kamaytirishga xizmat qiladi. Iqtisodiy samaradorlikni oshirishda CRM tizimlarining o'rni beqiyos bo'lib, ular orqali marketing xarajatlari maqsadli yo'naltiriladi va reklama byudjetining samaradorligi ortadi. Turizm klaster yondashuvi turoperatorlik faoliyatini rivojlantirishning zamonaviy institutsional mexanizmi sifatida namoyon bo'lmoqda. Klaster tizimida turoperatorlar, joylashtirish vositalari, ovqatlanish shoxobchalari, transport korxonalar va davlat tashkilotlari yagona iqtisodiy maqsad yo'lida birlashadilar. Bu mexanizm hududiy turizm salohiyatini kompleks rivojlantirishga, infratuzilmani yaxshilashga va xizmatlar zanjirida qo'shilgan qiymatning oshishiga xizmat qiladi. Klaster doirasida turoperatorlar logistika xarajatlarini o'zaro taqsimlash, umumiy brending strategiyasini amalga oshirish va kadrlar tayyorlash tizimini yo'lga qo'yish imkoniga ega bo'ladi. Iqtisodiy jihatdan bu yondashuv "masshtab samarasi" (economies of scale) orqali umumiy xarajatlarni kamaytirishga va mintaqaviy turizm mahsulotining jozibadorligini oshirishga yordam beradi. O'zbekiston kabi turizm salohiyati yuqori mamlakatlarda klasterlar turoperatorlik faoliyatining barqaror o'sishini ta'minlovchi asosiy vosita hisoblanadi.

Turoperatorlik faoliyatini moliyaviy sog'lomlashtirish va investitsiyalarni jalb qilishning yangi mexanizmlarini joriy etish ham muhim ahamiyatga ega. Davlat tomonidan beriladigan imtiyozli kreditlar, subsidiyalar va soliq preferensiyalari turoperatorlarga o'z aylanma mablag'larini ko'paytirish va yangi bozorlarga chiqish imkonini beradi. Biroq, faqatgina davlat ko'magiga tayanmasdan, xususiy investitsiyalar va venchur kapitalarni jalb qilish mexanizmlarini ham rivojlantirish zarur. Turizm startaplarini qo'llab-quvvatlash, innovatsion turistik loyihalarni moliyalashtirish turoperatorlik faoliyatini diversifikatsiya qilishga yordam beradi. Masalan, ekoturizm, agroturizm va ziyorat turizmi kabi yo'nalishlarda ixtisoslashgan kichik turoperatorlar uchun maxsus iqtisodiy rag'batlantirish tizimini yaratish lozim. Bu nafaqat bozordagi raqobatni kuchaytiradi, balki turizm mahsulotining turli qatlamlar uchun ochiqligini ta'minlaydi. Moliyaviy barqarorlik turoperatorlarga xalqaro standartlarga javob beradigan sifat menejmenti tizimlarini joriy etishga ham sharoit yaratadi.

Marketing va brending strategiyalarini iqtisodiy mexanizmlar bilan uyg'unlashtirish turoperatorlik faoliyatining muvaffaqiyatini belgilaydi. Zamonaviy sharoitda turoperator shunchaki mahsulot sotuvchisi emas, balki "tajriba dizayneri" (experience designer) bo'lishi kerak. Iqtisodiy nuqtai nazardan, emotsional va tajribaga asoslangan turizm mahsulotlari oddiy paketli turlarga qaraganda yuqori rentabellikka ega. Shu sababli, turoperatorlar maqsadli auditoriyani segmentatsiyalash va har bir segment uchun individual narx-navo siyosatini yuritishlari lozim. Raqamli marketing mexanizmlari, ijtimoiy tarmoqlardagi tahlillar va kontent-marketing orqali sayyohlarni jalb qilish an'anaviy reklamaga qaraganda ancha arzon va samaraliroqdir. Turoperatorlar o'z iqtisodiy rejalarida brend kapitalini oshirishga alohida e'tibor qaratishlari kerak, chunki kuchli brend inqiroz davrida mijozlar sadoqatini saqlab qolishning eng ishonchli mexanizmi hisoblanadi.

Turoperatorlik faoliyatida kadrlar salohiyati va inson kapitalini boshqarishning iqtisodiy mexanizmlari ham o'zgarimoqda. Bilimga asoslangan iqtisodiyotda xodimlarning malakasi

bevosita kompaniya daromadiga ta'sir qiladi. Turoperatorlar xodimlarni o'qitish va qayta tayyorlashga yo'naltirilgan investitsiyalarni xarajat emas, balki uzoq muddatli aktiv sifatida ko'rishlari lozim. Rag'batlantirish tizimini pirovard natijaga (KPI) bog'lash, masofaviy ish uslublarini joriy etish va korporativ madaniyatni yuksaltirish mehnat unumdorligini oshiradi. Iqtisodiy jihatdan samarali boshqaruv tizimi turoperatorga malakali kadrlarni saqlab qolish va xizmat ko'rsatish xatolarini kamaytirish imkonini beradi. Shuningdek, xalqaro hamkorlik va tajriba almashish mexanizmlari orqali turoperatorlar jahon andozalaridagi boshqaruv uslublarini o'zlashtirishlari mumkin.

Turoperatorlik faoliyatini barqaror rivojlantirish (sustainable development) prinsiplari asosida tashkil etish bugungi kunning global talabidir. Bu mexanizm atrof-muhitni muhofaza qilish, mahalliy jamoalarni qo'llab-quvvatlash va iqtisodiy foyda o'rtasidagi muvozanatni saqlashni nazarda tutadi. "Yashil" iqtisodiyot elementlarini turizmga joriy etish turoperatorlar uchun yangi bozor imkoniyatlarini ochadi. Masalan, energiya tejoychi transportlardan foydalanish, plastik chiqindilarni kamaytirish va mahalliy mahsulotlarni sotib olish orqali turoperatorlar ham ijtimoiy mas'uliyatni bajaradilar, ham operatsion xarajatlarni optimallashtiradilar. Barqaror turizm mexanizmlari uzoq muddatli iqtisodiy barqarorlikning kafolati bo'lib, u turistik resurslarning kelajak avlodlar uchun saqlanib qolishini ta'minlaydi. Iste'molchilar orasida ekologik ongning oshayotganligi sababli, barqarorlik tamoyillariga amal qiluvchi turoperatorlar raqobatda ustunlikka ega bo'lmoqdalar.

O'zbekiston sharoitida turoperatorlik faoliyatini rivojlantirishning o'ziga xos iqtisodiy mexanizmlari mavjud. Mamlakatning geografik joylashuvi, tarixiy-madaniy merosi va hukumat tomonidan turizmga berilayotgan ustuvor ahamiyat turoperatorlar uchun keng imkoniyatlar yaratmoqda. Biroq, transport logistikasining qimmatligi va infratuzilmadagi ayrim kamchiliklar iqtisodiy to'siq bo'lib qolmoqda. Ushbu muammolarni hal qilish uchun aviatransport bozorini yanada liberallashtirish, "Open Skies" siyosatini kengaytirish va milliy turoperatorlarga xalqaro ko'rgazmalarda ishtirok etish uchun davlat grantlarini ajratish mexanizmlarini takomillashtirish zarur. Shuningdek, ichki turizmni rag'batlantirish bo'yicha "O'zbekiston bo'ylab sayohat qil!" kabi dasturlarning iqtisodiy samaradorligini tahlil qilish va ularni yanada kengaytirish lozim. Mahalliy turoperatorlar o'rtasida sog'lom raqobatni shakllantirish va monopolistik moyilliklarni kamaytirish bozor mexanizmlarining samarali ishlashiga xizmat qiladi.

Xulosa qilib aytganda, turoperatorlik faoliyatini zamonaviy iqtisodiy mexanizmlar asosida rivojlantirish kompleks yondashuvni talab etadi. Bu jarayon raqamlashtirish, integratsiya, klasterlash, moliyaviy innovatsiyalar va barqaror rivojlanish tamoyillarini o'z ichiga oladi. Turoperatorlar o'z faoliyatini strategik rejalashtirishda nafaqat bugungi daromadni, balki kelajakdagi bozor tendensiyalarini ham hisobga olishlari shart. Davlat va xususiy sektorning o'zaro hamkorligi, zamonaviy menejment uslublarini qo'llash va xizmatlar sifatini doimiy oshirib borish turoperatorlik biznesining iqtisodiy yuksalishini ta'minlovchi asosiy omillardir. Kelajakda faqatgina texnologik jihatdan ilg'or, iqtisodiy jihatdan moslashuvchan va ijtimoiy jihatdan mas'uliyatli turoperatorlar global turizm bozorida yetakchilik qila oladilar. Ushbu maqolada keltirilgan yo'nalishlar va mexanizmlar turoperatorlik faoliyatini yangi bosqichga ko'tarish va turizmning milliy iqtisodiyotdagi rolini mustahkamlash uchun ilmiy-amaliy asos bo'lib xizmat qiladi.

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Современные Подходы К Визуализации И Оценке Функции Печени При Билиарной Обструкции

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Актуальность. Обструктивная желтуха остаётся одной из наиболее значимых проблем современной абдоминальной хирургии, поскольку сопровождается прогрессирующим нарушением желчеоттока, токсическим поражением гепатоцитов и развитием печёночной недостаточности. Ранняя и точная диагностика уровня и причины обструкции желчевыводящих путей определяет своевременность и эффективность лечебной тактики, снижая летальность и частоту осложнений. Современные методы лучевой диагностики — ультразвуковое исследование (УЗИ), мультиспиральная компьютерная томография (МСКТ), магнитно-резонансная холангиопанкреатография (МРХПГ) и эндоскопическая ретроградная холангиопанкреатография (ЭРХПГ) — позволяют неинвазивно и высокоинформативно оценить анатомо-функциональные изменения в билиарной системе и паренхиме печени, что делает их неотъемлемым инструментом в комплексной диагностике.

Цель исследования. Определить диагностическую ценность различных методов лучевой визуализации в выявлении уровня и причины обструкции желчевыводящих путей, а также оценить их роль в определении степени функциональных нарушений печени при обструктивной желтухе.

Материал и методы. В исследование включено 424 пациента, проходивших обследование и лечение по поводу обструктивной желтухи различного генеза в клинике Самаркандского государственного медицинского университета за период с 2016 по 2024 год. Всем пациентам проведено комплексное лучевое обследование, включающее УЗИ органов брюшной полости, МСКТ с контрастированием, МРХПГ и при необходимости — ЭРХПГ. Проводился анализ биохимических показателей (общий и прямой билирубин, АЛТ, АСТ, ЩФ), сопоставление лабораторных данных с результатами визуализации, а также статистическая обработка для оценки диагностической точности и корреляции между показателями.

Результаты и их обсуждение. УЗИ позволило выявить расширение внутривнутрипечёночных протоков в 89,2% случаев и предположить уровень блока в 76,5%. МРХПГ и МСКТ обеспечили точную идентификацию причины и локализации обструкции в 94,8% наблюдений. Среди выявленных причин обструкции преобладали холедохолитиаз (47,4%), опухоли головки поджелудочной железы (21,2%), холангиокарцинома (15,1%) и поствоспалительные стриктуры (10,8%). Между уровнем гипербилирубинемии и степенью дилатации желчных протоков установлена достоверная корреляция ($r = 0,78$; $p < 0,01$). Применение комбинированного радиологического подхода позволило сократить время диагностики, повысить точность предоперационного планирования и снизить количество диагностических ошибок.

Вывод. Лучевые методы исследования являются основным инструментом в диагностике обструктивной желтухи, обеспечивая раннее выявление, точное определение уровня и причины обструкции, а также объективную оценку функционального состояния печени. Комплексное использование УЗИ, МСКТ и МРХПГ повышает информативность диагностики, способствует выбору оптимальной лечебной тактики и улучшает прогноз у пациентов с данной патологией.

Hermeneutic Ability Of Future Teachers As A Factor Enhancing The Quality Of Education

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Abstract

This article analyzes the role of hermeneutics and communicative competence, which are the core and essence of pedagogical skills, in the education system, in the activities of a modern teacher, and their importance in improving the quality and effectiveness of education. It also discusses pedagogical skills, pedagogical techniques and methods of a modern teacher.

Keywords: competence, style, effectiveness, interpretation, speech culture, efficiency, innovation, communication technologies, professional skills, hermeneutics, pedagogical techniques, oratory skills.

Annotatsiya

Mazkur maqolada pedagogik mahoratning o'zagi va o'zani bo'lgan germenevtika va kommunikativ kompetentlikning ta'lim tizimida, zamonaviy o'qituvchi faoliyatidagi roli hamda ta'lim sifati va samaradorligini oshirishdagi ahamiyati tahlil qilindi. Shuningdek, pedagogik mahorat, zamonaviy o'qituvchining pedagogik texnikasi va metodlari haqida so'z yuritilgan.

Kalit so'zlar: kompetensiya, uslub, natijadorlik, talqin qilish, nutq madaniyati, samaradorlik, innovatsiya, kommunikatsion texnologiyalar, kasbiy mahorat, germenevtika, pedagogik texnika, notiqlik qobiliyati.

Kirish. O'quvchining qalbu ongi va unga yetkaziladigan ma'lumotning sifati muhim masala. Bu jarayon o'ziga xos tajriba, malaka va tajribani talab etadi. Dastavval, germenevtika tushunchasining genezisini bilish maqsadga muvofiq. Germenevtika Hermes (Germes) nomi bilan bog'liq. Hermes — qadimgi yunon mifologiyasida xudolarning elchisi, savdo va hunarmandchilik, ayyorlik va hushyorlik xudosi sifatida tanilgan. U shuningdek, notiqlik san'ati va ritorika bilan ham bevosita bog'liq hisoblanadi. Boshqa manbalarda u ma'bud sifatida emas, balki Olimp tog'ining cho'qqisiga chiqib ma'budlarning so'zlarini odamlarga yetkazuvchi elchi sifatida talqin qilinadi. Bunisi qisman haqiqatga yaqin. Ana shu yetkazish mahorati notiqlik san'atining o'zagi va o'zanidir. Hermes xudolar orasida xabar yetkazuvchi vazifasini bajargan. Uning bu roli unga ravon, ta'sirli va ishonarli so'zlash qobiliyatini talab etgan. Shu bois, u notiqlik san'atining ramziy timsollaridan biri sanaladi. U o'zining zehniligi va zukkoligi bilan ham mashhur bo'lgan. Bu sifatlar esa har qanday notiq uchun juda muhim. Notiq tez fikrlab, auditoriyaga mos ravishda so'zlay olishi kerak — bu jihatlar Hermes bilan uyg'unlashadi. Qadimgi yunonlarda Hermesning so'zi kuchli ta'sirga ega deb hisoblangan. Uning tilida joziba bor edi — bu esa ritorikaning asosiy vazifalaridan biri: odamlarni ishontirish, ruhlantirish, yo'naltirish. Hermes va ritorikadagi "logos" tushunchasi: Falsafiy jihatdan "logos" — so'z, aql, mantiq degan ma'nolarni anglatadi va Hermes bevosita shu tushunchaga bog'lanadi. U axborotni yetkazishda so'z va mantiqni o'zida mujassam etgan timsol hisoblanadi. Shuningdek, uning nomi tijorat, savdo, chorvachilik va boylik u bilan bog'langan. U tadbirkor va ishbilarmonlar homiysi hisoblangan. U yo'lovchilar, sayyohlar, va hatto o'g'rilarning ham himoyachisi sifatida tanilgan. Hermes o'lgan odamlarning ruhlarini olib, olis olam — ya'ni zotan ostidagi dunyoga olib borish vazifasini ham bajargan. Hermes ko'pincha qanotli sandallar, qanotli shlyapa va qo'lida kadusey (ilon o'ralgan tayoq) bilan tasvirlanadi. Bu belgi uning xabar yetkazuvchi va tinchlik elchisi ekanligini anglatadi.

Asosiy qism. Germenevtika — talqin va ma'no izlash ilmi. Manbalarda keltirilgan ma'lumotlarga asosan aytish mumkinki, Germenevtika — bu matnlarni talqin qilish, tushunish va ma'no berish bilan shug'ullanadigan falsafiy yo'nalish. Qadimda muqaddas matnlarni (masalan, Bibliya) tushunish va izohlash usuli bo'lgan, keyinroq esa falsafa, adabiyotshunoslik

va ta'lim sohalarida keng qo'llanilgan. U Olimp va insonlar orasidagi ko'prik, Falsafada, ayniqsa Hans-Georg Gadamer va Paul Rikyor kabi mutafakkirlar asarlarida germenevtika inson tushunish qobiliyatini rivojlantiruvchi jarayon sifatida qaraladi. Bunda Germes timsoli insonning fahm va ma'no izlash jarayonidagi ichki sayohatini anglatadi. Demak, Germenevtika — tushunish va talqin etish san'ati.

Germenevtika faqat matni emas, har qanday so'z, ishora, xat, nutq, hatto harakatni to'g'ri tushunish va talqin qilish jarayonini o'rganadi. Bu — o'zaro muloqotda ma'no yaratish va uni anglash jarayonidir. Ushbu tushuncha kommunikativ kompetentlik bilan uyg'unlashib ketadi. Kommunikativ kompetensiya kirishimlilik, muloqot layoqati ekan, kimningdir kimga o'zi bilgan, o'qigan, ko'rgan, eshitgan yoki guvoh bo'lgan narsa-hodisa haqida, boshqacha aytganda, muayyan bilim, ma'lumotni yetkaza olish iqtidoridir. Kommunikativ kompetensiya singari germenevtika ham muloqot ko'prigi, aniqrog'i, kirishimlilik qobiliyati, bilganlarini yetkaza olish mahorati. Shunchaki yetkazish emas, balki, ta'sirchan yetkazish salohiyatini talab etadigan fan, tadqiqot ob'ekti. Agar shunday bo'lmasa, «muloqot ko'prigi» mustahkam qurilmasa soha rivoji va erishilgan yutuq, samara va natijalar haqida gap ham bo'lishi mumkin emas. Aniqroq tasavvur va tushuncha hosil bo'lishi uchun shu haqda muxtasar ma'lumot keltiraylik.

Germenevtika yunoncha «hermeneukos» so'zidan olingan bo'lib, «tushuntiruvchi», «talqin etuvchi» ma'nolarini bildiradi. Termin sifatidagi genezisi, tarixiy ildizi qadimgi yunon afsonalariga borib bog'lanadi. Rivoyatlarga ko'ra, Olimp tog'idagi «ma'bud»larning amri farmon va xabarlarini olib keluvchi afsonaviy qahramon nomi Germes (asli Hermes) bo'lgan. Uning vazifasi odamlarga ana shu xabarlarini tushuntirib, izohlab berish bo'lgan. Germenevtika afsonaviy qahramon «Germes»(Hermes) nomidan kelib chiqqani haqida iqtidorli, tadqiqotchi olim Soliha Allayarova o'zining «Germenevtika» nomli o'quv qo'llanmasida ma'lumot keltiradi. Jumladan, va «Germes» va «germenevtika» orasida talaffuzda ham, vazifadoshlikda ham o'xshashlik borligi, ya'ni, Germesning ma'no va mazmuni tashuvchilik, yetkazib beruvchilik vazifasi germenevtikaning matn ma'nosini tushunish va tushuntirish san'ati ekani bilan bir xil"ligini e'tirof etadi.

Germenevtikaning mohiyat e'tibori sharhlash, tushuntirish bo'lgani bois uning paydo bo'lishidagi ilk davrlarda har xil ramzlarni, Homerning «Iliada» va «Odyssey» asarlarini mahorat bilan sharhlovchi germenevtiklar bo'lgan. Keyinchalik, germenevtik an'ana diniy ma'rifat ahliga katta imkoniyat eshiklarini ochgan. Muayyan diniy e'tiqod va g'oyalarni xalq ommasiga singdirishda, xususan, «Tavrot», «Zabur», «Injil» va «Qur'on» kabi muqaddas kitoblarni sharhlash va tushuntirishda katta rol o'ynagan. «Germenevtika, – deya ta'rif beriladi «Falsafa tarixi ensiklopediyasida, – keng ma'noda, ijtimoiy borliqni tushunish sharti haqidagi falsafiy ta'limot, tor ma'noda, filologiya, huquqshunoslik, ilohiyotshunoslik va boshqa gumanitar sohaga taalluqli matnlarni o'rganishda qo'llaniladigan metod va qoidalar to'plami», – deb ta'kidlangan. Bugungi kunda germenevtikaning qamrovi beqiyos ekanligi, xuddi kommunikativ kompetensiya singari turli fan va sohalarining mazmun-mohiyatini ochishga xizmat qiladi. Falsafa fanlari nomzodi, dotsent S. Allayarova ta'biri bilan aytganda, «germenevtika shunchaki metod va qoidalar to'plami emas, balki inson borlig'ining alohida ontologik ahamiyatga ega bo'lgan fenomenidir. Chunki germenevtika insonga tushunish va tushuntirish imkonini berish bilan borliqning (bor bo'lish, mavjudlikning) muhim asosini tashkil qiladi. Zero, ma'noni tushunish va talqin qilish hayot mazmunining tayanch bo'g'inidir.» Talqin qilish san'ati bilan singdirish mexanizmi uyg'unlik kasb etar ekan, demak, germenevtika bilan kommunikativ kompetensiya ham ko'rinmas iplar orqali o'zaro chambarchas bog'lanishi tabiiy. Germenevtikaning asosini mazmuni tushunish va talqin qilish – tushuntirish masalasi tashkil qiladi va u barcha fan tarkibida mavjud. Uning xuddi shu xususiyati, ya'ni barcha fan va sohalar tarkibida mavjudligi kommunikativ kompetensiya bilan o'xshashlik, mushtaraklik kasb etishini bildiradi. O'ylab ko'radigan bo'lsak, xoh tabiiy, xoh ijtimoiy-gumanitar fanlar bo'lsin, bilimning asosini tushunish va tushuntirish jarayoni tashkil qiladi. Bu ham ta'limiy muloqot jarayonining uzviy bir bo'lagidir. Afsuski, fan sifatida oliy ta'lim muassasalarida germenevtika o'qitilmaydi. Faqatgina O'zbekiston Milliy universitetining va Nukus davlat universitetining falsafa

fakultetlarida shu xususda qisqa soatlarda ta'lim beriladi. Vaholanki, rivojlangan davlatlarning aksariyatida, jumladan, Italiya, Germaniya, Avstriya, AQSh, Kanada, Fransiya kabi mamlakatlarda germenevtika fan sifatida qabul qilinib, ayrim maktab, kollej va universitetlarda alohida darslik sifatida ta'lim tizimida o'qitiladi. Shuningdek, Rossiyaning qator oliy ta'lim muassasalarida ham san'at germenevtikasi, psixogermenevtika, filologik germenevtika, yuridik germenevtika, falsafiy germenevtika kabi fanlar umumkasbiy fan sifatida o'quv rejasidan joy olgani ham ma'lum. Bilim va ma'lumotni tarqatish, talqin qilish germenevtikaning asosi bo'lsa, uni ta'sirchan va san'atkorona mahorat bilan yetkazish kommunikativ kompetensiya darajasi bilan bog'liq. Bu degani san'atkorlik mahorati faqat kommunikativ kompetensiyaga daxldor bo'lib, germenevtikaga taalluqli emas degan fikr kelib chiqmasligi kerak. Har ikkalasi ham so'zning kuchi, ma'nosi va ta'sirchanligini his etib ish tutishi, tinglovchilar ommasining diqqatini tortish asnosida ularning ongu shuuriga g'oyani singdirishi hamda ularda da'vat orqali rag'bat, harakatni uyg'otishdir. Demak, germenevtik qobiliyat kommunikativlik layoqati bilan uyg'un bo'lgani holda tinglovchilarni qoniqtira olish darajasiga bilan belgilanadi.

Har bir fanning paydo bo'lishi va rivojlanish nazariyasi ma'lum bir tadqiqotchilarning xizmati bilan belgilanadi. Germenevtikani nazariya sifatida shakllantirishda F.Shleermaxer (1768-1834) va V. Diltey (1833-1911)larning hissasi katta. Uning fikricha, u yoki u matnni tushuntirishda o'sha matn muallifi yashagan davrga xayolan o'tish lozim. Aks holda, matnning ruhi va mazmuni to'laqonli ravishda anglashilmaydi. Bu holat Germenevtikada «joyni o'zgartirish» nomini olgan. Tasavvur qiling, pedagogning kommunikativ kompetentligi ham shuni taqozo etadi. Chunki, xuddi aktyorlarga o'xshab «o'zini o'ziga ko'chirish» kerak. O'zganing ruhiy holatini his etmaslik notabiylilikni keltirib chiqaradi. Xuddi shu ma'noda, chinakam pedagog yaxshi san'atkor, yaxshi germenevt, yaxshi psixolog bo'lishi kerak. O'quvchining ongu shuuriga ma'lumotni joylash usuli, singdirish mexanizmi shuni taqozo etadi. V. Diltey esa germenevtikada ijtimoiy fanlarning uslubiy asosini ko'rdi. U tarixiy voqealarni «jonli va tirik» gavdalanitira olish tarafida bo'ldi. Ayrim o'qituvchilarning ma'ruzasini tinglaganingizda hamma narsa-hodisalar mantig'ini xuddi kinotasmaida ko'rgandek taassurot olsangiz, ba'zilarida esa «qorong'i»likda yurgandek bo'lasiz. Qismni tushunish butunni tushunishsiz mumkin bo'lmaydi va aksincha. Tilshunoslikda biz buni sinekdoxa hodisasi sifatida izohlaymiz. Bu butun orqali qismni, qism orqali butunni anglashdir. So'zni tushunish ushbu so'z tarkibiga kirgan gapni tushunishsiz mumkin bo'lmaganidek, gapni tushunish ham uning tarkibiga kirgan so'zlarni tushunishni taqozo etadi.

Germenevtik yondashuvlar aynan shu atama bilan qo'llanmagan bo'lsada, unga xos uslublar yashovchan va an'anaviy tarzda mavjudligini anglatadi. Misol sifatida sharq germenevtikasini olish mumkin. Tafsir va ta'vil ilmi buning yaqqol misolidir. Sharq talqin qilish nazariyasining ilk ko'rinishlari dastavval, «Avesto»da vedalar talqinida namoyon bo'lgan. Keyinchalik, muqaddas «Qur'oni karim» va «Hadisi sharif»ni tushunish va tushuntirishda muhim rol o'ynagani ma'lum. Qur'on suralari va oyatlaridagi ilohiy mazmunni anglash va anglatishda uni tafsir etuvchilar mufassirlar deyilgan. Tafsir arabcha so'z bo'lib, u o'zbek tilidagi izohlash, bayon etish, ochib berish, sharhlash ma'nolarini beradi. Qur'oni karim ma'nolarini sharhlashga qaratilgan mufassirlar ham o'ziga xos kommunikativ kompetentlikka ega bo'lishgan. Ular ommaga sodda va tushunarli tarzda sharhlab berishgani uchun katta nufuzga ega bo'lishgan. Imom Mahmud Moturidiy, Imom Abu Lays Samarqandiy, Imom Jorulloh Zamaxshariy, Imom Husayn Roziy, Imom Nasafiy kabilar ana shunday muqtadir mufassirlardir. Ular ilmi ta'vil (arab. – izohlash, asl ma'nosiga qaytarish)da ham dong qozonganlar. Qur'ondagi «mutashobih» va «muqattaot» deb nomlanuvchi harflar bilan boshlanuvchi oyatlarning tub ma'nolarini ularchalik tushuntirish oson bo'lmagan. Shuning uchun ham xuddi pedagoglar kompetentligi darajasiga qo'yiladigan talablar kabi mufassirlikning ham shartlari bor bo'lgan. Ular bunga amal qilishlari talab etilgan. Birinchi shart – Sof e'tiqodli bo'lish, ikkinchi shart havo nafsga ergashishdan xoli bo'lish, uchinchi shart arab tilini o'ta yaxshi bilish, to'rtinchi shart Qur'onga bog'liq ilmlarni yaxshi bilish, beshinchi shart Qur'onni Qur'on bilan tafsir qilish, oltinchi shart Qur'onni sunnat bilan tafsir qilish, yettinchi shart tafsirni Qur'onning o'zidan yoki Payg'ambar (s.a.v.)ning sunnatlaridan

topmasa, sahobalarning gaplariga qaytish, sakkizinchi shart agar tafsirni yuqorida zikr qilingan manbalardan birortasida ham topolmasa, tobe'inlarning tafsiriga qaytish, to'qqizinchi shart o'tkir fahmli bo'lish. Bular pedagog portretiga doir chizgilarga ham bir muncha monand ekani anglashilayapti.

Shuni e'tirof etish joizki, germenevtik tajriba va kommunikativ kompetensiya asosida til yotadi. Chunki dunyo biz uchun doimo tilda talqin qilingan dunyodir. Tushunish til hodisasi ekan demak, aytish o'rinliki, tushunib olish mumkin bo'lgan borliq bu til demakdir. Kommunikativ kompetentlik, ya'ni muloqot layoqatining, germenevtik qobiliyatning avvalida til, nutq va uni istifoda etish mahorati yotadi. Zeroki, muloqotning kaliti nutq, muomalaning kaliti xulqdir. Nutqiy va xulqiy madaniyatning o'zaro uyg'unligisiz kommunikativ kompetentlikni ham, germenevtik qobiliyatni ham tasavvur qilish mumkin emas. Eng qizig'i, til, nutq ijtimoiy hodisa bo'lsada, aytuvchi va eshituvchi orasida tushunish va tushuntirish nuqtai nazaridan tafovut seziladi. Chunki, har ikkala tomonning bilish va anglash darajasi har xil bo'ladi. Erix Frommning «Unutilgan til» maqolasida ta'kidlanishicha, barcha so'zlar – ramzlar (simvol). Buning uchun so'zlarning etimologik asosi va genezisini bilishga to'g'ri keladi. Har bir avlod o'tmishda, kecha aytilgan har qanday haqiqatni, tushunchani anglashi uchun bugunning talqiniga – interpretatsiyaga muhtoj bo'lishi aniq. Oldin boshqa ma'noga ega bo'lan so'z davrlar o'tib o'z ma'nosini o'zgartirishi mumkin. Shuning uchun ham muloqot jarayonida angashilmovchiliklar bo'lishi tabiiy. Germenevtika ilmining yirik namoyandalaridan biri Pol Rikyor «Talqinlar ziddiyati» (Germenevtika haqida ocherklar) asarida yozadi: «Injil talqinchilari allaqachon bizga uqtirib ketganki, bir matnning o'zi bir qancha ma'noga ega bo'lishi mumkin.» Bu esa Pol Rikorning o'zi e'tirof etganidek, «yaxshi tushunish uchun yaxshi tushuntirish kerak.» Ya'ni, Pol Rikyor aytmoqchi, muayyan bir matndan o'quvchi turlicha, ko'pincha, matn muallifi ko'zda tutgan ma'nodan mutlaqo farqli xulosa chiqarishi ham mumkin. Ikki odam har doim ham bir xilda fikrlayvermaydi.

Xulosa Demak, bir so'z yoki ramz ikki odamda bir xil tushuncha uyg'otmaydi. O'zaro munosabat va murojaatlardagi anglashilmovchiliklar aksariyat hollarda o'rinsiz bahs-tortishuv va ko'ngil qolishlar bilan yakuniga yetadi. Shu bois yirik faylasuf Rene Dekart «Sizlar so'zlarning ma'nolarini bilib to'g'ri qo'llaganlaringizda edi, dunyoni yarim chalkashliklardan xalos qilgan bo'lardingiz», – deyishi bilan haqli edi. Germenevtika va kommunikativ kompetensiyaning zamirida so'z, til, nutq tushunish va tushuntirish, anglash va anglatish ehtiyoji sifatida maqsadlari mushtarak bo'lgan har ikkala sohaning ijtimoiy hayotdagi o'rni va nufuzini oshirgani rost. Anglatish uchun yaxshi anglash kerak bo'lganidek, yaxshi tushunish ham yaxshi tushuntirishni taqozo qiladi. Bu esa pedagog salohiyatini, uquvini talab etadi. Yuqoridagi fikrlarga asoslangan holda, aytish kerakki, falsafa haqiqat nimaligini anglash bo'lsa, germenevtika haqiqatga borish yo'llarini, pedagogika va psixologiya esa uning metodologik asoslarini tadqiq etadi. Zamonaviy pedagogning kommunikativ kompetentligi germenevtik tajriba bilan bog'liq holda, bir butun yaxlit bo'lmas ekan, o'z sohasida muvaffaqiyat qozonishi, aslo mumkin emas. Ta'lim sifatini oshirishda Pedagogning germenevtik qobiliyati va kommunikativ kompetentligi uyg'un bo'lishi shart. Shundagina u samara beradi, natijador bo'ladi.

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Диагностические Возможности Магнитно-Резонансной Холангиопанкреатографии При Обструктивной Желтухе

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Актуальность. Обструктивная желтуха представляет собой одно из наиболее тяжёлых проявлений заболеваний билиарной системы, сопровождающееся нарастающей интоксикацией и печёночной недостаточностью. Успех лечения во многом определяется точностью и своевременностью диагностики уровня и причины блока желчевыводящих путей. Лучевые методы исследования, в первую очередь ультразвуковое исследование (УЗИ), мультиспиральная компьютерная томография (МСКТ) и магнитно-резонансная холангиопанкреатография (МРХПГ), позволяют детально оценить состояние билиарного тракта, выявить морфологические изменения печени и определить оптимальную тактику хирургического лечения.

Цель исследования. Оценить диагностическую эффективность различных методов лучевой визуализации при определении уровня и причины обструкции желчевыводящих путей, а также их роль в оценке функциональных нарушений печени при обструктивной желтухе.

Материал и методы. Исследование основано на анализе данных 424 пациентов, прошедших обследование и лечение в клинике Самаркандского государственного медицинского университета в период с 2016 по 2024 год. Всем больным выполнено комплексное лучевое обследование, включающее УЗИ, МСКТ с контрастированием, МРХПГ, а в ряде случаев — ЭРХПГ. Полученные результаты сопоставлены с лабораторными показателями функции печени (общий и прямой билирубин, АЛТ, АСТ, ЩФ), а также с интраоперационными и морфологическими данными.

Результаты и обсуждение. По данным УЗИ признаки билиарной гипертензии выявлены у 379 (89,4%) пациентов, при этом точное определение уровня обструкции оказалось возможным в 77% случаев. МСКТ и МРХПГ продемонстрировали высокую диагностическую точность (94,5%), особенно при опухолевых поражениях и сложных анатомических вариантах. Основными причинами обструкции являлись холедохолитиаз (46,7%), опухоли головки поджелудочной железы (22,1%), холангиокарцинома (14,8%) и поствоспалительные стриктуры (10,4%). Установлена значимая корреляция между уровнем билирубина и степенью дилатации протоков ($r = 0,79$; $p < 0,01$). Комплексное использование методов визуализации позволило оптимизировать предоперационное планирование и снизить количество диагностических ошибок.

Вывод. Лучевая диагностика является ключевым инструментом в определении причины и уровня обструкции желчевыводящих путей, а также в оценке степени печёночной дисфункции. Совместное применение УЗИ, МСКТ и МРХПГ обеспечивает высокий уровень информативности и способствует индивидуализации лечебной тактики, что улучшает исходы лечения пациентов с обструктивной желтухой.

International Experience Of Forming Research Skills In Students

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Abstract

This thesis provides an in-depth analysis of developing instructional design competencies among prospective teachers as a contemporary pedagogical challenge. The pressing aspects of the issue are revealed through a comparative study of international (USA, Finland, Singapore, Australia) and local practices. The research encompasses the structural components of instructional design skills, including analytical, prognostic, constructive, creative, and technological competencies. The article presents modern strategies for preparing prospective teachers based on the TPACK (Technological Pedagogical Content Knowledge) model, Design Thinking approach, and reflective practice. Analysis of recent international research from 2023-2024 (Scopus, Web of Science) demonstrates that instructional design competencies play a crucial role in developing critical thinking, creative problem-solving, and collaborative skills. The author proposes a systematic approach to addressing this issue in teacher education institutions.

Keywords: prospective teachers, instructional design competencies, instructional design, TPACK, pedagogical competence, professional preparation, Design Thinking, reflective practice, digital competence.

Annotatsiya

Tezis talabalarning loyihalash (instructional design) mahoratini rivojlantirish zamonaviy pedagogik muammo sifatida chuqur tahlil qilingan. Xorijiy (AQSh, Finlandiya, Singapur, Avstraliya) va mahalliy tajribalar taqqoslash asosida muammoning dolzarbli jihatlarini ochib berilgan. Tadqiqot loyihalash mahoratining tarkibiy komponentlarini – analitik, prognozlashtirish, konstruktiv, kreativ va texnologik ko‘nikmalarni o‘z ichiga oladi. Maqolada TPACK (Technological Pedagogical Content Knowledge) modeli, Design Thinking yondashuvi va reflektiv amaliyot asosida bo‘lajak o‘qituvchilarni tayyorlashning zamonaviy strategiyalari taqdim etilgan. 2023-2024 yillardagi so‘nggi xorijiy tadqiqotlar (Scopus, Web of Science) tahlili ko‘rsatdiki, loyihalash mahorati tanqidiy fikrlash, muammolarni ijodiy hal qilish va hamkorlikda ishlash ko‘nikmalarini rivojlantirishda muhim ahamiyatga ega. Muallif pedagogik oliy ta‘lim muassasalarida ushbu muammoni hal qilish uchun tizimli yondashuvni taklif etadi.

Kalit so‘zlar: bo‘lajak o‘qituvchilar, loyihalash mahorati, instructional design, TPACK, pedagogik kompetensiya, professional tayyorgarlik, Design Thinking, reflektiv amaliyot, raqamli kompetensiya.

Hozirgi kunda ko‘pgina oliy ta‘lim muassasalarida bo‘lajak o‘qituvchilarni tayyorlash jarayonida loyihalash mahoratini tizimli rivojlantirish mexanizmlari yetarli darajada ishlab chiqilmagan. Bo‘lajak o‘qituvchilar dars rejalashtirish, sinf boshqaruvi, o‘quv dizayni va etika kodeksiga rioya qilishda qiyinchiliklarga duch kelishadi. Bu esa yosh mutaxassislarining amaliy faoliyatga kirishganda ko‘plab muammolarga duch kelishiga olib kelmoqda.

Loyihalash mahorati haqidagi zamonaviy qarashlar bir necha asosiy yo‘nalishlarda rivojlanmoqda. Katta til modellaridan (LLM) foydalangan holda o‘qituvchilarning professional rivojlanishini qo‘llab-quvvatlash va aralash ta‘lim da o‘quv dizayni bo‘yicha kompetensiyalarni rivojlantirish zamonaviy tadqiqotlarning muhim yo‘nalishi hisoblanadi. Zamonaviy pedagogik psixologiya loyihalash mahoratini shakllantirish jarayonini bir necha asosiy nazariyalar bilan tushuntiradi:

Faoliyat nazariyasi (A.N. Leontev, S.L. Rubinshteyn) loyihalashni maqsadga yo'naltirilgan, motivatsion, operatsion, ijro etuvchi va nazorat komponentlarini o'zida mujassamlashtirgan faoliyat sifatida qarash imkonini beradi.

Konstruktivistik yondashuv bo'lajak o'qituvchilarning o'z bilimlarini faol ravishda qurish, amaliy tajriba orqali o'rganish va hamkorlikda muammolarni hal qilish jarayonida loyihalash ko'nikmalarini shakllantirish zarurligini ta'kidlaydi.

Metakognitiv rivojlanish nazariyasi o'qituvchilarning o'z fikrlash jarayonlari haqida fikrlash, o'z faoliyatini tahlil qilish va strategiyalarini moslashtirishni o'rganish muhimligini ko'rsatadi.

Bunsan tashqari, xalqaro tajribalar ham muhim ahamiyat kasb etadi. Uni quyidagicha izohlaymiz:

Amerika Qo'shma Shtatlari tajribasi. AQSh universitetlarida «Understanding by Design» (UbD) yondashuvi keng qo'llaniladi. Bu yondashuvda dars loyihalashni oxirgi natijalardan boshlab, orqaga qarab rejalashtirish (backward design) asosida amalga oshiriladi. Bu usul o'qituvchilarga avval ta'lim maqsadlarini va kutilayotgan natijalarni aniq belgilashga, keyin esa bu maqsadlarga erishish uchun eng samarali yo'llarni aniqlashga yordam beradi.

Finlandiya tajribasi. Finlandiya ta'lim tizimida bo'lajak o'qituvchilar amaliyot davomida real maktab sharoitida loyihalash ko'nikmalarini rivojlantiradilar. Har bir talaba ekspert o'qituvchilar nazorati ostida to'liq dars sikli – rejalashtirish, o'tkazish va tahlil qilish – orqali o'tadi. Bu yondashuv nazariya va amaliyot o'rtasidagi bo'shliqni bartaraf etishga yordam beradi.

Singapur tajribasi. Singapur ta'lim tizimida «Lesson Study» metodikasi keng qo'llaniladi, bu usulda o'qituvchilar guruhi birgalikda dars loyihalashni ishlab chiqadi, uni o'tkazib ko'radi va natijaviy tahlil qiladi. Bunday hamkorlikdagi loyihalash professional o'sishni tezlashtiradi va o'qituvchilarning reflektiv qobiliyatlarini rivojlantiradi.

Avstraliya tajribasi. Avstraliya universitetlarida «Design Thinking» metodologiyasi pedagogika yo'nalishida o'qiyotgan talabalarga o'rgatiladi. Bu yondashuv ijodiy muammolarni hal qilish va innovatsion yechimlar topishga qaratilgan. Avstraliyada 24 nafar o'qituvchi ishtirokidagi tadqiqot ko'rsatdiki, dizayn-fikrlashdan foydalanish raqamli texnologiyalar bilan ta'lim amaliyotini murakkabligini qabul qilishga yordam beradi.

O'zbekiston oliy ta'lim tizimida bo'lajak o'qituvchilarni tayyorlash sohasi sezilarli islohotlar bilan yuzaga kelmoqda. «O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi» o'qituvchilar professional tayyorgarligining sifatini oshirishni ustuvor vazifalar qatoriga qo'ygan. M.B. Urazova «Bo'lajak kasb ta'lim pedagoglari loyihalash faoliyatiga tayyorlash texnologiyasi» mavzusida muhim tadqiqot olib borgan. Uning ishida loyihalash faoliyatining tuzilishi, bosqichlari va uni shakllantirish metodikasi ishlab chiqilgan. Sh.E. Kurbonov pedagogik loyihalash jarayonida zamonaviy axborot texnologiyalaridan foydalanish metodikasini tadqiq etgan. U bo'lajak o'qituvchilarning raqamli kompetensiyasini rivojlantirish orqali loyihalash samaradorligini oshirish yo'llarini taklif etgan. Toshkent, Samarqand, Buxoro va Urganch davlat universitetlarida «Pedagogik loyihalash» maxsus kurslar o'qitilmoqda. Biroq, ushbu kurslarning mazmuni va o'qitish metodikasi hali ham takomillashtirishni talab etadi.

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The Role Of Artificial Intelligence In Training Cadets

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Abstract

This article examines the role of artificial intelligence (AI) in cadet training within higher military and professional education institutions. The research results show that AI tools better support personalized learning and cognitive load management and competency-based assessment methods used in cadet training settings.

Keywords: artificial intelligence, cadet training, personalized learning, educational technology, military education, adaptive systems, competency-based education.

Introduction. The worldwide spread of artificial intelligence technologies has caused all educational systems to undergo their fundamental transformation. Cadet training requires military personnel to learn academic knowledge while developing skills needed for fast responses and leadership through situations which are too challenging to evaluate through standard teaching methods [1]. Modern educational systems based on AI technology allow students to experience learning possibilities which traditional teaching methods did not provide because they enable educators to create customized learning experiences based on students' thinking patterns while they deliver instant performance evaluations which teachers cannot manage across multiple students [2]. The national education development strategy of Uzbekistan establishes digital technology implementation as a primary goal for higher education reform efforts which provides evidence that AI research needs to be done at cadet training facilities. [3].

Methodology and literature review. The entire research methodology of this article depends on academic literature evaluation which requires critical analysis and synthesizing of information. The study used a structured approach to compare outcomes between different research sources which helped to discover common research themes while assessing the strengths and weaknesses of all examined studies. The educational science analytical review process follows established standards of evaluation according to this method [4]. The international academic community has increased its research activities for artificial intelligence applications in education since the year 2018. The research by Holmes and his colleagues establishes three main categories that classify educational artificial intelligence tools into three main groups: intelligent tutoring systems, automated assessment platforms, and immersive simulation environments [5]. The United States and China have used intelligent tutoring systems to train military personnel because these systems adjust learning materials according to students' actual mastery of content which results in better knowledge retention than standard lecture methods. [6].

The research of Novikov and Zaitsev shows that military academies can use adaptive learning platforms together with their competency-based educational standards because curriculum developers must ensure that artificial intelligence learning paths match official competency requirements [7]. The study confirms international research through its demonstration that AI operates in educational settings as a tool that supports human teaching activities according to Luckin's findings [8]. The development of adaptive challenge systems enables learners to maintain their cognitive peak through machine-mediated instruction which applies the zone of proximal development concept to create learning experiences that adapt to individual student needs [9].

Results and discussion. The synthesis of all literature which has been examined produces multiple findings that establish the present situation of AI usage in cadet training together with its future development. First, the reviewed literature shows that AI systems bring their greatest benefits to cadet training when they operate as additional tools for learning activities. All

sources which have been examined show that AI serves as an educational instrument which enhances instructor-led teaching while instructors maintain their role as mentors and evaluators who uphold ethical standards during the training process. The finding shows that both Western academic systems and post-Soviet academic systems demonstrate a shared belief about how AI should function in professional educational settings. Second, personalized learning emerges as the most consistently cited benefit of AI integration. Intelligent tutoring systems which monitor student performance patterns have shown that they can improve learning outcomes through control of instructional content's difficulty and speed and learning methods.

The systems achieve adaptive functionality because they solve the main problem which exists in cohort-based training. The research shows that AI implementation brings about assessment transformation as its major result. The automated assessment platforms can analyze performance data at a greater scale than human evaluators who evaluate results through their assessment procedures while they deliver immediate specific feedback to cadets within minutes after they finish their tasks. The feedback process becomes faster which leads to better metacognitive development because cadets receive detailed information about their knowledge gaps at an earlier time. The literature demonstrates strong support for using simulation-based AI learning environments to train tactical personnel and emergency response teams. The AI system creates unique training environments which prevent cadets from memorizing answers because they need to use their knowledge to solve new problems that reflect actual work conditions.

Conclusion. The analysis of contemporary scholarly literature demonstrates that artificial intelligence holds substantial and well-documented potential for enhancing cadet training across multiple instructional dimensions, including personalization, simulation fidelity, and assessment efficiency. However, the literature equally establishes that this potential is conditional: it is realized only when AI tools are integrated thoughtfully within existing pedagogical frameworks, supported by adequate infrastructure, and governed by clear ethical and institutional standards. For Uzbekistan's cadet training institutions, the path toward meaningful AI integration involves three mutually dependent priorities. First, instructional personnel must be equipped with the competencies necessary to use, critically evaluate, and pedagogically direct AI tools rather than simply operate them. Second, curriculum designers must ensure that AI-generated learning pathways remain aligned with nationally established competency standards, preserving the regulatory coherence that professional military education requires.

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Teaching Based On A Creative Approach For Students Of Higher Educational Institutions As A Pedagogical Problem

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Abstract

This article analyzes the development of students' creative approach skills as a pedagogical problem. In the modern education system, teachers are required to have the skills to effectively organize the lesson process, systematically organize educational materials, and apply modern approaches. The study reveals the components of design skills, the stages of its formation, and the pedagogical and psychological foundations of implementing this process in higher education institutions.

Keywords: education, upbringing, pedagogy, pedagogical creativity, technology, design of the educational process.

Annotatsiya

Ushbu maqolada talabalarning kreativ yondashuv mahoratini rivojlantirish pedagogik muammo sifatida tahlil qilingan. Zamonaviy ta'lim tizimida o'qituvchilardan dars jarayonini samarali tashkil etish, o'quv materiallarini tizimli tarzda tashkil etish va zamonaviy yondashuvlarni qo'llash ko'nikmalari talab etiladi. Tadqiqotda loyihalash mahoratining tarkibiy qismlari, uni shakllantirish bosqichlari hamda oliy ta'lim muassasalarida bu jarayonni amalga oshirishning pedagogik-psixologik asoslari ochib berilgan.

Kalit so'zlar: ta'lim, tarbiya, pedagogika, pedagogik kreativlik, texnologiya, o'quv jarayonini loyihalash.

Mamlakatimiz raqamlashtirish siyosati ta'lim sohasini ham chetlab o'tmadi. Hozirgi kunda ko'pgina oliy ta'lim muassasalarida bo'lajak o'qituvchilarni tayyorlash jarayonida loyihalash mahoratini tizimli ravishda shakllantirish mexanizmlari yetarli darajada ishlab chiqilmagan.

"Pedagogik loyihalash - pedagogik masalalarni yechishga qaratilgan ketma-ket, o'zaro bog'liq harakatlar tizimi yoki oldindan rejalashtirilgan pedagogik jarayonning amaliyotga ketma-ket mujassamlanishidir".

Loyihalash muammosi o'zining rivojlanish tarixiga ega. "Pedagogik loyiha" atamasi ko'proq quyidagi ma'noga ega bo'lgan pedagogik ishlarda uchraydi: loyiha ta'lim tizimini loyihalashtirishga qaratilgan holda rasmiylashtirilgan pedagogik g'oyalar, pedagogik jarayonlar va texnologiyalar majmuasi, shuningdek ularning amaliy joriy etilish dasturlaridir. Bo'lajak o'qituvchilarni pedagogik faoliyatga tayyorlashning asosiy yo'nalishlaridan biri bu loyihalash ko'nikmalari hisoblanadi.

Loyihalash ko'nikmalari - ta'lim va tarbiya mexanizmi, pedagogika nazariyasi va tarixi, o'quv va tarbiyaviy ishlarni tashkil etish usullari, uning mazmuni, tamoyillari, usullari va tashkiliy shakllari to'g'risida ijtimoiy ahamiyatga ega bilimlarni loyihalashga qaratilgan pedagogik faoliyatning jarayoni va natijasi hisoblanadi. Zamonaviy o'qituvchi mahoratli pedagog bo'lishi uchun loyihalashga qaratilgan pedagogik faoliyatni professional darajasini tashkil etishi kerak.

Loyihalar usuli XIX asrning ikkinchi yarmida Djon Dyui va V.X. Kilpatrik tomonidan batafsil ishlab chiqilgan bo'lib, ularning fikriga ko'ra, o'quv faoliyati bo'lajak o'qituvchining qiziqishlari va shaxsiy tajribalariga asoslanishi, amaliy faoliyat tajribasini kengaytirishga hissa qo'shishi va uning o'z-o'zini o'rganish qobiliyatini shakllantirishi kerak. Loyiha usulining mohiyati shundan iboratki, o'quv jarayonida talabalar o'zlari qiziqtirgan aniq amaliy maqsadni aniqlaydilar, unga erishish rejasini tuzadilar (loyihalashtiradilar), mustaqil ravishda faoliyatni amalga oshiradilar va keyin uning natijalarini taqdim etadilar.

Ta'limga loyihalash metodining kirib kelishi XIX asrga borib taqaladi, J.Dyui esa XX asr boshlarida loyihalash metodini yoshlarning qiziqishlaridan kelib chiqib ularni yo'naltirishga asoslangan pragmatik pedagogika ta'limotiga tatbiq qilgan. 1918-yilda Kolumbiya universiteti qoshidagi pedagogika kolleji o'qituvchisi Vilyam Kilpatrik loyihalash metodining mohiyatiga bag'ishlab "Loyihalash metodi" nomli maqolani chop qildirdi. Muallifning keyingi maqolalarida ushbu atama quyidagicha talqin qilinadi: "Loyiha" atamasi faoliyatning har bir imkoniyatini, tajriba jarayonining bog'liqligini anglatishi zarur. Bunda maqsad ichki omil sifatida:

- faoliyatning maqsadini anglatadi, tajribaga ega bo'lish jarayonini boshqaradi;
- shaxsning o'z faoliyatini va ichki qobiliyatini ro'yobga chiqarishga xizmat qiladi.

1905-yilda rus pedagogi S.T.Shatskiy o'qitish tizimida loyihalash metodini qo'llashga harakat qildi, keyinchalik, 20-yillarda maktablarda loyihalash metodi asosiy metod sifatida o'quv jarayoniga keng tatbiq qilina boshlandi, biroq 1931-yilda bu metod yordamida umumta'lim fanlarini talabalarga chuqur o'rgatishning to'la imkoni yo'q degan xulosaga kelindi va an'anaviy ta'limga qaytildi. Loyihalash metodi uzluksizlikni ta'minlay olmagan va puxta o'ylanmagan metod sifatida tanqidga uchradi va yaqin davrgacha ta'lim jarayonida qo'llanilmasdan keldi.

V.V.Guzayev ilmiy ishlarida loyihaviy ta'limni integratsiyalashgan texnologiya sifatida qaraydi va shu o'rinda ta'lim jarayonida bo'lajak o'qituvchilarni loyihalash faoliyatini shakllantirishning o'ziga xos xususiyatlariga alohida e'tibor qaratadi.

Taniqli olim N.A.Muslimovning ta'kidlashicha, ta'lim texnologiyalarning afzalligi shundaki, unga qo'yilgan maqsadga erishish kafolatini beruvchi o'quv jarayoni rejalashtiriladi va amalga oshiriladi. Darhaqiqat, mashg'ulotning muvaffaqiyatli o'tishining sakson foizi o'quv jarayonini to'g'ri loyihalashtirish, tashkil etish va uni amalga oshirishga bog'liq. O'quv jarayonini loyihalashtirish quyidagi uch bosqichdan iborat:

- o'quv maqsadlari va natijalarini belgilash;
- natijalar asosida nazorat topshiriqlari va baholash mezonlarini ishlab chiqish;
- o'quv jarayonining texnologik xaritasi (dars ishlanmasi)ni ishlab chiqish.

B.X.Xodjayevning fikriga ko'ra, o'quv jarayonini loyihalashtirishda ta'lim mazmunini, maqsadini, kutilayotgan natijani to'g'ri belgilash, ta'lim metodlari, shakllari va vositalarini to'g'ri tanlash, talabalarning bilim, ko'nikma va malakalarini baholashning aniq mezonlarini oldindan ishlab chiqish, mashg'ulotga ajratilgan vaqt ichida ularni to'g'ri amalga oshirish va bir-biri bilan uyg'unlashuviga e'tiborni qaratish maqsadga muvofiqdir.

Professor M.Ochilovning ta'kidlashicha, o'quv maqsadi - bu muayyan ta'lim jarayonini yakunida ta'lim oluvchi tomonidan o'zlashtirilishi, ya'ni hosil qilinishi lozim bo'lgan bilim, xatti-harakat bilan bog'liq bo'lgan amaliy topshiriqni uddalay olish mahorati, shaxsiy fazilatlar va xulqini belgilaydi. O'quv maqsadi va natijalarni belgilashda aniq o'lchanadigan, real amalga oshiriladigan, erishish mumkin bo'lgan imkoniyat inobatga olinadi.

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Peculiarities Of The Military Personnel Training System In The Islamic Republic Of Pakistan

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Abstract

This article examines the distinctive features of the military personnel training system in the Islamic Republic of Pakistan. The findings indicate that Pakistan's military education system is founded upon a unique synthesis of British colonial traditions, Islamic values, and national security imperatives, evolving in close connection with the regional geopolitical environment.

Keywords: military education, Pakistan, military personnel, military academy, national defense, geopolitics, military doctrine.

Introduction. The Islamic Republic of Pakistan possesses one of the largest and most operationally experienced armed forces in the Muslim world, with a military establishment that has played a defining role in the country's political, social, and strategic trajectory since independence in 1947. Understanding the peculiarities of this training system is of considerable scholarly and practical significance, particularly for researchers engaged in comparative military studies, defense policy analysis, and the broader examination of civil-military relations in developing states. The relevance of this topic is further underscored by Pakistan's status as a nuclear-armed state, its prolonged engagement in counterterrorism and counterinsurgency operations, and its strategic partnerships with major global powers including China and the United States [1].

Methodology and literature analysis. The methodological foundation of this study is based on the systematic analysis and critical synthesis of scholarly literature, institutional reports, and expert publications pertaining to Pakistan's military education and training system. The literature reveals that Pakistan's military education system was originally modeled on the British Indian Army's institutional framework, inheriting structures such as the Pakistan Military Academy at Kakul, the Command and Staff College at Quetta, and the National Defence University in Islamabad, all of which bear the organizational imprint of their colonial-era predecessors [2]. Scholars such as Cohen have extensively documented the foundational influence of British military traditions on Pakistan's officer corps, noting that the Sandhurst model of professional military education was transplanted and subsequently adapted to the specific conditions of the newly independent Pakistani state [3]. However, subsequent research has demonstrated that Pakistan's military training system has undergone substantial transformation beyond its colonial origins, incorporating distinctly Islamic ideological dimensions, particularly following the Islamization policies implemented under General Zia ul-Haq during the 1980s, which infused religious instruction and ideological orientation into the military curriculum at multiple levels [4].

Russian-language scholarship on Pakistani military affairs, including works by Belokrenitsky and Moskalenko, has provided valuable analytical perspectives on the structural and doctrinal dimensions of Pakistan's armed forces, emphasizing the interplay between military professionalism and political engagement that distinguishes the Pakistani military establishment from many of its regional counterparts [5]. Uzbek scholars, including Safarov and Karimov, have examined the broader Central and South Asian security environment within which Pakistan's military operates, providing contextual analysis relevant to understanding the strategic imperatives that shape military training priorities [6]. International defense research, including studies published through institutions such as the International Institute for Strategic Studies and the Stockholm International Peace Research Institute, has documented the evolution of Pakistan's military doctrine from a primarily conventional, India-centric posture to

one that increasingly incorporates nuclear deterrence strategy, asymmetric warfare capabilities, and counterterrorism proficiency, each of which has necessitated corresponding adaptations in personnel training curricula and institutional structures [7].

Results and discussion. The analytical synthesis of the reviewed literature permits the identification of several distinctive features that collectively characterize Pakistan's military personnel training system and differentiate it from analogous systems in other states. The first and most fundamental peculiarity is the enduring structural legacy of British colonial military education, which continues to manifest in the institutional organization, pedagogical methodologies, and professional cultural norms of Pakistan's military training establishments. The Pakistan Military Academy at Kakul, established in 1947 as the direct successor to the Indian Military Academy's Pakistani contingent, continues to operate according to a commissioning model that emphasizes physical rigor, leadership development through graduated responsibility, and the cultivation of regimental identity and esprit de corps in a manner broadly consistent with the Sandhurst tradition [8]. The second distinguishing characteristic is the systematic integration of Islamic ideological content into military education, a process that accelerated dramatically during the 1980s but whose roots can be traced to the foundational discourse of Pakistan as an Islamic state.

Military training institutions incorporate Quranic studies, Islamic ethics, and the concept of jihad as a defensive obligation into their curricula, creating a dual framework in which professional military competence is explicitly linked to religious and moral duty [4]. This ideological dimension represents a significant departure from the secular professional military education models prevalent in Western states and constitutes one of the most distinctive aspects of the Pakistani system. The third notable feature is the profound influence of geopolitical context on training priorities and doctrinal orientation. Pakistan's protracted strategic rivalry with India, including four major wars and ongoing tensions over Kashmir, has fundamentally shaped the structure and content of military education, ensuring that conventional warfare preparedness against a numerically superior adversary remains a central pillar of officer training [9]. Simultaneously, Pakistan's extended involvement in counterinsurgency operations in the Federally Administered Tribal Areas and Khyber Pakhtunkhwa, particularly since 2001, has necessitated the rapid development of specialized training programs in irregular warfare, intelligence-driven operations, and civil-military coordination that have significantly broadened the professional competency requirements for Pakistani military personnel.

Conclusion. The military personnel training system of the Islamic Republic of Pakistan represents a distinctive institutional phenomenon characterized by the complex interweaving of British colonial military traditions, Islamic ideological imperatives, persistent geopolitical security pressures, and evolving strategic partnerships. The analysis conducted in this study demonstrates that Pakistan's system cannot be adequately understood through the lens of any single analytical framework but requires a multidimensional approach that accounts for the historical, ideological, strategic, and institutional factors that have collectively shaped its development. The British structural legacy provides the organizational foundation, Islamic ideology furnishes the moral and motivational framework, the India-centric security environment determines the primary operational orientation, and counterterrorism requirements and Chinese strategic cooperation represent the most dynamic contemporary influences on training evolution.

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The Role Of Interactive Methods In Modern Military Education

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Abstract

This article examines the role and significance of interactive teaching methods in the system of modern military education. The study uses literature analysis as its research method to explore how interactive teaching methods affect military training outcomes. The study results show that interactive teaching methods function as essential tools which help military students develop their tactical thinking and team management and decision-making abilities.

Keywords: interactive methods, military education, teaching technologies, personnel training, pedagogical innovations.

Introduction. The current military education system needs to move away from traditional lecture-based teaching methods because it needs to implement active learning methods that put students at the center of their learning experiences. The military needs educational programs that develop critical thinking skills and adaptive decision-making abilities and team-based problem-solving competencies because security threats and operational demands keep changing in today's world [1]. The interactive teaching methods that use case studies and simulation-based learning and problem-based instruction and role-playing and group discussions have become effective solutions for meeting these educational requirements [2]. The worldwide movement to modernize military training programs which include post-Soviet educational systems demonstrates the importance of this topic because these systems have relied on traditional teaching methods for many years [3].

Methodology and literature review. The researchers conducted this study through systematic examination of academic sources which included monographs and journal articles and normative documents that were published in Uzbek and Russian and English. The theoretical framework uses constructivist learning theory which Vygotsky developed and contemporary military pedagogical researchers expanded upon [4]. Azimov and Shchukin define interactive methods as educational practices that require students to work together while sharing their knowledge through dialogue and joint learning activities [5]. Savins research shows that military training programs use interactive technologies to help students learn essential professional skills which cannot be taught through traditional classroom instruction that uses lectures for leadership development during stressful situations and quick tactical decision-making [3]. International research further supports this position. Smith and Johnson proved that simulation-based interactive exercises which military academies use improve cadets' skills to combine information and deal with unexpected situations [6].

Ridley demonstrated that problem-based learning enables military students to develop their independent thinking skills because this method requires students to solve authentic problems instead of studying theoretical material [7]. Yuldashev showed that interactive technology implementation needs to become a fundamental element of Uzbekistan's military educational reforms which should establish international educational standards as their main objective [8]. The use of interactive teaching methods in Uzbekistan's military higher education institutions helps cadets develop their abilities to communicate and lead others according to Kholdorov [9]. Interactive teaching methods show educational benefits for military training but face obstacles because institutions resist implementation and resources fall short and instructors need to learn new skills.

Results and discussion. The analysis of the reviewed literature reveals several key findings regarding the role of interactive methods in modern military education. The research shows that interactive learning methods help military students develop advanced cognitive abilities. Interactive methods require learners to perform active information analysis and evaluation and

synthesis tasks because military operations require officers to make quick and accurate decisions during uncertain situations [6]. The research shows that interactive teaching methods help people develop their social skills and leadership abilities. Military service requires teamwork because soldiers need the ability to communicate and delegate tasks and coordinate their activities to succeed in their operations. The interactive methods of role-playing and team-based simulations and structured debates create a controlled space where students can develop their skills through practice and improvement [7].

The military training programs benefit from using interactive methods according to the research sources which show that these methods boost student motivation and their involvement in learning activities. Karimova observed that military students at educational institutions show greater inner drive to learn when their classes use interactive teaching methods because these methods create relevant learning experiences that students find personally valuable [10]. The examination produces two distinct outcomes because it establishes particular findings while showing various obstacles which restrict progress. The authors demonstrate that successful interactive method execution requires educational institutions to provide both their technical infrastructure and their instructional material creation and their teacher training programs with professional development resources [3]. The switch from conventional teaching methods to interactive learning methods faces instructor resistance who prefer traditional classroom approaches especially in educational environments that emphasize top-down teaching methods.

Conclusion. The analysis of domestic and international literature confirms that interactive teaching methods play an increasingly important role in modern military education. These methods contribute to the development of critical thinking, leadership skills, team coordination, and adaptive decision-making, all of which are essential for effective military service in contemporary operational environments. The findings suggest that military educational institutions should pursue a balanced integration of interactive approaches within existing curricula, supported by adequate institutional investment and instructor training. The effective use of interactive learning techniques in military education requires educational institutions to create effective systems which combine traditional teaching methods with complete military training systems that maintain their academic standards.

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Guarantees Of The Right To Education Of Citizens In The Constitution Of The Republic Of Uzbekistan: Legal Basis And Mechanisms Of Implementation

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Abstract

This article examines the guarantees of citizens' right to education enshrined in the Constitution of the Republic of Uzbekistan, their legal foundations, and implementation mechanisms based on a literature review and the author's independent scholarly analysis. The findings indicate that the updated Constitution has significantly expanded the scope of the right to education, and the introduction of new provisions related to inclusive education, academic freedom, and the recognition of teachers' work has marked a qualitatively new stage in the development of this field.

Keywords: right to education, constitutional guarantees, inclusive education, academic freedom, legal state, Constitution of Uzbekistan, international education standards, teacher status, educational mechanisms, social rights.

Annotatsiya

Ushbu maqola O'zbekiston Respublikasi Konstitutsiyasida mustahkamlangan fuqarolarning ta'lim olish huquqining kafolatlarini, ularning huquqiy asoslari va amalga oshirish mexanizmlarini adabiyotlar tahlili hamda shaxsiy ilmiy tahlil asosida ko'rib chiqadi. Tahlil natijalari shuni ko'rsatadiki, yangilangan Konstitutsiya ta'lim huquqining mazmunini sezilarli darajada kengaytirgan bo'lib, inklyuziv ta'lim, akademik erkinlik va o'qituvchi mehnati e'tirofiga oid yangi normalar joriy etilishi ushbu sohada sifat jihatidan yangi bosqichni belgilab bergan.

Kalit so'zlar: ta'lim olish huquqi, konstitutsiyaviy kafolatlar, inklyuziv ta'lim, akademik erkinlik, huquqiy davlat, O'zbekiston Konstitutsiyasi, xalqaro ta'lim standartlari, o'qituvchi maqomi, ta'lim mexanizmlari, ijtimoiy huquqlar.

Kirish. Ta'lim olish huquqi zamonaviy demokratik davlatlarning konstitutsiyaviy tizimlarida mustahkamlangan fundamental ijtimoiy huquqlardan biri hisoblanib, u shaxsning har tomonlama kamol topishi, jamiyatning intellektual salohiyatini rivojlanishi hamda davlatning barqaror taraqqiyoti uchun zarur shart-sharoit yaratadi [1]. Inson huquqlari umumjahon deklaratsiyasining 26-moddasida har bir insonning ta'lim olish huquqiga egaligi belgilangan bo'lib, ushbu huquq xalqaro huquq miqyosida umume'tirof etilgan va davlatlarning konstitutsiyaviy majburiyati sifatida tan olingan [2]. O'zbekiston Respublikasi mustaqillik yillaridan boshlab ta'lim sohasida izchil islohotlar olib bormoqda va ushbu jarayonda ta'lim huquqining konstitutsiyaviy kafolatlari alohida ahamiyat kasb etadi. 2023-yilda qabul qilingan yangilangan Konstitutsiyaning 50-moddasida "Har kim ta'lim olish huquqiga ega" degan norma saqlanib qolgan holda, ta'lim huquqining mazmuni va kafolatlari sezilarli darajada kengaytirildi [3]. Xususan, inklyuziv ta'lim, akademik erkinlik, o'qituvchi mehnati e'tirofi kabi yangi konstitutsiyaviy normalar kiritilishi ta'lim sohasidagi huquqiy bazani sifat jihatidan yangi bosqichga ko'tardi.

Metodologiya va adabiyotlar tahlili. Ushbu tadqiqotda adabiyotlar tahlili va qiyosiy huquqiy tahlil metodlari qo'llanilgan. Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro paktning 13-moddasi ta'lim olish huquqining mazmunini batafsil belgilab, boshlang'ich ta'limning majburiy va bepul bo'lishi, o'rta ta'limning ommaviy ravishda qulay bo'lishi va oliy ta'limning qobiliyat asosida ochiq bo'lishi zarurligini ta'kidlagan [4]. Beiter ta'lim olish huquqini xalqaro huquqiy nuqtai nazardan tahlil qilib, ushbu huquqning to'rta asosiy elementini ajratib ko'rsatgan: mavjudlik, qulaylik, maqbullik va moslashuvchanlik, bu elementlar davlatning ta'lim sohasidagi konstitutsiyaviy majburiyatlarini aniq belgilab beradi [1]. Tomasevski ham xuddi shu

to'rtta elementga asoslangan tahliliy doirani ishlab chiqqan bo'lib, ta'lim huquqining amaliy amalga oshirilishi davlatning moliyaviy imkoniyatlari bilan birgalikda siyosiy irodasiga ham bevosita bog'liq ekanligini ko'rsatgan [5]. Kozlova va Kutafin konstitutsiyaviy huquqlar tizimida ta'lim huquqining o'rni va ahamiyatini tahlil qilib, ushbu huquqning boshqa ijtimoiy huquqlar bilan o'zaro aloqadorligini nazariy jihatdan asoslashgan [6]. Matuzov va Mal'ko inson huquqlari nazariyasi doirasida ijtimoiy-iqtisodiy huquqlarning, jumladan ta'lim huquqining davlat tomonidan ta'minlanishi mexanizmlarini ko'rib chiqib, davlatning ijobiy majburiyatlarining ahamiyatini ta'kidlashgan [7].

Saidov O'zbekistondagi inson huquqlarining konstitutsiyaviy kafolatlarini kompleks tarzda tadqiq qilib, ta'lim huquqining milliy huquqiy tizimda amalga oshirilishi xususiyatlarini ko'rsatgan [8]. Rustambekov O'zbekiston konstitutsiyaviy huquqining nazariy masalalarini tahlil qilib, fuqarolarning ijtimoiy huquqlarining, shu jumladan ta'lim huquqining kafolatlanishi davlatning ijtimoiy siyosatining samaradorligiga bevosita bog'liqligini asoslagan [9]. YuNESKOning 2023-yilgi hisobotida ta'lim huquqining global miqyosda amalga oshirilishi holati tahlil qilinib, inklyuziv ta'limning davlatlarning konstitutsiyaviy majburiyatlari tizimiga kiritilishi zarurligi alohida ta'kidlangan [10].

Natijalar va muhokama. Adabiyotlar tahlili natijalari va 2023-yilgi yangilangan Konstitutsiya matnining tahlili asosida O'zbekistonda ta'lim olish huquqining konstitutsiyaviy kafolatlarining bir nechta muhim yo'nalishlarda kengaytirilganligi aniqlanadi. Birinchidan, yangilangan Konstitutsiyaning 50-moddasida ta'lim huquqining mazmuni sezilarli darajada boyitilgan. Agar avvalgi tahrirda asosan bepul umumiy ta'lim kafolatlangan bo'lsa, yangilangan matnda davlatning uzluksiz ta'lim tizimini, uning turli turlari va shakllarini, davlat va nodavlat ta'lim tashkilotlari rivojlanishini ta'minlash majburiyati belgilangan [3]. Bu yondashuv Beiter tomonidan ishlab chiqilgan ta'lim huquqining mavjudlik elementi bilan to'liq mos keladi va davlatning ta'lim sohasidagi ijobiy majburiyatlarining kengaytirilganligini ko'rsatadi [1]. Shaxsiy tahlilimizga ko'ra, maktabgacha ta'lim va tarbiyani rivojlantirish uchun shart-sharoitlar yaratish majburiyatining konstitutsiyaviy darajada mustahkamlanishi bolalarning erta yoshdan boshlab intellektual rivojlanishini ta'minlash borasidagi davlat siyosatining huquqiy asosini yaratdi.

Ikkinchidan, Konstitutsiyaning 50-moddasida "Ta'lim tashkilotlarida alohida ta'lim ehtiyojlariga ega bo'lgan bolalar uchun inklyuziv ta'lim va tarbiya ta'minlanadi" normasi kiritilishi muhim yangilik hisoblanadi [3]. Ushbu norma BMTning Nogironligi bo'lgan shaxslar huquqlari to'g'risidagi konventsiyasi talablariga to'liq mos keladi va O'zbekistonning xalqaro majburiyatlarining konstitutsiyaviy darajada aks ettirilganligini ko'rsatadi [10]. Qiyosiy tahlil shuni ko'rsatadiki, postsovet davlatlarining aksariyat konstitutsiyalarida inklyuziv ta'lim haqida aniq norma mavjud emas va bu jihatdan O'zbekiston ilg'or pozitsiyani egallaydi.

Uchinchidan, yangilangan Konstitutsiyaning 51-moddasida oliy ta'lim tashkilotlarining akademik erkinlik, o'zini o'zi boshqarish, tadqiqotlar o'tkazish va o'qitish erkinligi huquqiga egaligi belgilanganligi ta'lim sohasidagi konstitutsiyaviy kafolatlarning muhim tarkibiy qismi hisoblanadi [3]. Akademik erkinlik zamonaviy oliy ta'lim tizimining fundamental printsiplari bo'lib, u ilmiy tadqiqotlarning sifatini ta'minlash va intellektual salohiyatni rivojlantirish uchun zarur shart-sharoit yaratadi [5]. Bundan tashqari, Konstitutsiyaning 52-moddasida o'qituvchi mehnatining jamiyat va davlatni rivojlantirishning asosi sifatida e'tirof etilishi va davlatning o'qituvchilar farovonligi haqida g'amxo'rlik qilish majburiyatining belgilanishi ta'lim huquqining amaliy amalga oshirilishida pedagog kadrlarning markaziy o'rin tutishini konstitutsiyaviy darajada tan olishni anglatadi [3]. Shaxsiy tahlilimizga ko'ra, ushbu normaning amaliy amalga oshirilishi o'qituvchilarning ijtimoiy maqomi, ish haqi darajasi va kasbiy rivojlanish imkoniyatlarining yaxshilanishiga bevosita huquqiy asos yaratadi.

Xulosa. Ushbu maqolada O'zbekiston Respublikasi Konstitutsiyasida mustahkamlangan fuqarolarning ta'lim olish huquqining kafolatlari, ularning huquqiy asoslari va amalga oshirish mexanizmlari adabiyotlar tahlili asosida ko'rib chiqildi. Tahlil natijalari shuni ko'rsatadiki, 2023-yilgi yangilangan Konstitutsiya ta'lim huquqining kafolatlarini bir nechta muhim yo'nalishda kengaytirdi: uzluksiz ta'lim tizimini ta'minlash, inklyuziv ta'limni joriy etish, akademik erkinlikni

mustahkamlash va o'qituvchi maqomini konstitutsiyaviy darajada e'tirof etish. Ushbu normalar xalqaro huquqiy standartlarga to'liq mos keladi va O'zbekistonning ta'lim sohasidagi huquqiy bazasini sifat jihatidan yangi bosqichga ko'taradi.

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Usbekistans Übergang Zu Nachhaltiger Entwicklung: Aktuelle Herausforderungen Und Strategische Chancen

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Abstract

Mit dem politischen Umbruch nach 2017 setzte in Usbekistan ein Reformzyklus ein, der nicht nur die institutionellen Grundlagen der Wirtschaftssteuerung veränderte, sondern zugleich ökologische und soziale Handlungsfelder neu definierte (World Bank, 2021). Der vorliegende Beitrag untersucht diesen vielschichtigen Wandel im Lichte der Agenda 2030 und zeigt, dass nachhaltige Entwicklung zunehmend als Ordnungsidee dient, die ökonomische Öffnung, sozialpolitische Anpassungen und umweltbezogene Modernisierung miteinander verschränkt (IMF, 2024).

Schlüsselwörter: Usbekistan; nachhaltige Entwicklung; Agenda 2030; Strukturreformen; wirtschaftliche Öffnung; grüne Transformation; Energiesektor; erneuerbare Energien; Wasserknappheit; Aralsee-Region; Armutsbekämpfung; Sozialpolitik.

Einleitung

Der Transformationsprozess, den Usbekistan seit 2017 durchläuft, lässt sich nur im Zusammenspiel politischer, sozioökonomischer und ökologischer Dynamiken verstehen. Während zuvor ein zentralistisch geprägtes Steuerungsmodell dominierte, entwickelte die politische Führung nach 2017 einen programmatischen Ansatz, der Modernisierung, internationale Kooperation und Nachhaltigkeitskriterien miteinander verzahnt (Mustafoev, 2025). Diese strategische Neuorientierung spiegelt sich auch in internationalen Messgrößen wider: Der deutliche Sprung auf Platz 62 des SDG-Index im Jahr 2025 verweist auf die gestiegene Relevanz nachhaltiger Entwicklungsprinzipien im staatlichen Handeln (Ministry of Economy and Finance, 2025).

Wirtschaftlicher Strukturwandel: Neuordnung institutioneller Leitplanken

Die wirtschaftliche Öffnung Usbekistans seit 2017 kann als Versuch gelesen werden, ein über Jahrzehnte verfestigtes System staatlicher Kontrolle durch ein graduell marktwirtschaftlicheres Ordnungsmodell zu ersetzen. Die Freigabe des Wechselkurses, der Rückzug staatlicher Preisvorgaben sowie steuerpolitische Neuausrichtungen veränderten nicht nur die Erwartungen wirtschaftlicher Akteure, sondern erzeugten auch einen institutionellen Rahmen, der private Initiative stärker begünstigt (World Bank, 2021).

Diese Umstellungen gingen mit einer bemerkenswert stabilen Wachstumsdynamik einher: Zwischen 2017 und 2023 lag das BIP-Wachstum konstant im Bereich zwischen 5 und 6 %, wobei im Jahr 2023 ein Wert von 6 % registriert wurde (IMF, 2024). Parallel hierzu verdoppelte sich das Handelsvolumen nahezu ein Indikator für die fortschreitende Einbindung des Landes in internationale ökonomische Netzwerke (ADB, 2025).

Ein besonders markantes Ergebnis des wirtschaftlichen Wandels ist der Rückgang der Armutsquote. Die Einführung einer nationalen Armutsdefinition im Jahr 2021 lieferte erstmals eine präzise Datengrundlage, die einen Rückgang von 17 % (2021) auf 11 % (2023) und schließlich 8,9 % (2024) sichtbar machte (Eurasianet, 2025; World Bank, 2024). Dieser Rückgang ist nicht allein dem Wachstum zuzuschreiben, sondern verweist ebenso auf

sozialpolitische Interventionsinstrumente, die mit dem wirtschaftlichen Reformkurs verschränkt wurden.

Doch trotz dieser Fortschritte bleibt die wirtschaftliche Transformation unvollendet. Staatsunternehmen dominieren weiterhin zentrale Industrien, und die strukturelle Integration junger Erwerbspersonen in den Arbeitsmarkt ist nach wie vor unzureichend. Internationale Institutionen mahnen daher an, dass technologische Modernisierung, institutionelle Transparenz und innovationsorientierte Rahmenbedingungen künftig eine noch größere Rolle spielen müssen (IMF, 2024; ADB, 2025).

Ökologische Transformation: Energiesektor im Spannungsfeld globaler Nachhaltigkeitsnormen

Auch der ökologische Umbau des Landes verläuft seit 2017 mit einer ungewöhnlichen Dynamik. Die Strategie für eine „grüne Wirtschaft“ bis 2030 formuliert erstmals langfristige Ziele für Emissionsminderung, Energieeffizienz und den massiven Ausbau erneuerbarer Energien (UN DESA, 2021). Damit wird Nachhaltigkeit nicht mehr als randständiges Politikfeld behandelt, sondern als Querschnittsaufgabe, die tief in wirtschaftliche Planungsprozesse eingreift.

Auch die ökologische Wiederbelebung der Aralseeregion steht exemplarisch für diesen Transformationsprozess: Die Aufforstung von mehr als 1,7 Millionen Hektar seit 2018, mit einer geplanten Ausweitung auf 2,5 Millionen Hektar bis 2026, stellt eines der größten Renaturierungsprogramme weltweit dar (UN DESA, 2021). Zugleich fungiert diese Region zunehmend als Laborraum für innovative klimaangepasste Entwicklungsmodelle.

Trotz dieser Fortschritte sind die ökologischen Herausforderungen strukturell tiefer verankert. Wasserknappheit, hohe Energieintensität und ein infrastrukturell überlastetes Bewässerungssystem gehören zu den größten Risiken (ADB, 2025). Der Erfolg der ökologischen Transformation hängt daher entscheidend davon ab, inwieweit es gelingt, internationale Klimafinanzierungen und technologische Innovationen in nationale Umsetzungsstrategien einzubinden (World Bank, 2021).

Soziale Reformen: Neujustierung des gesellschaftlichen Entwicklungsmodells

Auch im sozialen Bereich zeichnet sich seit 2017 eine tiefgreifende Reorientierung ab. Die Einführung einer offiziellen Armutsgrenze im Jahr 2021 bildet nicht nur eine statistische Neuerung, sondern markiert einen Wandel hin zu einer evidenzbasierten Sozialpolitik (World Bank, 2024).

Mit den sozialen Registern, dem „Eisernen Notizbuch“, dem Jugend- und Frauenregister, wurde ein System geschaffen, das soziale Problemlagen differenzierter sichtbar macht und die zielgerichtete Allokation staatlicher Unterstützungsleistungen erleichtert (Mustafoev, 2025). Diese Instrumente wirken damit wie soziale Diagnosewerkzeuge, die den Reformprozess inhaltlich unterfüttern.

Ein weiterer Meilenstein ist die internationale Anerkennung der vollständigen Abschaffung staatlich organisierter Zwangsarbeit im Baumwollsektor im Jahr 2022 (HRW, 2022). Diese Entwicklung besitzt nicht nur innenpolitische, sondern auch erhebliche reputationsbezogene Bedeutung, da sie Usbekistan den Zugang zu globalen Lieferketten erleichtert.

Gleichzeitig bleibt die soziale Transformation fragil. Regionale Ungleichheiten, hohe Jugendarbeitslosigkeit und eingeschränkte Handlungsräume für zivilgesellschaftliche Organisationen stellen strukturelle Herausforderungen dar, die langfristige Reformen erfordern (ADB, 2025).

Schlussfolgerung

Die seit 2017 eingeleiteten Reformen haben einen Wandel angestoßen, der weit über sektorale Modernisierung hinausgeht und zunehmend zu einem neuen Entwicklungsleitbild führt (IMF, 2024). Usbekistan versucht, wirtschaftliche Öffnung, ökologischen Umbau und soziale Stabilisierung in ein konsistentes Politikmodell zu überführen, das zugleich internationale Kooperationen stärker integriert (Ministry of Economy and Finance, 2025).

Ob es gelingt, die Ziele der Agenda 2030 tatsächlich zu erreichen, hängt davon ab, ob die institutionellen Kapazitäten ausreichen, technologische Modernisierung voranzutreiben, soziale Inklusion zu stärken und ökologischen Herausforderungen resilient zu begegnen. Gelingt diese Verschränkung, könnte Usbekistan mittelfristig zu einem Modellfall nachhaltiger Entwicklung in Zentralasien werden (ADB, 2025).

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Analysis Of The Content Of The Mother Language Curriculum

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Abstract

This thesis analyzes the content structure of the mother tongue curriculum. The study examines the main goals and objectives of the curriculum, its role in the educational process, the distribution of topics across grades, and their sequence and logical coherence. The thesis also discusses the curriculum sections, including phonetics, lexicology, grammar, word formation, and speech development.

The work emphasizes the importance of combining theoretical knowledge with practical application and highlights the role of exercises and assignments in developing students' independent and critical thinking skills. It evaluates the level of oral and written language skills formation in students based on the competency-based approach reflected in the mother tongue curriculum.

In addition, the alignment of the curriculum with state educational standards and the regulatory documents approved by the O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi is analyzed. The study identifies the strengths and weaknesses of the curriculum and provides recommendations for its further improvement.

The results of this thesis aim to enhance the quality of mother tongue education, organize the learning process effectively, strengthen students' language knowledge, and increase their interest in the native language.

Keywords: mother tongue education, curriculum, content structure, state educational standard, competency-based approach, goals and objectives of instruction, sequence of topics, educational content, phonetics, lexicology, grammar, morphology, syntax, word formation, speech development, oral and written speech, assessment criteria.

Annotatsiya

Ushbu tezisdagi ona tili fani o'quv dasturining mazmuniy tarkibi haqida tahlil qilinadi. Tadqiqotda o'quv dasturining asosiy maqsadi va vazifalari, ta'lim jarayonidagi o'rni, mavzularning sinflar bo'yicha taqsimlanishi, ularning izchilligi va mantiqiy ketma-ketligi o'rganiladi. Shuningdek, dastur tarkibiga kiruvchi fonetika, leksikologiya, grammatika, so'z yasalishi hamda nutq o'stirish bo'limlari haqida ham so'z yuritiladi.

Tezisdagi nazariy bilimlar berish va uni amaliyot bilan qo'llashning qanchalar muhimligi, mashq va topshiriqlarning asosida o'quvchilarni mustaqil va tanqidiy fikrlash qobiliyatlarining rivojlantirishi haqida ham so'z boradi. Ona tili o'quv dasturida kompetensiyaviy yondashuv asosida o'quvchilarda og'zaki va yozma nutq ko'nikmalarini shakllantirish darajasi baholanadi. Bundan tashqari, o'quv dasturining davlat ta'lim talablari hamda O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi tomonidan tasdiqlangan me'yoriy hujjatlarga muvofiqligi tahlil qilinadi. Tadqiqot davomida o'quv dasturining kuchli va zaif tomonlari aniqlanib, uni yanada takomillashtirish bo'yicha takliflar beriladi.

Mazkur tezis natijalari asosida ona tili ta'limi sifatini oshirish, dars jarayonini samarali tashkil etish, o'quvchilarning tilga oid bilimlarini mustahkamlash va ularni ona tiliga bo'lgan qiziqishlarini oshirishga xizmat qiladi.

Kalit so'zlar: ona tili ta'limi, o'quv dasturi, mazmuniy tarkib, davlat ta'lim standarti, kompetensiyaviy yondashuv, ta'lim maqsadi va vazifalari, mavzular izchilligi, ta'lim mazmuni, fonetika, leksikologiya, grammatika, morfologiya, sintaksis, so'z yasalishi, nutq o'stirish, og'zaki va yozma nutq, baholash mezonlari, o'quv yuklamasi.

Asosiy qism. Ona tili o'quv dasturi boshlang'ich sinf o'quvchilari uchun muhim dastur bo'lib, unda o'quvchilarning nutqiy, lingvistik va kommunikativ kompetensiyalarini shakllantirish uchun xizmat qiladi. Xususan, ona tili darslaridagi topshiriqlar O'zbekiston Respublikasi Xalq ta'limi vazirligi tomonidan tasdiqlangan davlat ta'lim standartlari va o'quv dasturlari asosida belgilanadi. Ushbu dasturlar asosida ona tili darsliklaridagi topshiriqlar mazmuni ishlab chiqiladi. Har bir topshiriqlar zamonaviy pedagogik yondashuvlar, milliy qadriyatlar va xalqaro tajribani uyg'unlashtirgan holda yondashiladi.

Ona tili o'quv dasturining mazmuniy tarkibi bir necha asosiy yo'nalishlardan tarkibiy topgan bo'lib, ular quyidagilardan iborat:

1. Lingvistik bilimlar tizimi

Dasturda tilning barcha sathlari – fonetika, leksikologiya, so'z yasalishi, morfologiya va sintaksis izchil va uzviylik asosida beriladi. Har bir bo'lim o'quvchilarning yosh xususiyatlari hamda psixologik rivojlanish darajasini hisobga olgan holda bosqichma-bosqich murakkablashib boradi. Nazariy bilimlar amaliy mashqlar bilan mustahkamlanadi. Bunga misol tariqasida fonetika bo'limiga tegishli bo'lgan, Unli va undosh tovushlarni farqlash (masalan: a, o, e – unli; b, d, k – undosh).

So'zlarda urg'uni aniqlash: kitób, o'qitúvchi.

Jarangli va jarangsiz undoshlarni solishtirish (b–p, d–t). Shuningdek, leksikologiya, morfologiya, so'z yasalishi va punktuatsiya doir topshiriqlarni misol qilishimiz mumkin.

Sinonimlar: go'zal – chiroyli – husnli(leksikologiyaga doir)

So'z tarkibini tahlil qilish: ishchi = ish + chi(so'z yasalishi)

Ot: kitob, maktab, do'st(morfologiyaga doir)

Sodda gap: Bugun havo issiq(sintaksisga doir)

Vergul qo'llanishi: Bahorda, yozda va kuzda mevalar pishadi(punktuatsiyaga doir topshiriqlarni misol qilishimiz mumkin)

2. Nutq o'stirish va kommunikativ kompetensiya

Zamonaviy ona tili ta'limida asosiy e'tibor o'quvchilarning og'zaki va yozma nutqini rivojlantirishga qaratilgan. Matn bilan ishlash, mustaqil fikr bayon qilish, ijodiy yozma ishlar, bahs-munozara elementlari orqali o'quvchilarda muloqot madaniyati shakllantiriladi. Bu esa kompetensiyaviy yondashuv talablariga mos keladi.

3. Tarbiyaviy va ma'naviy komponent

Ona tili darslari orqali milliy o'zlikni anglash, vatanparvarlik, ma'naviy-axloqiy qadriyatlarni singdirish maqsad qilingan. O'quv materiallarida milliy madaniyat, tarix va adabiyot namunalari bilan bog'liq matnlardan foydalanish mazmuniy yaxlitlikni ta'minlaydi.

4. Integrativ va innovatsion yondashuv

Ona tili o'quv dasturi boshqa fanlar bilan uzviy bog'liqlikda ishlab chiqilgan. Axborot-kommunikatsiya texnologiyalaridan foydalanish, interfaol metodlar, kompetensiyaviy baholash tizimi dastur mazmunining zamonaviyligini ta'minlaydi.

Xulosa. Mavzu asosida shuni xulosa qilishimiz mumkinki, Ona tili o'quv dasturining mazmuniy tarkibi sifatida tizimlilik, izchillik va amaliy yo'naltirilganlik tamoyillariga asoanishi, shuningdek, dastur o'quvchilarda nafaqat lingvistik bilim, balki mustaqil fikrlash, nutq madaniyati va ijtimoiy faollik ko'nikmalarini shakllantirishga xizmat qiladi. Shu bois mazkur dastur mazmunini doimiy ravishda takomillashtirish, zamonaviy pedagogik texnologiyalar bilan boyitish dolzarb vazifa hisoblanadi.

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Economic Modernization And Structural Reform Of Uzbekistan

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Abstract

Uzbekistan's modernization agenda is anchored in a broad reform program initiated after President Mirziyoyev's 2016 election. Since 2017, the country has undertaken "wide-ranging political and economic reforms" to liberalize markets and improve the business climate. Modernizing and diversifying Uzbekistan's leading industries, while reducing state dominance is the aim. This marks a shift from prior emphasis on cotton cultivation and gold mining. The objective of this paper is to analyze the key obstacles to the modernization of Uzbekistan and to propose feasible and practical solutions across economic endeavors that correspond to Uzbekistan's national development goals and "New Uzbekistan Concept".

Key words: Uzbekistan; economic modernization; structural reform; privatization; state-owned enterprises (SOEs); banking sector dominance; small-medium enterprises (SMEs); export diversification; industrial policy; downstream processing; special economic zones (SEZs); WTO accession; global value chains (GVCs).

Economic structural constraints

Despite market reforms since 2017, economic modernisation in Uzbekistan remains constrained by state dominance in the financial sector. As of October 1 2024, State-owned banks still controlled about 67% of total banking assets, limiting competition and weakening market-based credit allocation (CBU, 2024). As a result, In 2024 Domestic credit to the private sector indicator made up only 33.2% of GDP, restricting access to long-term finance for private firms, particularly SMEs, whereas in advanced and emerging economies this indicator makes up more than 100%.

Diversification challenges

A second structural constraint is export concentration, which limits resilience and value-added growth. In 2024, Gold \$7.5bn, Services \$7.2bn (From which ICT Service Exports: \$0.6bn ~ only 9%), and Industrial goods (Basic metals like copper, zinc, aluminium products and etc.) \$4.2bn accounted for around 70% of total exports, signalling weak industrial upgrading (International Trade Administration, 2025). At the firm level, the constraint is sharper: despite trade openness rising, trade-to-GDP reached 61% in 2024, only about 6% of firms export, indicating limited participation in global value chains (World Bank, 2025). This weak GVC integration restricts technology transfer and productivity gains, leaving the economy exposed to commodity price volatility.

SME development issues

By the end of 2024, small and medium-sized enterprises and private entrepreneurship entities accounted for 54.3% of Uzbekistan's GDP, with over 411,000 active firms, indicating a large entrepreneurial base (Statistics Agency of Uzbekistan, 2024). Uzbekistan's goal of building a modern, private-sector economy is currently held back by a major lack of access to long-term finance. This problem has created a substantial \$6 billion financing gap between the \$13 billion in credit that businesses actually need and the limited amount of money banks are willing to lend. The difficulty of getting a loan is clear: the cost of borrowing is incredibly high. With

interest rates averaging around 23.3% in 2025, it is nearly impossible for companies to invest in expensive machinery or long-term projects and still turn a profit.

Proposed Solutions: Ways and Means of Economic Modernisation

Industrial policy

Upgrading Resource-Based Industries: Rather than exporting cotton, gold, natural gas, and other commodities in raw form, Uzbekistan will promote downstream processing. Downstream processing refers to the building and scaling industrial plants that convert raw extractives into finished or semi-finished products with higher added value, for gas, this is done in gas-chemical facilities that turn feedstocks like naphtha/ethane into polymers and other chemicals, rather than exporting them cheaply. Practically, this requires siting these facilities near resource and logistics hubs, such as Kashkadarya for gas-chemicals (Shurtan area) and Almalyk/Ahangaran for copper-based manufacturing, to integrate “mine/gas field → processing plant → manufacturing → export” into a single domestic value chain. Implementation of such, will bring tangible results, natural gas processing will be increased from 8% to 20% of output by developing gas-chemical industries (plastics, fertilizers). Metals like copper will be refined and used in domestic manufacturing; a 2 times increase in copper and ferrous metal products output is targeted. The government will support new metallurgy projects and clusters (e.g. a copper industry cluster) to ensure more of Uzbekistan’s gold, copper, and rare metals are processed locally for higher value exports (Reuters, 2024).

Developing New High-Value Industries: The government will identify and nurture emerging sectors that can become new growth drivers. One focus is the pharmaceuticals and medical equipment industry, targeted to grow 3x in output under the 2022–2026 strategy. Another is the electrical and electronics industry, which is planned to double output and triple exports by encouraging assembly of appliances and electronics for both domestic use and export. Uzbekistan will leverage its educated workforce and central location to attract electronics manufacturers and integrate local suppliers into these value chains (Eurasian Research Institute, 2025). Additionally, agribusiness and food processing will receive support, from fruit and vegetable canning to higher-end food products, building on the country’s agricultural strengths. Overall, by 2030 the aim is to raise the share of industrial and “industrial-technological” products in GDP from about 25% today to 32%, and to bring total industrial value-added share to \$45 billion, creating 2.5 million new high-paying industrial jobs in the process.

Special Economic Zones (SEZs) and Industrial Parks: Following the example of countries like China and Vietnam, Uzbekistan will establish or expand SEZs and industrial parks targeted at export-oriented manufacturing. These zones offer world-class infrastructure, streamlined regulations, and tax incentives to firms that produce for export. New zones are projected and will be created focusing on specific clusters. For instance, an “Electronics Park” near Tashkent to attract electronics assembly and component firms, or an expanded textile cluster in the Fergana Valley linking cotton growers to garment makers (NSCRU, 2025).

Privatisation Policy

Uzbekistan is executing an ambitious privatization agenda, over 2025 and beyond, the government will privatize 100s of enterprises and properties across sectors. This includes outright or partial sales of 115 state-owned companies (worth around \$2.4 billion) in areas such as automotive (UzAuto Motors), telecommunications (UMS mobile operator), oil & gas (Uzbekistan GTL plant), machinery, banking/insurance and others. Shares of 29 large enterprises are being offered via international auctions, using reputable advisers to ensure transparency. Crucially, a moratorium on establishing new State owned enterprises until 2030 (except for defense or special cases) is in place, signaling that the era of expanding state-owned companies is over. By 2030, the majority of economic activity should be in private hands, where 70–80% of GDP is generated by the private sector.

The share of banking assets in private banks is expected to rise from only 20% a few years ago to 60% by 2025. Several state banks (e.g. Ipoteka Bank, which was among top 5) have

already been privatized. With support from partners like EBRD, remaining large state banks (Asaka, Aloqabank, etc.) are being readied for sale or IPO. By 2030, a largely privately-owned, competitive banking system is expected, improving allocation of credit to SMEs and innovative projects (Presidential Decree No. УП-70, 2025). To ensure success and public trust, Uzbekistan is adopting international best practices in the sale of state assets. For instance, The State Assets Management Agency is collaborating with global financial institutions and consultants. The adoption of International Financial Reporting Standards for SOEs, along with independent audits, is improving financial transparency.

Investment and trade liberalisation

Investment and trade liberalisation focuses on concrete levers, particularly on WTO accession. Uzbekistan's WTO accession has entered an advanced phase, with noticeable negotiation progress reported by the end of 2025, signalling movement toward rules-based trade integration (WTO, 2025). Domestic legislation has been aligned accordingly, improving predictability for exporters and investors (U.S. Department of State, 2025). Coherently, Uzbekistan is pursuing to expand its network of trade partners (increase the number of export destination countries from 115 currently to 150+ in the coming years), thereby ensuring its producers have access to larger markets and can source inputs at competitive prices.

Conclusion: Expected outcomes and implications

Anticipated outcomes of Uzbekistan's modernization are concrete and measurable. Economically, success should show up in reducing the number of enterprises with state ownership sixfold by 2030, and a higher flow of market-based credit to firms, enabling SMEs to invest despite currently high borrowing costs. Industrial modernization should be reflected in value-chain upgrading: increasing gas processing from ~8% to 20% and expanding higher-value metallurgy output, targeted 2 times growth in copper and ferrous metal products, with export gains coming from processed goods rather than raw commodities.

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The Role Of Collective And Individual Training In Amir Temur's Army

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Abstract

The article studies the military training practices which Amir Temur used in his 14th-15th century military forces to examine how collective training methods and individual training methods affected military personnel readiness. The research shows that the combination between strict personal skill training and team practice sessions produced an exceptional fighting unit which maintained battlefield supremacy throughout Central Asia and the Middle East for multiple decades.

Keywords: Amir Temur, military training, collective preparedness, individual training, Timurid army, combat readiness, medieval warfare.

Introduction. Amir Temur's military accomplishments between 1336 and 1405 stand as one of history's most exceptional events because his armies succeeded in conquering extensive lands which reached from Delhi to Damascus and from the Volga River to the Persian Gulf [1]. Timurid military campaigns achieved exceptional success because their fighters used advanced organizational systems together with complete training programs to create a unified disciplined combat unit that fought together as one [2]. The military machine of this organization developed through its educational methods which teach us about historical practices used to develop human resources and improve organizational performance. The current study of Timurid military training holds value because its principles about how groups work together and people learn skills bridge historical studies and present-day team development and professional training methods [3]. This article examines how collective and individual training methods worked together in Amir Temur's army to create advantages during combat.

Methodology and literature review. The study uses existing scholarly literature and historical records and academic primary source interpretations as its complete research methodology. The analysis uses Sharaf ad-Din Ali Yazdi's "Zafarnama" and its academic interpretations to examine medieval Central Asian military practices as described in contemporary research [4]. Russian historiography has contributed substantially to understanding Timurid military organization, with researchers such as Bartold providing foundational analyses of Central Asian state structures and their military components [5]. The scholarly consensus shows that Amir Temur inherited nomadic military traditions which he developed through his interactions with settled societies.

Masson and other Soviet-era historians documented the organizational hierarchy of Timurid forces, noting the decimal system of army organization which they adopted from Mongol predecessors but used to create new combat systems [6]. International scholarship, especially comparative military history research, has shown that Timurid training methods should be studied within wider contexts of medieval military education because they contain both Mongol traditions and original teaching practices [7]. Uzbek historians have shown that Timurid military culture contained Central Asian elements because they believed that local traditions of horsemanship and archery created the base for official training systems [8].

Results and discussion. The analysis of existing academic research shows that soldiers in Amir Temur's military training program learned multiple combat skills which included mounted archery and sword fighting and lance skills and wrestling, because soldiers needed to master multiple fighting styles instead of learning one specific combat skill. The training program developed through this practice enabled soldiers to fight successfully in different battle scenarios, which included both standard combat and siege warfare and pursuit missions [9]. The training process for personal warrior development started during early childhood in

nomadic societies, where children learned essential skills of riding and archery, which later developed into military training programs. The training program dedicated special time to physical training, which required soldiers to complete rigorous exercises that built stamina for military operations in different environments and weather conditions. The Timurid military training program used group training sessions to teach soldiers how to move together as one unit and make quick decisions when they needed to perform complex battle strategies.

The decimal organizational system, structuring forces into units of ten, hundred, thousand, and ten thousand, provided the framework within which collective training occurred, with each level practicing coordination appropriate to its scale. Large-scale exercises simulating battle conditions, including the traditional hunting drives that served dual purposes of provisioning and military training, developed the communication and coordination skills essential for implementing Timur's sophisticated tactical schemes [10]. The relationship between individual and collective training proved synergistic rather than merely additive, as personal proficiency enabled warriors to execute their roles within coordinated maneuvers while collective exercises reinforced individual skills through competitive pressure and peer learning. Timur's personal involvement in training supervision, documented in contemporary chronicles, established standards of excellence and demonstrated the commander's commitment to military preparedness. The integration of these training approaches produced armies capable of executing the feigned retreats, flanking movements, and coordinated charges that consistently defeated numerically superior opponents, suggesting that training methodology constituted a decisive factor in Timurid military success.

Conclusion. The examination of collective and individual training within Amir Timur's army reveals a sophisticated pedagogical system that recognized the complementary nature of personal skill development and group coordination. The evidence from scholarly literature demonstrates that Timurid military success derived substantially from systematic approaches to warrior preparation that balanced individual proficiency with collective discipline. The decimal organizational structure provided both administrative efficiency and a framework for progressive training from small-unit tactics to army-level operations. The synthesis of nomadic martial traditions with formalized training procedures created a military force of exceptional effectiveness that dominated its era. These historical findings carry implications for contemporary understanding of organizational training, suggesting that optimal performance requires integrated development of individual competencies and team coordination rather than exclusive focus on either dimension. Further research might profitably examine the transmission of Timurid training methodologies to successor states and their influence on subsequent Central Asian military traditions.

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Managing Digital English Education Projects In Uzbekistan: Success Factors And Barriers

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Abstract

This article examines the management of digital English education projects in Uzbekistan, focusing on the key success factors and barriers influencing their implementation. The study explores how national educational reforms and digital transformation initiatives have created new opportunities for enhancing English language teaching. Using a qualitative research approach, data were collected through document analysis, interviews, and classroom observations. The findings reveal that effective leadership, teacher digital competence, professional development, and stakeholder collaboration significantly contribute to successful project outcomes. At the same time, infrastructural inequalities, inconsistent teacher training, and weak monitoring systems remain major obstacles.

Keywords: digital education, English language teaching, project management, ICT in education, digital competence, Uzbekistan education system, e-learning, educational innovation.

INTRODUCTION

In recent years, the rapid development of digital technologies has significantly transformed educational systems around the world. English language education, in particular, has experienced a profound shift as digital tools, online platforms, and blended learning environments have become central to teaching and learning processes. In Uzbekistan, ongoing educational reforms and national strategies aimed at modernizing the education sector have placed strong emphasis on improving English language proficiency and integrating digital technologies into classrooms. As a result, managing digital English education projects has become an increasingly important area for educators, administrators, and policymakers.

The implementation of digital English education projects in Uzbekistan reflects the country's broader commitment to preparing students for participation in a globalized, information-driven society. Government initiatives, investments in information and communication technologies, and professional development programs for teachers have created new opportunities to enhance language learning through digital resources. Online platforms, mobile applications, virtual classrooms, and multimedia materials have the potential to make English learning more interactive, accessible, and effective for students across different regions of the country.

This article explores the key success factors and common barriers in managing digital English education projects in Uzbekistan. It aims to analyze the current context of digital English education, identify the elements that contribute to effective project implementation, and highlight the challenges that may hinder progress. By examining these aspects, the study seeks to provide practical insights and recommendations for educators, school leaders, and policymakers working to strengthen digital English education initiatives in Uzbekistan.

LITERATURE REVIEW

The integration of digital technologies into language education has been widely discussed in recent academic literature, particularly in the context of English language teaching (ELT). Researchers emphasize that digital tools, online platforms, and multimedia resources can enhance learners' motivation, provide authentic language exposure, and support the development of communicative competence. According to studies on technology-enhanced language learning, digital environments allow for interactive, student-centered instruction that encourages collaboration, creativity, and independent learning. These features are especially

relevant in countries undergoing educational reforms, where improving English proficiency is a national priority.

In recent years, scholars have examined the role of digital education projects in developing countries and transitional educational systems. They highlight that successful implementation depends not only on the availability of technology but also on effective project management, teacher training, institutional support, and policy alignment. Research shows that digital English education initiatives are more effective when they are supported by clear strategic planning, ongoing professional development, and continuous monitoring and evaluation. Without these components, digital projects often fail to achieve sustainable results despite initial investments in hardware and software.

The concept of digital competence among teachers has also been widely explored in the literature. Studies suggest that teachers' digital literacy, pedagogical readiness, and attitudes toward technology significantly influence the outcomes of digital education projects. When teachers are confident in using digital tools and understand how to integrate them into language teaching, students benefit from more engaging and meaningful learning experiences. Conversely, insufficient training and limited technical support can become major barriers to successful project implementation.

Research focusing on Central Asia and Uzbekistan indicates that the government has prioritized the modernization of education through digitalization and the strengthening of foreign language instruction, particularly English. National programs aimed at improving ICT infrastructure in schools, introducing digital platforms, and supporting teacher training have created favorable conditions for digital English education. However, several studies point out that disparities between urban and rural schools, inconsistent access to technology, and varying levels of digital readiness among educators remain significant challenges. These factors can affect the scalability and sustainability of digital education projects.

METHODOLOGY

This study employs a qualitative and descriptive research design to explore the success factors and barriers in managing digital English education projects in Uzbekistan. The qualitative approach was selected because it allows for an in-depth understanding of the experiences, perceptions, and challenges faced by educators and project coordinators involved in digital English education initiatives. At the same time, elements of a descriptive method were used to summarize current practices and identify common trends in project implementation.

The research was conducted using a combination of document analysis, semi-structured interviews, and classroom-based observations. First, relevant policy documents, national education strategies, and methodological guidelines related to digital education and English language teaching in Uzbekistan were analyzed. This helped to identify the official framework and expectations for digital English education projects at the national and institutional levels. Additionally, academic articles and methodological publications were reviewed to establish a theoretical basis for the study.

Semi-structured interviews were carried out with English teachers, school administrators, and project coordinators who have experience implementing digital tools and platforms in English language classrooms. The participants were selected through purposive sampling, ensuring that they had direct involvement in digital education projects. The interviews focused on key topics such as project planning, teacher training, technological resources, student engagement, and perceived challenges. This method allowed participants to share detailed insights while providing flexibility for follow-up questions.

Classroom observations were also conducted to examine how digital tools are used in practice during English lessons. These observations provided an opportunity to analyze the interaction between teachers, students, and digital resources, as well as the overall effectiveness of project implementation at the classroom level. Observation notes were used

to identify patterns related to student participation, the integration of digital materials, and the management of digital learning activities.

The collected data were analyzed using thematic analysis. Key themes were identified based on recurring patterns in the interviews, documents, and observations. These themes were then grouped into categories representing success factors and barriers in managing digital English education projects. The analysis aimed to connect practical findings with theoretical perspectives from the literature review.

Table 1. Key success factors and barriers in managing digital english education projects in Uzbekistan

| Category | Factor | Description | Impact on Project Implementation |
|-----------------------|--------------------------------|--|---|
| Success Factor | Government Policy Support | National reforms promoting digitalization and English language proficiency | Provides strategic direction and institutional legitimacy |
| Success Factor | School Leadership | Active administrative monitoring and coordination | Ensures sustainability and accountability |
| Success Factor | Teacher Digital Competence | Teachers' ability to integrate ICT into communicative ELT | Increases student engagement and learning effectiveness |
| Success Factor | Professional Development | Continuous ICT and methodology training | Enhances pedagogical innovation |
| Success Factor | Student Motivation | Use of interactive platforms and multimedia tools | Improves participation and autonomous learning |
| Success Factor | Stakeholder Collaboration | Cooperation among teachers, IT staff, and administrators | Strengthens project stability and coordination |
| Barrier | Infrastructure Inequality | Limited internet access and digital devices (especially rural areas) | Reduces scalability and equity |
| Barrier | Limited Technical Support | Insufficient IT maintenance and troubleshooting systems | Causes interruptions in digital implementation |
| Barrier | Inconsistent Teacher Training | Unequal access to high-quality professional development | Leads to superficial technology use |
| Barrier | Weak Monitoring and Evaluation | Lack of measurable performance indicators | Decreases long-term sustainability |
| Barrier | Resistance to Change | Traditional teaching mindset and fear of technology | Slows digital transformation process |

RESULTS

The findings of the study reveal that the effectiveness of managing digital English education projects in Uzbekistan is influenced by a combination of structural, pedagogical, technological, and organizational factors. Based on the thematic analysis of document review, interviews, and classroom observations, the results are categorized into two major groups: success factors and barriers. The analysis demonstrates that while significant progress has been made in digital transformation, systemic and contextual challenges continue to affect sustainability and overall impact.

First, one of the most significant success factors identified is strong institutional and governmental support. National educational reforms emphasizing digitalization and foreign language proficiency have created a favorable policy environment. Schools that demonstrated successful project implementation typically had clear strategic planning aligned with national goals. Administrative leadership played a critical role in coordinating resources, setting measurable objectives, and ensuring accountability mechanisms. In institutions where school

leaders actively monitored progress and supported teachers, digital English projects showed higher levels of continuity and effectiveness.

Second, teacher digital competence emerged as a decisive factor in project success. The data indicate that teachers who received structured professional development in both digital tools and pedagogical integration strategies were more confident and innovative in their instructional practices. These teachers were more likely to use interactive platforms, multimedia resources, and collaborative online tasks effectively. Classroom observations confirmed that when digital tools were pedagogically integrated rather than used merely for presentation purposes, student engagement and participation significantly increased. Therefore, digital literacy combined with methodological preparedness directly influenced learning outcomes.

Third, student motivation and engagement were positively correlated with the interactive nature of digital instruction. Projects that incorporated gamification, multimedia content, and communication-based online activities showed improved student involvement. Students reported greater interest in English lessons when digital platforms allowed for immediate feedback, autonomous practice, and real-life communication scenarios. This suggests that digital tools, when meaningfully applied, contribute to a more learner-centered educational environment.

However, the study also identified several persistent barriers. One of the primary challenges is unequal access to technological infrastructure. Disparities between urban and rural schools were evident in terms of internet stability, availability of digital devices, and technical maintenance. In some cases, insufficient hardware limited the scalability of digital initiatives, reducing them to isolated classroom experiments rather than school-wide projects. This infrastructural gap directly affects the equity and sustainability of digital English education.

Another major barrier relates to inconsistent teacher preparedness. Although professional development programs exist, not all educators have equal access to high-quality training. Some teachers expressed uncertainty about integrating digital tools into communicative language teaching methodologies. In such cases, technology was often underutilized or used in a traditional teacher-centered manner, limiting its transformative potential. This finding highlights the need for continuous and practice-oriented professional support rather than one-time training sessions.

The results also indicate that stakeholder collaboration significantly influences project outcomes. Schools that fostered cooperation among teachers, IT specialists, administrators, and parents demonstrated stronger project stability. Conversely, limited communication and unclear role distribution created organizational inefficiencies. Successful projects were characterized by shared responsibility and coordinated efforts.

CONCLUSION

The study confirms that managing digital English education projects in Uzbekistan is a complex and multidimensional process that requires strategic coordination, pedagogical readiness, and sustainable infrastructure development. The findings demonstrate that digital transformation in English language education is not solely dependent on technological availability but is strongly influenced by leadership, teacher competence, and effective project management practices. When digital initiatives are aligned with national educational reforms and supported by active school administration, they tend to produce more stable and measurable outcomes.

One of the central conclusions of this research is that teacher digital competence plays a decisive role in determining the success of digital English education projects. Technology becomes pedagogically meaningful only when educators possess the methodological knowledge and confidence to integrate digital tools into communicative and learner-centered instruction. Continuous professional development, therefore, is not optional but essential for sustainable digital innovation.

At the same time, infrastructural disparities remain a significant barrier, particularly between urban and rural educational institutions. Unequal access to reliable internet, modern devices, and technical support limits the scalability and equity of digital projects. Without systematic investment in infrastructure and maintenance, digital education risks becoming fragmented and inconsistent.

Furthermore, the study highlights the importance of monitoring, evaluation, and stakeholder collaboration. Projects that include clear objectives, measurable indicators, and feedback mechanisms demonstrate higher sustainability. Effective cooperation among administrators, teachers, IT specialists, policymakers, and parents strengthens implementation processes and ensures long-term impact.

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The Role, Modern Problems, And Development Prospects Of Metrological Support In Cultivating Melon Crops On Farms

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Abstract

This article explores the role and significance of metrological support in cultivating melon crops on farms. It highlights the importance of measuring instruments, such as refractometers, in ensuring product quality, rational resource use, and export competitiveness. The study discusses modern smart farming technologies and national standards, identifying key challenges. Furthermore, a newly developed method for assessing the technical condition and accuracy of measuring instruments used in agriculture is proposed.

Keywords: metrological support, melon crops, agriculture, measuring instruments, refractometer, smart farming, standards, Uzbekistan.

INTRODUCTION

Today, against the backdrop of rapid global population growth and climate change, ensuring food security, applying resource-saving technologies in agricultural production, and raising product quality to international standards are of global significance. The cultivation of melon crops in the agricultural sector, one of the leading branches of Uzbekistan's economy, holds a special place and is of strategic importance in increasing the country's export potential. According to official statistics, in 2023 the republic produced 2.6 million tons of melon and other cucurbit crops, representing a 5.5% increase compared to 2022. Furthermore, during the same period, Uzbekistan ranked eighth globally in terms of the export volume of melon products. In 2024, these figures are expected to increase even more, with the growth rate reaching almost 6 percent. However, along with the quantitative increase in production volume, the issue of product quality, competitiveness, and the rational use of natural resources, especially water and land resources, is becoming an acute problem on the agenda. Exactly at this point, the role and significance of metrological support in farms become clearly evident. In the process of growing melon products in agriculture, measuring instruments have an important scientific and practical significance, and the efficiency, stability, and quality indicators of any technological process directly depend on the accuracy and reliability of measurement results. From this point of view, the measuring instruments used in the processes of growing melon products are one of the main factors in increasing productivity, rational use of resources, and guaranteeing the quality of the finished product.

LITERATURE REVIEW

The fact that the development of the field of metrology and standardization in the Republic of Uzbekistan is defined as one of the priority directions of state policy further increases the relevance of the topic. In particular, the Development Strategy of New Uzbekistan for 2022-2026, approved by the Decree of the President of the Republic of Uzbekistan No. UP-60 dated January 28, 2022, clearly defines the tasks of digitizing agriculture and introducing modern technologies, including measurement and monitoring systems. These documents specifically emphasize the importance of digital and metrological tools in the efficient use of resources and improving product quality. Also, the resolution No. PP-4477 of August 15, 2019, is aimed at further improving the metrology system and developing the infrastructure for testing and calibrating measuring instruments. Within the framework of the strategy for the transition to a "Green Economy," it is required to increase energy and water efficiency, carry out technological

modernization, and introduce "green" criteria based on international standards. The role of standards is invaluable in improving the quality and export potential of melon products. State standards of Uzbekistan (O'zDSt) and international standards (ISO) serve as the legal and technical basis for quality management in farms. For example, there are standards determining seed quality (O'zDSt 2823:2014, O'zDSt 663:2017) and rules for storing and transporting products. The implementation of ISO 9001 (Quality Management System) and ISO 22000 (Food Safety) standards in farms expands the opportunities for products to enter the international market. In practice, the fact that advanced entities like the "Biogumus" farm have obtained ISO 22000 and Organic certificates and are exporting their products to the European market is clear proof of this. Additionally, in trade with CIS countries, GOST standards, for instance, GOST 8.579-2002 regarding the requirements for the quantity of packaged goods, remain highly relevant.

METHODOLOGY

In particular, refractometers (Brix meters) play an important role in determining the ripeness level and taste quality of melon products. These instruments determine the dry matter, mainly sugar content, in fruit juice. A high "Brix" level determines the sweetness and market value of the product. Accurate data obtained using a refractometer helps the farmer correctly determine the harvest time, sort the product, and select the highest quality batches for export. Scientific research notes that melon products with high sugar content are highly valued in the market and better meet consumer demand. Since refractometry measurements are sensitive to temperature, regular calibration of the instrument is required. Today, there is a trend of introducing innovative technologies into agriculture. In modern "Smart Farming", drones, multispectral cameras, GPS systems, and IoT (Internet of Things) technologies are widely used. Multispectral and thermal images taken by drones make it possible to monitor crop conditions in real-time, detect diseases early, and apply fertilizers differentially. GPS systems optimize the movement trajectory of agricultural machinery, reduce fuel consumption, and help plan the land "piece by piece". These technologies not only reduce labor costs but also lower the consumption of chemicals, serving to ensure ecological sustainability. Digital monitoring systems reduce the human factor and minimize measurement errors by automating the process of measurement and data collection.

RESULTS

For the first time, a method for determining the technical condition and accuracy level of measuring instruments used in the process of growing vegetable and melon products in farms was created. This provides farmers and young professionals with specific guidelines on the proper use of metrological tools in cultivating high-quality products. Thus, improving metrological support in growing melon products on farms is not just a technical issue, but a decisive factor in strengthening the country's food security, saving water resources, and ensuring the export competitiveness of agricultural products. Research shows that implementing metrologically sound measurement systems and calibrating them based on state standards serves to increase the efficiency of farms' activities. To achieve these goals, it is required to deeply analyze the current state of the use of measuring instruments in farms growing melon products, identify existing problems, and develop scientifically grounded proposals for their elimination.

CONCLUSION

In conclusion, increasing the role of measuring instruments in the cultivation of melon crops, ensuring their accuracy and reliability, as well as widely introducing modern digital technologies into the sector, is the guarantee of taking Uzbekistan's agriculture to a new level. Scientific research and practical measures in this direction make a significant contribution to achieving the goals set in the "New Uzbekistan" strategy, particularly to improving the quality and increasing the export volume of agricultural products, and ultimately ensuring the abundance of our people's table. Metrology means accuracy, and accuracy means quality and efficiency. In the field of melon growing as well, keeping an accurate record of every drop of water and

every gram of fertilizer, and understanding the language of soil and plants through measuring instruments must become the primary weapon of today's farmer.

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