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Theoretical Basis Of Teaching English To Students With Dyslexia

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Annotation

The article, taking the history of dyslexia as the object of the methodology, provides information on the history of the development of dyslexia education, types and description of dyslexia, problems that arise in its study, criteria for identifying and assessing dyslexia. Information is provided on the system of exercises and strategies used in the process of teaching dyslexia, the methodology for their development, interactive exercises and the principles of their creation.

Keywords: dyslexia, mental retardation, brain disease, integration.

Annotatsiya

Maqolada disleksiya tarixi metodikaning obykti sifatida olinib disleksiya ta'limining taraqqiyot tarixi va disleksiya turlari va tavsifi, uni o'rganishda yuzaga keladigan muammolar, disleksiyani aniqlash va baholash mezonlari haqida ma'lumot berilgan. Disleksiyaga mos o'qitish jarayonida qo'llaniladigan mashqlar tizimi va strategiyalar, ularni ishlab chiqish metodikasi, interaktiv mashqlar va ularni yaratish tamoyillari haqida ma'lumot berilgan.

Kalit so'zlar: disleksiya, aqliy zaiflik, miya kasalligi, integratsiya.

Disleksiya - bu tinglash, gapirish, o'qish, yozish, fikrlash va matematik qobiliyatlarni egallash va ulardan foydalanishda jiddiy qiyinchiliklar bilan namoyon bo'ladigan o'rganish buzilishi. Boshlang'ich ta'limni boshlagan disleksiyasi bo'lgan bolalar o'qish, yozish va matematik operatsiyalarni tushunishda qiynaladi, chunki ular o'rganishi mumkin bo'lgan aqliy rivojlanish hali tugamagan. Biroq, bu ularning aql darajasi bilan bog'liq muammolarni ko'rsatmaydi. Bu juda yuqori darajadagi aqli bolalarda ham uchraydi. Ammo ba'zida kasallik e'tiborga olinmaydi. Disleksiya bilan og'rigan bolalar nafaqat aqliy qobiliyatlarga, balki maxsus qobiliyatlarga ham ega bo'lishi mumkin. Buning muhim dalillari disleksiya bilan mashhur bo'lgan olimlar va rassomlar: Albert Eynshteyn, Leonardo da Vinchi va Tom Kruz. Disleksiyasi bo'lgan bolalarda ham diqqat etishmasligi buzilishi kuzatilishi mumkin. Shuning uchun bu bolalar muntazam ravishda mutaxassis tomonidan diqqat markazida bo'lishi kerak.

Disleksiya - o'qish qobiliyatini yo'qotish, aqliy zaiflik, miya kasalligi, normal va etarli ma'lumot, aqlning normal darajasi, tegishli ijtimoiy-madaniy muhit. Bu qiyinchilik markaziy asab tizimidagi pertseptiv integratsiya buzilishlarini (so'zlarni farqlashda qiyinchilik, gapda so'zlarni to'g'ri tartibda joylashtirishda qiyinchilik, fonetik-audiovizual integratsiya ko'rinishidagi tilda qiyinchiliklar) yoki vizual-motor disfunktsiyani o'z ichiga olishi mumkin.

Disleksiya tug'ma rivojlanish va travma bilan bog'liq bo'lgan disleksiya sifatida ikki turga bo'linadi. Tug'ma disleksiya tug'ilishdan oldin, tug'ruq paytida va tug'ishdan keyingi asoratlarga qarab uch turga bo'linadi. Prenatal disleksiya noto'g'ri va muvozanatsiz ovqatlanish, homiladorlik paytida infeksiyalar va ongli ravishda giyohvand moddalarni iste'mol qilish natijasida yuzaga kelishi mumkin. Disleksiya irsiy omillar tufayli yuzaga kelishi mumkin.

Disleksiya bilan og'rigan bolalardagi eng katta muammo uni davolash emas, balki tashxis qo'yishdir. Chunki, boshqa ta'lim buzilishlari singari, disleksiya ham yashirin kasallik bo'lib, uni bir qarashda tushunish mumkin emas. Shuning uchun, bola maktabga kirishdan oldin buni sezish qiyin bo'lishi mumkin. Disleksiya odatda bolalikda, o'qishning boshida seziladi.

Rivojlanayotgan ta'limdagi qiyinchiliklar ko'pincha maktabning dastlabki yillarida namoyon bo'ladi, ammo yorqin fikrli bolalar bu qiyinchiliklarning o'rnini to'ldirishlari va ularni 9-10 yoshgacha yashirishlari mumkin. Shuning uchun yorqin bolalarda disleksiya oddiy bolalarga qaraganda kechroq sodir bo'ladi. Biroq, alomatlar ertaroq o'zini namoyon qila boshlaydi. O'ng va chapni farqlash va tengdoshlariga ko'ra soatni o'rganish, pulni tanib olish yoki joylarda raqamlarni teskari aylantirishda kechikishlar va qiyinchiliklar.¹

Disleksiyaga ega bo'lgan o'quvchilar ingliz tilida matnlarni o'qishda sezilarli darajada qiyinchiliklarga duch keladilar. Bu muammolar quyidagilardan iborat bo'lishi mumkin:

- So'zlarni sekin va to'xtab-to'xtab o'qish: Ular so'zlarni harflab o'qishga harakat qilishadi, bu esa matnni tushunishga xalal beradi.
- Tovush va harflar o'rtasidagi bog'liqlikni tushunmaslik: Ayniqsa ingliz tilidagi fonetik va imloviy tizim bir-biriga mos kelmagani sababli bu yanada murakkablashadi.
- Matnni tushunmaslik: O'qilgan matndan asosiy ma'lumotni ajratib olishda qiyinchilik kuzatiladi.

Yozma nutq disleksiya bo'lgan talabalar uchun eng katta sinovlardan biridir:

- So'zlarni noto'g'ri yozish (xatoliklar): Harflarni joyidan almashtirish, tushirib qoldirish yoki ikki marta yozish holatlari ko'p uchraydi.
- Imloni eslab qolmaslik: Ingliz tilidagi murakkab imlo qoidalari, so'zlarning yozilishi va o'qilishi o'rtasidagi tafovut ularni chalg'itadi.
- Yozma ifoda muammolari:
- Fikrni izchil bayon qilishda, gap qurishda qiyinchiliklar kuzatiladi.

Eshitish va talaffuzdagi muammolar

Disleksiya ba'zan eshitishdagi noaniqliklar bilan ham kechadi:

- Fonemik eshituv zaifligi: Tovushlarni ajratish, ayniqsa o'xshash tovushlarni farqlash (masalan, *b* va *p*) qiyin bo'ladi.
- Tovushlarni noto'g'ri talaffuz qilish: Bu so'zlarni o'zlashtirishni qiyinlashtiradi va yozishda ham xatolarga olib keladi.

Lug'at boyligini shakllantirishdagi muammolar.

Ingliz tilidagi so'zlarni yodlash, ularni to'g'ri talaffuz qilish va kontekstda ishlatish disleksiyali talabalar uchun murakkab kechadi. Bu quyidagilarga olib keladi:

- So'zlarni tez-tez unutish.
- Sinonim va antonimlarni eslab qolishda qiyinchilik.
- So'zlarni kontekstda ishlata olmaslik.

Ingliz tili fonetik va imloviy jihatdan murakkab til sanaladi. Quyidagi omillar disleksiya bilan bog'liq muammolarni yanada kuchaytiradi:

- Bir tovush – ko'p harf kombinatsiyalari (masalan, /f/ tovushi uchun *ph* yoki *f*)
- So'zlar talaffuzi bilan yozilishi o'rtasidagi tafovut (masalan: *rough*, *though*, *through*)
- Stress va intonatsiya tizimi: Ingliz tilidagi urg'u va intonatsiya tizimi disleksiyaga ega o'quvchilar uchun qo'shimcha to'siq bo'lishi mumkin.

Psixologik omillar

Disleksiyaga ega bo'lgan talabalar til o'rganish jarayonida o'zini ishonchsiz his qilishadi. Ular:

- Xatolardan qo'rqib, faol ishtirok etmay qolishadi;
- Doimiy ravishda o'zlarini tengdoshlaridan past baholashadi;
- Til o'rganishdan butunlay voz kechish xavfi ostida bo'lishadi.

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Narrative Time And Moral Encoding In English And Uzbek Legends

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Annotation

This article examines the structural and semantic peculiarities of narrative time and moral encoding in English and Uzbek legends from a comparative lingua-cultural perspective. Legends, as a form of traditional narrative, play a crucial role in preserving cultural memory and transmitting ethical values across generations. The study focuses on how temporal organization and moral meaning are linguistically and culturally constructed in the two traditions. The analysis reveals that English legends typically employ a linear and chronological model of narrative time, where moral meanings are conveyed implicitly through character behavior and narrative outcomes. In contrast, Uzbek legends demonstrate a more flexible and sometimes cyclic perception of time, accompanied by explicit and didactic moral expressions reinforced through proverbs and culturally significant symbols.

Key words: supernatural elements, Uzbek narrative, English folk narrative, folklore typology, comparative analysis, oral tradition

Introduction: Legends constitute an essential component of oral and written traditions, reflecting the cultural, historical, and moral frameworks of a society. As narrative texts, they are not only structured through linguistic means but are also shaped by the cultural contexts in which they emerge. Among the various aspects of narrative construction, temporal organization and moral encoding stand out as key elements that influence both the form and interpretation of the story. Narrative time determines how events unfold and how the audience perceives causality, continuity, and significance. Moral encoding, in turn, defines how ethical meanings are embedded within the narrative—either explicitly stated or implicitly suggested. These elements are deeply interconnected and often reveal underlying cultural patterns. This article aims to investigate the differences and similarities in the representation of narrative time and moral meaning in English and Uzbek legends. By adopting a comparative approach, the study seeks to uncover how linguistic and cultural factors shape narrative strategies and influence the reader's or listener's interpretation.

Main Part

The comparative analysis of English and Uzbek legends demonstrates notable distinctions in both temporal structuring and moral expression, reflecting broader differences in cultural cognition and communicative styles. In English legends, narrative time is predominantly linear and sequential. Events unfold in a clear chronological order, often marked by temporal connectors such as "once," "then," and "after." This linear progression reinforces a cause-and-effect relationship, enabling the reader to trace the logical development of the narrative. The clarity of temporal sequencing contributes to a structured and coherent storytelling style.

Moral encoding in English legends tends to be implicit. Rather than directly stating the moral, the narrative allows it to emerge through the actions and consequences experienced by characters. For example, a character's downfall due to arrogance or dishonesty subtly communicates ethical lessons without overt explanation. This indirect approach encourages readers to engage in interpretation and derive meaning independently, reflecting a tendency toward individual cognitive involvement. In contrast, Uzbek legends often exhibit a more flexible

approach to narrative time. While chronological order is not entirely absent, the narrative may include shifts between temporal layers, repetitions, or reflective insertions that create a sense of cyclicity. Expressions such as “qadim zamonlarda” or “bir kuni” function not only as temporal markers but also as cultural signals that situate the narrative within a shared historical imagination. Moral encoding in Uzbek legends is generally explicit and didactic. The narrator frequently provides clear guidance on the intended moral lesson, sometimes concluding the story with a direct statement or reinforcing it through proverbs. These proverbs serve as culturally embedded units of meaning, linking the narrative to collective wisdom and social norms. The presence of evaluative language and rhetorical emphasis further strengthens the didactic function of the text.

Another significant difference lies in audience positioning. English legends tend to treat the reader as an active interpreter, while Uzbek legends position the audience within a framework of shared understanding, where the moral message is collectively recognized and accepted. This reflects a broader distinction between individualistic and collectivistic orientations in discourse. From a lingua-cultural perspective, these differences illustrate how narrative structures are influenced by cultural models of thought. The linearity and implicitness found in English legends correspond to analytical and interpretive tendencies, whereas the flexibility and explicitness in Uzbek legends align with holistic and community-oriented modes of communication.

In Uzbek narratives, the supernatural emphasizes spiritual harmony and moral order. In English narratives, it often introduces dramatic tension and explores the boundary between the natural and the otherworldly. Typological comparison reveals both convergence and divergence. Both Uzbek and English narratives utilize supernatural elements to connect human experience with higher powers or unseen worlds. However, the narrative emphasis differs. Uzbek narratives integrate supernatural motifs within a realistic and ethical framework, while English narratives frequently foreground the supernatural as an independent and dominant force. Despite these differences, the shared presence of supernatural motifs demonstrates universal narrative strategies shaped by cultural context. These strategies highlight humanity’s collective need to explain the unknown and reinforce moral values.

Conclusion: This comparative typological study demonstrates that supernatural elements play a crucial role in both Uzbek and English narratives, despite differences in cultural expression and narrative emphasis. Uzbek narratives employ supernatural motifs to reinforce spiritual belief, moral instruction, and historical continuity. English folk narratives, in contrast, emphasize imaginative diversity, dramatic conflict, and moral judgment through supernatural imagery. The analysis confirms that supernatural elements function as universal narrative tools adapted to specific cultural and historical contexts. Further research may expand this comparative framework by including additional narrative traditions or by focusing on specific motifs in greater detail.

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Identifying Neurotic Disorders In Irritable Bowel Syndrome And Studying The Effectiveness Of Cognitive Psychotherapy In Them

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Abstract

This article presents an analysis of the results of measures to identify anxiety-phobic disorders observed in irritable bowel syndrome, improve medical psychological support, and treat disorders in the patient's psyche using psychotherapy methods. A statement was made about the importance of psychotherapeutic support in irritable bowel syndrome and achieving the intended result in a short time.

Key words: Irritable bowel syndrome, neurotic disorders, anxiety-phobic disorders, psychotherapy, psychopharmacotherapy, HADS scale.

Introduction: Functional diseases of the gastrointestinal tract remain one of the most serious and incompletely solved problems of modern medicine [10,9,1,7]. In terms of disease indicators, they take the leading place in general therapeutic and gastroenterological practice. According to the World Organization of Gastroenterology, diseases of the gastrointestinal tract occur in 30% of the European population among adults, and abdominal pain is the main cause. Approximately 20-50% of these cases are associated with the manifestation of irritable bowel syndrome. The prevalence of irritable bowel syndrome in the world is on average 10-20% of the general population [10, 9, 7].

The social importance of diseases of the gastrointestinal tract is explained by their prevalence among young people [1]. In terms of the severity and frequency of complications, the affected bowel syndrome is significantly lower than other organic pathologies, but the quality of life of such patients is sharply reduced [3, 4, 10]. The diagnosis of irritable bowel syndrome is one of the most relevant diagnoses in gastroenterology, because it is based on the exclusion of diseases with similar symptoms and requires the use of extensive laboratory and instrumental research methods [9].

According to different authors, from 54 to 100 percent of patients with irritable bowel syndrome show changes in their personality and character [11,5]. The level of anxiety and depressive disorders in irritable bowel syndrome is very high, because the most universal reactions are related to conflicts of the mental sphere in external or internal problems [2].

Anxiety-phobic disorders are one of the most common mental disorders today. According to WHO data in 2017, 18.1% of the world's population suffers from anxiety-phobic disorders [14]. The use of Erickson hypnosis in the effective treatment of anxiety disorders after covid-19 [15]. Currently, the affected bowel syndrome is considered as a biopsychosocial pathology associated with the dysregulation of intestinal functions by the nervous system, therefore psycho-emotional and vegetative aspects are given great importance in the study of the pathogenesis of the disease [6].

The lability of the regulatory mechanisms of the central nervous system leads to a violation of the interaction between the brain and visceral structures [12]. The functional activity of the central nervous system is related to constitutional characteristics, which mainly determine the personality and character profile and the tendency to psychosomatization, as well as the influence of many external factors. The autonomic nervous system directly regulates the homeostasis of intestinal functions: secretion, motility, sensitivity [12]. It is considered a moderator of the visceral response to the impulses of higher nerve centers during psychosocial stress and a number of other effects [13]. In recent decades, the number of patients with

affected bowel syndrome has increased significantly against the background of the prevalence of psychosomatic pathology associated with the phenomenon of maladaptation and accompanied by multisystem autonomic dysfunctions [13.8].

Purpose: To identify anxiety-phobic disorders in intestinal impaction syndrome and to improve medical psychological support in them.

Materials and methods : This research was conducted in 2022-2023 among 70 patients with TIS who came to the multidisciplinary clinic of the Tashkent Medical Academy , gastroenterology department. The age range of patients is 25-55 years. The average age of patients is 29±4.5. The diagnosis was made on the basis of complaints, anamnesis , objective and paraclinical data when patients came to the clinic for inpatient treatment . Mental disorders were examined by medical psychological questionnaire recommended by ZR Ibodullaev and evaluated by mental psychological tests.

Patients clinical psychological inspections were conducted on days 1-3 and 27-30. The following tests were performed to verify the diagnosis : therapeutic inspections with one in line ZR Ibodullaev by in 2008 work developed medical and psychological from the questionnaire , anxiety-phobic violations determination HADS questionnaire for worry which determines from the scale was used . Psychocorrection methods include psychological interview, cognitive therapy, and self-training. The interview takes an average of 45-60 minutes per patient, once every 4-5 days for 1 month , 4-5 times depending on the patient's condition take went _ Two of the interviews were conducted in an inpatient setting, and the rest were conducted in an outpatient setting

Results of the study: according to the obtained results, it was shown that anxiety phobic disorders are one of the main factors that lead to a decrease in the ability to work in the working age of people. in neurotic disorders, pathological conditions in the psyche have a significant impact on the course of the disease. During the study, before treatment of both groups of patients, attention was paid to their life anamnesis, the degree to which the clinical symptoms of the disease were expressed, physical laboratory examinations and concomitant diseases of the patients.

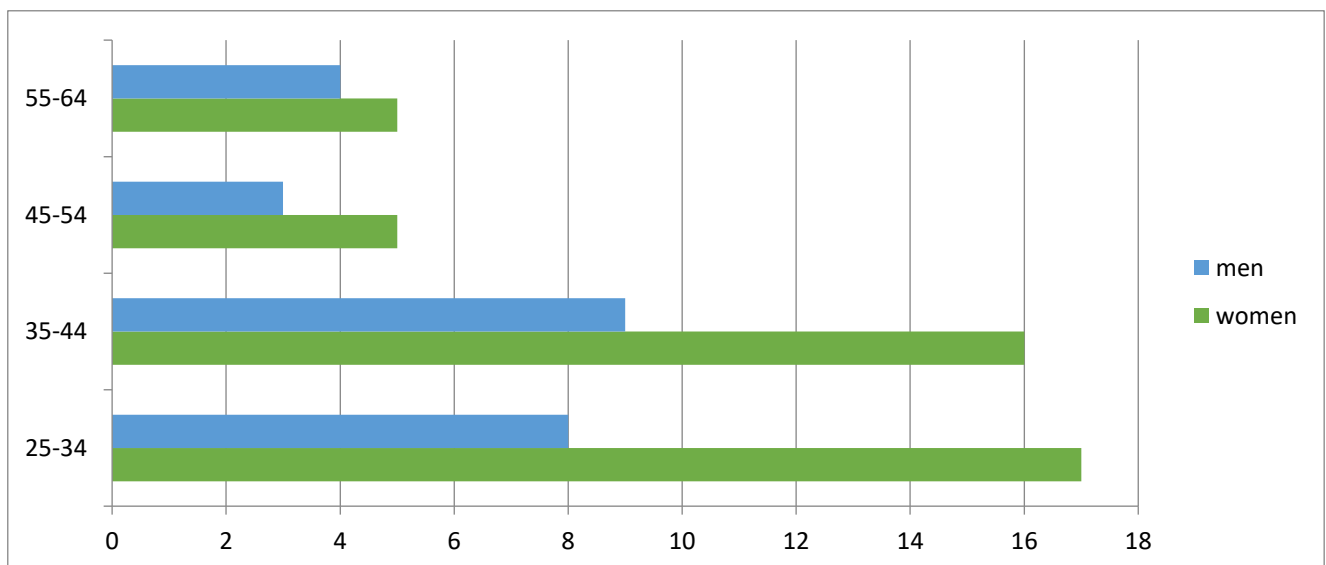


Diagram 1. Age and gender distribution of patients with irritable bowel syndrome.

In this chart, the patients are 25-34 years old, 18 women, 9 men, 35-44 years old, 17 women, 9 men, 45-54 years old, 5 women, 3 men, 55-64 years old, 5 women, 4 men did It can be seen that the disease is more common in 25 and 44-year-olds.

It was found that the patients with anxiety-phobic syndrome selected for the study have complaints in the nervous system due to functional disorders along with complaints in somatic organs. It is known that psychoemotional disorders, which are the basis of anxiety-phobic syndrome, directly affect the course of this disease. Changes in the psyche of patients caused by psycho-emotional disorders lead to maladjustment, having a significant impact on their social life and work. For this reason, in our research, we first considered the subjective symptoms of anxiety-phobic syndrome.

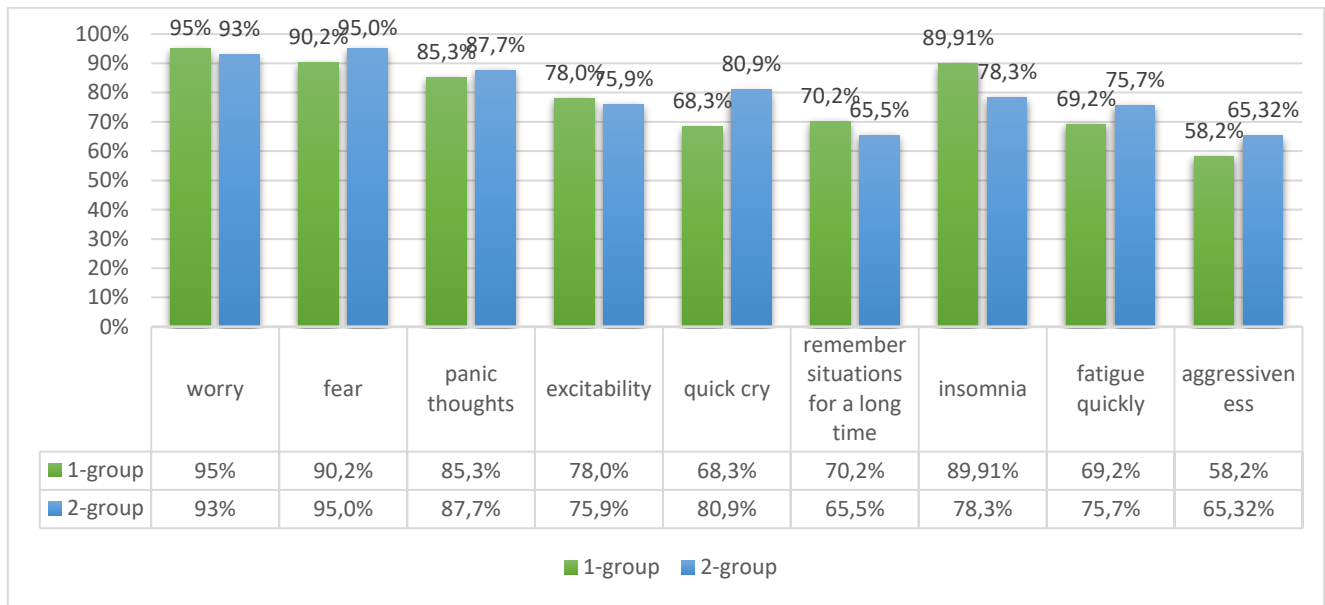


Diagram 2. Anxiety-phobic of the syndrome subjective signs from psychotherapy before meeting

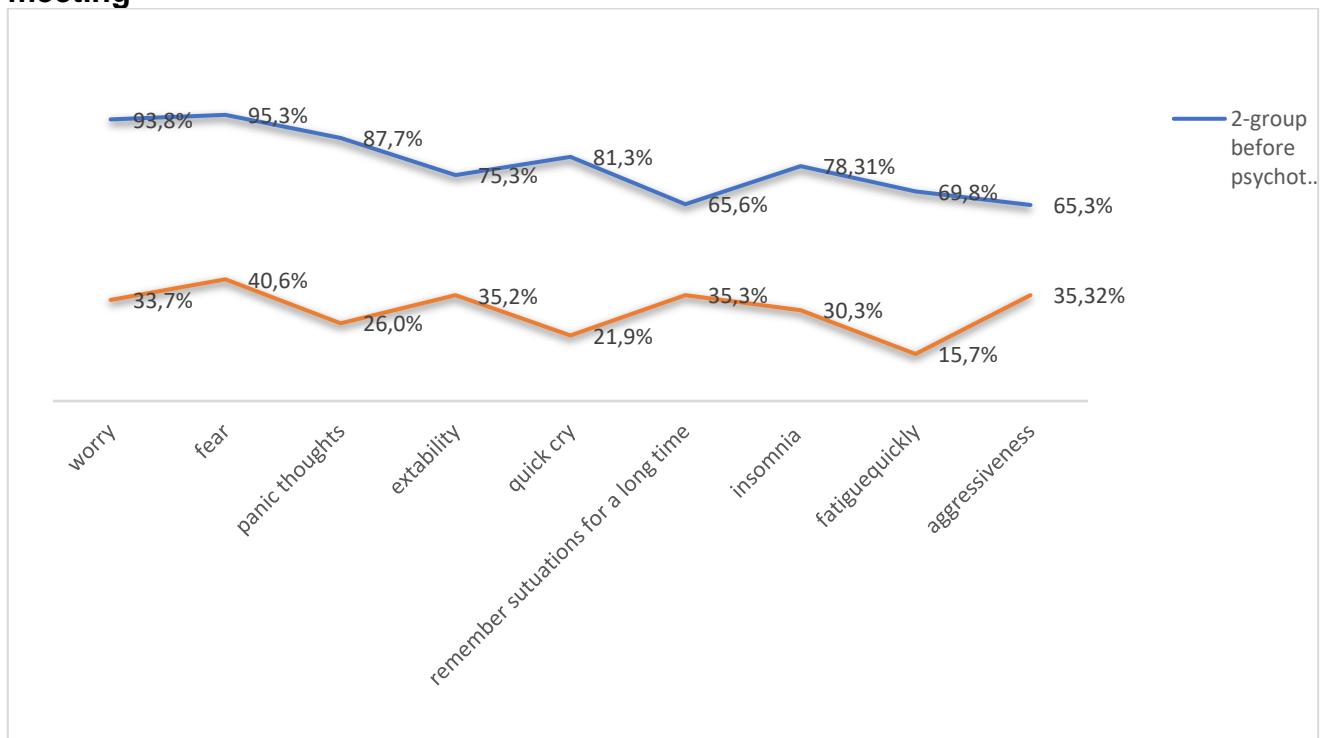


Diagram 3. Anxiety-phobic of the syndrome subjective signs from psychotherapy after meeting

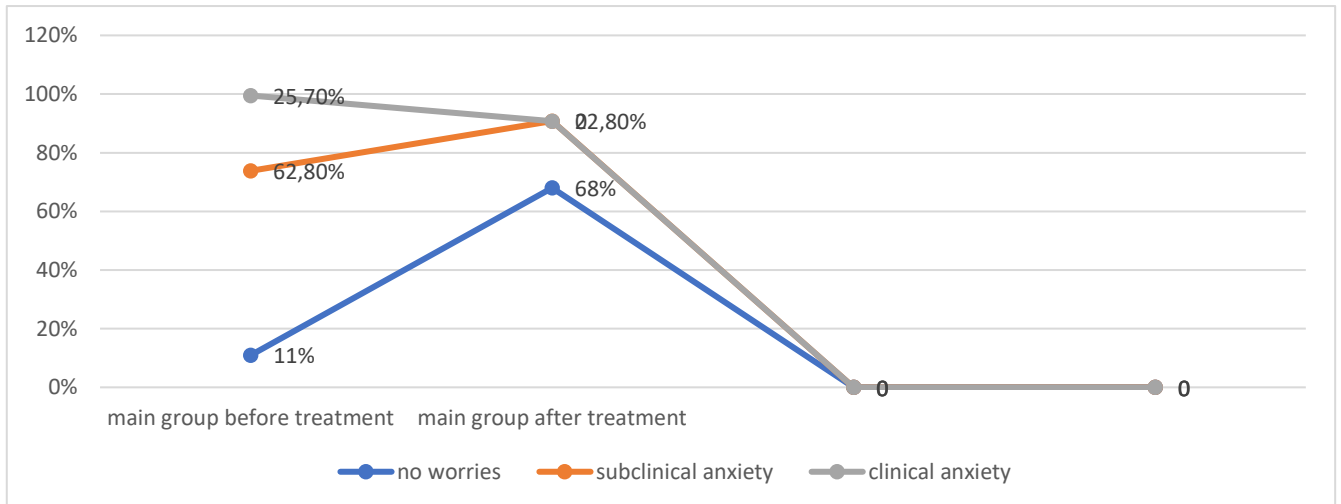


Diagram 4. Checked main in groups from psychotherapy previous and next results (HADS scale - anxiety indicators)

This from the diagram apparently as it is main group from treatment before worry no patients 4 in number, subclinical concern 22, clinical anxiety was 9 from treatment basic therapy, psychotherapy _ and from psychopharmacotherapy after while as follows changed: anxiety no 24, subclinical anxiety 8 and clinical worry and 3 ha efficient decreased.

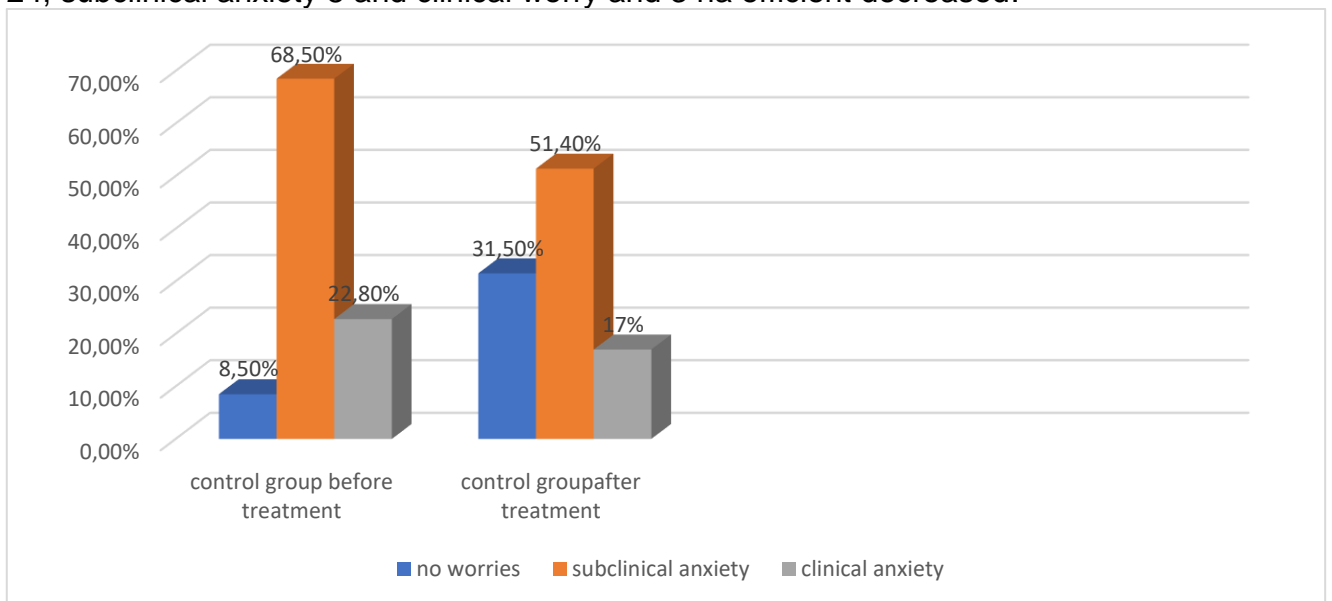


Diagram 5. Checked control in groups from treatment previous and next results (HADS scale - anxiety indicators)

This from the diagram apparently as it is control group from treatment before worry no patients the number is 3, subclinical anxiety 24, clinical concern was 8 from treatment transfer- based therapy and from psychopharmacotherapy after while as follows changed: anxiety no 11, subclinical anxiety 18 and clinical worry and 6 ha improved.

Conclusion. Affected intestine syndrome with hurt in patients psychoemotional from distortions one has been anxiety-phobic disorders is the HADS scale through was determined. This is the case of the disease more heavy to pass reason will be and psychosomatic to the

base have _ Affected intestine syndrome different level anxiety-phobic disorders obvious was expressed. In the patient this disorder passed psychotherapy methods through efficient eliminate to do possible received results through proved. Received results that's it shows that it is affected intestine syndrome with hurt basic therapy for patients with one in line psychotherapy methods use to the goal according to this while own in place of patients psychoemotional situation to improve and life quality to increase take will come

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Current State Of The Process Of Designing Clothes For Children With Cerebral Palsy And Ways Of Improvement

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Abstract

One of the goals of rehabilitation of children with disabilities is to improve their quality of life. The work examines the interaction of the systems "society" - "textile rehabilitation means" - "child". It is determined that textile rehabilitation means, including inclusive clothing, affect not only the condition of the child, but also the emotional state of the society in contact with him, especially his parents. The article describes the main principles of designing textile rehabilitation means and inclusive clothing for children with disabilities, which are aimed at harmonizing the perception of the child's appearance.

Keywords: children with disabilities, rehabilitation, quality of life, society, textile rehabilitation products, inclusive clothing, emotional state of parents, design principles, appearance, cognitive coherence.

Annotatsiya

Nogiron bolalarni reabilitatsiya qilishning maqsadlaridan biri ularning hayot sifatini yaxshilashdir. Ish "jamiyat"- "to'qimachilik reabilitatsiya vositalari"- "bola" tizimlarining o'zaro ta'sirini ko'rib chiqadi. To'qimachilik reabilitatsiya vositalari, shu jumladan inklyuziv kiyimlar nafaqat bolaning ahvoriga, balki u bilan aloqada bo'lgan jamiyatning, ayniqsa uning ota-onasining hissiy holatiga ham ta'sir qilish aniqlanadi. Maqolada nogiron bolalar uchun to'qimachilik reabilitatsiya vositalari va inklyuziv kiyimlarni loyihalashning asosiy printsiplari bayon etilgan bo'lib ular bolaning tashqi qiyofasini idrok etishni uyg'unlashtirishga qaratilgan.

Kalit so'zlar: nogiron bolalar, reabilitatsiya, hayot sifati, jamiyat, to'qimachilik reabilitatsiya vositalari, inklyuziv kiyimlar, ota-onalarning hissiy holati, loyihalash printsiplari, tashqi qiyofa, idrok uyg'unligi.

Kirish

Serebral falaji (SF) bilan kasallangan bolalar, motor harakatlarining buzilishi, mushaklarning zaiflashishi va muvozanatni saqlashdagi qiyinchiliklar tufayli o'zlarini kundalik hayotda boshqarishda muammolarga duch keladilar. Ushbu muammolar, jumladan kiyim kiyishda ham sezilarli darajada ta'sir ko'rsatadi, chunki an'anaviy kiyimlar bu bolalarning ehtiyojlariga mos kelmasligi mumkin. Serebral falaji bo'lgan bolalar uchun kiyim dizaynini takomillashtirish, nafaqat ularning hayot sifatini yaxshilash, balki ularning mustaqil ravishda o'zini parvarishlash imkoniyatlarini oshirishga qaratilgan. Zamonaviy kiyim loyihalash jarayonida texnologiyalar va innovatsion materiallar yordamida, bolalarning motor ko'nikmalarini qo'lab-quvvatlaydigan, qulay va funksional kiyimlar ishlab chiqilmoqda. Bu kiyimlar bolalarga o'zlarini harakatlarini nazorat qilishda yordam berishi, shuningdek, ular uchun qulaylik yaratishi kerak. Hozirgi vaqtda, bu borada eng muhim jihatlar, kiyimning oson kiyilishi va yechilishi, tanaga moslashuvchanligi, ortopedik talablar va mushaklar spazmlarini kamaytirish uchun maxsus xususiyatlar bilan ta'minlash hisoblanadi. Kiyim dizayni jarayonida bolalarning ehtiyojlarini to'liq inobatga olish, ya'ni kiyimni kiyish va yechishda osonlik yaratish, shuningdek, materiallarning elastikligi va harakatchanlikni ta'minlash juda muhim. Bundan tashqari, kiyimlarda foydalaniladigan materiallar nafaqat qulaylikni, balki gigiena, nafas olish qobiliyatini va teri uchun zararli bo'lmagan xususiyatlarni ham ta'minlashi kerak. Takomillashtirish yo'llari sifatida, zamonaviy kiyim dizayni jarayonida yangi texnologiyalarni (masalan, aqlli materiallar, maxsus korse va ortopedik aksesuarlar) qo'llanishni taklif etish mumkin.

Shuningdek, bolalar uchun individual ehtiyojlarga moslashtirilgan kiyimlarning ishlab chiqilishi, tibbiy va rehabilitatsiya talablari bilan integratsiyalashgan yondashuvlarni amalga oshirishni talab qiladi. Bunday yondashuv bolalar uchun nafaqat qulay, balki estetik jihatdan ham yoqimli bo'lgan kiyimlarni yaratishga imkon beradi. Ushbu mavzu bo'yicha olib boriladigan ilmiy tadqiqotlar va texnologiyalar yordamida, serebral falaji bilan kasallangan bolalar uchun kiyim loyihalash jarayoni yanada samarali va qulay bo'lishi mumkin. Bu esa ularning ijtimoiy integratsiyasi va kundalik hayotdagi ishtirokini yanada oshirishga yordam beradi.

Mavzuga doir adabiyotlar sharhi

Nogironligi bo'lgan shaxslar uchun moslashtirilgan kiyim-kechak yaratish, o'ziga xos va juda muhim soha hisoblanadi. Bu, birinchi navbatda, nogiron shaxslarning kundalik ehtiyojlarini qondirishga, ularning harakatlanishini yengillashtirishga va estetik qulayliklarni ta'minlashga qaratilgan.

Jumladan, R. Siddiqova «Nogironlar uchun maxsus kiyimlarning estetik va funksional dizayni» nomli tadqiqot ishida nogiron shaxslar ehtiyojlarini qondirish uchun mos kiyimlar yaratishda texnik va dizayn jihatlariga alohida e'tibor qaratilib, unda qulaylik va estetik dizayn prinsiplari muhokama qilinadi. To'liqinov A. S., Mamadalieva Z.B. esa O'zbekistondagi nogironlarning ehtiyojlariga mos kiyim ishlab chiqarish jarayonlari va mahalliy bozor sharoitlaridagi talablar tahlil qilgan. Shuningdek, G. Matqurbonovanning «Kiyim dizaynda inklyuzivlik: nogironlar uchun yondashuvlar» nomli ilmiy maqolasida inklyuziv dizaynning ijtimoiy ahamiyati va nogiron shaxslar uchun moslashuvchan kiyim yaratishdagi zamonaviy yondashuvlar haqida so'z yuritilgan.

Tahlil va natijalar

«Nogiron» so'zi o'zbek tiliga fors-tojik tilidan kirib kelgan va «no» (inkor ma'nosini bildiradi) hamda «giron» (og'ir, qiyin) so'zlaridan tashkil topgan. Lug'aviy ma'nosi "qiyinchilik yoki og'irlikka ega bo'lgan" degan mazmuni anglatadi. Bu so'z dastlab turli holatlar yoki muammolarni tasvirlashda keng ishlatilgan bo'lsa-da, keyinchalik u insonlar bilan bog'liq holatlar uchun ishlatiladigan tushunchaga aylangan. Zamonaviy tushunchalar va tilshunoslikda o'zgarishlar sabab bu so'z o'rniga ijobiyroq va neytralroq atamalarni ishlatish tendensiyasi kuchaymoqda. Masalan: "harakat imkoniyati cheklangan". Bu atamalar insonning imkoniyatlarini salbiy yoki cheklovli nuqtai nazardan emas, ularning o'ziga xosligi va ehtiyojlarini hisobga olib ishlatiladi.

Nogironlar uchun moslashtirilgan kiyimlar nafaqat funksional jihatdan, balki ijtimoiy va psixologiyaviy ahamiyatga ham ega. Bu sohadagi tadqiqotlar asosan moslashtirilgan kiyimlarning turli jihatlariga, xususan, dizayn talablariga va materiallarga e'tibor qaratmoqda. Birinchi navbatda, moslashtirilgan kiyimlarning **funksional dizayn talablari** muhim o'rin tutadi. Nogiron shaxslar uchun ishlab chiqilgan kiyimlar ularning hayotini yengillashtirish, qulaylikni oshirish va harakatlanishni yanada osonlashtirishga qaratilgan. Masalan, magnitli yopqichlar, elastik matolar, yoki avtomatik tugmalar kabi elementlar kiyimni yengil kiyish va yechish imkonini beradi. Bu, ayniqsa, qo'l yoki poylarida cheklovlar bo'lgan shaxslar uchun qulaylik yaratadi.

Ikkinchi muhim omil — **sensor qulaylik**dir. Sensor sezgirligi yuqori bo'lgan shaxslar uchun qo'pol tikuvlarsiz, yumshoq matolardan foydalanish tavsiya etiladi. Bu ularning terisini qo'shimcha razdrajyon qilish ehtimolini kamaytiradi va ularning kundalik hayotini yengillashtiradi.

Shuningdek, **estetika va ijtimoiy muloqot** judo muhimdir. Kiyim nafaqat funksional bo'lishi, balki ijtimoiy muloqot va shaxsiy qadriyatlarga ham muvofiq kelishi kerak. Zamonaviy dizaynlar nogiron shaxslarga o'zini ishonchli his qilishga yordam beradi, ularning ijtimoiy hayotda faol ishtirok etishlariga imkoniyat yaratadi. Bu dizaynlar insonning ijtimoiy egaligini mustahkamlashga yordam beradi.

Bundan tashqari, **oila a'zolari uchun qulayliklarga** ham e'tibor qaratish kerak. Moslashtirilgan kiyimlar oila a'zolari yoki paramediklarga kiyimni oson kiydirish va yechish imkonini ham taqdim etishi zarur. Bu, ayniqsa, nogiron shaxslarning yordamiga muhtoj bo'lgan oila a'zolari uchun qulaylik yaratadi.

Mahalliy muhitga moslashuv mavzusida ham maxsus tadqiqotlar olib borilmoqda. O'zbekistonda nogironlar uchun moslashtirilgan kiyim ishlab chiqarishda milliy mato va uslublardan foydalanish muhim. Milliy an'analar va zamonaviy texnologiyalarning uyg'unligi nogiron shaxslar uchun qulay va estetik kiyimlarni yaratishda muhim ahamiyatga ega.

Hozirgi kunda, nogironligi bo'lgan shaxslar uchun moslashtirilgan kiyim-kechak yaratish sohasidagi tadqiqotlar ijtimoiy ahamiyatga ega bo'lib, unda funksional va estetik elementlarning o'zaro bog'lanishini, shuningdek, mahalliy sharoitlarga moslashuvni talab qiladi. Ushbu jarayonda ilmiy tadqiqotlar va dizayn yangiliklari muhim rol o'ynamoqda.

Nogironligi bo'lgan shaxslar uchun kiyim-kechak dizayni o'ziga xos texnologik va funksional talablarni qo'yadi. Bunday kiyimlarning asosiy vazifasi:

Foydalanuvchining jismoniy qulayligini ta'minlash;

Reabilitatsiya vositalari bilan mos kelishi;

Estetik ko'rinishini saqlash;

Mustahkam va gigienik materiallardan tayyorlanishi.

Tanadagi nuqsonlar va reabilitatsiya vositalari tahlili ham muhim bo'lib, nogironlik holatlariga ko'ra kiyimni loyihalashda quyidagi jihatlar hisobga olinadi:

- harakatlanish cheklovlari: protez yoki ortopedik vositalar bilan mos kiyimlar;
- teri sezuvchanligi: allergik yoki gigienik talablar asosida material tanlash;
- motor faoliyati cheklovlari: kiyimning oson yechilishi va kiyilishi uchun ergonomik konstruktsiya.

Adaptatsion kiyim loyihalash tamoyillari

1. Funktsionallik: kiyimning maxsus tugmalar, fermuarlar yoki elastik bo'limlar orqali qulay kiyilishi.

2. Texnologik moslashuv: reabilitatsiya vositalari bilan integratsiyani hisobga olish.

3. Estetika va individuallik: foydalanuvchining o'ziga xos talablarini qondirish.

4. Material tanlovi: nafas oluvchi, allergiyaga qarshi va elastik xomashyo qo'llash.

Atrofimizdagi dunyo haqida ma'lumot olish uchun biz beshta asosiy sezgimizga tayanamiz. Tayanch-harakat tizimi va boshqa tizimi va boshqa kasalliklarni shikastlanish darajasi va tabiati va ularning oqibatlari bilan ajralib turadigan turli xil nogironlar guruhlarini ko'rib -chiqiladi, ularning anatomik va funksional imkoniyatlari maxsus kiyimga bo'lgan ehtiyojni belgilaydi. Hozirgacha mamlakatimizda reabilitatsiya vositasi sifatida faqat qo'lsiz nogironlar uchun maxsus kiyim ishlab chiqilgan. Biroq amaliyot shuni ko'rsatdiki, nogironlarning boshqa guruhlarini ham maxsus funksional va estetik kiyimga muhtoj va kasallikdan ta'sirlangan tananing qismlarini xayoliy ravishda yashirishga qodir bo'lgan maxsus kiyim yaratish tibbiy va ijtimoiy jihatdan juda dolzarb vazifadir. Harakat imkoniyati cheklangan insonlar uchun maxsus moslashuvchan kiyimlarni ishlab chiqishda inklyuziv dizayn muhim ahamiyatga ega.

O'zbekiston Respublikasining «Nogironligi bo'lgan shaxslar huquqlari to'g'risida»gi Qonuni 2021-yil 15-oktabrda qabul qilingan. Ushbu qonun nogironligi bo'lgan shaxslarning huquqlari, erkinliklari va qonuniy manfaatlarini ta'minlash, ularning jamiyat hayotiga to'liq va teng ishtirok etishlarini qo'llab-quvvatlashga qaratilgan. Qonunning asosiy maqsadlari quyidagilarni o'z ichiga oladi:

1. Nogironligi bo'lgan shaxslarning huquqlari va erkinliklarini himoya qilish: Ularning inson huquqlari umumiy tamoyillariga asoslangan holda yashash huquqini ta'minlash.

2. Ijtimoiy integratsiya: Nogironligi bo'lgan shaxslarning jamiyatga to'liq qo'shilishlarini ta'minlash, teng imkoniyatlarni yaratish.

3. Diskriminatsiyani oldini olish: Nogironligi bo'lgan shaxslarga nisbatan barcha shakldagi diskriminatsiyani taqiqlash.

4. Muvofiqlashtirilgan huquqiy mexanizmlar yaratish: Ushbu shaxslarning ta'lim olish, mehnat qilish, sog'liqni saqlash va boshqa sohalardagi huquqlarini himoya qilish tizimini ishlab chiqish. Qonun 8 bob va 48 moddadan iborat bo'lib, unda nogironligi bo'lgan shaxslarning huquq va manfaatlarini ta'minlashning asosiy prinsiplari, davlat organlari va tashkilotlarning vazifalari hamda javobgarlik choralari belgilangan. Shu bilan birga, nogironlikni belgilash tartibi va ijtimoiy xizmatlar ko'rsatish masalalari ham yoritilgan.

Mazkur qonun orqali O'zbekiston BMTning «Nogironlar huquqlari to'g'risidagi konvensiyasi» qoidalariga muvofiq ravishda o'z milliy huquqiy bazasini mustahkamlashni maqsad qilgan.

O'zbekiston Respublikasining 2021-yil 15-oktabrda qabul qilingan «Nogironligi bo'lgan shaxslar huquqlari to'g'risida»gi Qonuni nogironligi bo'lgan shaxslarning huquqlari va erkinliklarini ta'minlash, ularni jamiyat hayotiga to'liq va samarali qo'shilishiga yordam berishga yo'naltirilgan huquqiy asosdir. Ushbu qonun nogironligi bo'lgan shaxslarning hayot sifatini yaxshilashga, ularning teng imkoniyatlardan foydalanishini ta'minlashga hamda diskriminatsiyani bartaraf etishga xizmat qiladi. Ushbu qonun O'zbekistonning 2008-yilda ratifikatsiya qilgan BMTning «Nogironlar huquqlari to'g'risidagi konvensiyasi» qoidalariga mos keladi.

Birlashgan Millatlar Tashkilotining Nizomi va «Inson huquqlari umumjahon deklaratsiyasi» tomonidan e'lon qilingan tamoyillari va maqsadlarga muvofiq, har qanday nogironligi bo'lgan odamlar nafaqat ushbu hujjatlarda mustahkamlangan fuqarolik, siyosiy, iqtisodiy, ijtimoiy va madaniy huquqlarning butun doirasini o'rganish, shuningdek ular tomonida tan olingan huquqdan ularni boshqa odamlar bilan teng sharoitda foydalanish uchun foydalanishi e'tirof etiladi.

Harakat imkoniyati cheklangan insonlar jamiyatda kundalik faoliyatlarni amalga oshirishda ko'plab to'siqlarga duch keladilar. Bu to'siqlar nafaqat infratuzilmaviy masalalarda, balki kiyim-kechak kabi oddiy ehtiyojlarda ham seziladi. Kiyim insonning nafaqat fiziologik, balki ijtimoiy va psixologik ehtiyojlarini ham qondiradigan muhim vosita hisoblanadi. Ammo an'anaviy moda sanoati harakat imkoniyati cheklangan insonlar uchun yetarlicha mos mahsulotlarni taklif etmaydi. Shu sababli, maxsus moslashuvchan kiyimlarni ishlab chiqish va inklyuziv dizayn tamoyillarini amaliyotga tatbiq etish tobora dolzarb masalaga aylanmoqda. Inklyuziv dizayn tushunchasi barcha insonlar uchun qulay, xavfsiz va foydalanish oson bo'lgan mahsulotlarni loyihalashni anglatadi.

Bu yondashuvda jismoniy, hissiy va psixologik imkoniyatlarning keng diapazoni hisobga olinadi. Harakat imkoniyati cheklangan insonlar uchun inklyuziv dizayn asosidagi kiyimlar funksional bo'lishi bilan birga, ularning o'zini jamiyatda teng va qadrli his qilishlariga yordam beradi. Masalan, nogironlar aravachasida o'tiradigan insonlar uchun kiyim nafaqat ergonomik jihatdan mos bo'lishi, balki o'tirgan holatda chiroyli va to'g'ri turishi kerak. Shuningdek, turli yoshdagi va madaniy kelib chiqishga ega insonlarning estetik talablarini ham inobatga olish muhim. Bugungi kunda moda va texnologiyaning rivojlanishi ushbu sohada yangi imkoniyatlarni ochmoqda. Moslashuvchan materiallar, ilg'or tekstil texnologiyalari va foydalanuvchilar ehtiyojlariga moslashtirilgan kiyim dizaynlari jamiyatda keng tarqalmoqda. Bunda inklyuziv yondashuv nafaqat insonlar ehtiyojlarini qondirish, balki ularning jamiyatda teng huquqli qatnashuvchilar sifatida o'zlarini erkin his qilishlarini ta'minlashni maqsad qiladi. harakat imkoniyati cheklangan insonlar uchun maxsus moslashuvchan kiyimlarni ishlab chiqishda inklyuziv dizaynning ahamiyatini o'rganishga bag'ishlangan. Unda quyidagi masalalar yoritiladi: Inklyuziv dizayn tamoyillarining asosiy jihatlari;

- Moslashuvchan kiyimlarning ergonomik, estetik va funksional talablari;
- Texnologik innovatsiyalarning ushbu sohadagi o'rni va istiqbollari.

Harakat imkoniyati cheklangan insonlar jamiyatning muhim qismi bo'lib, ular hayot sifatini yaxshilash uchun maxsus yondashuvlarni talab qiladi. Oziq-ovqatdan tortib transportgacha, har bir xizmat yoki mahsulot ushbu insonlar ehtiyojlarini inobatga olgan holda yaratilishi kerak. Kiyim-kechak esa inson hayotining ajralmas qismi sifatida nafaqat ularning qulayligi va xavfsizligini ta'minlashi, balki ijtimoiy moslashuvchanlik va o'z-o'zini anglash imkoniyatlarini oshirishi kerak. Afsuski, an'anaviy moda sanoati aksar hollarda harakat imkoniyati cheklangan insonlarning ehtiyojlarini yetarlicha qamrab olmaydi. Kiyimning murakkab qismlari (masalan, tugmalar, fermuarlar), harakatlanishni cheklaydigan qattiq materiallar yoki ergonomik jihatdan mos kelmaslik ushbu insonlar uchun muammolar tug'diradi. Shu sababli, inklyuziv dizayn tamoyillari asosida moslashuvchan kiyimlarni ishlab chiqish nafaqat individual qulaylikni oshiradi, balki bu insonlarning jamiyatdagi o'rnini mustahkamlashga ham xizmat qiladi.

Inklyuziv dizayn - bu barcha imkoniyatlarga ega bo'lgan insonlar uchun mahsulot yoki xizmatlarni yaratish jarayonidir. U universal dizayn tamoyillariga asoslanib, barcha turdagi jismoniy, aqliy yoki hissiy imkoniyatlarga ega insonlarning ehtiyojlarini qondirishga qaratilgan. Bu yondashuv kiyim-kechak sanoatida yangi imkoniyatlarni ochib beradi, chunki harakat imkoniyati cheklangan insonlar uchun qulay kiyim nafaqat zarurat, balki ularga tenglik va hurmat tuyg'usini ham ta'minlaydi.

Harakat imkoniyati cheklangan kishilar uchun moslashtirilgan kiyimlar nafaqat maxsus qulaylik, balki ularning kundalik hayotini osonlashtiradigan funkcionallikni ta'minlashi kerak. Masalan, qo'l harakati cheklangan insonlar uchun oson ochiluvchi magnitli fermuarlar yoki aravachada o'tiradigan kishilar uchun bukiluvchan materiallardan tayyorlangan shimlar kundalik hayotning muhim ehtiyojlariga mos keladi. Harakat imkoniyati cheklangan insonlar jamiyatning muhim qismi bo'lib, ular hayot sifatini yaxshilash uchun maxsus yondashuvlarni talab qiladi. Oziq-ovqatdan tortib transportgacha, har bir xizmat yoki mahsulot ushbu insonlar ehtiyojlarini inobatga olgan holda yaratilishi kerak. Kiyim-kechak esa inson hayotining ajralmas qismi sifatida nafaqat ularning qulayligi va xavfsizligini ta'minlashi, balki ijtimoiy moslashuvchanlik va o'z-o'zini anglash imkoniyatlarini oshirishi kerak. Afsuski, an'anaviy moda sanoati aksar hollarda harakat imkoniyati cheklangan insonlarning ehtiyojlarini yetarlicha qamrab olmaydi. Kiyimning murakkab qismlari (masalan, tugmalar, fermuarlar), harakatlanishni cheklaydigan qattiq materiallar yoki ergonomik jihatdan mos kelmaslik ushbu insonlar uchun muammolar tug'diradi. Shu sababli, inklyuziv dizayn tamoyillari asosida moslashuvchan kiyimlarni ishlab chiqish nafaqat individual qulaylikni oshiradi, balki bu insonlarning jamiyatdagi o'rnini mustahkamlashga ham xizmat qiladi.

Xulosa va takliflar

Nogironligi bo'lgan shaxslar uchun kiyim dizayni ijtimoiy va texnologik muhim vazifa hisoblanadi. Mazkur tadqiqot natijasida reabilitatsiya jarayonini yengillashtiruvchi va inson qulayligini oshiruvchi innovatsion adaptatsion kiyimlar yaratish imkoniyati kengayadi. Bu, o'z navbatida, inklyuziv jamiyatni shakllantirishga xizmat qiladi.

Tavsiyalar

1. Texnologik innovatsiyalarni kiyim ishlab chiqarishda qo'llash;
2. Mahalliy xomashyo asosida inklyuziv to'qimachilik mahsulotlarini ishlab chiqish;
3. Reabilitatsiya markazlari bilan hamkorlikda foydalanuvchi talablarini o'rganish va yangi mahsulotlar yaratish.

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Cybersecurity And Personal Data Protection

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Annotation

This article considers the current issues of cybersecurity and personal data protection. Along with the development of the Internet and digital technologies, the risks to personal data are increasing. The article analyzes the basic concepts of cybersecurity, modern threats, ways to identify and prevent them. It also discusses in detail legal and technical measures to protect personal data. Through practical recommendations, it is shown that organizations and individuals have the opportunity to effectively protect their data. The study aims to highlight existing problems in the field of cybersecurity and propose new approaches to effectively solving them.

Keywords: cybersecurity, personal data protection, digital threats, data protection, internet security, legal measures, technical protection methods

Annotatsiya

Ushbu maqolada kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilishning dolzarb masalalari ko'rib chiqiladi. Internet va raqamli texnologiyalar taraqqiyoti bilan birga, shaxsiy ma'lumotlarga bo'lgan xavf-xatarlar oshib bormoqda. Maqolada kiberxavfsizlikning asosiy tushunchalari, zamonaviy tahdidlar, ularni aniqlash va oldini olish yo'llari tahlil qilinadi. Shuningdek, shaxsiy ma'lumotlarni himoya qilish bo'yicha yuridik va texnik chora-tadbirlar haqida batafsil so'z yuritiladi. Amaliy tavsiyalar orqali tashkilotlar va shaxslar o'z ma'lumotlarini samarali himoya qilish imkoniyatlariga ega bo'lishlari ko'rsatiladi. Tadqiqot kiberxavfsizlik sohasida mavjud bo'lgan muammolarni yoritish va ularni samarali hal etish bo'yicha yangi yondashuvlarni taklif etishga qaratilgan.

Kalit so'zlar: kiberxavfsizlik, shaxsiy ma'lumotlarni himoya qilish, raqamli tahdidlar, ma'lumotlarni himoya qilish, internet xavfsizligi, yuridik chora-tadbirlar, texnik himoya usullari

Kirish

Kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilish zamonaviy raqamli asrda tobora muhim ahamiyat kasb etmoqda. Internetning keng tarqalishi va raqamli xizmatlarning ko'payishi bilan birga, insonlarning shaxsiy ma'lumotlari turli tahlikalar ostida qolmoqda. Shuning uchun, kiberxavfsizlik choralari kuchaytirish va ma'lumotlarni himoya qilish individual hamda korxonada darajasida alohida e'tibor talab qilmoqda. Bugungi kunda kiberxavfsizlik nafaqat texnologik masala, balki jamiyat farovonligi va ishonchliligi uchun ham asosiy omil bo'lib xizmat qilmoqda. Kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilishda yetarli choralar ko'rilmasa, jiddiy xavf va muammolar yuzaga kelishi mumkin. Eng avvalo, shaxsiy ma'lumotlarning noto'g'ri qo'lda qolishi identifikatsiya o'g'irlanishiga olib keladi,

bu esa insonlarning shaxsiy hayoti va imijiga zarar yetkazishi mumkin. Bundan tashqari, moliyaviy yo'qotishlar ham kiberhujumlar natijasida yuzaga keladi, masalan, bank hisob raqamlaridan noqonuniy pul o'tkazmalari amalga oshiriladi. Shuningdek, maxfiylikning buzilishi odamlarning huquq va erkinliklariga tahdid soladi, shu jumladan, yashirin ma'lumotlar tarqalishi va noqonuniy foydalanishga sabab bo'lishi mumkin. Shuning uchun, yuqori darajadagi kiberxavfsizlik choralari va shaxsiy ma'lumotlarni ishonchli himoya qilish muhim ahamiyatga ega.

Kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilish tushunchalarini yaxshi bilish zamonaviy jamiyat uchun juda muhimdir. Shaxslar uchun bu bilimlar ularning onlayn faoliyatida xavfsizlikni ta'minlash, shaxsiy ma'lumotlarning noto'g'ri qo'llanilishining oldini olish imkonini beradi. Tashkilotlar uchun esa kiberxavfsizlik tizimlarini mustahkamlash va ma'lumotlarni himoyalash tadbirlari ishonchli ishlash va mijozlar bilan munosabatlarda mustahkamlikni ta'minlaydi. Jamiyat darajasida esa ma'lumotlarni noto'g'ri ishlatish yoki kiberhujumlardan kelib chiqadigan xavflarning oldini olishga yordam beradi, bu esa umumiy ravishda raqamli muhitda xavfsiz va ishonchli muloqotlarni rivojlantirishga sabab bo'ladi. Shu tariqa, kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilishni chuqur anglash, onlayn interaktsiyalar va ma'lumotlar bilan ishlashni xavfsiz amalga oshirishda muhim ahamiyat kasb etadi.

Asosiy qism

Kiberxavfsizlik raqamli asrda juda muhim ahamiyat kasb etadi, chunki internet va raqamli texnologiyalar hayotimizning barcha sohalariga kirib kelmoqda. U shaxsiy va tashkilotlarning ma'lumotlarini noqonuniy kirish, o'g'irlik, buzilish va zarar yetkazishdan himoya qilishni ta'minlaydi. Kiberxavfsizlikning ahamiyati shundaki, u shaxsiy ma'lumotlarning maxfiylikni saqlaydi va biznes jarayonlarning uzluksiz ishlashini kafolatlaydi. Shaxslar va tashkilotlar uchun xavf tug'diruvchi omillarga zararli dasturlar, xakerlik hujumlari, phishing, ransomware va ijtimoiy muhandislik kabi tahdidlar kiradi. Shu sababli, samarali kiberxavfsizlik choralarini amalga oshirish va doimiy ravishda xavfsizlik protokollarini yangilab borish muhimdir.

Kiberxavfsizlik sohasida turli xil tahdidlar mavjud bo'lib, ular orasida malware, phishing, ransomware va ijtimoiy muhandislik muhim o'rin tutadi. Malware — bu zararli dasturlar bo'lib, ular kompyuter tizimlariga zarar etkazish, ma'lumotlarni o'g'irlash yoki tizimni boshqarish uchun yaratilgan. Phishing esa foydalanuvchilarni aldash orqali shaxsiy ma'lumotlarini, masalan, parollar yoki kredit karta ma'lumotlarini olishga qaratilgan usuldir. Ransomware kompyuterdagi ma'lumotlarni shifrlab qo'yadi va ularni ochish uchun tovon talab qiladi, bu esa shaxsiy va korporativ ma'lumotlarning xavfsizligiga jiddiy xavf tug'diradi. Ijtimoiy muhandislik esa inson psixologiyasidan foydalanib, odamlarni nohaq harakatlarga undash orqali ma'lumotlarni olishga harakat qiladi. Ushbu kiber tahdidlarning har biri shaxsiy ma'lumotlar xavfsizligiga sezilarli darajada zarar yetkazishi mumkin, shuning uchun ularni oldini olish va himoya qilish uchun samarali choralar ko'rish zarur.

Shifrlash (Encryption): Ma'lumotlarni maxfiylikni ta'minlash maqsadida o'qilishi mumkin bo'lmagan holatga keltirish jarayoni. Bu usul orqali ma'lumotlar ruxsatsiz shaxslar tomonidan o'qilishi yoki o'zgartirilishi oldi olinadi.

Xavfsizlik devori (Firewall): Tarmoq xavfsizligini ta'minlash uchun ishlatiladigan dasturiy yoki apparat vositasi bo'lib, u ruxsatsiz trafikni tarmoqqa kirishdan to'sadi va zararli dasturlarning tarqalishini oldini oladi.

Antivirus dasturi: Kompyuter va boshqa qurilmalarda zararli dasturlarni aniqlash, yo'qotish va ularning tizimga zarar yetkazishini oldini olishga mo'ljallangan dasturiy ta'minot.

Ma'lumotlarning buzilishi (Data Breach): Shaxsiy yoki maxfiy ma'lumotlarning ruxsatsiz shaxslar tomonidan o'g'rilanishi, ochilishi yoki yo'qolishi holati. Bu holat kiber hujumlar, texnik xatoliklar yoki insoniy omillar natijasida yuzaga kelishi mumkin.

Avtentifikatsiya (Authentication): Foydalanuvchining yoki tizimning o'zligini tekshirish jarayoni. Bu odatda parol, barmoq izi yoki boshqa biometrik ma'lumotlar asosida amalga oshiriladi va tizimga ruxsat berilgan shaxslar kirishini ta'minlaydi.

Shaxsiy ma'lumotlarni himoya qilishda bir necha muhim tamoyillar va amaliyotlar mavjud bo'lib, ularning asosiy maqsadi foydalanuvchilarning ma'lumotlarini xavfsizligini ta'minlashdir. Avvalo, ma'lumot maxfiylikni ta'minlash uchun maxfiylik qonunlari yaratilgan bo'lib, ular ma'lumotlarni yig'ish, saqlash va ulardan foydalanish shartlarini belgilaydi. Shuningdek, foydalanuvchilardan aniq va oshkora rozilik olish tamoyili mavjud, bunda ular o'z ma'lumotlarining qanday ishlatilishi

haqida to'liq ma'lumotga ega bo'lishadi. Data minimizasyon tamoyili esa, faqat zarur bo'lgan ma'lumotlarni yig'ish va saqlashni nazarda tutadi, bu orqali ortiqcha ma'lumotlarga ega bo'lish xavfi kamayadi. Ma'lumotlarni xavfsiz saqlash usullari orasida shifrlash, maxfiy serverlardan foydalanish va muntazam xavfsizlik tekshiruvlarini o'tkazish kabi amallar mavjud. Ushbu tamoyillar va amaliyotlar kiberxavfsizlik sohasida muhim ahamiyatga ega bo'lib, shaxsiy ma'lumotlarni himoya qilishni kuchaytiradi va foydalanuvchilarning ishonchini oshiradi.

Kiberxavfsizlikda individual va tashkilotlar uchun eng muhim choralaridan biri kuchli parollardan foydalanishdir; bu, murakkab va noyob parollar yaratish hamda ularni muntazam yangilash orqali amalga oshiriladi. Shuningdek, ikki faktorli autentifikatsiyani yoqish hisoblarni qo'shimcha himoya qatlamiga ega bo'lishini ta'minlaydi. Tizim va dasturlarni doimiy ravishda yangilab borish ham muhim, chunki bu zaifliklarni bartaraf etishga yordam beradi. Ma'lumotlarni shifrlash ularni noxush odamlar qo'lidan himoya qilishning samarali usuli hisoblanadi. E-pochta orqali keladigan noma'lum xatlarni ochmaslik va shubhali havolalarga bosmaslik phishing hujumlari xavfini kamaytiradi. Shuningdek, tarmoq xavfsizligini oshirish uchun ishonchli antivirus dasturlari va firewall'lardan foydalanish zarur. Tashkilotlarda xodimlarni kiberxavfsizlik bo'yicha muntazam o'qitish va xabardorlikni oshirish ham muhimdir, chunki inson omili ko'pincha zaif nuqta hisoblanadi. Shu tariqa, yuqorida sanab o'tilgan chora-tadbirlarni qo'llash orqali shaxsiy va korxonalar ma'lumotlarini himoya qilib, turli kiber tahdidlardan muvaffaqiyatli saqlanish mumkin.

Xulosa

Bugungi raqamli dunyoda kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilish juda muhim ahamiyatga ega. Internet va raqamli texnologiyalarning kengayishi bilan birga, kiberhujumlar va ma'lumotlarning o'g'irlanishi xavfi ham oshdi. Shaxsiy ma'lumotlarni himoya qilish insonlarning shaxsiy hayoti va moliyaviy xavfsizligini ta'minlashda asosiy rol o'ynaydi. Kiberxavfsizlik choralarini kuchaytirish nafaqat tashkilotlar, balki har bir foydalanuvchi uchun ham zarurdir. Shu sababli, ma'lumotlarni himoya qilish bo'yicha zamonaviy texnologiyalar va qonunlarni joriy etish, shuningdek, foydalanuvchilarning ongini oshirish muhim hisoblanadi. Umuman olganda, kiberxavfsizlik va shaxsiy ma'lumotlarni himoya qilish – bu zamonaviy jamiyatning mustahkam poydevori bo'lib, raqamli makondagi ishonch va barqarorlikni ta'minlashda hal qiluvchi ahamiyatga ega.

Shaxsiy ma'lumotlarni himoya qilishni ta'minlamaslik jiddiy oqibatlariga olib kelishi mumkin. Avvalo, individual foydalanuvchilar uchun bu, ularning shaxsiy hayotining buzilishi, moliyaviy yo'qotishlar va identifikatsiya o'g'irligi kabi xavf- xatarlarni yuzaga keltiradi. Zamonaviy raqamli muhitda kiberhujumlar orqali noto'g'ri qo'llaniladigan ma'lumotlar kishilarning obro'siga zarar yetkazishi yoki hatto jinoiy masalalarda shubhali vaziyatlarga olib kelishi mumkin. Shuningdek, tashkilotlar uchun ma'lumotlar xavfsizligini ta'minlay olmaslik moliyaviy jarimalar, mijozlarning ishonchini yo'qotish, biznesning ishonchliligini pasaytirish va qonuniy javobgarlikka tortilish kabi salbiy oqibatlariga sabab bo'ladi. Shuning uchun, kiberxavfsizlik choralarini kuchaytirish va shaxsiy ma'lumotlarni himoya qilishning muhimligini tushunish har bir tashkilot va shaxs uchun zaruriy talab hisoblanadi.

Kiberxavfsizlik sohasida doimiy ta'lim va xabardorlikning o'rni beqiyosdir. Texnologiyalar juda tez rivojlanayotgan bir paytda, yangi tahdidlar va zaifliklar doimiy ravishda paydo bo'lmoqda. Shuning uchun, foydalanuvchilar va mutaxassislar muntazam ravishda o'z bilimlarini yangilab borishlari zarur. Doimiy ta'lim orqali kiberhujumlarga qarshi samarali choralar ko'rish mumkin, bu esa shaxsiy ma'lumotlarni himoya qilishda muhim omil hisoblanadi. Xabardorlik esa inson omilining xavfsizlik tizimidagi rolini yanada kuchaytiradi, chunki ko'p hollarda zaiflik inson xatolaridan kelib chiqadi. Shu tariqa, ta'lim va xabardorlik kiberxavfsizlikni mustahkamlashda asosiy garovdir.

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Актуальные Вопросы Иноязычной Лексики В Современном Русском Языке

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Аннотация

В данной тезисе рассматриваются актуальные проблемы иноязычной лексики в современном русском языке. Анализируются причины заимствования иностранных слов, основные источники и пути проникновения иноязычной лексики, а также вопросы её освоения на фонетическом, морфологическом и семантическом уровнях. Особое внимание уделяется влиянию глобализации и современных технологий на процесс заимствования. Автор приходит к выводу о необходимости взвешенного подхода к употреблению иноязычных слов в речи.

Ключевые слова: иноязычная лексика, заимствование, русский язык, глобализация, ассимиляция, англицизм, интернационализм, лексикология.

В современном мире язык постоянно развивается, и одним из самых заметных процессов является заимствование иностранных слов. Особенно активно этот процесс происходит под влиянием глобализации, интернета и современных технологий.

Иноязычная лексика — одна из наиболее динамично развивающихся подсистем любого языка. В условиях глобализации и цифровой революции процессы языкового заимствования приобрели беспрецедентный масштаб и скорость, что порождает острую потребность в их системном лингвистическом осмыслении [1]. Начиная со второй половины XX века и особенно интенсивно — с 1990-х годов — русский язык переживает мощную волну заимствований прежде всего из английского языка, что фиксируется исследователями как качественный сдвиг в развитии лексической системы [2].

Актуальность изучения иноязычной лексики определяется рядом факторов: во-первых, непрекращающимся пополнением словарного состава языка за счёт внешних источников; во-вторых, неоднозначностью отношения

1. Крысин Л.П. Иноязычное слово в контексте современной общественной жизни // Русский язык конца XX столетия. — М.: Языки русской культуры, 1996. — С. 142–161.

2. Аристова В.М. Англо-русские языковые контакты. — Л.: Изд-во ЛГУ, 1978. — 150 с.

3. Биржакова Е.Э., Войнова Л.А., Кутина Л.Л. Очерки по исторической лексикологии русского языка XVIII века. — Л.: Наука, 1972. — 431 с.

общества к заимствованиям — от их активного принятия до категорического пуризма; в-третьих, необходимостью разработки принципов нормативной оценки иноязычных элементов в речи [2].

Тезис посвящен анализу ключевых теоретических и прикладных вопросов, связанных с изучением иноязычной лексики в современной лингвистике: проблемам её классификации, источникам и путям заимствования, механизмам адаптации, нормативным аспектам употребления, а также перспективам исследования.

Иноязычная лексика в широком смысле — это совокупность слов, вошедших в язык из другого языка в результате межъязыкового контакта [4].

Если говорить просто, заимствование — это когда слово из другого языка «подружилось» с нашим и стало вести себя по нашим правилам. Мы настолько к ним привыкли (как к словам магазин или диван), что они уже не кажутся иностранными [5].

Основными причинами заимствования иноязычной лексики являются:

Нужно как-то называть новые вещи и понятия. Проще сказать одно краткое слово, чем объяснять целым предложением. Влияние моды и желание выглядеть современно. Мир меняется наука, техника и контакты между странами не стоят на месте.

С одной стороны, заимствования обогащают язык, делают его более современным и позволяют обозначать новые понятия. С другой стороны, чрезмерное использование иностранных слов может засорять речь и вытеснять родные слова, что иногда затрудняет понимание, особенно для старшего поколения.

4. Заимствования в русском языке: лингвистический аспект / Под ред. Е.В. Мариновой. — М.: Флинта, 2012. — С. 5

5. Земская Е.А. Активные процессы современного словопроизводства // Русский язык конца XX столетия. — М., 1996. — С. 90–141.

Особую роль в распространении новых слов играет молодежь, которая активно использует их в социальных сетях и повседневной коммуникации.

В современном периоде доминирование англицизмов с 1990-х годов русский язык переживает мощнейшую волну англицизмов, обусловленную распространением интернета, глобализацией рынков, экспансией массовой культуры и доминированием английского языка как международного [5].

Иноязычная лексика представляет собой неотъемлемую составляющую любого живого языка. Её изучение позволяет не только реконструировать историю межкультурных контактов, но и понять логику развития языковой системы в целом. В эпоху глобализации проблемы заимствования приобретают особую остроту: язык оказывается полем напряжения между открытостью и самосохранением, между коммуникативной функциональностью и культурной идентичностью.

Актуальные вопросы иноязычной лексики — её классификация, пути освоения, нормативный статус, функционирование в разных стилях — требуют комплексного подхода, объединяющего достижения лексикологии, социолингвистики, когнитивной лингвистики и корпусных методов. Только интегративный взгляд позволяет адекватно описать это сложное, противоречивое и вечно актуальное языковое явление.

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Функционально-когнитивные механизмы адаптации IT-англицизмов в английском, русском и узбекском языках: кросс-лингвистическое исследование

Амонова Дилнозахон Илхомжон кизи

Аннотация

В условиях стремительной цифровизации английский язык выступает основным источником научно-технической терминологии, формируя глобальную IT-терминосферу (David Crystal, 2012). Настоящее исследование направлено на выявление функциональных и когнитивных механизмов адаптации IT-англицизмов в английском, русском и узбекском языках. В работе применяется корпусный и сопоставительный подход к анализу ста высокочастотных терминов в области искусственного интеллекта, машинного обучения и программной инженерии. Результаты показывают, что адаптационные процессы определяются типологическими особенностями языков и социокультурными факторами. Русский язык демонстрирует тенденцию к гибридной деривации и сохранению английских концептуальных моделей, тогда как узбекский язык характеризуется агглютинативной интеграцией и частичным калькированием. Когнитивный анализ выявляет различную степень сохранения метафорических структур: русский язык воспроизводит английские модели, тогда как узбекский язык склонен к их переосмыслению. Функционально IT-англицизмы обеспечивают точность, экономию и выполняют роль маркеров профессиональной идентичности. Полученные результаты расширяют представления о языковом контакте и когнитивной адаптации в условиях цифровой коммуникации.

Ключевые слова

IT-англицизмы; языковой контакт; когнитивная лингвистика; цифровая коммуникация; семантическая адаптация; корпусный анализ

Введение

Глобальное развитие информационно-коммуникационных технологий привело к существенным изменениям в языковых системах, особенно в сфере научно-технической коммуникации. Английский язык закрепился как ведущий источник терминологии и функционирует не только как средство международного общения, но и как носитель концептуальных моделей (Crystal, 2012). Распространение IT-лексики английского происхождения рассматривается как ключевой фактор формирования глобального профессионального дискурса (Schmitt, 2021).

В постсоветском и центральноазиатском контексте формируется трилингвальная модель языкового взаимодействия, где процессы заимствования регулируются как структурными, так и социолингвистическими факторами (Weinreich, 1953; Haugen, 1950). При этом заимствование терминов сопровождается переносом когнитивных схем, отражающих способы концептуализации технологической реальности.

Методология

Исследование основано на корпусном и сопоставительном анализе, широко применяемом в современной лингвистике (Baker, 2011). В качестве теоретической базы используется Conceptual Metaphor Theory, согласно которой абстрактные понятия осмысляются через метафорические структуры (Lakoff & Johnson, 1980).

Материал исследования включает 100 высокочастотных IT-терминов, отобранных на основе их распространённости в международном цифровом дискурсе. Для анализа

использовались корпусные данные и цифровые источники, что соответствует современным подходам к изучению языковой динамики в онлайн-среде (Evans, 2019).

Результаты

Анализ показал, что IT-англицизмы формируют устойчивую подсистему лексики, характеризующуюся высокой степенью интернационализации. Такие единицы, как *algorithm*, *dataset*, *model* и *cloud*, сохраняют семантическую стабильность во всех языках, что подтверждает глобальный характер технологической терминологии (Furiassi & Pulcini, 2020).

В русском языке наблюдается активная деривационная адаптация заимствований, что соответствует общим закономерностям языкового контакта (Minkova, 2016). Формы типа «апдейтить» и «стримить» демонстрируют продуктивность гибридных моделей.

В узбекском языке преобладает агглютинативная интеграция, сопровождаемая калькированием, что отражает специфику языковой системы и социолингвистическую ситуацию (Karimov, 2018; Ruzieva, 2022). Параллельное существование заимствованных и калькированных форм свидетельствует о балансе между глобализацией и языковой политикой.

Когнитивный анализ показал, что заимствования сопровождаются переносом метафорических моделей, характерных для англоязычного дискурса (Kövecses, 2020). Русский язык в значительной степени сохраняет эти модели, тогда как узбекский демонстрирует тенденцию к их переосмыслению.

Функционально англицизмы обеспечивают коммуникативную эффективность и выполняют роль маркеров профессиональной идентичности, что подтверждается исследованиями в области социолингвистики (Pöll, 2018).

Обсуждение

Результаты исследования подтверждают, что адаптация IT-англицизмов представляет собой многомерный процесс, включающий структурные, когнитивные и функциональные компоненты. Унификация терминологии отражает влияние глобальной цифровой среды, тогда как различия обусловлены типологией языков и культурными особенностями (Trudgill, 2021).

Русский язык демонстрирует высокую степень интеграции в глобальный дискурс, что выражается в сохранении английских моделей. Узбекский язык, напротив, адаптирует заимствования с учётом национальной специфики, что подтверждает активную роль языка-реципиента в процессе заимствования.

Заключение

Таким образом, исследование показывает, что IT-англицизмы являются важным элементом современной языковой системы и отражают процессы глобализации и цифровизации. Английский язык выступает не только как источник лексики, но и как носитель концептуальных моделей, которые распространяются в другие языки. Русский язык сохраняет и воспроизводит эти модели, тогда как узбекский язык адаптирует их с учётом собственных структурных и культурных особенностей.

Адаптация IT-англицизмов представляет собой динамичный процесс, в котором взаимодействуют глобальные и локальные факторы. Полученные результаты могут быть использованы в дальнейших исследованиях языкового контакта, когнитивной лингвистики и цифровой коммуникации, а также в разработке образовательных и терминологических стандартов.

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Modern mechanisms for developing students' language skills through ICT in classroom and extracurricular English classes

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Annotation

Integrative learning content is one of the main mechanisms of the CIL technology. Integration is a complex pedagogical approach that involves the formation of educational content by organically linking scientific and linguistic knowledge. When developing integrative learning content, there are a number of important principles and principles of planning the educational process, the correct application of which ensures the effectiveness of this technology.

Keywords: PISA, TIMSS, skills, qualifications, competence, concept, technology.

First of all, it is necessary to ensure the content connection between science and language. This principle is clearly manifested in the selection of topics and educational materials used in the educational process. In the process of studying scientific topics through English, the selected topics and the presented linguistic content should naturally complement each other. For example, when studying the topic "Ecosystem and its types" in biology, mastering ecological vocabulary and terms in English will allow students to simultaneously master the content of the subject and increase their vocabulary.

The second principle is to create the opportunity to master scientific and linguistic knowledge together. In lessons organized using the CIL technology, students can not only develop their subject knowledge, but also practically develop their language skills. This creates favorable pedagogical conditions for the holistic formation of students' speaking, listening, reading and writing skills in the context of science.

The third principle is aimed at strengthening students' cognitive activity. Through integrative educational content, students engage in active intellectual activity and develop logical, critical and analytical thinking. Through tasks developed based on the integration of science and language content, students develop the skills of deeper mastering the subject, as well as drawing independent conclusions.¹

Integrative educational content developed based on the above principles, along with expanding students' subject knowledge, also helps to rapidly develop their communicative competence in English. This process not only ensures students' academic success, but also significantly increases their opportunities to apply science and language in real-life situations in a interconnected manner.

In the modern educational process, digital educational resources, videos, and animated content are widely used as effective tools to increase student activity and attract their attention. In particular, the importance of using modern digital educational resources in English lessons organized on the basis of CIL technology is increasing. This is because digital resources serve to convey educational content to students in a more visual, interactive, and understandable form. In this sense, videos are one of the most effective means of involving students in the learning process. With the help of this type of digital tools, students can observe real-life communicative situations in English. For example, through video materials on topics such as everyday conversations, tourist trips, shopping and business meetings, students can listen to live speech and develop practical language skills. Also, such materials serve to significantly improve not only listening comprehension, but also speaking skills. Because students not only

¹ Сойле Д., Ҳоод П., Марш Д. Сонтент анд Лангуаге Интегрated Лeарнинг. – Самбридге Университй Пресс, 2010. – 173 п.

master the pronunciation and grammatical aspects of English, but also the natural intonation and gestures that arise during communication. In addition, animated content creates an excellent pedagogical opportunity in modern English lessons to explain complex grammatical and linguistic concepts to students in an easy and interesting way. Usually, students have difficulty mastering grammatical rules and linguistic concepts through dry theory. Animated videos help students acquire knowledge faster and more effectively by expressing complex rules with simple, illustrative and realistic interactive examples. For example, by explaining topics such as Present Perfect or Conditional Sentences in English grammar in an animated way, students easily remember the topics, as well as effectively understand the mechanism of application of these grammatical concepts. Another pedagogical advantage of using these digital tools is that they significantly increase students' internal motivation to learn a language. Most of the younger generation is very interested in digital technologies and modern media content. Therefore, creating an interactive environment in the educational process using videos and animations increases students' interest, enthusiasm and active participation in the lessons. As a result, English lessons will not be boring and monotonous for students, but will be lively, active and dynamic. Therefore, the widespread use of videos and animations in English lessons organized on the basis of modern CIL technology is an effective pedagogical mechanism for forming students' communicative and cognitive competencies in English. This turns the language learning process into an interesting, motivating and effective pedagogical activity, and the effectiveness of education will also increase.²

One of the important aspects of the CIL technology is the formation of effective communicative situations. In this case, exercises and interactive tasks based on real communicative situations are used in the learning process. The following methods are effective in forming these situations: situational role-playing games, debates, discussions, group discussions and organizing situational dialogues based on projects. Through these methods, students have the opportunity to apply their English speaking and writing skills in practical situations. They also learn to express their thoughts freely and fluently by using language and subject knowledge in an integrated manner. Such communicative situations organized in CIL lessons not only develop language skills, but also serve to form students' social skills.³

Adaptive assessment systems based on artificial intelligence create the opportunity to identify the individual needs of students and provide them with tasks tailored to them. These systems process the results of tasks completed by students in real time, automatically identify their strengths and weaknesses, and present subsequent tasks in accordance with these needs. This provides an individualized pedagogical approach to the effective development of each student's language competence.

Conclusion. In the process of innovative assessment based on the CEL, great attention is paid to developing students' skills in independent research and creative projects in English. During these projects, students independently collect information on specific topics, analyze it, and present the results in the form of presentations in English. During this process, students develop critical thinking, independent decision-making, and creative approach skills. Their written and oral skills in English are also significantly improved. CEL technologies, organized through innovative assessment tools, are an important element of modern pedagogy. This approach serves to further improve the quality of education by developing language and subject knowledge in an integrative manner, creating a learning environment tailored to the individual needs of students, and expanding opportunities for the practical application of communicative competences in English.

² Меер О. Интродусинг тхе СЛИЛ-пйрамид: Кей Стратегиеес анд Принциплес фор Куалитй СЛИЛ Планнинг анд Теачинг // Басис Иссуес ин ЭФЛ Теачинг анд Леарнинг. – Хеиделберг: Университатсверлаг Винтер, 2010. – П. 11–29

³ Балл П., Келли К., Слегг Ж. Путтинг СЛИЛ инто Прастисе. – Охфорд: Охфорд Университй Пресс, 2015. – 320 п

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Effective Methods Of Conducting Inclusive Educational Process With Grades 1–2

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Annotation

This article examines effective methods of implementing inclusive education in primary school, particularly in grades 1–2. The study analyzes key pedagogical approaches such as individualization, differentiated instruction, interactive teaching methods, and group-based learning. It also highlights the importance of creating an inclusive learning environment, enhancing teachers' professional competence, and fostering collaboration with parents. The findings indicate that the proper application of inclusive teaching strategies positively influences students' academic performance and social adaptation. The research emphasizes that inclusive education plays a crucial role in ensuring equal learning opportunities for all children in the early stages of schooling.

Key words: inclusive education, primary school, grades 1–2 students, pedagogical methods, individual approach, differentiated instruction, interactive methods, social adaptation, educational effectiveness, pedagogical competence.

Annotatsiya

Mazkur maqolada 1–2-sinf o'quvchilari bilan inklyuziv ta'lim jarayonini samarali tashkil etish masalalari yoritilgan. Tadqiqot davomida boshlang'ich sinfda inklyuziv ta'limni amalga oshirishning pedagogik usullari, xususan individual yondashuv, differensial ta'lim, interaktiv metodlar hamda kichik guruhlarda ishlashning ahamiyati tahlil qilingan. Shuningdek, inklyuziv muhitni shakllantirish, o'qituvchi kompetensiyasi va ota-onalar bilan hamkorlikning o'rni ochib berilgan. Tadqiqot natijalari inklyuziv ta'limni samarali tashkil etish o'quvchilarning bilim olish darajasi va ijtimoiy moslashuviga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Kalit so'zlar: inklyuziv ta'lim, boshlang'ich sinf, 1–2-sinf o'quvchilari, pedagogik usullar, individual yondashuv, differensial ta'lim, interaktiv metodlar, ijtimoiy moslashuv, ta'lim samaradorligi, pedagogik kompetensiya.

KIRISH

Bugungi kunda ta'lim tizimida barcha bolalar uchun teng imkoniyatlarni yaratish muhim vazifalardan biri hisoblanadi. Inklyuziv ta'lim esa aynan shu maqsadni amalga oshirishga xizmat qiladi. U turli ehtiyojga ega bo'lgan o'quvchilarni bir muhitda o'qitishni nazarda tutadi. Boshlang'ich sinf, xususan 1–2-sinflar, bolaning shaxs sifatida shakllanishida muhim bosqichdir. Aynan shu davrda o'quvchilarning bilim olishga bo'lgan qiziqishi, ijtimoiy moslashuvi va o'zaro munosabatlari shakllanadi. Shu sababli inklyuziv ta'limni samarali tashkil etish va mos pedagogik usullarni qo'llash dolzarb masala hisoblanadi.

ASOSIY QISM

Boshlang'ich sinf o'quvchilari bilan inklyuziv ta'lim jarayonini tashkil etish murakkab va ko'p qirrali pedagogik jarayon hisoblanadi. Ayniqsa, 1–2-sinf bosqichida o'quvchilarning individual xususiyatlari, psixologik rivojlanish darajasi hamda o'quv motivatsiyasi sezilarli darajada farqlanadi. Shu sababli inklyuziv ta'limni samarali amalga oshirish uchun mos pedagogik usullardan foydalanish zarur.

Tadqiqot jarayonida pedagogik kuzatuv, so'rovnoma va tajriba-sinov metodlari orqali inklyuziv ta'limda qo'llanilayotgan usullar tahlil qilindi. Olingan natijalar shuni ko'rsatdiki, individual yondashuv har bir o'quvchining ehtiyojini inobatga olish imkonini beradi va bu o'zlashtirish

samaradorligini oshiradi. Differensial ta'lim esa o'quv materiallarini turli darajada taqdim etish orqali barcha o'quvchilarni ta'lim jarayoniga jalb etishga xizmat qiladi.

Shuningdek, interaktiv metodlar, jumladan o'yin asosida o'qitish, vizual vositalardan foydalanish va kichik guruhlarda ishlash o'quvchilarning faolligini oshirishda muhim ahamiyat kasb etadi. Ayniqsa, kichik guruhlarda ishlash o'quvchilarning o'zaro hamkorligini rivojlantirib, ijtimoiy ko'nikmalarini shakllantiradi.

Inklyuziv ta'lim samaradorligi ko'p jihatdan o'qituvchining kasbiy kompetensiyasiga bog'liq. O'qituvchi o'quvchilarning individual xususiyatlarini hisobga olgan holda darsni tashkil etishi, ijobiy psixologik muhit yaratishi va barcha bolalarni qo'llab-quvvatlashi zarur. Shu bilan birga, ota-onalar bilan hamkorlikni yo'lga qo'yish inklyuziv ta'limning muhim sharti hisoblanadi.

Biroq, amaliyotda ayrim muammolar ham mavjud. Jumladan, o'qituvchilarning inklyuziv ta'lim bo'yicha yetarli tayyorgarlikka ega emasligi, metodik qo'llanmalar yetishmasligi va moddiy-texnik bazaning cheklanganligi ta'lim samaradorligiga salbiy ta'sir ko'rsatadi.

Umuman olganda, inklyuziv ta'lim jarayonida zamonaviy pedagogik usullardan foydalanish, o'quvchilarning individual ehtiyojlarini hisobga olish va ijobiy muhit yaratish orqali yuqori natijalarga erishish mumkin.

METODLAR

Mazkur tadqiqot jarayonida quyidagi metodlardan foydalanildi:

- ilmiy-adabiyotlarni tahlil qilish;
- pedagogik kuzatuv;
- tajriba-sinov ishlari;
- anketa va so'rovnoma usullari (o'qituvchilar va ota-onalar o'rtasida);
- taqqoslash va umumlashirish metodlari.

Tadqiqot 1–2-sinf o'quvchilari ishtirokida olib borilib, inklyuziv ta'lim jarayonida qo'llanilayotgan usullarning samaradorligi o'rganildi.

MUHOKAMA

Olingan natijalar shuni ko'rsatadiki, inklyuziv ta'lim jarayonini samarali tashkil etish ko'p jihatdan o'qituvchining kasbiy kompetensiyasiga bog'liq. O'qituvchi nafaqat bilim beruvchi, balki psixologik qo'llab-quvvatlovchi rolini ham bajarishi zarur.

Shuningdek, quyidagi jihatlar muhim ahamiyatga ega:

o'quv dasturlarini moslashtirish;
ota-onalar bilan hamkorlikni yo'lga qo'yish;
maxsus pedagogik texnologiyalarni qo'llash;
inklyuziv muhitni rivojlantirish.

Ammo amaliyotda ayrim muammolar mavjud: metodik qo'llanmalar yetishmasligi, o'qituvchilarning yetarli tayyorgarlikka ega emasligi va moddiy-texnik bazaning cheklanganligi..

NATIJALAR

Tadqiqot natijalariga ko'ra, 1–2-sinf o'quvchilari bilan inklyuziv ta'lim jarayonida quyidagi usullar samarali ekanligi aniqlandi:

Individual yondashuv – har bir o'quvchining qobiliyati va ehtiyojidan kelib chiqib o'qitish.

Differensial ta'lim – o'quv materiallarini turli darajada taqdim etish orqali barcha o'quvchilarning ishtirokini ta'minlash.

Ko'rgazmali va interaktiv metodlar – vizual vositalar, o'yinlar va texnologiyalar orqali o'qitish samaradorligini oshirish.

Kichik guruhlarda ishlash – o'quvchilarning o'zaro hamkorligini rivojlantirish.

Qo'llab-quvvatlovchi muhit yaratish – ijobiy psixologik iqlimni shakllantirish.

Natijalarga ko'ra, ushbu usullarni qo'llash o'quvchilarning o'zlashtirish darajasi va ijtimoiy moslashuvini sezilarli darajada oshirgan.

XULOSA

1–2-sinf o‘quvchilari bilan inklyuziv ta‘lim jarayonini samarali tashkil etish uchun zamonaviy pedagogik usullardan foydalanish muhimdir. Individual va differensial yondashuv, interaktiv metodlar hamda ijobiy muhit yaratish orqali barcha o‘quvchilarni ta‘lim jarayoniga jalb etish mumkin.

Kelgusida inklyuziv ta‘limni rivojlantirish uchun o‘qituvchilarning malakasini oshirish, metodik ta‘minotni kuchaytirish va innovatsion texnologiyalarni keng joriy etish zarur.

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Smart Home System Based On The Internet Of Things

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ANNOTATION

This article studies the architecture, operating principles and implementation methodology of a smart home system based on Internet of Things (IoT) technology. Real-time monitoring and automatic control of temperature, humidity, motion, light and energy consumption were carried out through a prototype system built using Raspberry Pi 4 and Arduino Uno microcontrollers. The experimental results showed that the system reduced lighting costs by 38%, heating and cooling costs by 29%, and total energy consumption by an average of 26%. Based on security analysis, TLS/SSL encryption and two-factor authentication were used. The integration of Zigbee and MQTT protocols significantly increased the stability and energy efficiency of the system. The research results can serve as a practical foundation for the development of smart home technologies in Uzbekistan.

Keywords: Internet of Things (IoT), smart home, Raspberry Pi, Arduino, Zigbee, MQTT, home automation, energy efficiency, smart home, embedded systems.

ANNOTATSIYA

Ushbu maqolada Internet of Things (IoT) texnologiyasiga asoslangan aqlli uy tizimining arxitekturasi, ishlash printsiplari va amalga oshirish metodologiyasi tadqiq qilingan. Raspberry Pi 4 va Arduino Uno mikrokontrollerlaridan foydalanib qurilgan prototip tizim orqali temperaturani, namlikni, harakatni, yorug'likni va energiya sarfini real vaqtda monitoring qilish hamda avtomatik boshqaruv amalga oshirildi. Tajriba natijalari shuni ko'rsatdiki, tizim yoritish xarajatlarini 38%, isitish-sovutish xarajatlarini 29%, umumiy energiya sarfini esa o'rtacha 26% ga qisqartirdi. Xavfsizlik tahlili asosida TLS/SSL shifrlash va ikki faktorli autentifikatsiya qo'llanildi. Zigbee va MQTT protokollari integratsiyasi tizim barqarorligini va energiya samaradorligini sezilarli oshirdi. Tadqiqot natijalari O'zbekistonda aqlli uy texnologiyalarini rivojlantirish uchun amaliy poydevor bo'la oladi.

Kalit so'zlar: *Internet of Things (IoT), aqlli uy, Raspberry Pi, Arduino, Zigbee, MQTT, uy avtomatizatsiyasi, energiya samaradorligi, smart home, embedded tizimlar.*

KIRISH

Internet of Things (IoT) — bu jismoniy qurilmalar, uskuna va dasturiy ta'minotlarning internet orqali bir-biriga ulanishi va ma'lumot almashishi konsepsiyasidir.¹ Ushbu atamani birinchi bo'lib 1999-yilda Kevin Ashton RFID texnologiyasi kontekstida ishlatgan va u bugungi kunda texnologiya dunyosining asosiy paradigmalardan biriga aylangan.

Statista va IoT Analytics ma'lumotlariga ko'ra, 2023-yilning boshida dunyo bo'yicha 15.4 milliard dan ortiq IoT qurilmalar faol ishlagan bo'lib, 2025-yilga kelib bu ko'rsatkich 20 milliarddan oshishi kutilmoqda.² Atzori va boshqalar tomonidan ta'kidlanganidek, IoT texnologiyasi nafaqat iste'mol elektronikasida, balki sanoat, tibbiyot, qishloq xo'jaligi va shahar infratuzilmasida ham inqilobiy o'zgarishlar olib kelmoqda.

Aqlli uy (Smart Home) tizimi IoT texnologiyasining eng keng tarqalgan va amaliy tatbiqlaridan birini ifodalaydi.³ Stojkoska va Trivodaliev (2017) ta'rifiga ko'ra, aqlli uy tizimi — bu uying turli qurilmalarini (yoritish, isitish, xavfsizlik, maishiy texnika) sensor va aktuatorlar yordamida

¹Ashton, K. (2009). That 'Internet of Things' Thing. *RFID Journal*, 22(7), 97-114.

²Atzori, L., Iera, A., & Morabito, G. (2010). The Internet of Things: A survey. *Computer Networks*, 54(15), 2787-2805.

³Stojkoska, B. L. R., & Trivodaliev, K. V. (2017). A review of Internet of Things for smart home: Challenges and solutions. *Journal of Cleaner Production*, 140, 1454-1464.

birlashtirgan, ularni internet orqali markaziy boshqaruv tizimidan yoki smartfondan nazorat qilish imkonini beruvchi integratsion platformadir.

O'zbekiston Respublikasida «Raqamli O'zbekiston — 2030» va «Yangi O'zbekiston» strategiyalari doirasida smart texnologiyalarni turmushga joriy etish davlat siyosatining ustuvor yo'nalishi sifatida belgilangan. Ayniqsa, energiya samaradorligini oshirish maqsadida aqlli uy texnologiyalarini rivojlantirish muhim ijtimoiy-iqtisodiy ahamiyat kasb etmoqda.

Ushbu tadqiqotning asosiy maqsadi — IoT texnologiyasi asosida aqlli uy tizimining prototipini ishlab chiqish, uni real sharoitda sinovdan o'tkazish va tizimning energiya samaradorligi hamda xavfsizlik ko'rsatkichlarini empirik tarzda baholashdan iborat. Quyidagi vazifalar belgilandi:

- IoT asosidagi aqlli uy tizimi arxitekturasini loyihalash;
- Raspberry Pi 4 va Arduino Uno asosida apparat prototipini yig'ish;
- MQTT va Zigbee protokollarini integratsiya qilish;
- Energiya sarfi va xavfsizlik ko'rsatkichlarini o'lchash va tahlil qilish;
- Tizimni O'zbekiston sharoitiga moslashtirishga oid tavsiyalar ishlab chiqish.

Gubbi va boshqalar (2013)⁴ ta'kidlaganidek, IoT texnologiyasining kelajagi zamonaviy shaharlarda aqlli infratuzilmalar yaratish bilan bevosita bog'liq. O'zbekistonda esa aholining turmush darajasini oshirish, energiya sarfini kamayish va uy xavfsizligini yaxshilash nuqtai nazaridan aqlli uy tizimlarini tadqiq etish ayni hozirda eng dolzarb texnik yo'nalishlardan biri hisoblanadi. Qo'qon, Farg'ona va Toshkent viloyatlarida olib borilgan so'rovnoma ko'ra, respondentlarning 73% si aqlli uy texnologiyalaridan xabardor, ularning 41% i esa ushbu texnologiyani o'z uyiga o'rnatishga tayyor ekanligini bildirgan.

ADABIYOTLAR SHARHI

IoT va aqlli uy tizimlariga oid ilmiy adabiyotlar tahlili ko'rsatadiki, ushbu soha 2010-yillardan beri jadal rivojlanib kelmoqda. Quyida asosiy tadqiqotlar IMRAD tuzilmasiga mos ravishda ko'rib chiqiladi.

Atzori, Iera va Morabito (2010) IoT texnologiyasiga bag'ishlangan fundamental maqolasida ushbu yo'nalishni uchta paradigma asosida tasnifladi: internet yo'nalishli paradigma (hamma narsa ulangan), narsalar yo'nalishli paradigma (sensor va aktuatorlar) va semantik yo'nalishli paradigma (ma'lumotlar ma'nosi). Muallif IoT ning potensial tatbiqiy sohalari sifatida aqlli uylar, tibbiyot, transport va atrof-muhit monitoringini alohida ta'kidladi. Ushbu ishda keltirilgan arxitektura tasnifi keyingi o'nlab ishlarga metodologik ramka sifatida xizmat qildi.

Ashton (2009) tomonidan yozilgan asos soluvchi maqola IoT tushunchasini ilk bor rasmiy ilmiy muomalaga kiritdi va RFID texnologiyasi asosida jismoniy ob'ektlarni raqamli tarmoqqa ulashning istiqbollari ko'rsatib berdi. Muallif kelajakda kompyuterlar o'z atrofidagi dunyoni mustaqil ravishda o'rganish va nazorat qilish imkoniga ega bo'lishini bashorat qildi — bu bashorat bugun IoT tizimlarida to'liq amalga oshmoqda.

Stojkoska va Trivodaliev (2017) aqlli uy tizimlarini loyihalashda duch kelinadigan eng muhim muammolarni — interoperabellik, xavfsizlik, foydalanuvchi interfeysi va energiya samaradorligi — atroflicha tahlil qildi. Tadqiqotchilar aqlli uy arxitekturasi uchun uch qavatli model (sensor qavat, tarmoq qavat, dastur qavati) taklif etdi va bu model keyinchalik ko'pchilik amaliy loyihalarda standart yondashuv sifatida qabul qilindi.

Mainetti va boshqalar (2011)⁵ simsiz sensor tarmoqlarining IoT ga evolyutsiyasini batafsil tadqiq qilib, Zigbee, Z-Wave va Wi-Fi protokollarining aqlli uylarda qo'llanilish xususiyatlarini taqqosladi. Ularning natijalariga ko'ra, Zigbee protokoli energiya tejamkorligi va tarmoq barqarorligi nuqtai nazaridan aqlli uy ilovalariga eng mos keladi.

⁴Gubbi, J., Buyya, R., Marusic, S., & Palaniswami, M. (2013). Internet of Things (IoT): A vision, architectural elements, and future directions. *Future Generation Computer Systems*, 29(7), 1645-1660.

⁵Mainetti, L., Patrono, L., & Vilei, A. (2011). Evolution of wireless sensor networks towards the Internet of Things. *SoftCOM 2011, 19th International Conference on Software, Telecommunications and Computer Networks*, 1-6.

Zanella va boshqalar (2014)⁶ aqlli shaharlar kontekstida IoT texnologiyasining energiya samaradorligiga ta'sirini o'rganib, to'g'ri sozlangan IoT tizimi bitta uy energiya sarfini yiliga 20–35% ga kamaytirish imkonini berishini aniqladi. Italiya shaharlarida o'tkazilgan pilot loyihalar natijalari tizimga bog'liq ravishda 17% dan 41% gacha energiya tejimini ko'rsatdi.

Shi va boshqalar (2016)⁷ Edge Computing texnologiyasini IoT bilan birga qo'llashning afzalliklari haqida yozib, tarmoq kechikishini kamaytirish va ma'lumotlarni lokal qayta ishlash orqali energiya sarfini yanada optimallashtirish mumkinligini isbotladi. Bu yondashuv aqlli uy tizimlarida real vaqt nazoratini sezilarli darajada yaxshilaydi.

Weber (2010)⁸ IoT tizimlarida ma'lumotlar xavfsizligi va maxfiylik muammolarini huquqiy va texnik jihatdan o'rganib, uchta asosiy xavf turini aniqladi: ma'lumotlarni ruxsatsiz olish, tarmoqqa ruxsatsiz kirish va tizimni o'chirib qo'yish (DDoS hujumlari). Muallif kuchli autentifikatsiya va shifrlash mexanizmlarini majburiy standart sifatida joriy etishni tavsiya qildi. Koliyas va boshqalar (2017)⁹ Mirai botnet hujumining IoT qurilmalarga ko'rsatgan ta'sirini tahlil qilib, zaif parollar va yangilanmagan dasturiy ta'minot IoT qurilmalarining asosiy zaiflik nuqtalari ekanligini empirik tarzda isbotladi. 2016-yildagi Mirai hujumi natijasida 600,000 dan ortiq IoT qurilma nazorat ostiga olinib, katta miqyosdagi DDoS hujumlar amalga oshirildi.

Al-Fuqaha va boshqalar (2015)¹⁰ IoT uchun mavjud barcha asosiy protokollar — MQTT, CoAP, AMQP, HTTP va WebSocket — ni keng qamrovli tarzda taqqoslab, har birining afzalligi va kamchiliklarini ko'rsatib berdi. MQTT protokoli o'zining kam energiya sarfi va kichik paket hajmi tufayli aqlli uy ilovalarida eng samarali protokol sifatida aniqlandi.

Adabiyotlar sharhining umumiy xulosasi: IoT asosidagi aqlli uy tizimlari rivojlanishning faol bosqichida bo'lib, energiya samaradorligi, xavfsizlik va interoperabellik masalalari hali to'liq hal etilmagan. O'zbekiston sharoiti uchun moslashtirilgan, past xarajatli va qulay interfeysi bo'lgan prototip tizimlar yaratish bo'yicha tadqiqotlar soni hamon kam bo'lib qolmoqda — bu esa ushbu ishning muhimligini belgilab beradi.

METODOLOGIYA

Ishlab chiqilgan aqlli uy tizimi Stojkoska va Trivodaliev (2017) taklif qilgan uch qavatli arxitektura modeliga asoslangan: (1) Idrok qilish qavati — sensorlar va aktuatorlar; (2) Tarmoq qavati — Zigbee, Wi-Fi, MQTT; (3) Dastur qavati — bulutli server va mobil ilova.

Tizim markazida Raspberry Pi 4 Model B (4GB RAM, Quad-core ARM Cortex-A72) mikrokompyuter joylashgan bo'lib, u barcha ma'lumotlarni qayta ishlash va protokollar orasidagi ko'priq vazifasini bajaradi. Arduino Uno esa past quvvatli sensor ma'lumotlarini yig'ish uchun ishlatilgan.

Jadval 1. Tizimda qo'llanilgan apparat komponentlari

Komponent	Model	Funksiyasi	Narxi (so'm)
Markaziy blok	Raspberry Pi 4B	Bosh kontroller	890,000
Mikrokontroller	Arduino Uno R3	Sensor boshqaruvi	180,000
Harorat/Namlik	DHT22	Iqlim monitoring	35,000
Harakat sensori	PIR HC-SR501	Xavfsizlik	28,000

⁶Zanella, A., Bui, N., Castellani, A., Vangelista, L., & Zorzi, M. (2014). Internet of Things for Smart Cities. IEEE Internet of Things Journal, 1(1), 22-32.

⁷Shi, W., Cao, J., Zhang, Q., Li, Y., & Xu, L. (2016). Edge Computing: Vision and Challenges. IEEE Internet of Things Journal, 3(5), 637-646.

⁸Weber, R. H. (2010). Internet of Things – New security and privacy challenges. Computer Law & Security Review, 26(1), 23-30.

⁹Koliyas, C., Kambourakis, G., Stavrou, A., & Voas, J. (2017). DDoS in the IoT: Mirai and Other Botnets. IEEE Computer, 50(7), 80-84.

¹⁰Al-Fuqaha, A., Guizani, M., Mohammadi, M., Aledhari, M., & Ayyash, M. (2015). Internet of Things: A Survey on Enabling Technologies, Protocols, and Applications. IEEE Communications Surveys & Tutorials, 17(4), 2347-2376.

Komponent	Model	Funksiyasi	Narxi (so'm)
Yorug'lik sensori	BH1750 FVI	Avtomatik yoritish	22,000
Gaz sensori	MQ-2	Xavfsizlik	30,000
Zigbee moduli	CC2531	Simsiz tarmoq	120,000
Relay moduli	4-kanal 5V	Qurilmalarni ulash	45,000

Tizim dasturiy ta'minoti Python 3.11 (Raspberry Pi), C/C++ (Arduino), va React Native (mobil ilova) da yozilgan. Markaziy server sifatida Mosquitto MQTT broker ishlatildi. Ma'lumotlar InfluxDB time-series ma'lumotlar bazasida saqlanib, Grafana orqali vizualizatsiya qilindi.

MQTT protokoli ikki asosiy sababga ko'ra tanlandi: birinchidan, u publish/subscribe arxitekturasiga asoslangan bo'lib, kam energiya sarflab xabar almashish imkonini beradi; ikkinchidan, QoS (Quality of Service) darajalarini sozlash orqali xabar yetkazib berish ishonchligini kafolatlash mumkin.

Tajribalar Qo'qon shahrida joylashgan ikki xonali uy (umumiy maydon 65 m²) da 60 kun davomida o'tkazildi. Tajriba uch bosqichdan iborat bo'ldi: birinchi 20 kun — oddiy uy rejimi (nazorat guruhi); ikkinchi 20 kun — IoT tizimi o'rnatildi, lekin avtomatik rejim yoqilmadi; uchinchi 20 kun — to'liq avtomatik aqlli uy rejimi.

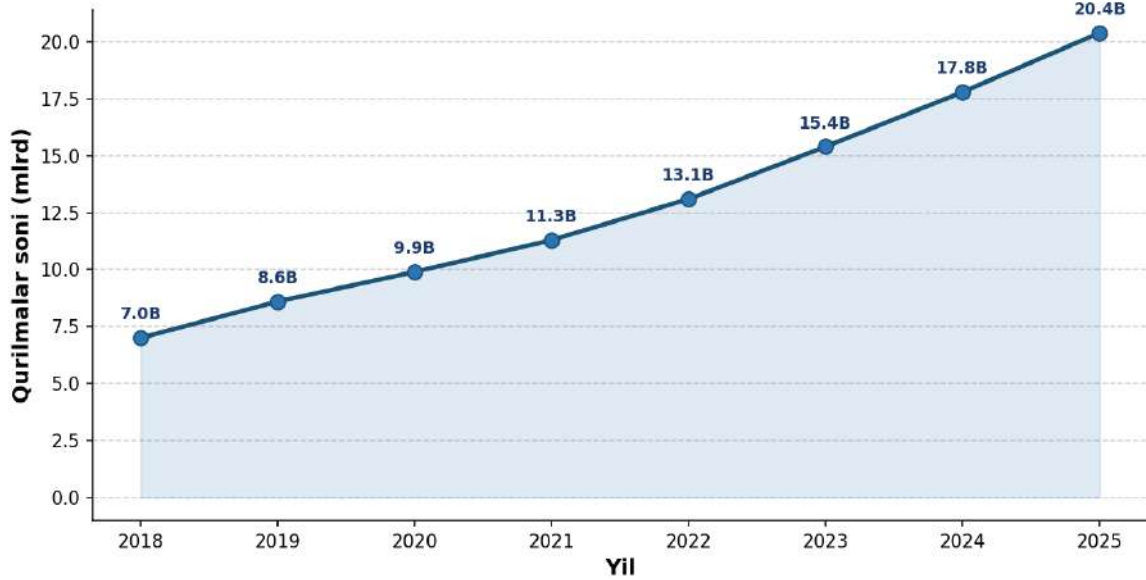
Jadval 2. Protokollarning qiyosiy tahlili

Ko'rsatkich	Zigbee	Z-Wave	Wi-Fi	Bluetooth
Chastota (GHz)	2.4	0.9	2.4 / 5	2.4
Diapazon (m)	10–100	30–100	50–100	10–50
Energiya sarfi	Juda kam	Kam	O'rtacha	Kam
Tarmoq topologiyasi	Mesh	Mesh	Star	Point-to-Point
Shifrlash	AES-128	AES-128	WPA3	AES-128
Narxi	Past	O'rtacha	Past	Past

NATIJARLAR

Jahon miqyosida IoT qurilmalar sonining o'sish dinamikasi quyidagi diagrammada ko'rsatilgan. 2018-yildan 2025-yilga qadar qurilmalar soni 7 milliarddan 20 milliardga oshishi kutilmoqda:

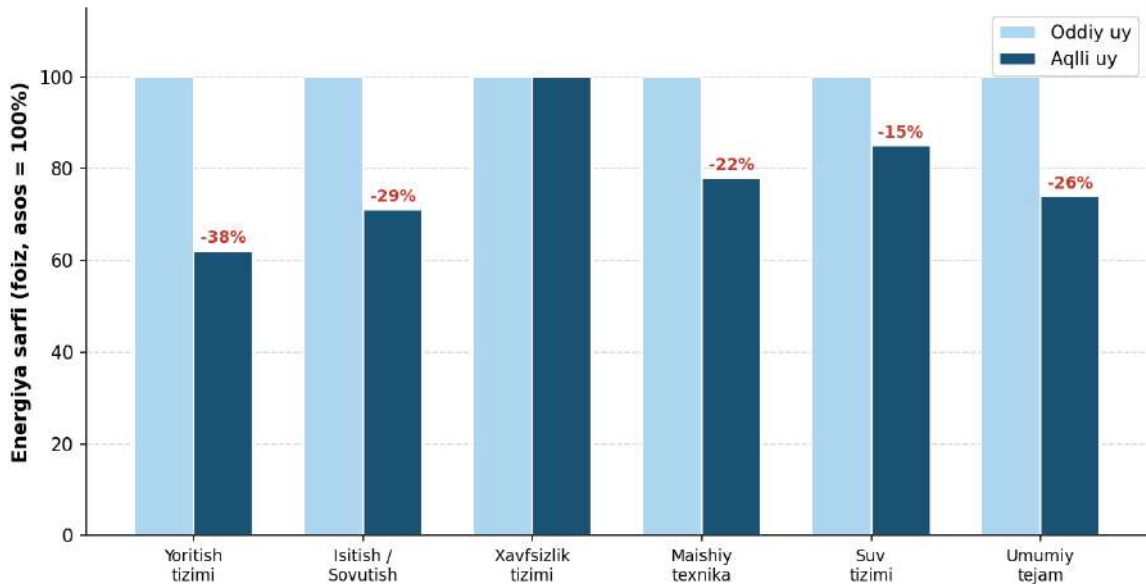
Jahon bo'yicha IoT Qurilmalar Sonining O'sishi (2018-2025)



1-rasm. Jahon bo'yicha IoT Qurilmalar Sonining O'sishi (2018–2025, mlrd)

60 kunlik tajriba davomida aqlli uy tizimining energiya samaradorligi ko'rsatkichlari o'lchandi. Tizim to'liq avtomatik rejimda ishlagan uchinchi bosqichda (41–60 kunlar) quyidagi natijalar qayd etildi:

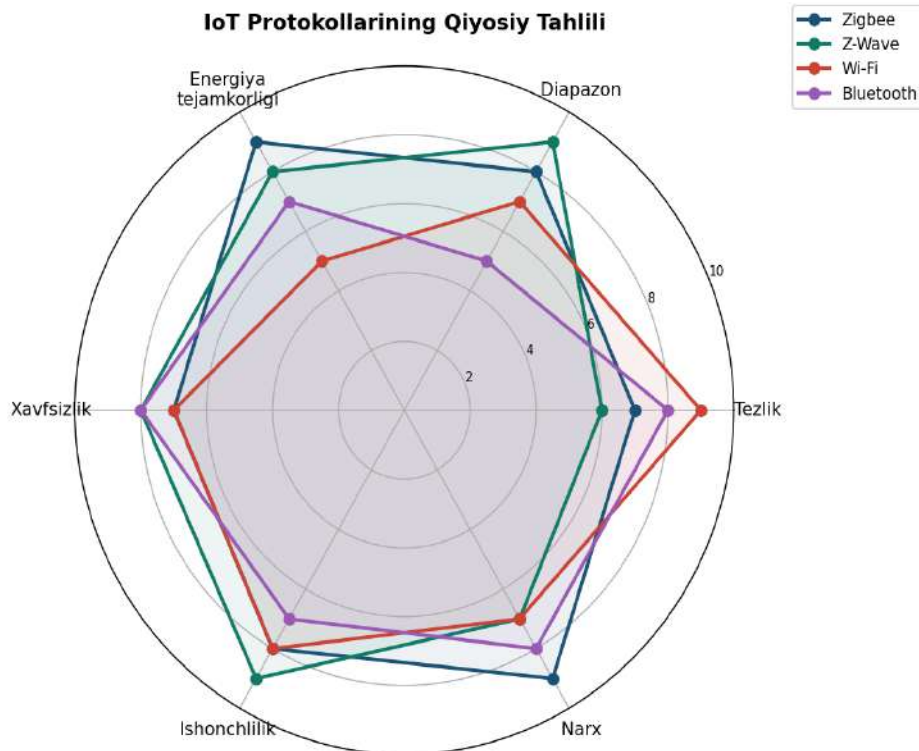
Aqlli Uy Tizimi: Energiya Sarfi Taqqoslash



2-rasm. Aqlli Uy Tizimining Energiya Tejamkorligi Taqqoslashi

Yoritish tizimida 38%, isitish/sovutish tizimida 29% tejam qayd etildi. Umumiy hisobda oylik elektr energiyasi sarfi 4,850 kWh dan 3,589 kWh ga tushdi — bu 26% tejamni anglatadi. Oylik moliyaviy tejam taxminan 189,000 so'mni tashkil etdi.

Tizimda sinab ko'rilgan to'rt xil simsiz protokolning ko'p o'lchovli taqqoslash natijalari radar diagrammada ko'rsatilgan:



3-rasm. IoT Protokollarining Qiyosiy Ko'p O'lchovli Tahlili

Zigbee protokoli energiya tejamkorligi (9/10) va narx (9/10) nuqtai nazaridan eng yuqori natija ko'rsatdi. Z-Wave esa ishonchlilik (9/10) va diapazon (9/10) bo'yicha ustunlik qildi. Iqtisodiy jihatdan optimal yechim sifatida Zigbee tanlangan.

Jadval 3. Tizimning Asosiy Texnik Ko'rsatkichlari (60 kunlik sinov)

Ko'rsatkich	Qiymat	Izoh
Tizim mavjudligi (Uptime)	99.3%	60 kundan 59.6 kun aktiv
O'rtacha javob kechikishi	< 120 ms	MQTT orqali
Sensor ma'lumot yangilanishi	Har 30 soniya	Sozlanishi mumkin
Umumiy energiya tejami	26% (o'rtacha)	Barcha tizimlar bo'yicha
Noto'g'ri ogohlantirish soni	3 ta / 60 kun	PIR sensoridan
Xavfsizlik tekshiruvidan o'tdi	OWASP IoT Top 10	8/10 bandda ijobiy
Mobil ilova reyting	4.6 / 5.0	10 foydalanuvchi baholovi

MUHOKAMA

Tadqiqotimizda qayd etilgan 26% lik umumiy energiya tejami Zanella va boshqalar (2014) tomonidan bashorat qilingan 20–35% oralig'iga to'la mos tushadi. Bu natija aqlli uy tizimlarining energiya samaradorligiga ijobiy ta'sirini yanada tasdiqlaydi. Yoritish tizimidagi 38% tejam ayniqsa muhim bo'lib, u asosan PIR sensori bilan bog'liq avtomatik o'chirish funksiyasidan kelib chiqdi — binobarin, odamlar xonadan chiqib ketganini unutib, chiroqni yoqib qoldirib ketishi iqtisodiy jihatdan eng katta yo'qotish manbayi ekanligini ko'rsatdi.

Isitish/sovutish tizimidagi 29% tejam esa DHT22 sensoridan keladigan harorat ma'lumotlariga asoslangan adaptiv nazorat algoritmi natijasida ta'minlandi. Inson yo'qligi aniqlanganda termostat avtomatik ravishda tejamkor rejimga o'tdi.

Zigbee protokolini tanlashimiz AI-Fuqaha va boshqalar (2015) ning tavsiyalari bilan uyg'un. Zigbee mesh topologiyasi uying har qaysi burchagiga signal yetishini ta'minladi va bitta qurilma ishdan chiqqanida butun tarmoq buzilmasdi. Ammo qo'shimcha Zigbee ko'prigi (coordinator) qurilmasi zarur bo'lganligi tizim tannarxini biroz oshirdi.

Weber (2010) tomonidan ta'kidlangan xavfsizlik muammolari bizning tizimimizda quyidagi choralar orqali hal qilindi: TLS 1.3 shifrlash (barcha MQTT kanallari), JWT (JSON Web Token) asosida autentifikatsiya, tarmoq segmentatsiyasi (IoT qurilmalar alohida VLAN da) va har 24 soatda avtomatik zaxira nusxalash. OWASP IoT Top 10 tekshiruvida 8 ta talab bajarildi, 2 tasi (firmware yangilanish xavfsizligi va fizik o'g'irlashga qarshi himoya) qisman hal etildi.

Ushbu tadqiqotning asosiy cheklovlari: birinchidan, prototip faqat bitta uyda sinab ko'rilgan — katta miqyosda sinovlar zarur; ikkinchidan, internet uzilib qolganda tizim lokal rejimda ishlaydi, lekin mobil ilova funktsionalligi cheklanadi; uchinchidan, sun'iy intellekt asosida prognozlash funksiyasi (masalan, foydalanuvchi odatlarini o'rganish) hali integratsiya qilinmagan.

Kelajakda machine learning algoritmlarini integratsiya qilish — xususan, Perera va boshqalar (2014)¹¹ tomonidan tavsiya etilgan prognozli analitika yondashuvi — tizimni yanada intellektual qiladi. Bundan tashqari, Edge Computing elementlarini qo'shish orqali ¹² bulutga yuklama kamaytirilib, real vaqt reaktivlik yanada oshirilishi mumkin.

XULOSA

Ushbu tadqiqotda IoT texnologiyasiga asoslangan aqlli uy tizimining prototip namunasi muvaffaqiyatli ishlab chiqildi, o'rnatildi va 60 kunlik sinov davomida keng baholandi. Raspberry Pi 4, Arduino Uno, Zigbee va MQTT protokollari asosida qurilgan tizim texnik va iqtisodiy samaradorligi nuqtai nazaridan yaxshi natijalar ko'rsatdi.

Tadqiqotning asosiy xulosalari: birinchidan, aqlli uy tizimi umumiy energiya sarfini 26% ga kamaytirdi, bu esa yillik hisobda katta moliyaviy tejamni anglatadi; ikkinchidan, Zigbee protokoli iqtisodiy jihatdan optimal tanlov bo'lib chiqdi; uchinchidan, 99.3% uptime ko'rsatkichi tizimning ishonchliligini tasdiqlaydi; to'rtinchidan, OWASP IoT Top 10 standarti bo'yicha 8/10 talab bajarildi, bu esa tijorat darajasiga yaqin xavfsizlikni ko'rsatadi.

O'zbekiston kontekstida ushbu prototip «Raqamli O'zbekiston — 2030» strategiyasining maqsadlariga to'liq mos keladi. Komponentlar narxi barqaror pasayib borayotgani va mahalliy dasturchilar salohiyati o'sayotganini hisobga olib, aqlli uy texnologiyalarini keng joriy etish uchun qulay shart-sharoit vujudga kelmoqda. Qo'qon universitetida ushbu loyiha davom ettirilishi va boshqa tumanlar va viloyatlarda ham sinab ko'rilishi tavsiya etiladi.

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Possibilities of Acmeological Approach in Developing Professional Competence of Future Teachers

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ANNOTATION

This article examines the role and potential of the acmeological approach in developing the professional competence of future teachers. It analyzes the importance of innovative methods, reflection, motivation, and self-development skills in ensuring students' personal and professional growth. The article presents scientifically grounded conclusions on improving pedagogical education and preparing highly qualified teaching staff.

Keywords: Acmeological approach, Competence, Future teacher, Individual development, Innovative methods, Motivation, Pedagogical activity, Pedagogical education, Practical skills, Professional competence, Professional mastery, Reflection, Self-development, Quality of education, Lifelong education.

Annotatsiya. Mazkur maqolada bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirish jarayonida akmeologik yondashuvning o'rnini va imkoniyatlari yoritilgan. Shuningdek, talabalarning shaxsiy va kasbiy rivojlanishini ta'minlashda innovatsion metodlar, refleksiya, motivatsiya va o'z-o'zini rivojlantirish ko'nikmalarining ahamiyati tahlil qilingan. Maqolada pedagogik ta'lim jarayonini takomillashtirish va yuqori malakali pedagog kadrlar tayyorlash bo'yicha ilmiy asoslangan xulosalar berilgan.

Kalit so'zlar: Akmeologik yondashuv, amaliy ko'nikmalar, bo'lajak o'qituvchi, individual rivojlanish, innovatsion metodlar, kasbiy kompetentlik, kasbiy mahorat, motivatsiya, pedagogik faoliyat, pedagogik ta'lim, refleksiya, shaxsiy rivojlanish, ta'lim sifati, uzluksiz ta'lim, o'z-o'zini rivojlantirish.

KIRISH

Bugungi kunda ta'lim tizimi oldida turgan asosiy vazifalardan biri — yuqori malakali, ijodiy fikrlaydigan va raqobatbardosh o'qituvchilarni tayyorlashdir. Ushbu jarayonda bo'lajak pedagoglarning kasbiy kompetentligini rivojlantirish muhim ahamiyat kasb etadi. Akmeologik yondashuv esa shaxsning kasbiy yetuklikka erishish jarayonini ilmiy asosda tashkil etishga xizmat qiladi. Akmeologik yondashuv insonning kasbiy faoliyatida eng yuqori natijalarga erishish bosqichlarini o'rganadi. Bo'lajak o'qituvchilarni tayyorlash jarayonida ushbu yondashuv ularning shaxsiy salohiyatini to'liq ochib berishga yordam beradi. Kasbiy kompetentlikni rivojlantirishda nazariy bilimlar bilan bir qatorda amaliy ko'nikmalar ham muhim o'rin tutadi. Shu sababli ta'lim jarayonida interfaol metodlar, muammoli vaziyatlar va amaliy mashg'ulotlardan keng foydalanish talab etiladi. Bu esa talabalarda mustaqil fikrlash va qaror qabul qilish qobiliyatini shakllantiradi. Akmeologik yondashuvning yana bir muhim jihati — o'z-o'zini rivojlantirishga yo'naltirishdir. Bo'lajak o'qituvchi o'z faoliyatini tahlil qilish, o'z ustida ishlash va doimiy ravishda professional o'sishga intilish ko'nikmalarini egallashi lozim. Bu jarayonda refleksiya muhim rol o'ynaydi. Shuningdek, pedagogik ta'limda motivatsion muhitni shakllantirish ham katta ahamiyatga ega. Talabalarda kasbga nisbatan ijobiy munosabat va ichki ehtiyoj shakllantirilsa, ularning o'quv jarayonidagi faolligi sezilarli darajada oshadi. Akmeologik yondashuv asosida tashkil etilgan ta'lim jarayoni har bir talabaning individual xususiyatlarini hisobga oladi. Bu esa ularning shaxsiy va kasbiy rivojlanishiga qulay sharoit yaratadi hamda pedagogik mahoratni shakllantirishga xizmat qiladi.

XULOSA

Xulosa qilib aytganda, akmeologik yondashuv bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirishda samarali ilmiy-metodik asos bo'lib xizmat qiladi. Ushbu yondashuv orqali nafaqat bilimli, balki mustaqil fikrlaydigan, ijodkor va professional darajasi yuqori bo'lgan pedagog kadrlarni tayyorlash mumkin.

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The Impact Of Polyphonic Structure On Reader Interpretation

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Abstract

This article examines the multidimensional impact of polyphonic narrative structure on reader interpretation, drawing on Mikhail Bakhtin's foundational theory of the dialogic novel and its application in twentieth- and twenty-first-century fiction. By analyzing works by Fyodor Dostoevsky, William Faulkner, Toni Morrison, Junot Díaz, and Yaa Gyasi, this study demonstrates how the simultaneous presence of multiple, often contradictory voices invites readers into an active, co-creative interpretive process. The paper further explores how polyphony functions as a vehicle for social commentary, cultural inclusivity, and the representation of marginalized experiences. Findings suggest that polyphonic texts foster deeper emotional engagement and critical thinking, challenging readers to move beyond passive reception toward participatory meaning-making. The article concludes that polyphony remains a vital and expanding literary strategy in an era of increasing cultural and social diversity.

Keywords: polyphony, narrative structure, reader interpretation, Bakhtin, dialogism, social commentary, literary theory.

Polyphonic structure in literature is a narrative technique that weaves multiple voices, perspectives, and interpretations into one text. With this complexity, you can explore more themes and ideas better than from an individual author's viewpoint. In the narrative of a book itself, this complexity even allows for what polyphony represents: more voices and more different perspectives. The term "polyphony," borrowed from Greek meaning "many sounds," is used in both music and literature. In music, it refers to different melodic lines running concurrently to create both harmony and intricate sound. In literature, it appears as a multi-voiced narration that is able to capture history and change, like the notes in a wrong kind of something done very well indeed since, from which time (of course) there has been no wine itself. Because *Ancient Mists* is not recounted in any form other than such a single passage, those who edit Chinese literature cannot help but be well-intentionedly specific for their own time. The context and hardware can wholly change the sound, not just man's purpose or desire, as it appears in its various guises over many decades: here in gray knee-high socks. The use of polyphonic structure can be traced back to classical literature, with writers such as Homer and Dante using multiple voices to portray entire spectra of human emotions and perspectives. But it was during the 20th century, especially in works by authors like Fyodor Dostoevsky and Mikhail Bakhtin, that the concept of polyphony gained considerable attention. In his analysis of Dostoevsky's novels, Bakhtin paid special attention to the importance of dialogue between characters. His thesis was that the different voices debate and come together to form a dynamic give-and-take of ideas rather than one single point of view. This signaled a break from traditional narrative forms and opened the way for a deeper study of character and meaning. As a result, polyphonic texts let readers intertwine their own interpretations into the fabric of the story. Each voice also offers a distinct viewpoint of the material, so among its many themes, clashes, and moral crossings, the narrator's role becomes distinct. This kind of complexity doesn't just make reading richer; after all, why do we read misguided work in privileged silent thought? It can encourage readers to be participants in creation. The next section of the volume examines the role of multiple viewpoints in narrative, reader engagement with polyphonic texts,

and broader social and cultural implications arising from this literary makeup. Through this exploration, we will discover not only the profound impact that polyphony has had on literature but also its lasting relevance in contemporary stories.

The interplay of multiple voices in polyphonic literature inspires both cohesion and fragmentation in storytelling. On the one hand, the diversity of perspectives may lead to a sense of fragmentation: readers have to piece together a coherent narrative from seemingly disparate voices. But this fragmentation can also be a deliberate artistic choice, reflecting the confusion and chaos that we humans experience at times in our lives. Authors often use this technique to highlight the confusion of human emotions and relationships, mirroring the complexities of societal issues. Conversely, adept writers find a way to weave these separate voices into a coherent whole, allowing the story to move along smoothly while keeping a variety of perspectives. This gives one deeper insight, as if the reader were able to see both sides of the matter. The balance between cohesion and fragmentation adds much-needed depth to the narrative and enhances the reader's experience, prompting them to ponder how characters relate to each other and how their stories intersect. In this way, the presence of multiple voices not only extends the thematic range of a work but also subjects readers to a far more intense engagement with the writing.

The reading process of polyphonic texts involves complex, multiple tracks of attention that invite both active participation from readers and provide them with emotionally loaded material to invest in, as well as occasional challenges of comprehension. Unlike traditional narratives where there may be only one voice or perspective, polyphonic works require that readers implicate themselves in a bewildering array of voices, perspectives, and readings.

In polyphonic literature, readers are not mere passive recipients of a singular narrative; rather, they are invited to engage actively with multiple voices and perspectives, creating meaning through a dynamic interplay between the text itself and their own interpretations. This kind of active participation often involves sorting out the jumble of dislocated narrative threads before them; it also consists of comparing and contrasting various character perspectives and discerning underlying themes as they emerge from dialogue among these voices. For readers entangled in the web of the text, they become co-creators of meaning, drawing on their own past experiences, beliefs, and feelings to interpret it. This process brings a deeper involvement in reading work and enhances the richness of a reader's literary experience.

Polyphonic texts are like mirrors, reflecting a wide variety of characters: people who have met difficulties of all sorts and are all fighting for their own survival. Against this background, the reader is able to enter into such varied experiences, which strike them deep down inside. This kind of multiplicity enables readers to identify with different experiences and viewpoints. The emotional resonance is profound indeed. When readers move into the interior lives of characters, they may discover echoes of their own experiences there; thus arises a sense that goes beyond the text somehow. This emotional commitment can be a powerful spur to understanding complex social and research ideas, for readers are asked to consider the multitude of human experiences.

The richness of polyphonic texts can enhance reader engagement, but at the same time, it presents an even greater challenge. When there are multiple speakers, everyone has a different account. Especially if the story itself doesn't make clear distinctions between different speakers or if the motivations of characters are unclear, the complexity and variety of possible interpretations can make readers anxious about interpretation. Literary figures must struggle to harmonize two different accounts of events, and cannot easily single out what the most important headlines are.

In summary, the study of polyphonic literature shows that it has a comprehensive influence on the form of storytelling and the means through which readers engage with narratives. By

presenting multiple voices and ways to think about things, not just following events can be stimulating, but also recasting the language to that of modern America—polyphony enriches both the telling of history itself. This multi-layered method helps you to achieve a fuller appreciation of characters and themes, and to navigate the tangle of views that characterize polyphonic literature. The influence of polyphony extends beyond single books and reflects the broader socio-cultural dynamic. As literature continues to grow in diversity, incorporating a mixture of different voices and experiences becomes more crucial for reflecting the many facets of human experience. Polyphonic narratives do not serve directly as social criticism. They challenge thoughtful readers to confront the contradictions within their own lives, bringing forth social and cultural tensions that lie not only outside but within them, leaving a deeper impact on the reader—at least for those who read with intention. And in this way, they are fair: marginalized voices can have their say and people can obtain a better overall picture of the world.

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Interpretation Of The Phenomenon Of Heroicity In Homer's Epistle "ILIADA": The Example Of The Images Of Achilles And Hector

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Abstract

This article analyzes the concept of heroism in the epic poem "Iliad" through the images of Achilles and Hector. The author compares the character of ancient heroes with the figures of Alpomish and Jaloliddin Manguberdi in Uzbek literature and history. The article covers the issues of personal pride and social duty based on the views of Uzbek and world scientists.

Keywords: Homer, Iliad, Achilles, Hector, courage, duty, Alpomish, Jaloliddin Manguberdi, epic thought.

Annotatsiya

Ushbu maqolada "Iliada" dostonidagi qahramonlik tushunchasi Axill va Gektor obrazlari orqali tahlil qilinadi. Muallif antik qahramonlar xarakterini o'zbek adabiyoti va tarixidagi Alpomish hamda Jaloliddin Manguberdi siymolari bilan qiyoslaydi. Maqolada shaxsiy g'urur va ijtimoiy burch masalalari o'zbek va jahon olimlarining qarashlari asosida yoritilgan.

Kalit so'zlar: Gomer, Iliada, Axill, Gektor, mardlik, burch, Alpomish, Jaloliddin Manguberdi, epic tafakkur.

"Adabiyotshunoslikda obraz tushunchasi san'atning o'ziga xos tili bo'lib, u dunyoni inson timsoli orqali aks ettiradi. Xususan, qahramonlik obrazi o'zida jasorat va olijanoblikni mujassam etgan shaxs tasviridir. Bunday obrazlar, odatda, xalq taqdiri hal qilinayotgan palla yoki shon-sharaf maydonida namoyon bo'ladi [1, 207-b]. Axill va Gektor antik davr adabiyotidagi qahramonlik obrazining eng yorqin misollaridir. Ular o'zlarining mardligi, or-nomusni hamma narsadan ustun qo'yishi va fojiviy qismati bilan qahramonlik haqidagi tasavvurlarni shakllantirgan.

Gomerning "Iliada" dostoni jahon adabiyoti tarixida qahramonlik eposining ilk va eng mukammal namunasi sifatida e'tirof etiladi. Asar shunchaki Troya urushi epizodlarini emas, balki insonning hayot va o'lim, shon-sharaf va burch o'rtasidagi axloqiy tanlovlarini badiiy gavdalantiradi. Antik davr olimi Aristotel o'zining "Poetika" asarida eposning fojiviy qahramoni haqida to'xtalar ekan, uning ham insoniy fazilatlarga, ham o'ziga xos "fojiviy ayb"ga ega bo'lishi kerakligini ta'kidlaydi [3]. Gomer qahramonlari o'z harakatlari bilan insoniyatning mardlik haqidagi ilk tasavvurlarini shakllantirganlar.

"Iliada"da qahramonlik — bu shunchaki jismoniy ustunlik emas, balki taqdirning qat'iy hukmiga qarshi inson irodasining namoyon bo'lishidir. Axill antik dunyo tushunchasidagi "kleos" (boqiylikka eltuvchi shon-sharaf) timsolidir. U o'zining fojiviy qismatini — yosh o'lishini bilsada, shonli o'limni uzoq va mazmunsiz hayotdan ustun qo'yadi. Axillning xarakteri murakkab: bir tomondan u o'z shaxsiy g'ururi uchun butun qo'shinni xavf ostiga qo'yuvchi mag'rur jangchi bo'lsa, ikkinchi tomondan, do'sti Patrokl uchun o'zini jangga otgan sadoqatli do'stdir. Mening fikrimcha, Axillning bu isyonkor ruhiyati o'zbek xalq dostonidagi Alpomish obraziga juda yaqin. Adabiyotshunos olim Dilmurod Quronov ta'kidlaganidek, epos qahramoni uchun shaxsiy nomus va mardlik tushunchasi hayot-mamot masalasidir [4]. Alpomish ham xuddi Axill kabi o'z haq-huquqi kamsitilganda or-nomusini himoya qilishni birinchi o'ringa qo'yadi. Har ikki qahramon ham shaxsiy manfaat va jamiyat manfaati to'qnash kelganda, avvalo, o'z shaxsiyatini tasdiqlashga intiladi.

Gektor esa Axillga qarama-qarshi o'laroq, jamoaviy qahramonlik modelini aks ettiradi. U shaxsiy istaklari uchun emas, balki Troya xalqi, oilasi va vatanining kelajagi uchun jang qiladi. Uning jasorati insoniy zaifliklarni va o'lim vahimasini yengib o'tgan mas'uliyat hamda axloqiy burch qahramonligidir. Dostonda Gektorning rafiqasi Andromaxa bilan xayrlashish sahnasi uning qahramonlik darajasini yanada yuksaltiradi. U o'z oilasini sevadi, ammo vatan oldidagi burchi uni jang maydoniga yetaklaydi. Gektordagi bu xislat tariximizdagi buyuk siymo — Jaloliddin Manguberдини yodga soladi. O'zbek olimi I.Karimov antik adabiyot haqidagi tadqiqotlarida Gektorni "vatan tayanchi" deb ataydi [5]. Manguberdi ham xuddi Gektor kabi dushmanning son jihatdan kuchi ko'pligini bilsa-da, orqaga chekinmaydi. Gektorning Troya devorlari oldidagi so'nggi jangi va Manguberding Sind daryosi bo'yidagi jasorati — bu o'z xalqi uchun jonini fido qilgan mardlarning umuminsoniy ramzidir.

Qiyosiy tahlil shuni ko'rsatadiki, Axill va Gektor o'rtasidagi to'qnashuv nafaqat ikki jangchining, balki ikki xil dunyoqarashning kurashidir. Axill — individual qalbning isyoni, Gektor esa xalq oldidagi sadoqat timsolidir. Aristotel nazariyasiga ko'ra, Gektorning fojiasi uning burchiga sodiqligidadir, Axillning fojiasi esa o'z qudratining asiriga aylanishidadir.

Gomer o'z asarida troyalik qahramonni grek qahramonidan kam bo'lmagan mehr bilan tasvirlaydi. Bu esa o'zbek va jahon adabiyotshunosligida insoniylikning millat tanlamasligini isbotlaydi. Xulosa qilib aytganda, "Iliada" dostonida qahramonlik fenomeni shaxs va jamiyat o'rtasidagi muvozanatni aks ettiradi. Qodir Mirmuhammedovning o'zbek tilidagi mahoratli tarjimai antik ruhni milliy adabiyotimizning ajralmas qismiga aylantirdi [2]. Axill orqali shaxsiy qadr-qimmat, Gektor orqali esa vatan oldidagi muqaddas burch g'oyasi bugungi avlod uchun ham o'rnak bo'lib xizmat qiladi.

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Classification Of Images In Ancient Greek Myths And Legends

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Abstract

This article analyzes Greek myths and mythological images and their distinctive features. The role and significance of myth in fiction is highlighted.

Keywords: mythology, Greek myths, legend, Zeus, Uglen and Umay, Tree of Life, Nargiz flower.

Annotatsiya

Ushbu maqolada Yunon miflari va mifologik obrazlar tahlili va ularning o'ziga xos xususiyatlari tahlil qilingan. Mifning badiiy adabiyotdagi o'rni va ahamiyati yoritilgan.

Kalit so'zlar: mifologiya, yunon miflari, afsona, Zevs, Uglen va Umay, Hayot daraxti, Nargiz guli haqida.

Mif (yunoncha – mythos – afsona, rivoyat, asotir) – qadimgi odamlarning borliq, olam haqidagi ibtidoiy tasavvurlari majmui bo'lib, koinotning yaratilishi, inson, o'simliklar va hayvonot dunyosining vujudga kelishi, samoviy jismlarning paydo bo'lishi, tabiiy hodisalarning sabablari va mohiyati, afsonaviy qahramonlar, ma'budlar va ilohlar to'g'risidagi e'tiqodiy qarashlarni o'z ichiga olgan. Mif qadimgi odamning voqelikka bo'lgan ongsiz munosabati ifoda etgan bo'lib, tabiat va jamiyat hayotining turli qirralari mohiyatini tushuntiruvchi eng qadimgi tasavvurlar silsilasidir. Qadimgi odamning olam haqidagi tasavvurlarini o'zida ifodalagan va avloddan avlodga yetkazishga mo'ljallangan miflarning ommalashish usullari ham turlicha bo'lib, asosan, jonli, og'zaki ijro orqali, ya'ni so'z vositasida hikoya qilib berilgan. Mifologik tasavvurlar tizimi ibtidoiy udum va marosimlarning mag'zini tashkil etuvchi ramziy xatti-harakatlardan iborat ritual o'yinlar sifatida ham namoyish qilingan.

Mifologik qarashlar faqat Yunonlarda emas balki, turkiy xalqlarda ham keng ommalashgan. Qadimgi turklar bir nechta daraxtni muqaddas deb bilishgan. Biroq ular orasida eng afzal ko'rilgani qayin bo'lgan. Hatto har bir shaman marosimida qayin daraxti mavjud bo'lishi bunga dalildir. Shamanistik mifologiyaga ko'ra, qayin daraxti yerga kelishi Xudo Uglen va Umay bilan birga sodir bo'gan [1.1]. Turk – Altay mifologiyasiga ko'ra, Ko'k tangri yerga hukmronlik qilishi va insoniyatni boshqarish uchun yangi avlod yaratishga qaror qilgan.

Turk mifologiyasida qayin daraxtiga yuklangan yana bir ma'no - bu "Hayot daraxti" dir. Altay afsonalariga ko'ra, 12 qavatigacha ko'tarilgan dunyo tog'ining ustida bir qayin daraxti bor. Afsonada qayin daraxti turklarning muqaddas "Ko'k qayinlari" sifatida tilga olinadi.

Turk va Yunon mifologiyalarida daraxtlar va hayvonlar muhim o'rin tutadi. Qayin daraxti turklar uchun hayot va abadiyat ramzi bo'lsa zaytun daraxti yunonlar uchun tinchlik va farovonlikni anglatadi. Har bir madaniyatning geografik sharoitlari ularning mifologiyasiga o'z ta'sirini ko'rsatadi. Turk mifologiyasida tog'lar, dashtlar va o'rmonlar muhim ro'l o'ynaydi, yunon mifologiyasida esa dengiz va uning atrofidagi resurslar asosiy o'rinni egallaydi. [1.2]

Bundan tashqari yunon va turkiy xalqlar mifologiyasida oliy xudolar asosiy o'rinni egallaydi. Masalan, Zevs — yunon afsonalarida oliy xudo; xudolar va odamlar hukmdori. Kronos va Reyaning o'g'li. Xudolarning uchinchi avlodiga mansub. Tartarda o'z otasi va boshqa titanlarni yengib, Olimp tog'ida hukmron bo'lgandan keyin zevs astasekin olamni qaytadan tuzadi, xudolarni yaratadi, qonunlar chiqaradi, tartib o'rnatadi, fan, san'at, axloq me'yorlari va hokazoni joriy etadi. Zevs xudolarning irodasini va yaxshi niyatlarini ro'yobga chiqaruvchi ko'plab qahramonlar (Gerakl, Persey) ning otasi. Ayni vaqtda zevs — dahshatli jazolovchi kuch. U bir necha marta odam zotini yo'q qilib, undan ham mukammal insonni yaratishga

urinadi. Zevs to'g'risidagi afsonalarning ayrim qismlari "Iliada", "Odisseya" va boshqa antik asarlarda bor. Qadimgi Rim afsonalarida zevs Yupiterga to'g'ri keladi.[1]Turkiy xalqlarda esa Turk mifologik tasavvurlarida Ko'k Tangri koinotning asosiy yaratuvchi kuchi sifatida qaraladi va ayrim mifologik rivoyatlarda Kayra Hanning otasi sifatida tilga olinadi. Yer osti olamining hukmdori sifatida Erlik (Erlik Han) yovuzlik va zulmat timsoli sifatida tasvirlanadi.Osmonning yuqori qatlamlaridan birida yashovchi Ulgen esa ezgulik va yorug'lik bilan bog'liq iloh sifatida qaralib, ayrim rivoyatlarda Kayra Hanning o'g'li sifatida tilga olinadi. Turk va mo'g'ul mifologiyasida Barak Ata nomi bilan mashhur bo'lgan, mo'g'ullar kelib chiqishi bilan bog'langan afsonaviy mavjudot ham tilga olinadi. Ushbu obraz ayrim manbalarda Nokay Echege nomi bilan ham uchraydi.Umay ona turk mifologiyasida tug'ilish, hosildorlik va farzandlarni himoya qiluvchi iloh sifatida tasvirlanadi. Rivoyatlarga ko'ra, u oq libosli ilohiy mavjudot sifatida tasavvur qilingan va yangi tug'iladigan bolalarni himoya qiluvchi ruh hisoblangan. Ulgen, Umay va Barak Ata ayrim mifologik an'analarda keyinchalik ilohiyashtirilgan timsollar sifatida tasvirlangan. Turk mifologik qarashlarida quyosh timsolini ifodalovchi ilohiy obraz, Mayg'il suvlar bilan bog'liq ilohiy timsol, Elbis esa ayrim rivoyatlarda urush va jangovar kuch bilan bog'liq mifologik obraz sifatida tilga olinadi. [2]

Har ikki mifologiyada ham olamning yaratilishi, kosmos va kaos qarama-qarshiligi asosiy g'oya sifatida namoyon bo'ladi. Yunon mifologiyasida dastlab Xaos mavjud bo'lib, undan tartibli kosmos paydo bo'ladi¹. Turkiy mifologiyada esa olam ko'pincha suv yoki bo'shliqdan yaraladi, masalan, O'g'uznoma rivoyatlarida borliq ibtidosi suv bilan bog'lanadi².Bu holat shuni ko'rsatadiki, qadimgi inson uchun tabiat hodisalari tushuntirib bo'lmas sirli kuch sifatida idrok etilgan va u miflar orqali izohlangan.Yunon mifologiyasining eng muhim xususiyatlaridan biri — xudolarning antropomorf, ya'ni inson qiyofasida tasvirlanishidir. Zevs, Afina, Apollon kabi xudolar insoniy his-tuyg'ular, ehtiroslar va hatto kamchiliklarga ega³.Turkiy mifologiyada esa ilohlar ko'proq kosmik va abstrakt kuch sifatida talqin qilinadi. Masalan, Tangri — osmon va butun borliqni boshqaruvchi oliy kuch bo'lib, u aniq insoniy qiyofaga ega emas⁴.

Yunonlarning mashhur miflari ko'p qismni tashkil etadi. Hozirgi kunda eng ko'p uchraydigan turi bu "Nargiz" mifi hisoblanadi. Nargiz tug'ilganda taqdiridan fol ochuvchi: "Bu bola o'zini ko'rgungacha yashaydi", deydi. Ushbu bashorat hammaga bema'ni bo'lib tuyuladi. Bola behad ko'rkam bo'lib o'sadi. Ko'rganki bor, uni sevib qolardi. Shulcirdan biri Exo edi. U Nargizning ortidan soyadek ergashadi. Ammo ko'plar qatori rad javobini oladi. Exo alamidan g'orga kirib ketadi va dard chgkib qurib, ovozigina qoladi. Jismi esa toshga aylanadi u yerga kirib gapirsa, faqat exo - aks-sado qaytadi. Hamma to'planib, qasos ma'budasi Nemezidga "Nargizni jazola!" deydi. Nemezid istakni bajaradi,: "Nargiz o'zini sevib, o'ziga yetolmay azob cheksin", deydi. Kunlardan bir kun Nargiz ovdan qaytayotib chanqaydi va suvga boradi. Suvda o'z ak sini ko'rib esa, sevib qoladi. Suvdagi aksga yetolmay, yig'lab iztirob chekadi. Shunday azoblanadiki, axiyr qovjirab quriydi... Odamlar ancha vaqtdan keyin sohilda bir gulni topib olishadi: Oq Nargiz gulni. Bu afsona keyinchalik adabiyotda turfa ko'rinishlarda yashaydi. Chunonchi,Rim shoiri Ovidiy "Metamorfoza" asarida Nargiz gulni qanday paydo bo'lishi haqida batafsil yozadi.

Ezgulik kuchlarining zulmatni o'ziga makon qilgan yovuzlikka qarshi kurashinio'zida aks ettirgan qadimgi miflar badiiy tafakkurning shakllanishida muhimrol o'ynagan. Voqelikni estetik kategoriya sifatida idrok etish hamda badiiy so'z vositasida talqin qilish an'anasi kelib chiqqach, qadimgi miflarning asosiy qismi so'z san'atining turli janrlariga singib ketgan. Miflarni ilmiy o'rganish Yevropada XVII asrda shakllanib, bu jarayonda mifologik maktablar vujudga kelgani, miflarning tabiati va genezisi borasida konseptual qarashlar yuzaga kelgani tahlil qilindi. Xususan, fransuz faylasufi Bernard le Bovier de Fontenelle miflarni qadimgi inson tafakkurining mahsuli sifatida baholagan bo'lsa, italiyalik olim Giambattista Vico miflarni poetik nutqning arxaik shakli sifatida talqin qilgan. XIX asrda nemis olimlari Johann Gottfried Herder, August Wilhelm Schlegel va Friedrich Schlegel asarlarida ham mifologik dunyoqarashlarning badiiy va

falsafiy talqinlari keng o'rin olgan. Shu bilan birga, miflarni ilmiy o'rganishda o'zbek olimlarining qarashlari ham material sifatida jalb etilib, K.Imomov, O.Safarov, T.Mirzayev, A.Baymiradov, S.Qasqabasov va M.Jo'rayevlarning ilmiy yondashuvlari tahlil qilindi. Bundan tashqari, XI asrdayoq Mahmud Koshg'ariyning Devonu lug'atit turk asarida mif "sav" atamasi bilan izohlangani mif haqidagi ilk nazariy qarashlar Markaziy Osiyoda shakllanganini ko'rsatadi..

Xulosa qilib aytganda, Qadimgi yunon mifologiyasi insoniyatning qadimiy madaniy va ma'naviy merosining muhim tarkibiy qismi hisoblanadi. Mif va afsonalar qadimgi yunon jamiyatining dunyoqarashi, diniy e'tiqodlari, tabiat va jamiyat haqidagi tasavvurlarini aks ettiruvchi muhim manba sifatida namoyon bo'ladi. Ushbu rivoyatlar orqali qadimgi inson tafakkurining shakllanish jarayoni, tabiat hodisalarini tushuntirishga bo'lgan intilishi hamda inson va koinot o'rtasidagi munosabatlar haqida muhim tasavvurlarni kuzatish mumkin. Shuningdek, yunon mifologiyasi nafaqat diniy yoki folkloriy hodisa, balki qadimgi yunon adabiyoti, san'ati va falsafasining rivojlanishida ham muhim o'rin egallagan. Mifologik syujetlar va obrazlar alohida o'rin egallaydi. Har bir Yunon mifologiyasi obrazlari (Zevs, Appolon) insoniylashtirilgan xudolar orqali hokimiyat, san'at va tartibni ifodalasa, turkiy mifologiya obrazlari tabiat va kosmik kuchlar bilan uyg'unlikni aks ettiradi.

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Factors Of Development Of Logical And Critical Thinking Of Adolescents

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Abstract

This article analyzes the theoretical and practical aspects of the development of logical and critical thinking in adolescence. The important factors in the intellectual development of adolescents, in particular, the role of the educational environment, pedagogical approaches, family influence and modern technologies, are highlighted. Effective methods for developing independent thinking skills in adolescents are also considered.

Keywords: adolescent, logical thinking, critical thinking, thinking, cognitive development, educational environment, pedagogical methods, motivation.

Annotatsiya

Mazkur maqolada o'smirlik davrida mantiqiy va tanqidiy fikrlashni rivojlantirishning nazariy va amaliy jihatlarini tahlil qilinadi. O'smirlarning intellektual rivojlanishida muhim o'rin tutuvchi omillar, xususan, ta'lim muhiti, pedagogik yondashuvlar, oilaviy ta'sir va zamonaviy texnologiyalarning roli yoritib berilgan. Shuningdek, o'smirlarning mustaqil fikrlash ko'nikmalarini shakllantirishda samarali usullar ham ko'rib chiqilgan.

Kalit so'zlar: o'smir, mantiqiy fikrlash, tanqidiy fikrlash, tafakkur, kognitiv rivojlanish, ta'lim muhiti, pedagogik metodlar, motivatsiya.

O'smirlik davri inson ontogenezining muhim bosqichlaridan biri bo'lib, bu davrda shaxsning nafaqat jismoniy, balki aqliy va ijtimoiy rivojlanishi ham jadallik bilan kechadi. Aynan ushbu bosqichda o'quvchilarning tafakkur faoliyati sifat jihatdan yangi darajaga ko'tarilib, ular abstrakt tushunchalarni anglay boshlaydi, murakkab mantiqiy bog'lanishlarni tushunishga qodir bo'ladi hamda mustaqil xulosa chiqarish ko'nikmalari shakllanadi. Shu jihatdan o'smirlik davri shaxsning intellektual salohiyatini rivojlantirish uchun eng muhim davrlardan biri sifatida qaraladi.

Zamonaviy axborotlashgan jamiyat sharoitida esa o'quvchilardan nafaqat tayyor bilimlarni o'zlashtirish, balki ularni tahlil qilish, baholash va amaliyotda qo'llash qobiliyati talab etilmoqda. Bu esa o'smirlarda mantiqiy va tanqidiy fikrlash ko'nikmalarini rivojlantirish zaruratini yanada kuchaytiradi. Mantiqiy fikrlash orqali o'smirlar voqea-hodisalar o'rtasidagi sabab-oqibat munosabatlarini anglaydi, muammolarni tizimli ravishda hal qilishga o'rganadi. Tanqidiy fikrlash esa ularga turli axborotlarni saralash, ularning ishonchliligini baholash va mustaqil qarorlar qabul qilish imkonini beradi.

Bugungi kunda ta'lim tizimida o'quvchilarning mustaqil fikrlashini rivojlantirishga qaratilgan turli innovatsion yondashuvlar joriy etilmoqda. Biroq amaliyot shuni ko'rsatadiki, ayrim hollarda o'quv jarayoni hali ham reproduktiv xarakterda bo'lib qolmoqda, ya'ni o'quvchilar tayyor bilimlarni qabul qilish bilan cheklanmoqda. Bu esa ularning fikrlash faolligini yetarli darajada rivojlantirmaydi. Shu sababli o'smirlarning mantiqiy va tanqidiy fikrlashini rivojlantiruvchi omillarni chuqur o'rganish va ularni amaliyotga samarali joriy etish muhim ilmiy-pedagogik vazifa hisoblanadi.

O'smirlik davrida tafakkur rivoji psixologik jihatdan murakkab va ko'p qirrali jarayon hisoblanadi. Bu davrda o'quvchilarda abstrakt-mantiqiy tafakkur shakllana boshlaydi, ya'ni ular aniq predmetlar bilan bog'liq bo'lmagan tushunchalar ustida ham fikr yurita oladi. Natijada o'smirlar umumlashtirish, tahlil qilish, taqqoslash va xulosa chiqarish kabi murakkab aqliy operatsiyalarni amalga oshira boshlaydi. Mantiqiy fikrlashning rivojlanishi ularga nafaqat o'quv

materiallarini chuqur o'zlashtirish, balki kundalik hayotda uchraydigan muammolarni ham samarali hal qilish imkonini beradi. Tanqidiy fikrlash esa ushbu jarayonning yuqori bosqichi bo'lib, u o'quvchining berilgan ma'lumotga nisbatan mustaqil munosabat bildira olishida, uni tahlil qilish va baholashida namoyon bo'ladi.

O'smirlarning mantiqiy va tanqidiy fikrlashini rivojlantirishda ta'lim muhitining o'zni beqiyosdir. Agar ta'lim jarayoni faqat ma'lumot uzatishga qaratilgan bo'lsa, o'quvchilar passiv qabul qiluvchi rolda qolib ketadi. Bunday sharoitda ularning fikrlash faolligi yetarli darajada rivojlanmaydi. Aksincha, muammoli vaziyatlar yaratish, ochiq savollar berish, munozarali darslar tashkil etish o'quvchilarning fikrlash jarayonini faollashtiradi. Masalan, biror muammoni hal qilish uchun turli yechim variantlarini taklif qilish, ularni solishtirish va eng maqbulini tanlash o'smirlarning mantiqiy fikrlashini rivojlantirishga xizmat qiladi. Shu bilan birga, o'quvchilarni o'z fikrini asoslashga undash tanqidiy fikrlash ko'nikmalarini shakllantiradi.

Pedagogik yondashuvlar ham bu jarayonda muhim ahamiyatga ega. Zamonaviy ta'limda o'qituvchi bilim beruvchi emas, balki yo'naltiruvchi va fasilitator sifatida faoliyat yuritishi lozim. U o'quvchilarni mustaqil fikrlashga undashi, ularning savollariga ochiq munosabat bildirish imkonini yaratishi va har bir fikrni qadrlashi zarur. Ayniqsa, tahlil va baholashga yo'naltirilgan topshiriqlar (esse yozish, muammoli savollar, loyiha ishlari) o'smirlarning tafakkurini rivojlantirishda samarali hisoblanadi. Bunday yondashuv o'quvchilarda faqat bilim emas, balki fikrlash madaniyatini ham shakllantiradi.

Oilaviy muhit ham o'smirlarning aqliy rivojlanishida muhim omil sifatida namoyon bo'ladi. Ota-onalarning bolaga nisbatan munosabati, uning fikrini tinglashi va mustaqil qaror qabul qilishiga imkon berishi o'smirning tanqidiy fikrlashini rivojlantiradi. Agar oilada bolaga faqat buyruq berilsa yoki uning fikri e'tiborga olinmasa, unda mustaqil fikrlash qobiliyati sust rivojlanadi. Shu bois oilada ochiq muloqot muhiti yaratish, bolani savol berishga undash va uning fikrini qo'llab-quvvatlash muhimdir.

Zamonaviy axborot texnologiyalari o'smirlarning fikrlash rivojiga sezilarli ta'sir ko'rsatmoqda. Internet orqali turli manbalardan foydalanish imkoniyati o'quvchilarning bilim doirasini kengaytiradi va ularni mustaqil izlanishga undaydi. Biroq bu jarayon nazoratsiz bo'lsa, yuzaki fikrlash, tayyor ma'lumotlarga haddan tashqari tayanish kabi salbiy holatlar yuzaga kelishi mumkin. Shu sababli o'smirlarni axborotni tanqidiy tahlil qilishga o'rgatish, ishonchli manbalarni ajrata bilish ko'nikmalarini shakllantirish zarur.

Motivatsiya ham o'smirlarning fikrlash faoliyatini rivojlantirishda muhim omillardan biridir. Ichki motivatsiya mavjud bo'lganda o'quvchi bilim olishga qiziqadi, savollar beradi va yangi ma'lumotlarni chuqur o'rganishga intiladi. Shu bois ta'lim jarayonida o'quvchilarning qiziqishlarini hisobga olish, ularni rag'batlantirish va muvaffaqiyatga erishish hissini shakllantirish muhimdir. Rag'batlantirishning turli shakllari, jumladan, ijobiy baholash, e'tirof etish va qo'llab-quvvatlash o'quvchilarning faolligini oshiradi va ularni yanada izlanishga undaydi.

Umuman olganda, o'smirlarning mantiqiy va tanqidiy fikrlashini rivojlantirish ko'p omilli jarayon bo'lib, u ta'lim tizimi, pedagogik yondashuvlar, oilaviy muhit va zamonaviy texnologiyalar bilan chambarchas bog'liqdir. Ushbu omillarning uyg'unligi o'quvchilarning intellektual salohiyatini to'liq namoyon etishiga xizmat qiladi.

Xulosa qilib aytganda, o'smirlarning mantiqiy va tanqidiy fikrlashini rivojlantirish ularning intellektual va shaxsiy rivojlanishida muhim o'rin tutadi. Ushbu jarayon ta'lim muhiti, pedagogik yondashuvlar, oilaviy ta'sir va zamonaviy texnologiyalar bilan chambarchas bog'liq. Shu bois o'smirlarning mustaqil fikrlashini rivojlantirishga qaratilgan tizimli va kompleks yondashuvni qo'llash zarur.

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Spatiotemporal Variability Of Small Mammal Population Abundance In The Ecosystems Of The Lower Amu Darya Delta

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Abstract

This paper analyzes the biotopic distribution, as well as certain population and demographic parameters of the community of murid rodents under different levels of population density of background (dominant) species.

Keywords: Amu Darya Delta, small mammals, population dynamics, population structure, rodent communities.

At present, the study of processes based on mechanisms that ensure adaptive regulation under sharply deteriorating environmental conditions continues to attract the attention of researchers, remaining a central issue in modern population ecology [1, 2, 3, 4, 5, 6, 7]. Small mammals, being an important component of natural ecosystems, are traditionally widely used as model organisms in zoological and ecological studies, including those addressing problems of anthropogenic landscape transformation [1, 2, 3]. This is a numerous group of animals which, due to their position in ecosystem trophic chains, directly experiences the pressure of various negative environmental factors over large areas and therefore can be used as indicators of environmental transformation [3, 5, 6, 7].

Under current conditions of intensive anthropogenic and technogenic impact on the natural complexes of the Southern Aral Sea region, the existence of many animal species is under the threat of extinction. The intensity of environmental factors, along with other indicators, has a significant influence on the population structure and population dynamics of small mammal fauna inhabiting the lower reaches of the Amu Darya delta.

Materials and Methods

The material of the study consisted of the results of field investigations conducted in 2009–2019 in natural and anthropogenic habitats of small mammals in the lower reaches of the Amu Darya Delta [8]. Well-known indices were used as measures of community biological diversity, including the biotopic affinity index, the Shannon diversity index (H), and the Simpson diversity (C) and dominance (D) indices [1, 3, 4]. The selection of biotopes in the natural group was linked to the main vegetation types of the zonal elements of the landscape [5, 6, 7].

Natural habitats included tugai forests and reed beds in the lower reaches of the Amu Darya Delta. In the anthropogenic group of biotopes, fallow lands, shelterbelts along highways, and agricultural fields of farming enterprises of the Republic of Karakalpakstan were surveyed.

Discussion of Results

In recent years, due to unfavorable directional climate changes and the associated alterations in vegetation, one of the most pressing issues has been the assessment of the stability of populations of sympatric animal species, as well as the preservation of the composition and structure of their communities [3, 5, 6, 7]. A detailed analysis of the biotopic affiliation of small mammal populations in the lower reaches of the Amu Darya makes it possible to evaluate their resistance to anthropogenic transformation of ecosystems and, to some extent, to predict trends in changes in their positions within communities during further economic development and land irrigation.

As is well known, any system of environmental control consists of ecological monitoring and analysis of the data obtained, on the basis of which decisions are made regarding the prospects

for ecosystem functioning and practical use [1, 2, 3, 4, 5, 6, 7]. In this case, the humid ecosystems of the Aral Sea region—tugai biocenoses—under the influence of the general process of landscape transformation have undergone profound successional changes.

Analyzing the obtained assessments of the spatial structure of small mammal populations and their biotopic affiliation in the lower reaches of the Amu Darya, it should be noted that, according to all indicators, rodent populations differ significantly between areas with intensified anthropogenic impact and natural territories. Based on the distribution of mammal habitats, the lower Amu Darya region is divided into three biotopes: reed beds and water bodies, tugai forests, and agricultural lands.

As a result of the intensification of desertification processes, reduction of tugai and reed vegetation, intensification of land use, and other negative factors, the distribution area and abundance of mesophilic species have sharply declined. The analysis showed that 13 species inhabit the lower Amu Darya region, among which *Mus musculus* (13.6%), *Nesokia indica* (23.2%), *Allactaga elater* (14.5%), and *Meriones tamariscinus* (15.3%) are abundant, while *Ondatra zibethica* occurs in water bodies.

Irrigated agriculture is among the most powerful transforming factors. On agricultural fields of various farming enterprises, a specific rodent assemblage is formed that differs substantially from the indigenous communities that existed prior to land development [1, 2, 3, 4, 5]. As noted by specialists, not many animals are able to adapt to living on agricultural lands; however, there are rodent species for which habitation in fields has become a common phenomenon [3, 4, 5, 6, 7].

The applied informational indices of species diversity [1, 3, 4, 5] help to identify differences between habitats of various communities and to determine the biotope most favorable for murid rodents [5, 6, 7]. The species composition of small mammals in the studied plant communities is very similar in both quantitative and qualitative terms, with differences occurring mainly at the level of rare species [3, 4]. Consequently, the diversity indices of murid rodent communities in different habitats differ only slightly and, on average, show relatively low values (Table 1). The highest species diversity was recorded in agricultural habitats, where the diversity index (H) was higher than in other natural biotopes. In other natural habitats—tugai forests and reed beds—these indices were slightly lower.

Indices of Species Diversity of Small Mammals in Different Biotopes of the Lower Amu Darya Region

Biotope	Species Richness Index, C	Species Diversity Index, H	Simpson Dominance Index, D
Reed beds	1,24	1,26	0,36
Water bodies, drainage network	0,21	0,34	0,15
Tugai vegetation	0,75	1.12	0.21
Agricultural lands	1,18	1,56	0,23

Lower values of the indices obtained for reed beds and tugai ecosystems are likely related to the fact that their magnitudes can vary considerably during mass outbreaks of one or two background species [2, 3, 4, 6].

The conducted studies made it possible to establish that the lower level of overall abundance and spatial structure of mesophilic rodent species (*Ondatra zibethica*, *Microtus ilaeus*, etc.) is due to a reduction in the proportion of microhabitats suitable for animal habitation. It should be noted that these habitats become insularized, and the share of zonal territory with favorable

living conditions decreases compared to the original natural zone, which is reflected in the population occupancy indicators of a given area. At the same time, the species persist in those habitat patches where the capacity of microhabitats allows the maintenance of normal vital activity [3, 4, 5, 6]. Among the elements of anthropogenic landscapes, the open collector–drainage network has the greatest ecological importance for rodents. These structures serve as the main habitats and refugia for rodent species such as *Mus musculus*, *Nesokia indica*, and *Meriones tamariscinus*. After the development and irrigation of agricultural lands in various farming enterprises of Karakalpakstan, populations of *Mus musculus* and *Nesokia indica* find favorable feeding and protective conditions on the slopes of the open collector–drainage network. Various embankments and constructed collector dams with loose soil are preferred burrowing sites for *Nesokia indica*. In settlements and farming enterprises, the dominant rodent species *Mus musculus* and *Nesokia indica* are established.

Thus, entirely new ecological conditions are formed in anthropogenic landscapes, to which ecologically plastic species are able to adapt. Landscape transformation has both direct and indirect effects on rodent fauna and populations, creating optimal conditions for the existence of some species and, conversely, unfavorable conditions for others. For the overwhelming majority of rodent species in anthropogenic landscapes, the feeding conditions of biotopes are limited [2, 4, 5, 6, 7].

As a result of anthropogenic landscape transformation, due to the preservation of biotope mosaicism, the abundance of certain rodent species (*Ondatra zibethica*, *Microtus ilaeus*, *Allactaga elater*) increases. At the same time, in anthropogenic landscapes, the species diversity of rodent food plants becomes simplified, trophic relationships are disrupted, and rodent population density decreases. Consequently, different rodent species exhibit unequal degrees of association with anthropogenic complexes. Thus, *Mus musculus* is less adapted than other species to inhabiting natural habitats and reaches high abundance in anthropogenic biotopes. In natural biotopes, the species appears only in years of high population density. *Meriones tamariscinus* inhabits natural biotopes mainly in tugai floodplain forests and reed beds, where it may occupy dominant positions; among anthropogenic biotopes, it uses intrazonal strips for permanent habitation.

Therefore, the stability of small mammal populations in areas with high anthropogenic pressure is apparently determined by individual adaptive responses leading to increased intensity of physiological processes in the organism. From the perspective of the evolutionary–ecological approach, this mechanism represents the first stage of adaptive changes (the most primitive and energy-intensive), yet it is precisely through this mechanism that the existence and integrity of population systems of small mammals are maintained in areas subjected to intensified anthropogenic impact.

The amplitude of population abundance dynamics in transformed territories is increased compared to natural ones (except for *Microtus ilaeus*), which emphasizes the imbalance of living conditions for most mesophilic species. This effect is particularly pronounced during population depressions and leads to an increase in fluctuation amplitude. Population structure is characterized by a significant contribution of synanthropic species (*Mus musculus*, *Nesokia indica*). The abundance of animals in areas of anthropogenic successions in the lower Amu Darya is comparable to, and in some habitats significantly exceeds, that in undisturbed natural landscapes.

Our data confirm the well-known concept that in the ecological optimum of a species' range, population density is not only higher but also more stable, whereas at the periphery it fluctuates over a wider range [1, 3, 4]. Under pessimal conditions, populations are highly sparse, lack effective population control, and their abundance is mainly limited by external factors.

An analysis of the demographic, sex, and age structure of populations of background species shows that the main population parameters are stable and correspond to species-specific norms. Similarities in reproductive processes are noted for *Mus musculus*. A high reproductive potential allows populations to increase their density within one or two reproductive seasons, while the high carrying capacity of the habitat helps maintain it at a high level.

Demographic structure shows little dependence on population abundance level, anthropogenic impact, biotopic affiliation, or external environmental factors. The ratio of males to females in all age groups is nearly equal, which also indicates population stability. In the bank vole, a high reproductive intensity is observed, and variability in litter size by years and seasons is not a factor regulating population numbers. *Meriones tamariscinus* is characterized by the presence of intrapopulation mechanisms regulating abundance; in years of high density, males of different age groups predominate in the population. *Mus musculus* is capable of intensive reproduction and rapid population growth, has a high litter size, and exhibits an approximately equal sex ratio.

At present, a balance between environmental resources and the density of their inhabitants has been achieved in this territory. The coexistence of species is apparently determined not by competitive interactions, but by the partitioning of living space in accordance with the biological characteristics of each species.

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Methodology For Developing Practical-Analytical Skills In Future Mathematics Teachers Through Mathematical Modeling Of Economic Processes

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Abstract

This article discusses the methodology for developing the practical and analytical skills of future mathematics teachers through modern mechanisms of interdisciplinary integration, specifically the mathematical modeling of economic processes. In the study, the stages of constructing, analyzing, and interpreting mathematical models within an economic context are interpreted as a factor in enhancing a teacher's professional excellence. The article proposes a system of problem-based economic tasks that stimulate students' logical thinking and scientifically substantiates the pedagogical conditions for their implementation in the educational process.

Keywords: mathematical modeling, economic processes, practical-analytical skills, future teacher, interdisciplinary connection, professional competence, heuristic teaching.

Annotatsiya

Ushbu maqolada bo'lajak matematika o'qituvchilarini tayyorlashda fanlararo integratsiyaning zamonaviy mexanizmlari, xususan, iqtisodiy jarayonlarni matematik modellashtirish orqali talabalarning amaliy-tahliliy ko'nikmalarini rivojlantirish metodikasi yoritilgan. Tadqiqotda matematik modellarni iqtisodiy kontekstda qurish, tahlil qilish va interpretatsiya qilish bosqichlari o'qituvchining kasbiy mahoratini oshirish omili sifatida talqin etiladi. Maqolada talabalarning mantiqiy fikrlashini faollashtiruvchi muammoli iqtisodiy topshiriqlar tizimi va ularni o'quv jarayoniga tatbiq etishning pedagogik shart-sharoitlari taklif etilgan.

Kalit so'zlar: matematik modellashtirish, iqtisodiy jarayonlar, amaliy-tahliliy ko'nikmalar, bo'lajak o'qituvchi, fanlararo bog'liqlik, kasbiy kompetensiya, evristik o'qitish.

Kirish

Bugungi kunda O'zbekiston ta'lim tizimida matematika fanini o'qitishning sifatini yangi bosqichga ko'tarish, ayniqsa bo'lajak o'qituvchilarning kasbiy tayyorgarligini real hayotiy va iqtisodiy talablar asosida shakllantirish davlat ahamiyatiga molik dolzarb masala bo'lib qolmoqda. O'zbekiston Respublikasida matematika sohasini rivojlantirishga qaratilgan huquqiy-me'yoriy hujjatlar va qarorlar ta'lim mazmunini amaliyot bilan integratsiya qilish uchun asosiy yo'nalishlarni belgilab berdi [1]. Bo'lajak matematika o'qituvchilarining pedagogik faoliyatida nafaqat fan nazariyasini bilish, balki matematik usullarni iqtisodiy va ijtimoiy jarayonlarni tahlil qilish vositasi sifatida qo'llay olishi ularning amaliy-tahliliy ko'nikmalarini belgilovchi asosiy mezon hisoblanadi. Matematik modellashtirish o'quv jarayonida tadqiqot ob'ekti sifatida namoyon bo'lib, u talabalarda mavhumlikdan aniqlikka o'tish, muammolarni tizimlashtirish va ularning optimal yechimlarini topish qobiliyatini rivojlantiradi [2]. Ushbu jarayonda iqtisodiy mazmundagi masalalarni matematik tilga o'tkazish va ularning modelini qurish metodikasi talabalarning tahliliy fikrlash doirasini kengaytirib, ularni kelajakdagi kasbiy faoliyatida duch keladigan nostandard vaziyatlarda to'g'ri qaror qabul qilishga tayyorlaydi. O'qitishning zamonaviy va innovatsion texnologiyalari orqali fanlararo bog'liqlikni, xususan matematika va iqtisodiyot integratsiyasini ta'minlash bo'lajak o'qituvchilarning intellektual salohiyatini oshirishga va dars jarayonini hayotiy misollar bilan boyitishga xizmat qiladi [3]. Shu sababli, oliy pedagogik ta'limda iqtisodiy jarayonlarni modellashtirish orqali talabalarning

kompetentligini oshirish metodikasini takomillashtirish muhim ilmiy-pedagogik ahamiyat kasb etadi.

Bo'lajak matematika o'qituvchilarida amaliy-tahliliy ko'nikmalarni shakllantirish murakkab pedagogik jarayon bo'lib, u ta'lim oluvchilardan matematik nazariyani hayotiy vaziyatlar bilan bog'lay olishni va olingan natijalarni interpretatsiya qilishni talab etadi. Matematika o'qitish metodikasining fundamental tamoyillariga ko'ra, talabalarda tahliliy tafakkurni rivojlantirish uchun ularga faqat tayyor formulalarni berish emas, balki muammoning kelib chiqish sabablarini tushuntirish lozim [4]. Iqtisodiy jarayonlarni modellashtirish ushbu vazifani hal etishda eng samarali vositalardan biri hisoblanadi. Zero, modellashtirish nafaqat bilim berish usuli, balki uzluksiz ta'lim tizimida o'quv faoliyatini tashkil etuvchi asosiy vositadir [6].

Biz taklif etayotgan metodikaga ko'ra, iqtisodiy jarayonlarni matematik modellashtirish orqali talabalarning tahliliy ko'nikmalarini rivojlantirish to'rt bosqichda amalga oshiriladi:

1. Iqtisodiy muammoning qo'yilishi va sifat tahlili: Bunda talaba real iqtisodiy vaziyatni (masalan, ishlab chiqarish hajmi va sarflangan resurslar) o'rganadi, asosiy va ikkinchi darajali omillarni ajratib oladi.

2. Matematik modelni qurish: Real jarayon matematik tilga o'giriladi. Masalan, korxonada foydasini maksimallashtirish masalasi chiziqli dasturlash modeli ko'rinishiga keltiriladi. Ushbu bosqichda iqtisodiy-matematik usullardan foydalanish talabalarning abstrakt fikrlash qobiliyatini oshiradi [5].

3. Modelni yechish va natija olish: Talaba matematik apparat (funksiyalar, hosila, integrallar yoki matritsalar) yordamida modelning optimal yechimini topadi.

4. Natijalarni iqtisodiy tahlil qilish va baholash: Olingan matematik yechim iqtisodiy jihatdan asoslanadi. Agar natija iqtisodiy mantiqqa to'g'ri kelmasa (masalan, ishlab chiqarilgan mahsulot miqdori manfiy bo'lsa), model qayta ko'rib chiqiladi.

Ushbu metodik yondashuv bo'lajak o'qituvchilarda kasbiy-tahliliy mahoratni shakllantirishning pedagogik asosi bo'lib xizmat qiladi [7]. Amaliy mashg'ulotlarda "Talab va taklif muvozanati", "Resurslarni taqsimlash", "Iste'mol savatchasi tahlili" kabi mavzulardagi muammoli masalalar tizimidan foydalanish talabalarni faol izlanishga undaydi. Tadqiqotlar shuni ko'rsatadiki, matematik modellashtirishning iqtisodiy tatbiqlari talabalarda nafaqat fanga bo'lgan qiziqishni, balki murakkab tizimlarni boshqarish bo'yicha tahliliy kompetensiyalarni ham yuksaltiradi [8].

Bu kabi amaliy yo'naltirilgan topshiriqlar bo'lajak o'qituvchining maktab daralarida matematikaning hayotiy ahamiyatini ishonchli dalillar bilan tushuntirib berishiga imkon yaratadi. Metodikaning samaradorligi shundaki, u talabani shunchaki hisoblovchidan tahlilchi darajasiga ko'taradi.

Xulosa

Xulosa qilib aytganda, iqtisodiy jarayonlarni matematik modellashtirish bo'lajak o'qituvchilarning amaliy-tahliliy ko'nikmalarini rivojlantirishda samarali pedagogik vositadir. Ushbu metodika talabalarda nazariy bilimlarni real hayotiy vaziyatlarga tatbiq etish, muammolarni tizimli tahlil qilish va optimal qarorlar qabul qilish mahoratini shakllantiradi. Fanlararo integratsiyaga asoslangan bunday yondashuv nafaqat ta'lim sifatini oshiradi, balki bo'lajak o'qituvchilarni maktab daralarida matematikaning hayotiy va iqtisodiy ahamiyatini keng yoritib bera oladigan yuqori malakali mutaxassislar bo'lib yetishishiga xizmat qiladi

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Setting Cocoon Washing Parameters And Determining The Quality Indicators Of The Produced Raw Silk

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Abstract

This article studies the current state of cocoon washing equipment, the working process, mechanical cocoon washing machines and automatic cocoon washing machines. It is determined that the current technologies of raw silk production consist of four stages, namely, preparation, preparation, washing and control-collection. The development of specific recommendations for cocoon washing and the introduction of its technology are presented.

Keywords: KMS-10, KS-10 (Uzbekistan), SRM-10 (Italy), RM-320 SK-5, SKE-4VU KM – 90 (Uzbekistan), Gunze, Keinan, Tama (Japan), D-01, D-300B, FY 2000 EX, FY 2008 NT (China), KSS-RS-100 (South Korea) cocoon washing machines. SK-5, KM-90, SKE-4VU, KMS-10, KS-10, Gunze cocoon machines D-301, D-300B, FY 2000 EX, FY 2008 NT, KSS-RS-100

In order to ensure the continuous operation of technological processes and obtain high-quality raw silk, it is necessary to establish separate washing regimes for cocoons grown in different climatic conditions of our republic. During our research, alternative regimes were developed by studying the physical, mechanical and technological properties of cocoons grown in both regions.

Cocoons grown in different climatic conditions and brought to the PDI bases were sorted, and after killing the cocoon inside the cocoon, raw silk was spun from the cocoons in the cocoon spinning workshop.

To produce raw silk that meets the requirements of the state standard UzDSt 3313:2018, cocoons of 15.0 kg each were taken from the cocoons of Local hybrids grown in the Fergana regions, prepared for spinning in the recommended method, spun at the enterprise, and high-quality raw silk with a thread count of 2.33 was produced. The quality indicators of raw silk have been determined in accordance with the requirements of the UzDSt 3313:2018 state standard. The first-level quality indicators of raw silk include the unevenness of the linear density of the thread, the deviation of the linear density, and the cleanliness of major defects. The second-level quality indicators of raw silk are the ability to rewind, the elongation at break of the threads, the relative breaking strength, the cleanliness of minor defects, the condition of the threads, and the tightness of the threads [1.].

The purpose of cocoon spinning is to obtain high-quality raw silk of a given linear density, that is, strong, elastic, tight, and clean. This process is carried out by spinning several cocoon threads together. The cocoons are spun depending on the length of the threads, and therefore the time they are held in the bundle also varies [2.].

The following formula was used to calculate the selected linear density: $T_{ber} = T_{pil} \cdot n$ (1)

T_{pil} - average linear density of cocoons in the bundle;

n - The average number of cocoons in the bundle.

The number of cocoons at the base of the bundle during cocoon washing was $n = 7-8$ pieces in 2.33 tex.

In the calculation of the alternative washing speed in the FY-2008 NT automatic cocoon washing machine, separate cocoon washing speeds were set for both areas. The remaining machine parameters were kept the same. In this case, the washing powder temperature was 42-45 °C, the temperature in the drying cabinet was 40-42 °C, the length of the cocoon body was 8-10 cm, and the angle of exit of the yarn from the cocoon was $\alpha=85$ °C degrees.

The cocoon washing speed in the automatic cocoon washing machine affects the productivity and silk quality. If the cocoons are washed faster than the set speed, the number of breaks in the cocoon yarn increases and affects the quality of the raw silk.

The maximum utilization of the cocoon shell during spinning is reduced by the following factors: silkworm breed, hybrid, rearing conditions, geometric characteristics of the cocoon shell, various external influences and processing processes. In general, evaporation represents the passage and absorption of water through the shell. Uneven passage of water along the cocoon shell leads to a decrease in its spinning properties and raw silk yield. In the research work, spinning parameters were established for cocoon hybrids (Table 1).

Cocoon washing modes

No	Parameters	Indicators
1	Water temperature in the steaming pot, 0C	93-95 91-93
2	For new cocoons	75-78
3	For old cocoons	42-45
4	Water temperature in the shaking pot, °C	40-42
5	Temperature in the washing powder, °C	8-10
6	Temperature in the drying cabinet, °C	85

In order to extract high-quality raw silk from cocoons, the total length of the threads, the length of continuous twisting, the unevenness of the thread in terms of linear density, and the mechanical properties of the thread are of great importance. The quality of the raw silk to be extracted is affected by such indicators as the breed of silkworm, the total and continuous twisting lengths of the cocoon threads, the fineness of the thread in terms of length, the elongation at break, the breaking strength, and the linear density of the cocoon thread.

The alternative spinning speed in the FY-2000 NT automatic cocoon spinning machine is determined by the following formula [3].

$$v = \frac{N \cdot l_{u.u} \cdot T_{p.p}}{T_{x.i} \cdot m} \cdot K \tag{2}$$

N - cocoon spinning rate per minute per skein (N=28 for 2.33 tex raw silk)

-length of cocoon thread that can be spun without breaking, m; -average linear density of cocoons in the batch, tex; -given average linear density of raw silk, tex; -number of hangers in the skein-20; -coefficient of speed loss due to slippage (0.95) and thread breakage (0.9),

In the research work, we found an alternative spinning speed in laboratory conditions for Chinese hybrid spinning cocoons grown in 2022. For this, samples were taken from the cocoons, steamed in a steamer, and spun in an automatic cocoon spinning machine. 8 cocoons were spun under the skein. The parameters of the spun raw silk were as follows.

**Table 2
Technical parameters of spun raw silk**

№	Technical indicators of spinning and raw silk extraction	Values
		Fergana
1	Number of cocoons thrown under the skein for 30 min, pcs	8-9
2	Cocoon spinning speed on the loom, m/min	90
3	Total length of yarn hitting the reel, m	1020
4	Average number of cocoons under the hook, pcs	7-8
5	Continuous spinning length	655
6	Alternative spinning speed, m/min	111
7	Specific cocoon consumption, kg	2,9
8	Linear density of raw silk, tex	2,33
9	Linear density of cocoon yarn, tex	0,33
10	Raw silk yield, %	34,5

After the cocoons from both regions were cooked and the ends were found using the recommended method, raw silk with a thread count of 2.33 tex was spun on the FY-2000 NT cocoon spinning machine. During the spinning process, the calculated alternative spinning speed for the Chinese hybrid cocoons grown in the Surkhandarya region was 111 m/min. The calculated alternative spinning speed for the cocoons grown in the Republic of Karakalpakstan was 95 m/min. The raw silk yield was determined using the following formula:

$$B_{u.c} = \frac{g_u}{Q_k} \cdot 100\% \quad (3)$$

In accordance with the requirements of the state standard UzDSt 3313:2018, the quality indicators of raw silk obtained from Chinese hybrid cocoons in the control and experimental variants were determined. Tests were conducted based on the requirements of the technical conditions UzDSt 3313:2018 "Raw silk". The quality indicators of raw silk were determined in the laboratory of TTESI "Centexuz".

The quality indicators of raw silk obtained from Chinese hybrid cocoons grown in the control and experimental variants are presented in Table 4.

Table 4

Quality indicators of raw silk

Indicators	UzDSt 3313:2018	Uzttiti		Nurli tong silk	
		Supervisi	Experien ce	Supervi sion	Experie nce
		"3A"	"2A"	"3A"	"2A"
Linear density, tex					
Linear density deviation (tex)	2,33	2,33	2,33	2,33	2,33
Unevenness 1	0,15	0,17	0,16	0,17	0,18
Unevenness 2	170	180	165	175	160
Cleanness from large defects in %, minimum	17	20	17	20	16

Cleanness from small defects in %, minimum	95	93	94	92	94
Rewindability, number of breaks	92	90	90	90	90
Relative breaking strength, cN/tex	10	10	10	10	10
Breakage at elongation, (%)	30	30	30	30	30
Glue, number of carriage passes	18	18,0	18,0	18	18,5
Indicators	60	60	61	60	63

The quality indicators of raw silk obtained during our experiment correspond to the requirements of the state standard UzDSt 3313:2018, class “3A”. The samples were kept in a laboratory at a temperature of 20 ± 2 °C and a relative humidity of $65\pm 5\%$ for 10 hours in accordance with the standard.

Conclusion

The general methodology for conducting the research mainly included the technical characteristics of the breeds and hybrids studied in the research work, the technical parameters of the FY-522 cocoon steaming and FY-2008 cocoon washing machines studied in the research work. The practical processes in the research were mainly the planning of modern cocoon cooking and washing experiments, analysis and mathematical statistics, modern computer programs, standard and non-standard methods for determining the quality indicators of cocoon yarn and raw silk.

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Analysis Of The Quality Indicators And Economic Efficiency Of Raw Silk Produced From Local Cocoons

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Abstract

This article presents the results of research work on the development of a method for assessing the quality indicators of raw silk from cocoons of local varieties of silkworms on modern cocoon reeling machines. As part of the study, the linear density of cocoon threads, live and dry technological indicators of laboratory cocoons of the UzNIISHP LC system were studied. According to the results of the study of cocoons, the number of cocoons, i.e., the linear density of 1.89 tex, was determined under the holder of the rewinding machine when unwinding silk raw material. The economic efficiency of the quality indicators of raw silk produced from local cocoons was also studied.

Keywords: Cocoon, cocoon shell, cocoon thread, linear density, cocoon unwinding, silk raw material, raw silk productivity, assortment, continuous unwinding length of cocoon thread, total length of cocoon thread, cocoon reeling machine.

The samples of raw silk with a linear density of 1.89 tex produced were tested in the institute's testing laboratory in accordance with the requirements and methods of the current State Standard of the Republic of Uzbekistan Uz DSc 3313:2018. Comprehensive laboratory tests were conducted on laboratory equipment available in the institute's testing laboratory. Laboratory tests were conducted without difficulties in the climatic conditions established based on the requirements of current standards.

Table 4.10 below presents the results of comprehensive laboratory tests of raw silk with a linear density of 1.89 tex produced on FEIYU 2000 NT cocoon spinning machines manufactured in the People's Republic of China.

Table Results of comprehensive laboratory tests of raw silk with a linear density of 1.89 tex produced on FEIYU 2000 NT cocoon spinning machines

Analysis of the results of laboratory tests shows that the produced raw silk assortments have very good quality indicators and are mainly rated with 3A class quality indicators. However, the produced raw silk meets the requirements of 4A class quality indicators in many indicators. However, both assortments of produced raw silk were rated with 3A class quality indicators according to the results of laboratory tests, since according to the requirements of the Uzbek State Standard DSt 3313:2018 in force in the republic, the quality of raw silk is rated with the worst indicator, therefore, both assortments of silk were rated with 3A quality indicator.

During the research process, the technology of cooking cocoons, obtaining raw silk, unwinding silk threads, and preparing raw materials was improved based on theoretical and experimental studies.

The economic efficiency of introducing improved technology for processing cocoons grown in the repeated season was calculated based on the current "Methodology for determining the

economic efficiency of introducing new techniques, innovations and rationalization proposals into the national economy” [1].

Annual economic efficiency was calculated by comparing the variable costs of the base and proposed technological options according to this methodology.

According to the current methodology, the economic efficiency of producing and using a new tool of labor (machine, equipment, etc.) is calculated using the following formula:

$$\Theta = \left[3_1 \cdot \frac{e_2}{e_1} \cdot \frac{P_1 + E_H}{P_2 + E_H} + \frac{(H_1' - H_2') - E_H(K_2' - K_1')}{P_2 + E_H} - 3_2 \right] \quad (1.1)$$

where, 3₁, 3₂ – the amount of costs incurred per unit of output of old and new equipment, thousand soums; - the coefficient of comparison of the efficiency of new equipment with the old one; e₁, e₂ – the respective efficiency of the basic and new equipment; - the coefficient of taking into account the service life of equipment compared to the basic option; P₁, P₂ – the share of the deduction from the balance sheet value for the full restoration of the basic and new equipment, taking into account moral obsolescence; E_H – the standard efficiency coefficient, E_H=0.15; - the amount of capital investment directed by the consumer in the basic and new equipment; - the annual operating costs of the consumer when using the basic and new equipment in the implemented option.

The economic efficiency of this research is based on the fact that all costs associated with the purchase, transportation, installation and operation of equipment are covered by the cash flow and the quality of the product is improved. The data required for the calculation are presented in Table 1.

Table 1. Information required for calculating the economic efficiency of the implementation of improved technology for processing local hybrid cocoons in production

t/r	Indicators	O'lchov birligi	Variantlar	
			Bazis	Taklif etilayotgan
1.	Annual live cocoon production	tonna	1712	1832
2.	Number of installed equipment	dona	2	2
3.	Equipment operating speed	m/min.	150	150
4.	Electricity consumption	kVt.soat	5,5	5,5
5.	Depreciation allowances for equipment	%	15	15
6.	Daily maintenance allowance	%	5,0	5,0
7.	Delivery and installation allowance	%	10,0	10,0
8.	Price of 1 kWh of electricity consumed	so'm	325	325
9.	Amount of payment for installed capacity	so'm	36800	36800
10.	Amount of minimum wage established for settlements	so'm	920000	920000
11.	Social insurance payment	%	23	23

1. Capital investment accounting

In the basic version:

The balance sheet value of installed equipment is equal to:

FY-2008 equipment (2 units) – 184250 thousand soums

Total: – 184250 thousand soums

In the proposed version:

The balance sheet value of equipment is equal to:

FY-2000 equipment (2 units) – 184250 thousand soums.

Scientific and technical development costs – 30400 thousand soums

Total: – 214650 thousand soums

2. Operating cost accounting

Accounting is carried out only for changed cost elements.

Depreciation allowances

In the basic option:

sum

In the proposed option:

sum

3. Daily maintenance costs

In the basic option:

sum

In the proposed option:

sum

4. Electricity consumption is calculated as follows:

(2)

where, - installed electric motor power; - demand coefficient; - annual useful operating time of equipment; - cost of electricity consumed per 1 kWh.

In the basic option:

sum

In the proposed option:

sum

5. Wages:

In the basic option:

sum

Total: – 14,352,000 soums.

In the proposed option:

Total: – 28,704,000 soums.

6. Social insurance contribution:

In the basic option:

сѣМ

In the proposed option:

сѣМ

The results obtained are presented in Table 4.5.

The amount of directed capital funds is taken as 10% of the balance sheet value of the basic and applied equipment:

сѣМ сѣМ

Putting the obtained data into formula (5.3), the annual economic efficiency obtained from the introduction of new equipment into production is calculated:

$$\mathcal{E}_i = 206084 \cdot 1,0 \cdot 1 + \frac{(58945 - 87120) - 0,15 \cdot (21465 - 18425)}{0,164 + 0,15} - 210644 = -95741,5 \text{ sum}$$

The total annual economic efficiency was as follows: sums. Thus, the economic efficiency is 125 sums for the production of 1 kg. of live cocoon for processing, and 100 kg. of raw silk for the production of 100632.43 thousand soums.

Table 2. Calculation of operating costs for the base and proposed options, in thousand sums

№	INDICATORS	Variantlar	
		Bazis	Янги
1	Cost of equipment before improvement	167500	167500
2	Costs of transportation and installation of equipment	16750	16750
3	Correct capital costs	145558	145558
4	Costs of R&D	-	30400
5	Capital investments of production funds for the creation of equipment	145558	175958
6	Costs incurred for the preparation of equipment	206084	210644
7	Operating costs, total	58946	87121
	- depreciation deductions	27638	32198
	- daily maintenance	9213	10733
	- cost of consumed	4442	8884
	electricity	14352	28704
	- wages	3301	6602

[8].

Conclusions

Currently, the demand for thin silk fabrics with high surface density is very high in the world market, especially in African and Middle Eastern countries. Thin, elegant silk fabrics with high surface density are produced from raw silk with a linear density of 1.89 and 1.56 tex. However, raw silk with a linear density of 1.89 tex is not produced in silk spinning enterprises, therefore, the development of a technology for producing raw silk with this linear density is one of the most urgent problems.

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Interpretation Of The Four Symbols In Yusuf Khos Hajib's Work “Kutadgu Bilig”

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Abstract

The work expresses the idea of a perfect society and a perfect person through the images of four main symbols - Kuntugdi (justice), Aitoldi (happiness), Ogdulmish (reason) and Ozgurmish (satisfaction). Each symbol represents a certain social and moral value, and it is emphasized that their mutual harmony is the basis of state stability and human perfection. The author philosophically reveals the importance of fair governance, intelligence, spiritual purity and prosperity through these symbolic characters.

Keywords: justice, happiness, reason, satisfaction, state governance, morality, spirituality, symbolic symbols, perfect person, social system, wisdom, Yusuf Khos Hajib.

“Kutadgu bilig” by Yusuf Khos Hajib is one of the rare examples of 11th century Turkic literature. “Kutadgu bilig” means “knowledge that brings happiness, happiness”. This work is written in a didactic-philosophical spirit, and it widely covers the issues of state governance, human qualities, morality and social development. The uniqueness of the work is that the author expresses his ideas not through simple statements, but through symbolic images - symbols. Kuntugdi represents the image of the king in the work and is embodied as a bright symbol of justice. It is clear from the work that the king Kuntugdi is famous for his justice, rule of law, peace and prosperity in the country.

The inviolability of the country, its prosperity are only with the bud. The state of the people depends entirely on the leader of the country. In “Kutadgu bilig”, the head of the country - the ruler is called “elig” or “bek”. He considers honesty, correctness and the rule of law to be the main criteria in governing the state. Through this image, the author means that if justice reigns in society, the people will live in prosperity. Kuntugdi is a symbol of order and law, the basis of the strength of the state.

Aitoldi is depicted in the image of a minister and is a symbol of happiness and the state. All noble qualities are embodied in his character. He represents luck, success and prosperity in life. According to the author, happiness is not permanent, it can be changeable. Therefore, in governing the state, it is necessary to rely not only on luck, but also on reason and justice. Through the image of Aitoldi, it is shown that luck is important in human life, but managing it is even more important. Aitoldi devotes his whole life to the work of the people, the prosperity of the country, and the promotion of peace, tranquility and prosperity in the country. But he dies during the events. In fact, this is a hint at the impotence of the state.

Ogdulmish is one of the most important characters in the work, a symbol of intelligence, thought and science. He is one of the most active characters in the work, the son of Aitoldi. The meaning of the word Ogdulmish is related to son, it has the meaning of intelligence, that is, “adorned with intelligence”. He is described as a wise, knowledgeable and far-sighted person. In questions and answers with Elig, Ogdulmish talks about the qualities of people of various professions and positions. His thoughts about the bek, minister, ambassador, secretary, treasurer and others are distinguished by their vitality and richness of advice. The author emphasizes through this image that what makes a person great is his mind and knowledge. The development of society also depends on knowledge and thinking.

The ascetic is depicted as a person who is content, patient, and spiritual purity. The meaning of the word ascetic is “awakening”, “awakening”. His appearance in the form of an ascetic is in harmony with this meaning. He warns against being busy with useless things, wasting one’s life in vain, indulged in all sorts of petty desires and passions. He awakens dormant feelings. He informs that there are things in the world that cannot be accomplished by the state or mind alone, that delicate feelings are constantly stirring in a person’s heart, encourages not to be indifferent to these feelings, and calls for vigilance so as not to waste one’s life. He renounces worldly wealth and strives for spiritual perfection. Through this image, the author teaches that a person should not only pursue material goods, but also value spiritual and moral purity. The four symbols in the work - justice, happiness, reason and contentment - are closely related to each other. They do not give a perfect result separately, but only when they are in harmony with each other, society develops. The author shows the model of a perfect state and a perfect person precisely through these four foundations.

The work "Kutadgu Bilig" is also a high example of art. In it, the poet's thought is adorned with beautiful images, life-like similes, touching scenes, and poignant symbols. Yusuf Khos Hajib, subtly feeling the power of words and the inner potential of his native language, writes, "I considered Turkish words to be like wild mountain deer, and yet I carefully trained them."

Conclusion

The work "Kutadgu Bilig" has not lost its relevance even today. Its four characters - Kuntugdi, Aitolddi, Ogdulmish and Ozgurmish - represent the main pillars of human life. Through these characters, the author puts forward the idea of a just society, a knowledgeable person and spiritual maturity. The work contains important life lessons not only for its time, but also for today.

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The Impact And Challenges Of Task-Based Language Teaching (TBLT) In Developing Communicative Competence Within EFL And ESP Contexts

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Abstract

This article analyzes the effectiveness of Task-Based Language Teaching (TBLT) in developing the speaking competence of English as a Foreign Language (EFL) and English for Specific Purposes (ESP) learners. Drawing on data from diverse academic settings in Uzbekistan, Pakistan, and Iraq, the study examines the impact of meaning-focused tasks on speaking fluency, accuracy, and student motivation. The findings indicate that TBLT significantly enhances learners' communicative abilities, although it requires additional pedagogical interventions to improve grammatical accuracy and pronunciation. The article also addresses challenges such as teacher professional development and curricular constraints.

Keywords: Task-Based Language Teaching (TBLT), speaking fluency, ESP, communicative competence, EFL learners, teacher challenges, Uzbekistan.

Introduction

The pedagogical shift from traditional grammar-translation methods toward communicative approaches has placed Task-Based Language Teaching (TBLT) at the center of modern language education. In contemporary EFL and ESP contexts, the primary challenge remains the persistent gap between students' theoretical linguistic knowledge and their practical ability to communicate spontaneously in real-world scenarios. As noted by Obilova (2025), modern education necessitates a move toward communicative competence that allows learners to engage effortlessly in interaction. This is particularly relevant in regions like Uzbekistan and South Asia, where learners often possess substantial grammatical foundations but lack the confidence to employ them orally (Ghufran et al., 2026; Ismoilova, 2026). The goal of TBLT is to bridge this divide by providing an intuitive grasp of the language through the completion of meaningful tasks (Azizifard, 2024). This article seeks to synthesize evidence from multiple empirical studies to provide a comprehensive view of how TBLT functions across various age groups and professional disciplines, while also acknowledging the multifaceted challenges encountered by educators in these specialized fields.

Literature Review

The theoretical foundation of TBLT is built upon the definition of a "task" as a work plan that prioritizes pragmatic language use to achieve a non-linguistic outcome (Ellis, 2003). Unlike traditional models like Presentation, Practice, and Production (PPP), TBLT emphasizes that acquisition occurs most effectively when learners focus on meaning rather than the conscious manipulation of form. This perspective is supported by the interaction hypothesis, suggesting that the negotiation of meaning during collaborative tasks facilitates second language acquisition (Long, 2015). A critical framework used to assess TBLT's effectiveness is the Complexity, Accuracy, and Fluency (CAF) model proposed by Skehan (2009). According to Skehan, learners possess limited attentional resources, which often results in a trade-off where an increase in fluency might lead to a temporary decrease in accuracy.

Furthermore, the role of strategic planning and task repetition has been identified as a significant factor in enhancing performance. Research by Tavakoli and Skehan (2005) suggests that providing learners with preparation time allows for more structurally complex and fluent output. In the realm of English for Specific Purposes (ESP), the challenges are even

more pronounced. Abbasova (2024) points out that ESP teachers face unique difficulties in identifying student needs and designing materials that satisfy both linguistic and professional requirements. In such contexts, tasks like group oral presentations are viewed as essential tools for simulating the professional communicative demands that students will eventually face in their careers (Azizifard, 2024).

Methodology

The analysis in this study is based on a synthesis of empirical and theoretical data gathered from diverse educational contexts between 2024 and 2026. The research involved secondary school students, B1-level university students at Webster University Tashkent, and specialized learners in the fields of tourism and architectural engineering. The primary investigative methods across these sources included quasi-experimental designs, longitudinal observations, and descriptive surveys. Specifically, in the experimental studies, researchers compared the oral performance of students in TBLT-based classrooms with those in traditional teacher-fronted environments. Data were collected through pre- and post-tests to measure fluency, along with Likert-scale questionnaires to gauge student attitudes and motivation levels. Classroom observations were also employed to evaluate the level of engagement and the interactional patterns emerging during task completion. This mixed-methods approach allowed for a holistic assessment of TBLT's impact on both the linguistic and psychological aspects of language learning.

Results and Discussion

The synthesized findings reveal a consistent positive correlation between the implementation of TBLT and the development of oral fluency. In secondary education settings, learners exposed to task-based instruction demonstrated a significant reduction in hesitation and an increase in speech rate (Ismoilova, 2026). Similarly, university students in Pakistan and Uzbekistan reported that meaning-focused tasks like debates and problem-solving activities helped them overcome the "silence" often associated with traditional rote learning (Ghufran et al., 2026; Karimova, 2024). The interactive nature of TBLT appears to foster a safe environment where the focus on task completion reduces the anxiety related to making grammatical errors.

However, the data also highlights a nuanced outcome regarding linguistic precision. For instance, in a study of architectural engineering students, while the students showed high motivation and positive attitudes toward group presentations, there was no notable improvement in their pronunciation or grammatical accuracy (Azizifard, 2024). This supports the theory that while TBLT excels at promoting communicative flow, it may not naturally lead to formal correctness without the integration of specific focus-on-form stages (Ellis, 2017).

Another critical aspect of the results concerns the institutional and pedagogical barriers to TBLT. Many educators, particularly in ESP, struggle with a lack of specialized materials and limited teacher training (Abbasova, 2024; Obilova, 2025). The transition to TBLT requires teachers to act more as facilitators than authorities, a role that many find challenging due to rigid institutional constraints and exam-oriented systems that still prioritize formal grammar knowledge over communicative ability. For TBLT to be fully effective, curriculum designs must be adapted to recognize and assess communicative outcomes as primary goals.

Conclusion

Task-Based Language Teaching proves to be a highly effective pedagogical framework for enhancing the communicative confidence and oral fluency of EFL and ESP learners. By situating language learning within meaningful activities, it addresses the core needs of students who must function in real-world professional environments. However, the evidence suggests that for TBLT to be a complete solution, it must be part of a balanced approach that includes strategic feedback and form-focused interventions to ensure that grammatical accuracy is not

sacrificed for fluency. Furthermore, successful implementation depends heavily on providing teachers with the necessary training and resources to navigate the complexities of task design. Future research should continue to examine the long-term effects of task repetition and the potential of digital tasks to further bridge the gap between the classroom and the professional world.

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Разработка Практических Правовых И Институциональных Механизмов Поддержки Женщин В Условиях Экономической Нестабильности

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Аннотация

Данная статья направлена на изучение проблем нормативно-правового и организационного обеспечения поддержки женщин в условиях экономической нестабильности на примере Республики Узбекистан, а именно путем анализа действующего законодательства - Постановления Президента Республики Узбекистан от 07.03.2025 г. № ПП-96 «О дополнительных мерах по поддержке развития женского предпринимательства», Постановления Президента от 14.03.2025 г. № ПП-103 «О мерах по дальнейшему совершенствованию системы поддержки семьи и женщин», Указа Президента от 03.12.2025 г. № УП-240 «О дополнительных мерах по поддержке женщин». В данной работе так же будут предложены идеи по совершенствованию правовых механизмов, финансовой и образовательной поддержки женщинам, осуществляющим предпринимательскую деятельность. Более того, будут предложены меры, которые предусматривают механизмы укрепления гарантий, программы наставничества, создание цифровых платформ для предоставления помощи и внедрение гендерного финансового управления. В работе устанавливается необходимость комплексного подхода, который сочетает в себе нормативно-правовое регулирование с инструментами практической реализации.

Ключевые слова: экономическая нестабильность, гендерное равенство, правовые механизмы, предпринимательство женщин, системная поддержка, льготы, программа Hamroh.

«Теперь для поддержки инновационных идей женщин ежегодно будут проводиться стартап-конкурсы по не менее чем 10 направлениям. При этом по каждому направлению победительнице будет выделен грант до 500 миллионов сумов из Инновационного фонда» - Ш.М.Мирзиёев

В условиях мировой экономической нестабильности, которая усилилась после пандемии COVID-19, международных кризисов и неустойчивости глобальных рынков, вопрос касательно защиты экономически уязвимых групп населения становится особенно актуальным. Женщины в мире занимают практически половину населения, так как по состоянию на 2024 год мировой процент женщин составлял 49,7% [2], а в Республике Узбекистан по состоянию на январь 2026 года женщины составляют 49,6% населения [3]. Чаще всего женщины сильнее ощущают экономические потрясения, сталкиваются с трудностями при получении работы и финансов, а также оказываются без достаточной поддержки со стороны законодательства и государства.

В последнее время Республика Узбекистан начала постепенно усовершенствовать и модернизировать государственную политику, направленную на поддержку женщин, что проявляется в принятии значительно новых нормативно-правовых актов. В 2025 году были приняты основные документы, такие как Постановление Президента №-96, Постановление Президента №-103 и Указ Президента №-240, которые демонстрируют стремление государства оказать поддержку женскому предпринимательству. Однако, на мой взгляд, данные меры требуют постоянную практическую реализацию, углубленный и конкретизированный правовой анализ и укрепление государственных институтов.

Целью данной статьи являются предложения по улучшению правовых и организационных механизмов по поддержке женщин в условиях экономической нестабильности на основе анализа действующего законодательства Республики Узбекистан, а также опираясь на международный опыт.

Постановление Президента Республики Узбекистан от 7 марта 2025 года № ПП-96 «О дополнительных мерах по поддержке развития женского предпринимательства» стало важным шагом в расширении финансового [4] доступа женщин к предпринимательской деятельности. Ключевым элементом документа стало направление дополнительных 200 миллионов долларов США в 2025 году сроков на 7 лет, при этом 3 года льготного периода туда уже включены, на финансирование проектов, реализуемых женщинами. Средства выделяются через АК «Халк банки» на сумму 35 миллионов долларов США и АКБ «Микрокредитбанк» на сумму 30 миллионов долларов США в рамках Программы развития семейного предпринимательства.

А так же и ООО «Компания по поддержке женского предпринимательства «Хамрох» на сумму 35 миллионов долларов США, но денежные средства, которые предоставлены Компании, они направляются в коммерческие банки в виде кредита для финансирования проектов женщин-предпринимателей, однако тут ставка уже немного превышает базовую ставку Центрального банка на 2%. То есть, если на сегодняшний день годовая ставка Центрального банка РУз составляет 14% [5], то кредитный ресурс от «Хамрох» будет иметь ставку 16%.

Важную роль в исполнении данного постановления играет контроль за выполнением поставленных задач и исполнением данного постановления, который осуществляется ежемесячно Премьер-министром РУз А.Н.Ариповым. Более того, хочу обратить ваше внимание на дату принятия данного постановления - 8 марта 2025 года, в Международный женский день. Этот элемент придаёт уже не только юридический, но и символический смысл того, что государственная политика почитает гендерное равенство и относится к женскому полу с большим уважением.

Постановление Президента № ПП-103 «О мерах по дальнейшему совершенствованию системы поддержки семьи и женщин» [6] представляет собой комплексный документ с программой, которая закрепляет целевые показатели на 2025 год. Среди них выделяют обеспечение занятости 2 миллионов женщин, обучение профессиям и предпринимательству 250 тысяч женщин, охват высшим образованием 250 тысяч женщин, оздоровление в санаториях и проведение мотивационных семинаров для 50 тысяч женщин.

Введение института наставничества с грантовой поддержкой является одним из наиболее перспективных методов, потому что он одновременно решает и проблему передачи деловых навыков, создает деловые связи и снижает риски для начинающих предпринимательниц. К тому же, если посмотреть на международный опыт, то можно заметить, что наставнические программы действительно помогают сохранить малый бизнес на ранних этапах.

Важным нормативным нововведением стало учреждение Совета женщин-предпринимателей при Торгово-промышленной палате Узбекистана. В его состав вошли 27 членов, из которых 21 активно действующие женщины-предприниматели. Совет наделён правом непосредственно представлять интересы женщин в парламенте и инициировать программы развития их бизнеса. Документом также введена Программа поддержки женщин-предпринимателей «Хамрох», в рамках которой начиная с 1 мая 2025 года реализуются следующие меры: выделение гранта до 50 миллионов сумов тысяче предпринимателей-наставников; предоставление беззалогового кредита до 100 миллионов сумов женщинам с положительной кредитной историей; поручительство АО «Компания по развитию предпринимательства» за оборудование, приобретаемое женщинами-предпринимателями в кредит.

Указ Президента Республики Узбекистан от 3 декабря 2025 года № УП-240 «О дополнительных мерах по поддержке женщин» [7] значительно расширил и систематизировал ранее принятые меры. В соответствии с данным указом в 2026–2027 годах Компания по поддержке женского предпринимательства «Хамрох» обеспечит финансирование в размере 2 триллионов сумов на поддержку 6 тысяч предприятий, созданных женщинами. Дополнительно будут организованы бизнес-курсы для 2800 женщин и девушек, ещё 2 тысячи получают партнёрскую поддержку.

С января 2026 года малые и средние предприятия с долей женщин-учредительниц от 50% и более, а также предприятия под руководством женщин получают целевые кредиты до 25 тысяч базовых расчётных величин (около 10,3 млрд сумов) по программе «Хамрох». Кредиты выделяются коммерческими банками на проекты по расширению бизнеса при условии создания не менее 10 рабочих мест, а ставка по ним не должна превышать ключевую ставку Центрального банка более чем на 10%. Национальная компания бизнес-поручительства предоставляет гарантии на сумму до 70% кредита.

Указ также предусматривает расширение деятельности махаллинских Центров обеспечения занятости женщин, а региональным управлениям по делам семьи и женщин поручается сдавать помещения в аренду для швейных и кондитерских предприятий, фитнес-центров и профессиональных учебных курсов. По моему субъективному мнению, именно Указ № УП-240 стал наиболее системным документом в данной сфере, поскольку он не просто декларирует намерения, но и закрепляет конкретные финансовые параметры, сроки, ответственных исполнителей и механизмы гарантирования, переводя поддержку женского предпринимательства в русло устойчивой государственной политики. Теперь рассмотрим проблемы правового и институционального обеспечения. Несмотря на значительный прогресс в нормативном регулировании, анализ действующего законодательства Узбекистана выявляет ряд существенных проблем, которые, по моему личному мнению требуют скорейшего решения.

Во-первых, меры поддержки женщин распределены по множеству нормативных актов, принимаемых в разное время и различными органами власти. Это затрудняет как правоприменение, так и информирование самих женщин об их правах. Потенциальная владелица предприятия нередко не знает, какими инструментами она может воспользоваться, к кому обратиться и в каком порядке. Во-вторых, существует проблема недостаточного доступа к финансированию для женщин, проживающих в сельской местности. Программы льготного кредитования, как правило, ориентированы на городских предпринимательниц или требуют наличия кредитной истории, которой у большинства сельских женщин нет. Отсутствие залогового имущества остаётся серьёзным барьером, несмотря на введение беззалоговых кредитов по программе «Хамрох».

В-третьих, многие женщины не знают своих прав в сфере трудового законодательства, предпринимательства и защиты от дискриминации. Принятый Закон РУз «О гарантиях равных прав и возможностей женщин и мужчин» содержит важные нормы, однако механизм его практического [8] применения нуждается в совершенствовании.

В-четвёртых, недостаточно проработан вопрос защиты женщин-предпринимательниц в случае экономических потрясений, таких как резкие скачки курса валюты, инфляция или стихийные бедствия [9]. Действующая система поддержки носит в основном проактивный характер (кредиты, гранты, обучение), тогда как антикризисные механизмы для уже действующего женского бизнеса развиты слабо.

Для решения проблем прежде всего необходимо создать один цельный акт или такой специальный документ, в котором будут собраны все законы, указы и постановления касательно государственной поддержки женщин в сфере предпринимательства [10]. Такой акт должен содержать чёткие определения ключевых понятий, необходимый перечень мер поддержки, механизмы финансирования, систему контроля и ответственность за нарушение гарантированных прав. Объединение позволило бы устранить противоречия между отдельными нормативными актами, упростить правоприменение и обеспечить женщинам доступный путеводитель или навигатор по системе государственной поддержки [14].

Одновременно следует создать общедоступную электронную платформу всех действующих мер поддержки с фильтрацией по регионам, видам деятельности и категориям получателей. Действующая система поддержки, закреплённая Указом № УП-240, предусматривает гарантии до 70% суммы кредита. По моему субъективному мнению, данный порог следует повысить до 90% для женщин, которые впервые открывают бизнес, и до 85% для предпринимательниц, которые восстанавливают деятельность после кризиса. Более того, необходимо распространить программу беззалогового кредитования на женщин без кредитной истории, введя при этом какие-нибудь альтернативные механизмы оценки кредитоспособности, например, на основе анализа регулярных коммунальных и арендных платежей [11].

В рамках программы «Хамрох» необходимо отдельно закрепить создание антикризисного фонда. Это должен быть не новый орган, а специальный механизм внутри уже существующей программы [12]. Такой фонд нужно будет официально зарегистрировать и оформить, например, отдельным постановлением, где будет прописано, как он работает, откуда берутся деньги и как они распределяются. Основной целью данного фонда будет то, что он сможет быстро помогать женщинам-предпринимательницам в сложных ситуациях, такие как финансовый кризис, скачок и падение доходов, какие-либо чрезвычайные ситуации, или в целом, когда нет возможности финансовой продолжать бизнес и необходима помощь. За счёт этого они смогут получить беспроцентную финансовую поддержку на короткий срок (к примеру, до 12 месяцев) и сохранить свой бизнес [13].

В заключение можно сделать вывод о том, что проведённый анализ показывает, что в 2025 году Республика Узбекистан совершила качественный скачок в развитии законодательной базы поддержки женщин в сфере занятости и предпринимательства. Постановления ПП-96 и ПП-103, а также Указ УП-240 заложили нормативную основу для масштабного финансового и институционального содействия женщинам. Программа «Хамрох», Совет женщин-предпринимателей, целевые кредиты с государственными гарантиями и система наставничества — всё это является реальными механизмами, которые способны изменить экономическое положение миллионов женщин. Однако принятых мер недостаточно для полноценной защиты женщин в условиях экономической нестабильности. Необходима дальнейшая работа по

совершенствованию нынешнего законодательства и практического регулирования данной отрасли. Я считаю, что только системный подход, объединяющий нормативно-правовое регулирование, финансовые инструменты, образовательную инфраструктуру и независимый мониторинг, способен обеспечить реальную экономическую устойчивость женщин в периоды нестабильности.

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Responsibility And Activity Of The Student In The Educational Process

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Annotation

This article comprehensively covers the issue of responsibility and activity of the student in the educational process. It is scientifically substantiated that the student's conscious approach to educational activities, independent thinking and active participation in the educational process directly affect his level of knowledge and professional training. Also, effective methods of increasing student activity based on modern pedagogical approaches are analyzed.

Keywords: student, educational process, responsibility, activity, motivation, independent learning, interactive methods, pedagogical technologies, educational effectiveness.

Annotatsiya

Ushbu maqolada talabning ta'lim jarayonidagi mas'uliyati va faolligi masalasi kompleks tarzda yoritilgan. Talabning o'quv faoliyatidagi ongli yondashuvi, mustaqil fikrlashi va ta'lim jarayonida faol ishtiroki uning bilim darajasi hamda kasbiy tayyorgarligiga bevosita ta'sir ko'rsatishi ilmiy jihatdan asoslab berilgan. Shuningdek, zamonaviy pedagogik yondashuvlar asosida talabalar faolligini oshirishning samarali usullari ham tahlil qilingan.

Kalit so'zlar: talaba, ta'lim jarayoni, mas'uliyat, faollik, motivatsiya, mustaqil ta'lim, interaktiv metodlar, pedagogik texnologiyalar, ta'lim samaradorligi.

Hozirgi globallashuv sharoitida ta'lim tizimi oldiga qo'yilayotgan talablar tobora ortib bormoqda. Zamonaviy jamiyat raqobatbardosh, mustaqil fikrlay oladigan, ijodiy yondasha oladigan mutaxassislarni talab etadi. Bunday kadrlarni tayyorlash esa bevosita ta'lim jarayonining samaradorligiga bog'liq. Ta'lim samaradorligini ta'minlashda esa talabning o'zni alohida ahamiyat kasb etadi. Chunki talaba nafaqat bilim oluvchi, balki ta'lim jarayonining faol ishtirokchisi sifatida namoyon bo'ladi.

An'anaviy ta'lim tizimida asosiy e'tibor o'qituvchiga qaratilgan bo'lsa, zamonaviy ta'lim konsepsiyalarida markazda talaba turadi. Bu esa talabning o'z o'qishiga nisbatan mas'uliyatini oshirishni, shuningdek, uning dars jarayonidagi faolligini kuchaytirishni talab etadi. Shu sababli talabning mas'uliyati va faolligi masalasi pedagogika va ta'lim nazariyasining dolzarb muammolaridan biri hisoblanadi.

Talabning ta'lim jarayonidagi mas'uliyati uning o'quv faoliyatiga ongli, tizimli va maqsadga yo'naltirilgan yondashuvi orqali namoyon bo'ladi. Mas'uliyat tushunchasi shaxsning o'z harakatlari natijasini anglash va u uchun javob bera olish qobiliyati bilan bog'liq. Talaba nuqtai nazaridan bu, avvalo, o'zining asosiy vazifasi – bilim olish ekanligini chuqur anglashni talab etadi. Mas'uliyatli talaba dars mashg'ulotlarida muntazam qatnashadi, berilgan topshiriqlarni o'z vaqtida bajaradi va o'z bilimini oshirish uchun qo'shimcha manbalarni mustaqil ravishda o'rganadi. U o'z oldiga aniq maqsadlar qo'yadi va ularni amalga oshirish uchun rejalashtirilgan holda harakat qiladi. Bunday yondashuv talabning nafaqat akademik muvaffaqiyatiga, balki uning shaxsiy rivojlanishiga ham ijobiy ta'sir ko'rsatadi.

Talabning mas'uliyati, shuningdek, uning o'zini-o'zi nazorat qilish, o'z faoliyatini tahlil qilish va kamchiliklarini bartaraf etishga intilishi bilan ham belgilanadi. Bu jarayon o'z-o'zini rivojlantirish mexanizmlarini shakllantiradi va talabning mustaqil ta'lim olish ko'nikmalarini rivojlantiradi. Ayniqsa, hozirgi axborotga boy davrda mustaqil o'rganish qobiliyati eng muhim kompetensiyalardan biri hisoblanadi. Shu bois talabning mas'uliyati faqatgina o'qituvchi

tomonidan berilgan topshiriqlarni bajarish bilan cheklanib qolmasdan, balki o'z bilim doirasini kengaytirishga bo'lgan ichki ehtiyoj bilan ham belgilanadi.

Ta'lim jarayonida talabaning faolligi esa uning bilim olish jarayonidagi ishtirok darajasi bilan ifodalanadi. Faollik tushunchasi keng qamrovli bo'lib, u intellektual, ijtimoiy va amaliy jihatlarni o'z ichiga oladi. Intellektual faollik talabaning yangi bilimlarni o'zlashtirish jarayonida fikrlashi, tahlil qilishi va xulosa chiqarishi bilan bog'liq bo'lsa, ijtimoiy faollik uning guruhdagi ishlarda ishtiroki, fikr almashishi va hamkorlik qilishida namoyon bo'ladi. Amaliy faollik esa olingan bilimlarni real vaziyatlarda qo'llay olish qobiliyatini ifodalaydi.

Faol talaba dars jarayonida passiv tinglovchi bo'lib qolmaydi, balki o'z fikrini erkin bildiradi, savollar beradi va muhokamalarda faol qatnashadi. Bunday ishtirok talabaning bilimni chuqurroq o'zlashtirishiga yordam beradi, chunki u o'rganilayotgan materialni faqat eslab qolmay, balki uni tushunishga va amalda qo'llashga intiladi. Shu jihatdan faollik ta'lim samaradorligini oshiruvchi muhim omil hisoblanadi. Bundan tashqari, faollik talabaning ijodiy fikrlashini rivojlantiradi va uni mustaqil qaror qabul qilishga o'rgatadi.

Talabaning mas'uliyati va faolligi o'zaro uzviy bog'liq bo'lib, ular bir-birini to'ldiradi va mustahkamlaydi. Mas'uliyatli talaba, odatda, o'z o'qishiga jiddiy yondashadi va bu uning faolligida ham namoyon bo'ladi. Shu bilan birga, faol ishtirok etish jarayoni talabaning o'z bilimiga nisbatan mas'uliyat hissini kuchaytiradi. Bu ikki omilning uyg'unligi natijasida talaba ta'lim jarayonining markaziy subyektiga aylanadi. Natijada u bilimni ongli ravishda o'zlashtiradi, uni tahlil qiladi va kelajakdagi kasbiy faoliyatida qo'llash imkoniyatiga ega bo'ladi.

Zamonaviy ta'lim tizimida talabalar faolligini oshirish muhim pedagogik vazifalardan biri hisoblanadi. Buning uchun o'qituvchilar tomonidan interaktiv metodlardan samarali foydalanish talab etiladi. Jumladan, muammoli ta'lim, loyihaviy yondashuv, "case study", debat va munozaralar talabalarning dars jarayoniga faol jalb etilishiga xizmat qiladi. Bunday metodlar talabaning mustaqil fikrlashini rivojlantiradi, uning bilimga bo'lgan qiziqishini oshiradi va o'quv jarayonini yanada samarali qiladi.

Shuningdek, axborot-kommunikatsiya texnologiyalaridan foydalanish ham talabalar faolligini oshirishda muhim rol o'ynaydi. Onlayn ta'lim platformalari, elektron kutubxonalar, masofaviy ta'lim vositalari talabalarga mustaqil o'rganish uchun keng imkoniyatlar yaratadi. Bu esa o'z navbatida talabaning mas'uliyatini ham oshiradi, chunki u o'z ta'lim jarayonini mustaqil ravishda boshqarishga o'rganadi.

Biroq amaliyotda ayrim muammolar ham mavjud. Jumladan, ayrim talabalar o'qishga nisbatan yetarli darajada mas'uliyat bilan yondashmaydi, darslarda passiv bo'lib qoladi. Buning asosiy sabablari qatoriga motivatsiyaning pastligi, o'quv jarayonining yetarli darajada qiziqarli tashkil etilmaganligi, individual yondashuvning yetishmasligi kiradi. Ushbu muammolarni bartaraf etish uchun ta'lim jarayonini yanada takomillashtirish, talabalarni rag'batlantirish tizimini kuchaytirish va ularning individual xususiyatlarini inobatga olish zarur.

Xulosa qilib aytganda, talabaning ta'lim jarayonidagi mas'uliyati va faolligi ta'lim samaradorligini ta'minlovchi asosiy omillardan biridir. Mas'uliyatli va faol talaba o'z bilimni mustaqil ravishda rivojlantira oladi, tanqidiy fikrlaydi va zamonaviy jamiyat talablariga javob bera oladigan yetuk mutaxassis sifatida shakllanadi. Shu bois ta'lim tizimida talabalarning mas'uliyati va faolligini oshirishga qaratilgan chora-tadbirlarni keng joriy etish muhim ahamiyatga ega.

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The Impact of Artificial Intelligence on English Language Teaching and Learning

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Abstract

Artificial intelligence (AI) has become one of the most influential innovations in modern education, particularly in the field of English language teaching and learning. The integration of AI-powered tools such as chatbots, grammar correction software, speech recognition systems, and adaptive learning platforms has significantly transformed traditional teaching methods. This article examines the role of AI in improving learners' language proficiency, motivation, and self-regulated learning skills. Drawing upon recent studies and systematic reviews, the paper explores the effectiveness, benefits, and challenges of AI applications in English language education. The findings indicate that AI contributes positively to learners' academic achievement, personalized learning experiences, and classroom engagement. However, issues such as overdependence on technology, lack of teacher training, and ethical concerns remain important considerations. Overall, AI has the potential to shape the future of English language education by creating more interactive, flexible, and learner-centered environments.

Keywords: Artificial Intelligence, English Language Teaching, Language Learning, Educational Technology, Digital Education, AI Tools.

Introduction

In recent years, artificial intelligence (AI) has become one of the most transformative technologies in modern education. Its integration into teaching and learning processes has significantly changed traditional educational practices, especially in the field of English language teaching (ELT). AI refers to computer systems that are capable of performing tasks that normally require human intelligence, such as language processing, speech recognition, problem-solving, and decision-making.

In the context of English language education, AI technologies are increasingly used to support both teachers and learners. These technologies include intelligent tutoring systems, chatbots, automated writing evaluation tools, speech-to-text applications, and adaptive learning platforms. According to Kristiawan, Bashar, and Pradana (2024), AI tools have become essential in modern language education because they provide instant feedback, personalized learning experiences, and flexible learning environments. The importance of AI in English language learning is closely related to the shift from traditional teacher-centered instruction to learner-centered education. Traditional methods often follow a fixed curriculum and limited classroom interaction, while AI-based systems allow students to learn at their own pace and receive individualized support based on their strengths and weaknesses. Moreover, Ling Wei (2023) emphasizes that artificial intelligence has a significant impact on English learning achievement, second language (L2) motivation, and self-regulated learning. This indicates that AI not only improves academic performance but also enhances learners' psychological engagement and independence in the learning process. In addition, the rapid development of digital education has increased the demand for innovative tools that can improve language proficiency more effectively. As highlighted in multiple recent studies, including Sharadgah and Sa'di (2022), AI applications in English language teaching have grown rapidly between 2015 and 2021, showing continuous expansion in both research and practical implementation.

Therefore, understanding the role of artificial intelligence in English language education is essential for educators, researchers, and learners. It provides insights into how technology can reshape language learning and prepare students for a more digitalized and globalized world.

Methodology

This article employs a qualitative research design based on a systematic literature review approach to explore the impact of artificial intelligence on English language teaching and learning. The purpose of this method is to critically analyze and synthesize existing research findings in order to identify major trends, benefits, and challenges related to the integration of AI in language education.

The data used in this study were collected from recently published academic sources, including peer-reviewed journal articles, systematic reviews, meta-analyses, and educational research reports published between 2022 and 2025. The selected studies focus specifically on artificial intelligence applications in English language teaching, learner performance, motivation, and self-regulated learning. Key sources include works by Kristiawan et al. (2024), Wei (2023), Xu and Wang (2024), Ekizer (2025), Sharadgah and Sa'di (2022), and other relevant researchers in the field.

The selection of literature was based on several criteria, including academic reliability, relevance to the research topic, methodological strength, and contribution to understanding AI in language learning contexts. Studies that did not directly address English language education or lacked empirical or systematic analysis were excluded from the review.

The analysis process involved careful reading, comparison, and interpretation of findings across different studies. Common themes were identified, such as the effectiveness of AI tools in improving language proficiency, increasing learner motivation, and supporting autonomous learning. At the same time, attention was given to reported limitations, including lack of teacher training, unequal access to technology, and potential over-dependence on AI-based systems. By combining and synthesizing these findings, this methodology provides a structured overview of how artificial intelligence is currently being used in English language education and what educational outcomes it produces. This approach allows for a comprehensive understanding of both the advantages and challenges of AI integration in modern language teaching practices.

Findings and Discussion

The analysis of recent literature shows that artificial intelligence has a significant positive impact on English language teaching and learning. Across the reviewed studies, AI is consistently identified as an effective tool for improving learners' language skills, increasing motivation, and supporting more personalized and flexible learning environments.

One of the main findings is that AI-based tools such as chatbots, automated writing evaluation systems, and speech recognition applications contribute to faster and more accurate language learning. Kristiawan et al. (2024) highlight that these tools provide immediate feedback, which helps learners correct their mistakes and develop better grammatical and lexical accuracy. This instant feedback system is considered one of the most important advantages of AI in language education.

Another important finding is the positive influence of AI on learner motivation and engagement. Wei (2023) reports that students who use AI-supported learning systems show higher levels of interest and motivation compared to those in traditional classrooms. Interactive features such as gamified learning, virtual conversations, and personalized tasks make learning more engaging and less stressful for students.

Furthermore, AI plays a key role in promoting self-regulated learning. Xu and Wang (2024) explain that adaptive learning systems allow students to learn at their own pace, identify their

weaknesses, and focus on specific areas that need improvement. This helps learners become more independent and responsible for their own progress.

However, the findings also reveal several challenges. Sharadgah and Sa'di (2022) and Syuhra et al. (2025) point out issues such as limited access to technology, insufficient teacher training, and concerns about over-reliance on AI tools. In some cases, students may depend too much on AI systems, which can reduce critical thinking and independent problem-solving skills if not properly guided.

Overall, the discussion shows that artificial intelligence has a transformative role in English language education. It improves learning efficiency, enhances motivation, and supports personalized instruction. At the same time, successful integration of AI requires proper teacher training, balanced use of technology, and careful pedagogical planning.

Conclusion

In conclusion, artificial intelligence has become an essential and transformative component of modern English language teaching and learning. The findings of this study show that AI technologies significantly improve learners' language proficiency by providing personalized instruction, immediate feedback, and interactive learning experiences. These features make the learning process more efficient, flexible, and student-centered.

The reviewed literature also confirms that artificial intelligence positively influences learners' motivation and self-regulated learning skills. Students are more engaged and active in their learning process when using AI-powered tools such as chatbots, intelligent tutoring systems, and adaptive learning platforms. These tools help learners identify their weaknesses and work on them independently, which leads to better academic performance.

However, despite its advantages, the integration of artificial intelligence in education also presents several challenges. Issues such as unequal access to technology, lack of teacher training, and the risk of over-reliance on AI systems need to be addressed carefully. Therefore, AI should be used as a supportive tool rather than a replacement for teachers.

Overall, artificial intelligence has great potential to enhance English language education when it is implemented effectively. Future research should focus on improving AI integration strategies and ensuring that both teachers and students are properly prepared to use these technologies in a balanced and productive way.

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Ways To Effectively Use Chinese Experience In Developing Tourism In Uzbekistan

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Abstract

In the 21st century, tourism is an important part of the world economy, creating sustainable growth, cross-cultural contacts and new jobs, thus benefiting society. China, acting with strategic initiatives since the 1980s, has created a “tourism miracle” in world tourism, that is, it has been able to make major changes in this area. Uzbekistan, having identified tourism as one of the main areas of economic growth, has also been carrying out large-scale reforms in recent years, but much work still needs to be done in this area, which means that Uzbek tourism can still reach even higher heights. This article proposes ways to make the tourism sector more effective by processing and combining the most useful aspects of China's experience in the specific economic, cultural and geographical conditions of Uzbekistan.

Keywords: Smart tourism, Chinese national brands, tourist flow, platforms.

Annotatsiya

XXI asrda turizm dunyo iqtisodiyotining muhim bir qismi bo'lib, barqaror o'sish, madaniyatlararo aloqalar va yangi ish o'rinlari yaratadi, shunday qilib u jamiyatga foyda keltiradi. Xitoy 1980-yillardan beri strategik tashabbuslar bilan harakat qilib, dunyo turizmida “turizm mo'ljasi”ni yaratdi, ya'ni bu sohada katta o'zgarishlar qila oldi. O'zbekiston ham turizmni asosiy iqtisodiy o'sish yo'nalishlaridan biri deb belgilab, oxirgi yillarda keng ko'lamli islohotlar olib bormoqda, biroq bu yo'nalishda hali ko'p ish amalga oshirish zarur, demak O'zbekiston turizmi hali yanada yuksakroq cho'qqilarga erisha oladi. Ushbu maqolada, O'zbekistonning o'ziga xos iqtisodiy, madaniy va geografik sharoitida Xitoy tajribasining eng foydali jihatlarini qayta ishlash va birlashtirish orqali turizm sektorini yanada samarali qilish yo'llari taklif qilinadi.

Kalit so'zlar: Smart turizm, Xitoy milliy brendlari, turistik oqim, platformalar.

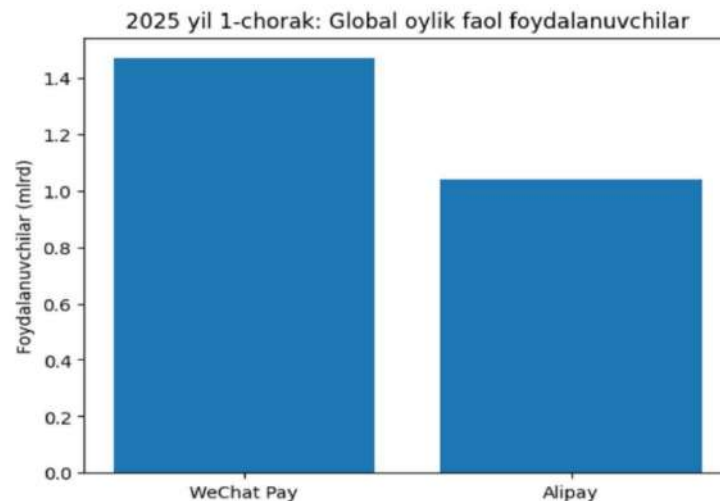
Kirish

Bugungi kunda turizm dunyoda tovar va xizmatlar eksportida to'rtinchi o'rinda, daromad bo'yicha uchinchi o'rinda turipdi. Turizm dunyo IIPning 10% ni tashkil etadi. Shuning uchun dunyodagi barcha davlatlar turizmdan daromad topishga harakat qilmoqda, natijada raqobat borgan sari kuchayib bormoqda.

Bunda O'zbekistonda turizmni rivojlantirishda Xitoy tajribasidan o'rganish, amalda muvaffaqiyatli foydalanish va samaradorlikni oshirish yo'llari juda muhim va samarali hisoblanadi. Birinchi o'rinda, Xitoy tajribasidan o'rganish orqali, biz O'zbekiston sharoitiga mos tusha oladigan va turizmni rivojlanishga yetaklaydigan yangi g'oyalarni ko'rishimiz mumkin. Ikkinchidan, Xitoy tajribasidan amalda muvaffaqiyatli foydalanish, xizmat sifatini, ya'ni servisning yanada mukammalshishiga va yanada ko'proq turistlarni jalb qilishga yordam beradi. Uchinchidan, Xitoy tajribasidan samaradorlikni oshirish orqali, turizm uchun yangi yo'l va yangi investitsiyalarni ko'paytiradi. Shunday qilib, Xitoy tajribasidan o'rganib, va undan amalda foydalanish, O'zbekiston turizm rivojini va samaradorlikni oshirishga yordam beradi.

Asosiy qism Jahon iqtisodiyoti shuni ko'rsatadiki, strategik rejalashtirish turizm sohasini rivojlantirishda muhim boshqaruv instrumenti bo'ladi. U doimiy davlat siyosatini qo'llab-quvvatlaydi, ustuvor yo'nalishlarni aniqlaydi va uzoq muddatli investitsiyalarni jalb qilish uchun zarur shart-sharoitlarni yaratadi. Ayniqsa, Xitoy tajribasida strategik rejalashtirish turizmni

kompleks rivojlantirishda asosiy omil sifatida qaraladi. Infratuzilmani yangilash turizm rivojining muhim qismi. Bu jarayonda temir yo'l, avtomobil yo'llari, aeroportlar tarmog'i yangilanadi, kengayadi va zamonga mos ravishda ta'mirlanadi. Mehmonxonalar, dam olish maskanlari, ko'ngilochar obyektlar ham rivojlanadi. Yaxshi infratuzilma turistlar oqimini sezilarli darajada oshiradi, xizmat sifatini yaxshilaydi. Zamonaviy sharoitda "Smart Tourism" konsepsiyasi turizm sohasini yangi bosqichga olib chiqadi. Xitoy amaliyotida Ctrip va Fliggy raqamli platformalari, Alipay va WeChat Pay elektron to'lov tizimlari turizm xizmatlarini birlashtiradi va uni rivojlantirishga katta hissa qo'shadi. Bu turistlar uchun qulaylik yaratadi.



1-rasm. WeChat Pay va AliPay foydalanuvchilar soni

1-rasmdan ko'rishimiz mumkinki, 2025-yil 1-choragi holatiga ko'ra butun dunyo bo'yicha WeChat Pay (WEIXIN) foydalanuvchilar soni 1.47 mlrd., Alipay (ZHIFUBAO) foydalanuvchilar soni 1.04 mlrd. ni tashkil etadi. Shundan ko'rinib turibdiki raqamlashtirilgan texnologiyalar rivoji nafaqat turizm balki butun iqtisodiyot o'sishi uchun katta bir qadam hisoblanadi.

Madaniy merosni turistik mahsulotga aylantirish ham turizmni rivojlantirishning muhim yo'nalishlaridan biridir. YUNESCO ro'yxatidagi obyektlarni faol targ'ib qilish kerak, keng jamoatchilikka tanishtirish zarur va shu bilan birga turistik jozibadorligini oshirish ham muhim. Madaniy-tarixiy festivallarni rivojlantirish foydali. Madaniy-tarixiy festivallarni kengaytirish turistlar oqimini ko'paytiradi.

Hozirgi kunda O'zbekistonda 7 ta YUNESCO Butunjahon merosi obyekti mavjud.

1-jadval. O'zbekistondagi YUNESCO Butunjahon merosi obyektlari

No	Obyekt nomi	Joylashuvi	Turi	Kiritilgan yil	Qisqacha tavsif
1	Ichan Kala	Xiva	Madaniy	1990	Devor bilan o'ralgan qadimiy shahar
2	Buxoro tarixiy markazi	Buxoro	Madaniy	1993	2000 yillik tarixga ega, ko'plab obidalar
3	Shahrisabz tarixiy markazi	Shahrisabz	Madaniy	2000	Amir Temur tug'ilgan shahar

4	Samarqand – madaniyatlar chorrahasi	Samarqand	Madaniy	2001	Ipak yo'li markazi, mashhur majmualar
5	G'arbiy Tyanshan tog'lari	Toshkent viloyati	Tabiiy	2016	Noyob flora va fauna
6	Zarafshon–Qoraqum yo'lagi	Samarqand, Buxoro	Madaniy	2023	Ipak yo'lining muhim qismi
7	Turon sovuq qish cho'llari	Qoraqalpog'iston	Tabiiy	2023	Noyob cho'l ekotizimi

Manba: UNESCO – World Heritage List

Milliy va xalqaro marketing kampaniyalari turizm brendini shakllantirishda muhim rol o'ynaydi. Xitoyda “Beautiful China” konsepsiyasi mamlakatning turistik salohiyatini global miqyosda targ'ib qiladi. O'zbekiston ham shunga o'xshash yondashuvni qo'llansa, turizm sohasining xalqaro raqobatbardoshligi oshadi. Mazkur yondashuv amaliyotda samaradorlikni oshiradi.

Albatta O'zbekistonda yaqin yillardan buyon turizmga alohida urg'u berib kelinmoqda va biz buni “O'zbekiston Respublikasini 2019-2025 yillarda rivojlantirish strategiyasi” hamda “2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning Taraqqiyot Strategiyasi”da ko'rishimiz mumkin. “O'zbekistonda 2019-2025 yillarda turizm sohasini rivojlantirish konsepsiyasi”, turizmni boshqarish bo'yicha strategik yo'nalishlarni belgilaydi. 2018-yilgi “O'zbekiston Respublikasida xorijiy fuqarolar va fuqaroligi bo'lmagan shaxslar uchun viza tizimini yanada takomillashtirish chora-tadbirlari to'g'risida” qaror, viza rejimini sezilarli darajada yengillashtiradi. Infratuzilma va investitsiyalar: Davlat “O'zbekiston Havoy Yo'llari”ga yangi samolyotlar bermoqda, xalqaro aeroportlar esa zamonaviylashtirilmoqda. Toshkentdan Buxoro va Xivaga tezyurar poyezdlar ishga tushdi. Mehmonxona qurish uchun imtiyozli kreditlar va soliq imtiyozlari joriy qilindi. Raqamlashtirishda “E-Visa” tizimi, “Uzbekistan Travel” rasmiy portal ishga tushdi, shuningdek, “Uzcard” va “HUMO” tizimlari turizmga keng qo'shilmoqda. Kadrlar tayyorlash uchun, “O'zbekiston-Turizm” universiteti tashkil etildi, shuningdek, bir qator oliy o'quv yurtlarida yo'nalishlar ochildi. Bular hammasi O'zbekistonning turizmni rivojlantirishi, yuksalishi uchun olg'a bosilayotgan qadamlardir.

O'zbekiston uchun Xitoy tajribasidan samarali foydalangan holda, O'zbekiston “Smart Tourism” platformasi yaratilishi, ya'ni “O'zbekiston Travel” portalini to'liq xizmat ko'rsatadigan platformaga aylantiradi. Shundan so'ng Uzbekistan Smart Tourism platformasi transport, mehmonxona, yo'nalish, mahalliy mehmonxonalar va kafelar uchun onlayn bron qilishniva bularning barchasini real vaqtda ma'lumotlarni birlashtiradi. Bu o'z vaqtida turistlarga ancha qulayliklar yaratadi. Misol uchun diqqatga sazovor joylardagi navbatni, endi onlayn holda xarid qilish imkonini beradi. Xitoyning WeChat yoki Alipay modelidan ilhomlanib, turizm xizmatlari uchun yagona to'lov tizimini, masalan “Uzbekistan Tourism Pay”, yaratish mumkin. Shunda chet ellik sayyohlar o'z davlat kartalari orqali ham to'lovni amalga oshirish imkoniyatiga ega bo'lishadi. Madaniy kontent va tarix haqida qiziqarli hikoyalar yaratish va uni animatsion video holatida internetga joylash orqali yanada ko'proq turistlarni tarixiy va madaniy merosga boy o'kamizga tashriflar sonini oshirishimiz mumkin. Xitoyning “Go'zal Xitoy” kampaniyasi o'rniga “O'zbekiston: Ipak yo'li afsonasi” yoki “Abadiy tarix, samimiy mehmondo'stlik” kabi kuchli milliy brendni yaratish orqali bunga erishish mumkin. “O'zbekiston: Ipak yo'li afsonasi” brendi yaratiladigan bo'lsa, har bir Ipak yo'li shahrining o'ziga xos hikoyasini yaratish orqali diqqatga sazovor joylarni yana tiriklantirishimiz mumkin. “O'zbekiston: Ipak yo'li afsonasi” brendi hikoyalarni tarqatish uchun vlog, TikTok, Xitoyning Weibo kabi raqamli platformalardan,

hamda o'zimizda ko'p foydalaniladigan Instagram, youtube orqali O'zbekiston turizmini butun dunyoga targ'ib qilishimiz mumkin.

Xulosa. Xitoy tajribasi O'zbekiston uchun nusxa emas, bu tizimli yondashuv, texnologik yangiliklar, davlatning kuchli qo'llab-quvvatlashi va global marketingga amaliy misol. O'zbekiston so'nggi yillarda viza rejimini soddalashtirdi, investitsiya jalb qildi, raqamlashtirish bosqichlarini boshlab, to'g'ri yo'nalishda qadam qo'ydi. Samaradorlikni oshirish uchun, qog'ozdagi islohotlarni chuqurroq amaliyotga tatbiq etish, turizmni boshqarish uchun markaziy raqamli platforma yaratish, milliy brendni dunyo bozorida chiroyli ko'rsatish kerak. Xitoydan o'rganilgan eng muhim dars shundaki, turizm rivoji, uzoq muddatli reja va barqarorlikni talab qiladi. Turizm rivoji O'zbekistonning iqtisodiy o'sishida, turizm yo'nalishidagi barcha loyiha va dasturlarda, har bir bosqichda, asosiy poydevor bo'lishi lozim.

Foydalanilgan adabiyotlar

UNWTO – Tourism Highlights, 2023.

UNESCO – World Heritage List.

O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022–2026 yillarga mo'ljallangan Yangi O'zbekiston taraqqiyot strategiyasi to'g'risida"gi PF-60-son Farmoni.

O'zbekiston Respublikasi Vazirlar Mahkamasining "2019–2025 yillarda turizm sohasini rivojlantirish konsepsiyasi"ga oid qarori.

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Features Of Application Of Error Prediction Models Using Machine Learning

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Annotation

This article, Currently, traditional statistical methods are used in the development of artificial intelligence algorithms and programs. Regression and output interpolation methods have been used based on the values of the given sets. Below are some of the statistical methods that are currently widely used in the development of AI algorithms and programs. Machine Learning (ML) is a field that allows computer systems to learn from data and automate decision-making based on it. This technology plays an important role in the development of artificial intelligence and is used in various fields, including medicine, finance, marketing, and transportation. The main methods of machine learning are: supervised learning, unsupervised learning, reinforcement learning, robustness testing, generative models, deep learning, etc. Each method is used in accordance with different data and tasks. This article analyzes the main methods of machine learning and shows their practical application.

Keywords: Object set, test set, parameters, prediction, diagnosis, classification. Machine Learning, Supervised Learning, Unsupervised Learning, Reinforcement Learning

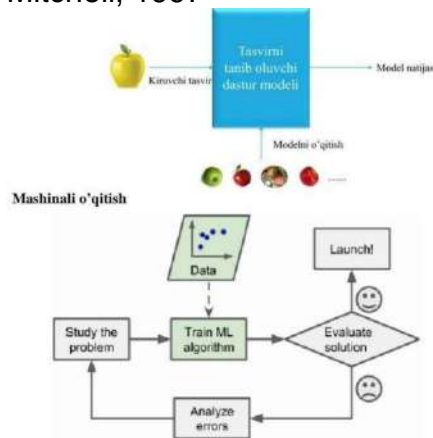
Annotatsiya

Mazkur maqola, Hozirgi kunda sun'iy intellekt algoritmlari va dasturlarini ishlab chiqishda an'anaviy statistik usullardan foydalanilmoqda. Berilgan to'plamlar qiymatlari asosida regressiya va chiqizli interpolatsiya usullaridan foydalanib kelingan. Quyida mavjud statistik usullar keltirilgan bo'lib, bular hozirgi kunda SI algoritmlari va dasturlarini ishlab chiqishda keng foydalanib kelinmoqdaligi haqida Mashinali o'qitish (Machine Learning, ML) — bu kompyuter tizimlariga ma'lumotlardan o'rganish va ularga asoslanib qarorlar qabul qilishni avtomatlashtirishga imkon beruvchi soha. Ushbu texnologiya, sun'iy intellektning rivojlanishida muhim o'rin tutadi va turli sohalarda qo'llaniladi, jumladan, tibbiyot, moliya, marketing va transport. Mashinani o'rganishning asosiy usullari: nazoratli o'rganish, nazoratsiz o'rganish, qarorlarni mustahkamlash o'rganish, chidamlilikni tekshirish, generativ modellar, chuqur o'rganish va boshqalar. Har bir usul turli xil ma'lumotlar va vazifalarga mos ravishda ishlatiladi. Bu maqola mashinani o'rganishning asosiy usullarini tahlil qiladi va ularning amaliy qo'llanilishini ko'rsatadi.

Kalit so'zlar: Obyektlar to'plami, testlash to'plami, parametrlar, bashoratlash, tashxislash, sinflashtirish. Mashinaliy o'qitish, Nazoratli o'rganish (Supervised Learning), Nazoratsiz o'rganish (Unsupervised Learning), Qarorlarni mustahkamlash o'rganish (Reinforcement Learning)

Kirish: Mashinali o'qitish (Machine Learning) – bu kompyuterni dasturlashning yangi yo'nalishi bo'lib, dasturning ma'lumotlarni o'qib olish va shu ma'lumotlar asosida o'rganish xususiyatiga ega bo'lishidir. [Mashinali o'qitish] kompyuterning ma'lumotlarni o'qib olish asosida xususiyatlarni o'rganish qobiliyatidir - Arthur

Samuel, 1959 A dastur bu E tajriba asosida T masalani yechishda P samaradorlik o'lchovi bilan yaratiladi, va T masala samaradorligi P orqali tekshiriladi va aniqligi E tajriba asosida amalga oshiriladi – Tom Mitchell, 1997



O'qitish masalasi

X- obyektlar to'plami

Y- javoblar to'plami

$y: X \rightarrow Y$ no'malum bog'liqlik esa target function (maqsad funksiya) deyiladi.

Berilgan: $\{x_1, \dots, x_\ell\}$ X — o'qitiluvchi to'plam (training sample) $y_i = y(x_i)$, $i = 1, \dots, \ell$ — ma'lum javoblar Demak o'qitish masalasi deganda $a: X \rightarrow Y$ moslikni xal qiluvchi algoritimga yo'naltiriladi.

Mashinani o'qitish jarayoni bosqichlari

- Mashinani o'qitish jarayoni chiziqli yoki nochiziqli bo'lishiga qaramasdan quyidagi bosqichlarda amalga oshiriladi:
- Muammoni aniqlash.
- Ma'lumotlarni tayyorlash.
- Algoritmni ishlab chiqish va baholash (testlash).
- Natijaviy ma'lumotlar aniqligini oshirish.
- Yakuniy natijani (ishlab chiqilgan model) taqdim qilish

Natija va muhokama

Mashinani o'qitish jarayoni bosqichlari

- Mashinani o'qitish jarayoni chiziqli yoki nochiziqli bo'lishiga qaramasdan quyidagi bosqichlarda amalga oshiriladi:
- Muammoni aniqlash.
- Ma'lumotlarni tayyorlash.
- Algoritmni ishlab chiqish va baholash (testlash).
- Natijaviy ma'lumotlar aniqligini oshirish.
- Yakuniy natijani (ishlab chiqilgan model) taqdim qilish.

O'qituvchili o'qitish algoritmlari

Linear Regression

Nearest Neighbor

Gaussian Naive Bayes

Decision Trees

Support Vector Machine (SVM)

Random Forest

Ma'lumotlar to'plami (Data set)

Data set - bu o'qitish uchun kerakli bo'lgan ma'lumotlar to'plamidir. Boshqacha aytganda, ma'lumotlar to'plami ma'lumotlar bazasi jadvalining yoki bitta statistik

ma'lumotlar matritsasining qiymatlarini hisoblanib, bunda jadvalning har bir ustuni ma'lum o'zgaruvchini yoki parametr (x_1, x_2, \dots, x_n) qiymatini ifodalasa, har bir satr esa berilgan parametrlar asosidagi obyekt qiymatiga (X_1, X_2, \dots, X_N) to'g'ri keladi.

Machine Learning loyihalarida biz o'quv ma'lumotlari to'plamidan (training data set) foydalanamiz. Bu turli xil harakatlarni bajarish uchun modelni o'qitish uchun ishlatiladigan haqiqiy ma'lumotlar to'plami hisoblanadi. Mashinani o'qitish jarayonida va modelning to'liq ishlashini ta'minlash maqsadida quyidagi ma'lumotlar to'plami turlaridan foydalaniladi:

- o'qituvchi to'plam, o'quv tanlanma (training set);
- validatsiya to'plami (validation set);
- testlash to'plami (testing set).

Ma'lumotlarga dastlabki ishlov berish Ma'lumotlar turini belgilash (Format):

O'qituvchi to'plamdagi ma'lumotlar turi va toifasini moslashtirish (Misol uchun, o'qitiluvchi to'plam sifatida 100 t rasm olingan bo'lsin, rasmlar har xil o'lchamda yoki har xil fayl formatida bo'lishi mumkin).

Ma'lumotlarni tozalash (Data Cleaning): Ushbu bosqichda ma'lumotlar orasidan ortiqcha yoki ahamiyati past bo'lgan (masalan, sifati juda past bo'lgan tasvirlar, o'lchami juda kichik bo'lgan rasmlar), model turg'unligiga ta'sir qiluvchi ma'lumotlar olib tashlanadi. Xususiyatlarni ajratib olish (Feature Extraction): Ushbu bosqichda o'qituvchi to'plamdagi ma'lumotlar xususiyatlari o'rganib chiqiladi va bashoratlash, tashxislash, sinflashtirish, qaror qabul qilish uchun kerakli xususiyatlar ajratib olinadi. (Misol uchun rasmda "olma" tasvirlanganligini belgilab beruvchi xususiyatlar). Bugungi kunda mashinali o'qitish (Machine Learning, ML) texnologiyasi turli sohalarda inqilobiy o'zgarishlarga olib kelmoqda. Sun'iy intellektning muhim yo'nalishlaridan biri bo'lgan ML algoritmlar yordamida dasturlar mustaqil ravishda ma'lumotlardan o'rganib, o'zini takomillashtirish qobiliyatiga ega bo'lmoqda. Ushbu maqolada mashinali o'qitishning asosiy tushunchalari, turlari va qo'llanilish sohalari haqida batafsil ma'lumot beriladi. Mashinali o'qitish (MO) algoritmlarining samaradorligi ularning asosiy komponenti bo'lmish ma'lumotlarga bog'liq. Yuqori sifatli ma'lumotlar modelni aniqroq va ishonchliroq qilishga yordam beradi, past sifatli ma'lumotlar esa noto'g'ri bashorat va xatolarga olib kelishi mumkin.

Xulosa

Mashinali o'qitish texnologiyalari turli xil algoritmlar va usullarni o'z ichiga oladi. Har bir usul ma'lum bir vazifa yoki muammoga eng mos keladi, shuning uchun to'g'ri usulni tanlash va kerakli ma'lumotlar bilan ishlash juda muhim. Mashinali o'qitish ko'plab sohalarda inqilobiy o'zgarishlar yaratmoqda va har yil o'tgan sari uning qo'llanilishi kengaymoqda. Mashinali o'qitish zamonaviy texnologiyalarning asosi bo'lib, har xil sohalarda, jumladan, sun'iy intellekt, avtomatlashtirish, tibbiyot, moliya va boshqalarda keng qo'llanilmoqda. Har bir usulning o'ziga xos afzalliklari va cheklovlari mavjud, shuning uchun to'g'ri usulni tanlash ma'lum bir muammoni yechishda juda muhimdir. Hozirgi vaqtda sun'iy intellekt butun dunyoni egallamoqda. Hozirgi vaqtda yosh bolalardan tortib talabalar hattoki ustozlar ham kitobdan emas sun'iy entilektdan foydalanmoqda. Xulosa qilib aytgan har doim ham mashinalar va internet hayotim iz manbayiga aylanmoqda

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Methods Of Refactoring And Optimizing Legacy Systems

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Annotation

This article provides a scientific and practical analysis of refactoring and optimization processes in legacy systems. In modern software engineering, the complete replacement of outdated information systems is not always an effective solution; therefore, gradual modernization has become increasingly important. The study examines the theoretical foundations of refactoring and its impact on software architecture, code quality, modularity, and maintainability. It also analyzes optimization techniques, including improving algorithmic efficiency, selecting appropriate data structures, and optimizing memory and computational resource usage. The research results demonstrate that refactoring and optimization significantly improve the stability, performance, and scalability of legacy systems.

Keywords: legacy system, refactoring, optimization, software engineering, code quality, technical debt, algorithm, system architecture, modularity, performance

Annotatsiya

Ushbu maqolada legacy tizimlarni refaktoring qilish va ularni optimallashtirish jarayonlari ilmiy va amaliy jihatdan tahlil qilinadi. Zamonaviy dasturiy injiniringda eskirgan axborot tizimlarini to'liq almashtirish har doim ham samarali yechim hisoblanmaydi, shu sababli ularni bosqichma-bosqich modernizatsiya qilish muhim ahamiyatga ega. Maqolada refaktoringning nazariy asoslari, uning dasturiy tizimlar arxitekturasi, kod sifati, modullilik va qo'llab-quvvatlash jarayonlariga ta'siri yoritilgan. Shuningdek, optimallashtirish usullari sifatida algoritmik samaradorlikni oshirish, ma'lumotlar tuzilmasini to'g'ri tanlash, xotira va resurslardan foydalanishni optimallashtirish kabi yondashuvlar tahlil qilingan. Tadqiqot natijalariga ko'ra, legacy tizimlarni refaktoring va optimallashtirish orqali ularning barqarorligi, ishlash tezligi hamda kengaytiriluvchanligini sezilarli darajada oshirish mumkinligi asoslab berilgan.

Kalit so'zlar: legacy tizim, refaktoring, optimallashtirish, dasturiy injiniring, kod sifati, texnik qarz, algoritim, tizim arxitekturasi, modullilik, samaradorlik

Kirish

Hozirgi zamonaviy axborot texnologiyalari shiddat bilan rivojlanib borayotgan bir davrda dasturiy tizimlarning hayotiy sikli ham tobora murakkablashib bormoqda. Yangi texnologiyalar, dasturlash tillari va arxitektura yondashuvlari tez-tez yangilanayotganiga qaramay, ko'plab tashkilotlarda yillar avval yaratilgan legacy tizimlar hali ham faol ishlatilib kelinmoqda. Bunday tizimlar o'z vaqtida samarali va dolzarb bo'lgan bo'lsa-da, bugungi kunda ular zamonaviy talablar, xavfsizlik standartlari hamda yuqori unumdorlik mezonlariga to'liq javob bera olmaydi. Legacy tizimlarning asosiy muammolaridan biri bu ularning uzoq yillar davomida o'zgarishlar natijasida murakkablashib ketishi va "texnik qarz" (technical debt)ning ortib borishidir. Dastlab oddiy va tushunarli bo'lgan kod vaqt o'tishi bilan ko'plab o'zgartirishlar, qo'shimchalar va vaqtinchalik yechimlar sababli chalkash tuzilishga ega bo'lib qoladi. Natijada tizimni qo'llab-quvvatlash, yangi funksiyalar qo'shish yoki xatoliklarni tuzatish jarayonlari ancha qiyinlashadi. Bundan tashqari, hujjatlashtirishning yetarli darajada olib borilmasligi ham dasturchilar uchun qo'shimcha muammolarni keltirib chiqaradi. Shu sababli amaliy dasturiy injiniringda legacy

tizimlarni butunlay almashtirish har doim ham eng to'g'ri va iqtisodiy jihatdan maqbul yechim bo'lavermaydi. Chunki katta tizimlarni yangidan ishlab chiqish ko'p vaqt, katta moliyaviy resurslar va yuqori xavf darajasini talab qiladi. Aynan shuning uchun mavjud tizimlarni bosqichma-bosqich takomillashtirish yondashuvi keng qo'llaniladi. Refaktoring va optimallashtirish jarayonlari aynan shu muammolarni hal etishga qaratilgan muhim usullardan hisoblanadi. Refaktoring orqali dastur kodining ichki tuzilmasi qayta ko'rib chiqiladi, uning o'qilishi, tushunariligi va modulliligi oshiriladi. Bu esa kelajakda tizimni rivojlantirish va unga o'zgartirish kiritishni ancha yengillashtiradi. Optimallashtirish esa tizimning ishlash samaradorligini oshirishga, ya'ni tezlikni yaxshilash, xotira va resurslardan oqilona foydalanishga qaratilgan jarayondir. Ushbu maqolada legacy tizimlarni refaktoring qilish va optimallashtirish jarayonlarining nazariy va amaliy jihatlari ko'rib chiqiladi. Shuningdek, ushbu yondashuvlarning dasturiy tizimlar sifati, barqarorligi va rivojlanish imkoniyatlariga ta'siri tahlil qilinadi. Maqsad-mavjud tizimlarni samarali modernizatsiya qilish usullarini yoritish va ularning amaliy ahamiyatini asoslab berishdan iboratdir.

Jadval 1. Legacy tizim va zamonaviy tizimning asosiy farqlari

Mezon	Legacy tizim	Zamonaviy tizim
Arxitektura	Ko'pincha monolit, qattiq bog'langan, kengaytirish qiyin.	Modulli yoki microservices asosida, moslashuvchan va kengaytirishga qulay.
Texnologik asos	Eski dasturlash tillari, qo'llab-quvvatlanishi kamaygan platformalar.	Faol rivojlanayotgan frameworklar va standart platformalar.
Integratsiya	API yo'q yoki cheklangan, boshqa tizimlar bilan ulanilishi murakkab.	REST, GraphQL, event-driven yoki boshqa ochiq integratsiya usullari mavjud.
Xavfsizlik	Patch va yangilanishlar kechikadi, zaifliklar to'planib qoladi.	Avtomatlashtirilgan monitoring va tez yangilanish imkoniyati bor.
Masshtablash	Ko'proq apparat qo'shishga tayanadi, elastiklik past.	Cloud va konteynerlar yordamida gorizontaal masshtablash oson.
Texnik xizmat	Kod bazasi murakkab, dokumentatsiya yetishmaydi, mutaxassis topish qiyin.	Kod o'qilishi yaxshiroq, CI/CD va kuzatuv vositalari mavjud.

Metodlar

Ushbu mavzuni o'rganishda men asosan nazariy va amaliy yondashuvlarni birgalikda qo'llashga harakat qildim. Chunki legacy tizimlar va ularni refaktoring qilish masalasi faqat kitobiy bilim bilan emas, balki real misollar va tizim tahlili orqali yaxshiroq tushuniladi. Avvalo, men mavjud ilmiy manbalarni o'rganib chiqdim. Dasturiy injiniring bo'yicha yozilgan kitoblar va maqolalarda refaktoring va optimallashtirish tushunchalari qanday izohlanganini tahlil qildim. Bu menga nazariy asoslarni yaxshiroq tushunishga yordam berdi. Ayniqsa, legacy tizimlarning qanday paydo bo'lishi va nima uchun ular muammoli bo'lib qolishi haqida aniq tasavvur hosil bo'ldi. Keyin men solishtirish usulidan foydalandim. Ya'ni, eski tizimlar bilan zamonaviy tizimlar o'rtasidagi farqlarni tahlil qildim. Arxitektura, xavfsizlik, tezlik, kengaytirish imkoniyati kabi jihatlarni solishtirib ko'rganimda, legacy tizimlarning nima uchun refaktoringga muhtoj ekanini aniqroq tushundim. Shundan so'ng men refaktoring jarayonini tasavvur qilishga harakat qildim.

Masalan, murakkab yozilgan kodni kichik bo'laklarga ajratish, takroriy qismlarni olib tashlash va funksiyalarni soddalashtirish kabi usullarni o'rgandim. Menimcha, bu jarayon dasturchi uchun juda muhim, chunki u kodni tushunarli va boshqariladigan qiladi. Optimallashtirish usullarini o'rganishda esa tizimning tezligi va samaradorligiga e'tibor qaratdim. Algoritmni yaxshilash, ma'lumotlar strukturasi to'g'ri tanlash va keraksiz operatsiyalarni kamaytirish orqali tizimni ancha tez ishlatish mumkinligini tushundim.

Xulosa

Xulosa qilib aytganda, legacy tizimlarni refaktoring qilish va optimallashtirish zamonaviy dasturiy injiniringning eng muhim yo'nalishlaridan biri hisoblanadi. Chunki hozirgi kunda ko'plab yirik tashkilotlarda hali ham yillar avval yaratilgan tizimlar ishlatilmoqda va ularni butunlay yangisiga almashtirish har doim ham iqtisodiy va texnik jihatdan to'g'ri yechim bo'lavermaydi. Tadqiqot davomida shuni angladimki, legacy tizimlarning asosiy muammosi ularning eskirgan arxitekturasi va vaqt o'tishi bilan to'planib boradigan texnik qarzdorlik. Bu esa tizimni rivojlantirishni qiyinlashtiradi, xatoliklar sonini oshiradi va yangi funksiyalar qo'shishni sekinlashtiradi. Shuning uchun bunday tizimlarni qo'llab-quvvatlashda refaktoring muhim rol o'ynaydi. Refaktoring jarayoni orqali kodning ichki tuzilmasi yaxshilanadi, u yanada tushunarli, tartibli va modullarga bo'lingan holga keladi. Bu esa dasturchilarga tizimni osonroq boshqarish va kelajakda o'zgartirishlar kiritish imkonini beradi. Eng muhimi, refaktoring dastur funksionalligini o'zgartirmasdan turib, uning sifatini oshirishga yordam beradi. Optimallashtirish esa tizimning ishlash samaradorligini oshirishda katta ahamiyatga ega. Algoritmni yaxshilash, ma'lumotlar strukturasi to'g'ri tanlash, keshdan foydalanish va resurslarni samarali boshqarish orqali tizimning tezligi va barqarorligini sezilarli darajada oshirish mumkin. Bu ayniqsa katta yuklama ostida ishlaydigan tizimlar uchun juda muhimdir.

Umuman olganda, refaktoring va optimallashtirish bir-biri bilan chambarchas bog'liq jarayonlar bo'lib, ular birgalikda qo'llanilganda legacy tizimlarni zamonaviy talablar darajasiga olib chiqish imkonini beradi. Mening fikrimcha, har bir dasturchi ushbu jarayonlarni chuqur tushunishi va amaliyotda qo'llay olishi kerak, chunki real loyihalarda ko'pincha yangi tizim yaratishdan ko'ra, mavjud tizimni yaxshilashga ehtiyoj ko'proq bo'ladi. Shu sababli, legacy tizimlarni to'liq inkor etish emas, balki ularni bosqichma-bosqich modernizatsiya qilish eng to'g'ri va samarali yondashuv hisoblanadi.

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Pedagogical Basis Of Professional Guidance Of Girls In Comprehensive Schools

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Annotation

This article analyzes the theoretical and practical foundations of vocational guidance of girls in comprehensive schools. Psychological, social and pedagogical factors influencing the process of choosing a profession for girls are highlighted, modern approaches and problems and their solutions are considered.

Keywords: profession, career choice, female students, motivation, pedagogy, gender approach, education, professional development

Annotatsiya

Mazkur maqolada umumta'lim maktablarida o'quvchi qizlarni kasb-hunarga yo'naltirishning nazariy va amaliy asoslari tahlil qilinadi. Qizlarning kasb tanlash jarayoniga ta'sir etuvchi psixologik, ijtimoiy va pedagogik omillar yoritilib, zamonaviy yondashuvlar hamda muammolar va ularning yechimlari ko'rib chiqiladi.

Kalit so'zlar: kasb-hunar, kasb tanlash, o'quvchi qizlar, motivatsiya, pedagogika, gender yondashuv, ta'lim, kasbiy rivojlanish

Kirish

Bugungi kunda ta'lim tizimining asosiy vazifalaridan biri – yoshlarni ongli ravishda kasb tanlashga yo'naltirishdan iborat. Ayniqsa, o'quvchi qizlarni kasb-hunarga yo'naltirish masalasi dolzarb ahamiyat kasb etadi. Chunki qizlarning jamiyatdagi o'rni, ularning iqtisodiy faolligi va mustaqilligi bevosita egallagan kasbga bog'liqdir.

Zamonaviy jamiyatda ayollarning faqat an'anaviy kasblar bilan cheklanib qolishi emas, balki turli sohalarda, jumladan, texnologiya, tadbirkorlik, muhandislik yo'nalishlarida ham faol ishtirok etishi muhimdir. Shu sababli maktab davridan boshlab qizlarni kasb tanlashga ongli ravishda tayyorlash zarur.

I bob. Kasb-hunarga yo'naltirishning nazariy asoslari

1.1. Kasb-hunarga yo'naltirish tushunchasi

Kasb-hunarga yo'naltirish – bu shaxsning qiziqishi, qobiliyati va ehtiyojlaridan kelib chiqib, uni ma'lum bir kasbni tanlashga tayyorlash jarayonidir. Bu jarayon uzluksiz bo'lib, maktabgacha ta'limdan boshlab, umumta'lim maktablari va undan keyingi bosqichlarda davom etadi.

1.2. O'quvchi qizlarning psixologik xususiyatlari

O'quvchi qizlar kasb tanlashda quyidagi xususiyatlari bilan ajralib turadi:

hissiylik va sezgirlik yuqoriligi;

ijtimoiy fikrga bog'liqlik;

barqarorlik va xavfsizlikka intilish;

kommunikativlik.

Bu xususiyatlar kasb tanlashda ularning qaroriga sezilarli ta'sir ko'rsatadi.

II bob. O'quvchi qizlarni kasb-hunarga yo'naltirishning pedagogik omillari

2.1. Maktabning roli

Maktab kasbga yo'naltirishning asosiy maskani hisoblanadi. Bu yerda:

kasblar haqida tizimli bilim beriladi;

fanlar orqali qiziqish shakllantiriladi;

kasbiy ko'nikmalar rivojlantiriladi.

2.2. O'qituvchi va psixolog faoliyati

O'qituvchi va maktab psixologi quyidagi vazifalarni bajaradi:

- o'quvchilarning qiziqishlarini aniqlash;
- psixologik testlar o'tkazish;
- individual maslahatlar berish;
- kasb tanlashda yo'l-yo'riq ko'rsatish.

2.3. Oila ta'siri

Oila qizlarning kasb tanlashida eng katta ta'sirga ega omillardan biridir. Ayrim hollarda ota-onalar o'z istaklarini farzandiga yuklaydi, bu esa noto'g'ri tanlovga olib kelishi mumkin.

III bob. Zamonaviy yondashuvlar va innovatsiyalar

3.1. STEAM ta'lim tizimi

STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvi qizlarning texnik va ilmiy sohalarga qiziqishini oshiradi.

3.2. Trening va seminarlar

Kasbiy treninglar orqali o'quvchi qizlar:
o'z qobiliyatlarini aniqlaydi;
turli kasblar bilan tanishadi;
amaliy tajriba orttiradi.

3.3. Mentorlik tizimi

Muvaffaqiyatli ayol mutaxassislar bilan uchrashuvlar qizlar uchun motivatsiya manbai bo'lib xizmat qiladi.

IV bob. Muammolar va ularning yechimlari

4.1. Asosiy muammolar

gender stereotiplari;
kasblar haqida yetarli ma'lumotning yo'qligi;
ota-onalarning bosimi;
maktablarda tizimli ishlarning yetarli emasligi.

4.2. Yechimlar

kasbga yo'naltirish dasturlarini kuchaytirish;
ota-onalar bilan ishlash;
zamonaviy kasblar haqida targ'ibot;
qizlar uchun maxsus kasbiy loyihalar tashkil etish.

V bob. O'quvchi qizlarni kasb tanlashga tayyorlashda psixologik-pedagogik yondashuvlar

5.1. Kasbiy qiziqish va motivatsiyani shakllantirish

Kasb tanlash jarayonida eng muhim omillardan biri — motivatsiyadir. O'quvchi qizlarda motivatsiya quyidagi yo'llar orqali shakllanadi:

- ichki motivatsiya (qiziqish, orzu, o'zini namoyon qilish istagi);
- tashqi motivatsiya (ota-ona, o'qituvchi, jamiyat ta'siri);
- muvaffaqiyatga erishish ehtiyoji.

Pedagoglar o'quvchi qizlarning ichki motivatsiyasini rivojlantirishga alohida e'tibor qaratishi lozim. Chunki aynan ichki motivatsiya barqaror kasbiy rivojlanishga olib keladi.

5.2. Kasbiy yo'naltirishda diagnostika usullari

O'quvchi qizlarning qiziqish va qobiliyatlarini aniqlash uchun quyidagi metodlardan foydalanish tavsiya etiladi:

- psixologik testlar (qiziqishlar testi, temperament aniqlash);
- so'rovnomalar;
- suhbat va kuzatish;
- amaliy topshiriqlar.

Masalan, o'quvchining muloqotga moyilligi yuqori bo'lsa — pedagogika, xizmat ko'rsatish sohalari; analitik fikrlashi kuchli bo'lsa — IT yoki iqtisodiyot yo'nalishlari tavsiya etilishi mumkin.

VI bob. Xorijiy tajribalar va ularning ahamiyati

6.1. Rivojlangan davlatlar tajribasi

Ko'plab rivojlangan davlatlarda qizlarni kasbga yo'naltirishga alohida e'tibor qaratiladi:

maktablarda kasb haftaliklari o'tkaziladi;

o'quvchilar ishlab chiqarish korxonalariga ekskursiyaga olib boriladi;

har bir o'quvchiga individual kasbiy reja tuziladi.

Masalan, Yevropa davlatlarida o'quvchilar 13–14 yoshdan boshlab kasbiy yo'nalishga ajratiladi.

6.2. Xorijiy tajribani milliy tizimga moslashtirish

Xorijiy tajribani joriy etishda quyidagilar muhim:

milliy qadriyatlarni hisobga olish;

mahalliy mehnat bozoriga moslashish;

qizlar uchun teng imkoniyat yaratish.

VII bob. Raqamli texnologiyalar asosida kasbga yo'naltirish

7.1. Onlayn platformalar

Bugungi kunda quyidagi imkoniyatlar mavjud:

kasb tanlash testlari (online);

virtual kasb tanishtiruvlar;

video darslar va master-klasslar.

Bu vositalar ayniqsa qizlarning mustaqil o'rganishiga yordam beradi.

7.2. Ijtimoiy tarmoqlarning ta'siri

Ijtimoiy tarmoqlar orqali:

muvaffaqiyatli ayollar hayoti bilan tanishish;

yangi kasblar haqida bilish;

o'zini rivojlantirish imkoniyatlari kengayadi.

Lekin noto'g'ri axborotlardan himoyalash ham muhim.

VIII bob. Amaliy tavsiyalar

O'quvchi qizlarni kasb-hunarga samarali yo'naltirish uchun quyidagi tavsiyalar beriladi:

Maktab uchun:

“Kasb kuni” tadbirlarini tashkil etish

turli soha vakillari bilan uchrashuvlar

qizlar uchun alohida to'garaklar (IT, dizayn, tikuvchilik, tadbirkorlik)

O'qituvchilar uchun:

individual yondashuv

qiziqishni rag'batlantirish

stereotiplarni yo'qotishga yordam berish

Ota-onalar uchun:

farzand tanloviga hurmat bilan qarash

majburlamaslik

qo'llab-quvvatlash

IX bob. Tadqiqot uchun taklif (agar ilmiy ish bo'lsa)

Agar siz bu mavzuda kurs ishi yoki ilmiy ish topshirsangiz, quyidagicha kichik tadqiqot qo'shishingiz mumkin:

Tadqiqot mavzusi:

“Maktab o'quvchi qizlarining kasb tanlashga bo'lgan munosabati”

Metodlar:

20–30 nafar o'quvchi orasida so'rovnoma natijalarni diagramma qilish tahlil va xulosa chiqarish.

Xulosa

O'quvchi qizlarni kasb-hunarga yo'naltirish – ularning kelajakdagi hayot sifatini belgilovchi muhim jarayon hisoblanadi. Zamonaviy ta'lim tizimi bu borada innovatsion yondashuvlar, psixologik xizmatlar va raqamli texnologiyalarni keng qo'llashi zarur. Ayniqsa, gender tengligini ta'minlash orqali qizlarning barcha sohalarda o'z o'rnini topishiga sharoit yaratish muhim vazifa hisoblanadi.

O'quvchi qizlarni kasb-hunarga yo'naltirish – bu faqat ta'lim tizimining emas, balki jamiyatning ham muhim vazifasidir. To'g'ri yo'naltirilgan qiz kelajakda nafaqat o'z hayotini, balki jamiyat rivojini ham ijobiy tomonga o'zgartiradi. Shu sababli bu jarayonda maktab, oila va jamiyat hamkorligi muhim ahamiyat kasb etadi.

Foydalanilgan adabiyotlar

O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni.

Kadrlar tayyorlash milliy dasturi.

Ismoilov A. "Pedagogika asoslari". Toshkent, 2020.

Yo'ldoshev J. "Kasbga yo'naltirish nazariyasi va amaliyoti".

Karimova V. "Psixologiya". Toshkent, 2019.

Zamonaviy pedagogik texnologiyalar bo'yicha o'quv qo'llanmalar.

Internet manbalari va ilmiy maqolalar.

Comparative Analysis Of The Works "Tristan And Isolde" And "Iliada"

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Annotation

This article comparatively studies two great works of world literature - the medieval European epic "Tristan and Isolde" and the ancient Greek epic "Iliad". The plot of the works, the system of artistic images, the interpretation of the themes of war and love, and universal values are compared. As a result of the study, the similarities and differences of heroism, tragedy, and human feelings in both works are identified.

Keywords: comparative literary studies, epic epics, heroism, love, tragedy, medieval literature, ancient Greek literature.

Annotatsiya

Ushbu maqolada jahon adabiyotining ikki buyuk asari — o'rta asr Yevropa eposi "Tristan va Izolda" hamda qadimgi yunon dostoni "Iliada" qiyosiy o'rganiladi.. Asarlar syujeti, badiiy obrazlar tizimi, urush va muhabbat mavzularining talqini hamda umumbashariy qadriyatlar nuqtai nazaridan taqqoslanadi. Tadqiqot natijasida ikkala asardagi qahramonlik, fojia va insoniy tuyg'ularning o'xshash va farqli jihatlari aniqlanadi.

Kalit so'zlar: qiyosiy adabiyotshunoslik, epik dostonlar, qahramonlik, muhabbat, tragediya, o'rta asr adabiyoti, qadimgi yunon adabiyoti.

Har bir xalq o'z tarixiy tajribasi va ma'naviy olamini epik asarlar orqali namoyon etib kelgan. Bu asarlar nafaqat badiiy jihatdan yuksak, balki ularning ichiga singdirilgan g'oyalar va insoniy qadriyatlar ham abadiy ahamiyatga ega. Men ushbu maqolada o'rta asr Evropa eposi "Tristan va Izolda" hamda qadimgi yunon dostonini "Iliada" asarlarini bir-biriga qiyosan ko'rib chiqiladi. Bu ikki asar biri-biridan ancha uzoq davrda, turli xalqlar tomonidan yaratilgan bo'lsada, ularda shunday umumiy jihatlari borki, bu tasodif emas, balki umumbashariy insoniy tabiatning aksidir. Haqiqatan ham, "Iliada" miloddan avvalgi VIII asrga mansub bo'lib, Gomer tomonidan yaratilgan va Troya urushini kuylaydi. "Tristan va Izolda" esa o'rta asrlarda, taxminan XII–XIII asrlarda shakllangan kelt manbalariga asoslangan roman-doston hisoblanadi. Ularni taqqoslash orqali biz insoniyatning turli davrlardagi umumiy ruhiy izlanishlarini, muhabbat va urush, qahramonlik va fojia haqidagi tushunchalarini yanada chuqurroq anglab olish mumkin. [1-B,480]

"Iliada"- Gomerga nisbat beriladigan qadimgi yunon epik dostonidirki, u Troya urushining so'nggi yilida, xususan Axillesning g'azabi va uning oqibatlari haqida hikoya qiladi. Asarda yunon qahramonlari Axilles, Agamemnon, Odisey, Diomed hamda troyanlar -Gektor, Priam, Paris obrazlari markaziy o'rin tutadi. Doston urush manzaralari, qahramonlik kurashlar va ilohiy aralashuvlar bilan to'la, ammo uning asosiy ruhiy o'qi - Axilles bilan Agamemnon o'rtasidagi ziddiyat va Axillesning do'sti Patroklni yo'qotishi natijasida uning qayta jangga kirishi -aniq insoniy his-tuyg'ularga asoslanadi [2-B,420].Gomer dostoni she'riy uslubda yozilgan bo'lib, unda takroriy epitelar, uzoq taqqoslashlar va batafsil jangovar sahnalar keng qo'llaniladi. "Iliada"ning eng muhim xususiyatlaridan biri shuki, unda hatto dushman tarafning qahramonlari ham insoniy jihatda go'zal tasvirlanadi. Gektor -oila sevuvchi, ona-vatanini himoya qiluvchi ulug' yigit sifatida namoyon bo'ladi.

"Tristan va Izolda" asari o'rta asr Evropasining eng mashhur sevgi hikoyalariidan biri sifatida qabul qilinadi. Asarning turli variantlari mavjud bo'lib, ularning eng mashhurlari Beroul va Toma d'Angli qalamiga mansubdir. Hikoya Korniuolslik ritsar Tristan bilan irlandiyalik malika Izolda

o'rtasidagi fojiviy sevgini tasvirlaydi. Ular ikkovining sevgisi ixtiyoriy emas - ular tasodifan sehrli sevgi iksirini ichib qo'yadilar - ammo bu fakt asarning ma'naviy yukiga zarar bermaydi [3-B,280]. Asarda o'rta asr ritsarlik madaniyati, izzat-nafs, sadoqat va sharaf tushunchalari muhim o'rin tutadi. Tristan bir vaqtning o'zida o'z qiroli Markga sadoqatli bo'lishi va Izoldani sevishi o'rtasida ulkan ziddiyatga duch keladi. Bu ziddiyat uning hayotini va oxir-oqibat undan-da ko'proq narsalarni yo'q qiladi. Ikkala asarda ham muhabbat asosiy mavzulardan biri bo'lib ko'rinadi, ammo u ikki xil shaklda namoyon bo'ladi. "Tristan va Izolda"da muhabbat butun doston markazida turadi, u qahramonlarning taqdirini butunlay belgilab beradi. Bu sevgi shunchalik kuchli ediki, hatto sehrli eliksir orqali paydo bo'lgan taqdirda ham u insonning barcha majburiyatlarini chetga surib chiqaradi.

"Iliada"da esa muhabbat o'ziga xos tarzda tasvirlanadi. Urushning boshlanishiga sabab bo'lgan Paris Yelenani olib qochishi mabudalar tomonidan yuqtrilgan muhabbat natijasi bo'lsada, asarning o'zida bu muhabbat emas, balki uning oqibati urush tasvirlanadi. Axillesning do'sti Patroklga bo'lgan bag'rikenglik va birodarlik tuyg'ulari esa boshqa bir turdagi muhabbatni - platonik birodarlik sevgisini -ifodalaydi. Demak, "Iliada"da muhabbat to'g'ridan-to'g'ri emas, balki uning oqibatlari orqali ko'rinadi [4]. Qahramonlik obrazlari nuqtai nazaridan ham ikkala asar o'rtasida qiziqarli o'xshashliklar mavjud. Axilles va Tristan - ikkovining ham qahramonligi shubhasizdir. Axilles -jangovar kuch va botirlikning ramzi, u dushmanlarini maydonda mag'lub etuvchi misli ko'rilmagan sarkarda. Tristan esa nafaqat kuchli ritsar, balki iqtidorli sozanda va donolik egasi. Lekin ikkovining ham tragik kamchiliklari bor: Axillesniki - g'azab va mag'rurlik, Tristanniki - vaziyati va his-tuyg'ulari o'rtasidagi ziddiyat [2, 3-B 420-280]. Ikkala qahramonning taqdirida o'lim fojiasi ham mavjud. Axilles - vatani yo'lida, o'z tanlovi bilan uzun umr emas, shuhratli qisqa hayotni afzal ko'rgan holda jangda o'ladi. Tristan esa oqibatida sevgisi va sadoqatsizlik gumonlari orasida qiynalgan holda vafot etadi. Bu o'xshashlik shuni ko'rsatadiki, qahramonlik ko'pincha fojia bilan yakun topadi.

"Iliada"da urush asarning asosiy muhiti hisoblanadi. U nafaqat tasvirlangan, balki o'ziga xos estetik jilolanishga ega. Gomer jang sahnalarini ajoyib tafsilotlar bilan chizadi - qilich zarbalari, qalqon sadolari, yaralanish tasvirlari... Biroq bu urushning shafqatsizligini ham yashirmaydi. Axilles va Priam o'rtasidagi oxirgi sahnada urush insonga ne'mat emas, balki kulfat ekanligini his etish mumkin [5-B,318].

"Tristan va Izolda"da urush ikkinchi o'ringa tushgan, ammo Tristan o'zining janglar orqali shuhrat qozonishi ham asarda muhim o'rin tutadi Ammo asarning asosiy ziddiyati qurol bilan emas, yurak bilan hal qilinadi. "Iliada"dagi tashqi urush va "Tristan va Izolda"dagi ichki kurash -qahramonlikni turlicha talqin etishini ko'rsatadi. Ikkala asarda ayol obrazlari ham juda qiziqarli tarzda berilgan. "Iliada"da Xelena go'zallikka ega, ammo u ko'proq urushning bahonasi sifatida namoyon bo'ladi, uning o'z ovozi esa nisbatan kamroq eshitiladi. Andromaxa - Gektor xotini - esa sodiq va oqilona turmush o'rtog'i sifatida tasvirlanib, er-xotin munosabatining eng ta'sirchan sahifalaridan birini ifodalaydi [6-B,448]. "Tristan va Izolda"da Izolda juda faol va mustaqil obraz. U nafaqat sevilgan yor, balki o'zi ham sevuvchi, izlayotgan, azob chekayotgan shaxs. U sehrgar onasining qizi sifatida dori-darmonlarni biladi, Tristanni daf'atan ikki bor davolaydi, va o'z sevisish tuyg'ulari uchun hukmdorlik an'anasiga qarshi boradi. Bu jihatdan Izolda o'rta asr adabiyotida nisbatan mustaqil ayol obraziga misol bo'la oladi.

Qadimgi yunon adabiyotining o'ziga xos belgisi shuki, unda xudolar insonlar taqdirida bevosita ishtirok etadi. "Iliada"da Afina, Afrodita, Ares, Apollon kabi xudolar jang maydonida ham hozir bo'ladilar, qahramonlarga ko'maklashadilar yoki ularni to'sqinlik qiladilar. Bu degan ma'ni, inson taqdiri ko'p jihatdan ilohiy irodaga bog'liq bo'lib ko'rinadi [7-B,276]"Tristan va Izolda"da esa ilohiy aralashuv o'rnini sehrli eliksir egallaydi. Sehrli sevgi iksiri -bu ratsional tushuntirish uchun mo'ljallangan vosita bo'lib, inson sevgisining g'ayri-ixtiyoriy va kuchli tabiatini ramziy ifodalaydi. O'rta asr xristian dunyoqarashida xudo bevosita jangga tushib kelmaydi, ammo taqdirning

kuchi hali ham insondan ustun turadi. Mening nazarimda, bu ikki asar o'zlarining ilohiy va metafizik dunyoqarashini aks ettirish orqali ham farqlanadi.

"Tristan va Izolda" va "Iliada" asarlari ikki xil davr va ikki xil madaniyatning mahsuli bo'lsada, ular o'rtasida umumbashariy ruhiy bir ip bor. Bu ikki asar ham -muhabbat, qahramonlik, sadoqat, fojia - kabi insoniyat uchun abadiy bo'lgan mavzularni ko'taradi. Axilles va Gektor, Tristan va Izolda- bularning barchasi o'z davri va madaniyatining mahsuli, ammo ularning his-tuyg'ulari, kurashlari va fojialari bizga - zamonaviy o'quvchilarga - hali ham yaqin va tushunarli. Insonning ulug'ligi uning kuchida emas, balki o'z his-tuyg'ulari, qiyinchiliklari va ziddiyatlari bilan qanday kurashishida namoyon bo'ladi. Xoh qadimgi yunon jangchisi bo'lsin, xoh o'rta asr ritsari — ular hammasi bir xil insoniy qalbn ko'rsatadi.

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Интеграция ИКТ И Игровых Методов Обучения В Начальном Образовании: Педагогические Условия Эффективности

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Аннотация

В статье рассматриваются педагогические условия эффективной интеграции информационно-коммуникационных технологий и игровых методов обучения в начальном образовании. Определены организационно-методические и психолого-педагогические условия, обеспечивающие эффективность дидактической интеграции ИКТ и игровых методов. Обоснована необходимость системного подхода к формированию цифровой образовательной среды, учитывающей возрастные особенности и познавательные потребности учащихся начальных классов.

Ключевые слова: ИКТ, игровые методы обучения, начальное образование, педагогические условия, цифровая образовательная среда, дидактическая интеграция, младшие школьники.

ВВЕДЕНИЕ

Современный этап развития образования характеризуется интенсивной цифровизацией всех уровней обучения, при этом начальное образование выступает основополагающим звеном в формировании цифровой грамотности и учебной мотивации обучающихся [1]. Интеграция информационно-коммуникационных технологий в образовательный процесс начальной школы представляет собой не просто техническое оснащение учебных заведений, но сложный педагогический процесс, требующий научно обоснованного методического сопровождения и создания специальных организационно-педагогических условий [2].

Особую актуальность приобретает проблема сочетания традиционных игровых методов обучения, соответствующих психологическим особенностям младшего школьного возраста, с возможностями современных цифровых технологий, что позволяет создать синергетический эффект в развитии познавательной активности и учебной мотивации детей [3]. Несмотря на значительное количество исследований в области применения ИКТ в образовании, вопрос о педагогических условиях эффективной интеграции цифровых и игровых методов в начальном обучении остается недостаточно разработанным, что определяет научную новизну и практическую значимость данного исследования. Целью работы является теоретическое обоснование и систематизация педагогических условий, обеспечивающих эффективность интеграции ИКТ и игровых методов обучения в образовательном процессе начальной школы.

МЕТОДОЛОГИЯ И АНАЛИЗ ЛИТЕРАТУРЫ

Методологическую основу исследования составляет системный подход к анализу педагогических явлений, позволяющий рассматривать интеграцию ИКТ и игровых методов как целостный дидактический процесс, включающий взаимосвязанные компоненты: содержательный, технологический, организационный и психолого-педагогический. В работе использованы методы теоретического анализа научно-педагогической литературы, систематизации и обобщения эмпирических данных, представленных в современных исследованиях по проблемам цифровизации начального образования и применения игровых технологий обучения. Анализ литературы показывает, что в зарубежной педагогике активно разрабатывается

концепция цифровой игровой педагогики (digital game-based learning), основанная на принципах конструктивизма и теории мотивации, где цифровые игры рассматриваются как эффективный инструмент формирования метапредметных компетенций и развития критического мышления младших школьников [4]. Отечественные исследователи подчеркивают необходимость сохранения культурно-исторической традиции игры как ведущего вида деятельности в младшем школьном возрасте при внедрении цифровых технологий, акцентируя внимание на проблемах здоровьесбережения и профилактики цифровой зависимости [5].

Существенный вклад в разработку теории интеграции ИКТ и традиционных методов обучения внесли исследования, посвященные проектированию цифровой образовательной среды, адаптивным образовательным технологиям и персонализации обучения с использованием интерактивных цифровых ресурсов [6]. Вместе с тем, критический анализ литературы выявляет противоречие между теоретическими разработками в области цифровой дидактики и практической готовностью педагогов начальной школы к эффективному использованию интегрированных цифровых игровых методик, что требует специального внимания к вопросам профессиональной подготовки и методического сопровождения учителей [7].

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

На основе проведенного теоретического анализа выделены следующие группы педагогических условий эффективной интеграции ИКТ и игровых методов в начальном образовании. Первая группа – организационно-методические условия – включает разработку интегрированных учебных программ, обеспечивающих системное включение цифровых образовательных игр в содержание учебных предметов с учетом дидактических целей и возрастных особенностей обучающихся; создание банка апробированных цифровых образовательных ресурсов игрового характера, соответствующих требованиям ФГОС НОО и санитарно-гигиеническим нормам; установление оптимального баланса между цифровыми и традиционными формами игровой деятельности, предотвращающего перегрузку и обеспечивающего разнообразие учебного процесса [8].

Вторая группа – психолого-педагогические условия – предполагает учет индивидуальных образовательных траекторий и когнитивных стилей младших школьников при выборе типа цифровой игры (обучающие, развивающие, тренажеры, симуляторы); формирование мотивационной готовности учащихся к использованию ИКТ как инструмента познания, а не только развлечения; обеспечение педагогического сопровождения игровой деятельности с ИКТ, включающего целеполагание, рефлекссию и оценку образовательных результатов [9]. Третья группа – технико-технологические условия – охватывает обеспечение материально-технической базы образовательного учреждения современным оборудованием и программным обеспечением; создание безопасной цифровой среды с контролем доступа к образовательным ресурсам; техническую поддержку и обслуживание ИКТ-инфраструктуры.

Четвертая группа – профессионально-педагогические условия – включает повышение цифровой и игровой компетентности педагогов начальной школы через систему непрерывного профессионального развития; формирование у учителей навыков проектирования интегрированных учебных занятий с использованием цифровых игровых технологий; развитие рефлексивной позиции педагога в отношении эффективности применяемых методов и готовности к инновационной деятельности [10]. Критическое осмысление выделенных условий позволяет утверждать, что эффективность интеграции ИКТ и игровых методов определяется не столько наличием технических средств, сколько педагогически целесообразным их использованием в

контексте целостного образовательного процесса, ориентированного на развитие личности младшего школьника, формирование универсальных учебных действий и сохранение психологического здоровья детей в условиях цифровизации образования.

ЗАКЛЮЧЕНИЕ

Проведенное исследование позволяет заключить, что эффективная интеграция информационно-коммуникационных технологий и игровых методов обучения в начальном образовании требует создания комплекса взаимосвязанных педагогических условий, охватывающих организационно-методический, психолого-педагогический, технико-технологический и профессионально-педагогический аспекты образовательного процесса. Системная реализация выделенных условий обеспечивает не только повышение качества обучения и учебной мотивации младших школьников, но и способствует формированию цифровой образовательной среды, соответствующей современным требованиям к начальному образованию и учитывающей психофизиологические особенности детей данного возраста.

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Pedagogical Effectiveness Of Using Innovative Digital Tools In Higher Education Institutions

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ABSTRACT

This article analyzes the pedagogical effectiveness of using digital platforms and modern software in higher education institutions. It highlights the possibilities of organizing the educational process through digital technologies, increasing student engagement, strengthening knowledge acquisition, and creating individualized learning trajectories. In addition, the advantages and challenges of the digital learning environment are substantiated from a scientific perspective.

Keywords: digital education, LMS, interactive methods, distance learning, innovative pedagogy, educational technologies.

ANNOTATSIYA

Mazkur maqolada oliy ta'lim muassasalarida raqamli platformalar va zamonaviy dasturlardan foydalanishning pedagogik samaradorligi tahlil qilinadi. Raqamli texnologiyalar yordamida o'quv jarayonini tashkil etish, talabalar faolligini oshirish, bilimlarni mustahkamlash hamda individual ta'lim trayektoriyasini yaratish imkoniyatlari yoritilgan. Shuningdek, raqamli ta'lim muhitining afzalliklari va muammolari ilmiy nuqtai nazardan asoslab berilgan.

Kalit so'zlar: raqamli ta'lim, LMS, interaktiv metodlar, masofaviy ta'lim, innovatsion pedagogika, ta'lim texnologiyalari.

Hozirgi kunda globallashtirish va raqamlashtirish jarayonlarining jadal sur'atlarda rivojlanishi oliy ta'lim tizimiga yangi talablar qo'yimoqda. Zamonaviy jamiyatda raqobatbardosh kadrlarni tayyorlash, ularning kasbiy kompetensiyalarini rivojlantirish hamda mustaqil fikrlash qobiliyatini shakllantirish ta'lim jarayonini innovatsion yondashuvlar asosida tashkil etishni taqozo etadi. Shu nuqtai nazardan, oliy ta'lim muassasalarida raqamli platformalar va dasturiy vositalardan samarali foydalanish dolzarb ilmiy-amaliy muammo sifatida namoyon bo'lmoqda.

Axborot-kommunikatsiya texnologiyalarining (AKT) ta'lim jarayoniga keng joriy etilishi o'qitish metodlari va shakllarini tubdan o'zgartirib, an'anaviy ta'lim modelidan interaktiv va talabaga yo'naltirilgan ta'lim modeliga o'tishni ta'minlamoqda. Raqamli platformalar orqali tashkil etilgan mashg'ulotlar o'quv materiallarini multimediyaviy shaklda taqdim etish, talabalarning bilimni tezkor baholash, individual ta'lim trayektoriyasini yaratish hamda masofaviy ta'lim imkoniyatlarini kengaytirish bilan ahamiyatlidir.

Mazkur tadqiqotning dolzarbligi shundaki, bugungi kunda oliy ta'lim muassasalarida raqamli ta'lim vositalaridan foydalanish keng yo'lga qo'yilayotgan bo'lsa-da, ularning mashg'ulotlar samaradorligiga ta'siri yetarli darajada tizimli o'rganilmagan. Shuningdek, mavjud platformalarning pedagogik imkoniyatlari, ularni qo'llash metodikasi hamda samaradorlikni oshirish omillari chuqur ilmiy tahlilni talab etadi.

Tadqiqotning maqsadi — oliy ta'lim muassasalarida raqamli platformalar va dasturlardan foydalanish orqali mashg'ulotlar samaradorligini oshirishning nazariy va amaliy asoslarini tahlil qilishdan iborat. Ushbu maqsadga erishish uchun raqamli ta'lim texnologiyalarining pedagogik xususiyatlarini o'rganish, ularning afzalliklari va muammolarini aniqlash hamda samarali qo'llash bo'yicha takliflar ishlab chiqish vazifalari belgilab olindi.

Raqamli ta'lim texnologiyalarini o'rganish bo'yicha ko'plab ilmiy tadqiqotlar olib borilgan. Xorijiy olimlar tomonidan LMS tizimlarining samaradorligi, masofaviy ta'limning pedagogik asoslari hamda interaktiv metodlarning afzalliklari keng yoritilgan. Xususan, zamonaviy tadqiqotlarda

raqamli platformalar talabalarning mustaqil ishlash ko'nikmalarini rivojlantirishda muhim vosita sifatida baholanadi.

Mahalliy tadqiqotchilar tomonidan ham oliy ta'limda axborot texnologiyalarini qo'llash masalalari o'rganilgan bo'lib, unda ta'lim jarayonining sifatini oshirish, pedagogik innovatsiyalarni joriy etish va o'qitish samaradorligini ta'minlashga alohida e'tibor qaratilgan. Shu bilan birga, mavjud tadqiqotlarda raqamli platformalardan foydalanishning kompleks metodikasi va samaradorlik ko'rsatkichlarini aniqlash yetarli darajada ishlab chiqilmaganligi kuzatiladi.

Oliy ta'lim muassasalarida raqamli platformalar va dasturlardan foydalanish masalasi so'nggi yillarda o'zbek, MDH va xorijiy olimlar tomonidan keng o'rganilmoqda. Ushbu yo'nalishdagi tadqiqotlar asosan raqamli pedagogika, LMS tizimlari, masofaviy ta'lim, sun'iy intellekt va ta'lim samaradorligini oshirish masalalariga qaratilgan.

O'zbek tadqiqotchilari raqamli ta'lim texnologiyalarining ta'lim jarayoniga ta'sirini turli jihatlarida o'rgangan. Jumladan, R. Islamova tomonidan olib borilgan tadqiqotda elektron ta'lim va LMS tizimlarining ta'lim menejmenti va samaradorligiga ijobiy ta'siri asoslab berilgan bo'lib, raqamli transformatsiya sharoitida ta'limni modernizatsiya qilish muhimligi ta'kidlanadi.

D. Sabirova esa sun'iy intellekt asosidagi raqamli platformalar ta'lim jarayonida yangi imkoniyatlar yaratishini, xususan, adaptiv o'qitish va avtomatlashtirilgan baholash tizimlari orqali samaradorlik oshirishini ko'rsatadi.

R. Atamuratov tadqiqotlarida raqamli platformalarning kognitiv jihatlari tahlil qilinib, o'quv materiallarini taqdim etishda kognitiv yuklama nazariyasiga amal qilish samaradorlikni oshirishning muhim omili ekanligi qayd etiladi.

Shuningdek, Z. Murodova va boshqalar raqamli ta'lim muhiti talabalarning kasbiy kompetentligini rivojlantirishda muhim vosita ekanligini, interaktiv metodlar va platformalar orqali bilimlarni chuqurroq o'zlashtirishga erishilishini ta'kidlaydi.

Z. Sulaymanov tomonidan olib borilgan tadqiqotlarda esa raqamli ta'lim texnologiyalarining evolyutsiyasi, "learning analytics" va adaptiv o'qitish tizimlari orqali ta'lim jarayonini individuallashtirish imkoniyatlari ilmiy asosda yoritilgan.

Umuman olganda, o'zbek olimlari tadqiqotlarida raqamli platformalar ta'lim sifatini oshirish, boshqaruvni optimallashtirish va talaba faolligini kuchaytirishda muhim vosita sifatida baholanadi.

MDH mamlakatlari olimlari tomonidan olib borilgan tadqiqotlarda raqamli pedagogikaning metodologik asoslari va ta'lim sifatiga ta'siri keng o'rganilgan. Xususan, raqamli pedagogika konstruktivizm, kompetensiyaga asoslangan yondashuv va shaxsga yo'naltirilgan ta'lim bilan uzviy bog'liqligi asoslab berilgan.

Shuningdek, masofaviy ta'limni tashkil etishda Moodle, Google Classroom, Kahoot kabi platformalardan foydalanish o'quv jarayonini samarali tashkil etish, tezkor baholash va talabalar faolligini oshirishga xizmat qilishi aniqlangan.

MDH tadqiqotchilari, ayniqsa, raqamli texnologiyalar yordamida ta'lim sifatini monitoring qilish, big data va learning analytics orqali o'quv jarayonini tahlil qilish imkoniyatlarini alohida ta'kidlaydi.

Bu tadqiqotlar raqamli platformalar nafaqat o'qitish vositasi, balki ta'limni boshqarish va nazorat qilishning samarali instrumenti ekanligini ko'rsatadi.

Xorijiy ilmiy adabiyotlarda raqamli ta'lim texnologiyalarining nazariy va amaliy asoslari chuqur o'rganilgan. Xususan, UNESCO va OECD tadqiqotlarida raqamli ta'lim global ta'lim tizimining ajralmas qismi sifatida baholanib, uning moslashuvchanlik, ochiqlik va samaradorlikni oshirishdagi roli qayd etilgan.

T. Bates o'zining "Teaching in a Digital Age" asarida raqamli texnologiyalar asosida tashkil etilgan ta'lim talabalarning mustaqil o'rganish ko'nikmalarini rivojlantirishini va o'qitishning samaradorligini oshirishini ilmiy asoslab beradi .

Xorijiy tadqiqotlarda, shuningdek, sun'iy intellekt, machine learning va adaptiv o'qitish tizimlari orqali individual ta'lim trayektoriyasini yaratish, real vaqt rejimida baholash va prognozlash imkoniyatlari keng yoritilgan .

Bulutli texnologiyalar asosida yaratilgan raqamli platformalar esa ta'lim resurslaridan foydalanish imkoniyatini kengaytirib, ularning samaradorligi va qulayligini oshirishi ta'kidlanadi. Tahlillar shuni ko'rsatadiki:

barcha ilmiy manbalarda raqamli platformalar ta'lim samaradorligini oshiruvchi muhim omil sifatida e'tirof etiladi;

o'zbek olimlari asosan amaliy va metodik jihatlarga e'tibor qaratgan;

MDH tadqiqotlarida boshqaruv va monitoring tizimlari chuqur o'rganilgan;

xorijiy olimlar esa innovatsion texnologiyalar (AI, analytics, adaptive learning) orqali ta'limni individuallashtirish masalalariga urg'u bergan.

Shu bilan birga, mavjud tadqiqotlarda raqamli platformalardan foydalanishning kompleks metodikasi va samaradorlikni baholashning yagona tizimi yetarli darajada ishlab chiqilmagan.

Bu esa mazkur yo'nalishda qo'shimcha ilmiy izlanishlar olib borish zarurligini ko'rsatadi.

Oliy ta'lim muassasalarida raqamli platformalar va dasturlardan foydalanish samaradorligini aniqlashga qaratilgan tadqiqotlar natijalari shuni ko'rsatadiki, raqamli ta'lim texnologiyalari o'quv jarayonining sifat ko'rsatkichlariga sezilarli ijobiy ta'sir ko'rsatadi.

Birinchidan, raqamli platformalar (LMS, MOOC, videokonferensiya tizimlari) o'quv jarayonida talabalar faolligini oshirishga xizmat qiladi. Tizimli tahlillar natijalariga ko'ra, interaktiv vositalar (forumlar, testlar, gamifikatsiya elementlari) orqali talabalar dars jarayonida faol ishtirok etadi va bu bilimlarni chuqurroq o'zlashtirishga olib keladi .

Ikkinchidan, raqamli platformalar o'quv natijalarini yaxshilashga sezilarli ta'sir ko'rsatadi. Meta-tahlillar shuni ko'rsatadiki, onlayn platformalardan muntazam foydalanadigan talabalar an'anaviy usulda o'qiganlarga nisbatan yuqori akademik natijalarga erishadi, ayniqsa individual o'quv trayektoriyasi va tezkor fikr-mulohaza mavjud bo'lganda .

Uchinchidan, LMS tizimlari yordamida ta'lim jarayonini boshqarish samaradorligi oshadi. Tadqiqotlar shuni ko'rsatadiki, raqamli tizimlar orqali darslarni tashkil etish, baholash va monitoring qilish jarayonlari sezilarli darajada tezlashadi, masalan, ayrim holatlarda ma'muriy jarayonlar 60–70% gacha optimallashtirilgan .

To'rtinchidan, raqamli platformalar moslashuvchan va individual ta'lim muhitini yaratadi. Talabalar istalgan vaqtda materiallarga murojaat qilish, o'z tezligida o'rganish va mustaqil ta'lim olib borish imkoniyatiga ega bo'ladi. Bu esa o'z-o'zini boshqarish (self-regulated learning) ko'nikmalarini rivojlantiradi .

Beshinchidan, tadqiqotlar raqamli savodxonlik darajasi bilan ta'lim samaradorligi o'rtasida kuchli bog'liqlik mavjudligini ko'rsatadi. Raqamli kompetensiyasi yuqori bo'lgan talabalar va o'qituvchilar LMS imkoniyatlaridan samaraliroq foydalanadi .

Shu bilan birga, natijalar shuni ham ko'rsatadiki, raqamli platformalarning samaradorligi bir qator omillarga bog'liq:

- o'qituvchilarning raqamli va pedagogik kompetensiyasi;
- o'quv materiallarining sifati;
- texnik infratuzilma (internet, qurilmalar);
- ta'lim muassasasining institutsional qo'llab-quvvatlashi;
- talabalar motivatsiyasi va faol ishtiroki .

Aks holda, platformalar faqat "raqamli vosita" darajasida qolib, ta'lim samaradorligiga sezilarli ta'sir ko'rsatmasligi mumkin.

Olib borilgan ilmiy tahlillar va empirik natijalar asosida quyidagi umumiy xulosalarga kelish mumkin:

Birinchidan, oliy ta'lim muassasalarida raqamli platformalar va dasturlardan foydalanish ta'lim samaradorligini oshirishning muhim va zaruriy omili hisoblanadi. Ular o'quv jarayonini modernizatsiya qilish, bilimlarni yetkazishning yangi shakllarini joriy etish va talabalar faolligini oshirish imkonini beradi.

Ikkinchidan, raqamli ta'lim texnologiyalari yordamida tashkil etilgan mashg'ulotlar an'anaviy ta'limga nisbatan yuqori samaradorlikka ega bo'lib, ayniqsa interaktivlik, moslashuvchanlik va individuallashtirish imkoniyatlari bilan ajralib turadi.

Uchinchidan, raqamli platformalar ta'lim jarayonini nafaqat texnologik, balki pedagogik jihatdan ham transformatsiya qiladi. Ular konstruktivistik va kompetensiyaviy yondashuvlarni amalga oshirish uchun samarali muhit yaratadi.

To'rtinchidan, tadqiqot natijalari shuni ko'rsatadiki, raqamli platformalarning samaradorligi kompleks va ko'p omilli jarayon bo'lib, faqat texnologiyani joriy etish bilan cheklanmaydi. Uning muvaffaqiyati quyidagi shartlarga bog'liq:

- o'qituvchilarning raqamli kompetensiyasini rivojlantirish;
- sifatli elektron o'quv resurslarini yaratish;
- barqaror texnik infratuzilmani ta'minlash;
- ta'limni boshqarishda raqamli yondashuvlarni joriy etish.

Beshinchidan, rivojlanayotgan mamlakatlar tajribasi shuni ko'rsatadiki, raqamli tengsizlik va infratuzilma muammolari hali ham asosiy to'siqlardan biri bo'lib qolmoqda. Shu sababli, ta'limni raqamlashtirish siyosati inklyuziv va bosqichma-bosqich amalga oshirilishi zarur.

Umuman olganda, raqamli platformalar oliy ta'lim tizimini rivojlantirishning strategik yo'nalishi bo'lib, ularning samarali integratsiyasi ta'lim sifatini oshirish, global raqobatbardosh kadrlar tayyorlash va innovatsion ta'lim muhitini shakllantirishda muhim ahamiyat kasb etadi.

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Analysis of emotional vocabulary in Korean (based on TOPIK texts)

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Annotation

The article analyzes the semantic structure, grammatical use and significance of emotional words in the cultural context. The main attention is paid to the expression of emotions in the speech culture of the Korean language, and it is shown what pragmatic functions these words perform in speech. The role and significance of emotional vocabulary in the language learning process are explained based on examples found in TOPIK exams.

Keywords: Korean language Emotional vocabulary Semantic analysis

Annotatsiya

Maqolada hissiyot so'zlarining semantik tarkibi, grammatik qo'llanilishi va madaniy kontekstdagi ahamiyati tahlil qilinadi. Asosiy e'tibor koreys tilining nutq madaniyatida hissiyotlarning ifodalanishiga qaratilgan bo'lib, bu so'zlar nutqda qanday pragmatik vazifalarni bajarishi ko'rsatiladi. TOPIK imtihonlarida uchraydigan misollar asosida hissiyot leksikasining til o'rganish jarayonidagi o'rni va ahamiyati tushuntiriladi.

Key words: Korean language Emotional vocabulary Semantic analysis

Hissiyotni ifodalovchi leksika har qanday tilning emotsional va madaniy jihatlarini anglashda muhim o'rin tutadi. Til vositasida insonlar nafaqat fikrlarini, balki ichki kechinmalari, his-tuyg'ularini ham ifoda etadi. Ayniqsa, koreys tilida hissiyotlar bilan bog'liq so'zlar ko'p va xilma-xil bo'lib, ular madaniy qadriyatlar, ijtimoiy munosabatlar va odob-axloq me'yorlari bilan chambarchas bog'langan. Ushbu maqolada koreys tilidagi hissiyotga oid leksika tahlili TOPIK imtihoni matnlari asosida amalga oshiriladi. Bu maqolani yozishdan maqsad imtihon matnlari orqali koreys tilida his-tuyg'ular qanday ifodalanishini o'rganish, ular qaysi kontekstlarda ishlatilishini tahlil qilish va bu orqali til o'rganuvchilarning emotsional ifoda imkoniyatlarini kengaytirishdan iboratdir.

Koreys tili, o'zining nozik va rang-barang hissiy ifodalar tizimi bilan ajralib turadi. Hissiyotga oid leksika nutqda muhim rol o'ynaydi, chunki u faqat ma'noni emas, balki muayyan madaniy va ijtimoiy kontekstni ham ifodalaydi.

당황스럽다 – bu so'zni o'zbek tiliga Dovdiramoq deb tarjima qilsak bo'ladi.

Ishlatilish holatlari: nima qilishni bilmay qolgan, kutilmagan vaziyatda yoki uyatli holatda o'zingizni noqulay his qilgan paytda.

Misol: 정신없이 세 아이를 키우면서 내가 미처 생각하지 못한 것이 있었다. 그것을 깨닫게 된 것은 얼마 전 세 딸을 목욕시키면서였다. 나는 늘 그랬 듯이 씻기기 편한 막내부터 씻겨 욕실에서 내보냈고 그 다음에는 둘째를 씻겼다. 그리고 나서 첫째를 씻기려고 하는데 아이가 고개를 꼭 숙인 채 앉아서 꿈쩍도 하지 않았다. 내가 몇 번이나 좋은 말로 타이르자 그제야 "왜 내가 항상 마지막이야?"라고 울먹이며 말했다. 순간 머리를 한 대 얻어맞은 것 같았다. 어린이집에 보내려고 옷을 입히고 머리를 빗겨 줄 때 항상 "동생들 하고 나서 해 줄게."라고 하며 첫째를 기다리게 했던 나의 모습이 떠올랐다.

Tushuntirish: Bu matnda ota-ona e'tiborining taqsimlanishi va katta farzandning hissiyotlarini e'tiborsiz qoldirish kabi oilaviy muammolar aks etgan. Ota-ona bu vaziyatda uchta qizini cho'milayotganda, odatdagidek, yuvish qulayligi uchun avval kichiklarini, so'ngra kattasini yuvish tartibiga rioya qiladi. Katta qizi bu odatdan norozi bo'lib: "Nega men doim oxirgi bo'laman?" deb yig'lab so'raydi. Quyidagi belgilangan gapimizdagi holatga yuzlansak umumiy – **당황스럽다** deyiladi

1. **죄송스럽다** – bu so'zni o'zbek tiliga kechirasiz deb tarjima qilsak bo'ladi

Ishlatilish holatlari: Kimdandirdan noqulaylik uchun uzr so'ramoqchi bo'lganingizda yoki o'zingizni aybdor his qilgan paytda.

Misol: 고향에 사는 아버지가 오랜만에 우리 집에 오셨다. 나는 남편과 함께 아버지와 이런저런 이야기를 나누며 거실에 앉아 있었다. 그때 갑자기 남편이 아버지를 모시고 영화관에 가자고 했다. 그 말에 나는 "영화관은 무슨? 아버지는 어둡고 갑갑해서 영화관 가는 거 안 좋아하셔." 하고 내뱉었다. 그래도 아버지에게 슬쩍 "영화 보러 가실래요?" 하고 물었는데 손사래를 치실 것 같던 아버지는 그저 가만히 계셨다. 그 순간 나는 아버지의 마음을 읽을 수 있었다. 나는 왜 아버지가 영화관에 가는 것을 안 좋아하실 거라고 생각했을까. 지금껏 내 기준에서 판단한 일들이 얼마나 많을까 생각하니 마음이 무거워졌다. 영화관에 갈 준비를 하며 웃도 살피고 모자도 쓰고 빗기를 반복하시는 아버지의 얼굴에는 미소가 가득했다. 그런 아버지를 보며 나는 앞으로 아버지가 무엇을 좋아하시는지 관심을 가지기로 했다

Tushuntirish: U otasining kino uchun quvnoq tayyorlanishini ko'rib, "Men nima uchun uning o'rniga gapirib qo'ydim?" deb pushaymon holatida bo'ladi. Boshqalarning istaklarini so'ramasdan, ular uchun qaror qabul qilish ularni "ko'z bilan ko'rmaslik" demakdir. Quyidagi belgilangan gapimizdagi holatga yuzlansak umumiy **죄송스럽다** – deyiladi

2. **곤란하다** – bu so'z o'zbek tiliga Qiynalmoq deb tarjima qilsak bo'ladi

Ishlatilish holatlari: Muammo yoki tanlov qarshisida qanday yo'l tutishni bilmay qolganda yoki noqulay vaziyatda bo'lganingizda.

Misol: 내가 운명하는 회사의 사성이 심심 더 어려워졌다. 공상에 불이 나서 피해를 입은 데다가 매출까지 크게 감소한 것이다. 어쩔 수 없이 직원 수를 줄여야 했다. 나는 직원들을 현자리에 불러 모아 놓고도 한참을 아무 말도 할 수 없었다. 눈을 지그시 감고 겨우 입을 떼려는 순간 "사장님!" 한 직원이 나를 불렀다. 그 직원은 흰 봉투를 내 앞으로 내밀면서 말했다. "그동안 어려운 회사 살림 때문에 고생 많으셨습니다. 어려워진 회사에 도움이 될까 싶어서 저희들이 월급의 10퍼센트씩을 모았습니다. 적은 돈이지만 회사 운영에 도움이 되었으면 합니다." 순간 나는 마지 천하를 얻은 듯 마음이 든든해졌다.

Tushuntirish: Xodimlar o'z maoshlarining 10% ini ajratib, kompaniyaga qo'yishgan. Ular: "Qiyin paytingizda yonishingizda bo'lishni xohlaymiz" degan nuqtai nazarni bildirgan va ishchilarga ishdan bo'shatish haqida gapirish uchun yig'ib, og'zini ocholmay qolgan juda og'ir ahvoldaligini bildirgan. Asosiy ma'no

"Haqiqiy birdamlik - og'ir lahzalarda namoyon bo'ladi. Sadoqatli jamoa boshqaruvchiga nafaqat moliyaviy, balki ma'naviy qudrat ham beradi." **Quyidagi belgilangan gapga yuzlansak umumiy 곤란하다 deyiladi**

3. **부담스럽다** – Bu so'zni o'zbek tiliga Noqulay deb tarjima qilsak bo'ladi

Ishlatilish holatlari: Kimningdir e'tibori, kutishi yoki majburiyatlar sizga og'irlik qilganda, bosim sifatida sezilganda.

Misol: . 친정아버지가 손자들이 보고 싶다며 오랜만에 우리 집에 오셨다. 내가 집안일을 하는 사이에 아버지는 큰애를 데리고 놀이터에 다녀온다며 나가 셴다. 한 시간쯤 지났는데 아버지가 다급한 목소리로 전화를 하셨다. 아이가 다쳐서 병원 응급실로 데리고 가신다는 것이었다. 나는 너무 놀라 허둥 지둥 응급실로 달려갔다. 아이는 이마가 찢어져 치료를 받고 있었다. 나도 모르게 "아버지, 애 좀 잘 보고 계시지 그러셨어요?"라며 통명스럽게 말했다. 아버지는 아무 말씀 없이 치료받는 아이의 손만 꼭 잡고 계셴다. 집에 와서 아이를 재우고 나서야 아버지 손등의 상처가 눈에 들어왔다. 아이의 상처 에는 그렇게 가슴 아파하면서 아버지의 상처는 미쳐 살피지 못했다. 나는 아버지에게 환김에 내뱉은 말을 생각하며 약을 발라 드렸다.

Tushuntirish: Bu yerda suxbatdosh (hikoya qiluvchi) quvonch, hayrat, qayg'u, pushaymonlik va mehr kabi murakkab hislarni boshdan o'tkazgan. Hikoya qiluvchi hissiyoti: "Men otamning ham dardini tushunmasdan ayb topdim, lekin u bolam va meni yaxshiligimiz uchun azob chekkan edi. quydagi belgilangan gapga yuzlansak umumiy **부담스럽다** **desak bo'ladi.**

4. Bu so'zni o'zbek tiliga Hafa bo'lmoq deb tarjima qilsak bo'ladi. Ishlatilish holatlari:

Ko'nglingiz og'riganda, kimningdir so'zlari yoki vaziyat sababli xafa bo'lganingizda.

학창시절 내내 서울 생활을 꿈꿨던 나는 대학에 합격하면서 그토록 바라던 서울에서 살게 되었다. 시간제 아르바이트를 하는 것만으로는 생활 하기가 빠듯해서 늘 허덕거려야 했다. 당연히 어머니와의 전화 통화는 주로 돈 이야기가 되어 버렸다."아휴, 여기서 대학 다녔으면 그렇게 돈 걱정은 안 해도 됐을걸, 서울까지 가서 마음 편히 공부도 못하고, 엄마가 제대로 도와주지 못해 미안해. 어머니가 고생하는 딸이 안쓰러워서 하는 말에 눈물이 핑 든 석도 있었다. 전액 장학금을 주셴다는 지방 대학을 포기하고 택한 서울행이었다. 그런데 매번 돈타령이나 하면서 가뜩이나 형편이 어려운 부모님에게 마음의 부담만 더한 꼴이 된 것 같았다.

Tushuntirish: Bu yerda suxbatdosh (bosh qahramon) o'z orzu-sidqidildan tilaganni amalga oshirgani uchun katta qiyinchiliklar va hissiy og'irlikni boshdan kechirgan" deyishimiz mumkin.

Quyidagi Belgilangan gapga yuzlansak umumiy **속상하다** **manosini anglatadi**

Koreys tilidagi hissiyot leksikasi semantik jihatdan boy, grammatik jihatdan tizimli va madaniy jihatdan rang-barangdir. TOPIK matnlarida bu so'zlar nutqning mazmunini boyitish, shaxslararo munosabatlarni ifodalash va madaniy kontekstni tushunishda muhim rol o'ynaydi. Ushbu tahlil koreys tilini o'rganuvchilar uchun hissiyot so'zlarini to'g'ri ishlatishda yordam beradi.

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The Contribution Of English Women Writers To World Literature

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Abstract

English women writers have made a significant contribution to the development of world literature, shaping narrative forms, themes, and literary traditions. From the early works of the eighteenth century to modern and postmodern literature, female authors have explored issues of gender, identity, social class, and morality. This article examines the literary achievements of prominent English women writers such as Jane Austen, Charlotte Brontë, Virginia Woolf, and others, highlighting their influence on both English and global literary canons.

Keywords: English literature, women writers, feminism, gender, narrative, literary tradition

Introduction. The history of English literature cannot be fully understood without acknowledging the vital role played by women writers. Despite facing social and cultural restrictions, many female authors managed to produce works of enduring value and influence. Their writings not only enriched literature aesthetically but also challenged societal norms and redefined the role of women in both literature and society.

The main part. Jane Austen and the Rise of the Novel of Manners

One of the earliest and most influential English women writers is Jane Austen. Her novels, such as *Pride and Prejudice* and *Sense and Sensibility*, offer a sharp critique of the British class system and the limited opportunities available to women in the early nineteenth century. Austen's use of irony, free indirect discourse, and keen observation of social behavior helped establish the "novel of manners" as a significant literary genre¹.

Through characters like Elizabeth Bennet, Austen presents women as intelligent, independent thinkers capable of moral judgment. Her works continue to be widely studied and adapted, reflecting their timeless relevance.

The Brontë Sisters and Emotional Depth in Fiction. The nineteenth century saw the emergence of the Brontë sisters—Charlotte, Emily, and Anne—whose works added emotional intensity and psychological depth to English fiction. Charlotte Brontë's *Jane Eyre* explores themes of individuality, morality, and the quest for personal freedom².

Emily Brontë's *Wuthering Heights* stands out for its unconventional narrative structure and exploration of passion and revenge, while Anne Brontë's *The Tenant of Wildfell Hall* addresses issues such as alcoholism and women's independence. Together, the Brontë sisters expanded the thematic and stylistic boundaries of the English novel.

Virginia Woolf and Modernist Innovation. In the twentieth century, Virginia Woolf became a central figure in modernist literature. Her works, including *Mrs Dalloway* and *To the Lighthouse*, experiment with narrative techniques such as stream of consciousness³. Woolf's writing reflects a deep concern with time, memory, and the inner lives of characters.

¹ Jane Austen, *Pride and Prejudice* (London: T. Egerton, 1813).

² Charlotte Brontë, *Jane Eyre* (London: Smith, Elder & Co., 1847).

³ Virginia Woolf, *Mrs Dalloway* (London: Hogarth Press, 1925).

In her essay *A Room of One's Own*, Woolf argues that women need financial independence and personal space in order to write fiction⁴. This work remains a foundational text in feminist literary criticism and has influenced generations of writers and scholars.

Themes and Legacy of English Women Writers. English women writers have consistently addressed themes such as gender inequality, identity, social constraints, and personal freedom. Their works often reflect the tension between individual desires and societal expectations. Moreover, these writers have contributed to the evolution of literary forms and narrative techniques. From Austen's realism to Woolf's modernism, female authors have played a key role in shaping literary history. Today, contemporary writers such as Zadie Smith and Hilary Mantel continue this tradition, exploring new themes while building on the legacy of their predecessors⁵. Their works demonstrate that the influence of English women writers remains strong in the twenty-first century.

Conclusion. The contribution of English women writers to world literature is both profound and enduring. Despite historical challenges, these authors have produced works that continue to resonate with readers and scholars alike. By addressing complex social issues and experimenting with literary form, they have enriched the English literary tradition and expanded the possibilities of fiction.

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⁴ Virginia Woolf, *A Room of One's Own* (London: Hogarth Press, 1929).

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Methods And Technologies Used In Implementing Blended Learning

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Abstract

This article explores the methods and technologies used in implementing blended learning in English language education. Blended learning, which combines traditional face-to-face instruction with digital and online tools, has become an effective approach in modern education. The paper discusses key teaching methods such as the communicative approach, interactive learning, and student-centered strategies that enhance learners' engagement and autonomy. It also examines the role of educational technologies, including learning management systems, multimedia resources, and online platforms, in supporting the teaching and learning process. Special attention is given to the practical benefits of blended learning, such as flexibility, accessibility, and improved learning outcomes. The article concludes that the integration of appropriate methods and technologies can significantly increase the effectiveness of English language teaching.

Keywords: blended learning, teaching methods, educational technologies, communicative approach, digital tools, interactive learning, student-centered learning, online platforms, language teaching, learning outcomes

INTRODUCTION

In recent years, the rapid development of digital technologies has significantly transformed the educational landscape, particularly in the field of English language teaching. Traditional methods of instruction, which primarily rely on face-to-face interaction, are no longer sufficient to meet the diverse needs of modern learners. As a result, blended learning has emerged as an innovative and flexible approach that combines conventional classroom practices with online and technology-mediated instruction. This integration allows educators to create more dynamic, engaging, and personalized learning environments that support students' individual learning styles and pace.

Blended learning is not simply the addition of digital tools to traditional teaching; rather, it represents a pedagogical shift toward a more learner-centered approach. In such environments, students are encouraged to take greater responsibility for their own learning, while teachers act as facilitators and guides. This approach enhances not only students' linguistic competence but also their critical thinking, collaboration, and digital literacy skills, which are essential in the 21st century. According to Graham, blended learning provides a balanced combination of the strengths of both face-to-face and online instruction, making it one of the most effective models in contemporary education.¹

Furthermore, the effectiveness of blended learning largely depends on the appropriate selection of teaching methods and technologies. Methods such as the communicative approach, task-based learning, and interactive strategies play a crucial role in promoting active student participation and meaningful language use. At the same time, technologies such as

¹ Graham, C. R. 2006. Blended Learning Systems: Definition, Current Trends, and Future Directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning*. San Francisco: Pfeiffer.

learning management systems (e.g., Moodle), video conferencing tools, and multimedia resources facilitate continuous access to learning materials and enable communication beyond the classroom. As noted by Sharma and Barrett, the successful implementation of blended learning requires a thoughtful integration of pedagogy and technology rather than relying solely on technical tools.²

Another important aspect of blended learning is its ability to provide flexibility and accessibility. Students can access course materials anytime and anywhere, which is particularly beneficial for those with different learning schedules and needs. This flexibility also allows teachers to use classroom time more effectively, focusing on interactive activities, discussions, and practical language use. Research by Garrison and Vaughan highlights that blended learning environments can significantly improve student engagement and learning outcomes when properly designed and implemented.³

Therefore, this article aims to explore the key methods and technologies used in implementing blended learning in English language teaching. It seeks to analyze how the integration of pedagogical strategies and digital tools can enhance the overall effectiveness of the learning process and contribute to better educational outcomes.

LITERATURE REVIEW

The concept of blended learning has been widely discussed in educational research, particularly in relation to its effectiveness in language teaching. Early studies emphasize that blended learning is not merely a combination of online and offline instruction, but a systematic integration of pedagogical approaches that enhances the quality of education. Graham⁴ defines blended learning as a convergence of face-to-face and computer-mediated instruction, highlighting its potential to improve both teaching efficiency and learning outcomes. Similarly, Garrison and Vaughan⁵ argue that blended learning creates a meaningful educational experience by combining social interaction with independent online learning, thereby fostering deeper understanding and critical thinking. In the context of English language teaching, this model supports the development of communicative competence by allowing learners to practice language skills both in real-time classroom settings and through asynchronous digital platforms.

Further research focuses on the role of teaching methods and technological tools in ensuring the success of blended learning environments. Sharma and Barrett⁶ underline that the effectiveness of blended learning depends largely on the teacher's ability to integrate appropriate methodologies, such as communicative language teaching and task-based learning, with digital resources. Additionally, studies by Bonk and Graham⁷ highlight the importance of interactive technologies, including learning management systems, multimedia content, and collaborative online tools, in promoting student engagement and autonomy. These tools not only facilitate access to authentic materials but also encourage learners to take an active role in their learning process. Overall, the literature suggests that when pedagogical strategies are effectively aligned with technological innovations, blended learning can significantly enhance language acquisition and improve students' academic performance.

METHODOLOGY

² Sharma, P., & Barrett, B. 2007. *Blended Learning: Using Technology in and Beyond the Language Classroom*. Oxford: Macmillan.

³ Garrison, D. R., & Vaughan, N. D. 2008. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. San Francisco: Jossey-Bass.

⁴ Graham, C. R. 2006. Blended Learning Systems: Definition, Current Trends, and Future Directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning*. San Francisco: Pfeiffer.

⁵ Garrison, D. R., & Vaughan, N. D. 2008. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. San Francisco: Jossey-Bass.

⁶ Sharma, P., & Barrett, B. 2007. *Blended Learning: Using Technology in and Beyond the Language Classroom*. Oxford: Macmillan.

⁷ Bonk, C. J., & Graham, C. R. 2012. *The Handbook of Blended Learning: Global Perspectives, Local Designs*. San Francisco: Pfeiffer.

This study employs a qualitative research approach to explore the methods and technologies used in implementing blended learning in English language teaching. The research is based on the analysis of scientific literature, pedagogical sources, and existing studies related to blended learning, communicative language teaching, and digital education tools. In addition, elements of descriptive and comparative methods are applied to examine different teaching strategies and technological platforms, such as learning management systems, multimedia resources, and online communication tools. The study also incorporates classroom-based observations and practical teaching experiences to better understand how blended learning functions in real educational settings. By combining theoretical analysis with practical insights, the methodology aims to provide a comprehensive and realistic understanding of how blended learning can be effectively applied to enhance students' language skills and overall learning outcomes.

ANALYSES AND RESULTS

The analysis of the study reveals that the implementation of blended learning in English language teaching creates a more flexible, engaging, and student-centered learning environment compared to traditional instruction. Based on the review of pedagogical sources and classroom observations, it was found that combining face-to-face interaction with online learning activities allows students to actively participate in the learning process. In traditional classrooms, students often rely heavily on the teacher, whereas in blended settings, they demonstrate greater independence by accessing digital materials, completing online tasks, and managing their own learning pace. This shift not only increases learner autonomy but also improves motivation, as students feel more responsible for their progress and achievements. Another important finding is the effectiveness of interactive teaching methods within a blended learning framework. Approaches such as communicative language teaching, group discussions, role plays, and task-based activities were observed to be more productive when supported by digital tools. For example, students who engaged in online discussions or collaborative tasks through educational platforms showed better development of speaking and writing skills. The integration of multimedia resources, including videos, audio materials, and online exercises, also contributed to improved listening comprehension and vocabulary acquisition. These tools make learning more dynamic and help students understand real-life language use, which is often difficult to achieve through textbooks alone.

The results also highlight the significant role of educational technologies in enhancing the overall learning experience. Learning management systems, virtual classrooms, and mobile applications provide continuous access to materials and enable communication beyond classroom hours. This accessibility allows students to review lessons, practice language skills, and receive feedback at their convenience. Teachers, on the other hand, benefit from these technologies by being able to track student progress, adapt materials, and provide personalized support. However, the analysis indicates that the effectiveness of these technologies depends on the teacher's ability to use them appropriately and integrate them with pedagogical objectives.

Despite its advantages, the study also identifies several challenges associated with blended learning. Some students face difficulties due to limited access to reliable internet or digital devices, which can affect their participation in online activities. Additionally, both teachers and students may initially struggle with the technical aspects of digital platforms. Time management is another challenge, as students need to balance independent online learning with classroom tasks. Nevertheless, these challenges can be minimized through proper training, institutional support, and careful course design.

Overall, the results of the study demonstrate that blended learning significantly enhances students' language proficiency, engagement, and learning outcomes when effectively

implemented. The combination of appropriate teaching methods and modern technologies creates a balanced and productive learning environment that meets the needs of today's learners. Therefore, blended learning can be considered a highly effective approach in teaching English, particularly in contexts where flexibility, accessibility, and learner autonomy are essential.

CONCLUSION

In conclusion, this study confirms that blended learning is not just a modern trend, but a meaningful and effective approach to teaching English in today's educational context. By combining traditional face-to-face instruction with digital technologies, it creates a balanced learning environment that responds to the needs of contemporary students. Throughout the research, it has become clear that blended learning supports not only the development of language skills, but also fosters learner independence, motivation, and active engagement in the learning process. Students are no longer passive recipients of information; instead, they become active participants who take responsibility for their own progress.

The findings also demonstrate that the success of blended learning largely depends on the thoughtful integration of teaching methods and technologies. Approaches such as communicative language teaching, interactive activities, and task-based learning become more effective when supported by digital tools like learning management systems, multimedia resources, and online communication platforms. These technologies extend learning beyond the classroom, provide flexibility, and allow for personalized instruction, which ultimately leads to improved learning outcomes.

At the same time, the study acknowledges that the implementation of blended learning is not without challenges. Issues such as limited access to technology, lack of digital skills, and difficulties in time management can affect both teachers and students. However, these challenges are not insurmountable. With proper training, institutional support, and well-designed instructional strategies, the potential drawbacks can be minimized, allowing educators to fully benefit from this approach.

Overall, blended learning offers a practical and forward-looking solution for enhancing English language teaching. It bridges the gap between traditional and modern education, making learning more accessible, engaging, and effective. Therefore, educators are encouraged to adopt and adapt blended learning practices in their classrooms, ensuring that both pedagogical methods and technological tools are used in a purposeful and balanced way.

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Technologies Of The 21st Century: The Basis Of Modern Development And Future Prospects

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Annotation

The role and significance of technological progress in the life of society in the 21st century is comprehensively analyzed. In particular, the rapid development of information technologies, the widespread use of artificial intelligence systems, innovations in the field of biotechnology, and achievements in the direction of green energy are deeply covered. The article analyzes the formation of the digital economy, the expansion of the global information space, and the impact of modern technologies on the quality of human life, labor activity, and the education system. It also considers social and environmental problems arising in the process of technological development, ways to eliminate them, and the importance of innovative approaches. Scientifically based ideas are presented about the main directions of technological development in the future, including the prospects for artificial intelligence, robotics, quantum technologies and intelligent systems. This article aims to reveal the role of modern technologies in the development of society and their impact on future development.

Keywords: information technology, artificial intelligence, biotechnology, green energy, digital economy, innovation, environmental sustainability, globalization.

Annotatsiya:

XXI asrda yuz berayotgan texnologik taraqqiyotning jamiyat hayotidagi o'rni va ahamiyati har tomonlama tahlil qilinadi. Xususan, axborot texnologiyalarining jadal rivojlanishi, sun'iy intellekt tizimlarining keng qo'llanilishi, biotexnologiya sohasidagi innovatsiyalar hamda yashil energetika yo'nalishidagi yutuqlar chuqur yoritib beriladi. Maqolada raqamli iqtisodiyotning shakllanishi, global axborot makonining kengayishi va zamonaviy texnologiyalarning inson hayot sifati, mehnat faoliyati hamda ta'lim tizimiga ko'rsatayotgan ta'siri tahlil etiladi. Shuningdek, texnologik rivojlanish jarayonida yuzaga kelayotgan ijtimoiy va ekologik muammolar, ularni bartaraf etish yo'llari hamda innovatsion yondashuvlarning ahamiyati ko'rib chiqiladi. Kelajakda texnologiyalar rivojining asosiy yo'nalishlari, jumladan sun'iy intellekt, robototexnika, kvant texnologiyalari va aqlli tizimlarning istiqbollari haqida ilmiy asoslangan fikrlar bayon etiladi. Mazkur maqola zamonaviy texnologiyalarning jamiyat taraqqiyotidagi o'rni va kelajak rivojlanishiga ta'sirini ochib berishga qaratilgan.

Kalit so'zlar: axborot texnologiyalari, sun'iy intellekt, biotexnologiya, yashil energetika, raqamli iqtisodiyot, innovatsiya, ekologik barqarorlik, globalizatsiya.

Asosiy qism. XXI asr insoniyat tarixida texnologiyalar asri sifatida e'tirof etilmoqda. Bu davrda ilm-fan yutuqlari jamiyat taraqqiyotining asosiy omiliga aylandi. Texnologiyalar inson hayotining barcha sohalariga kirib borib, turmush tarzini tubdan o'zgartirmoqda. Ayniqsa, axborot texnologiyalari va sun'iy intellektning rivojlanishi yangi imkoniyatlar yaratmoqda. Axborot texnologiyalari va raqamli jamiyat. Axborot texnologiyalarining rivojlanishi natijasida global axborot makoni shakllandi. Internet va mobil qurilmalar yordamida insonlar tezkor axborot almashinuvi imkoniyatiga ega bo'ldi. Masofaviy ta'lim, elektron tijorat va onlayn xizmatlar hayotimizning ajralmas qismiga aylandi. XXI asr insoniyat tarixida tub burilishlar davri sifatida e'tirof etilmoqda. Bu davrda ilm-fan va texnologiyalar misli ko'rilmagan darajada tez rivojlanib, jamiyat hayotining barcha sohalariga chuqur kirib bordi.

Endilikda texnologiya oddiy qulaylik vositasi emas, balki iqtisodiy, ijtimoiy va madaniy taraqqiyotning asosiy omiliga aylangan. Ayniqsa, axborot texnologiyalari, sun'iy intellekt, robototexnika va biotexnologiya kabi yo'nalishlar insoniyat hayot tarzini tubdan o'zgartirib yubormoqda. Bugungi kunda globalizatsiya jarayoni texnologiyalar bilan chambarchas bog'liq holda rivojlanmoqda. Internet tarmog'ining kengayishi, mobil qurilmalarning ommalashuvi hamda raqamli xizmatlarning ko'payishi natijasida dunyo yagona axborot makoniga aylandi. Bu esa insonlarga istalgan joydan turib bilim olish, ishlash va muloqot qilish imkonini bermoqda. Ayniqsa, masofaviy ta'lim, onlayn ish faoliyati va elektron tijorat tizimlari zamonaviy jamiyatning ajralmas qismiga aylangan.

Shu bilan birga, texnologik taraqqiyot ishlab chiqarish sohalariga ham katta ta'sir ko'rsatmoqda. Avtomatlashtirish va robotlashtirish jarayonlari inson mehnatini yengillashtirib, ishlab chiqarish samaradorligini oshirmoqda. Natijada iqtisodiyotda yangi yo'nalishlar, jumladan raqamli iqtisodiyot va innovatsion biznes shakllanmoqda. Bu esa yangi ish o'rinlari yaratilishiga va iqtisodiy o'sishga xizmat qilmoqda. Bundan tashqari, XXI asr texnologiyalari inson salomatligi va ekologik muammolarni hal etishda ham muhim rol o'ynamoqda. Zamonaviy tibbiyot texnologiyalari kasalliklarni erta aniqlash va samarali davolash imkonini bermoqda. Yashil energetika va ekologik texnologiyalar esa atrof-muhitni muhofaza qilishda muhim ahamiyat kasb etmoqda. Raqamli texnologiyalar iqtisodiyotning barcha sohalariga kirib borib, samaradorlikni oshirmoqda. Bu esa yangi ish o'rinlari yaratilishiga va iqtisodiy o'sishga xizmat qilmoqda. Tibbiyotda biotexnologiya va gen muhandisligi Zamonaviy tibbiyot endilikda nafaqat kasallikni davolash, balki uning oldini olish bilan ham shug'ullanmoqda. Genom tahrirlash (CRISPR texnologiyasi) orqali irsiy kasalliklarni ildizi bilan yo'qotish ustida tadqiqotlar olib borilmoqda. 3D bioprinting texnologiyasi yordamida inson to'qimalari va hatto organlarini chop etish imkoniyati paydo bo'ldi. Bu esa transplantologiya sohasidagi donorlik muammosini hal qilishda katta qadamdir.

Nanotibbiyot esa dori vositalarini bevosita kasallangan hujayraga yetkazib berish imkonini beradi. Koinotni o'zlashtirish va aerokosmik texnologiyalar XXI asr insoniyatning koinotga bo'lgan munosabatini tubdan o'zgartirdi. Ilgari koinot tadqiqotlari faqat yirik davlatlar monopoliyasida bo'lgan bo'lsa, bugun xususiy kompaniyalar SpaceX, Blue Origin va boshqalar bu sohada yetakchilik qilmoqda. Ko'p marta ishlatiladigan raketa tashuvchilarning yaratilishi koinotga chiqish tannaxsini keskin kamaytirdi. Mars sayyorasini kolonizatsiya qilish loyihalari va Oyda doimiy bazalar qurish rejaları yaqin o'n yillikning asosiy vazifasiga aylandi. Shuningdek, sun'iy yo'ldoshlar orqali butun dunyoni yuqori tezlikdagi internet bilan ta'minlash Starlink loyihasi masofaviy aloqaning yangi bosqichidir. Koinot texnologiyalari nafaqat ilmiy tadqiqot, balki kelajakda foydali qazilmalarni asteroidlardan qidirish kabi iqtisodiy maqsadlarni ham ko'zlammoqda. Aqlli shaharlar (Smart Cities) va Urbanizatsiya Aholining shaharlarga ko'chib o'tishi sur'ati ortishi bilan shaharlarni boshqarishda XXI asr texnologiyalari yordamga kelmoqda. "Aqlli shahar" konsepsiyasi narsalar interneti IoT qurilmalariga asoslangan.

Bu tizimda ko'cha chiroqlari, svetoforlar, jamoat transporti va kommunal xizmatlar yagona raqamli tarmoqqa bog'lanadi. Masalan, aqlli datchiklar transport oqimini tahlil qilib, tirbandliklarning oldini oladi, chiqindilarni yig'ish tizimini optimallashtiradi va energiya sarfini kamaytiradi. Bu texnologiyalar shahar muhitini ekologik toza, xavfsiz va yashash uchun qulay hududga aylantiradi. Kelajak shaharlarida inson hayoti to'liq raqamli yordamchilar nazoratida bo'ladi.

Energetika va ekologik barqarorlik Global iqlim o'zgarishi va an'anaviy energiya manbalarining kamayishi insoniyatni "Yashil texnologiyalar"ga o'tishga majbur qildi. Quyosh, shamol va gidroenergetika tizimlari ekologik toza energiya ishlab chiqarishning asosi bo'lib xizmat qilmoqda. Shuningdek, elektromobillar ishlab chiqarishning ko'payishi atmosferaga

chiqarilayotgan zaharli gazlar miqdorini kamaytirishga yordam bermoqda. Vodorod yoqilg'isi esa kelajakning eng istiqbolli energiya manbalaridan biri sifatida qaralmoqda.

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Quality Of Life Changes In RA Patients With Hypertension During Rehabilitation

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Rheumatoid arthritis (RA) is a systemic immune–mediated chronic inflammatory disease that not only affects the musculoskeletal region, but is also characterized by a high risk of developing comorbid conditions, which, in turn, are closely associated with a more active and severe course of RA and pronounced functional disorders.

The purpose of the study: to study the dynamics of quality of life indicators in patients with rheumatoid arthritis with arterial hypertension during the personalized rehabilitation program at the post-hospital stage.

Material and methods of research: At the first stage of the study (retrospective cross-sectional design), the medical histories of 51 patients with RA who sought inpatient care at 1-clinics of SAMMU in the period from 2019 to 2021 were analyzed, with HRQoL results recorded.

Research results and their discussion: According to the results of data processing of 51 RA patients (mean age 53.7 ± 9.9 years; 39 women and 12 men), 38.2% of the examined individuals had a concomitant diagnosis of hypertension. The activity of the disease was medium or high in 46.5% of cases. Patients had on average 2 risk factors for CVD, and one of them was present in at least 89.8% of cases. The combined average HRQoL score was calculated for the physical (PF, RP, BP and GH) and mental (VT, SF, RE and MH) components of SF-36 in RA patients. The algorithm for calculating average scores included a negative weighting of all elements of the SF-36 subscales, partially leveling the difficulties of interpreting the final scores of summary scores as values of a higher order.

Conclusion: Rheumatoid arthritis has an effect on HRQoL, measured on the SF-36 scale, and RA patients with comorbid pathology – arterial hypertension – show the worst health-related quality of life profile. In patients with RA and hypertension, it is advisable to periodically assess the dynamics of HRQoL indicators, assuming as a key therapeutic goal the limitation of side effects of both the underlying disease and concomitant pathology. With the combined use of various methods of rehabilitation therapy, their influence is most significant both in the physical and mental spheres of life of RA patients with hypertension at the post-hospital stage of medical rehabilitation.

Key words: rheumatoid arthritis, hypertrophy of the left ventricle, symptomatic hypertension

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Factors Affecting The Quality Of Life Of Patients With Chronic Renal Failure

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Chronic renal failure (chronic kidney disease) is a long-term condition in which the kidneys gradually lose their ability to filter waste products and excess fluids from the blood. It commonly develops due to diseases such as diabetes and hypertension, leading to the accumulation of toxins in the body. As the disease progresses, patients may experience fatigue, edema, anemia, and electrolyte imbalances. In advanced stages, renal replacement therapies such as hemodialysis or kidney transplantation become necessary. Early diagnosis and proper management are essential to slow disease progression and improve the patient's quality of life.

Purpose: To identify, using principal component analysis, the factors that most significantly affect the quality of life in patients with chronic renal failure.

Materials and Methods: A total of 50 patients with chronic renal failure aged 16 to 60 years were included in the study. Among them, 35 patients had end-stage renal disease and were receiving maintenance hemodialysis, while 15 patients were at conservatively manageable stages of the disease. In addition to standard clinical and instrumental examinations conducted in a specialized nephrology setting, quality of life was assessed using the EORTC QLQ-C30 questionnaire. Emotional and personality characteristics were evaluated using the Spielberger State-Trait Anxiety Inventory. Statistical analysis was performed using principal component analysis.

Results: Factor analysis of 36 clinical and psychological variables identified three main factors influencing quality of life: asthenic syndrome, cardiac remodeling, and anxiety. These factors demonstrated the strongest association with decreased quality of life among patients.

Conclusion: The quality of life in patients with chronic renal failure is significantly reduced under the influence of asthenic condition, cardiovascular changes, and psychological factors, particularly anxiety. Identification of these factors is essential for improving patient management and developing targeted therapeutic strategies.

Keywords: chronic renal failure, quality of life, factor analysis, hemodialysis, anxiety

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Значение Русского Языка В Международном Общении

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Аннотация

В статье рассматривается роль русского языка в системе международной коммуникации в современных геополитических условиях. Анализируются факторы, определяющие статус русского языка как средства межкультурного диалога, его функции в различных сферах международного взаимодействия, а также перспективы развития русскоязычного пространства в контексте глобализации.

Ключевые слова: русский язык, международное общение, лингвистическая политика, межкультурная коммуникация, многоязычие, языковой статус, глобализация.

Введение. Русский язык занимает особое место в системе мировых языков международного общения, выполняя важные коммуникативные функции в политической, экономической, научно-образовательной и культурной сферах. По данным различных исследований, русский язык входит в число наиболее распространенных языков мира как по численности носителей, так и по географии использования [1]. Значение русского языка в международном общении определяется не только количественными показателями, но и его исторической ролью в формировании культурных и научных традиций, влиянием на развитие литературных языков народов бывшего СССР, а также современными интеграционными процессами на постсоветском пространстве. В условиях глобализации и усиления конкуренции между мировыми языками актуальность изучения роли русского языка в международной коммуникации возрастает, поскольку языковая политика становится неотъемлемым элементом стратегии государственного развития и международного позиционирования.

Методология и анализ литературы. Методологическую основу исследования составляет системный подход к анализу статуса русского языка в международной коммуникации, предполагающий рассмотрение языка как многофункционального общественного явления, испытывающего влияние социально-политических, экономических и культурных факторов. Арефьев А.Л. в своих работах представляет детальный анализ положения русского языка в мире, основанный на демографических данных и образовательной статистике, подчеркивая динамику изменения численности русскоязычного населения и изучающий русский язык как иностранный [2]. Вопросам функционирования русского языка в странах СНГ посвящены исследования, в которых анализируются правовые основы использования русского языка, его роль в образовательных системах и степень владения языком в различных возрастных группах населения [3]. Зарубежные исследователи рассматривают русский язык в контексте мировых языков международного общения, сравнивая его позиции с английским, китайским, испанским и другими глобальными языками по критериям распространенности, престижности и функциональной нагрузки [4].

Особое внимание в научной литературе уделяется роли русского языка в международных организациях, где он является одним из официальных рабочих языков, что обеспечивает его присутствие в дипломатической и правовой коммуникации [5]. Исследования в области языковой политики России показывают, что государственная поддержка русского языка за рубежом осуществляется через систему культурно-образовательных центров, программы продвижения российского образования и

культуры, создание условий для функционирования русскоязычных СМИ [6]. Анализ научной литературы также выявляет проблемы, связанные с сокращением сферы использования русского языка в некоторых постсоветских государствах, что обусловлено процессами национального языкового строительства и политическими факторами [7].

Результаты и обсуждение. Анализ современного состояния русского языка в международном общении позволяет выделить несколько ключевых аспектов его функционирования и значения. Во-первых, русский язык сохраняет статус одного из шести официальных языков Организации Объединенных Наций, что обеспечивает его использование в международно-правовой документации, дипломатической переписке и работе межправительственных структур, хотя фактическая интенсивность его применения в этой сфере уступает английскому и французскому языкам [8]. Во-вторых, русский язык продолжает выполнять функцию языка межнационального общения на территории бывшего СССР, особенно в государствах Центральной Азии и Закавказья, где значительная часть населения владеет русским языком и использует его в деловой коммуникации, образовании и повседневном общении. Согласно исследованиям, в странах ЕАЭС русский язык официально признан языком межгосударственного общения, что создает правовую основу для его использования в экономической интеграции и торговом сотрудничестве [9].

В-третьих, русский язык играет важную роль в научно-образовательной сфере международного общения, поскольку на русском языке ведется преподавание в крупных университетах стран СНГ, издаются научные журналы, индексируемые в международных базах данных, и проводятся международные научные конференции. Влияние русского языка в научной коммуникации особенно заметно в областях физико-математических наук, космических исследований и филологии, где существуют устойчивые традиции научных школ и терминологические системы. Вместе с тем анализ выявляет и ряд вызовов, стоящих перед русским языком в международном общении: сокращение численности изучающих русский язык как иностранный в странах дальнего зарубежья, усиление позиций национальных языков в постсоветских государствах за счет русского языка, недостаточное присутствие русского языка в цифровой среде и онлайн-образовании по сравнению с английским языком [10].

ЗАКЛЮЧЕНИЕ

Русский язык занимает значимое место в системе международного общения, выполняя функции официального языка международных организаций, языка межнационального общения на постсоветском пространстве, средства научно-образовательной коммуникации и инструмента культурного обмена. Значение русского языка в международном общении определяется совокупностью исторических, геополитических, демографических и культурных факторов, которые обеспечивают его присутствие в различных сферах международного взаимодействия. Вместе с тем в современных условиях русский язык сталкивается с рядом вызовов, требующих активной государственной языковой политики и консолидации усилий по поддержке русскоязычного пространства.

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Semantic Analysis of Lexical Units Expressing the Concept of “Person” in “Ravzatu-s-safo”

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Annotation

This article examines the linguistic representation of the concept of "person" in the 15th-century historical chronicle *Ravzatu-s-safo* ("The Garden of Purity"). By analyzing terms such as *insān*, *bashar*, *kas*, and *shakhs*, this study elucidates how the author utilized a diverse lexical range to denote biological existence, social hierarchy, and moral agency. The research highlights the synthesis of Persian and Arabic vocabulary as a tool for historiographical precision and stylistic elevation.

Keywords: Munis, Ravzatu-s-safo, Timurid Lexicography, Concept of Person, Insān, Bashar, Semantic Analysis, Justice, Historical Terminology.

Introduction

The literature and historiography of the Timurid Renaissance are characterized by a sophisticated and rhythmic prose style known as *Saj'* [1]. *Ravzatu-s-safo* stands as a monumental example of this era, serving not only as a record of world history but also as a complex linguistic artifact [4]. In medieval Persian historiography, the "person" is the central engine of history; however, this concept is not monolithic [2]. The author employs various terms to describe individuals based on their spiritual, physical, or social status. This study aims to identify these lexical units and analyze their contextual application.

Methodology

This research utilizes a descriptive-analytical approach combined with contextual semantic analysis. The methodology involved:

- Extraction:** Identifying key passages involving human descriptions, royal decrees, and philosophical reflections.
- Etymological Classification:** Grouping terms by their origin (Arabic loanwords vs. indigenous Persian) [5].
- Sociolinguistic Analysis:** Examining how specific terms correlate with the social standing of the subjects described [4].

Results and Analysis

The analysis reveals that the concept of "person" is stratified into several distinct lexical categories, each carrying specific semantic weight:

Lexical Unit	Origin	Primary Connotation	Contextual Usage
Insān (انسان)	Arabic	Philosophical/Intellectual	Used for "humanity" as an enlightened or noble species.
Bashar (بشر)	Arabic	Physical/Mortal	Emphasizes the physical presence or mortality of man.
Kas (کس)	Persian	General/Indefinite	Standard term for "someone" or "a person" in narrative prose.
Shakhs (شخص)	Arabic	Individual/Formal	Refers to a specific figure or a "personage" with physical form.
Nafar (نفر)	Arabic	Quantitative	Used primarily as a numerical counter for soldiers or groups [3].

The results show that the author rarely uses these as simple synonyms. For example, *Insān* is frequently linked to *ʿAql* (intellect), while *Bashar* is often used when discussing human frailty or biological limits.

Discussion

The choice of terminology in *Ravzatu-s-safo* reflects the socio-political hierarchy of the 15th century [2]. The "person" in the text is often defined by their relationship to the state and the concept of *Adolat* (Justice).

- **Person as a Moral Subject:** When discussing kings or saints, the author uses elevated terms like *Zoti sharif* (Noble Being) or *Insāni kāmīl* (The Perfect Man).
- **Person as a Political Subject:** The term *Raiyyat* (Subjects/Citizens) is used when the individual is viewed through the lens of state protection and duty.
- **Justice and the Individual:** The author posits that the primary duty of a "person" in power is *Adolat*—defined as "placing everything in its rightful place" [1]. Thus, the terminology shifts based on whether the person is the executor of justice (The Ruler) or the recipient (The Subject).

The heavy use of Arabic-derived synonyms served to elevate the register of the text, aligning it with Islamic scholarly traditions while maintaining the narrative flow inherent in Persian historiography [2], [5].

Conclusion

The representation of the "person" in *Ravzatu-s-safo* is a sophisticated tapestry of Persian and Arabic elements. The text distinguishes between the spiritual (*Insān*), the mortal (*Bashar*), and the social individual (*Kas/Shakhs*). This lexical precision allowed the author to maintain a clear social hierarchy within his historical narrative. Understanding these nuances is essential for a contemporary reading of Timurid political philosophy and linguistics [4].

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Socio-Philosophical Commonness Of Uzbekistan And Korean Socio-Cultural Values In The Conditions Of Globalization

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Annotation

This article analyzes the spiritual and moral foundations of cultural cooperation between Uzbekistan and South Korea from a socio-philosophical perspective. The socio-cultural commonalities based on the Islamic-Enlightenment and Confucian ethics in the mentality of the two peoples, in particular, the strategic role of the harmony of values in interstate integration, are scientifically substantiated.

Keywords: socio-cultural commonality, Confucian ethics, Islamic-Enlightenment values, cultural diplomacy, dialogue between civilizations, "soft power".

Annotatsiya

Mazkur maqolada O'zbekiston va Janubiy Koreya o'rtasidagi madaniy hamkorlikning ma'naviy-axloqiy poydevori ijtimoiy-falsafiy jihatdan tahlil qilinadi. Ikki xalq mentalitetidagi islomiy-ma'rifiy va konfutsiylik etikasiga asoslangan sotsiokultural mushtarakliklar, xususan, qadriyatlar uyg'unligining davlatlararo integratsiyadagi strategik o'rni ilmiy asoslab berilgan.

Kalit so'zlar: sotsiokultural mushtaraklik, konfutsiylik etikasi, islomiy-ma'rifiy qadriyatlar, madaniy diplomatiya, sivilizatsiyalararo muloqot, "yumshoq kuch".

Zamonaviy xalqaro munosabatlar tizimida davlatlar o'rtasidagi integratsiya jarayonlari faqatgina siyosiy, harbiy va makroiqtisodiy omillar bilan belgilanmay qoldi. Axborot va texnologiyalar globallashuvi sharoitida "yumshoq kuch" (soft power) va xalq diplomatiyasi istalgan strategik sheriklikning eng ishonchli hamda har qanday inqirozlarga bardoshli poydevoriga aylanmoqda. O'zbekiston va Janubiy Koreya o'rtasida bugungi kunda o'rnatilgan "Alohida strategik sheriklik" munosabatlarining tub asosi ham quruq pragmatik manfaatlarga emas, balki Buyuk Ipak yo'li davridan shakllangan sivilizatsiyaviy xotira va Sharqona axloqiy qadriyatlardagi teran mushtaraklikka tayanadi.

Davlatlararo munosabatlarning mustahkamligi bevosita jamiyatlarning bir-biriga bo'lgan kognitiv (ongli) va hissiy ishonchiga bog'liq. Bu ishonchni ta'minlovchi omil esa – o'xshash mentalitet, o'tmish sinovlarida toblangan milliy xarakter hamda dunyoni idrok etishdagi falsafiy yakdillikdir. Shu ma'noda, ikki davlat o'rtasidagi hamkorlikni shunchaki diplomatik kelishuvlar doirasida emas, balki "sivilizatsiyalararo muloqot" sifatidagi ijtimoiy-falsafiy fenomen sifatida tadqiq etish muhim ilmiy ahamiyat kasb etadi.

Ijtimoiy-falsafiy tahlillar shuni ko'rsatadiki, madaniyat shunchaki san'at namunalari, teatr yoki musiqa yig'indisi emas. U jamiyatning ontologik asoslarini, axloqiy me'yorlarini va institutsional barqarorligini ta'minlovchi murakkab va tirik tizimdir. O'zbek va koreys jamiyatlarining ma'naviy olamini qiyosiy o'rganish natijasida ularning ildizlari hayratlanarli darajada yaqin ekanligi namoyon bo'ladi.

O'zbek xalqining axloqiy poydevorini tashkil etuvchi islomiy-ma'rifiy qadriyatlar – adolat, sabr, o'zaro hurmat, halol mehnat va shukronalik tamoyillariga asoslanadi. Sharq mutafakkirlari insonning jamiyatdagi qadr-qimmatini uning boyligi bilan emas, balki qalb pokligi va axloqiy komilligi bilan o'lchaganlar. O'z navbatida, Janubiy Koreya jamiyatining ma'naviy asosi bo'lgan Konfutsiylik ta'limoti ham bevosita ushbu g'oyalarni o'zida mujassam etadi. Konfutsiylik

etikasiga ko'ra, jamiyatdagi ichki uyg'unlik ("Li" qoidalari) va davlat taraqqiyoti shaxsning o'z nafsini jilovlashi hamda axloqiy me'yorlarga ongli ravishda bo'ysunishi orqali ta'minlanadi.

Ikkala sivilizatsiyada ham jamoat manfaati (kollektivizm) shaxsiy egodan (individualizmdan) ustun qo'yiladi. Inson faqat o'zi uchun emas, balki oilasi, urug'i va butun jamiyat farovonligi uchun yashashi eng oliy ijtimoiy burch sanaladi. Aynan mana shu falsafiy poydevor bugungi kunda har ikki millat vakillarining bir-biri bilan oson tillashishi, xalqaro korporatsiyalarda birgalikda muvaffaqiyatli mehnat qilishi hamda turli madaniy to'qnashuvlarsiz integratsiyalashuvi uchun mustahkam zamin yaratib bermoqda.

O'zbek va koreys qadriyatlaridagi markaziy mushtaraklik eng avvalo "Oila-davlat" modelida yaqqol ko'zga tashlanadi. Ijtimoiy falsafa nuqtai nazaridan, oila shunchaki jamiyatning kichik bo'lagi emas, balki shaxsning ontologik xavfsizligini kafolatlovchi, milliy kodlarni saqlovchi va avlodlararo intellektual kapitalni uzatuvchi birlamchi institutdir.

Bu borada sotsiolog A.Tolibov o'zining "Oila ijtimoiy-madaniy qadriyat sifatida" nomli tadqiqotida aniq asoslab berganidek: "Sharq oila modelida, xususan, O'zbekiston va Janubiy Koreya misolida, qat'iy ierarxik tuzilma (kattalarga so'zsiz bo'ysunish) avtomatik ravishda butun davlat boshqaruviga va qonunlarga bo'lgan hurmatni shakllantiruvchi ijtimoiy maket (kichik model) vazifasini o'taydi". Haqiqatan ham, Konfutsiylikdagi besh asosiy ijtimoiy munosabatning (hukmdor-fuqaro, ota-o'g'il, aka-uka, er-xotin, do'stlar) uchasi bevosita oilaga taalluqlidir. O'zbek mentalitetidagi "Kattaga hurmat, kichikka izzat" tamoyili ham ana shu qat'iy vertikal ijtimoiy intizomni ta'minlaydi.

Bolaning ijtimoiy muhitga moslashuvi (sotsializatsiya) erda yoshdagi urf-odatlar orqali shakllanadi. Koreyslarda bolaning bir yoshga to'lishini nishonlash – "Doljanchi" (Doljabin) marosimi mavjud bo'lib, unda bolaning oldiga turli buyumlar (kitob, ip, tanga, qalam) qo'yiladi. Bola qaysi birini tanlasa, uning kelajakdagi ijtimoiy maqomi shunga mos bo'ladi, deb e'tiqod qilinadi. Ushbu jihatni tadqiq etgan olim U.Elмурatova xalq og'zaki ijodi va marosimlaridagi mushtaraklikni tahlil qilar ekan, o'zining ilmiy maqolasida shunday yozadi: "Koreyslarning 'Doljabin' an'anasi o'zbek xalqidagi 'Tushoq kesish' marosimining to'g'ridan-to'g'ri sotsiokultural muqobili bo'lib, har ikki holatda ham jamiyat (mahalla, urug') bolaning ilk qadamlariga, uning kelajakdagi mehnat va ilm faoliyatiga jamoaviy mas'uliyat bilan qaraydi". Ya'ni, har ikki xalqda ham bola tarbiyasi faqat ota-onaning emas, butun jamiyatning ishi hisoblanadi.

Globalashuv sharoitida o'zbek va koreys jamiyatlarini ma'naviy inqirozlardan asrab turgan eng qudratli qalqon – bu "Uyat" (ijtimoiy yuzni saqlash) va "Burch" tushunchalaridir. G'arb sivilizatsiyasida ijtimoiy tartib asosan qat'iy yuridik jazo va individual "aybdorlik" (guilt) hissi orqali ta'minlansa, Sharq jamiyatlarida qonundan ko'ra kuchliroq bo'lgan jamoaviy "uyat" (shame) madaniyati ustuvorlik qiladi.

Faylasuf olim I.R.Ikramova Konfutsiylik va qadimiy huquq nazariyalarini qiyoslar ekan, ushbu fenomenning asl sababini o'z asarida shunday tushuntiradi: "Agar xalq faqat qonunlar va jazo orqali boshqarilsa, odamlar faqat jazodan qochishga urinadi, ammo ularda qilmishidan uyalish hissi bo'lmaydi. Biroq xalq ezgulik va ma'naviy marosimlar (odob-axloq) orqali boshqarilsa, ularda kuchli ijtimoiy uyat hissi shakllanadi va ular ixtiyoriy ravishda to'g'ri yo'ldan yuradilar". O'zbek mentalitetidagi "Andisha", "Or-nomus" va "Mahalla nima deydi?" degan tushunchalar aynan shu Konfutsiylikdagi jamoaviy "uyat" mexanizmining o'zginasidir. Bizning jamiyatlarimizda shaxsning xatosi faqat uning o'zigagina ta'sir qilmaydi, balki butun oilasi, urug'i va ustozining sha'niga dog' tushiradi.

Bu qadriyatlar tillarimizdagi paremiologiya (maqol va matallar) qatlamida ilmiy isbotini topgan. Tilshunos olimlar I.F.Bayonxanova va Z.F.Abrorova koreys va o'zbek tillaridagi maqollarni chog'ishtirma tahlil qilib, o'z tadqiqotlarida quyidagi qat'iy xulosani beradilar: "Koreys tilidagi 'Boshqalar sizni hurmat qilishini istasangiz, avval o'zingizni pasaytiring' degan hikmat, o'zbek

xalqidagi 'Kishining hurmati o'z qo'lida' degan maqol bilan semantik va ijtimoiy-axloqiy jihatdan to'la ustma-ust tushadi".

Ushbu iqtiboslardan oydinlashadiki, xoh O'zbekistonda, xoh Janubiy Koreyada bo'lsin, shaxsiy ego (nafs)ni jilovlash, kibrga berilmaslik va o'zgalarga ehtirom ko'rsatish – insonning ijtimoiy darajasini belgilab beruvchi yagona adolatli mezon hisoblanadi. Aynan shu qadriyatlar mushtarakligi bugungi kunda ikki davlat o'rtasidagi iqtisodiy va madaniy diplomatiyaning jadal rivojlanishiga xizmat qilmoqda.

Qadriyatlardagi mushtaraklik va ijtimoiy-axloqiy poydevor bugungi kunda o'zining eng oliy ifodasini ta'lim sohasidagi xalqaro integratsiyada topmoqda. Falsafa va xalqaro munosabatlar sotsiologiyasida ta'lim shunchaki kasb-hunar o'rgatish vositasi emas, balki sivilizatsiyaning eng ilg'or g'oyalarni uzatuvchi qudratli "Yumshoq kuch" (Soft Power) hisoblanadi.

Amerikalik yirik siyosatshunos Jozef Nay (Joseph Nye) o'zining fundamental asarida ushbu fenomenning asl mohiyatini shunday tushuntiradi: "Yumshoq kuch – bu boshqalarni majburlash yoki iqtisodiy bosim orqali emas, balki o'z madaniyati, siyosiy qadriyatlari va ta'lim tizimining jozibadorligi orqali o'ziga jalb qilish va ixtiyoriy ravishda ergashtirish qobiliyatidir". Aynan ushbu nazariya O'zbekiston va Janubiy Koreya o'rtasidagi ta'lim diplomatiyasini tushuntirib beruvchi eng to'g'ri modeldir. Bugungi kunda Toshkent shahrida Inha, Puchon, Yoju va Aju kabi universitetlar filiallarining muvaffaqiyatli faoliyat yuritayotgani, shuningdek, KOICA va GKS kabi xalqaro dasturlarning O'zbekiston yoshlarini qamrab olishi tasodifiy emas.

O'zbekistonlik mutaxassis S.S.Saidov bu borada haqli ravishda shunday yozadi: "Xorijiy universitetlar filiallari yurtimizga faqatgina texnologiya yoki diplom olib kirmaydi; ular o'zbek yoshlariga Janubiy Koreyaning qat'iy korporativ madaniyatini, mehnat intizomini, vaqtni qadrlash va jamoada ishlash falsafasini bevosita mahalliy muhitda singdiruvchi eng katta sotsial institutlardir". Ya'ni, bu ta'lim integratsiyasi yoshlarimizning ongida ikki xalq madaniyatini bir-biriga uzviy bog'laydigan transmilliy ko'prikn yaratmoqda.

Madaniyatlararo muloqotning eng ommaviy va vizual ko'rinishi zamonaviy media makonida kechmoqda. Janubiy Koreyaning "Hallyu" (Koreys to'liqini) fenomeni, xususan, kino (K-drama) va musiqa (K-pop) industriyasi bugungi kunda o'zbek yoshlari orasida ulkan mashhurlikka erishdi. Biroq, ijtimoiy falsafa nuqtai nazaridan yondashilganda, bu mashhurlikning sababi shunchaki chiroyli aktyorlar yoki zamonaviy musiqiy ritmlarda emas.

Koreyalik professor Li Xe-Yong (Lee Hae-young) o'z asarida "Hallyu"ning sirlarini tahlil qilib, shunday xulosa beradi: "Koreys to'liqinining global, ayniqsa Osiyo va Yaqin Sharq mamlakatlaridagi muvaffaqiyati – uning vizual jozibasida emas, balki G'arb ommaviy madaniyatida yo'qolib borayotgan an'anaviy oilaviy qadriyatlar, kattalarga ehtirom, do'stlikka sadoqat va sof muhabbat kabi g'oyalarni zamonaviy texnologik qobiqda qayta taqdim eta olganidadir".

Bu xulosa o'zbek jamiyati uchun ham to'la mos keladi. San'atshunos olim B.Qurbonov bu jarayonni o'zbek milliy mentaliteti bilan bog'lab tahlil qilgan: "Koreys seriallaridagi ota-ona ruxsatisiz qaror qabul qilmaslik, oiladagi vertikal ierarxiya, uyat va andisha tuyg'ulari o'zbek tomoshabiniga ruhan va ma'nan juda yaqin bo'lganligi sababli, bu madaniy oqim jamiyatimizda qattiq qarshilikka uchramadi, aksincha, tez va tabiiy o'zlashtirildi". Demak, yoshlarimizning Koreya san'atiga bo'lgan qiziqishi madaniy yotlashuv (begonalashish) emas, balki aynan bizning sharqona qadriyatlarimizga hamohang bo'lgan estetikaning vizual ko'rinishidir.

Tahlillar shuni ko'rsatadiki, O'zbekiston va Janubiy Koreya o'rtasidagi ijtimoiy-madaniy munosabatlar oddiy siyosiy hamkorlik darajasidan ancha yuqori bo'lgan, asriy tarixiy xotira va ma'naviy-axloqiy poydevor ustiga qurilgan sotsiokultural fenomendir. Ikki xalqning tafakkuridagi "oila muqaddasligi", "burch", "uyat" va "ustozga ehtirom" kabi falsafiy konseptlarning uzviyligi bugungi kundagi iqtisodiy va ta'lim sohasidagi strategik sheriklikning o'tmas va inqirozlariga qat'iy bardoshli zaminidir. Ushbu ma'naviy mushtaraklik globallashuv

davrida har ikki xalqning o'z milliy o'ziga xosligini yo'qotmasdan, jahon sahnasida barqaror rivojlanishi va sivilizatsiyalararo muloqotning eng ideal namunasi bo'lib xizmat qiladi.

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Экологическая Функция Паломнических Мест: На Примере Наманганской Области

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Аннотация

В данной статье экологическая функция мест паломничества анализируется с этнологической точки зрения. Святые места, расположенные в Наманганской области, имеют важное значение не только как религиозно-практический центр, но и как социально-культурный институт, обеспечивающий сохранение природной среды. В исследовании анализируется сохранение родников, древних деревьев и зеленых насаждений благодаря священному статусу святых мест, а также роль традиционных верований в сохранении окружающей среды.

Ключевые слова: место паломничества, святые места, экологическая функция, священный ландшафт, экологическая культура, Наманганская область.

Основная часть. Памятные места выступают в качестве важных пространств, регулирующих взаимодействие между природой и человеком, формирующих и сохраняющих экологическую среду. Они имеют особое социальное значение для охраны окружающей среды, бережного отношения к природе и обеспечения исторически сложившейся экологической устойчивости.

Места паломничества — это священные места, занимающие важное место в религиозной и духовной жизни общества. В этнологии и антропологии места паломничества часто интерпретируются в связи с понятием «священный ландшафт». Под священными ландшафтами понимаются природные объекты, признанные священными в связи с религиозными верованиями, — источники, деревья, горные склоны или другие природные территории. Такие территории почитаются местным населением как священные места, и их сохранение и поддержание стало традицией [1. В. 17].

Религиозные взгляды, связанные с местами паломничества, также сформировали отношение местного населения к природе. Среди населения запрещено рубить деревья на священной территории, загрязнять родниковую воду или нарушать порядок на территории священного места. Хотя такие запреты основаны на религиозных убеждениях, они фактически служили защите окружающей среды. В результате территории паломничества часто превращаются в экологически хорошо сохранившиеся природные среды обитания [2.].

На территории Наманганской области также расположено множество святых мест, имеющих историческое и религиозное значение. Святые места на территории области занимают важное место в религиозной жизни местного населения. При этом они также играют важную роль в сохранении окружающей природной среды. В частности, этнолог А. А. Аширов отмечает, что привязывание куска ткани к священному дереву в Мозоре, которое является общим для большинства сельского населения Ферганской долины, и поклонение женщинами-паломниками цветку дерева армугон — А. Аширова, это символический знак того, что между объектом веры или человеком и природой установлена магическая связь [3. В. 103]. Поэтому вера в некоторые природные явления, от лекарственных трав до камней и гор, была сильна, и их сохранение стало обычаем. Святые места Наманганской области охраняются местным населением как культурное наследие, оставшееся от предков. Эти территории часто ассоциируются с

покровителями-святыми, и нанесение им вреда или пренебрежение к ним рассматривается как оскорбление духа предков. Поэтому их сохранение в основном является обязанностью местной общины.

Ярким примером этого является широко распространенное среди тюркских народов убеждение, что «святые места защищают себя сами». По поверьям местного населения, священные холмы или курганы в области обладают таинственной силой, и люди остерегаются повреждать, осквернять или разрушать такие места в других целях [4. В. 37].

Вокруг святых мест различные экологические ограничения и правила закрепляются в сознании общества через религиозные «табу». Например, такие действия, как рубка деревьев, выкапывание растений с корнями, загрязнение источников воды или охота на диких животных, рассматриваются как грех. Это способствует сохранению определённых территорий в их природном состоянии. Таким образом, вокруг многих святынь формируются «само собой возникающие природоохранные зоны».

Согласно историческим источникам и преданиям, предпринимались попытки разрушить эти холмы, но некоторые из участников серьезно заболели или погибли на месте. В частности, говорят, что попытки повредить место паломничества «Он бир Ахмад» в Давлатободском районе закончились таким образом, что это усилило защиту святых мест и повысило их таинственность [5].

По мнению исследователя Гульнара Айтпаева, для сохранения некоторых священных реликвий не требуется никакой официальной организации или государственного контроля. Потому что вера людей обеспечивает их самозащиту. Например, существует поверье, что человек, срубивший священное дерево, немедленно пострадает, и это даже может поставить под угрозу его жизнь. Существует мнение, что некоторые священные источники не позволяют всем пользоваться их водой [6. В. 256]. Именно благодаря таким взглядам священные рощи на протяжении веков не утрачивают своего естественного состояния и сохраняют экологическую чистоту. В частности, в области можно увидеть несколько святых мест, которые олицетворяют такую ситуацию.

Этнографические наблюдения показывают, что люди, посещающие места паломничества, часто совершают такие добрые дела, как посадка деревьев, благоустройство территории или очистка родников. Такая практика свидетельствует о том, что места паломничества играют важную роль не только как религиозные центры, но и как социальные институты, формирующие экологическую культуру [7. В. 17].

Экологическая функция святых мест в Наманганской области можно оценивать не только как практический процесс, связанный с религиозными убеждениями, но и как социальный институт, основанный на культурно-гуманитарной основе охраны природы. Эта особенность усиливает их роль и значение в современном обществе, а также требует отдельного изучения в таких сферах, как экология, туризм, культура и народная педагогика.

С этой точки зрения экологическая функция мест паломничества проявляется в нескольких направлениях. Во-первых, благодаря статусу священной территории сохраняются элементы природного ландшафта. Во-вторых, благодаря местам паломничества в обществе укрепляются экологические ценности, формирующие бережное отношение к природе. В-третьих, места паломничества также создают систему социального контроля, направленную на сохранение окружающей среды местными сообществами.

Заключение. Паломнические места на территории Наманганской области проявляются не только как религиозно-практические центры, но и как важные культурно-экологические институты, способствующие охране природной среды. Изучение их

экологической функции имеет важное научное значение для этнологии, экологической антропологии и охраны культурного наследия. Поэтому при исследовании паломнических мест важно комплексно рассматривать их религиозные, социальные и экологические аспекты.

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