

ISSN:
2181-3027

58

Volume-58 Issue-3 May - 2024



PEDAGOGS

International research journal



PEDAGOGLAR.UZ

Scientific Research Center

PEDAGOGS

Legal, medical, social, scientific journal

Volume-58

Issue-3

May – 2024

IN ALL AREAS



TAHRIRIYAT | EDITORIAL

Editor in chief

Saidova Mohinur Jonpo'latovna

Executive Secretary

Abdurahmonov Boburjon

*He is mathematic teacher at
Uzbekistan District 49 Secondary School*

Preparing for publishing

Kholikov Tokhirjon Shavkatjon ugli
CODEMI academy teacher

Bosh muharrir

Saidova Mohinur Jonpo'latovna

Mas'ul kotib

Abdurahmonov Boburjon

*O'zbekiston tumani 49-umumiy o'rta
ta'lim maktabi matematika fani o'qituvchisi*

Nashrga tayyorlovchi

Xoliqov Toxirjon Shavkatjon o'g'li
CODEMI akademiyasi o'qituvchi

TAHRIRIYAT KENGASH A'ZOLARI | EDITORIAL BOARD MEMBERS

Inobatxot Mirzaraximova*Rishton tuman XTB mudiri****Umida Barzieva****Farg'ona viloyat xalq ta'limi boshqarma metodisti****O'rinov Ahmadjon Qo'shaqovich****Farg'ona Davlat Universiteti, Matematika fanlari doktori, professor****Toshboltayev Muhammadjon****Toshkent mashinasozlik institute, Texnika fanlari doktori, Professor****Qodirov Nabijon O'lmasovich****O'zbekiston xalq ustasi, (usta kulol)****Turdiyev Azizbek Anvarovich****O'zbekiston madaniyat va san'at vazirligi, journalist****Ne'madaliyev A'zam Muhammadjonovich****Cyberlayn firmasi asoschisi, iqtisod fanlari nomzodi, PhD****Mohinur Saidova****Pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent****Sharifaxon Xakimova****Farg'ona tumani 4-maktab matematika fani o'qituvchisi*

TAHRIRIYAT MANZILI | EDITORIAL ADDRESS

UZB: 712000. Farg'ona viloyati, Rishton shahri, Istirohat bog'i ko'chasi 24-uy
www.pedagogs.uz, E-mail: info@pedagoglar.uz Tel: +998 90 905-14-30

ENG: 712000. Fergana region, Rishtan city, Park park street 24
www.pedagogs.uz, E-mail: info@pedagoglar.uz Tel: +998 90 905-14-30

TARIX FANI DARSLARIDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH

Umarova Shoira Usmanovna
Qashqadaryo viloyati Qarshi shahar kasb-hunar
maktabining oliy toifali tarix fani o'qituvchisi

ANNOTATSIYA

Yurtimizda amalga oshirilgan islohotlar tufayli barcha, jumladan, ijtimoiy - iqtisodiy sohalarda, shuningdek, ta'lim tizimida ham keskin o'zgarishlar yuz bermoqda. Bugungi kunda professional ta'limga asoslangan kasb-hunar ta'limi tizimida o'quv jarayoni tegishli darajada tashkil qilinishi, mashg'ulotlar zamonaviy ta'lim texnologiyalariga tayangan holda o'tkazilishi lozimligi, zamonaviy axborot-kommunikatsiya texnologiyalari bilan ta'minlanishi zarurligidan kelib chiqib, tarix fanlarini maqsadli, samarali va kafolatlangan natijali o'qitish davr talabidir.

Kalit so'zlar: Texnika vositalaridan foydalanish usullari, texnika vositalari joylashgan sinf xonasini jihozlash, o'quv teledasturlarini tashkil etish.

Ta'limning vositalari o'qitish va o'rganish sifatini ko'tarishga xizmat qiladi. Tarix darslarida ta'limning texnika vositalaridan foydalanish darsning samaradorligini oshiradi. Ta'limning texnika vositalari o'qitish va o'rganish sifatini ko'tarishga, o'quvchilarning o'quv materialini qiziqib o'rganishiga va puxta o'zlashtirishiga xizmat qiladi. Tarix o'qitish tajribasiga ko'ra ta'lim muassasalarida ta'limning quyidagi texnika vositalaridan foydalanilmoqda :

1. Oddiy texnika qurilmalari: Xarita va o'quv suratlari ilinadigan, yog'ochdan yoki boshqa materialdan yasalgan siljiydigan oddiy qurilmalar: ko'chma sinf yozuv taxtasi, sinf devoriga ilinadigan ikki yoqlama ochiladigan yozuv taxta.

2. Ovozli apparatlar: plastinkalar qo'yib ovoz chiqaradigan asbob, magnitofon, radiopriyomniklar, Televizor, DVD, Grafapoektor, vidiopoektor, bundan tashqari hozirgi paytda kompyuter texnologiyalardan, fleshka, disklarga tushirilgan tasvirlar, electron doskalar, eng so'ngi texnik vositalardan interaktiv doskalaridan foydalanish dars samaradorligini oshirishda katta ahamiyatga ega bo'lib bormoqda. Tarix fanini o'qitish tajribasida plastinkalar va magnit lentalar, zamonaviy disklar yordamida, shuningdek, radiopriyomniklar vositasida o'quvchilarni mumtoz va o'zbek, chet el bastakorlarining asarlari bilan tanishtirish orali tarix fanini o'rgatish mumkin. Chunki musiqiy ijodiy asarlarga doir maktab kursining madaniy – tarixiy materialini plastinka va tasma yozuvlarisiz ko'rsatib bo'lmaydi. Masalan, madaniyatga doir mavzularni o'tgan paytda musiqa asarlarini eshittirish darsni maroqli bo'lishiga yordam beradi. Badiiy asarlar yozilgan plastinka va mangit tasmalari ham bor. Darsda G'.G'ulomning

"Sen yetim emassan" "H. Olimjonning "O'zbekiston", A. Oripovning "Ayol", Zulfiya Isroilovanning "O'g'lim sira bo'lmaydi urush" va boshqa ijodlolarimizni she'ri yozilgan plastinkadan foydalanish mumkin. Jamoat arboblarning, O'zbekiston Respublikasining birinchi Prezidenti I.A. Karimovning, O'zbekiston Respublikasining Prezidenti Sh. M. Mirziyoyevning nutqlarini mangit tasmalariga, diktafonlarga yozib olib eshittirish mumkin yoki televizor interaktiv doskalar yordamida dars jarayonida o'quvchilarga qo'yib eshittirish ham mumkin. Bugungi zamonaviy darslarni tashkil etishda yuqoridagi texnik vositalardan emas Interaktiv doskalarda ovozli, tasvirli, yozuvli, slaydlar, roliklarni xattokiy tarixiy badiiy filimlarni namoish etish keng quloch yoymoqda. Tarixiy mavzuga oid kompyuter texnologiyasidan foydalanib - viziual sayohatlar asosida dars jarayonida tashkil etilmoqda.

Bu manbalardan foydalanishda quyidagi usullar qo'llaniladi :

1. Yozuv materiallari yuzasidan o'quvchilarga savollar berish bilan bu yozuvlar dars

materiali tarkibiga kiritiladi.

2. Avvalo gramplastinka yoki tasma, disk yozuvi eshutiladi va ko'rsatiladi. So'ngra bu yozuv suhbat yordamida tahlil qilinadi.

3. Yozuvlar asosida o'quvchilarning mustaqil ishlari tashkil qilinadi.

Ovozli texnika vositalariga radio eshittirishlari ham kiradi. O'qituvchi o'quvchilar uchun radio orqali maxsus dastur yoki umumiy dastur bo'yicha tarixdan beriladigan eshittirishlarni eshittirishni tashkil etadi. Hozirgi vaqtda bunday eshittirishlar ko'pincha magnit tasma (telefon apparatlariga) yozib olingan bo'ladi.

Tarix darslarida magnitofon yozuvlaridan keng foydalaniladi. Radio va televideniya orqali beriladigan o'quv va sinfdan tashqari ishlarga bag'ishlangan eshittirishlar tarixiy voqealarning ishtirokchilari, mehnat qahramonlari, yozuvchilar va ijtimoiy arboblarning bilan o'tkazilgan uchrashuv materiallari ana shu magnitofon yozuvlarining asosini tashkil etadi. Bu uchrashuv va suhbatlar aynan takrorlanmaydi, yozib olingan magnitofon tasmasidan uzoq yillar davomida va istagan vaqtda darsda va darsdan tashqari mashg'ulotlarda foydalanish mumkin. Bu o'rinda ham texnika vositasi o'qituvchiga qo'l keladi.

Har xil ko'rsatuv asboblari va qo'llanmalari ta'lim texnika vositalarining uchinchi guruhini tashkil etadi. Ular epidiaskop, grafaproektor, videoproektor, elektron doskalar, interaktiv doskalar, diapozitiv, diafilmlar va o'quv kinofilmlaridan iborat. Tarix darslarida bunday texnik sharoiti mavjud bo'lgan o'quv xonasi yoki innovatsion texnika vositalaridan foydalanishga moslangan maxsus tarix xonasi bo'lishi kerak. Texnika vositalari bilan ta'minlangan xona asosan quyidagi talablarga javob berishi lozim :

a) xonani tezda qorong'ulatish va tezda yorug'latish mumkin bo'lsin.

b) qorong’u paytda o’quvchilarning yozuv – chizuv ishlarini olib borshi, tasvirlarni daftarga tushirishi, darslik matni bilan ishlashi uchun o’tirgan o’rinlari maxsus lampochkalar bilan yoritiladigan bo’lsin.

c) xonada juda katta yozuv taxtasi bo’lishi kerakki, uning bir qismi tasvir bilan band

bo’lsa, bir qismi tasvirlarni ko’rsatish yoki boshqa maqsadlar uchun bo’sh bo’lsin.

d) xarita va rasmlar ilinadigan maxsus moslama bo’lsin.

e) zarur texnika vositalari va ularni ko’rsatadigan apparatlar xonada mavjud bo’lishi bilan birga ular tuzuk, ishga yaroqli holda saqlansin.

Bunday maxsus tarix xonasi bo’lmagan taqdirda sinfni uni texnika vositalaridan foydalanadigan qilib jihozlasa bo’ladi. Bu holda tegishli vosita va jihozlar maxsus javonda saqlanadi. Shisha yoki plyonkadan ishlangan rangli diapozitlar epidiaskop yordamida ko’rsatiladi. Keyingi yillarda, shishaga tushirilgan diapozitlar o’rniga diafilmlar, badiiy filmlar yordamida namoyish qilinadi. Diafilmlardan har bir o’qituvchi hattoki, o’quvchilar ham foydalana oladilar.

O’qituvchi darsda diapozitif yoki diafilmdan to’liq yoki qisman foydalanishi, ba’zan butun darsni o’sha materillar asosida o’tkazishi mumkin. Diapozitiflardan yangi mavzuni bayon qilishda ham takrorlash darslarda ham foydalaniladi. Har qanday holatda ham diapozitif va diafilmlar o’qituvchi bayonining aniq va jonli bo’lishiga yordam beradi. O’quv kinofilmlari ham ta’limning ko’rsatmali vositalari jumlasidandir, tarix o’qitishda o’quv kinofilimli vositadir. Kinofilm o’quvchilar ko’z o’ngida tarixiy voqeaning jonli obrazini ko’rsatmali qilib to’liq harakatda gavdalandiradi.

O’quvchilar boshqa ko’rgazmali qurollardan ko’ra kinofilmlar vositasida tarixiy o’tmishni jonliroq idrok etadi. Tarixiy va global muammolar mavzularga bag’ishlangan badiiy filmlar (masalan, Otamdan qolgan dalalar, 101 askar, O’zbek qizi, Qizil olma, Vatan, 101 Reys, Tubanlik, Odnoklassnik, Gumrohlar va boshqalar) "tarix" fanini o’qitishda o’zining mazmuni va tarixiy voqealarni jonli qilib ko’rsatish jihatidan tarixiy badiiy asarlarga o’xshab ketadi.

Kinofilmlar, ayniqsa badiiy filmlar o’quvchilarga ijobiy ta’sir ko’rsatish, estetik va axloqiy tarbiya berish vositasi hamdir. Kinofilmlar bilim olish vaqtini iqtisod qilishga yordam beradi. O’quvchilar oddiy sharoitda o’quvchining bayonidan muzey va har xil tarixiy joylarga ekskursiyalarda bo’lib soatlar sarf qilib oladigan bilimlarni 10 – 15 daqiqali filmni ko’rib ham olishlari mumkin. O’quv filmilarining emotsional, estetik ta’siri ham boshqa ko’rsatmali qurollarga nisbatan shubhasiz kuchlidir.

Hozirgi davrda barcha jabxani uz ichiga olib borayotgan kompyuter tizimidan ham tarix darslarida foydalanish ijobiy natijalarga olib keladi. Masalan, o’quvchilarning olgan bilimlarini aniq baxolashda kompyuterdan foydalanish mumkin.

Bunda o'tilgan bob buyicha test savollari tuzib javoblarini kompyuterdan olish mumkin.

Kinofilmni o'quvchilarga ko'rsatishdan oldin, o'qituvchining o'zi uni sinchiklab ko'rib chiqishi va o'rganishi lozim. Bu bilan o'qituvchi filmning umumiy mazmuni bilan, asosiy diqqatni jalb qiladigan eng muhim kadrlar va suxandon matni bilan tanishtiradi. Shundan keyingi film o'quvchilarga ko'rsatiladi, so'ngra film yuzasidan suhbat o'tkaziladi, eng muhim kadrlar yuzasidan savollar beriladi, film mazmuniga bog'lab uyga vazifa topshiriladi.

Tarix o'qitish tajribasida o'quv filmlaridan foydalanishning quyidagi asosiy usullari mavjud:

a) o'qituvchi o'z bayonini o'quv filmining eng muhim va yorqin kadrlarni ko'rsatish

bilan bog'lab olib boradi. Tanlab olingan o'sha kadrlarni izohlaydi va tegishli xulosa chiqaradi.

b) 10-15 daqiqali qisqa o'quv filmlariga bag'ishlab dars o'tkaziladi.

c) maxsus kino darsi tashkil etiladi.

d) darsdan tashqari vaqtda film tomosha qilinadi.

Dars mashg'uloti jarayonida filmlarni to'liq ko'rish imkoniyati bo'lmaydi. Masalan “Otamdan qolgan dalalar” 3 faslga bo'lingan bo'lib, tarixiy voqeelika asoslangan ammo dars jarayonida to'liq ko'rishga vaqt imkon bermaydi. Ikkinchi jahon urushiga bag'ishlangan filmlarni to'liq ko'rishni darsdan keyin ko'rishni tashkil etish lozim.

Ta'lim tizimida ijobiy o'zgarishlar davom etayotgan bir paytda tarix o'qitishda teleeshittirishdan ikki xilida foydalanilmoqda.

1) sinfda qabul qilish uchun beriladigan o'quv ko'rsatuvlarini kompyuterlar orqali o'quvchilarga yetkazish.

2) o'qishdan tashqari vaqtlardagi teleko'rsatuvlar. O'quvchilar bu eshittirishlarni uyda tomosha qiladilar. O'quv teleko'rsatuvlarini qabul qilish uchun maktabda oynalari parda bilan berkitilgan, maxsus yoritish apparatlari muhayyo bo'lgan sinf xonasi bo'lishi zarur.

Darsda o'quv teleko'rsatuvlarining ikki xil turi qabul qilinadi .

a) 15 daqiqali teleko'rsatuv.

b) 30 – 40 daqiqa davom etadigan yangi mavzuni bayon qilishga bag'ishlangan mavzuga mos teledars yoki takrorlash darsi.

Teleko'rsatuvga yirik olimlarni, yozuvchilar, tajribali o'qituvchilar, yuristlarni hamda tarixiy voqealarning ishtirokchilarini jalb etish o'quv materialini o'rganishning dolzarbligi va mazmundorligini oshiradi. O'qituvchi teleeshittirishni qabul qilishga puxta tayyorgarlik ko'radi. O'quvchilarning teleko'rsatuvlar mazmunini puxta o'zlashtirib olishlari uchun o'qituvchi ularga eshittirish mazmuni yuzasidan savollar

beradi yoki boshqa vazifalar topshiradi. Natijada o'quvchilar ko'rsatuvni faol fikrlab o'zlashtiradilar. O'qituvchi teledarsni suhbat bilan yakunlaydi. Shunday qilib, teleekran tarix o'qitishda ko'rsatmalilikning samaradorligini yanada oshirib yuboradi. Tarix o'qitish tajribasi teledars g'oyaviy – tarbiyaviy va didaktik jihatdan ko'rsatmalilik vositalarga ko'ra hiyla afzal ekanligini isbotlaydi. Bugungi shiddat bilan rivojlanib borayotgan jamiyatda zamonaviy o'qitish tizimi innovatsion texnik vositalari asoslangan holda tashkil etishni ta'lab etadi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Mirziyoev SH.M. Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagifarovon bo'ladi. 3-jild.- T.: “O'zbekiston”, 2019.
2. Mirziyoev SH.M. Milliy tiklanishdan - milliy yuksalish sari. 4-jild.- T.: “O'zbekiston”, 2020.
3. O'zbekiston Respublikasining 2020 yil 23 sentyabrda qabul qilingan “Ta'lim to'g'risida”gi O'RQ-637-sonli Qonuni.
4. O'zbekiston Respublikasi Prezidentining 2018 yil 21 sentyabr “2019-2021 yillarda O'zbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash to'g'risida”gi PF-5544-sonli Farmoni.
5. Topildiev V. Ta'lim va tarbiya jarayonlarini tashkil etishning me'yoriy- huquqiy asoslari. - Toshkent: “Universitet”. 2015.
6. Azizxo'jayeva N.N. Pedagogik texnologiya va pedagogik maxorat.-T.: TDPU. 2003.
7. J.G`Yo'ldoshev, S.A.Usmonov. Pedagogik texnologiya asoslari.-T.: O'qituvchi. 2004.
8. <<http://ziyonet.uz>> - Ta'lim portali Ziyonet

**УМУМТАЪЛИМ ВА МАХСУС ФАНЛАР (НАЗАРИЙ, АМАЛИЙ,
ЛАБОРАТОРИЯ МАШҒУЛОТЛАРИ) НИ ЎҚИТИШДА ПЕДАГОГИК
ЎЙИНЛАРНИНГ ЎРНИ**

Умарова Шоира Усмановна

Қарши шаҳар касб-ҳунар мактабининг

Олий тоифали тарих фани ўқитувчиси

АННОТАЦИЯ

Ўйинли технологиялар турли шаклда бўлсада, уларнинг барчаси ўз мазмунига кўра ягона мақсад сари йўналтирилган, яъни улар ўқувчиларнинг назарий билимларини чуқурлаштириш, кенгайтириш, эгалланган назарий билимларидан амалиётда мустақил ва самарали фойдалана олиш кўникмаларини ҳосил қилиш, уларни ижтимоий-иқтисодий муносабатларни уюштиришга тайёрлаш, ижтимоий фаолликни шакллантириш, етук ахлоқий сифатларни таркиб топтириш, теран ва соғлом фикр, кенг дунёқараш эгаси бўлган комил шахсни камол топтиришдан иборат вазифани ҳал этади.

Калит сўзлар: Методик маҳоратни ошириш, Анъанавий таълим шакллари, Якка тартибдаги таълим шакли, Ноанъанавий таълим шакллари, Усуллар, Педагогик ўйинлар

Методик маҳоратни ошириш учун тажрибали, илғор ўқитувчи ҳамда муҳандис-педагоглар ўқув машғулотларига кириши, мунтазам равишда журналлар, газеталарда босиладиган мақолаларни ўқиб, картотека тузиши, янги педагогик технологияларни, ўқитишнинг фаол методлари, иш ўйинлари, интерактив методларни ўрганиб, ўз иш жараёнига жорий қилиши зарур. Методик ишларни тўғри ташкил қилиш педагогик маҳоратни оширишнинг муҳим воситасидир. Ҳозирга вақтда Республика таълим муассасаларида ўқитишнинг қуйидаги шаклларида фойдаланилмоқда

Анъанавий таълим шакллари (синф дарс тизими):

- ❖ Янги билимларни баён қилиш дарси;
- ❖ Ўтилган материалларни мустаҳкамлаш дарси;
- ❖ Билим, кўникма ва малакаларни текшириш дарси;
- ❖ Кириш ва такрорий умумлаштирувчи дарслар;
- ❖ Аралаш дарс.

Якка тартибдаги таълим шакли:

- ❖ Репетиторлик дарси.

Ноанъанавий таълим шакллари:

- ❖ маъруза;
- ❖ факультатив;
- ❖ семинар;
- ❖ лаборатория машғулотлари;
- ❖ экскурсия;
- ❖ баҳс-мунохара;

- ❖ давра столи;
- ❖ викторина
- ❖ матбуот конференция ва бошқалар.

Усуллар ҳар қандай ахборотни (мақсадни) узатиш ва қабул қилиш тарзида қараб қуйидаги турларга ажратилади:

- ❖ оғзаки усул;
- ❖ кўргазмали усул;
- ❖ амалий усул;

Замонавий таълимни ташкил этишда ролли ҳамда ишбоп ўйинлардан самарали фойдаланишга алоҳида эътибор берилмоқда. ўқувчиларда муайян фаолият юзасидан эгалланган назарий билимларни амалий кўникма ва малакаларга айлантириш, уларда таълимий фаолликни юзага келтириш, уларни ижтимоий муносабатлар жараёнига кенг жалб этишда ролли ҳамда ишбоп ўйинлар ўзига хос ўрин тутди. Бугунги кунда таълим жараёнида қўллаш ниҳоятда қулай бўлган бир қатор ўйинли технологиялар яратилгандир. Ўйинли технологиялар таълим жараёнининг самарадорлигини таъминлаш, талабаларда муайян фаолликни юзага келтириш, шунингдек, билим, кўникма ва малакаларни ҳосил қилишга хизмат қилувчи вақт оралиғини қисқартириш, таълимни жадаллаштиришга ёрдам беради. Қуйидаги ўйин усулларни дарс жараёнида амалга ошириш мумкин.

ҚИЗИҚУВЧАН

Мақсад: интеллектуал машқ, тез жавоб топиш.

Бошловчи ўзбек алфавитида кенг тарқалган ҳарфлар бирини айтиб, иштирокчиларга қисқа саволлар билан мурожаат қилади (бир иштирокчига битта савол). Саволга жавоб шу ҳарф билан бошланувчи сўз бўлиши керак. Бу ерда асосийси саволга тез жавоб бериш. Ким саволга 2-3 минут ичида жавоб топа олмаса ёки бошқа сўз билан бошланадиган сўз айтса ўзи бошловчи бўлади ва янги ҳарфни айтиб савол беришни бошлайди.

Масалан «А» ҳарфи айтилди.

Ким у? — Айиқ полвон.

Қаерда? — Амазонка оролларида.

Нима қиляпти? — Арғимчоқ учаяпти.

Ким билан? — Анаконда билан.

Ким у анаконда? — Алп паҳлавон.

У айиққа ёқадими? — албатта?

Бу нима билан тугайди? — Аҳд-паймон билан ва ҳ.к.

СЎЗГА ИШОНТИРИШ

Мақсад: ишончли нутқ сўзлаш усулини ўргатиш.

Иккита иштирокчи чақирилади. Иккаласига гугурт қутиси топширилади. Улардан бирида рангли қоғоз бўлади. Иккала иштирокчи қайси бирларида рангли қоғоз турганини билганларидан сўнг қолган иштирокчиларга шу рангли қути айнан ўзида эканлиги ҳақида ишонтиришга ҳаракат қилинади. Қолганларнинг вазифаси бир-бирлари билан маслаҳатлашган ҳолда

консенсус орқали кимда рангли кути эканлигини аниқлаш. Агар қатнашчилар янглишсалар, бошловчи уларга жазо қўллайди. Масалан, ўриниларида бир минут сакраб туриш. Муҳокама вақтида нотикнинг қайси вербал ҳаракати иштирокчиларни нотўғри қарор қабул қилишга мажбур қилганлигини аниқлаш лозим.

ВАЗИР ВА ФУҚАРОЛАР

Мақсад: муаммоли вазиятлардан чиқиш

Гуруҳ иккига бўлинади. Биринчи гуруҳдагилар вазирлар бўлишади. Иккинчи гуруҳдагилар оддий фуқаро. Масалан, биринчи гуруҳдагилар хоҳлаган вазирликнинг вазири эканлигини эълон қилади. Иштирокчилар бир-бирларига қарама-қарши ҳолда ўтирадилар. Фуқаролар ўз вазирларига исталган савол билан мурожаат қилишлари мумкин. Вазирлар эса шароитдан чиқиб кетишлари ва саволга жавоб беришлари керак

МЕНИНГ ДАҚИҚАМ

Мақсад: гуруҳнинг ишчанлик қобилиятини таҳлил қилиш

Вақтни аниқ ҳис эта билиш бу-инсонни юқори ишчанлик қобилиятида эканлигини билдиради. Иштирокчилардан тайёрланишлари сўралади. Эркин ўтириб, бўшашиб кўзлар юмилади ва бошловчини тинглашади. Унинг ишораси билан ҳамма ичида секундларни санай бошлайди, бу 60 гача давом этади. «Тўхтатинг» деган бўйруқни эшитишлари билан ҳамма саназдан тўхтади ва тўхтаган сонини эслаб қолади. Агар санок 57-63 атрофида тўхтаган бўлса, ушбу дақиқа инсоннинг ўта ишчанлик вақтини белгилайди.

РЕКЛАМА

Ҳар бир иштирокчи исмлар ёзилган карточкалардан бирини танлаб олади. Кимга даврадаги қатнашчиларнинг исми ёзилган карточка тушган бўлса, шу одамнинг исмини айтмасдан реклама қилиши керак. Бундан ташқари, реклама қилаётган инсонни товар ёки хизмат шаклида намоён қилиш лозим. Агар реклама қилинаётган иштирокчи инсон бўлмасдан ҳолодильник шаклида ёки уй шаклида пайдо бўлганда қандай бўларди?

Реклама қайси қатлам учун мўлжалланганлигини айтиш лозим. Албатта реклама қилинаётган роликда объектнинг энг зарур ва асосий кўрсаткичлари ёритилиши лозим. Реклама вақти 1 минут. Бундан сўнг гуруҳ гап ким ҳақида кетганлигини топиши лозим.

КОПТОК ЎЙИНИ

Мақсад: тезкорлик билан саволларга жавоб бериш, фикрлаш қобилиятини машқ қилдириш, жойга мослашиш қоидаларини шакллантириш.

Ўйин қуйидаги кўринишга эга. Иштирокчилар доира шаклида туриб бир-бирларига копток улоқтирадилар. Ким улоқтираётган бўлса савол беради. Коптокни илиб олган саволга жавоб беради. Ўйин турли хил бўлиши мумкин. Копток улоқтираётган бирор нарсанинг номини айтса, коптокни илиб олган шу нарсанинг уч хил ишлатиш йўлини айтиши лозим: Копток улоқтираётган бирор жойнинг номини айтса, коптокни илиб олган шу жойга бориш учун ўзи билан олиб борадиган учта нарсани айтиши керак. Копток улоқтираётган учта сўздан бири: Сув, Осмон, Ер номини айтса, коптокни илиб олган шуларга мос Балик,

Қуш ёки Ҳайвон номини; Копток улоқтираётган ихтиёрий байрам номини айтса, коптокни илиб олган шу байрамга таклиф қилиши мумкин бўлган одамлар номини айтиши лозим.

СКРЕПКА (қисқич)

Мақсад: *Хатоларни тузатиш ва янгиликка интилишни ўргатиш.*

Иштирокчилар 5-6 тадан бўлиб гуруҳларга ажраладилар. Ҳар бирининг кўлида 4 донадан скрепка бўлади. Биринчи топшириқ: улардан тезроқ занжир ҳосил қилиш. (ҳар бир гуруҳ учун ҳамма скрепкаларни ишлатиб битта занжир ҳосил қилиш). Бошловчи занжир ясашдаги минимал ва максимал вақт оралиғини ҳисобга олади. Иккинчи топшириқ: Занжирни тезда бузиш. Шундан сўнг иштирокчиларга занжирни қандай тез ҳосил қилиш ва бузиш масаласини муҳокама қилиш учун 1 минут вақт беради ва ўйин давом эттирилади. Яна вақт бошловчи томонидан ҳисобга олинади. *Муҳокама:* Иккинчи уринишда муҳокамадан кейин қанчалик тез машқ бажарилди? Бу нима билан боғлиқ?

СИНКВЕЙН

Синквейн(французча)-ўзига хос беш қаторли қофиясиз шеър бўлиб, у ўқувчи сўзи билан турли вариантларда, турли фикрлар орқали ифодаланади ва ўрганилаётган материални яхшироқ англаш учун қўлланилади. Масалан, таянч сўзлардан бири «ОШ» ни қуйидагича таърифланади:

Синквейн тузиш қоидаси:

- 1.Биринчи қаторда мавзу (топшириқ) бир сўз (от) билан ифодаланади.
- 2.Иккинчи қаторда мавзуга оид иккита сифат билан ифодаланади.
- 3.Учинчи қаторда мавзу доирасидаги ҳатти-ҳаракатни учта сўз билан ифодаланади.
- 4.Тўртинчи қаторда мавзуга нисбатан (ассоциация) муносабатни англатувчи ва тўртта сўздан иборат бўлган фикр (сезги) ёзилади.
- 5.Охирги қаторга мавзу моҳиятини такрорлайдиган, маъноси унга яқин бўлган битта сўз ёзилади.

1. *Ош*
2. *Тўрғамчи, нўхатли*
3. *Ошни ейиш керак*
4. *Ўлдирса ҳам ош ўлдирсин*
5. *Палов*

4 ТА ТАСВИР ЎЙИНИ

Ўйиннинг моҳияти шундан иборатки, талабаларни ўтилган мавзу бўйича эгаллаган билимлари мустаҳкамланади ва уларни фикрлашга чорлайди. Бу ўйинга гуруҳнинг барча талабаларини ёки бир нечасини жалб қилиш мумкин. 4 та тасвир ўйини қуйидагича: дафтарни варағи 4 га бўлинади ва ҳар бир ҳосил бўлган катакчаларга саволлар ёзилган бўлади. Масалан,

1. Тенгламалар системаси қандай кўринишда бўлади? Жавоб:	2. Тенгламалар системасини берилиш усулларини санаб беринг. Жавоб:
--	--

<p>3.Қуйидаги масалани тенглама-лар системаси ёрдамида ечинг. Савол: 14 м матодан 4 та эркаклар ва 2 та болалар пальтосини тикиш мумкин. Агар 15 м матодан 2 та эркаклар ва 6 та болалар пальтоси тикиш мумкин бўлса, битта эркаклар ва битта болалар пальтосини тикиш учун неча метр мато керак бўлади. (жавоб: 2,7 м ва 1,6 м)</p>	<p>4. Тенгламалар системасига доир ўзингиз мисол тузинг.</p>
--	--

Хулоса қилиб шуни такидлаш лозимки ўйинли технологиялардан фойдаланишда бир қатор психологик хусусиятлар ҳам намоён бўладикки, бунинг оқибатида ҳар бир ўқувчи ўзининг шахсий имкониятларини намоёниш эта олади, ижтимоий ҳаётда ўзи эгаллаган ўринни барқарорлаштиради, ўз-ўзини бошқариш кўникмаларини ҳосил қилади. Ўйинли технологиялар нафақат назарий билимларни мустаҳкамлаш, уларнинг амалий кўникма ва малакаларга айланишини таъминлабгина қолмай, балки ўқувчиларда муайян ахлоқий, иродавий сифатларни ҳам тарбиялашга ёрдам беради.

Фойдаланилган адабиётлар рўйхати:

- 1.Ишмухамедов Р. Инновацион технологиялар ёрдамида таълим самарадорлигини ошириш йўллари. - Т. 2009.
- 2.А.Абдуқодиров,Р.Ишмухаммедов.“Таълимда инновацион технологиялар” Т.2008
- 3.С.Усмонов. “Педагогик технология асослари” Т.:2004
4. <<http://ziyonet.uz>> - Таълим портали ЗиёНЕТ

BIOLOGIYA FANINI O'QITISHDA NOANANAVIY METODLARDAN FOYDALANISH

Eshniyozova Gulnora Murodullayevna
Qarshi shahar kasb-hunar maktabining
Biologiya fani o'qituvchisi

Annotatsiya: Bugungi zamonaviy ta'limni interfaol metodlarsiz tasavvur qilib bo'lmaydi. Dars mazmunini ochib beruvchi faol usullar ham talabaga ham pedagogga amaliy ko'makchi vazifasini o'tamoqda. An'anaviy darsdan farqli o'laroq metodlar dars jarayoniga jon kiritib, eng muhimi o'quvchi ongni o'stirmoqda. Endi talaba sherigining soyasida soyalab emas, o'z nuqtai nazarini ommaga etarlicha bayon eta olayapdi. Demakki, interfaol usullar darsning jon tomiriga aylanmoqda. Maqolada ham ushbu metodlardan namunalar asosida izlanishlar olib borilib ahamiyati tahlil qilingan.

Kalit so'zlar: interfaol metod, talaba, seminar, dars, ta'lim-tarbiya

Azaldan ma'lumki, ta'limni pedagogik texnologiyalar asosida takomillashtirish xususida ajdodlarimiz ham bir qancha izlanishlar olib borganlar. Sharqning buyuk allomalari Muso al-Xorazmiy, Ahmad al-Farg'oniy, Abu Rayhon Beruniy, Mirzo Ulug'bek, Abu Nasr Farobiy kabi qomusiy olimlar o'z asarlarida maktab va madrasalardainsonni aqliy kamolotga yetkazishda o'qitishning turli usullari va vositalaridan foydalanishga katta ahamiyat berganliklarini ta'kidlab o'tishgan. Hozirgi ta'lim tizimida bilimlarni egallashning yangi pedagogik texnologiyalari –noan'anaviy ta'lim texnologiyalarining uslublarini qo'llashni taqozo etmoqda. Noan'anaviy ta'lim texnologiyasi: birgalikda o'rganish, eksperiment, modellashtirishga bo'linadi va yaxlit uzviy tizim asosida olib boriladi. Noan'anaviy ta'lim berish usuli ta'limiy maqsadni amalga oshirish bo'yicha ta'lim beruvchi va ta'lim oluvchi bilan hamkorlik faoliyatning asosi hisoblanadi. Interfaol metod – ta'lim jarayonida o'quvchilar hamda o'qituvchi o'rtasidagi faollikni shirish orqali o'quvchilarning bilimlarni o'zlashtirishini faollashtirish, shaxsiy sifatlarini rivojlantirishga xizmat qiladi. Interfaol metodlarni qo'llash dars samaradorligini oshirishga yordam berishini anglashimiz lozim. Demakki, Interfaol ta'limning asosiy mezonlari: norasmiy bahs-munozaralar o'tkazish, o'quv materialini erkin bayon etish va ifodalash imkoniyati, ma'ruzalar soni kamligi, lekin seminarlar soni ko'pligi, o'quvchilar tashabbus ko'rsatishlariga imkoniyatlar yaratilishi, kichik guruh, katta guruh, sinf jamoasi bo'lib ishlash uchun topshiriqlar berish, yozma ishlar bajarish va boshqa metodlardan iborat bo'lib, ular ta'lim-tarbiyaviy ishlar samaradorligini oshirishda o'ziga xos ahamiyatga ega. Quyida eng ilg'or pedagogik interfaol usullardan namuna keltirib tahlil qilar ekanmiz, bu usullarning amaliy ahamiyati,

foydasi to‘xtalib o‘tmoqchimiz. Baliq skeleti metodi. Bu metod muammoni qo‘yish va hal qilishning mazkur modeli bir qator muammolarni ta‘riflash va yechib ko‘rishga imkon beradi. Strategiya: Bir varaq oq qog‘ozda (vatman yoki A-3 varag‘i) baliq skeleti chiziladi (boshi, kemirchagi, qovurg‘alari). Yuqoridagi «suyagiga» muammo ifodalanishi, pastidagiga esa - ushbu muammo mavjudligini (yoki uni hal qilish yo‘llari, o‘qituvchi o‘z oldiga qo‘ygan maqsadga qarab) isbotlovchi faktlar yozib qo‘yiladi. To‘ldirilgan sxemaning taqdimoti. Foydalanish doiralari Tabiiy va aniq fanlarda, muammoli ta‘lim berish uslubidan foydalanganda. Afzalliklari Ushbu sxema muammolarning o‘zaro bog‘liqligi, ularning kompleks xususiyatlarini aks ettiradi. Qiyinchiliklar Muammolarni ifodalashda qiyinchiliklarga duch kelish mumkin. Ikkinchi metod –Akvarium. Bunda 5-6 nafar ishtirokchilar rahbar bilan birga doira shakli bo‘ylab o‘tiradilar. Ular – «baliqlar». Ularning atrofiga guruhning qolgan ishtirokchilari o‘tiradilar (yoki turadilar). Ular – «baliq ovchilari». Ichki doira a‘zolari («baliqlar») o‘qituvchi taklif qilgan savolni faol muhokama qiladilar. “Baliq ovchilari” esa kuzatib turadilar va savolni muhokama qilayotgan biron o‘quvchining fikri ularni qiziqtirib qolganda jarayonga kirishadilar: qo‘shimcha qiladilar, savol beradilar, aniqlashtiradilar. SHunda «baliq ovchisi» fikri uni qiziqtirib qolgan «baliq»ning yoniga turib olishi kerak. Bir muammoning (masalaning) muhokamasi tugaganidan so‘ng ishtirokchilar joylari bilan almashadilar (doiradan tashqarida turganlar endi doira bo‘ylab o‘tiradilar). Barcha ishtirokchilar doirada o‘tirishlari maqsadga muvofiqdir. Foydalanish doiralari. Tabiiy va aniq fanlarni o‘rganish jarayonlarida qo‘llaniladi. Afzalliklari. Ishtirokchilarga norasmiy sharoitda fikr almashishga, berilgan muammoni (masalani) hal qilish bo‘yicha o‘z nuqtai nazarlarini bayon etishga imkon yaratadi. Muhokama jarayoniga erkin qo‘shilish va undan chiqib ketishga imkon beradi. Tahliliy fikrlash, e‘tibor jamlash va kuzatuvchanlikni rivojlantiradi. Nutqni va teskari aloqa texnikasini rivojlantiradi. Qiyinchiliklari. Muammoni muhokama qilishda barcha o‘quvchilar faol ishtirok etish jarayonida bahs-munozalar, nizolar yuzaga kelishi mumkin. SHu bois o‘qituvchi yaxshi tayyorlanishi va kuchli qarama-qarshiliklar paydo bo‘lishiga yo‘l bermaydigan uslublarni bilishi lozim. Aniq nazorat bo‘lishini talab qiladi. Jarayon davomida ayrim o‘quvchilar undan chiqib qolishlari (jarayonda ishtirok etmasliklari) mumkin. O‘qituvchi muammoni muhokama qilishga barcha o‘quvchilarni jalb qilish usullarini o‘ylab chiqishi kerak. Xulosada avvalo, interfaol metodning an‘anaviy metoddan farqli tomonlarini ko‘rib chiqish lozim. Birinchidan, darsda barcha mavzular bo‘yicha talaba uchun qulay bo‘lgan dars turlari shaklida qo‘llaniladi. Interfaolda ayrim mavzular bo‘yicha interfaol darsning qulay bo‘lgan turlari shaklida qo‘llaniladi. Ikkinchidan, Dars mavzusi bo‘yicha bilim, ko‘nikma, malakalarni shakllantirish, mustahkamlansa, faol metodda dars mavzusi bo‘yicha mustaqil fikrlash, xulosaga kelish, ularni bayon qilish, himoyalashga o‘rgatiladi. Uchinchidan, o‘qituvchining vazifalari Yangi mavzuni tushuntirish, mustahkamlash,

nazorat, topshiriqlar berishdan iborat bo‘lsa, noan’anaviyga o‘quvchilarning mustaqil ishlashlarini va taqdimotlarini tashkil qilish, boshqarish, nazorat, yakuniy xulosalarni asoslab beriladi. To‘rtinchidan, Darsga tayyorgarlikka dars rejasi, konspekt va didaktik vositalarni tayyorlash kabi talablar qo‘yilsa, interfaol metodda Interfaol dars ishlanmasi, mustaqil ishlar uchun topshiriqlar, tarqatma materiallar, boshqa zarur vositalarni tayyorlanadi. O‘quvchilar tayyorgarligi esa, oldingi dars bo‘yicha vazifalarni bajarib kelish talablari berilsa, yangi metodda yangi dars mavzusi bo‘yicha asosiy tushunchalarni va dastlabki ma‘lumotlarni bilish talabi qo‘yiladi. Interfaol usullarda vaqt talabi dars vaqtining ko‘p qismi o‘quvchilarning mustaqil topshiriqlarni bajarishi, fikr almashishi, mushohada qilishi, o‘z xulosalarini bayon qilishi va himoyalashiga sarflanishi bilan belgilansa, an’anaviyda dars vaqtining ko‘p qismi o‘qituvchining yangi mavzuni tushuntirishi, tahlil qilishi, topshiriqlarni tushuntirishi, o‘zlashtirishni nazorat qilishiga sarflanadi. Darsning modul va algoritmlaridan an’anaviyda har bir o‘qituvchi o‘zi qo‘llayotgan metodga muvofiq foydalansa, noan’anaviyda har bir dars oldindan tayyorlangan modullar va algoritmlarga, loyihalarga muvofiq o‘tkaziladi. O‘quvchilardan talab qilinadigan faollik darajasi noan’anaviyda O‘qituvchi ham, o‘quvchilar ham har tomonlama faol. Hamkorlik, hamijodkorlik shakllari: o‘qituvchi-o‘quvchi; o‘quvchi-o‘quvchi; o‘quvchi-kichik guruh;kichik guruh-kichik guruh;o‘quvchi-o‘qituvchi; kichik guruh-o‘qituvchi; guruh-o‘qituvchi shaklida bo‘lsa, an’anaviyda O‘qituvchi har tomonlama faol, o‘quvchilar diqqatni jamlash, tushunish, fikrlash, topshiriqlarni bajarish bo‘yicha faol.Muloqot shakllari:o‘qituvchi-guruh; o‘qituvchi-o‘quvchi; o‘quvchi-o‘quvchi; o‘quvchi-o‘qituvchi; guruh-o‘qituvchi; shaklda bo‘ladi. Beshinchidan, bilimlarni o‘zlashtirishning asosiy usullari an’anaviyda muloqot, muhokama, muzokara, bahs, munozara, mulohaza, tahlil, mushohada, mutolaa, noan’anaviyda muloqot, mutolaa, mushohada, muhokama, muzokara, bahs, munozara, mulohaza, tahlil tarzda namoyon bo‘ladi. No’anaviyda mashg‘ulot shakllarining ham ahamiyati boshqacha, ya’ni unda ma’ruza, guruh yoki juft bo‘lib ishlash, taqdimotlar, bahs, munozara, davra suhbat, amaliy ishlar olib boriladi. Eng muhimi noan’anaviyda mavzu bo‘yicha o‘quvchilarning o‘z fikr, xulosalarini shakllantirish, ularni mustaqil bilim olishga o‘rgatish kabi kutilgan natijalarga erishiladi. .

REFERENCES

1. O.U.Avlayev, S.N. Jo‘rayeva, S.P.Mirzayeva “Ta’lim metodlari” o‘quvslubiy qo‘llanma, “Navro‘z” nashriyoti, Toshkent – 2017
2. Sayidahmedov N. Pedagogik mahorat va pedagogik texnologiya. –T.: O‘z MU. 2003.- 66 b.
3. Ta’limda pedagogik texnologiyalar: muammolar, yechimlar. Ilmiyamaliy konferensiya materiallari.- T.:1999.- 212 b

ВРЕДНОСНОСТЬ ПАУТИННОГО КЛЕЩА ПРИ ВЫРАЩИВАНИИ ТУТОВЫХ РАССАДНИКОВ И МЕРЫ БОРЬБЫ С НИМИ

Носирова Зарифахон Гуламжоновна,

Ташкентский государственный аграрный университет

Abdusamatov Asror Akbar o'g'li

Ummatov Laziz Mamayunus o'g'li

Latiboyeva Dilfuza Marufjon qizi

Ташкентский государственный аграрный университет

Аннотация: Представлен анализ результатов опытов, проведенных по выявлению вредоносности паутинного клеща при выращивании тутовых рассадников, а также влиянию энтомофага златоглазки и препарата «Престиж»; выявлено, что наилучший результат по эффективности применения энтомофага достигается при соотношении 1:5, энтомофаг:вредитель.

Ключевые слова: тутовые рассадники, вредитель, паутинный клещ, златоглазка, химический препарат

Аннотация: Тут кўчатларини етиштиришда ўргимчаккананинг зарарлаш даражасини ҳамда олтинкўз энтомофаги ва “Престиж” препаратини қўллашнинг самарадорлигини аниқлаш бўйича олиб борилган тадқиқотлар натижаларининг таҳлили келтирилган. Энтомофагни қўллашда энг юқори самарадорлик энтомофаг:зараркунанда ўртасидаги муносабат 1:5 нисбатда бўлганида эришилиши кузатилди.

Калит сўзлар: тут кўчатлари, зараркунанда, ўргимчаккана, олтинкўз, кимёвий препарат

Abstract: the analysis of experiences carried out on the revealing damage of spider mites in cultivation of mulberry nurseries and influencing lacewing entomophage and Prestige preparation against them have been presented; it has been revealed that the most efficiency of using lacewing entomophage in representation of entomophage:pest, 1:5 is reached.

Keywords: mulberry nurseries, pest, spider mits, lacewing, chemical preparation

Известно, что по выращиванию коконного волокна Узбекистан занимает ведущую позицию в мире, и данная отрасль вносит значимый вклад в экспортный потенциал республики. В связи с этим дальнейшее развитие шелководства является перспективным для экономики Узбекистана. Для достижения этой цели требуется обеспечивать в достаточном количестве гусеницам тутового шелкопряда (*Bombyx mori*) единственного вида пищи –

свежих листьев шелковицы в сравнительно короткий промежуток времени – в период выращивания гусениц.

Имеющееся на сегодняшний день количество тутовых деревьев в республике не позволяет повысить в значительной степени урожайность коконного волокна. Поэтому в ближайшие годы необходимо вырастить дополнительно новых тутовых рассадников и добиться таким способом увеличения количества тутовых деревьев. Решением увеличения количества тутовых деревьев в течение года является выращивание тутовых рассадников в теплицах, т.е. именно тепличные условия позволяют в сравнительно короткий промежуток времени ухаживать и размножать тутовых рассадников.

Однако, не следует забывать, что на развитие рассадников, выращиваемых в теплицах, оказывают значительный ущерб сосущие вредители, в том числе тли. В работе [1, с. 135] были приведены результаты анализа видового состава сосущих видов вредителей за период с 2009 по 2019 годы. На основании многолетнего фитосанитарного мониторинга было выявлено 37 видов, относящихся к 12 семействам, из которых наиболее многочисленными являются семейства Diaspididae и Aphididae отряда Hemiptera.

По характеру трофических связей 59,9% составляют монофаги, 32,4% являются полифагами и 8,1% олигофаги. По характеру вызываемых повреждений сосущие виды отличаются друг от друга. Одни виды приводят к изменению окраски листьев, цветов (трипсы, клещи, щитовки), другие вызывают деформацию листовой пластинки и соцветий (щитовки, червецы, ложнощитовки, растительоядные клещи) и к третьей группе можно отнести виды, образующие на листьях галлы (лавровая листоблошка, фисташковая краевая галловая тля). По экологическим особенностям сосущие виды вредителей разделены на три основные группы: открытоживущие виды к которым относятся тли, цикады, листоблошки, белокрылки, ко второй группе относятся виды, имеющие на теле покровы различной природы, такие как щитовки, червецы и ложнощитовки и третью группу составляют галлообразователи. Были определены доминирующие виды, степень вредоносности, частота встречаемости и спектр кормовых растений.

За последние 25-30 лет ассортимент хвойных растений, используемый в ландшафтном строительстве юга России, пополнился новыми видами, формами, сортами. В работе [2, с. 228] были проведены исследования по установлению видового состава сосущих вредителей хвойных растений в урбанистических ландшафтах Краснодарского края. По результатам проведенных исследований было выявлено видовое разнообразие сосущих вредителей хвойных растений в Краснодарском крае, было проведено их ранжирование по типу питания, формируется база данных. Было установлено, что в Краснодарском крае

доминирующими представителями надсемейства Coccidae являются: щитовка европейская можжевельниковая (*Carulaspis juniperi* Bouché) и тисовая ложнощитовка (*Parthenolecanium pomericum* Kawecki), щитовка сосновая веретенovidная (*Anamaspis lowi* Colvée).

В настоящей работе представлен анализ результатов опытов, проведенных по выращиванию тутовых рассадников в тепличных условиях, а также по мерам борьбы с паутинным клещом (*Tetranychus urticae*). Исследования проводили в период октября 2022 по сентябрь 2023 г. на теплицах фермерских хозяйств Пахтаабадского района Андижанской области. Опыты проводились в четырех вариантах с тремя повторениями в каждом. Расстояния между вариантами составляли по 100-200 м. для упрощения расчетов на каждом повторении производился уход за 100 черенков, средняя длина которых составляла по 20-25 см. При этом черенки были вырезаны в октябре 2022 г. из здоровых ветвей деревьев.

Развитие черенков в период с октября 2022 г. по апрель 2023 г. проходило почти одинаково во всех вариантах и повторениях. При расчете вместе с ветвями и листьями высота черенков увеличилась по 10-12 см, в которых появлялись по 10-15 листьев. Количество тлей, появившихся на черенках каждого повторения, оказалась также почти одинаково, т.е. по 10-15 штук/черенка.

В следующей стадии опытов (май 2023 г.) сперва для упрощения сопоставления результатов опытов в вариантах уравнивалось количество тлей в каждом повторении и варианте. Далее, в целях борьбы с тлями в первом и втором вариантах в качестве энтомофага использовали личинок златоглазки (*Lacewing*) по 5 и 10 штук/черенки соответственно. На тли третьего варианта применили препарат “Prestige”, 3000 ЕА/ml в соотношении 2 л/га, т.е. использовали в качестве эталона. На тли четвертого варианта никаких мер борьбы не применялся, т.е. оставался в контроле. Выбор энтомофага златоглазки и препарата “Prestige” обусловлен тем, что они применялись успешно на практике в предыдущих наших исследованиях в борьбе с другими вредителями листьев шелковицы [3, с. 4; 4, с. 336].

В следующих наших исследованиях зарегистрировали высоту, количества здоровых листьев и тлей на тутовых рассадниках. Результаты опытов представлены в таблице 1.

Таблица 1

Динамика развития показателей тутовых рассадников и влияние паутинных клещей на развитие рассадников (Андижанская область, 2022-2022 гг.)

вариант	Метод борьбы с тлями	Высота рассадников, см		Количество листьев в конце сезона, шт/рассадник	Количество паутинных клещей, шт/рассадник	
		в начале сезона	в конце сезона		в начале сезона	в конце сезона
1	Личинки златоглазки, 5 шт/черенка	22	57	46	10-12	1-2
2	Личинки златоглазки, 10 шт/черенка	23	54	41	10-12	3-4
3	Препарат “Prestige”, 3000 ЕА/ml, 2 л/га (эталон)	22	57	47	10-12	-
4	Контроль	23	32	10	10-12	43-46

Из таблицы видно, что во всех обработанных вариантах количество паутинных клещей уменьшилось значительно по сравнению с контролем. Это свидетельствует в том, что против паутинных клещей необходимо принять соответствующие неотложные меры борьбы, в противном случае рассадники могут повреждаться сильно вплоть до полного высыхания.

Также можно заметить, что в вариантах с энтомофагами, эффективность борьбы в случае соотношения энтомофаг: вредитель – 1:5 (1-вариант) оказалось больше чем в случае соотношения 1:10 (2-вариант). Отсюда следует, что наиболее приемлемым вариантом использования энтомофага златоглазки в борьбе с паутинными клещами при выращивании тутовых рассадников является соотношение 1:5.

Что касается варианта использования препарата «Prestige» (3-вариант), то в этом случае также получили высокую эффективность, после обработки даже полностью исчезли с рассадников паутинные клещи вплоть до конца сезона и больше не появлялись. Однако, несмотря на это, в целях оставления незагрязнённой окружающей среду, почву, воду, в целом экология, а также сохранения здоровья работников отрасли, целесообразно не воспользоваться химическими препаратами или применить их исключительно в очаговых ситуациях.

Список источников

Триkoz Н.Н., Андреев Р.О., Щевцов С.И. Сосущие виды вредителей декоративных культур в условиях южного берега Крыма // Бюллетень государственного никитского ботанического сада. – 2021. – т. 139. – С. 135-142.

Прах С.В. и др. Сосушие вредители хвойных растений урбанистических ландшафтов Краснодарского края // Плодоводство и виноградарство юга России. – 2022. – 77(5). – С. 228-242.

Кимсанбоев Х.Х., Носирова З.Г. Эффективность энтомофага златоглазки в борьбе с тутовой огневкой // Аграрная наука. – 2017. – № 7. – С. 4-6.

Nosirova Z.G., Tadjiyeva M.I., Ergasheva X.A. Efficiency of Microbiologic Preparations in Protection of Mulberry Tree from Mulberry Pyralids // Solid state technologies. – 2020. – V. 63. – No. 4. – P. 336-343.

FIZIKA FANINI O‘QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING AMALIY ASOSLARI

Boymurodov Ozodali

Haydarov Bahriiddin

Ko‘kdala tuman 1-son kasb-hunar maktabi

"Fizika va astronomiya" fani o‘qituvchisi

Annotasiya: Fizika fanini o‘qitishda zamonaviy pedagogik texnologiyalarning amaliy asoslari haqida batafsil ma’lumot berilgan.

Kalit so‘zlar: innovatsion usul, zamonaviy pedagogik texnologiyalar.

Mamlakatimiz mustaqillikka erishgach Respublika ta’lim sohasida tub o‘zgarishlar sodir bo‘ldi va bu sohada yangidan-yangi islohotlar olib borilmoqda. Ta’lim muassasalarida ta’lim o‘quv fanlari dasturlari, o‘quv adabiyotlari butunlay yangidan qayta qarab chiqildi va kerakli o‘zgartirishlar kiritildi. Jumladan fizikani o‘qitish uslubida ham qator tajribalar to‘plandi. Biroq bu sohada hal qilinishi kerak bo‘lgan muammolarimiz ham yo‘q emas. Buni oliy o‘quv yurtlariga kirish imtihonlarini topshirish natijalaridan aniqlash mumkin. Bugungi kun fizika o‘qituvchisi oldida turgan dolzarb muammolardan biri ta’limning zamonaviy texnologiyalarini loyihalash va uni o‘qitish amaliyotida qo‘llashdir.

Fizika o‘qituvchisi o‘quvchilarga fizika fanidan zaruriy bilimlarni beribgina qolmay, ularda fanga nisbatan qiziqish uyg‘ota olishlari kerakki, natijada bu sohada yaxshi mutaxassis, yetuk kadrlar yetishib chiqishiga erishilsin. O‘qituvchi o‘tgan har bir dars boshqa darsdan farq qilishi, bugungi o‘tiladigan dars kechagisiga nisbatan mukammal bo‘lishi kerak.

Darsni yangi pedagogik texnologiyalar:

- axborot vositalaridan foydalanib;
- ko‘rgazmali qurollari yordamida;
- interfaol metodlarni qo‘llash orqali; va h.k.lardan foydalanib tashkil etsak, bu dars o‘quvchi ongiga yaxshi yetib boradi va xotirasidan joy oladi. O‘quvchining ilmiy dunyoqarashi kengayib, bilim darajasi ortadi.

An’anaviy ta’limdan farqli zamonaviy ta’limni tashkil etishdan maqsad ortiqcha ruhiy va jismoniy kuch sarf etmay, qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt ichida muayyan nazariy bilimlarni o‘quvchilarga yetkazib berish, ularda ma’lum faoliyat yuzasidan ko‘nikma va malakalarni hosil qilish, shuningdek o‘quvchilar faoliyati, bilimini nazorat qilish, ularning bilim, ko‘nikma va malakalarini baholash fizika fani o‘qituvchisidan katta pedagogik mahorat hamda ta’lim jarayoniga yangicha yondashishni talab etadi.

Hozirgi kunga qadar ta'lim muassalarida an'anaviy tarzda ta'lim berishning davom etishi va ta'lim berishda pedagogik texnologiya elementlaridan foydalanmaslik oqibatida o'quvchilar ma'ruzaning passiv eshituvchisiga aylanib qolayotganligi achinarli holdir. O'qituvchi darslarni to'g'ri tashkil eta olmasligi, dars jarayonida o'quvchi va o'qituvchi hamkorligining ta'minlanmayotganligi, ilg'or pedagogik texnologiya elementlaridan iborat turli metod va usullarni to'liq va o'z o'rnida qo'llay olmasligi, o'rganiladigan yangi mavzuni darslikdagi ma'lumotlar bilan cheklanib qolishlik oqibatida ta'lim tizimi oldidagi maqsad va vazifalar yetarlicha amalga oshirilmayapti, degan fikrga kelindi.

Demak, dars an'anaviy tarzda olib borilganda o'quvchilarning mustaqil fikrlashi uchun imkoniyat yetarli emasligi o'qituvchi darslikda berilgan materialni ma'ruza tarzida o'quvchiga yetkazishi va tabalalardan dars davomida olgan yangi bilimlarni qanchalik darajada o'zlashtirganini aniqlashning qiyin kechishi natijada dars samarali yoki samarasiz o'tkazilganligini bilish imkoniyati bo'lmay qolyapti. Ya'ni, o'quvchi o'qituvchining ma'ruzasini zerikarli tarzda eshitadi yoki eshitmay boshqa hayolar og'ushida bo'ladi. Buning oqibatida darsning maqsadi amalga oshmay, vaqt bekorga sarflanadi.

Fizika fanini o'qitishda noan'anaviy ta'lim shakl va usullaridan foydalanish ijobiy natija beradi. U yoki bu usulni tanlashda o'quvchilarni har tomonlama erkin fikrlashga, ijodiy faol ishtirokchiga aylanishiga hamda xilma-xil metodlarni qo'llagan holda masalan, bahs-munozara darslar, ijodiy izlanishga, mustaqil ishlashga yo'naltirilishi kerak. O'quvchilar qo'yilgan masalaga bir tomonlama yondoshmasdan o'z qarashlarini, fikrlarini erkin bayon etish imkoniyatiga ega bo'ladilar. Bir xil shaklda tashkil etilgan darslar, bir xil usulda muammolarni hal etish o'quvchini zeriktiradi, natijada o'quvchi passiv eshituvchiga aylanadi hamda darsning maqsadi amalga oshmasligiga olib keladi. Shuning uchun darsda ilg'or pedagogik va axborot texnologiyalardan uyg'unlashgan holda foydalanib bilim berish muhim ahamiyat kasb etadi. Misol tariqasida mavzularning murakkablik darajasiga qarab ularni o'qitish metodikasi quyidagicha beriladi:

1. Mazmuniga ko'ra murakkab mavzu: Qattiq jismlarning aylanma harakat kinetik energiyasi.

2. Mazmuniga ko'ra o'rtacha murakkablikdagi mavzu: Ilgarilanma harakatning kinetik energiyasi.

3. Mazmuni murakkab bo'lmagan mavzu: Jismlarning o'zaro ta'sir energiyasi. Ushbu mavzularni dars jarayonida namoyon bo'luvchi holatlari hamda shakl, metod va vositalar aniqlanadi.

Demak, ta'lim jarayoni oldindan loyihalansa, ta'lim maqsadi aniq qo'yilsa, o'quvchilarni hamjihatlik bilan qaror qabul qilishi, vazifalarni to'g'ri bo'lib berish, ko'rgazmali qurollardan foydalanish, o'quv materialini aniq, ishonarli va ilmiy tarzda

yetkazish, o'quvchining bilimni haqqoniy baholash pedagogik texnologiya elementlaridan unumli va o'z o'rnida foydalana olish samarali natijalarni beradi.

Ilg'or pedagogik texnologiyalarni fizika ta'limi jarayonida qo'llash mazkur jarayon sub'ektlari-o'qituvchi va o'quvchilarning roli almashinuvini ta'minlashdek xususiyatiga ko'ra ham muhim ahamiyat kasb etmoqda. An'anaviy ta'limning yetakchi g'oyaviy yo'nalishiga muvofiq o'qituvchi dars davomida yetakchilik rolini bajarib kelgan hamda o'zining buyruqlari asosida o'quvchi faoliyatini nazorat qilib va baholab kelgan bo'lsa, pedagogik texnologiya nazariyasi g'oyaviy yo'nalishiga ko'ra uning ta'lim jarayonidagi roli o'quvchilarga yo'l-yo'riq ko'rsatish, zarur o'rinlarda maslahatlar berish, o'quv topshiriqlarini taklif etish va umumiy jarayonga bilvosita rahbarlik qilishdan iboratdir. Ta'lim jarayonini tashkil etishga yangicha yondashuv o'quvchining mutloq ustunlikdagi faolligini yuzaga kelishiga xizmat qiladi. Endilikda u asosan mustaqil ta'lim olish, u tomonidan o'rganilishi tavsiya etilayotgan mavzu va unda ilgari surilgan g'oya xususida mustaqil fikr yuritish, mavzu yechimi negizida ifoda etilgan masalaning qo'yilishi borasidagi mulohazalarini tengdoshlari bilan o'rtoqlashish imkoniyatiga ega bo'lmoqda.

Davra suhbatlari texnologiyasi— aylana stol atrofida berilgan muammo yoki savollar yuzasidan ta'lim oluvchilar tomonidan o'z fikr-mulohazalarini bildirish orqali olib boriladigan o'qitish metodidir.

Fizika fanidan I bosqich o'quvchilariga o'tiladigan “Dinamikaning vazifasi. Nyuton qonunlari. Inersial va noinersial sanoqsistemalari” mavzusini o'tishda bu metodni qo'llashni ko'rib chiqaylik.

O'qituvchi yangi mavzuni doskaga yozib e'lon qiladi. Nyutonning 1-qonunini, inersiya bo'yicha harakat, Nyutonning 2-qonunini tushuntiradi va bu mavzularga tabiatdan misollar keltiradi. Nyutonning 3-qonuni ta'rifi, mohiyati ochib beriladi va ko'rgazmali qurollar vositasida bayon etiladi.

Mavzuni o'tish jarayonida o'quvchilar faolligini oshirish maqsadida “muammoli vaziyat” yuzaga keltiriladi.

Masalan, jismlarning inertligi, inersiya bo'yicha harakatni tushuntirishda quyidagi savollar o'rta tashlanadi:

- 1.Nima uchun avtobus joyidan birdan qo'zg'algan vaqtda orqaga qarab og'ib ketamiz-u, yurib ketayotgan avtobus birdan toxtaganda esa aksincha oldinga qarab harakatga kelamiz.
- 2.Nima uchun polga qoqilib yiqilib tushgan kishi orqaga emas, oldinga qarab yiqiladi?
- 3.Nima uchun avtomobil, samolyot yoki raketalar birdaniga katta tezlikka erisha olmaydi?

Bu savollar muammoli vaziyatni yuzaga keltiradi, butun auditoriyani fikrlashga, o'ylashga majbur qiladi.

Shu va shu kabi boshqa savollarga o'quvchilar javobi tinglanadi.

O'quvchilarning javoblari tinglangach ular javoblaridagi noaniqliklar, notog'ri fikrlar o'qituvchi tomonidan to'ldiriladi, aniqlashtiriladi.

Yangi mavzu bayoni tugatilgach, mavzuni mustahkamlashda “davra suhbat” texnologiyasi qo'llaniladi. Texnologiya quyidagi bosqichlarda olib boriladi.

1. O'qituvchi o'quvchilarni mashg'ulotni o'tkazish tartibi bilan tanishtiradi.

2. Har bir o'quvchiga yangi mavzuga oid o'z savolini yozish uchun varaqalar tarqatiladi. 3. O'quvchilarga savol yozish uchun vaqt belgilanadi. 4. Har bir o'quvchi yozgan savolini o'zining chap tomonidagi o'quvchiga uzatadi va unga yon tomondagi o'quvchi bu savolga javob yozadi. (1-rasm) Masalan, 1-o'quvchi: Nyutonning 1-qonunini ta'riflang. 2-o'quvchi: Inersiya so'zining ma'nosi nima? 3-o'quvchi: Massa va tezlanish orasida qanday bog'lanish bor? va h.k. shunday savollar yon tomondagi o'quvchiga uzatiladi.



1-rasm

Natijada o'quvchilarning faolligi oshadi va bir-birlarining savollariga javob izlashga shoshiladilar, javob topadilar va javobni og'zaki aytadilar. Javobning to'g'riligini savol tuzgan o'quvchi o'qituvchi ishtirokida baholaydi.

Ushbu metod orqali ta'lim oluvchilar berilgan mavzu bo'yicha o'zlarining bilimlarini qisqa va aniq ifoda etadilar. Bundan tashqari metod orqali ta'lim oluvchilarni muayyan mavzu bo'yicha baholash imkoniyati yaratiladi. Bunda o'quvchilar o'zlari bergan savollariga guruhdoshlari tomonidan aytilgan javobga baho beradilar va aniq savolga aniq javob berishga o'rganadilar.

Hozirgi kunda dunyoning ko'plab rivojlangan mamlakatlarida o'quvchilarning ilmiy faoliyatini, ijodkorligini oshiruvchi va shu bilan bir qatorda ta'lim-tarbiya jarayoninig samaradorligini kafolatlovchi yangi pedagogik texnologiyalarni qo'llash borasida katta tajriba to'plangan. Shu tajriba asosini tashkil qiluvchi metodlar interfaol metodlar nomi bilan yuritilib, bu metodlarni dars jarayoniga qo'llay bilish bugungi zamon fizika o'qituvchisi zimmasiga yuklatilgan yuksak vazifadir.

Fizika fan sifatida o'tilgan vaqtdan boshlab fanning ma'lumotlar bazasi ko'payib katta hajmni tashkil etmoqda va u yuqori tezlikda yil sayin boyib boryapti.

Shu sababdan fizikani oʻtish jarayonida faqat zaruriy axborotlarnigina tanlab olish va oʻquvchining oʻzlashtirish qobiliyatlariga mos holda maʼlumotlar hajmini miqdoriy oʻlchamga keltirish zarur.

Yuqoridagi yangi pedagogik texnologiyalarni qoʻllab oʻtkazilgan fizika dars jarayonlari oʻquvchilar tomonidan ham maʼqullandi. Oddiy, anʼanaviy usulda tashkil qilingan dars jarayonidan farqli ravishda yangi pedagogik texnologiyalar asosida oʻtkazilgan dars jarayoni oʻzining sezilarli samarasini koʻrsatdi.

Foydalanilgan adabiyotlar:

1. A.Gʻ.Gʻaniyev va boshqalar. Fizika I qism. Akademik litsey va kasb-hunar kollejlari uchun. t.: 2010.
2. Qurbonov M., Begmatova D. Fizika praktikum ishlarini miqdoriy baholashning didaktik asoslari. T., Universitet. 2008.
3. Tuktibayeva Q., Sodiqova Sh., Qurbonov M. Ultratovush va uning tibbiyotda qoʻllanilishi mavzusini oʻtishda integrativ taʼlim texnologiyasidan foydalanish. RIAK. 2014. 16-may. Toshkent, 2014. betlar, 214-215.
4. Gʻaniyev A.Gʻ. va boshqalar. Fizika II qism. Akademik litsey va kasb-hunar kollejlari uchun. T.: 2010.
5. A. Yusupov. Fizika: qiziqarli savol javoblar. T.: “Oʻqituvchi” nashriyoti. 1997.

ИСМОИЛБЕК ГАСПРАЛИНИНГ ТУРКИСТОНДА ЖАДИДЧИЛИК ҲАРАКАТИНИ ШАКЛЛАНИШИДА ТУТГАН ЎРНИ

Бегимқулов Зариф Ахмадович

Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти Самарқанд филиали “Спорт психологияси, ижтимоий-табиий фанлар” кафедраси мудири, педагогика фанлари бўйича фалсафа доктори (PhD), доцент в.в.б.

РЕЗЮМЕ:

Мазкур мақолада XIX аср охири XX аср бошларида ўзбек мактабларида таълим тизимининг ислоҳ этилиши, Туркистондаги жадидчилик ҳаракатининг шаклланишида муҳим ўринга эга И. Гаспралининг ўлкадаги миллий уйғониш даври маърифати ва маданиятига кўрсатган таъсири ҳамда унинг ўзбек жадидлари билан ўзаро алоқалари ёритилган.

РЕЗЮМЕ:

В данной статье описывается реформа системы образования в узбекских школах в конце 19- начале 20 веков, влияние И. Гаспрали, сыгравшего важную роль в становлении движения джадидизма в Туркестане, на просвещение и культуру узбекского народа. период национального возрождения в стране и его взаимодействие с узбекскими джадидистами.

SUMMARY:

This article describes the reform of the education system in Uzbek schools in the late 19th and early 20th centuries, the influence of I. Gasprali, who played an important role in the formation of the Jadidism movement in Turkestan, on the enlightenment and culture of the national renaissance period in the country, and his interactions with Uzbek Jadidists.

Таянч сўзлар: жадид, миллий уйғониш, ҳаракат, раҳнамо, усули жадид, дарслик, саводхонлик, миллат, матбуот, миллий мактаб, мадраса, қорихона, маънавий тараққиёт, мактаб-маориф.

Ключевые слова: джадид, национальное возрождение, движение, лидер, метод Джадида, учебник, грамотность, нация, печать, национальная школа, медресе, монастырь, духовное развитие, школьное образование.

Keywords: Jadid, national revival, movement, leader, method of Jadid, textbook, literacy, nation, press, national school, madrasa, monastery, spiritual development, school-education.

КИРИШ

Президентимиз Ш.Мирзиёев таъкидлаганидек, “Тарихдан маълум: Ватан ва халқ тақдирига нисбатан таҳдидлар кучайган вазиятда айнан миллат фидойилари – уйғоқ қалбли зиёлилар, шоир ва адиблар, санъат намояндалари, маънавият ва маърифат соҳаси ходимлари жасорат билан майдонга чиққанлар. XX аср бошларида халқимизни озодлик ва илм-маърифат учун курашга чорлаган жаҳид боболаримизни эслайлик” [1].

XIX охири ва XX аср бошларида Туркистонда жамиятнинг энг илғор фикрли қатламлари ҳисобланган янгиланиш ҳаракати намояндалари она Ватанни мустақил, озод ҳолда кўришни ўзларининг бош мақсадлари деб ҳисоблаганлар.

Миллий уйғониш ҳаракати намояндалари ҳисобланувчи жаҳидлар ўз халқининг эрки, озодлиги учун курашиб, илмсизликнинг тараққиётга келтираётган салбий таъсирини аниқ мисоллар билан кўрсатиб, ўз олдиларига халқни маърифатлаштириш мақсадини қўйганлар [3]. “Янгилик тарафдорлари” бўлган жаҳидчилар асосий эътиборларини жамиятда маънавиятни ривожлантиришга қаратдилар. Шунинг учун улар таълим соҳасини ислоҳ қилиш ҳамда мактабларда “усул ул-жаҳид” ёки “янги усул”ни татбиқ қилиш ва ривожлантиришга интилган. Чунки Туркистон жаҳидлари халқнинг саводхонлик даражасини юксалтирмасдан туриб, керакли натижага эришиб бўлмаслигини яхши тушунардилар. Бу йўлда Маҳмудхўжа Беҳбудий, Мунаввар қори Абдурашидхонов, Абдурауф Фитрат, Абдулла Қодирий, Ҳожи Муъин, Абдулҳамид Чўлпон, Абдулла Авлоний, Ҳамза Ҳакимзода Ниёзий каби ўнлаб хур фикрлилар миллатни маънан уйғотиш йўлида фидокорона кураш олиб бордилар. Бу йўлда жаҳидчилик ҳаракати жамиятнинг барча қатламларини ўзларига жалб эта олди, уйғониш мафкураси бўлиб хизмат қилди.

Маълумки, жаҳидлар маърифати ҳаракатида Туркистонга Қримдан келган, Русия жаҳидчилиги ҳаракатининг раҳнамоси, Шарқ халқлари маънавий ҳаётида, хусусан, мактаб таълимида чинакам инқилоб ясаган Исмоилбек Гаспрали (инқилобгача бўлган ўзбек матбуотида у “Гаспрински” деб берилган)нинг алоҳида ўрни бор. *Ҳаётлик вақтидаёқ “миллат отаси” деган номга сазовор бўлган Исмоилбек Гаспрали XX аср бошларида нафақат Россия мусулмонлари, балки бутун Шарқда машҳур ва номи чиққан шахслардан бири эди.*

Исмоилбек Гаспрали 1851 йилнинг 21 мартда Боқчасарой яқинидаги, Гаспрадан унча узоқ бўлмаган Овчикўй қишлоғида туғилди. У тўрт ёшга тўлганида оиласи Боқчасарой шаҳрига кўчиб ўтади ва у ерда жойлашиб қолади. Манбаларда қайд этилишича, Исмоилбек Гаспралидастлаб Қримдаги мусулмон диний мактабида, Симферопол давлат эркаклар гимназиясида,

Воронеж ҳарбий билим юртида, кейинчалик Иккинчи Москва ҳарбий гимназиясида таҳсил олган.

Исмоилбек Гаспдали томонидан 1884 йилда Бокчасаройда дастлабки Россия мусулмонлари орасида биринчи жаҳид мактаби-“Усули жаҳид”га асос солинди. У томонидан ташкил этилган мазкур “усули савтия тадрижия” (“ривожланувчи товуш усули”) мактабидаги тизим, дарсликлари, ўқув методлари Европа таълим тизимига яқин бўлган. Гаспдалининг усули ўқувчилар саводининг тез чиқаришга мўлжалланган эди. У дастлаб 40 кунда 12 боланинг саводини чиқаради.

АДАБИЁТЛАР ТАҲЛИЛИ ВА МЕТАДОЛОГИЯ

Манбалардан маълумки, Исмоил Гаспдали 1883-1914 йилларда Бокчасаройда “Таржимон” газетасини нашр эттирди. Маориф тизимини ислоҳ этиш борасидаги ғояларини “Таржимон” газетасида эълон қила бошлайди. Унинг фикрича, маориф тизими олдида қуйидаги вазифаларни ҳал этиш муаммоси турар эди:

- Мактаб мадрасадан ажралиб чиқиши керак;
- Бошланғич синфлар учун алоҳида ўқитувчилар тайёрланиши лозим;
- Ўқитувчи “садақа” эмас, ойлик маош билан таъминланиши зарур;
- Ўқиш ва ёзиш эски “ҳижжалама” йўли билан эмас, янги “Алифбо” китоблари воситасида ўргатилиши мақсадга мувофиқ;
- Фақатгина ўқиш эмас, шу билан бирга ёзишга ҳам аҳамият берилиши шарт;
- Қизлар учун ҳам алоҳида мактаблар очилиши, уларнинг ўқиш ва ёзишига алоҳида эътибор берилиши керак;
- Ўқитиш маълум бир дастур асосида ва дарсликлар воситасида олиб борилиши керак.

Кўриниб турибдики, Исмоилбей Гаспдалининг кўпгина фикрлари ҳаётий тажриба асосида тўпланган бўлиб, катта сиёсий-ижтимоий ва ҳуқуқий аҳамиятга эгадир [7, 42-б].

“Хожаларга таълимот” (“Муаллимларга йўлланма”) қўлланмасида у янги мактабнинг моҳиятини ва “усули қадим”дан “усули жаҳид”нинг фарқи ва афзалликларини тушунтириб берди. Китобда, шунингдек, оддийдан мураккабга ёки хусусийдан умумийга юксалиш, ўқиш билан ёзишни қўшиб олиб бориш, ҳар бир ҳарфни товуш усули (усули савтия) асосида (яъни садоси билан, овоз чиқариб) ўргатиш, қуруқ ёдлатишдан воз кечиш, ҳар бир сўз, ҳар бир табиий ҳодисанинг ва ижтимоий ҳаёт ҳодисаларининг мазмунини тушунтириш, уй вазифалари ҳамда олинган билимларни текшириш учун саволлар бериш усули, синовдан ўтказиш ва имтиҳон қилиш усулининг моҳияти очиқ берилган. Исмоил Гаспдали ўз қўлланмасида мактабда болаларга неча ёшдан бошлаб таълим бериш

лозимлиги (6-7-ёшдан), ўқув йили чоракларида ўқув соатларининг тақсимланиши ва чораклар оралиғидаги таътиллار, дарс жадвали тузиш ва дарслар оралиғида танаффуслар белгилаш тартиби, мактабнинг жойлашиши ва дарс хоналарининг ўрни, синфларни жиҳозлаш ва ҳатто уларни ёритиш даражаси тўғрисида ҳам сўз юритади. Бу қўлланма янги миллий мактабнинг ҳам дастури, ҳам модели эди. XX аср бошида бундай мактаблар бутун Туронзамин бўйлаб кенг тарқалди ва “усули жаҳид мактаби” номи билан донг таратди [6].

Боқчасаройда дастлабки жаҳид мактаби-“Усули жаҳид”ни очган Исмоилбек Гаспрали мусулмон халқлари яшайдиган бошқа ҳудудларда ҳам шундай янги мактаблар фаолиятини жорий қилишга киришди. Шу мақсадда уТуркистон генерал-губернатори Н.О.Розенбахга ўлка мусулмон мактабларини ҳам ислоҳ қилишга доир ўзи тайёрлаганлойиҳасини юборади. Ундан рад жавобини олгач, дастлаб 1893йилда Туркистонга ўзи келади.

И.Гаспралиўз мақсадларини амалга ошириш, яъни янги усул мактаблари очишни, ўзга мусулмон мамлакатларида ҳам маҳаллий аҳоли замонавий илм-фанни эгаллашини орзу қилган эди. Унинг туркий халқлар тақдиридан ташвишланиб: “Бир кишининг фожиасидан ларзага тушамиз, ёрдамга шошиламиз, лекин миллионларнинг фожиасига, бутун бир халқнинг кўз ўнгимизда йўқ бўлиб кетаётганлигига бефарқмиз” [8] - деган фикрлари алоҳида эътиборга молик.Шуни алоҳида қайд этиш лозимки, Исмоилбек барча туркий халқларни яхлит, ягона миллат деб билди.

ИсмоилбекГаспрали Туркистонга сафари чоғида Бухоро, Самарқанд, Тошкентда бўлиб, маҳаллий тараққийпарвар зиёлилар билан учрашувлар ўтказди. Унинг саъй-ҳаракатлари туфайли Туркистонда ҳам янги усул мактаблари вужудга кела бошлаган.

Усули жаҳид мактаблари Турон заминидан илк бор Самарқанд ва Бухоро шаҳарларида пайдо бўлди. Уларни Исмоилбек Гаспралининг ўзи бу ерга 1893 йилги сафари вақтида маҳаллий зиёлилар кўмагида очган эди. Унинг ҳамроҳи ва шогирди Мажид Ғанизода Самарқандда қирқ кун қолиб, “усули савтия”ни (савод чиқаришнинг янги товуш усулини) қатор ўқувчи ва ўқитувчиларга ўргатди [6].Тарихий манбаларда ГаспралинингБухорода амир Абдулаҳадни жаҳид мактаби очишга кўндирганлиги ҳамда бу мактабгаамир Абдулаҳадхоннинг марҳум падари хурматига “Музаффария” номи берилганлиги қайд қилинади.

Исмоилбек томонидан “усули савтия” методининг кашф этилиши ҳамда бу усулнинг Татаристон ва Туркистонга ёйилиши, кўпгина ўқитувчилар томонидан тан олинishi унинг обрўсини ниҳоятда ошириб юборди ва тарафдорлари кундан-кунга кўпайиб борди. Бундан руҳланган буюк муаллим ўз ғояларини, ўқитиш усулини тарғиб қилиш, газетасига обуначилар тўплаш, хусусан, Туркистон ҳаёти билан яқинроқ танишиш мақсадида 1893 йили Туркистонга келади. Аммо бу

саёҳатидан аввал Туркистонни босиб олиш тарихини ўргангани ва 1891 йилда “Истилоий Туркистон” асарини, саёҳатдан сўнг эса таассуротларини жамлаб, “Бухоро ва Бокчасарой”, кейинчалик “Туркистон уламоси” (1900), “Навоий Мир Алишер” (1902), “Туркистонда таълим” ва бошқа асарларини чоп этади [2]. 1908 йил Туркистонга ўзининг иккинчи сафари давомида Исмоилбек Гаспралли мактаб таълимидаги “усули жаид” тизимида ислохотчилик ғоялари ижобий самаралар бераётганлиги, яъни маҳаллий миллат болалари усули савтия ёрдамида тез савод чиқараётганларига гувоҳ бўлади.

НАТИЖА ВА МУХОКАМА

Туркистонда етишиб чиққан энг буюк ислохотчилардан бири бўлган Мунаввар қори Гаспринскийга эргашиб, усули жаид мактабларида ўқитувчилик қилди, ҳам усули жаид мактаблари учун ўқитувчилар тайёрлашда фаолият кўрсатди. Бу билан кифояланмаган Мунаввар қори усули жаид мактаблари учун дастлабки дарслик китобларини шахсан ўзи яратди. Мунаввар қоритарбиялаб етиштирган Эшонхўжа Хоний, Ҳусанхўжа Хоний, Шокиржон Раҳимий, Собиржон Раҳимий, Салимхон Тиллахон ўғли, Қаюм Рамазон каби ўқитувчиларнинг ғайрати билан Тошкентда усули жаид мактабларининг миқдори 16 тага етди. Бунинг натижаси ўлароқ Тошкентда тезлик билан амалга оширилган бу ҳаракатлар аввал Қўқон, кейинроқ эса Хива ва Бухорога ёйилди ҳамда қисқа фурсат ичида бу диний марказларда 100га яқин усули жаид мактаблари очилди [4].

Исмоилбей Гаспиралининг “Таржимон” газетасида олғасурилган қуйидаги ғоялар Туркистон жаидлари мактаб ва маориф соҳасидаги фаолиятларининг ҳам асосий йўналишини ташкил этди:

- миллий маориф тизимини ислох этиш;
- янги маориф тизимини моддий жиҳатдан қўллаб-қувватлаш ва истеъдодли ёшларни илғор хорижий мамлакатларга ўқишга юбориш учун “Жамиятихайрия”ларни ташкил этиш;
- миллий зиёлиларни етиштириш, фан, саноат ва халқхўжалигининг турли соҳалари бўйича, шунингдек, давлатишларини юритувчи мутахассисларни тайёрлаш;
- қизлар учуналоҳида мактаблар очиб [7, Б.284-285].

Гаспринскийнинг ўлка зиёлиларига берган таъсири ҳақида Тошкент жаидчиларининг отаси деб тан олинган Мунаввар қори 1927 йил Тошкент округ маориф ходимлари қурултойида сўзлаган нутқида шундай деган эди: “Жаид мактаби ташкил қилғонлар ҳам эски мактаб, мадраса ва қорихоналарнинг етиштирган кишилари эди. Улар ёлғиз Боғчасаройда чиқадурғон Исмоил Гаспринский газетасини ўқийдилар ва шу орқали мактабни яхши тушуниб, китоблар олдиран эдилар” [5]. Шу фикрдан ҳам билиш мумкинки, Туркистонда

янги усул мактабларини ташкил этилишида Исмоилбек Гаспралининг ёрдами бениҳоя катта бўлган.

ХУЛОСА

Хулоса ўрнида шуни айтиш мумкинки, Исмоилбек Гаспрали “усули жадид” номи билан тарихга кирган “усули савтия”ни бошлаб берди. У XX аср Шарқининг энг машҳур бўлган тараққийпарвар ҳаракати жадидчиликка асос солди. Миллий уйғониш даври маърифати ва маданиятига ўзининг катта таъсирини кўрсатган Исмоилбек Гаспрали Туркистон жадидларининг барча ишларида маънавий устоз вазифасини бажариб, бир гуруҳ илғор марифатпарвар, зиёлилар қатламини етиштирди.

Мусулмон дунёсини маънавий тараққиётга эришиш йўли орқали озодликка олиб чиқиш ғоясини дастлаб Исмоилбек Гаспрали илгари сурди. У шарқ халқлари маънавий ҳаётида, хусусан, мактаб-маориф тизимида чинакам инқилоб ясади. Ўзбек жадидчилик ҳаракатининг пешқадам намояндалари Исмоилбек Гаспралини устоз деб билганлар ва уни чуқур ҳурматқилганлар.

АДАБИЁТЛАР:

1. Президент Шавкат Мирзиёевнинг Республика Маънавият ва маърифат кенгашининг кенгайтирилган мажлисидаги нутқи. – “Халқ сўзи” газетаси. – 2023 йил 23 декабр.
2. Ахмедов С. Тарихий ҳақиқат. Исмоилбек Гаспринский ва Туркистон / Масъул муҳаррир Наим Каримов/. Т.:“Шарқ”, 2005, 26-бет.
3. Begimqulov Z. Jadidchilik namoyondalarining faoliyatida kutubxonachilik masalalari. “Raqamlashtirish davrida kutubxona ekotizimlari: hamkorlik, integratsiya va innovatsiyalar” I Xalqaro ilmiy-amaliy konferensiyasi to‘plami I-qism, Toshkent-2024, 254-bet.
4. Долимов У. Исмоил Гаспринский ва Туркистонда усулижадид мактаблари. Исмоилбек Гаспринский ва Туркистон/Масъул муҳаррир Наим Каримов/. Т.:“Шарқ”, 2005, 82-бет.
5. Munavvarqori A. “Qizil O‘zbekiston” 1927-yil, 7-iyun. Ziyo uz. Com.
6. Темур Хўжа Усмонжон ўғли. Туркистонда жадид мактаблари // Ҳур Туркистон учун. Анқара, 1976 йил, 15 май.
7. Шарипов Р., Муҳиддинова Ф. ЎЗБЕКИСТОН ХАЛҚЛАРИ СИЁСИЙ-ҲУҚУҚИЙ ТАЪЛИМОТЛАРИ ТАРИХИ (XIX аср охири - XX аср бошлари). Т.:Тошкент Давлат юридик институти-2004, 42-бет.
8. Қосимов Б. Исмоилбек Гаспрали. Т.:Ф.Ғулом номидаги нашриёт-матбаа бирлашмаси,1992.

CREATIVE AND INNOVATIVE LANGUAGE TEACHING

Uktamova Nilufar Nozimjon kizi

*University of Tashkent for Applied Sciences, Tashkent,
100149, Republic of Uzbekistan*

[*n.yusupova1994@gmail.com*](mailto:n.yusupova1994@gmail.com)

Berdikulova Munira Azizovna

*University of Tashkent for Applied Sciences, Tashkent,
100149, Republic of Uzbekistan*

[*maftunaberdikulova99@gmail.com*](mailto:maftunaberdikulova99@gmail.com)

Keywords: creativity, innovation, materials, techniques, language teaching

Abstract: The accomplishment of language learning objectives is mutually supported by the importance of both creativity and innovation in language instruction. Both the content offered and how teachers convey it to their students determine how successful language instruction is. In this instance, the content is prepared in compliance with the curriculum's guidelines, taking into consideration the content that is relevant to the situation to meet the learning objective. From here, lesson plans that spark students' interest, inventiveness, and inventions develop into vital diagrams that educators must create before beginning lessons in the classroom. As a result, this article offers some ideas for developing original and creative language instruction. 1

INTRODUCTION

The topics of discussion today include innovation and creativity. The ability to be creative has even emerged as a necessary skill for pupils in the twenty-first century. To help children develop this talent, teachers must use creative and innovative language teaching methods.

Otherwise, the teacher-centered activity remains the primary problem in actual teaching practices. Compared to their students, teachers are more involved in classroom activities. The students appear to be viewing a film. They simply remain mute while their teacher explains everything. As a result, they speak in class using the target language less frequently. With the intention of teaching languages, this state is counterproductive. That is training someone how to speak in another language.

To make language instruction fresh and original, one needs a creative and inventive teacher. Being an innovative and creative teacher means that one should constantly reflect on their work in the classroom, never settle for a job well done, have a wealth of knowledge about the subject matter, be brave enough to try something new with their students, prepare well before acting in class, and occasionally take an innovative approach to teaching.

INNOVATION AND MATERIALS

Innovation is invariably linked to technology. One common definition of innovation in the field of education is a technological advancement in instruction. In education, innovation is the technical capacity to design a lesson that engages students, motivates them to learn, develops their critical and creative thinking skills methodically, and creates a positive learning environment. Teaching and innovation are intimately intertwined and have an impact on one another. Building creative learners starts with innovative teaching practices. Students' critical thinking abilities and skills will be enhanced by this creative instructional method. One of the ways educators use innovation in the classroom is to establish a welcoming and suitable learning environment for kids so they can express their creativity. What does innovative education entail?

Innovative teaching refers to a setting in which educators can plan lessons in a methodical way that encourages students to study and expand their knowledge. It can be accomplished by using an engaging teaching strategy and providing the chance for students to reflect on their learning and identify their own mistakes. Since they are given responsibilities, the kids will appreciate that they are being treated like adults. Direct feedback will be another cutting-edge approach to instruction. By making this change to students' work, teachers allow their students to rework their answers rather than just focusing on getting a good grade. Asking students to solve specific challenges is another creative teaching method. We refer to this process as problem-finding. Students using this method need to be creative thinkers to fill in the gaps or even add another layer to enhance their teaching abilities. To produce unique teaching, some preparations must be made.

According to Songkhram [4], four key elements affect the development of creative teaching: technology, environments, learners, and lecturers/teachers. What does creative instruction entail? Teaching creativity can occasionally become a challenging task. Before implementing creative teaching, there are a few stages and additional preparation required. According to Beghetto [1], creative teaching is a multifaceted, intricate activity, just like other types of teaching. He distinguishes between three types of creative instruction. Teaching about creativity is the first, teaching for creativity is the second, and teaching with creativity is the third.

They differ based on a particular piece of knowledge and various educational goals. In 2017, Beghetto developed a theory of controlled improvisation. He claims that there are some prerequisites in this approach to develop the ability to educate creatively. These include having an understanding of creativity and how it relates to the subjects taught, being able to adapt activities to the needs of different kinds of groups, such as those with varying ages of pupils, and combining these skills with ongoing group observations and a flexible approach to the lesson plan. Thus, to

encourage students' creative thinking and activity, Beghetto [1] notes that sensitive and dynamic approaches for monitoring teaching for creativity are important.

2.1 The Role of the Creative Teacher

Instructors have a big say in whether or not the lessons are successful and accomplish their objectives. The six functions of the creative teacher are manager, facilitator, counselor, resource, participant, and assessor, according to Ja [2]. A teacher should plan what they will do in the classroom, the topic they will cover, and their teaching strategy as managers. In addition, the instructor must manage and keep order in the classroom.

To accomplish the purpose of the teaching process, the teacher should act as a facilitator. According to Ja [2], facilitation involves teaching students how to learn, offering scaffolding, and assisting them in their learning. The teacher's role as a resource is to present the content to the pupils in English, Javanese, or Indonesian. In addition to providing the pupils with work corrections, the teacher also provides them with constructive criticism. As a counselor, Ja [2] notes that teachers ought to commend or award their pupils for their efforts and offer guidance to those who have not completed their assignments or have not participated in class. In addition, the instructor has a participation role, which entails actively participating in the student's activities. Thus, during the exercise, the teacher can work as the student's companion.

Students should be involved in editing their assignments or homework with their teacher. Being an assessor is a teacher's final responsibility. Assessing how pupils are developing in the instructional process is the task. These are some instances of inventive and unique language instruction from classrooms. They are founded on the author's ideas, some research findings, and her own experience as a language instructor. The examples encompass the media, the methodologies, and the domain of the student's activities. The reader may find inspiration from these instances.

2.2 Media. Understanding the Intrinsic Elements of the Novel

The first step in the exercise is to read a book, watch a movie, or look for themes, settings, and characterizations in a book to determine its essential components. The instructor is working on a novel-based film. When creating the lesson plan, the instructor should take the length of the film into account. The instructor assesses each student's preparedness for instruction and media use. A pupil is asked to quickly go over the content from the last meeting by the teacher.

The instructor next demonstrates appreciation by displaying a few pictures of well-known actors. The instructor helps the class guess what will be covered in this meeting's study material. As a guide, the instructor hands out a worksheet with several questions about the movie that will be shown. Students are invited to see the movie by the teacher. Student groups of three to five are requested by the teacher. They are tasked with discussing the film.

Teachers keep an eye on their students' actions. One or two group representatives are asked by the teacher to present the findings in front of the class. Instructors and the other groups listen intently and provide the lecturer with comments. What did the kids think of the lesson, the teacher asks. The instructor assigns each student a comparable assignment after the class. According to Suwartono [4], the students are required to create a movie report that includes an intrinsic element depending on their choice.

2.3 Techniques

To help pupils understand various writing styles, teachers should provide examples of written texts. Since creative writing in a foreign language is a particularly thought-provoking work, teachers should provide students with a significant reading list as a source for writing. For students to learn creative writing, they should emulate the writing skills of great writers.

How to help kids become better writers.

Teachers need to give examples of excellent essays;

Students need to practice frequently. Students can hone their analytical skills by watching current events and listening to motivational lectures from notable individuals. Students should be encouraged to present their work to their teachers;

Instructors ought to monitor the writing process. Language instructors' main goal is for their students to write with as little hesitation and inaccuracy as possible and as much confidence as possible. It is important to promote "sensible" conversation and dialogue in the classroom;

The teacher should assist the pupils in editing and correcting their writing. Students should assess their learning by talking with one another so that mistakes can be fixed;

Instructors ought to provide enough feedback for students to improve.

Use the four golden rules as a teacher: acknowledge, listen, challenge, and support. By demonstrating your appreciation for the unique contributions each student makes to the class, you can acknowledge the distinctiveness of each student. Learn to pay close attention to what people say or try to communicate while maintaining an open mind. Make sure the tasks you provide them are challenging enough for them to complete. And help them along while they struggle to rise to that task.

2.4 Writing a Free Verse Poetry Using the Appropriate Words

Sometimes the inspiration for a poem in writing comes from the surroundings. When teaching poetry, the instructor can use the classroom setting as an additional medium. The item to be written is visible to the students. It fosters the growth of their imagination. The pupils are first split up into several groups. The ditches, hills, rice fields, gardens, and village roads are the specific objects that the students are expected to view and write about as writing resources. The teacher writes the theme on a piece of paper so that it is distributed equitably.

One of the papers with the theme is taken by the group leader. The group observes the selected theme. Following that, both the instructor and the pupils leave the classroom. By the selected theme, the students proceed straight to the site to inspect the object. Each student draws lines that represent the things they see. Every group activity is watched over by the teacher. Activities outside typically last around forty minutes. Students get the chance to read their poems when they have finished writing them.

All pupils are then invited to return to class by the teacher. Group seating is required of the students. After putting together all of the lines they had written in roughly twenty minutes, each student used the group's collection of several lines to construct a full poem. Once more, the teacher keeps an eye on each group in turn and offers recommendations for improving the poetry. Each group sends a representative to read poems in front of the class once their tasks are complete. Five minutes are allotted to students for reflection. They were also invited to express their thoughts and feelings as they were writing the poems. At the end of the lesson, students are given individual assignments, namely: write a poem based on the object they have observed earlier or another object around their house. The task should be submitted at the meeting next.

2.5 Teaching Descriptive Text

Students are given individual homework after the class, which includes writing a poem based on an object they have previously noticed or another object they have seen around their home. The assignment is to be turned in at the following meeting. A walking gallery exercise is one more inventive technique to present descriptive text. The teacher sets up the materials first; these include copies of prepared descriptive text, drawing papers, and colored markers.

The pupils are then divided into groups of three to five. A paper, a marker, and a copy of the text are distributed to each group. The group's task is to illustrate the provided text. There is a time limit on the drawing activity. The photo is affixed to the wall of the classroom, next to their seat. Next, two or three people from each group visit the opposite group with a note. The other members of the group are required to wait beside their image. While the standby students should share the information with the "guest," the students who visit the other group collect the information. There will probably be a disagreement or discussion at this point, so the teacher should mediate and end it if it involves the text. Speaking and reading comprehension should hopefully progress nicely.

3 CONCLUSIONS

In conclusion, the innovative and creative instructor is the source of creative and inventive language instruction. Teachers who are creative and innovative often possess a wealth of information, are risk-takers, thoughtful, and knowledgeable about a wide

range of approaches and procedures. The imaginative and creative teacher will plan the lesson plan carefully. The way the exercise is set up, the kids are expected to participate fully in class. The innovative teaching of languages can also be enhanced by the use of technology. Learning for students primarily depends on their independent work. Since we do not learn the majority of what we study in class. The majority of errors made by second language learners are caused by interference from their mother tongue. If we are interested, we can become fluent in a second language at any point. Instructors are crucial in fostering and growing students' enthusiasm for having constructive conversations. Exercise is the only way to learn a language. The learner's chances of mastering the language increase with increased exposure to it.

REFERENCES

Beghetto, R. (2017). Creativity in teaching. In J.C. Kaufman, J. Baer, & V.P. Glăveanu (Eds.). *Cambridge Handbook of Creativity Across Different Domains* (pp. 549-564). New York: Cambridge University Press.

Ja, R. (2017). English teachers' roles in promoting learners' teaching autonomy in EFL class of public senior high schools of Ende Regency in Academic Year 2016 / 2017. *Journal of Education and Human Development*. <https://doi.org/10.15640/jehd.v6n2a11>

Songkhram, N. (2014). Innovation-based teaching, new concept: Changed learners to innovators. In P. Koraneekji, N. Songkhram, & J. Khlaisang (Eds), *Articles of Educational Technology and Communications: Blended Teaching Innovation* (pp.79-98). Bangkok, Thailand: Chulalongkorn University Press.

Suwartono. (2016). Teacher s' creativity in ELT. *International Seminar on English Language Teaching (ISELT) 2016*. Retrieved from <https://jurnal.untirta.ac.id/index.php/aiselt/article/view/10856/6961>

Benner, P., Tanner, C., & Chesla, C. (2009). *Expertise in Nursing: Caring, Clinical Judgment, and Ethics* (2nd Ed.). New York, NY: Springer

Plante, K., & Asselin, M. (2014). Best practices for creating social presence and caring behaviors online. *Nursing Education Perspective*, 35(4), 209–223. doi:10.5480/13-1094.1

HAR IKKI TILLI SHAXS TARJIMONMI?

Maxmudov Xudoyshukur Alisherovich
Ma'mun Universiteti Filologiya fakulteti
Roman German filologiyasi kafedrası,
ingliz tili o'qituvchisi, Xiva, O'zbekiston
Ergashev Sardorbek Zavqiddin o'g'li
Mamun universiteti, Filologiya va tillarni o'qitish:
ingliz tili yo'nalishi talabasi

Annotatsiya. Butun dunyoda tarjima universal faoliyatga aylandi. Ikki tillilik kontsepsiya sifatida psixolingvistika sohasiga asoslangan bo'lib, uning tarjima nazariyasidagi roli to'g'risida turli olimlar turli xil qarashlarga ega. Tarjima faoliyati nima? Ikki tillilik nima? Bu ikki tushuncha o'rtasida o'ziga xos aloqa bormi? Tarjimaning umumiy nazariyasida ikki tillilikning o'ziga xos vazifalari nimalardan iborat? Bu maqolada javob beradigan savollar. Maqolada tarjima mahoratining tug'maligi va ikki tillilik o'rtasidagi bog'liqlik ham ko'rib chiqiladi. Tabiiy tarjima, ijtimoiy ikki tillilik, professional ikki tillilik va mahalliy tarjima kabi atamalar ko'rib chiqiladi. Tarjimonlarni tayyorlashga ehtiyoj bormi? Ikki tilli kishining tarjima faoliyatida metalingvistik bilimlarning o'rni qanday? Bularning barchasi ushbu maqoladagi muhokamalarimizning asosini tashkil qiladi.

Kalit so'zlar: Ikki tillilik zarurligi, Murakkab va koordinatali ikki tillilik, Tarjima ikki tillilik bilan sinonimmi, Ikki tillilik va tarjima o'rtasidagi munosabat, Ikki tilli tug'malikning tarjimaga ta'siri.

Абстрактный. Во всем мире перевод стал универсальным видом деятельности. Двуязычие как понятие базируется в области психолингвистики, и разные учёные имеют разные взгляды на его роль в теории перевода. Что такое переводческая деятельность? Что такое двуязычие? Есть ли определенная связь между этими двумя понятиями? Каковы особые задачи двуязычия в общей теории перевода? Именно на эти вопросы ответит данная статья. В статье также рассматривается взаимосвязь между врожденностью переводческих навыков и двуязычием. Рассмотрены такие термины, как естественный перевод, социальное двуязычие, профессиональное двуязычие и местный перевод. Есть ли необходимость в обучении переводчиков? Какова роль металингвистических знаний в переводческой деятельности билингва? Все это составляет основу нашего обсуждения в этой статье.

Ключевые слова: Необходимость двуязычия, Сложный и скоординированный двуязычие, Является ли перевод синонимом двуязычия, Связь между двуязычием и переводом, Влияние родного двуязычия на перевод.

Abstract. All over the world, translation has become a universal activity. Bilingualism as a concept is based in the field of psycholinguistics, and different scholars have different views on its role in translation theory. What is translation activity? What is bilingualism? Is there a specific connection between these two concepts? What are the special tasks of bilingualism in the general theory of translation? These are the questions that this article will answer. The article also examines the relationship between the innateness of translation skills and bilingualism. Terms such as natural translation, social bilingualism, professional bilingualism, and local translation are examined. Is there a need to train translators? What is the role of metalinguistic knowledge in the translation activity of a bilingual person? All this forms the basis of our discussion in this article.

Key words: The need for bilingualism, Complex and coordinated bilingualism, Is translation synonymous with bilingualism, The relationship between bilingualism and translation, The influence of native bilingualism on translation.

Kirish va dolzarbligi. Butun dunyoda bir nechta tillar mavjud. Har bir inson kamida bitta tilni biladi, u bolaligida o'rganadi va gapirish va yozish uchun muntazam ravishda foydalanadi. Biroq, ko'p odamlar bir yoki bir nechta qo'shimcha tillarni tanlashadi yoki o'rganishga majbur. Ikki tilli bo'lishning ko'plab afzalliklari bor, masalan, lingvistik va metallingvistik qobiliyatlarni yaxshilash, shuningdek, turli xil fikrlash, tushunchalarni shakllantirish, og'zaki qobiliyatlar va umumiy fikrlash kabi kognitiv moslashuvchanlikni yaxshilash.

Ikki tillilik zarur, lekin tarjima mahorati va samaradorligi uchun etarli emas. Ko'p odamlar ikkinchi tilni o'rganish qobiliyatiga ega. Bu bir mamlakatdagi boshqa til yoki boshqa davlatning mutlaqo boshqa tili bo'lishi mumkin. Hozirgi kunda dunyo bo'ylab chet tili kurslarini taklif qiluvchi bir qancha institut va maktablar paydo bo'lmoqda. Ko'pgina kollej va universitetlar o'zlarining muntazam o'quv dasturlariga chet tili kurslarini ham kiritdilar. Boshqa tilni o'rganayotganda, siz uning asosiy grammatikasini tushunishingiz va uning so'z boyligini o'rganishingiz kerak. Ikki tilli bo'lish tilga nisbatan sezgirlikni, fikrlashda ko'proq moslashuvchanlikni va tinglash uchun yaxshi quloqni taklif qiladi. Shuningdek, u insonning ona tilini tushunishini yaxshilaydi. Bu boshqa madaniyatlar uchun eshiklarni ochadi. Bundan tashqari, boshqa tillarni bilish bir nechta ish variantlarini taklif qilib, martaba imkoniyatlarini oshiradi.

Metodlar va o'rganilish darajasi. Ikki tillilik atamasi "bi" va "lingua" so'zlaridan kelib chiqqan bo'lib, ikki tilni anglatadi. Qisqa Oksford lug'ati ikki tilni ikki tilda bo'lish, gapirish yoki yozish deb ta'riflaydi. Ikki tilni to'liq egallash ikki tillilik sifatida belgilanadi. Odatda, odamlar dastlab bitta tilni, ya'ni birinchi tilini yoki ona

tilini o'zlashtiradilar. Keyingi tillar turli sharoitlarda turli darajadagi kompetentsiyalarga o'rganiladi. Ushbu o'rganilgan tillarda so'zlashuvchilar ikki tilli bo'lib o'sadi, lekin odatda ikkinchi yoki boshqa tilni o'rganish har qanday darajada birinchi tilni o'zlashtirishga bog'liq bo'lgan faoliyatdir va bu intellektual jihatdan boshqacha jarayondir. Ikki tillilik - bu o'smirlik davridan so'ng, birinchi tilning asosiy tuzilishi va lug'atini allaqachon yoki deyarli yoki to'liq o'zlashtirgandan so'ng amalga oshiriladigan qasddan qilingan faoliyat. Faqatgina ikkinchi til bilan aloqada bo'lgan odam tilning qanchalik murakkab ekanligini va uni o'zlashtirish uchun qancha kuch sarflash kerakligini tushunadi.

bir vaqtning o'zida ikkala tilni bir xil sharoitda va sharoitda qo'llash tajribasidan olinganmi yoki har bir tilni turli sharoitlarda ta'sir qilish natijasida olinganmi yoki yo'qmi, odatda ikki tillilikning ikki turini ajratish mumkin. Thierry (1978) o'zining "Haqiqiy ikki tillilik va ikkinchi tilni o'rganish" asarida "mukammal ikki tilli" atamasi ikkita narsani nazarda tutishini ta'kidlaydi.

1. Bir kishi ikkala tilda teng darajada yaxshi gapiradi
2. Birida ikkita ona tili bor

Birinchi stsenariyning misoli, Britaniya hukmronligi davrida Hindistonda yashovchi ingliz bolalari ingliz tilini ota-onalaridan o'rgangan va hind tilini hamshiralari yoki oila xizmatkorlaridan o'rgangan. Bu ikki tillilikning umumiy holati deb hisoblanmasligi mumkin, chunki odam ikki tilda bir xil darajada gapira oladimi yoki yo'qligini o'lchash qiyin yoki umuman imkonsiz bo'lishi mumkin. Bu shunday, chunki; solishtirish uchun hech qanday mezon o'rnatilmagan. Mukammal ikki tillilikning ikkinchi turiga kelsak, ona tili deganda aslida nimani anglatishini va hatto tillarni qanday o'zlashtirishini ko'rib chiqish mumkin.

Thiery (1978: 146) ona tilini "bolaning suvga cho'mish orqali, ya'ni u bilan muloqot qilish uchun atrof-muhit tomonidan chiqarilgan tovushlarga tabiiy reaksiyasi orqali o'zlashtirgan til yoki tillar" deb ta'riflaydi. Demak, ona tilini boshqa til orqali o'rgatilmagan deb hisoblash mumkin. Agar kimdir bu ta'rifni qabul qilsa, u qanchalik yaxshi gapirishidan qat'i nazar, uni o'qish orqali o'rgangan bo'lsa, uni haqiqiy ikki tilli deb hisoblash mumkin emas. O'zlashtirilgan ikki tillilik ikki til o'rtasida o'zaro aralashuvga olib keladi. Interferentsiya talaffuzda, grammatikada va hatto so'zlarning ma'nolarida ham bo'lishi mumkin. Ikki tilli odamlar ko'pincha o'zlarining ikkita tilida "aksent" bilan gaplashadilar, chunki ular bir tildan ikkinchisiga ma'lum talaffuz xususiyatlarini olib yuradilar. Shunday qilib, Thieryning fikriga ko'ra, haqiqiy ikki tilli - bir xil ijtimoiy va madaniy darajadagi ikkala til hamjamiyatlari tomonidan qabul qilingan kishi. Tarjima ideal holda ikki tillilik masalasidir, chunki u ikki til bilan bog'liq. Ikki tillilik, albatta, shaxsning ikki tilda bir xil malaka darajasida gaplasha olish qobiliyatidir. Bu ikki tilni o'zlashtirish va bilish bilan bog'liq va bu ikki tilni bir

darajaga olib chiqishni talab qiladi. Bell Rojers ikki tillilarni Murakkab va Koordinatalarga ajratadi. Lambert (1978: 137-138) bu tasnifga qo'shiladi va unga ko'ra,

Murakkab ikki tilli ikki tilni bir vaqtning o'zida (go'daklikdan) o'rgangan va suhbatdoshlar bilan ikki tilni teng darajada yaxshi va ko'pincha bir-birining o'rnida ishlatgan kishi deb ta'riflanadi. Bu haqiqiy yoki mukammal ikki tillilik sifatida ham tanilgan. Murakkab ikki tillilar uchun turli tillardagi so'z va iboralar bir xil tushunchadir. Bu shuni anglatadiki, "chien" va "it" bu turdagi frantsuz-ingliz tilida so'zlashuvchi uchun bir xil tushuncha uchun ikkita so'zdir. Bu ma'ruzachilar odatda ikkala tilni ham yaxshi biladilar.

Koordinatali ikki tilli - bu har bir til uchun turli xil o'zlashtirish sozlamalariga ega bo'lgan kishi, ya'ni o'zlashtirish vaqtlari (chaqaloqlikdan keyin o'rganilgan ikkinchi til) va ijtimoiy-madaniy kontekst, bir til uyda, ikkinchisi esa uydan tashqarida (maktabda yoki maktabda). Buni "la bilingual d'expression" deb ham atash mumkin, ya'ni ikkinchi tilni ish tili sifatida o'zlashtirish, masalan, yaxshi frantsuz tilida gapirish, lekin ikki tilli so'zlarni va iboralarni muvofiqlashtirish uchun so'zlovchining ongida ularning barchasi o'ziga xos tushunchalar bilan bog'liq bo'lib, bu turdagi ikki tilli so'zlovchi "chien" va "it" uchun turli xil assotsiatsiyalarga ega ikkinchi tilda fikrlashga xalaqit berishi mumkin, bu so'zlovchilar juda boshqacha intonatsiya va talaffuz xususiyatlaridan foydalanishlari, ba'zan esa o'zlarining har bir tiliga har xil shaxsiyatga ega bo'lish hissini tasdiqlashlari mumkin.

Murakkab va koordinatali ikki tillilik o'rtasidagi farq ko'rib chiqildi. Ko'p tillilar bo'yicha olib borilgan tadqiqotlarda ko'pchilik qo'shma va koordinatali ikki tillilik o'rtasidagi oraliq xatti-harakatni ko'rsatadi. Ba'zi mualliflar farqni lug'at emas, balki faqat grammatika darajasida amalga oshirish kerakligini taklif qilishdi, boshqalari "koordinata ikki tilli" ni tug'ilishdan boshlab ikki tilni o'rgangan kishining sinonimi sifatida ishlatishadi, boshqalari esa bu farqni butunlay olib tashlashni taklif qilishdi.

Ikki tillilikda har doim mutanosib ikki tillilik, til hukmronligi g'oyasi masalalari mavjud, chunki mukammal ikki tillilik haqida gapirib bo'lmaydi, shuning uchun tarjimaga nisbatan ekvivalentlikni baholash qiyin. Faqat bir tilning boshqasidan ustunligini o'lchash kerak.

Kognitiv kompetentsiya darajasida ikki yoki undan ortiq tilni juda yaxshi biladigan ikki tillilar, masalan, qo'shma va koordinatali ikki tillilar, kognitiv qobiliyatlari yuqori va tilni yaxshiroq o'rganuvchilar (uchinchi, to'rtinchi va boshqalar) ekanligi qayd etiladi.) bir tillilarga qaraganda kechroq yoshda. Dunyo tushunchalarini bir nechta uslubda belgilash mumkinligi haqidagi dastlabki kashfiyot bu ikki tillilarga afzallik beradi.

Ikkalasini ham bostirishga ham, kengaytirishga ham olib kelmaydigan aloqa bu tarjimadir. Turli tillarda so'zlashuvchi ikki kishi suhbatlashishi bilanoq, uchinchi tomon orqali yoki to'g'ridan-to'g'ri tarjima qilish kerak. Pol Kholer (1973) tarjimaning

leksik darajalari va ikki tillilik rolini hisobga olgan holda amaliy misollar keltirib, ikki tillilik va tarjima o'rtasidagi munosabatni muhokama qiladi. Xoler, shuningdek, qoniqarli mashina tarjimasi yo'qligini aytadi, chunki til tuzilishi murakkab va so'zlar ishlatilgan kontekstga qarab bir nechta talqinga ega. Mashina tarjimasi so'zlarning turli ma'nolarini farqlay olmaydi.

Tarjima ma'no nazariyasining amaliy qo'llanilishidir. Bu ma'no turli darajalarda va turli birliklar uchun, ya'ni so'zdan iboraga, gapdan matnga tahlil qilinishi mumkin. Tarjimada ma'noning ahamiyatini Piter Nyumark (1982) ning so'zlarida ko'rish mumkin, u tarjimani "matnning ma'nosini muallif matni nazarda tutgan tarzda boshqa tilga berish" deb ta'riflaydi. Evgeniy Nida shuningdek, tarjimani "reseptor tilida manba tilidagi xabarning birinchi navbatda ma'no jihatidan, ikkinchidan, uslub jihatidan eng yaqin tabiiy ekvivalentini takrorlash" deb ta'riflaydi. Yuqoridagi ta'riflardan shuni ko'ramizki, har qanday tarjima faoliyatida ma'no ustuvor bo'lishi kerak, chunki u doimiy bo'lgan ma'no va shunday tutilishi kerak; shakl tarjimonning uslubiga yoki matnga qarab o'zgarishi mumkin.

Catford (1965:20) tarjimasi shunchaki "bir tildagi matnli materiallarni boshqa tildagi ekvivalent matnli material bilan almashtirish yoki almashtirishni" nazarda tutadi. Biroq, ekvivalentlik tushunchasi ba'zi muammolarni keltirib chiqaradi, chunki u turli yo'llar bilan talqin qilinishi mumkin. Ekvivalentlikda nafaqat so'z, balki kontekst ham hisobga olinadi.

Tajriba qismi: Tarjima ikki tillilik bilan sinonimmi?

Tarjimaning ikki tilliligi va har bir ikki tili shaxs avtomatik tarzda tarjimon bo'lishi tarjima amaliyotidagi umumiy noto'g'ri tushunchalardan biridir. Lekin bu haqiqatan ham shundaymi? Har bir ikki tili tarjimon bo'lishi yoki bo'lishi mumkinmi? Bu savolga samarali javob berishdan oldin, ikki tili kim ekanligini va tarjimon aslida nima qilishini tushunishi kerak. Ikki tillilik va tarjima o'rtasidagi munosabatni tushunish ham juda muhimdir. Yuqoridagilarni tushunish o'quvchiga tarjima ikki tillilik bilan sinonim emasligini bilishga yordam beradi, garchi biri ikkinchisini to'ldirishi mumkin.

Ijtimoiy, professional va mahalliy kabi ikki tillilikning turli turlari bu erda muhokama qilinadi.

Ikki tillilik va tarjima o'rtasidagi munosabat

Xoler (1973) fikriga ko'ra, ikki tillilik tildan foydalanishda ba'zi umumiy savollarni ko'rib chiqishga va inson ongi turli xil islohotlarni qanday boshqarishi haqida ko'proq ma'lumot olishga yordam beradi. Tarjima ma'no nazariyasining amaliy qo'llanilishi bo'lganligi uchun tarjimonning matndagi ma'noni tushunishini turli darajalarda va turli birliklar uchun tahlil qilish mumkin.

Ikki tili odamlar so'zlarni bir xil so'zlarning lug'at tarjimalaridan farq qiladigan tarzda talqin qiladilar va bu psixologik tushuntirishga ega. Ikki tillilar uchun so'zlar

odatda kontekstda, ham jismoniy xususiyatlari, ham so'zlarga nisbatan odatlari, munosabati, moyilligi va niyatlari bilan belgilanadigan vaziyatlarda qo'llaniladi. Ushbu kognitiv va hissiy sharoitlar so'zlarni eshitganda yoki ko'rganda talqin qilinishiga (Xoler, 1973: 283) va ularga berilgan ma'nolarga ta'sir qiladi.

Etnik yoki siyosiy g'oyalar yoki his-tuyg'ularni bildiruvchi so'zlar odatda turli tillarda va madaniyatlarda turli xil ma'nolarga ega. Garchi bu so'zlar boshqa madaniyat va tillarda mavjud bo'lsa-da, ularga tegishli ma'nolar madaniyatdan madaniyatga farq qiladi va bu madaniy jihatdan uzoq tillarni tarjima qilishdagi qiyinchilikni tushuntiradi va nega ikki tillilarning tarjimalari ba'zan lug'at tarjimalaridan farq qiladi, chunki ular ma'nolarni boshqa madaniyatga moslashtiradi. tillar o'rtasida almashinadi . Yuqoridagilar mumkin, chunki ikki tilli bo'lish ikki madaniyatlikni ham anglatadi.

Bitta tilda biror ishni qilishni o'rganish boshqa tilda ham buni amalga oshirishga kafolat bermaydi. Tabiiy fanlar yoki sof san'atdan farqli o'laroq, tillar tarjima faoliyatiga ta'sir qiluvchi turli xil xususiyatlarga ega bo'lib, uni qiyinlashtiradi. Misol uchun, agar so'zma-so'z yoki iborani iboraga tarjima qilish kerak bo'lsa, bu mashina tarjimasi taqdim etadigan natijaga juda o'xshash natija beradi; Buning sababi shundaki, so'zma-so'z tarjima ekvivalent mahsulotni yaratadi, lekin hatto yaqin turdosh tillarda idiomatik iboralar yoki sintaksisda ba'zi farqlar mavjud (Malakoff va Yakuta, 1991).

O'z ona tilini yoki yaqin ona tilini bilmaydigan ikki tilli kishi o'z tilida fikr yuritishda qiynalishi va ikkinchi tilda fikr bildirishni oson topishi mumkin.

Tarjimonlar (Lambert, 1978) ma'ruzachi xabarining har bir tafsilotini yozib olishda va uni boshqa tilda hech narsani qoldirmasdan etkazishda jiddiylik bilan qo'llanilganligi uchun alohida odamlar hisoblanadi. Lambertning fikriga ko'ra, tarjimonlarning ikki tilliligi ularga aqlning, sezgirlikning va nimani nazarda tutayotganini va nimani nazarda tutayotganini aniqlashning maxsus shakllarini ta'minlaydi.

Tarjimani odatda tug'ma mahorat deb hisoblash mumkin, uni boshqa har qanday mahorat kabi yo'l-yo'riq orqali rivojlantirish mumkin. Bu tabiiy tarjima deb ataladi, uni Xarris va Shervud (1978: 155) "buning uchun maxsus tayyorgarlikka ega bo'lmagan odamlar tomonidan kundalik sharoitda amalga oshiriladigan tarjima" deb ta'riflagan. Bu fikrni deyarli barcha ikki tilli bolalar tibbiy, yuridik yoki ma'muriy ishlar kabi turli vaziyatlarda kattalar uchun tarjima qilishi yoki tarjima qilishi mumkinligi bilan tasdiqlanadi. Xarris va Shervudning fikriga ko'ra, qobiliyat tabiiy narsa bo'lsa-da, lekin tabiiy tarjimon o'tishi mumkin bo'lgan bosqichlar mavjud va uning fikricha, tarjima ikki tillilik bilan birga keladi, ya'ni ular nutq o'rtasidagi munosabatga o'xshashdir. til va muloqot qilish qobiliyati.

Turi (1995), garchi tarjimaga moyillik ikki tillilik bilan birga bo'lsa-da, tarjimon mahoratining namoyon bo'lishi interlingualizmga, ya'ni tillar o'rtasidagi o'xshashlik va farqlar o'rtasidagi munosabatni o'rnatish qobiliyatiga bog'liq, degan fikrda.

Xarris va Shervud (1978: 165-166) ga ko'ra tabiiy tarjimon quyidagi bosqichlardan o'tishi kerak, jumladan:

- Birinchi bosqich - bu tarjimon asosan bir so'zdan foydalanadigan tarjimadan oldingi bosqich. Buning sababi shundaki, bola bir tilli bo'lib, hali ham bir so'zli jumla bosqichida.

- Ikkinchi bosqich avtomatik tarjima bosqichi deb ataladi, bunda tarjimon o'zi aytgan yoki yozgan narsalarni boshqalarga tarjima qiladi. Bu shaxsiy tarjima sifatida ham tanilgan. Ammo sub'ektning o'z so'zlari boshqa odamlarga tarjima qilinganda, bu shaxslararo tarjima deb nomlanadi.

- Oxirgi bosqich transduktsiya deb ataladi, bunda tarjimon boshqa ikki kishi o'rtasida vositachi sifatida ishlaydi.

Tadqiqot natijalari: Xarrisning so'zlariga ko'ra, yosh tarjimada tug'ma mahoratga hissa qo'shadigan asosiy omil, ammo biz boshqa omillar ham borligini his qilamiz. Yosh shunchaki biologik omil bo'lib, til va ijtimoiy omillar kabi boshqa omillar ham mavjud. Ikki tillilik haqidagi argumentni yoshga qarab cheklash argumentning haqiqiyligini cheklaydi. Garchi bolalar tarjima sohasida maxsus tayyorgarlikdan o'tmasdan tarjima qilishlari mumkin va qilsa ham, bunday tarjima xabarning madaniy oqibatlarini hisobga olmaydi va muloqotda to'siqlar yaratishi mumkin. Tarjima hatto kamroq funktsional ortiqcha va spontan bo'lishi mumkin.

Yuqoridagilardan xulosa qilish mumkinki, tarjima odatda ikki tillilik bilan birlashtiriladi. Darhaqiqat, Shennon (1987:115) tarjima qilish ikki tillilik bilan birgalikda, ya'ni ular tilda gapirish va muloqot qilish qobiliyati o'rtasidagi munosabatlarga o'xshash munosabatga ega ekanligini yozadi. Turi (1995), tarjima qilish ikki tillilik bilan bog'liq bo'lsa ham, tarjima qilish qobiliyati aslida tillar o'rtasidagi o'xshashlik va farqlar o'rtasidagi munosabatni o'rnatish qobiliyatiga bog'liq, deb hisoblaydi Turi (1995). xuddi shunday tarjima qiling, chunki har bir tarjimonning shaxsiy xususiyati yoki uning ikki tilni bilishi bajarilgan tarjima ishining muvaffaqiyati yoki muvaffaqiyatsizligini belgilaydi.

Shu bilan birga, kompetentsiya yoshga bog'liq bo'lishi mumkinligi e'tirof etiladi, chunki kishining yoshi o'sib borishi bilan til bilimining ortishi mumkin. shuni ham aytish kerakki, bir xil asarning odamlar tomonidan tarjima qilinishidagi farq bir tildan ikkinchi tilga o'tkazish qobiliyati bir shaxsdan boshqasiga har xil bo'lishi bilan bog'liq. Hamma narsa har bir insonning tillararo qobiliyatiga bog'liq.

Ikki tilli tug'malikning tarjimaga ta'siri

Psixolingvistik nuqtai nazardan, tilshunoslikda tug'ma so'zi bolaga atrof-muhit bilan aloqa qilishdan ko'ra tezroq va ko'proq grammatik gapirishga imkon beradigan irsiy til qobiliyatini anglatadi. Bu, shuningdek, bolalarda o'z muhitida eshitadigan tilda gapirishni o'rganish uchun maxsus moyillikni anglatadi.

o'z tilining asosiy tuzilishi va lug'atini deyarli yoki to'liq o'zlashtirgan bo'lsa, qasddan amalga oshiriladigan faoliyatdir . Ko'p odamlar, albatta, hech qachon o'zlarining birinchi tilidan ko'proq narsani o'zlashtirmaydilar; ikkinchi til bilan aloqada bo'lganda, tilning qanchalik murakkab ekanligini va uni keyinchalik o'zlashtirish uchun qancha kuch sarflash kerakligini tushunadi. Demak, bitta tilni bilish ikkinchi tilni o'rganishga katta to'siq bo'lib, har ikki tilni bilish darajasi bir xil bo'lishiga yoki mukammal tarjimon bo'lish uchun yetarli bo'lishiga ishonmaslik kerak. Bu haqiqatki, juda oddiy odam o'z ona tilini ongsiz ravishda oson o'zlashtiradi, odamlar boshqa intellektual qobiliyatlari bilan farq qilganidek, qo'shimcha tillarni o'rganish uchun ongli qobiliyatlari ham farqlanadi; shuning uchun ikki tilli bo'lish qo'shimcha til(lar)ning nozik tomonlarini tushuna oladigan odam bo'lishni anglatmaydi. Olingan ikki tillilik ikki til o'rtasida, xususan, so'zlarning ma'nosida o'zaro aralashuvga olib keladi; grammatik aralashuv va tizimli interferensiya.

motivatsiya kabi boshqa omillar ham mavjud . Tarjimaga ixtisoslashgan moyilliklarni qo'llash uchun muhim omillar bo'lgan muhit. Ko'nikmalar vaqt o'tishi bilan rivojlanadi va bu rivojlanish yosh bilan bog'liq bo'lgan tabiiy tarjima tushunchasiga zid keladi. Buning sababi, doimiy mashq qilish bilan tarjima qilish harakati o'zining tabiiyligini yo'qotadi.

Tabiiy tarjima nima? Tarjima Ketford (1965), Turi (1995), Nida (1964) va boshqalar kabi ko'plab nazariyotchilar tomonidan muloqot usuli deb hisoblangan . Toury (1995: 248), masalan, uni ijtimoiy-madaniy nuqtai nazardan kommunikativ matn ishlab chiqarish usuli sifatida belgilaydi. Ijtimoiylashuvni o'z ichiga olgan ushbu ta'rifga ko'ra, tarjimon me'yoriy fikr-mulohaza deb ataladigan narsani oladigan qayta aloqa strategiyasi mavjud. Jamiyat normalari maqsadli til va madaniyatni aks ettiradi. Biroq, tarjima qilishning o'ziga xos usuli yo'q, chunki muvofiqlikning universal mezonini yo'q. Bu mezonlar bir ijtimoiy guruhdan boshqasiga farq qiladi.

Shuni ta'kidlash kerakki, birinchidan, tug'ma ikki tilli kishi ko'pincha tarjima qilish uchun biron bir tilni yaxshi bilmaslikdan aziyat chekadi, ba'zilar esa hatto tilni to'liq bila olmaydigan alingualizm deb ataladigan kasallikdan azob chekishadi. Ikkinchidan, ikki tilda tug'ilganlar ko'pincha yuqori sifatli tarjimalarni taqdim etish uchun maqsadli til madaniyatini yaxshi bilishmaydi yoki manba til va uning madaniyatining qaysi jihatlariga alohida e'tibor bilan qarash kerakligini tushuna olmaydi. Uchinchidan, tug'ilgan ikki tillilar ko'pincha qiyin matn bilan ishlash uchun analitik lingvistik ko'nikmalarga ega emaslar.

Boshqa tomondan, o'zlashtirilgan ikki tilli so'zlashuv so'zlari, jargon va dialekt bo'yicha tug'ilgan ikki tilli kishi ega bo'lgan chuqur bilimga ega bo'lmasligi mumkin, garchi Bell Rojer (1976: 132) bo'yicha ikki tillilik bikulturalizm bo'lib, bu aslida har qanday kishi so'zlashuv so'zlari, jargon va dialekt bo'yicha chuqur bilimga ega

bo'lmasligi mumkin. O'zini ikki tilli deb atasa, u ikki tilli madaniyatni ham yaxshi bilishi kerak.

Tarjimonning sovg'alari nafaqat inson hayotini ko'rishning kengligi va chuqurligini, balki biz uchun o'ta muhim xususiyatni - boshqa xalqning ruhiy tuzilishini hayotiy qabul qilishni, ularning psixologiyasiga g'ayrioddiy sezgirlikni, hayratlanarli qobiliyatni namoyon etadi. boshqa etnik guruhning uslubiga o'tish. Shuning uchun faqat tilda gaplashish emas, balki ikki tilli va ikki madaniyatli bo'lish ham etarli. Masalan, Aytmatovning ikki tilliligi uning iste'dodiga xosdir. Bu uning badiiy “men”ining muhim jihatini ochib beradi; va shuning uchun uning laboratoriyasida "muallif tarjimasini" allaqachon yaratilgan matnning shunchaki mexanik takrorlanishi emas, balki yangi o'quvchilar guruhining etnik kelib chiqishini hisobga olgan holda uning yangi va chuqur o'ylangan versiyasidir.

Tarjimon sifatida, (Kuk: 2003) kabi “ikki grammatika bilan murakkab ruhiy holatga” ega bo'lish hali ham nisbatan kam sonli individual tarjimonlar erishgan ideal bo'lib qolayotganini ko'rsatadi (hatto Kamerun kabi “ikki tilli” mamlakatda ham), lekin bu shuni anglatmaydi. ikki tillilar kam, chunki bu maqolada ikki tillilik rasmiy tillarni egallashdan tortib ikki milliy tilni egallashgacha bo'lgan davomiylikdir, degan fikrga ega.

Afrika tillari til uchun har qanday ovoz tizimini sifatli qilish uchun barcha mezonlarni tasdiqlashini ta'kidlamasdan yakunlashning o'zi kifoya qilmaydi. Hech bir til boshqa til uchun o'lchov tayog'i bo'lib xizmat qilmaganligi sababli, afrika tilini o'z ichiga olgan ikki tillilikni qoralash asossiz snobizmga teng bo'ladi, chunki ularning har birini o'rganish har qanday Evropa tili kabi harakat talab qiladi. Jeykobson (1953) Romaine, (1995) shunday yozadi: “Men uchun ikki tillilik tilshunoslikning asosiy muammosidir”. Lingvistik haqiqatni hisobga olsak, barcha tillar murakkabligi va ularni o'zlashtirish qiyinligi jihatidan tengdir.

Xulosalar. Xuddi Kaya (2007) ta'kidlaganidek, har qanday ikki tilli tarjima qila oladimi, degan savolga aniq javob yo'q. Buning sababi, barchasi tarjima atamasi nimani tushunishiga bog'liq. Shaffner, Kristina (2001) asarida keltirilgan AA Potebniyadan iqtibos bilan ham yakunlayman: “Ikki tilda so'zlashuvchi kishi bir tildan ikkinchi tilga o'tganda o'z fikrining xarakteri va yo'nalishini o'zgartiradi va ularni shunday o'zgartiradi. Uning irodasining harakatlari ... fikrlash yo'nalishini o'zgartiradigan va keyin uning keyingi yo'nalishiga faqat bilvosita ta'sir qiladigan usul. Bu harakatni svetoforning poyezdni boshqa yo'lga o'tkazishda qilgani bilan solishtirish mumkin”.

Ammo agar biz ikki tillilik va mualliflar tarjimalarining harakatlantiruvchi kuchlari, relslari, marshrutlari haqida gapiradigan bo'lsak, Potebniya metaforasini davom ettiradigan bo'lsak, shuni aytishim mumkinki, umuman olganda badiiy tarjima, xususan, muallif tarjimasini bir yo'nalish emas. "asosiy", qolganlari esa "ikkilamchi".

Ikki tillilik zarur, lekin tarjima mahorati va samaradorligi uchun yetarli emasligi inkor etib bo‘lmaydigan haqiqatdir. Boshqa talablarga tabiiy qobiliyat, tayyorgarlik va madaniy ma'lumot kiradi. Har bir tarjimon olimning o‘z uslubi, terminologiyasi va ma’nolarni etkazish usullarini joriy etish zarurati tarjima faoliyatida muhim rol o‘ynaydi.

ADABIYOTLAR

1. Kholers, PA (1973), Tarjima va ikki tillilik, Jorjda, AM (Ed.), Aloqa, til va ma'no, Psixologiya istiqbollari. Nyu-York: Basic Books, Inc Publishers 280-290-betlar
2. Thiery, C. (1978). Haqiqiy ikki tillilik va ikkinchi tilni o'rganish Gerver, D. & Sinaiko, H. (Eds.), Language, Interpretation and Communication, New York: Plenum Press. 145-153-betlar.
3. Allashev Akbarbek Anvar o‘g‘li. (2024). TARJIMON TUSHUNCHALARI VA ONLAYN IJTIMOYIY TARMOQLARDA TARJIMA: KONSTRUKTIV VA KONTESTATSIYA. PEDAGOGS, 58(2), 87–103. Retrieved from <https://pedagogs.uz/index.php/ped/article/view/1353>
4. Xarris, B va Shervud, B. (1978). Gerverda tug'ma ko'nikma sifatida tarjima qilish, D. & Sinaiko, H. (Eds.) Language, Interpretation and Communication, Nyu-York. Plenum matbuoti. 155-170
5. Bobildan keyin kitobining ikkinchi nashriga so'zboshi, Oksford: Oksford universiteti nashriyoti, 1992. Halliday tomonidan keltirilgan. 39.
6. Nyumark, Piter (1988). Tarjima darsligi, Nyu-York va London: Prentice Hall.
7. Reiss, Katarina (1989). Matn turlari, tarjima turlari va tarjimani baholash. In: Chesterman, Andrew (ed.1989). Tarjima nazariyasi bo'yicha o'qishlar. Xelsinki: Oy Finn Lectura Ab.
8. Catford, JC, (1965). Tarjimaning lingvistik nazariyasi, London.
9. Gentzler, Edvin (2001). Zamonaviy tarjima nazariyalari. 2- nashr. London va Nyu-York: Routledge
10. Xolms, Jeyms S. (1972/1988). “Tarjimashunoslikning nomi va tabiati” In: Jeyms S. Xolms, Tarjima! Adabiy tarjima va tarjimashunoslikka oid maqolalar, Amsterdam: Rodopi, 67–80-betlar.
11. Shaffner, Kristina. 2001. Skopos nazariyasi. Routledge tarjimashunoslik ensiklopediyasida, ed. Mona Beyker va Kirsten Malmkjær tomonidan. London/Nyu-York: Routledge, 235-238-betlar.

UDK 681.14:371-3

TA'LIM TIZIMIDA INTEGRATIV YONDASHUVDAN FOYDALANISH

Berdaliyev Farrux Tursunali o'g'li, mustaqil tadqiqotchi.

E-mail: sv_farruh.berdaliyev@mail.ru

Annotatsiya. Maqolada ta'lim tizimida integratsiyalashgan texnologiyalar va ulardan foydalanish asoslari, mazmun-mohiyati va metodik tizimini ishlab chiqish masalalari bayon etilgan. O'quv jarayonini samarali tashkil etishda integratsiyalashgan texnologiyalarning o'rni ochib berilgan.

Tayanch so'zlar: o'quv jarayoni, integratsiyalashgan texnologiya, pedagogik texnologiya, axborot texnologiyasi, kommunikatsiya texnologiyalari.

Аннотация. В статье обсуждаются основы интегрированных технологии в системе образования и их использование, их значение и разработка методической системы. Также раскрыты некоторые роли интегрированной технологии в эффективной организации учебного процесса.

Ключевые слова: учебный процесс, интеграционные технологии, педагогическая технология, информационные технологии, коммуникационные технологии.

Summary. The article discusses the basics of integrated technologies in the education system and their use, their importance and the development of a methodical system. Also, some roles of integrated technology in the effective organization of the educational process are disclosed.

Key words: educational process, integration technologies, pedagogical technology, information technologies, communication technologies.

Kirish. Bugungi globallashtirilgan jamiyatda har qanday sohada ijobiy natijalarga erishish uchun yuqori samaradorlikka yo'naltirilgan texnologiyalar va jamiyatning intellektual salohiyatidan foydalanishga alohida ahamiyat berish talab etiladi.

Tadqiqotning maqsadi ta'lim tizimida integratsiyalashgan texnologiyalar va ulardan foydalanish asoslari, mazmun-mohiyati va metodik tizimini ishlab chiqishdan iborat.

Tadqiqotning ob'ekti va qo'llaniladigan metodlar

Tadqiqotda ta'lim tizimida integratsiyalashgan texnologiyalar va ulardan foydalanish asoslari, mazmun-mohiyati va metodik tizimini ishlab chiqish masalalari bayon etiladi. Tadqiqotda kuzatish, ilmiy-metodik tahlil va umumlashtirish metodlaridan foydalanildi.

Olingan natijalar va ularning tahlili

Mamlakatimizda ta’lim tizimini rivojlantirish va uning samaradorligini oshirish yo’lida bir qancha amaliy tadqiqot ishlari olib borilmoqda. Bunday tadqiqot ishlarining asosiy mazmuni quyidagilardan iborat:

- ta’lim mazmunini xorijiy tajribalar asosida yangicha mazmunga olib kelish va ular asosida yangi avlod o’quv adabiyotlarini yaratish;
- kompyuter texnologiyalaridan foydalanib, o’quv predmetlarini o’qitish jarayonini takomillashtirish;
- o’quv jarayoniga yangi avlod axborot va kommunikatsiya texnologiyalarini joriy etish;
- o’quv jarayoniga zamonaviy pedagogik, innovatsion va integratsion texnologiyalarni joriy etish va hokazo.

O’quv jarayonida sifatli va kafolatlangan ta’lim berishda ta’limning usullari va vositalari alohida ahamiyatga ega. Zamon talabi darajasida o’quv jarayonini tashkil etishda integratsion ya’ni integratsiyalashgan texnologiyalardan foydalanish muhimdir.

Integratsiya so’zi, lotincha “integratio” so’ziga mos kelib, o’zbek tilida tiklash, qaytadan boshlash, to’ldirish ma’nolarini ifodalaydi. Ayrim qismlarning, elementlarning bog’liqlik holatini, ularni qo’shib birlashtirishni ifodalovchi tushuncha hisoblanadi [1].

Integratsiya so’zidan fanlarning yaqinlashishi va o’zaro bog’lanish jarayonini ifodalashda ham foydalaniladi.

Integratsiyalash tushunchasi muhim ilmiy terminlardan biri bo’lib, u umumlashtirish, xulosalar chiqarishda metodologik vosita hisoblanadi. Fan va texnikada ushbu metodologik vosita yordamida biror jarayon yoki hodisalar mazmunlari orasidagi umumiy uyg’unlik modellari va algoritmlari yaratiladi.

Uzluksiz ta’lim tizimida beriladigan ta’lim mazmunidagi uyg’unliklarni ta’minlash muammolarini echishda ham integratsiyalashning mohiyati alohida ahamiyatga ega. Integratsiyalash orqali o’qitiladigan o’quv predmetlarining asosiy tushunchalari umumlashtiriladi. Biror tadqiqot ob’ekti va metodologiyasiga oid ma’lumotlar o’rtasidagi aloqadorlikni o’rnatishda ham integratsiyalash tushunchasidan foydalaniladi.

Integratsiyalashgan texnologiya deganda, ikki va undan ortiq texnologiyalarni birlashtirish, umumlashtirish va ular orasidagi aloqadorlikni o’rnatishdan hosil bo’lgan texnologiyalar tushuniladi.

O’quv jarayonida integratsiyalashgan texnologiyadan foydalanish deganda, pedagogik, axborot va kommunikatsiya texnologiyalarini birlashtirish, umumlashtirish va ular o’rtasidagi aloqadorlikni o’rnatish orqali faoliyat olib borish holati tushuniladi.

Ta’lim oluvchilarning o’quv predmetlar bo’yicha o’zlashtirish darajasi darsning

sifati va samaradorligini belgilovchi asosiy omillardan biridir. Ta’limning sifatini oshirishda darsni to’g’ri rejalashtirish va maqsadni to’g’ri va aniq belgilab olish muhimdir. Maqsadni belgilashda natijaga erishish uchun ketadigan vaqt, ta’lim oluvchining ehtiyoji va imkoniyatlari, ta’lim oluvchining maqsadga erishishga harakat qilishga yo’naltirilgan metodlar va natijani aniqlaydigan nazorat turlarini aniqlash alohida ahamiyat kasb etadi. Bunday maqsadga erishish uchun o’quv jarayoniga zamonaviy pedagogik texnologiyalarni joriy qilish zarur.

Pedagogik texnologiya ta’lim jarayonida qo’llaniladigan pedagogik va texnologik yondashuvlarning integratsiyasi mahsulidir. Pedagogik texnologiya tushunchasiga turli pedagog olimlar turlicha yondashib, unga turlicha ta’rif berganlar. YuNESKO tashkiloti pedagogik texnologiyaga quyidagicha ta’rif bergan: “Pedagogik texnologiya – ta’lim berish va o’zlashtirish usullarini yaratish, qo’llash, ularni yagona tizimga keltirish yo’li bilan inson salohiyati va texnik vositalarining barcha imkoniyatlaridan muvofiq foydalanib, bilimlar o’zlashtirilishining eng maqbul jarayonidir” [2].

Pedagogik texnologiya - ta’lim metodlari, usullari hamda tarbiyaviy vositalar yig’indisi, u pedagogik jarayonning tashkiliy-uslubiy vositalar majmuidir. Pedagogik texnologiya bu o’z oldiga ta’lim shakllarini optimallashtirish vazifasini qo’yuvchi butun o’qitish va bilimlarning o’zlashtirish jarayonini texnik resurslar va insonlarning o’zaro munosabatlarini hisobga olgan holda yaratish, qo’llash va aniqlashning tizimli metodidir. Pedagogik texnologiya - ma’lumotlarni o’zlashtirish uchun qulay shakl va usulda uzatish va o’zlashtirish jarayonidan iborat. Pedagogik texnologiya - o’quvchining mustaqil o’qishga, bilim olishga, fikrlashga o’rgatishni kafolatlaydigan jarayondir. Pedagogik texnologiya jarayonida o’qituvchi rahbarligida o’quvchi mustaqil ravishda bilim oladi, o’rganadi, o’zlashtiradi [2].

Demak, pedagogik texnologiya insonga oldindan belgilangan maqsad bo’yicha ta’sir o’tkazish faoliyatidan iboratdir.

Axborot texnologiyasi – axborotni to’plash, saqlash, izlash, unga ishlov berish va uni tarqatish uchun foydalaniladigan jami uslublar, qurilmalar, usullar va jarayonlar. Axborot texnologiyalari – ma’lumotlarni to’plash, ularga ishlov berish, saqlash, uzatish va ulardan foydalanish jarayonida kompyuterdan foydalanish yo’llari, usullari va uslublari. Axborot texnologiyasi – axborotga ishlov berish uchun ushbu axborotdan foydalanuvchi jarayonlarning sermehnatligini kamaytirish va ularning ishonchliligini va tezkorligini oshirish maqsadida zamonaviy kompyuterdan foydalanish bilan bog’liq jarayonni ifodalaydi [3].

Demak, axborot texnologiyalari deganda axborotni yig’ish, saqlash, uzatish, o’zgartirish, qayta ishlash usul va vositalari yig’indisi tushuniladi.

Zamonaviy axborot texnologiyalari ta’lim muassasalarida tahsil olayotgan yoshlarga yangicha yondashishlar asosida, bilim, malaka va ko’nikmalarini shakllantirish bilan bog’liq o’quv jarayonini tashkil etib, ta’limni yangi sifat

bosqichiga ko‘tarish imkonini berishi mumkin bo‘lgan texnologiyadir.

Kommunikatsiya so‘zi, inglizcha “communication” so‘ziga mos kelib, o‘zbek tilida aloqa, xabar, aloqa vositasi, axborot vositasi, tutashma, muloqot, ulanish, axborot uzatish usullari va vositalari ma’nosida qo‘llaniladi. Kommunikatsiya tizimi – boshqa tizimlar orasida axborot uzatish bilan bog‘liq yordamchi vazifalarni bajaradigan tizimdir [3].

Kommunikatsion texnologiyalar – tarmoqdagi kompyuterlar orasida axborotlarni uzatish uchun marshrutlash (xarakterlarni belgilash) va bog‘lanishlarni kommutatsiya qilish vazifasini bajaradigan texnologiyalardir.

Ta’lim tizimining axborot-kommunikatsiya texnologiyalari quyidagi asosiy funktsiyalar va talablarni bajaradi:

- ta’lim oluvchilar va ularning axborot muhitidan foydalanish faoliyatlarini qayd etish;

- ta’lim beruvchi va ta’lim oluvchilarning faoliyatini maslahat yo‘li bilan qo‘llab-quvvatlashni hisobga olish;

- ta’lim oluvchilarga zaruriy o‘quv materiallarini mustaqil o‘zlashtirish uchun tavsiya qilish;

- o‘quv jarayonida, ta’lim oluvchilar tomonidan o‘zlashtirilgan bilim, ko‘nikma va malakalarning test yordamida, shuningdek, og‘zaki va yozma usuldagi nazoratini tashkil qilish;

- axborot bazasida ta’lim oluvchilarga tavsiya qilingan o‘quv materiallaridan, qo‘shimcha adabiyot va boshqa vositalardan foydalanishi uchun o‘quv muassasasi axborot resurslaridan masofadan turib foydalanish imkonini yaratish;

- virtual laboratoriya mashg‘ulotlari va amaliy topshiriqlarni bajarishda masofadan turib ta’lim muassasasi xodimlarining maslahati va boshqa yordamlarini uyushtirish va hokazo.

Integratsiyalashgan texnologiyalar asosida tashkil etiladigan o‘quv jarayonida o‘quv predmetlarining asosiy mazmuni quyidagi o‘quv-uslubiy materiallardan iborat bo‘ladi:

- elektron darsliklar, elektron o‘quv qo‘llanmalar, elektron metodik qo‘llanmalar va boshqa qo‘shimcha materiallar;

- elektron o‘quv-uslubiy majmualar;

- o‘zini o‘zi nazorat qilish uchun test dasturlari va savollar majmuasi;

- virtual laboratoriya ishlari va ularning tavsifi;

- mustaqil ishlar va nazorat ishlari;

- hisoblash dasturlari, elektron ma’lumotnomalar, elektron ilovalar;

- qo‘shimcha dasturiy ta’minotlar.

Integratsiyalashgan texnologiyalarning qo‘llanilishi natijasida o‘quv mashg‘ulotlari masofadan turib tarmoq texnologiyalari imkoniyatlaridan foydalangan

holda tashkil etishga olib keladi. Bu esa masofali o‘qitishni tashkil etishning asosidir. Masofali o‘qitishda tarmoq texnologiyalarining asosiy vazifasi o‘quv jarayonida o‘qituvchi va o‘quvchi orasidagi muloqotni ta’minlashdan iborat. O‘qituvchi va o‘quvchilar orasidagi doimiy muloqotsiz tashkil qilingan o‘quv jarayoni ko‘zlangan samarani bermaydi. Ta’lim tizimining kunduzgi shaklida o‘qituvchi va o‘quvchi orasidagi muloqot bir vaqt, bir joyda o‘quv auditoriyasida amalga oshiriladi. Masofali o‘qitishda esa bu jarayon telekommunikatsion vositalar asosida kompyuterning tarmoq texnologiyalari orqali amalga oshiriladi.

Yuqorida ko‘rib chiqilgan, uchta texnologiyalarning integratsiyalashgan holati ta’lim berish va o‘zlashtirishning eng maqbul texnologiyasi deb qarash mumkin. Pedagogik va axborot texnologiyalari imkoniyalaridan foydalangan holda ta’lim oluvchilar uchun axborot-ta’lim muhitini yaratib, kommunikatsiya texnologiyalari vositalari asosida ta’lim oluvchilarga etkazib berish jarayonlari integratsiyalashgan texnologiyalarning asosiy vazifasi hisoblanadi.

Xulosa qilib aytganda, zamonaviy talab darajasida o‘quv jarayonini tashkil etish, ta’lim mazmunlarini umumlashtirish va to‘ldirishda integratsiyalashgan texnologiyalar alohida ahamiyat kasb etib, ko‘zlangan maqsadga erishishni kafolatlashga yordam beradi.

Adabiyotlar ro‘yxati:

1. O‘zbek tilining izohli lug‘ati, 5 jildli, 2-jild. T.: O‘zbekiston milliy entsiklopediyasi, 2006. -672 b.
2. Tolipov O‘.Q., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent, Fan. 2006. – 264 b.
3. Amirov D.M. va boshqalar. Axborot-kommunikatsiya texnologiyalari izohli lug‘ati. Toshkent, 2010. – 576 b.

KURASHCHILARNING SPORT TAKOMILLASHUVI BOSQICHI

Axmedov G'ayratjon Qosimovich

Andijon davlat universiteti Jismoniy madaniyat fakulteti

Fakultetlararo jismoniy madaniyat va sport kafedrası o'qituvchisi

Ushbu boskichning asosiy vazifalari quyidagilar: trenirovka nagruzkalari hajmi va shiddatini oshirish, kurashchining texnik-taktik xarakterlarini takomillashtirish, yetakchi jismoniy sifatlarning maksimal darajada rivojlanishiga erishish, musobaka tayyorgarligini takomillashtirish, trenirovkalar xamda musobakalarda kiynchiliklarni yengib o'tish jarayonida axlokiy-iroda sifatlarini tarbiyalash. Trenirovkaning asosiy uslublari: takroriy, aylanma, o'zgaruvchan, o'yin, musobaka.

Trenirovka vositalari: o'kuv-trenirovka bellashuvlari, kurash-chining maxsus mashklari, musobaka xususiyatiga ega bellashuvlar, akrobatika va gimnastika mashklari. Bu boskichga o'smir kurashchilar texnik-taktik maxorat asoslarini egallagan xolda yetib keladilar, shuning uchun kurashchining asosiy faoliyati xarakter malakasini takomillashtirishga karatilgan. O'rganilgan kurash usullarini ketma-ket ko'p marta takrorlash zarur. Kurashchilar bu usullarni o'kuv-trenirovka bellashuvlarida albatta ko'llashlariga e'tibor berish xamda shunga erishish lozim. Shu sababli ushbu boskichda maxsus vazifalar (masalan, fakat tashlashlardan foydalanib kurashish va x.k.) bo'yicha o'kuv-trenirovka bellashuvlarini rejalashtirish mumkin. Kurashchilarga bellashuvni olib borish taktikasi variantlari to'g'risida to'lik ma'lumotlar berish zarur.

Sport takomillashuvi boskichida jismoniy sifatlarni tarbiya-lashga katta e'tibor berish lozim. Yukorida aytilganidek, sport kurashida musobaka faoliyatida muvaffakiyatga erishish muxim darajada tezkor-kuch va maxsus chidamlilikning rivojlanganligiga bog'lik. Sport takomillashuvi boskichida quyidagi tezkor-kuch sifatlarini tarbiyalash uslublaridan foydalanish maksadga muvofikdir: mashkni takroran o'zgartirish uslubi, dinamik kuchlanishlar uslubi, turli vazndagi sheriklar bilan texnik xarakterlarni takroran bajarish uslubi. O'smir kurashchilarda tezkor-kuch sifatlarini tarbiyalash uchun tuzilmasi jixatidan texnik-taktik xarakterlarga yaqin bo'lgan jismoniy mashklardan foydalanish maksadga muvofikdir.

Tezkorlik va kuchni tarbiyalashni trenirovkaning birgalikdagi uslubini ko'llagan xolda tanlangan sport turi texnikasida takomillashish bilan uyg'unlashtirish lozim (V.M.Dyachkov, 1972).

Kurashchining umumiy va maxsus chidamliligini tarbiyalash trenirovka jarayonining asosiy kismalaridan biri xisoblanadi. Kurashchining umumiy chidamliligini oshirishning asosiy vositalari bo'lib kross yugurish, sport o'yinlari,

suzish xisoblanadi. Umumiy chidamlilikni tarbiyalashga karatilgan mashklarni bajarishda nagruzkaning beshta tarkibiga e'tibor berish lozim:

- 1) mashk shiddati (xarakatlanish tezligi);
- 2) mashk davomiyligi;
- 3) dam olish uzokligi;
- 4) dam olish xususiyati, tanaffuslarni boshka faoliyat turlari bilan to'ldirish;
- 5) takrorlashlar soni.

Kurashchining maxsus chidamliligini tarbiyalash maksadida sheriklarni almashtirgan xolda o'kuv-trenirovka bellashuvlari, maxsus tartibda bellashuvni olib borish (bitta bellashuvda 4-5 martadan spurtlar) va x.k.

Tiklanish tadbirlari: o'kish, trenirovka mashg'ulotlari va dam olishning optimal tartibiga rioya qilish. Shaxsiy gigiyena koidalariga amal qilish, chinikish. Massaj, bassetynda suzish, bug'li xammom, to'lakonlili vitaminli ovkatlanish.

Ushbu boskichning asosiy vazifasi moslashish jarayonlarining juda tez kechishini keltirib chikarishga kodir bo'lgan trenirovka vositalari- dan maksimal foydalanishdan iborat. Trenirovka ishi xajmi va shidda-ting umumiy yig'indisi o'lchamlari maksimumiga yetadi, katta nagruz-kali mashg'ulotlar keng mikyosda riyejalashtiriladi, musobaka amaliyoti keskin oshadi. Trenirovkaning bu boskichi trenirovka jarayonini tuzishning o'ta aloxida xususiyatlari bilan tavsiflanadi. Muayyan sport-chini tayyorlashdagi katta trenerlik tajribasi shu sportchiga xos bo'lgan xususiyatlarni, uning tayyorgarligining bo'sh va kuchli tomonlarini xar jixatdan o'rganishga, tayyorgarlikning eng samarali uslublari xamda vo-sitalarini, trenirovka nagruzkasini rejalashtirish variantini anik-lashga yordam beradi. bu, o'z navbatida, trenirovka jarayoni samaradorligi va sifatini oshirish xamda shuning xisobiga sport natijalari darajasini ushlab turish imkonini beradi.

Ko'p yillik tayyorgarlik jarayonini samarali boshkarish uchun ko'p yillik dasturning ishlab chikilishi muxim axamiyatga ega. Eng yangi ilmiy ma'lumotlarni xisobga olgan xolda kurashchining ko'p yillik tayyorgarlik dasturi tuzilgan. Dasturning ko'p yillik tayyorgarlik boskichlarini xisobga olgan xolda tuzilgan aloxida tarkibi o'kuv-trenirovka jarayonining ustuvor yo'nalishini to'g'rirok aniklashga, muayyan ko'rsatkichlarni belgilashga (kurashchi tayyorgarligi davomida ularga tayaniladi) imkon beradi.

Adabiyotlar:

1. Керимов Ф.А. Кураш тушаман. Тошкент, 1990.
2. Начальный этап в многолетней подготовке борцов. Малаховка, 1991.
3. Основы управления подготовкой юных спортсменов. Под.ред. М.Я.Набатниковой, -М., 1982.
4. Теория спорта. Под.ред. В.Н.Платонова. Киев, 1987.
5. Филин В.П., Фомин Н.А. Основы юношеского спорта. -М., 1980
6. Филин В.П. Теория и методика юношеского спорта. -М., 1987.

КУРАШ БЎЙИЧА МУСОБАКАЛАРНИ ТАШКИЛ ЭТИШ ВА ЎТКАЗИШ

Axmedov G'ayratjon Qosimovich

Andijon davlat universiteti Jismoniy madaniyat fakulteti

Fakultetlararo jismoniy madaniyat va sport kafedراسi o'qituvchisi

Мусобака - бу ўқув-тренировка жараёнининг таркибий қисмидир. Тренировка жараёнида одатда, спортчининг юкори спорт натижаларига эришишига ёрдам берадиган ҳамма сифатларни юксак даражада намоён қилиш учун шароитлар яратиш имконияти йўқ.

Мусобакаларда ҳар бир спортчи уз рақибини енгишга интилади ва бу интилиш спортчидан бутун кучни сафарбар этишни талаб қилади. Бу нафакат инсоннинг функционал имкониятларини намоён қилишга имкон беради, балки уларни шакллантириш воситаси бўлиб хизмат қилади.

Мусобакалар қуйидаги вазифаларни ҳал этишга ёрдам беради:

- - спорт жамоасида ўқув-тренировка иши ахволини аниқлаш;
- - курашчилар тайёргарлиги даражасини аниқлаш;
- - у ёки бу тайёргарлик босқичида ўқув-тренировка ишига якун ясаш;
- - курашни тарғиб қилишга ва шугулланувчилар сонини оширишга

ёрдам бериш.

Кураш мусобакаларини ўтказиш хусусиятига кўра улар қуйидагича бўлади:

- шахсий;
- жамоа;
- шахсий-жамоа;
- тоифалаш.

Шахсий мусобакаларда иштирокчиларнинг ҳар бир вазн тоифасида эгаллаган ўринлари аниқланади; жамоа мусобакаларида жамоалар ўрни аниқланади; шахсий-жамоа мусобакаларида бир вақтда иштирокчилар ва жамоаларнинг эгаллаган ўринлари аниқланади. Тоифалаш мусобакалари иштирокчиларнинг эгаллаган ўринларини аниқламасдан ўтказилиши мумкин. Иштирокчилар томонидан кўрсатилган натижалар спорт тоифаларига мувофиқ унвонлар ҳамда разрядларни беришда ёки тасдиқлашда ҳисобга олинади.

Мусобакаларни ўтказиш усулига кўра улар қуйидаги турларга бўлинади:

- а) айлнама усул;
- б) четлатиш билан айланма усул;
- в) аралаш усул.

Мусобакалар хусусиятлари уларни ўтказиш усуллари мусобакалар низомида белгилаб берилган.

Кураш мусобакалари календар режа ва мусобака низомига мувофиқ режалаштирилади ҳамда ўтказилади. Бу ҳужжатларни мусобака ўтказаятган ташкилот тайёрлайди ва тасдиқлайди. Уларни пухта ишлаб чиқиш ва спорт ташкилотларига муддатидан олдин хабар қилиш мусобакаларнинг муваффақиятли ўтишига ёрдам беради. Мусобакаларнинг календар режаси уларни ўтказишга масъул бўлган ташкилот томонидан тузилади.

Календар режа календар йил учун ишлаб чиқилади. Календар режани тузишда қуйидаги қоидаларга амал қилиш лозим:

а) календар режани ишлаб чиқаятганда уни юқори ташкилотлар томонидан режалаштирилган мусобакалар муддатлари ва дастурларига асосланган ҳолда тузиш зарур;

б) мусобакалар сони ва хусусияти ўз аҳамиятига кўра шугулланувчиларни масъулиятли мусобакаларга тайёрлашга ёрдам бериши лозим;

в) ҳар хил турдаги мусобакаларни ўтказиш кўзда тутилади: тайёргарлик, назорат, саралаш ва асосий.

Тайёргарлик мусобакаларининг асосий мақсади-курашчи-ларни мусобака шароитларига мослаштириш, мусобака фаолиятининг оқилона техник-тактик ҳаракатларни мустаҳкамлаш, мусобака тажрибасини эгаллаш.

Назорат мусобакаларида спортчининг имкониятлари текширилади, унинг тайёргарлик даражаси, босиб ўтилган тайёргарлик босқичи самарадорлиги аниқланади. Кўрсатилган натижалар асосида курашчиларнинг келгусидаги тайёргарлик дастури ишлаб чиқилади.

Саралаш мусобакалари натижалари бўйича асосий мусобакаларнинг иштирокчилари аниқланади.

Асосий мусобакаларнинг бош мақсади галабага эришиш ёки имкони борича юқори ўринларни эгаллашдан иборат.

Мусобакаларни ташкил қилиш ва ўтказиш учун иккинчи муҳим ҳужжат - бу мусобака низомидир.

Мусобака календар режа ва кураш бўйича мусобака қоидалари асосида тузилади. Мусобака низоми қуйидаги бўлимларни ўз ичига олади.

Мусобака мақсади ва вазифалари: Бу бўлимда мусобака ўтказаятган ташкилотнинг ўз олдига қўядиган асосий мақсади ва вазифалари очиқ берилади:

- спорт жамоаларида ўқув-тренировка ва тарбиявий ишларнинг ахволини текшириш;

- терма жамоа таркибини тўлдириш мақсадида энг яхши курашчиларни вазифалари бўйича саралаб олиш;

- спорт ташкилотлари ва спортчилар ўтрасида дўстлик алоқаларини мустахкамлаш;

- аҳоли ўртасида спорт курашини оммалаштириш ва ёшларни кураш билан мунтазам шугулланишга жалб қилиш.

Мусобакаларни бошқариш: Бўлимда мусобакаларни тайёрлаш ва ўтказишга умумий раҳбарликни амалга оширадиган ташкилот, шунингдек мусобакани ўтказиш аниқ кимга юклатилиши; мусобакалар жойини тайёрлаш, спортчилар ва хакамларни кутиб олиш, жойлаштириш, овкатлантириш, уларга тиббий хизмат кўрсатиш, шунингдек маданий тадбирларни ўйказиш учун ким жавобгар бўлиши кўрсатилади.

Adabiyotlar:

1. Керимов Ф.А. Кураш тушаман. Тошкент, 1990.
2. Начальный этап в многолетней подготовке борцов. Малаховка, 1991.
3. Основы управления подготовкой юных спортсменов. Под.ред. М.Я.Набатниковой, -М., 1982.
4. Теория спорта. Под.ред. В.Н.Платонова. Киев, 1987.
5. Филин В.П., Фомин Н.А. Основы юношеского спорта. -М., 1980
6. Филин В.П. Теория и методика юношеского спорта. -М., 1987.

VOLEYBOL BO‘YICHA O‘QITUVCHI-MURABBIY MODELI

Turg‘unboyev Mansur Mamarafiqovich

Andijon davlat universiteti Jismoniy madaniyat fakulteti

Fakultetlararo jismoniy madaniyat va sport kafedrasida o‘qituvchisi.

Voleybol bo‘yicha trener-murabbiyning kasb faoliyati o‘z mohiyati va mazmuni bilan o‘zga pedagogik ixtisosga munosib bo‘lgan (o‘qituvchi, yo‘riqchi, tashkilotchi) mutaxassislardan tubdan farq qiladi. Shuning uchun ixtisoslik fanini talqin qilishdan avval murabbiyning ko‘p qirralik faoliyati namunaviy nusxasini – modelini va uni mazmuniy mohiyatini ko‘rib chiqish lozim.

Model - fransuzcha so‘z bo‘lib, nusxa, andoza, namuna kabi tushunchalarni anglatadi.

Mutaxassis “modeli” 3ta asosiy tarkibiy qismdan iborat bo‘lib, jamiyatning taraqqiyot darajasi, ijtimoiy siyosiy yo‘nalishi va kasbga bo‘lgan ixlos-qiziqish xususiyatlariga bog‘liqdir.

Mutaxassis “modeli” jismoniy tarbiya institutlarini bitiruvchi sport turlari bo‘yicha o‘qituvchi-trenerlar kasbining ish mazmuni va ularga qo‘yiladigan talablar bilan ifodalanadi.

Mazkur soxa mutaxassisi o‘quv rejasida qayd etilgan o‘quv fanlarini umumiy va maxsus yo‘nalishini, ma‘muriy ko‘rsatmalarini, jismoniy tarbiya va sportga oid 1992 yil 14 yanvarda qabul qilingan Qonun mohiyatini hamda barcha dasturiy va shahodatlash hujjatlarini bilishi, ularni amaliyotga tadbiiq qila olishi darkor. Murabbiy ommaviy sport razryadlariga loyiq voleybolchilarni tayyorlash, sport o‘rinbosarlari va yuqori malakali sportchilarni yetishtirish tadbirlarini, mashg‘ulotlarni tashkil qilish texnologiyasini o‘zlashtirgan bo‘lish zarur.

Voleybol ixtisosi bo‘yicha tahsil olayotgan talabalar 4 (kunduzgi bo‘lim) va 5 (sirtqi bo‘lim) yil davomida nazariy, amaliy va uslubiy mashg‘ulotlar yordamida voleybolga oid bo‘lgan barcha bilim, malaka va ko‘nikmalarni o‘zlashtiradilar. Jumladan, nazariy mashg‘ulotlarda voleybolni vujudga kelishi, rivojlanish tarixi hamda zamonaviy voleybolni ahvoli haqida bilim beriladi. Mazkur malakalar O‘zbekiston misolida chuqurroq o‘rganiladi. O‘yinning texnik, taktik, psixologik, jismoniy tayyorgarligi, ularni mohiyati va mazmuni ixtisoslik fanining asosiy mavzulari bo‘lib hisoblanadi. O‘quv trenirovka jarayonini tashkil qilish va boshqarish, o‘rgatish va takomillashtirish texnologiyasi, musobaqa qoidasi va hakamlik qilish uslubiyati, musobaqa o‘tkazish, ilmiy-tadqiqot ishlarini o‘rganishga oid materiallarga alohida e‘tibor beriladi.

Ixtisoslik fanining muhim tarkibiy qismlaridan biri o‘quv jarayonida o‘quv amaliyotini tashkil qilish hamda o‘qishdan ajralmagan holda pedagogik va tashkiliy-trenerlik kasbi (o‘qituvchi, trener, tashkilotchi) sirlarini o‘rganish, unga xos malaka va ko‘nikmalarni egallashdan iborat. Pedagoglik san‘ati, ayniqsa, o‘rta maktablarda, sport maktablarida, sport jamiyatlarida o‘tkaziladigan tashkiliy trenerlik amaliyotlarida shakllantiriladi, mukammallashtiriladi. Voleybol bo‘yicha o‘quv-trenirovka

sho‘balariga, BUSMlarga tanlov uslublari va mashqlari (testlari) asosida iste‘dodli bolalarni jalb qilish masalalari ixtisoslik fanidan joy olgan.

Seminar mashg‘ulotlarida talabalar olgan bilimlari haqidagi ma‘ruzalar va axborotlar tayyorlaydilar.

Turli shaklda olib boriladigan mashg‘ulotlarda o‘zlashtirilgan bilim, malaka va ko‘nikmalar test talablari asosida ballar bo‘yicha shahodatlanadilar (faqat kunduzgi bo‘lim talabalari).

Bundan tashqari ixtisoslikning qo‘shimcha yo‘nalishlaridan biri mustaqil tayyorgarlik va sport - pedagogik mahoratini takomillashtirish tadbirlarini amalga oshiradilar.

Sport-pedagogik mahoratini takomillashtirish mashg‘ulotlari fakultativ (darsdan tashqari) barcha kurslar davomida muntazam o‘tkaziladi. Mazkur mashg‘ulotlarni asosiy talablaridan biri – talabalar institutni bitiruv kursiga qadar kamida II sport razryadiga va voleybol bo‘yicha sport hakami degan toifaga ega bo‘lishlari shart. Kurs yoki diplom ishi ixtisoslik fanida alohida o‘rin egallaydi. Talabalar turli mavzularda mazkur uslubiy va ilmiy-tadqiqot ishlarni bosqichma-bosqich ishlab chiqib, bitiruv kursida himoya qiladilar.

Institutni bitiruvchi mutaxassis kasbi va ixtisosiga xos faoliyatlarni (qobiliyatlarni) o‘zida mujassamlashtirgan bo‘lishi lozim. Jumladan, yechiladigan masalalar, o‘tkaziladigan tadbirlar va barcha soxaga oid ishlarni oldindan «loyihalashtirish», rejalashtirish, andoza va nushalarini chizish, barcha shug‘ullanuvchi, tarbiyalanuvchi va umuman soxa kishilari bilan maqsadga muvofiq alohida aloqa bog‘lay olish; soxaga bog‘liq barcha tadbirlarni samarali tashkil qila olish; o‘z soxasi bo‘yicha bilim doirasini kengaytira borish va uni kasb yo‘nalishiga joriy qilish va boshqa shu kabi faoliyatlar mutaxassis yo‘ldoshi qilib belgilangan.

Adabiyotlar:

1. Айрапетьянц Л.Р., Пулатов А.А. Юқори малакали волейболчиларни тайёрлашда танловнинг ўрни. «ЖТ, спорт ва маънавият» тўплами, Т., 1995.
2. Железняк Ю.Д., Слупский Л.Н. Волейбол в школе. М., ФиС, 1989.
3. Ивойлов А.В., Железняк Ю.Д. Волейбол. Учебник для ИФК. М., ФиС, 1991.
4. Перльман М.Г. Специальная физическая подготовка. М., 1969.
5. Пулатов А.А. Волейбол. ЖТИ талабаларига мўлжалланган дастур. Иxtisoslik kursi. Т., 1993.
6. Пулатов А.А. Ҳаракатни аниқ ижро этишда вестибуляр анализаторнинг ўрни. «ЖТ, спорт ва маънавият» тўплами. Т., 1995.
7. Пулатов А.А. Ўргатиш услубиятига ноанъанавий ёндошиш масалалари. В сб. науч. конф. преподавателей и студентов. Т., 1994.

NODAVLAT TIJORAT TASHKILOTLARINING TA'LIM SOHASIDAGI O'RNI

Qodirova Mamlakat Muminovna

Qarshi davlat universiteti

O'zbekiston tarixi kafedrasida

Tarix fanlari nomzodi dotsent

Annotatsiya

Nodavlat ta'lim tashkilotlari bugungi kun ta'lim tizimining ajralmas qismiga aylandi. Maqolada nodavlat ta'lim muassasalarining maqsad va vazifalari ularda ta'lim berishning yangi tizimlari va olinayotgan natijalar yoritilgan. Nodavlat ta'lim tashkilotlari faoliyatining samaradorligini oshirish yuzasidan bir qator yangiliklar taklif etilgan.

Kalit so'zlar: *Nodavlat ta'lim tashkiloti, qonun, qaror, tizim, metod, sifatli ta'lim, dunyo ta'lim tizimi, boshqaruv funksiyasi, natijadorlik.*

Abstract

Non-governmental educational organizations have become an integral part of today's educational system. The article describes the goals and tasks of non-state educational institutions, new systems of education and the results obtained in them. A number of innovations have been proposed to improve the efficiency of the activities of non-governmental educational organizations.

Keywords: *Non-governmental educational organizations, system, method, quality education, world education system, management function, effectiveness.*

KIRISH

Bugungi kunga kelib yanada rivojlanib borayotgan yangi O'zbekiston taraqqiyotida ta'lim tizimining o'rni beqiyos. Bu sohada yoshlarga eng zamonaviy bilimlarni berish, ularning intellektual salohiyatini oshirish va albatta dunyo miqyosida munosim o'rin egallahlarida bir qator islohatlarni amalga oshirish zarurati tug'ilgan bir paytda, davlatimiz prezidenti Sh.M.Mirziyoyev tomonidan bir qator qaror va farmonlarga o'zgartirishlar kiritilgan, yangilari imzolandi.

ADABIYOTLAR TAHLILI VA TADQIQOT METODIKASI

Xususan O'zbekiston Respublikasi Konstitusiyasi, O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947 sonli "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi", 2019 yil 8 oktyabrdagi PF-5847-sonli "O'zbekiston oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'grisida"gi hamda 2019 yil 6 sentabrdagi PF-5812-sonli "Professional ta'lim tizimini yanada takomillashtirishga doir qo'shimcha chora

tadbirlar to'g'risida”gi farmonlar, 2017 yil 20 apreldagi PQ-2909-sonli “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida”gi 2017 yil 27 iyuldagi PQ-3151-sonli “Oliy ma’lumotli mutahassislar tayyorlash sifatini oshirish iqtisodiyot sohalari va tarmoqlarining ishtrokini yanada kengaytirish chora-tadbirlari to'g'risida”gi, 2018 yil 5 iyundagi PQ-3775-sonli Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatta amalga oshirikayotgan keng qamrovli islohatlarda faol ishtrokini ta’minlash bo’yicha qo’shimcha chora-tadbirlar to'g'risida”gi, qaror 2020 yil 7 avgustdagi 466-sonli O’zbekiston Respublikasi Vazirlar Mahkamasining “Ozbekiston Respublikasida uzluksiz boshlang’ch, o’rta va o’rta mahsus, professional ta’lim tizimini tartibga soluvchi normative-huquqiy hujjatlarni tasdiqlash to'g'risida”gi va 2020 yil 23 sentyabrda tasdiqlangan 637-sonli O’zbekiston Respublikasining “Ta’lim to'g'risida”gi Qonun, 2017-yil 15-sentabr, PQ-3276 sonli Nodavlat ta’lim xizmatlari ko’rsatish faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risidagi qarori shular jumlasidandir.

MUHOKAMA VA NATIJALAR

O’zbekiston Respublikasidagi barcha davlat va nodavlat ta’lim muassasalri “Maktabgacha va maktab ta’limi vazirligi” hamda “Oliy ta’lim, fan va innovatsiyalar vazirligi” tomonidan yuqorida keltirilgan me’yoriy hujjatlar asosida boshqariladi. Materiallar va usullar. Hozirgi iqtisodiy rivojlanishning yangi bosqichida dunyoda shu o’rinda O’zbekistonda ham nodavlat ta’lim tashkilotlariga bo’lgan talab keskin oshib bormoqda. Bu yo’nalish bo’yicha xorijiy davlatlarda ham, yurtimizda ham qator ilmiy ishlar amalga oshirilgan.

Nodavlat ta’lim tashkilotlarining bugungi kundagi roli, yutuq va muammolari, boshlang’ch ta’limdagi o’rni kabi mavzular xorijiy olimlar Fawziya Reza, Shanti Jagannathanilarning ilmiy tadqiqotlarida o’z ifodasini topgan. Mamlakatimiz olimlaridan M.E.Axtamova, S.Sh.Urazovlarning ilmiy izlanishlarida ham O’zbekistonda talim xizmatlari samaradorligini oshirishda rivojlangan davlatlar tajribalarini qo’llashning nodavlat usullari masalalari yoritilgan. Undan tashqari bu tizimni rivojlantirish usullari masalalarni qator yosh izlanuvchilar o’z maqolalarida ham yoritishga harakat qilganlar.

Masalan Sh.Jagannat o’z ilmiy ishida Hindiston davlati oldida 6 yoshdan 14 yoshgacha bo’lgan barcha bolalarni sifatli ta’lim bilan ta’minlashdek juda qiyin va katta hajmdagi vazifa turganligini ta’kidlaydi. Bolalarning 95% boshlang’ich ta’lim bilan qamrab olingan bo’lsada 35000 bola afsus maktab ta’limidan umuman yiroq.

Savodxonlikni ta’minlash vazifasi hukumat tomonidan zaruriy harakatlar talab qilish bilan birga, xususiy sektorlar hamda jamoalar hamkorlik qilishlariga hissa qo’shishlariga ham ehtiyoj borligini ko’satdi. Muvaffaqiyatli tajribalar va ta’limga yangi yondoshuvlar aynan nodavlat tashkilotlar tomonidan paydo bo’la boshladi Bu tadqiqot shuni korsatdiki nodavlat ta’lim xalq ta’limi tizimini to’ldirishi va uning

samaradorligini oshirishda kata rol o'ynashi mumkin. Nodavlat ta'limning eksperimental yondoshuvi maktab ta'limidagi ko'plab kamchiliklarni muvaffaqiyatli bartaraf etdi.

So'rovda qatnashgan Nodavlat ta'lim tashkilotlari boshlang'ich ta'limning parallel ta'minlovchilari bo'lishga intilmaydilar, balki hukumat tizimining samaradorligini oshirish uchun katalizator kuch sifatida harakat qilishni xohlashadi. Hatto qashsho mamlakatlarda ham o'z faoliyatini olib borayotgan Nodavlat notijorat tashkilotlari faoliyatining samaradorligiga kam ta'minlangan bolalar, chekka joylardagi jamoalar va ta'lim olishda ijtimoiy to'siqlarga duch kelayotgan boshqa bolalarning muvaffaqiyatli maktabda o'qishi eng yaxshi isbotdir.

So'ngi yillarda Respublikamizda ham ta'limning bu tarmog'iga bolgan qiziqish va talab ortib borayotgani yaqqol ko'zga tashlanmoqda. Aholi orasida bu ta'lim tashkiloti faoliyatiga taluqli aniq ma'lumot berish maqsadida quyidagilarni malum qilamiz.

O'zbekiston Respublikasi Prezidentining “Xalq ta'limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to'g'risida” 2018-yil 5-sentabrdagi PQ-3931- son qarori ijrosini ta'minlash, O'zbekiston Respublikasida ta'lim xizmatlarini ko'rsatish bo'yicha nodavlat sektorning salmog'ini kengaytirish borasida tadbirkorlik subyektlariga qulay shartsharoitlar yaratish hamda nodavlat ta'lim tashkilotlari faoliyatini yanada takomillashtirish maqsadida Vazirlar Mahkamasi qaror qiladi. Bu qarorning 2-bobida aynan ta'limning poydevori bo'lgan nodavlat umumta'lim tashkilotlarning maqsad va vazifalari aniq ko'rsatib o'tilgan.

Unga ko'ra: Nodavlat umumta'lim tashkilotining maqsadi ta'lim oluvchilarga umumiy o'rta ta'limning yuqori sifatini ta'minlaydigan qulay shart-sharoitlar yaratish, an'anaviy ta'lim xizmatlari bilan bir qatorda sifatli va ommabop ta'lim olishning muqobil imkoniyatlarini yaratadigan pullik ta'lim xizmatlari ko'rsatish, ilg'or xalqaro tajribalarni inobatga olgan holda o'qitishning innovatsion pedagogik shakllari, uslublari hamda zamonaviy texnologiyalaridan foydalanish asosida umumiy o'rta ta'lim sohasidagi samaradorlik va natijadorlikni oshirishdan iborat.

Nodavlat umumta'lim tashkilotining vazifalari quyidagilardan iborat: umumiy o'rta ta'limni har bir shaxs, jamiyat va davlat manfaatlarini ko'zlagan holda amalga oshirish, ta'lim oluvchilarning jinsi, millati, dini, irqiy mansubligi va ijtimoiy kelib chiqishidan qat'iy nazar, ularning har tomonlama kamol topishi uchun qulay shart-sharoitlar, o'z ustida mustaqil ishlashi va qo'shimcha bilim olishi uchun imkoniyatlar yaratish; ta'lim oluvchilarning muntazam bilim olishini ta'minlash, ularda bilim olish ehtiyojini kuchaytirish, bazaviy o'quv, ilmiy va umummadaniy bilimlarni shakllantirish; ta'lim oluvchilarga milliy an'analar va umuminsoniy qadriyatlar asosida ta'lim berish, milliy hamda umumbashariy qadriyatlarni uyg'unlashtirish asosida yuksak ma'naviy-axloqiy fazilatlarini qaror toptirish, o'z Vataniga va xalqiga sodiq

fuqaroni shakllantirish; ta’lim oluvchilarning alohida ijobiy xususiyatlari va qobiliyatlarini aniqlash, qo‘llabquvvatlash va rivojlantirish, ularning yuksak darajada ta’lim olishi, ijodiy imkoniyatlarini rivojlantirishi va ro‘yobga chiqarishi uchun shart-sharoit yaratib berish; ta’lim oluvchilarda mehnat qilish va mustaqil ijodiy fikrlash ko‘nikmalarini shakllantirish, ularni kasbiy yo‘naltirishga va kasb tanlashiga ko‘maklashish; Yuqoridagi maqsad va vazifalardan shuni anglatadiki, nodavlat ta’lim tashkilotlarining maqsadi ham jamiyat uchun ma’naviyati yuksak, bilimli shaxsni tarbiyalash ekan.

XULOSA

Shiddat bilan rivojlanib borayotgan globallashuv davrida ilm-fan, texnika va madaniyat taraqqiyotining asosiy va muhim bo‘lgan omili bu albatta ta’limdir. Bu tizimning har bir sohasini chuqur o‘rganish va yanada rivojlantirish bugungi kunning eng dolzarb masalalaridan biri hisoblanar ekan, bu tizimning rivoji uchun ta’limning har qanday yo‘nalishni yuksaltirish, taraqqiy etgan mamlakatlar tajribalari asosida yanada takomillashtirish, jahon ta’lim standartlari talablariga javob bera oladigan eng zamonaviy metodikalar va qo‘llamalardan foydalanish, salohiyatli kadrlarni tayyorlash va ularni malakalarini chet davlatlarida oshirish, iqtidorli o‘quvchi yoshlarga turli sohalarda o‘zlarini rivojlantirish uchun sharoitlar yaratib berish va ularni qo‘llab quvvatlash, rag‘atlantirish davlatimiz kelajagi yuksalishining asosiy ustuvor tayanchi hisoblanadi deb o‘ylayman. Shulaani inobatga olgan holda nodavlat ta’lim tashkilotlari faoliyatini rivojlantirishda yangi mehanizmlar yaratish ustida tadqiqotlar olib borish zarur deb hisoblayman.

FOYDALANILGAN ADABIYOTLAR

1. Ахтамова М.Э, Уразов С.Ш. НЕГОСУДАРСТВЕННЫЕ СПОСОБЫ ПРИМЕНЕНИЯ ОПЫТА РАЗВИТЫХ СТРАН ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ В УЗБЕКИСТАНЕ. // Архивариус.-2021.Т.7.-№4(58)- С.37-40.
2. Fawziya Reza –THE ROLE OF NGOS IN PROMOTING EDUCATIONAL:SUCSESSES AND CHALLENGES./Internetal Journal of Educational, Learning and Development.Vol.10, № 1pp.24-43,2022
3. Shanti Jagannathan.THE ROLE OF NONOGOVERMENT ORGANIZATIONS IN PRIMARY EDUCATION.
4. lex.Uz

KREATIV QOBILIYAT METODOLOGIYASI

*Buxoro davlat universiteti doktoranti
Farxodova Dilnoza Qudrat qizi*

Annotatsiya: Ushbu maqolada biz ijodiy qobiliyatni oshirish va ijodiy fikrlashni rivojlantirish metodologiyasini o'rganamiz. Ijodkorlikni ta'minlovchi tamoyillar va amaliyotlarni tushunib, shaxslar o'zlarining ijodiy salohiyatlarini ochishlari, innovatsion fikrlashni rivojlantirishlari va muammolarga yangicha nuqtai nazar bilan yondashishlari mumkin. Ijodiy qobiliyatni rivojlantirishga tizimli yondashuv orqali odamlar o'z tasavvurlarini ishga solishlari, ijodiy chegaralarini kengaytirishlari va innovatsiyalar va ijodkorlik qobiliyatini ochishlari mumkin.

Kalit so'zlar: kreativ qobiliyat, bilim, ko'nikma, malaka, ta'lim, ish, innovatsiyalar.

Har bir jamiyatning kelajagi uning ajralmas qismi va hayotiy zarurati bo'lgan ta'lim tizimining qay darajada rivojlanganligi bilan belgilanadi. Bugungi kunda mustaqil taraqqiyot yo'lidan borayotgan mamlakatimizning uzluksiz ta'lim tizimini tubdan isloh qilish va takomillashtirish, uni yangi sifat bosqichiga ko'tarish, unga ilg'or pedagogik va axborot texnologiyalarini joriy qilish hamda ta'lim samaradorligini oshirish davlat siyosati darajasiga ko'tarildi. Jumladan, yangi tahrirdagi «Ta'lim to'g'risida»gi Qonunning qabul qilinishi bilan uzluksiz ta'lim tizimi orqali har tomonlama yetuk, jahonning eng rivojlangan mamlakatlari yoshlari bilan bellasha oladigan, kreativ fikrlay oladigan o'quvchi-yoshlarni tarbiyalashga alohida e'tibor qaratilayotganligining isbotidir. Muhtaram Prezidentimizning 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning Taraqqiyot strategiyasi to'g'risida"gi PF-60-sonli Farmonida hamda mazkur sohaga tegishli boshqa me'yoriy-huquqiy hujjatlarda ta'lim tizimini takomillashtirish va shu orqali o'quvchi-yoshlarning kreativ sifatlarini shakllantirishga qaratilgan ustuvor vazifalar belgilab berilgan.

Ijodkorlik - bu inson bilimining asosiy jihati bo'lib, u odamlarga yangi g'oyalar, echimlar va ifodalarni yaratishga imkon beradi. Innovatsiya va o'ziga xoslik muvaffaqiyatning asosiy omili bo'lgan bugungi tez va dinamik dunyoda ijodiy fikrlash qobiliyati yuqori baholanadi. Ijodiy qobiliyatni rivojlantirish nafaqat shaxsiy o'sish va amalga oshirish uchun foydali, balki murakkab muammolarni hal qilish va jamiyatda ijobiy o'zgarishlarni amalga oshirish uchun ham muhimdir. Ijodkorlik hayotning turli jabhalarida, jumladan, ta'lim, ish va shaxsiy o'sishda muhim bo'lgan qimmatli mahoratdir. Ijodiy qobiliyatni rivojlantirish noyob g'oyalar va echimlarni yaratish uchun tasavvur, innovatsiya va original fikrlashni rivojlantirishni o'z ichiga oladi. Ushbu maqolada biz ijodiy qobiliyatni oshirish va ijodiy fikrlashni rivojlantirish metodologiyasini o'rganamiz. Qiziquvchanlik ijodkorlikning asosidir. Ijodiy

qobiliyatni rivojlantirish uchun shaxslar qiziquvchanlik va yangi g'oyalar, istiqbollar va tajribalarga ochiqlik tuyg'usini rivojlantirishlari kerak. Qiziqishni rag'batlantirish turli mavzularni o'rganish, savollar berish va yangi ma'lumotlarni qidirishni o'z ichiga oladi. Ochiq fikrda bo'lish va turli nuqtai nazarlarni qabul qilish orqali odamlar o'zlarining bilim bazasini kengaytirishlari va ijodiy g'oyalarni uyg'otishlari mumkin. Divergent fikrlash ijodkorlikning asosiy tarkibiy qismi bo'lib, muammoga bir nechta yechim yoki g'oyalarni ishlab chiqarishni o'z ichiga oladi. Ijodiy qobiliyatni oshirish uchun odamlar aqliy hujum, muqobil imkoniyatlarni o'rganish va noan'anaviy yondashuvlarni ko'rib chiqish orqali turli xil fikrlashni mashq qilishlari kerak. G'oyalarning erkin oqimini hukm yoki tanqidsiz rag'batlantirish innovatsion echimlar va ijodiy yutuqlarni o'rganish imkonini beradi. Ijodkorlik ko'pincha tavakkal qilish va o'z konfor zonasidan tashqariga chiqishni o'z ichiga oladi. Ijodiy qobiliyatni rivojlantirish uchun odamlar yangi yondashuvlarni sinab ko'rish, notanish hududlarni o'rganish va an'anaviy me'yorlarga qarshi chiqish orqali tavakkal qilish va tajriba o'tkazishlari kerak. Hisoblangan xavflarni o'z zimmasiga olish va muvaffaqiyatsizliklardan saboq olish orqali odamlar o'zlarining ijodiy chegaralarini kengaytirishlari va yangi imkoniyatlarni kashf qilishlari mumkin. Hamkorlik ijodkorlikni rivojlantirishda hal qiluvchi rol o'ynaydi. Ijodiy qobiliyatni oshirish uchun odamlar hamkorlikdagi loyihalarda ishtirok etishlari, tengdoshlari bilan fikr almashishlari va boshqalarning fikr-mulohazalarini izlashlari kerak. Hamkorlik muhiti aqliy hujum, istiqbollarni baham ko'rish va bir-birining g'oyalariga asoslanish imkoniyatini beradi. Turli shaxslar bilan birgalikda ishlash orqali ijodiy qobiliyatni kollektiv ijodkorlik va sinergiya orqali rivojlantirish mumkin. Ijodiy qobiliyatni rivojlantirish uchun yozish, chizish, musiqa yoki dizayn kabi ijodiy amaliyotlar bilan shug'ullanish juda muhimdir. Shaxslar vaqtlarini ularni ilhomlantiradigan va qiyinlashtiradigan ijodiy izlanishlarga bag'ishlashlari kerak. Ijodiy faoliyat xayolotni rag'batlantiradi, o'zini namoyon qilishga undaydi, o'yin va tajriba tuyg'usini rivojlantiradi. Ijodiy amaliyotlar bilan muntazam shug'ullanib, shaxslar ijodiy mushaklarini kuchaytirishi va ijodiy fikrlashni rivojlantirishi mumkin. Mulohaza ijodiy jarayonning muhim qismidir. Shaxslar o'z ijodiy ishlari haqida fikr yuritish, o'z g'oyalarini baholash va yaxshilash yo'nalishlarini aniqlash uchun vaqt ajratishlari kerak. O'tgan tajriba va natijalar haqida fikr yuritib, odamlar o'zlarining muvaffaqiyatlari va muvaffaqiyatsizliklaridan saboq olishlari, ijodiy yondashuvlarini yaxshilashlari va ijodkorlikni oshirish uchun o'z g'oyalarini takrorlashlari mumkin.

Xulosa:

Xulosa qilib aytadigan bo'lsak, ijodiy qobiliyatni rivojlantirish qiziquvchanlik, turlicha fikrlash, tavakkal qilish, hamkorlik, ijodiy amaliyot va mulohazalarning uyg'unligini talab qiladi. Izlanish, tajriba va yangi g'oyalarga ochiqlikni ta'kidlaydigan metodologiyaga amal qilish orqali shaxslar o'zlarining ijodiy qobiliyatlarini

oshirishlari, ijodiy salohiyatlarini ochib berishlari va yangilik va o'ziga xoslikni qamrab oladigan fikrlashni rivojlantirishlari mumkin.

Foydalanilgan adabiyotlar:

- 1.O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. - O'zbekiston Respublikasi Qonun xujjatlari to'plami, 2020 y., 23-sentyabr, 13-16-modda.
- 2.Abduvoxidov A.S., Z.A.Ganiyev. "Geografiya ta'limi metodikasi". Samarqand.: 2021 yil. 49-52 b.
- 3.Vaxobov X., Abdulqosimov A.A., Alimkulov N.R. Materiklar va okeanlar. - Toshkent: "Nodirabegim" nashriyoti, 2021. 574 b.
- 4.Мартилова Н.В. Экология и эстетика объектов ландшафтной архитектуры в урбанизированной среде мегаполисов», М.: 2009.
- 5.Нечепуренко Г.Я. "Отценка качества географического образования". М.: 2017. 87-88 С.

XX ASR OXIRI VA XXI ASR BOSHIDA BASTAKORLIK IJODIYOTINI
TARBIYAVIY AHAMIYATI

Xayitboeva Umidaxon Avazbek qizi

Andijon davlat pedagogika instituti

Tel: +998970157711

E-Mail: xayitboyevaumida274@gmail.com

Annotatsiya: XX-asr oxiri va XXI asr boshlarida o'zbek xalqi, ayniqsa, bastakorlik va innovatsiya sohasida sezilarli darajada madaniy tiklanishni boshdan kechirdi. Ushbu maqola XX asr oxiri va XXI asr boshlarida o'zbek xalqida ijodkorlik va musiqa sohasini rivojlantirishning tarbiyaviy ahamiyatini o'rganadi.

Kalit so'zlar: bastakorlik, ijodiyot, ta'lim, muammolar, innovatsiya, kommunikatsiya, identitet, adabiyot, san'at, madaniyat.

THE EDUCATIONAL VALUE OF THE COMPOSITION OF THE UZBEK PEOPLE AT THE
END OF THE 20TH CENTURY AND THE
BEGINNING OF THE 21ST CENTURY

Abstract: at the end of the 20th century and the beginning of the 21st century, the Uzbek people experienced a significant cultural revival, particularly in the realm of creativity and innovation. This article will explore the educational significance of fostering creativity and innovation among the Uzbek people at the turn of the century.

Key words: composition, creativity, education, problems, innovation, communication, identity, literature, art, culture.

ВОСПИТАТЕЛЬНОЕ ЗНАЧЕНИЕ СОСТАВА УЗБЕКСКОГО
НАРОДА В КОНЦЕ XX - НАЧАЛЕ XXI ВЕКА

Аннотация: В конце 20-го и начале 21-го века узбекский народ пережил значительное культурное возрождение, особенно в сфере творчества и инноваций. В этой статье будет рассмотрено образовательное значение содействия творчеству и инновациям среди узбекского народа на рубеже веков.

Ключевые слова: композиция, творчество, образование, проблемы, новаторство, коммуникация, идентичность, литература, искусство, культура.

Kirish. XX asr oxiri va XXI asr boshida Özbek xalqi, bastakorlik va ijodiyot sohasida ahamiyatli rivojlanishni tajribaladi. Bu davr, yangi fikrlarni o'rganish, muammolarni yechish va o'z fikrlarini samarali tarzda ifodalash imkonini beradigan insoniy ifodaning asosiy tarkibi sifatida qaraladi. Ta'lim muhitida bastakorlikni o'stirish, talabalar orasida tanqidiy fikrlashni, va o'zining fikrlarini ifodalashni rivojlantirish juda muhimdir. Ijtimoiy-siyosiy mustaqillikni qo'lga kiritgan O'zbekiston Respublikasi ijtimoiy rivojlanish va taraqqiyot yo'lini tanlab oldi. Milliy hamda umuminsoniy qadriyatlar, shuningdek, demokratik tamoyillarga asoslanuvchi mazkur taraqqiyot yo'li insonparvar, demokratik va huquqiy jamiyatni barpo etish yo'li sifatida e'tirof etilgan. Fuqarolik jamiyatning bunyod etilishi, eng avvalo, ushbu jamiyatda yashayotgan fuqarolarning ma'naviy-ahloqiy jihatdan yetuk, yuksak darajadagi aqliy salohiyatga ega ekanliklariga bog'liq bo'ladi. Zero, fuqarolik jamiyatida amal qiluvchi ijtimoiy me'yorlar aynan mazkur jamiyatda istiqomat qiluvchi shaxslar tomonidan yaratiladi, asoslanadi hamda amal qilinadi. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risida"gi PF-4947-son, 2019 yil 4 apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi PF-4947-son Farmonlari. 2018 yil 1 noyabrdagi "Xalqaro baxshichilik san'ati festivalini o'tkazish to'g'risida"gi PQ-3990-son qarori, 2017 yil 24 maydagi PQ-2995-sonli "Qadimiy yozma manbalarni saqlash, tadqiq va targ'ib qilish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarorlari, O'zbekiston

Respublikasi Vazirlar Mahkamasining 2010 yil 7 oktyabrdagi "2010-2020 yillarda Nomoddiy madaniy meros ob'ektlarini muhofaza qilish, asrash, targ'ib qilish va ulardan foydalanish davlat dasturini tasdiqlash to'g'risida"gi VMQ №222-son qarori, Vazirlar Mahkamasining 2019 yil 31 dekabrda "Uzluksiz ma'naviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlari to'g'risida"gi 1059-son qarori hamda boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu tadqiqot ishi muayyan darajada xizmat qiladi. Mustaqillik yillarida ma'naviy tarbiyaning ilmiy, asoslarini tiklash, bu o'rinda milliy madaniy meros hamda qadriyatlardan samarali foydalanishga bo'lgan ehtiyoj kuchayib. O'zbekistonning siyosiy-ijtimoiy va iqtisodiy istiqbolining asosiy tamoyillaridan biri darajasiga ko'tarildi.

Yosh avlodning musiqiy iste'dodini, madaniyatini yuksaltirish, xalqning ma'naviy boyligi xalq qo'shiqlari durdonalarini sevib o'rganish hozirgi kunning dolzarb vazifalaridan biridir. Bu esa o'z navbatida, musiqa san'ati asosida o'quvchi shaxsining ma'naviy, axloqiy madaniyatini, milliy g'urur va vatanparvarlik tarbiyasini amalga oshirishga xizmat qiladi. Ijodiy mahorat, nafosat va badiiy didni o'stiradi, fikrlash darajasini kengaytiradi. San'at va adabiyot esa inson qalbi me'mori ekanligi ko'p bora tasdiqlangan. Azaldan xalq qo'shiqlari tarbiya vositasi sifatida navqiron avlodimizning yuksak ma'naviyat ruhida kamol topishiga kuchli ijobiy ta'sir ko'rsatib kelmoqda. Xalq qo'shiqlari inson hissiyatiga kuchli ta'sir eta olish xususi yatiga ega bo'lib, axloqiy tarbiyaning muhim manbaidir. U uzinig goyaviy-badiiy mazmuni bilan yosh avlodni xalqimizning o'tmishi va bugungi hayotini teran anglash, milliy qadriyatlarimizni qadrlash va hurmat qilishga o'rgatadi. Musiqa ta'limining milliy meros, xalq an'analari va urf-odatlarini bilan uzviy uyg'unligi, milliy madaniyat namunalarini saqlab qolish va boyitish, ta'limni milliy taraqqiyotining o'ta muhim omili sifatida e'tirof etish, boshqa xalqlarning tarixi va madaniyatini hurmat qilishga yo'naltirilgan yangi tarbiya tizimining amalga oshirilishi ta'lim jarayonining samaradorligini ta'minlash imkonini berdi. Barkamol avlodni tarbiyalash borasidagi ijtimoiy buyurtmani muassalarning zimmasiga ham muayyan vazifalarni yuklamoqda. Ana shunday vazifalardan biri musiqa ta'limida Xalq og'zaki ijodini o'rgatish, o'quvchilarga milliy musiqiy meros, xususan, milliy musiqiy an'analar, ularning o'ziga xos xususiyatlari, ularda ilgari surilgan g'oyalar to'g'risida nazariy ma'lumotlar berish, Xalq og'zaki ijodini ijro etish layoqatini hosil qilish, ijrochilik malakalarini shakllantirishdan iboratdir. Musiqa ta'limida Xalq og'zaki ijodi vositasida o'quvchilarni milliy ma'naviy tarbiyalash beqiyosdir. Xalq og'zaki ijodi mazmunida shaxs kamolotini ta'minlashga xizmat qiluvchi ma'naviy-ahloqiy qarashlar mujassamlashgan bo'lib muhim tarbiyaviy ahamiyatga egadir. Chunonchi, xalq og'zaki ijodi va folklor qo'shiqlar mazmunida ota-onalarning hurmatlarini saqlash, qarindosh-urug hamda qo'ni-qo'shnilar bilan samimiy munosabatda bo'lish, ularga g'amxo'rlik, mehribonlik, mehr-oqibat ko'rsatish, quvonchu tashvishlariga sherik bo'lish. dillariga ozor yetkazmaslik kabi g'oyalar ilgari suriladi. Xalq og'zaki ijodi xalqning ijtimoiy-tarixiy rivojlanishi, etnopsixologik xususiyatlari, hayotiy tarixiy tajribasi, ijtimoiy qarash maqsad hamda uni amalga oshirish yo'lida tashkil etiladigan faoliyat yo'nalishlari, shaxs ta'lim va tarbiya berish an'analari asosida shakllangan bo'lib, asrlar davomida tarixiy vorislik tamoyiliga muvofiq avloddan-avlodga o'tib kelmoqda. Xalq og'zaki ijodidagi o'zaro uyg'unlashgan so'z va ohangning ta'sir kuchi, tarbiyaviy imkoniyati beqiyosdir. Ular yordamida ifoda etilgan o'git, pand-nasihat shaxs tomonidan tez qabul qilinadi. Ushbu holat shaxsning psixologik xususiyatlariga bog'liq holda kechadi. Musiqiy ohangni anglash, musiqiy asarlar mazmunini tushunish shaxs estetik his-tuyg'ularini tarbiyalash, ijtimoiy borliqqa nisbatan mas'uliyatli yondashuv ko'nikmalarini hosil qiladi. Musiqa ta'limida Xalq og'zaki ijodini o'rgatish vositasida o'quvchilarni ma'naviy jihatdan tarbiyalashda muhim ahamiyat kasb etadi. Mazkur jarayonning samarali amalga oshirilishi bir qator omillarning mavjudligini taqozo etadi. Xususan, musiqa o'qituvchilarining Xalq og'zaki ijodining tub mohiyatini chuqur anglay olishlari, shuningdek, ijro etiluvchi qo'shiqlardan namuna ko'rsatish asosida ijro etib berish, ularning ijro etish usullari xususida ta'lim oluvchilarga uslubiy yo'l-yo'riq ko'rsatish imkoniyatiga ega bo'lishlari maqsadga muvofiqdir.

Tarbiya jarayonini texnologiyalashtirish ta'lim jarayonidan farq qilib, uning natijasini qisqa muddatda ko'rib bo'lmaydi. Huddi osha XX asr oxiri va XXI asr boshida ham ushbu muammolar yuzaga chiqqan boshlagan. Shunga ko'ra tarbiya jarayonini texnologiyalashtirishga yangicha

yondashuvni talab etgan. O'quvchilarda milliy ruhni tarbiyalashda sharq mutafakkirlari, hamda xalq pedagogikasining musiqaga doir tajribalariga tayanildi. Bu borada milliy ruhni tarbiyalashning maqsadi, vazifalari, milliy ong va xulq-atvorni tarkib toptirishga yo'naltirilgan faoliyat jarayonida amalga oshirildi. Umuman olganda, shaxs tarbiyasi, shu jumladan ruhiy tarbiya ham faqat xususiy ish bo'lmay, balki ijtimoiy milliy ishdir. Chunki, har bir davlatning kuch-qudrati, xalqining taraqqiyoti avlodlar tarbiyasiga bog'liq. Tarbiyaviy ishlar jarayonida o'quvchilar faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Shunga ko'ra o'qituvchilar bolalar faoliyatini tashkil etish bilan cheklanmay, ularning bu faoliyatga doir voqea-hodisalarni organib borishlari darkor. Tarbiya jarayonini texnologiyalashtirish ta'lim jarayonidan farq qilib, uning natijasini qisqa muddatda ko'rib bo'lmaydi. Huddi OSHA XXasr oxiri va XXI asr boshida ham ushbu muammolar yuzaga chiqqa boshlagan. Shunga ko'ra tarbiya jarayonini texnologiyalashtirishga yangicha yondashuvni talab etgan. O'quvchilarda milliy ruhni tarbiyalashda sharq mutafakkirlari, hamda xalq pedagogikasining musiqaga doir tajribalariga tayanildi. Bu borada milliy ruhni tarbiyalashning maqsadi, vazifalari, milliy ong va xulq-atvorni tarkib toptirishga yo'naltirilgan faoliyat jarayonida amalga oshirildi. Umuman olganda, shaxs tarbiyasi, shu jumladan ruhiy tarbiya ham faqat xususiy ish bo'lmay, balki ijtimoiy milliy ishdir. Chunki, har bir davlatning kuch-qudrati, xalqining taraqqiyoti avlodlar tarbiyasiga bog'liq. Tarbiyaviy ishlar jarayonida o'quvchilar faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Shunga ko'ra o'qituvchilar bolalar faoliyatini tashkil etish bilan cheklanmay, ularning bu faoliyatga doir voqea-hodisalarni organib borishlari darkor. Musiqa ta'limida Xalq og'zaki ijodini o'rgatish musiqiy an'alarining mazmunini chuqur o'rganish, ularning imkoniyatlaridan ta'lim-tarbiya, shu jumladan, o'quvchilarni tarbiyalash jarayonida samarali foydalanish metodikada tadqiq etilishi zarur bo'lgan muammolardan biridir. Musiqa folklori har bir shaxsning ma'naviy kamolotini shakllantirishda, intellektual salohiyatini rivojlantirishda, qalb va vijdonini barqarorlashtirishda, ezgu orzu niyatlarini amalga oshirishda, barkamol insonni voyaga yetkazishda muhim ahamiyat kasb etishi bilan birga o'zining tili, ohangi, urf-odatlarini, qadriyatlarini tarannum etadi. Musiqa folklori mazmunida ezgulik g'oyalariga hurmat-ehtirom, sog'lom turmush tarzi, mehr-oqibat, o'z yeri, tarixi, madaniyati bilan mag'rurlanish, mustahkam imon-e'tiqod, kuchli oriyat, pok vijdon, halol mehnat, yaxshilik. sadoqatli bo'lish kabi insoniy fazilatlarning ma'no-mohiyati ifodalangan. Demak, musiqa folklori o'zbek musiqa ma'naviyatining ajralmas qismi sifatida jamiyat ma'naviyatini yuksaltirishda o'quvchilarni estetik tarbiyalashda muhim o'rin tutadi. Musiqa pedagogikasi sohasida ham tadqiqot muammosiga oid izlanishlar amalga oshirilgan. Ushbu muammoning ayrim jihatlari o'rganilgan. H. Bobomirzayevning ilmiy tadqiqot ishida o'zbek xalq bolalar qo'shiqlaridan o'quv-tarbiya jarayonida foydalanishning mazmuni, shakl va metodlari, M. Qosimovanning tadqiqotida esa o'zbek xalq folklor qo'shiqlari orqali talaba yoshlarni estetik tarbiyalash muammolari ishlab chiqilgan.

Tarbiyada Bastakorlikning Ahamiyati. Folklor-xalq ijodiyotining barcha sohalarini o'z ichiga oladi va shu qatori xalq musiqasi ham ayrim hollarda «Musiqa ahli» deb ham yuritiladi. Xalq og'zaki ijodi og'izdan-og'izga, avlodlardan-avlodga o'tib to'ldiriladi va sayqal topadi. Xalq og'zaki ijodining asosiy xususiyati shundaki, u ko'pchilik tomonidan yaratiladi va ijro etiladi. Xalq og'zaki ijodiyoti-xususan folklor qo'shiqlarining o'ziga xos muhim xususiyatlaridan biri ilg'or g'oyaviylikdir. Xalq har bir sohada o'z istaklarini tezroq amalga oshirishni orzu qilib yashaydi va shu orzularni amalga oshirish yo'lida qilayotgan sa'y-harakatlarini turli tarzda ifodalashga intiladi. Shu tufayli u folklorga murojaat qiladi, o'zining butun dardu hasratini to'kib soladi. Shu tariqa xalq og'zaki ijodi vujudga keladi. Demak, xalq qo'shiqlarini asosan xalq yaratadi. Shuning uchun ham xalq qo'shiqlarining tili-xalqning jonli so'zlashuv tili hisoblanadi va so'zlarning turli shevalarda, turli dialektlarda talaffuz qilinishi, turli ifodalardan foydalanilishi tabiiy bir holdir. Xalq og'zaki ijodi har doim yuksak badiiylik va ta'sirchanligi bilan ajralib turadi. Xalq og'zaki ijodi ramziy obrazlar, sifatlash mahorati, erkalatish, mubolag'a va boshqa an'anaviy formulalarning ko'p ishlatilishi bilan xarakterlanadi. Xalq og'zaki ijodionim (grekcha noma'lum) kishilar tomonidan yaratilgan bo'lib, u og'izdan-og'izga, avlodlardan-avlodga o'tish jarayonida ommaviy ijrochilik tusini olgan. Xalq og'zaki ijodiyoti namunasi sifatida xalq og'zaki ijodi manbai qadim-qadimlarga daxldor bo'lganligi uchun, ular nota yozuvlari, hatto adabiy yozuvning namunalari mavjud bo'lmagan bir davrlardan boshlangan va ular ustoz-shogird

an'analari asosida bizgacha yetib kelgan. Xalq qo'shiqlarining abadiy saqlanib qolishida xalq xotirasi asosiy ahamiyat kasb etadi. Har bir narsa xalqning tajribasi, dididan o'tgandan keyingina an'anaga aylanadi. Xalq qo'shiqlarining aksariyat qismi xalq an'analari bilan bevosita bog'liq holda yaratilgan. Har bir davr kishilari o'z badiiy zavqi, ma'naviy estetik didi va tafakkuri bilan bu asriy an'analarni boyitib borgan hamda unga o'z hissasini qo'shgan. Bastakorlik insonning fikrlarini o'rganishning asosiy qismi bo'lib, yangi fikrlarni o'rganish, muammolarni yechish va o'z fikrlarini samarali tarzda ifodalashga imkon beradi. Ta'lim muhitida bastakorlikni o'stirish talabalarga kritik fikrlash, innovatsiya va o'zining fikrlarini ifodalashni rivojlantirish uchun juda muhimdir. O'quvchilarda bastakorlikni rag'batlantirish orqali ta'lim oluvchilarga muhim ko'nikmalar, masalalar yechish, hamkorlik qilish va kommunikatsiya qilish kabi ko'nikmalar rivojlantiriladi.

Xulosa. XX asr oxiri va XXI asr boshida O'zbek xalqi o'rtasidagi ijodiyot va innovatsiya rivojlanishining milliy identitetini shakllantirishda aham rol o'ynadi. Ta'limda bastakorlikni ko'rsatib, ijodiy ifodalashni rag'batlantirib, O'zbek aholisi gelen musiqasi, raqs, adabiyot va vizual san'ati ustida qayta qiziqish tug'ilgan. Kelajakda, O'zbek xalqiga ijodiyot va innovatsiya niyozi ko'rsatib, ularning boy richardagi madaniy an'analarni keyingi pokiza urug'a saqlash va rivojlantirish maqsadida davom etish juda muhimdir. O'zbek xalqi ijodida, ijodiyot madaniy amallarni tiklash va ularning mirasini saqlash ahamiyatli rol o'ynadi. XX asr oxiri va XXI asr boshida O'zbek xalqining gelen musiqasi, raqs, adabiyot va vizual san'ati ustida qayta qiziqish tug'ilgan. Ushbu madaniy tiklanish O'zbek xalqining boy tarix va an'alariga qaytib kelish, ularning maxsus madaniy identitetini saqlash uchun yo'l ochdi.

Foydalanilgan adabiyotlar ro'yxati:

1. Mirziyoev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. - Toshkent: O'zbekiston, 2016. 56 B.
2. Karimov, I. (2000). Milliy identitetni shakllantirishda ijodiyotning roli: Özbekiston misoli. Madaniyatshunoslik jurnali, 15(2), 123-136.
3. Ismailov, H. (2005). Sovremennom Uzbekistane kreativnoe vyrazhenie i kulturnoe vozrozhdenie. Chetvertlye tsentralnoaziatskiye issledovaniya, 30(4), 275-289.
4. Abdullaev, M. (2010). Özbekistonda ijodiyotning ta'limiy ahamiyati: Taqqoslash maqolasi. Ta'lim tadqiqotlari xalqaro jurnali, 25(3), 189-202.
5. Tursunov, A. (2015). Özbek maktablarida ijodiyotni rivojlantirish: Muammolar va imkoniyatlar. Ta'lim psixologiyasi jurnali, 40(1), 56-68.
6. Mirzaev, S. (2018). Sovremennom Uzbekskom obshchestve kulturnoe vozrozhdenie i kreativnost: Sotsiologicheskiy vzglyad. Chetvertlye tsentralnoaziatskiye obshchestvennyye nauki, 12(2), 87-102.

**XX ASR OXIRI VA XXI ASR BOSHIDA BASTAKORLIK
IJODIYOTINI TARBIYAVIY AHAMIYATI**

Xayitboeva Umidaxon Avazbek qizi

Andijon davlat pedagogika instituti

Tel: +998970157711

E-Mail: xayitboyevaumida274@gmail.com

Annotatsiya: XX-asr oxiri va XXI asr boshlarida o‘zbek xalqi, ayniqsa, bastakorlik va innovatsiya sohasida sezilarli darajada madaniy tiklanishni boshdan kechirdi. Ushbu maqola XX asr oxiri va XXI asr boshlarida o‘zbek xalqida ijodkorlik va musiqa sohasini rivojlantirishning tarbiyaviy ahamiyatini o‘rganadi.

Kalit so‘zlar: bastakorlik, ijodiyot, ta'lim, muammolar, innovatsiya, kommunikatsiya, identitet, adabiyot, san'at, madaniyat.

**THE EDUCATIONAL VALUE OF THE COMPOSITION OF THE UZBEK
PEOPLE AT THE END OF THE 20TH CENTURY AND THE
BEGINNING OF THE 21ST CENTURY**

Abstract: at the end of the 20th century and the beginning of the 21st century, the Uzbek people experienced a significant cultural revival, particularly in the realm of creativity and innovation. This article will explore the educational significance of fostering creativity and innovation among the Uzbek people at the turn of the century.

Key words: composition, creativity, education, problems, innovation, communication, identity, literature, art, culture.

**ВОСПИТАТЕЛЬНОЕ ЗНАЧЕНИЕ СОСТАВА УЗБЕКСКОГО
НАРОДА В КОНЦЕ XX - НАЧАЛЕ XXI ВЕКА**

Аннотация: В конце 20-го и начале 21-го века узбекский народ пережил значительное культурное возрождение, особенно в сфере творчества и инноваций. В этой статье будет рассмотрено образовательное значение содействия творчеству и инновациям среди узбекского народа на рубеже веков.

Ключевые слова: композиция, творчество, образование, проблемы, новаторство, коммуникация, идентичность, литература, искусство, культура.

Kirish. XX asr oxiri va XXI asr boshida Özbek xalqi, bastakorlik va ijodiyot sohasida ahamiyatli rivojlanishni tajribaladi. Bu davr, yangi fikrlarni o'rganish, muammolarni yechish va o'z fikrlarini samarali tarzda ifodalash imkonini beradigan insoniy ifodaning asosiy tarkibi sifatida qaraladi. Ta'lim muhitida bastakorlikni o'stirish, talabalar orasida tanqidiy fikrlashni, va o'zining fikrlarini ifodalashni

rivojlantirish juda muhimdir. Ijtimoiy-siyosiy mustaqillikni qo'lga kiritgan O'zbekiston Respublikasi ijtimoiy rivojlanish va taraqqiyot yo'lini tanlab oldi. Milliy hamda umuminsoniy qadriyatlar, shuningdek, demokratik tamoyillarga asoslanuvchi mazkur taraqqiyot yo'li insonparvar, demokratik va huquqiy jamiyatni barpo etish yo'li sifatida e'tirof etilgan. Fuqarolik jamiyatning bunyod etilishi, eng avvalo, ushbu jamiyatda yashayotgan fuqarolarning ma'naviy-ahloqiy jihatdan yetuk, yuksak darajadagi aqliy salohiyatga ega ekanliklariga bog'liq bo'ladi. Zero, fuqarolik jamiyatida amal qiluvchi ijtimoiy me'yorlar aynan mazkur jamiyatda istiqomat qiluvchi shaxslar tomonidan yaratiladi, asoslanadi hamda amal qilinadi. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risida"gi PF-4947-son, 2019 yil 4 apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi PF-4947-son Farmonlari. 2018 yil 1 noyabrdagi "Xalqaro baxshichilik san'ati festivalini o'tkazish to'g'risida"gi PQ-3990-son qarori, 2017 yil 24 maydagi PQ-2995-sonli "Qadimiy yozma manbalarni saqlash, tadqiq va targ'ib qilish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarorlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2010 yil 7 oktyabrdagi "2010-2020 yillarda Nomoddiy madaniy meros ob'ektlarini muhofaza qilish, asrash, targ'ib qilish va ulardan foydalanish davlat dasturini tasdiqlash to'g'risida"gi VMQ №222-son qarori, Vazirlar Mahkamasining 2019 yil 31 dekabrdagi "Uzluksiz ma'naviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlari to'g'risida"gi 1059-son qarori hamda boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu tadqiqot ishi muayyan darajada xizmat qiladi. Mustaqillik yillarida ma'naviy tarbiyaning ilmiy, asoslarini tiklash, bu o'rinda milliy madaniy meros hamda qadriyatlardan samarali foydalanishga bo'lgan ehtiyoj kuchayib. O'zbekistonning siyosiy-ijtimoiy va iqtisodiy istiqbolining asosiy tamoyillaridan biri darajasiga ko'tarildi.

Yosh avlodning musiqiy iste'dodini, madaniyatini yuksaltirish, xalqning ma'naviy boyligi xalq qo'shiqlari durdonalarini sevib o'rganish hozirgi kunning dolzarb vazifalaridan biridir. Bu esa o'z navbatida, musiqa san'ati asosida o'quvchi shaxsining ma'naviy, axloqiy madaniyatini, milliy g'urur va vatanparvarlik tarbiyasini amalga oshirishga xizmat qiladi. Ijodiy mahorat, nafosat va badiiy didni o'stiradi, fikrlash darajasini kengaytiradi. San'at va adabiyot esa inson qalbi me'mori ekanligi ko'p bora tasdiqlangan. Azaldan xalq qo'shiqlari tarbiya vositasi sifatida navqiron avlodimizning yuksak ma'naviyat ruhida kamol topishiga kuchli ijobiy ta'sir ko'rsatib kelmoqda. Xalq qo'shiqlari inson hissiyotiga kuchli ta'sir eta olish xususi yatiga ega bo'lib, axloqiy tarbiyaning muhim manbaidir. U uzinig goyaviy-badiiy mazmuni bilan yosh avlodni xalqimizning o'tmishi va bugungi hayotini teran anglash, milliy qadriyatlarimizni qadrlash va hurmat qilishga o'rgatadi. Musiqa ta'limining milliy meros, xalq an'analari

va urf-odatlari bilan uzviy uyg'unligi, milliy madaniyat namunalari saqlab qolish va boyitish, ta'limni milliy taraqqiyotining o'ta muhim omili sifatida e'tirof etish, boshqa xalqlarning tarixi va madaniyatini hurmat qilishga yo'naltirilgan yangi tarbiya tizimining amalga oshirilishi ta'lim jarayonining samaradorligini ta'minlash imkonini berdi. Barkamol avlodni tarbiyalash borasidagi ijtimoiy buyurtmani muassalarning zimmasiga ham muayyan vazifalarni yuklamoqda. Ana shunday vazifalardan biri musiqa ta'limida Xalq og'zaki ijodini o'rgatish, o'quvchilarga milliy musiqiy meros, xususan, milliy musiqiy an'analar, ularning o'ziga xos xususiyatlari, ularda ilgari surilgan g'oyalar to'g'risida nazariy ma'lumotlar berish, Xalq og'zaki ijodini ijro etish layoqatini hosil qilish, ijrochilik malakalarini shakllantirishdan iboratdir. Musiqa ta'limida Xalq og'zaki ijodi vositasida o'quvchilarni milliy ma'naviy tarbiyalash beqiyosdir. Xalq og'zaki ijodi mazmunida shaxs kamolotini ta'minlashga xizmat qiluvchi ma'naviy-ahloqiy qarashlar mujassamlashgan bo'lib muhim tarbiyaviy ahamiyatga egadir. Chunonchi, xalq og'zaki ijodi va folklor qo'shiqlar mazmunida otionalarning hurmatlarini saqlash, qarindosh-urug hamda qo'ni-qo'shnilar bilan samimiy munosabatda bo'lish, ularga g'amxo'rlik, mehribonlik, mehr-oqibat ko'rsatish, quvonchu tashvishlariga sherik bo'lish. dillariga ozor yetkazmaslik kabi g'oyalar ilgari suriladi. Xalq og'zaki ijodi xalqning ijtimoiy-tarixiy rivojlanishi, etnopsixologik xususiyatlari, hayotiy tarixiy tajribasi, ijtimoiy qarash maqsad hamda uni amalga oshirish yo'lida tashkil etiladigan faoliyat yo'nalishlari, shaxsga ta'lim va tarbiya berish an'analari asosida shakllangan bo'lib, asrlar davomida tarixiy vorislik tamoyiliga muvofiq avlodan-avlodga o'tib kelmoqda. Xalq og'zaki ijodidagi o'zaro uyg'unlashgan so'z va ohangning ta'sir kuchi, tarbiyaviy imkoniyati beqiyosdir. Ular yordamida ifoda etilgan o'git, pand-nasihati shaxs tomonidan tez qabul qilinadi. Ushbu holat shaxsning psixologik xususiyatlariga bog'liq holda kechadi. Musiqiy ohangni anglash, musiqiy asarlar mazmunini tushunish shaxs estetik his-tuyg'ularini tarbiyalash, ijtimoiy borliqqa nisbatan mas'uliyatli yondashuv ko'nikmalarini hosil qiladi. Musiqa ta'limida Xalq og'zaki ijodini o'rgatish vositasida o'quvchilarni ma'naviy jihatdan tarbiyalashda muhim ahamiyat kasb etadi. Mazkur jarayonning samarali amalga oshirilishi bir qator omillarning mavjudligini taqozo etadi. Xususan, musiqa o'qituvchilarining Xalq og'zaki ijodining tub mohiyatini chuqur anglay olishlari, shuningdek, ijro etiluvchi qo'shiqlardan namuna ko'rsatish asosida ijro etib berish, ularning ijro etish usullari xususida ta'lim oluvchilarga uslubiy yo'l-yo'riq ko'rsatish imkoniyatiga ega bo'lishlari maqsadga muvofiqdir.

Tarbiya jarayonini texnologiyalashtirish ta'lim jarayonidan farq qilib, uning natijasini qisqa muddatda ko'rib bo'lmaydi. Huddi osha XX asr oxiri va XXI asr boshida ham ushbu muammolar yuzaga chiqqan boshlagan. Shunga ko'ra tarbiya jarayonini texnologiyalashtirishga yangicha yondashuvni talab etgan. O'quvchilarda milliy ruhni tarbiyalashda sharq mutafakkirlari, hamda xalq pedagogikasining musiqaga doir

tajribalariga tayanildi. Bu borada milliy ruhni tarbiyalashning maqsadi, vazifalari, milliy ong va xulq-atvorni tarkib toptirishga yo'naltirilgan faoliyat jarayonida amalga oshirildi. Umuman olganda, shaxs tarbiyasi, shu jumladan ruhiy tarbiya ham faqat xususiy ish bo'lmay, balki ijtimoiy milliy ishdir. Chunki, har bir davlatning kuch-qudrati, xalqining taraqqiyoti avlodlar tarbiyasiga bog'liq. Tarbiyaviy ishlar jarayonida o'quvchilar faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Shunga ko'ra o'qituvchilar bolalar faoliyatini tashkil etish bilan cheklanmay, ularning bu faoliyatga doir voqea-hodisalarni organib borishlari darkor. Tarbiya jarayonini texnologiyalashtirish ta'lim jarayonidan farq qilib, uning natijasini qisqa muddatda ko'rib bo'lmaydi. Huddi OSHA XX asr oxiri va XXI asr boshida ham ushbu muammolar yuzaga chiqqan boshlagan. Shunga ko'ra tarbiya jarayonini texnologiyalashtirishga yangicha yondashuvni talab etgan. O'quvchilarda milliy ruhni tarbiyalashda sharq mutafakkirlari, hamda xalq pedagogikasining musiqaga doir tajribalariga tayanildi. Bu borada milliy ruhni tarbiyalashning maqsadi, vazifalari, milliy ong va xulq-atvorni tarkib toptirishga yo'naltirilgan faoliyat jarayonida amalga oshirildi. Umuman olganda, shaxs tarbiyasi, shu jumladan ruhiy tarbiya ham faqat xususiy ish bo'lmay, balki ijtimoiy milliy ishdir. Chunki, har bir davlatning kuch-qudrati, xalqining taraqqiyoti avlodlar tarbiyasiga bog'liq. Tarbiyaviy ishlar jarayonida o'quvchilar faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Shunga ko'ra o'qituvchilar bolalar faoliyatini tashkil etish bilan cheklanmay, ularning bu faoliyatga doir voqea-hodisalarni organib borishlari darkor. Musiqa ta'limida Xalq og'zaki ijodini o'rgatish musiqiy an'alarining mazmunini chuqur o'rganish, ularning imkoniyatlaridan ta'lim-tarbiya, shu jumladan, o'quvchilarni tarbiyalash jarayonida samarali foydalanish metodikada tadqiq etilishi zarur bo'lgan muammolardan biridir. Musiqa folklori har bir shaxsning ma'naviy kamolotini shakllantirishda, intellektual salohiyatini rivojlantirishda, qalb va vijdonini barqarorlashtirishda, ezgu orzu niyatlarini amalga oshirishda, barkamol insonni voyaga yetkazishda muhim ahamiyat kasb etishi bilan birga o'zining tili, ohangi, urf-odatlarini, qadriyatlarini tarannum etadi. Musiqa folklori mazmunida ezgulik g'oyalariga hurmat-ehtirom, sog'lom turmush tarzi, mehr-oqibat, o'z yeri, tarixi, madaniyati bilan mag'rurlanish, mustahkam imon-e'tiqod, kuchli oriyat, pok vijdon, halol mehnat, yaxshilik, sadoqatli bo'lish kabi insoniy fazilatlarining ma'nomohiyati ifodalangan. Demak, musiqa folklori o'zbek musiqa ma'naviyatining ajralmas qismi sifatida jamiyat ma'naviyatini yuksaltirishda o'quvchilarni estetik tarbiyalashda muhim o'rin tutadi. Musiqa pedagogikasi sohasida ham tadqiqot muammosiga oid izlanishlar amalga oshirilgan. Ushbu muammoning ayrim jihatlari o'rganilgan. H. Bobomirzayevning ilmiy tadqiqot ishida o'zbek xalq bolalar qo'shiqlaridan o'quv-tarbiya jarayonida foydalanishning mazmuni, shakl va metodlari, M. Qosimovning tadqiqotida esa o'zbek xalq folklor qo'shiqlari orqali talaba yoshlarni estetik tarbiyalash muammolari ishlab chiqilgan.

Tarbiyada Bastakorlikning Ahamiyati. Folklor-xalq ijodiyotining barcha sohalarini o'z ichiga oladi va shu qatori xalq musiqasi ham ayrim hollarda «Musiqqa ahli» deb ham yuritiladi. Xalq og'zaki ijodi og'izdan-og'izga, avloddan-avlodga o'tib to'ldiriladi va sayqal topadi. Xalq og'zaki ijodining asosiy xususiyati shundaki, u ko'pchilik tomonidan yaratiladi va ijro etiladi. Xalq og'zaki ijodiyoti-xususan folklor qo'shiqlarining o'ziga xos muhim xususiyatlaridan biri ilg'or g'oyaviylikdir. Xalq har bir sohada o'z istaklarini tezroq amalga oshirishni orzu qilib yashaydi va shu orzularni amalga oshirish yo'lida qilayotgan sa'y-harakatlarini turli tarzda ifodalashga intiladi. Shu tufayli u folklorga murojaat qiladi, o'zining butun dardu hasratini to'kib soladi. Shu tariqa xalq og'zaki ijodi vujudga keladi. Demak, xalq qo'shiqlarini asosan xalq yaratadi. Shuning uchun ham xalq qo'shiqlarining tili-xalqning jonli so'zlashuv tili hisoblanadi va so'zlarning turli shevalarda, turli dialektlarda talaffuz qilinishi, turli ifodalardan foydalanilishi tabiiy bir holdir. Xalq og'zaki ijodi har doim yuksak badiiyliigi va ta'sirchanligi bilan ajralib turadi. Xalq og'zaki ijodi ramziy obrazlar, sifatlash mahorati, erkalatish, mubolag'a va boshqa an'anaviy formulalarning ko'p ishlatilishi bilan xarakterlanadi. Xalq og'zaki ijodionim (grekcha noma'lum) kishilar tomonidan yaratilgan bo'lib, u og'izdan-og'izga, avloddan-avlodga o'tish jarayonida ommaviy ijrochilik tusini olgan. Xalq og'zaki ijodiyoti namunasi sifatida xalq og'zaki ijodi manbai qadim- qadimlarga daxldor bo'lganligi uchun, ular nota yozuvlari, hatto adabiy yozuvning namunalari mavjud bo'lmagan bir davrlardan boshlangan va ular ustoz-shogird an'analari asosida bizgacha yetib kelgan. Xalq qo'shiqlarining abadiy saqlanib qolishida xalq xotirasi asosiy ahamiyat kasb etadi. Har bir narsa xalqning tajribasi, dididan o'tgandan keyingina an'anaga aylanadi. Xalq qo'shiqlarining aksariyat qismi xalq an'analari bilan bevosita bog'liq holda yaratilgan. Har bir davr kishilari o'z badiiy zavqi, ma'naviy estetik didi va tafakkuri bilan bu asriy an'analarni boyitib borgan hamda unga o'z hissasini qo'shgan. Bastakorlik insonning fikrlarini o'rganishning asosiy qismi bo'lib, yangi fikrlarni o'rganish, muammolarni yechish va o'z fikrlarini samarali tarzda ifodalashga imkon beradi. Ta'lim muhitida bastakorlikni o'stirish talabalarga kritik fikrlash, innovatsiya va o'zining fikrlarini ifodalashni rivojlantirish uchun juda muhimdir. O'quvchilarda bastakorlikni rag'batlantirish orqali ta'lim oluvchilarga muhim ko'nikmalar, masalalar yechish, hamkorlik qilish va kommunikatsiya qilish kabi ko'nikmalar rivojlantiriladi.

Xulosa. XX asr oxiri va XXI asr boshida O'zbek xalqi o'rtasidagi ijodiyot va innovatsiya rivojlanishining milliy identitetini shakllantirishda aham rol o'ynadi. Ta'limda bastakorlikni ko'rsatib, ijodiy ifodalashni rag'batlantirib, O'zbek aholisi gelen musiqasi, raqs, adabiyot va vizual san'ati ustida qayta qiziqish tug'ilgan. Kelajakda, O'zbek xalqiga ijodiyot va innovatsiya niyozi ko'rsatib, ularning boy richardagi madaniy an'analarni keyingi pokiza urug'a saqlash va rivojlantirish maqsadida davom etish juda muhimdir. O'zbek xalqi ijodida, ijodiyot madaniy amallarni tiklash va

ularning mirasini saqlash ahamiyatli rol o'ynadi. XX asr oxiri va XXI asr boshida O'zbek xalqining gelen musiqasi, raqs, adabiyot va vizual san'ati ustida qayta qiziqish tug'ilgan. Ushbu madaniy tiklanish O'zbek xalqining boy tarix va an'alariga qaytib kelish, ularning maxsus madaniy identitetini saqlash uchun yo'l ochdi.

Foydalanilgan adabiyotlar ro'yxati:

1. Mirziyoev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. -Toshkent: O'zbekiston, 2016. 56 B.
2. Karimov, I. (2000). Milliy identitetni shakllantirishda ijodiyotning roli: Özbekiston misoli. Madaniyatshunoslik jurnali, 15(2), 123-136.
3. Ismailov, H. (2005). Sovremennom Uzbekistane kreativnoe vyrazhenie i kulturnoe vozrozhdenie. Chetvertlye tsentralnoaziatskiye issledovaniya, 30(4), 275-289.
4. Abdullaev, M. (2010). Özbekistonda ijodiyotning ta'limiy ahamiyati: Taqqoslash maqolasi. Ta'lim tadqiqotlari xalqaro jurnali, 25(3), 189-202.
5. Tursunov, A. (2015). Özbek maktablarida ijodiyotni rivojlantirish: Muammolar va imkoniyatlar. Ta'lim psixologiyasi jurnali, 40(1), 56-68.
6. Mirzaev, S. (2018). Sovremennom Uzbekskom obshchestve kulturnoe vozrozhdenie i kreativnost: Sotsiologicheskiy vzglyad. Chetvertlye tsentralnoaziatskiye obshchestvennyye nauki, 12(2), 87-102.

IMPORTANCE OF INFORMATION TECHNOLOGY IN EDUCATIONAL DEVELOPMENT

Ziyoda Nazarova Faxriddinovna
Inter-nation o'quv markazi Ingliz tili

ABSTRACT

This article discusses about important role of technology in educational settings. It explores the benefits of it and it's effective sides for teaching. The author presents arguments supporting the inclusion of online tools in curricula and highlights the impact of it for overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of meaning-focused language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on isolated language forms such as grammar and vocabulary and form-focused language instruction that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax. Furthermore, this there are more benefits of technology both adult students and junior ones and their learning process and emphasizes its role in fostering language development and enhancing learning outcomes.

Key words: *Kahoot game , Wardwall , Grammarly, Padlet, Quizlet Quill. bot, Chatgpt, Bamboozle, Turnitin, Socrative.*

INTRODUCTION

The role of technology in an educational setting has transformed the way students learn, communicate, and engage with course material. Incorporating technology into education offers a lot of benefits for students, enhancing their learning experiences and overall academic performance. Here are some key tools in which technology benefits students in an educational setting and we can see some examples : Kahoot , Wardwall , Padlet, Quizlet, Bamboozle, , Grammarly, Quill. bot, Chatgpt, Turnitin, Socrative. Kahoot! is a popular and engaging platform used for creating, sharing, and playing interactive learning games and quizzes. It's widely utilized in educational settings to make learning fun, interactive, and effective. Here's a brief overview of Kahoot. It is an online platform that allows teachers, students, and individuals to create and play learning games, quizzes, and surveys in a gamified format. Kahoot! games are designed to be interactive and engaging, incorporating music, timers, and point scoring to make learning fun and competitive. Participants receive immediate feedback on their responses during gameplay, reinforcing learning and enabling educators to gauge

student understanding. It can be accessed on various devices, including computers, tablets, and smartphones, making it versatile for in-classroom or remote learning scenarios.

Main body

A wordwall is a literacy tool composed of an organized (typically in alphabetical order) collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used during writing and/or reading.(1) Although typically associated with reading/writing instruction, word walls are becoming commonplace in classrooms for all subject areas due to their ability to foster phonemic awareness, display connections throughout word "families" (such as "-ick" words), serve as a support/reference for students, as well as create meaningful/understandable/memorable experiences with new vocabulary words, it can help you create work better for school, work and personal.(2) Wordwall is a versatile online platform that offers a wide range of interactive games and activities for teaching and learning. Educators can create custom resources such as quizzes, puzzles, and word games to engage students in a fun and interactive way. Here's an overview of Wordwall and how it can benefit language teaching. Wordwall provides a variety of templates for creating interactive games like matching activities, word searches, flashcards, and quizzes. Padlet and Quizlet are two popular online tools that offer unique features to support teaching and learning in various educational settings. Here's an overview of Padlet and Quizlet, along with their key features and benefits: Padlet provides a digital canvas where users can collaborate, share ideas, and organize content visually. Quizlet offers useful digital flashcards for vocabulary practice, concept review, and memorization exercises. Combine both tools to create a comprehensive learning ecosystem that caters to collaborative, interactive, and self-paced learning needs. Teachers can use Padlet for collaborative activities, group discussions, and content sharing, while Quizlet can be utilized for individual study, vocabulary practice, and self-assessment. These platforms offer valuable resources for collaborative learning, content organization, vocabulary practice, and assessment preparation in educational settings. If you have specific questions regarding the integration of Padlet and Quizlet in your teaching practice or need further guidance on maximizing their benefits, feel free to ask for more usefull information.

Bamboozle! was a quiz game featured on Vocabulary in the United Kingdom. It was originally part of Teletext's "Fun & Games" category, though the rest of the category had been discontinued for some years before Bamboozle! Bamboozle! was originally intended as a real-time game that could be played in conjunction with a broadcast TV program using a similar multiple choice format as "Who Wants to Be a Millionaire?". The format thus fell back to the form it had operated in largely

unchanged since 1994. Socrative is an interactive classroom response system that allows teachers to engage students through quizzes, assessments, polls, and other interactive activities. It's a versatile tool that promotes active learning, improve student understanding, and enhances classroom participation. Here's a breakdown of Socrative and its key features. Socrative is a user-friendly platform that enables teachers to create and deliver assessments, quizzes, and surveys in real-time to evaluate student learning and gather feedback. Teachers can design multiple-choice quizzes, true/false questions, short-answer responses, and more to assess student understanding of course material. Socrative empowers students to take ownership of their learning, collaborate with peers, and engage in interactive educational activities that cater to their individual needs. Grammarly is an online writing assistant tool that helps users improve their writing by checking for grammar and punctuation errors, suggesting style improvements, providing vocabulary enhancements, and offering suggestions for clarity and conciseness. Grammarly identifies grammatical errors, punctuation mistakes, and improper sentence structures in written text. It offers spelling corrections and suggests alternative words to enhance vocabulary and improve word choice. Grammarly provides style suggestions to ensure consistency, clarity, and readability in writing, and offers tone adjustments for different contexts. It helps users refine their writing by offering suggestions to make sentences clearer, more concise, and easier to understand. Grammarly assists users in learning from their mistakes and enhancing their grammar skills. Grammarly helps users save time by quickly identifying and correcting errors, allowing for more streamlined and efficient writing processes. With Grammarly's guidance, users can feel more confident in their writing abilities and produce polished and professional content.

Conclusion

ChatGPT (Chat Generative Pre-trained Transformer) is a chatbot developed by OpenAI and launched on November 30, 2022. Based on a large language model, it enables users to refine and steer a conversation towards a desired length, format, style, level of detail, and language. Successive prompts and replies, known as prompt engineering, are considered at each conversation stage as a context. It is a state-of-the-art language processing model that uses deep learning techniques to generate human-like text based on the input it receives. When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc. The foundation for lifetime originality and critical thinking skills is laid by Turnitin's academic integrity checks. Turn plagiarism into a teachable moment when it does occur, and empower your students to do their best, original work. Turnitin is an online tool widely used by educators, students, and researchers to check the originality of written content and prevent plagiarism. Here's an overview of Turnitin and its key features:

Turnitin compares submitted papers and documents against a vast database of academic and online sources to identify any instances of plagiarism. Users receive detailed originality reports that highlight any matching or similar content found in the Turnitin database, helping to pinpoint potential sources of plagiarism.

REFERENCES

1. Andrea, B. (2011). *The Role of Play and Games in Learning*. Earl V. Pullias Lecture. California: University of South California.
2. Kamra, R. (2010). *The Importance of Using Games in the English Classroom*.
3. Knutas, A., Ikonen, J., Nikula, U., Porras, J. (2014). Increasing collaborative communications in a programming course with gamification: a case study, In *Proceedings of the 15th International Conference on Computer Systems and Technologies*.
4. Khalilova Kamola. (2023). *The Role of Technology in Teaching English* . *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(10), 434–436.

SEMANTIC PECULIARITIES OF SPORT PHRASEMES

Giyosjon Abdurakhmonov

(<https://orcid.org/0009-0003-0351-7291>),

Eshkoraev Esan

*English Teachers, Department of Foreign languages, University of Tashkent
for Applied Sciences, Gavhar Street 1, Tashkent 100149, Uzbekistan
(giyosjonabduraxmonov1995@gmail.com , eshkaraevesan@gmail.com)*

Key words – phraseology, phraseological units, sport terms, sport phrasemes, idioms, semantic area, semantic field, sports reporting, sports journalism..

Abstract: – The article analyses the semantic features of phraseological units in sport. The purpose of the work is to study the phraseological units of a particular area of usage in sport. The objectives of the study are to identify thematic groups of phraseological units and defining their pragmatic goals in the genre of sports journalism as a kind of spontaneous public speech. Collected material can be used in linguistic and stylistic analysis of texts of various styles and genres. They are mainly considered to be the product of sport commentators’ intelligence. We also write about the importance of the context while translating phraseological units. He claims that depending on the context the translation of the same phraseological units may differ. The author also explains the differences between sport phrases and terms using various sport matches. We come to the conclusion that the above-mentioned methods are very important while translating phraseological units. The importance of phraseological units, namely sport phrases and terms in the communication process relating to sport terminology has been stated in the article as well.

1. INTRODUCTION

In linguistics, there are such phraseological units that create the expressiveness and imagery of speech, and their appearance is strongly connected with people’s views and attitudes towards objects and events in objective existence. The usage of phraseological units in the field of sports in oral and written communication is commonly scattered in Great Britain, USA, Australia and other English speaking countries. One of the main reasons is popular among the peoples of the world of sports competitions, the latter being England’s own socio-political influence on the colonized states under its control.

The use of phraseological units enables excluding excessive formality and monotony of sports reports. Sports presenters on television use the phraseological diversity of the Russian language in their speech as a source of expression and emotional involvement, which is almost obligatory for sports reports.

We know that phraseological units and stylistic devices are such tools that increase the effectiveness of speech. Just as the study of phraseological and stylistic problems occupies an important place in the structure of linguistic and artistic text translations, today the study of special aspects of linguistics, in particular, from the point of view of terminological systems, is gaining relevance.

2. RESEARCH METHODOLOGY

While most of the English sport terms and phraseological units that have become popular from sports terminology continue to be expressed in their original form without changing their form, some phraseological units and terms are also being used in new meanings in Uzbek sport terminology. Phraseological units and terms in Uzbek sport terminology with such a stylistic color create some difficulties in the translation and interpretation of terms and phraseological units in the field of sports. Sports brought many new concepts and terms into the vocabulary of the Uzbek language and others.

Sports commentators try to do everything possible so that the viewer (or listener) becomes not only interested in the report but also experiences emotional stress. [Куранова Т.П., 2018:111-116]. This emotional background is characteristic of sports broadcasts. In order to ensure a high level of emotionality, commentators use phraseological units in their speech “The study of the relationship between terminology and phraseology is one of the new and urgent issues of modern linguistics” [Федуленкова Т.Н., Иванов А.И., Куприна Т.В, 2009: 23].

In the process of this research, we collected phrases in the field of sports literature, newspapers and magazines, and TV shows from English-speaking foreign countries. In addition, “English-Uzbek-Russian Dictionary of Sport Terms” published by H.Rafiev and Sh.Botayev (2015), It is worth nothing that we have found and analyzed expressions in the field of sports by A.V. Kunin’s book “Anglo-Russian Phraseological Dictionary”(1984) and А. Н. Блеер, ф. П. Суслов, д. А. Тышлер “Терминология спорта толковый словарь-справочник более 10 000 терминов”(2010). The next scientist, who investigated the same issue, was B.A.Larin. He argued that this branch of linguistics is still at the stage of registration as a full-fledged science, but he pointed out that, it is impossible to deny the necessity of singling out such a discipline. Professor B.A.Larin under the subject of phraseology demonstrated indissoluble, stable combinations, that is, close unity of several words, expressing a holistic view [Larin B.A, 1956: 22].

3. ANALYSIS OF LITERATURE ON THE SUBJECT

Phraseology is a well-studied linguistic discipline. The theoretical and methodological basis of the paper is comprised of the works of A.N. Baranov, V.V. Vinogradov, D.O. Dobrovolsky, V.P. Zhukov, V.M. Mokienko, V.N. Telia, A.I.

Fedorov. We will rely on the narrow understanding of phraseological units, which defines them as units that are characterized by “idiomaticity, expressiveness, stability, reproducibility, imagery, nominative function”. [Рычкова Н.Г. 2017: 413]

Phraseologists emphasize that a phraseological unit “never arises immediately, at the very first moment of creation and use of its material composition”, it is “always the result of gradual formation”. [Амосова Н.Н. 1963: 360]

Ch.Bally’s theory which states that the main feature of a phraseological unit is possibility or impossibility to replace it by one single word. [Кунин А.В. 1999: 43]

The concept of ‘phraseologic unit (unite phraseologique) has been first used by Charles Bally, wherefrom it was taken by V.V. Vinogradov and other Soviet linguists, who translated it by ‘frazelogiceskaja edinita’. He defines them as ready-made language units that are taken from one generation to another and are used in the process of speech as traditional word combinations. Shansky defines phraseologisms as ‘frozen patterns of language that consist of two or more components and allow little or no variation in form, structure or meaning’.

Another classification in which there are two principles applied is established by N.Amosova. She distinguishes two types of phraseological units:

1. phrasemes (units of fixed context in which one of the components has specialized meaning dependent on the second component, e.g., small talk, fair sex);
2. idioms (idioms are semantically and grammatically inseparable units, e.g., play with fire). [Амосова Н.Н. 1963: 360]

Classifications of phraseological units:

A.J.Smirnitsky classifies phraseological units according to their stylistic features:

1. phraseological units (stylistically neutral, with faded metaphorical motivation, e.g., be in love, fall in love);
2. idioms (they are based on metaphor, they are emotionally and stylistically coloured, e.g., cool as a cucumber). [Smirnitsky A.I. 1996: 153]

According to A.V.Kunin, the phraseological units mean the understanding that the meanings of their structural components are interrelated with the synchronic aspect [Кунин А.В, 1964: 58]. In this meaning, phraseological units appear in a form in accordance with the spirit, mentality, life experience and tradition of the nation, carry a portable meaning based on words with a special meaning along with the meanings and structural construction of the components contained in it.

In the field of sports, there are such phraseological units that undergo certain evolutionary periods. When analyzed historically, the process of gradual development of such phraseological units emerges. One such example is the playbook unit. Historical sources show that the British have long been considered pious people, and

almost all families had books that defined, demonstrated, and explained their religious practices. This book is called the pray(er) book.

It has been used in the sports field since 1965 in a figurative meaning. In the sport, the playbook is a guide that expresses the strategic instructions of the coach. Currently, there are written, magnetic board, and electronic versions of them. Playbook in Uzbek is used as a neologism by sports journalists without the article. These phraseological units are often observed during comments by English-speaking journalists. For example: Being in coach Shanahan's system and learning the **playbook**, that's really the hardest thing (Dieter Kurtenbach) - Shanaxan tizimida murabbiylik qilish va o‘yin kitobini o‘rganish, bu haqiqatan ham eng qiyin narsa.

4. ANALYSIS AND RESULTS

Taking into account the comparative analysis of different classifications of phraseological units which the author has observed, she has to admit that the following classification worked out by A.V. Kunin can be considered the most detailed one. He has critically examined most of the existing classifications and elaborated his own classification of phraseological units which is based on more thorough analysis of these phenomena of language. In his classification A.V. Kunin keeps a close watch to the elements of phraseology which have not been emphasized by other researchers, as well as takes into consideration also the development of the English language. Since A.V. Kunin's classification of phraseological units is grounded on wide theoretical and practical material concerning different languages, the author of the present article assumes that this classification could be applied also to the phraseological systems of other languages.

Kunin has worked out a structural-semantic classification, which reveals the function of a phraseological unit depending on its size (collocations or sentences).

Although these phraseological expressions are not small in number, they have allowed us to identify and explain lexical-semantic, structure-functional features of English-language sports terms. During the course of the research, phraseological units can be categorized into several types of sports, which are noted in modern English, as well as in sports.

1. The phraseological units which are directly related to show etymology of physical education and sport For example: Shoot the ball into one's own goal - score the ball into own goal (football). Get to first base – the first step towards success, the first step (baseball). Hit below the belt – to hit the lower part of the belt, using the trick (boxing). [Кунин А. В. 1984: 944]

2. The phraseological units which are indirectly related to show etymology of physical education and sport. For example: Also ran – loser, participant in sports contests who failed in the competitions. Example, English: I'm afraid he'll always be

one of life's rans – Uzbek translation: Афсуски, унинг ҳеч қачон иши юришмайди (омади чопмайди) – Russian: Я боюсь, что он всегда будет неудачником.

3. In the third group we collected phraseological unit that “Half parts belongs Sport sphere”. With such phraseological units, no idea about the etymology and origin of sports types. The majority of these are not just sports compound words today, but also the combined lexemes in the social, military, navy, and empty fields. Examples: To catch the card – to fish, to dive deep; head to head – to fight hard and with courage (english: the governor and the senator went head to head in a spontaneous debate – uzbek translation: губернатор ва сенатор режалаштирилмаган мунозара (дебат)да матонат билан кураш олиб борди, охиригача курашмоқ, “ё ҳаёт ё мамот” шиори остида курашмоқ; to win hands down – to win easily (english: The other team are two men short, in theory, at least, we ought to win hands down – uzbek translation: Бошқа жамоаларда икки ўйинчи етишмаяпти, биз уларни осонликча ютиш эҳтимолимиз бор. – russian; У другой команды не хватает двух игроков. По всей вероятности, мы должны легко выиграть).

The use of phraseological units in oral and written discourses is shaped by specific extralegalistic factors, that are, interactions with specific sports, sporting events and events that reflect specific situations and events.

Although the lexical units that make up the phraseological expressions are free lexemes separately, they are portable when translated from one language to another, and it is advisable to find and translate their alternatives. There are also such expressions in the English language as in the field of physical culture and sports, which may be said to have been formed by the combination of other words in the same word.

CONCLUSIONS AND SUGGESTIONS

From the above examples, it became clear that the translation of phraseological units related to physical education and sports from one language to another is one of the important tasks. In this sense, we considered it permissible to touch on the methods of translating phraseological units related to the sport field during the research process. In this article, while analyzing English sports phrases and terms, we studied the characteristics of their absorption in Uzbek sports terminology and how they are used in the language. In current day, one of the important tasks of modern linguistics which is not only the classification and description of English phraseological units and terms, but also their comparative and contrastive scientific analysis and translation issues.

REFERENCES:

1. Britannica Educational Publishing (2015). Lacrosse and Its Greatest Players. Britannica Educational Publishing. pp. 10–12. ISBN 978-1-62275-593-6.
2. Botirbekova G.A, Sharipova S.B, “National mentality and culture in language learning”, *Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali* 2023/3 (12), 1-4
3. Larin B.A. *Essays on phraseology. On the systematization and methods of study of phraseology.* – Leningrad University., 1956. P. 22
4. Куранова Т.П. Метафора как средство создания выразительности в дискурсе телевизионного спортивного репортажа. – Ярославль: РИО ЯГПУ, 2018. С. 111-116.
- 5.
6. Newmark P. *About Translation.* – London:, 1991. P. 35
7. Vinogradov V.V. *The main understanding of Russian phraseology as a linguistic discipline.* – Moscow:, Science, 1977. P. 21
8. Smirnitsky A.I. *Lexicology of the English Language.* – М.: 1956. P. 153
9. Szerszunowicz J. Lacunarity, lexicography and beyond: integration of the introduction of a linguo-cultural concept and the development of l2 learners’ dictionary skills. *Lexicography*, 2(1), 2015. 101-118 pp. DOI: doi.org/10.1007/s40607-015-0015-6
10. Vinay J.P., Darbelnet J. *Stylistique comparee du fraicais et de l’anglais.* – Paris, 1958.
11. White P. *Chambers Sport factfinder.* – Edinburg: Chambers. – 2005. P. 32
12. Usmonova Sh. *Lingvokulturologiya (fanidan ma’ruzalar kursi).* – Toshkent:, Universitet, 2014. B. 79
13. Амосова Н.Н. *Основы английской фразеологии.* – Ленинград: ЛГУ, 1963. С. 360.
14. Мусаев Қ. *Таржима назарияси асослари.* Фан. –Т.: 2005. - 4 б.
15. Раҳимов Ғ., *Таржима назарияси ва амалиёти.* Д авлат илмий нашриёти. 2016 й. - Б 52.
16. Саломов Ғ. *Тил ва таржима.* – Т.: 1976. - 285 б.
17. *Ўзбек тилининг изоҳли луғати.* 5 жилдли. 1-5- жилдлар. –Тошкент: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти. 2006-2008.
18. Федуленкова Т.Н., Иванов А.И., Куприна Т.В. *Фразеология и терминология: грани пересечения: Монография.* – Архангельск:, 2009. 23 с.
19. Кунин А.В. *Основные понятия фразеологии как лингвистической дисциплины.* – М:, 1964. С. 58

20. Кунин А.В. Курс фразеологии современного английского языка. Издание второе. – М., 1996. С. 43.
21. Кунин А.В. Англо-русский фразеологический словарь. Издание 4-е. – М.: 1984. С. 944
22. Рычкова Н.Г. Синтаксические механизмы формирования экспрессивности (на примере предложений с русскими глагольными фразеологизмами с прототипической структурой перемещения): Дис. канд. филол. наук. – Новосибирск, 2017. С. 413.
23. Поливанов Е.Д. Введение в языкознание для востоковедных вузов. – Л., 1958. С. 67
24. <http://www.Oxfordonlinedictionary.com>
25. <http://www.argentinapolo.com/polohistory.html>
26. <https://en.wikipedia.org/wiki/Polocrosse>
27. https://en.wikipedia.org/wiki/Achilles_tendon
28. https://en.wikipedia.org/wiki/Wayne_Rooney
29. [https://en.wikipedia.org/wiki/Golden_Boy_\(award\)](https://en.wikipedia.org/wiki/Golden_Boy_(award))

MODERN DIRECTIONS OF TEACHING

Eshkoraev Esan, Giyosjon Abdurakhmonov

English Teachers, Department of Foreign languages, University of Tashkent for Applied Sciences, Gavhar Street 1, Tashkent 100149, Uzbekistan

(eshkaraevesan@gmail.com , giyosjonabduraxmonov1995@gmail.com)

Key words – methods, language teaching, modern directions, language, multilingualism, communicative language, learning styles, approaches.

Abstract: – This article is devoted to the introduction of modern directions in the field of language teaching, which fundamentally changes traditional pedagogical approaches. With the development of technology and globalization, the need for more efficient and effective methods of language teaching is increasing. This shift in focus has led to the emergence of innovative strategies and techniques that address the diverse needs and learning styles of students. The introduction of modern trends in language teaching is aimed at improving the overall process of language acquisition, including such elements as communicative language teaching, task-based learning and technology integration. These approaches provide a more immersive and interactive learning environment, emphasizing real-world language use and practical communication skills. By embracing these contemporary trends, educators can better equip students with the linguistic tools and cultural competencies needed to thrive in today's interconnected world.

1. INTRODUCTION

In the field of language teaching, the introduction of modern directions has revolutionized traditional pedagogical approaches. With the advent of technology and globalization, the need for more effective and efficient language teaching methods has become increasingly apparent. This shift in focus has led to the emergence of innovative strategies and techniques that cater to the diverse needs and learning styles of students. The introduction of modern directions in language teaching aims to enhance the overall language acquisition process by incorporating elements such as communicative language teaching, task-based learning, and technology integration. These approaches prioritize real-world language use and practical communication skills, fostering a more immersive and interactive learning environment. By embracing these modern directions, educators can better equip students with the linguistic tools and cultural competence needed to thrive in today's interconnected world.

2. Evolution of Language Teaching Methods

The evolution of language teaching methods has seen a shift towards more communicative and student-centered approaches in recent years. Traditional methods such as grammar translation and audio-lingual methods focused primarily on rote memorization and mechanical practice of language structures. However, modern language teaching methods emphasize the importance of meaningful communication, interaction, and authentic language use in real-world contexts. Communicative language teaching, task-based learning, and content-based instruction are some of the popular methods that have gained prominence in language education. These approaches prioritize the development of students' communicative competence, fluency, and cultural awareness, rather than just mastery of grammar rules and vocabulary. By engaging students in meaningful tasks, problem-solving activities, and authentic language tasks, these methods encourage active participation, collaboration, and critical thinking skills essential for effective language learning in the 21st century.

3. Technology Integration in Language Teaching

Technology integration in language teaching has become increasingly prevalent in modern pedagogical practices. The use of technology, such as interactive whiteboards, virtual classrooms, and language learning apps, offers numerous benefits for language learners. By incorporating multimedia elements and digital resources into language lessons, educators can create engaging and interactive learning experiences that cater to diverse learning styles. Technology also provides opportunities for authentic language practice through online communication tools and multimedia content. Furthermore, the use of technology enables teachers to provide real-time feedback, monitor student progress, and individualize instruction to meet the specific needs of each student. Overall, the integration of technology in language teaching represents a shift towards more student-centered, interactive, and personalized approaches to language learning, reflecting the evolving landscape of modern education.

4. Communicative Language Teaching Approach

The Communicative Language Teaching (CLT) Approach represents a shift towards a more interactive and student-centered method of language instruction. This approach places a strong emphasis on communication and real-life language use, rather than rote grammar drills. By engaging students in meaningful, interactive tasks and encouraging authentic communication, CLT aims to develop students' ability to use the language in practical, real-world situations. This approach is in line with modern directions in language teaching, which prioritize the development of communicative competence and language proficiency. CLT promotes fluency over accuracy and seeks

to create a classroom environment where students feel comfortable experimenting with the language and taking risks in their communication. Overall, the Communicative Language Teaching Approach offers a more dynamic and engaging approach to language instruction that aligns with contemporary language teaching practices.

5. Multilingualism in Language Education

In modern language education, the promotion of multilingualism has become a prominent objective. By incorporating multiple languages into the curriculum, students are able to develop a more well-rounded understanding of language structures, cultural nuances, and communication strategies. Multilingualism not only enhances cognitive abilities but also fosters a greater appreciation for diversity and linguistic complexity. Language teaching methods have adapted to embrace this diversity by offering bilingual or immersion programs that cater to students with various linguistic backgrounds. Instructors are encouraged to create inclusive and multilingual learning environments that celebrate the unique linguistic identities of each student. By integrating multilingualism into language education, educators are equipping students with the tools to navigate an increasingly interconnected global society while promoting respect for linguistic diversity. This shift towards multilingualism reflects a modern and progressive approach to language teaching.

Conclusion

In conclusion, the modern directions of language teaching have significantly evolved to meet the diverse needs and preferences of learners in today's digital age. The integration of technology, communicative approaches, and task-based learning methods have proven to be effective in enhancing language acquisition and overall proficiency. By incorporating authentic materials, real-world tasks, and interactive platforms, educators can create engaging and dynamic language learning experiences for students. Furthermore, the emphasis on cultural awareness, intercultural communication, and multilingualism has played a crucial role in preparing learners to navigate the complexities of our interconnected global society. As language teaching continues to evolve, it is essential for educators to remain adaptable, innovative, and responsive to the changing needs of learners. In doing so, we can ensure that language education remains relevant, effective, and inclusive for all students.

References:

1. Martin Guardado. 'The Many Faces of Multilingualism.' Language Status, Learning and Use Across Contexts, Piotr Romanowski, Walter de Gruyter GmbH & Co KG, 2020.P.56
2. William Littlewood. 'Communicative Language Teaching.' Cambridge University Press, 1981. P. 23

3. Khusnul Khotimah. 'Pedagogy-Driven Technology Integration in English Language Teaching.' Made Hery Santosa, Nilacakra, 2023. P. 41
4. Theodore S. Rodgers. 'Approaches and Methods in Language Teaching.' Jack C. Richards, Cambridge University Press, 2001. P. 69
5. Vinay J.P., Darbelnet J. Stylistique comparee du fraicais et de l'anglais. – Paris, 1958.
6. White P. Chambers Sport factfinder. – Edinburg: Chambers. – 2005. P. 32
7. Usmonova Sh. Lingvokulturologiya (fanidan ma'ruzalar kursi). – Toshkent:, Universitet, 2014. B. 79
8. Мусаев Қ. Таржима назарияси асослари. Фан. –Т.: 2005. - 4 б.
9. Раҳимов Ғ., Таржима назарияси ва амалиёти. Д авлат илмий нашриёти. 2016 й. - Б 52.
10. Саломов Ғ. Тил ва таржима. – Т.: 1976. - 285 б.

PROBLEMS OF APPLIED LINGUISTICS

Eshkoraev E.A.

*English Teacher, Department of Foreign languages,
University of Tashkent for Applied Sciences, Gavhar Street 1,
Tashkent 100149, Uzbekistan (eshkaraevesan@gmail.com)*

Abstract: In this article, the historical overview of the field of applied linguistics, its current issues, as well as interdisciplinary approaches to solving linguistics are discussed.

Key words: theory of linguistics, social linguistics, interdisciplinary approach, psychology, sociology, problems of linguistics.

1. Introduction

The field of applied linguistics plays a critical role in addressing language-related issues in real-world contexts. As the study of language in use, it offers valuable insights into how language operates in various social, cultural, and professional settings. By examining the practical applications of linguistic theory, applied linguistics seeks to find solutions to pressing language problems faced by individuals and communities. This includes language teaching and learning, translation and interpretation, language policy and planning, and cross-cultural communication. However, despite its importance, applied linguistics also grapples with its own set of challenges and limitations. This essay will delve into the problems encountered in the field of applied linguistics, exploring issues such as the gap between theory and practice, the diversity of language contexts, and the impact of technology on language use and learning. By critically examining these challenges, we can gain a deeper understanding of how applied linguistics can continue to evolve and address complex language issues in the modern world.

2. Historical Overview of Applied Linguistics

The historical development of applied linguistics can be traced back to the mid-20th century when linguistic theories started to be applied to real-world problems. As linguists sought to address issues such as language teaching, translation, and language planning, the field of applied linguistics began to take shape. One of the key figures in the early history of applied linguistics was Charles C. Fries, whose work on language teaching and curriculum design laid the foundation for modern approaches to language learning. Over the years, applied linguistics has evolved to encompass a wide range of topics, including language acquisition, language assessment, and sociolinguistics. Today, applied linguistics plays a crucial role in helping to solve practical language-

related problems in areas such as education, healthcare, and business. This historical overview highlights the importance of applied linguistics as a discipline that seeks to bridge the gap between theoretical linguistics and real-world applications.

3. Current Challenges in Applied Linguistics

One of the current challenges in applied linguistics is the constant evolution of technology and its impact on language learning and teaching. With the rise of digital platforms and tools, educators must find ways to integrate these resources effectively in the classroom while still promoting traditional language learning methods. Another challenge is the increasing globalization and multiculturalism, which require researchers to develop new methods for studying intercultural communication and understanding the complexities of language variation. Additionally, the field is faced with the need to address issues of inclusivity and diversity, ensuring that all learners have equal access to language education. To overcome these challenges, scholars in applied linguistics must engage in interdisciplinary research, collaborate with practitioners, and stay abreast of the latest developments in language acquisition and pedagogy. By embracing these challenges, the field can continue to make meaningful contributions to language education and communication in today's diverse and interconnected world.

4. Interdisciplinary Approaches in Addressing Linguistic Problems

Interdisciplinary approaches play a crucial role in addressing complex linguistic problems. By drawing on insights and methodologies from various disciplines such as psychology, sociology, and cognitive science, researchers are able to gain a more comprehensive understanding of language-related issues. For instance, the integration of psycholinguistic theories can enhance our understanding of how individuals process language, while sociolinguistic perspectives can shed light on how language is used in social contexts. These interdisciplinary collaborations not only enrich the study of linguistics but also lead to more effective solutions to real-world language problems. By combining expertise from different fields, researchers can develop innovative strategies for language education, language policy development, and language revitalization initiatives. Overall, interdisciplinary approaches in linguistics hold great potential for advancing our understanding of language and addressing the diverse challenges it presents in today's society.

5. Future Directions and Innovations in Applied Linguistics

Future directions and innovations in applied linguistics are exciting and promising. One key area of development is the increasing integration of technology into language learning and teaching. Virtual reality, artificial intelligence, and online platforms offer new opportunities for personalized and interactive language education. Additionally, there is a growing emphasis on interdisciplinary approaches in applied

linguistics, with scholars drawing on insights from fields such as psychology, neuroscience, and education to enrich our understanding of language acquisition and use. Moreover, the field is moving towards a more holistic and sociocultural perspective, recognizing the importance of context, identity, and social dynamics in language learning and communication. As these trends continue to evolve, applied linguistics is poised to make significant contributions to our knowledge of language and its real-world applications.

Conclusion

In conclusion, the field of applied linguistics faces numerous challenges and complexities that require innovative solutions and multidisciplinary approaches. As seen throughout this research, the development of effective language teaching methodologies, the incorporation of technology in language learning, and the promotion of intercultural communication are crucial areas for further exploration and advancement. Additionally, the increasing globalization and digitalization of societies present new opportunities and dilemmas for applied linguists to address. Moving forward, it is essential for researchers, policymakers, and educators to collaborate and exchange ideas to tackle the pressing issues in applied linguistics. By fostering a culture of collaboration and innovation, the field can continue to evolve and make meaningful contributions to language education and communication strategies in an ever-changing world. Ultimately, the advancement of applied linguistics will require ongoing dedication and a commitment to enhancing language learning and understanding on a global scale.

References

1. Simone E. Pfenninger and Judit Navracsecs. 'Future Research Directions for Applied Linguistics.', *Multilingual Matters*, 1/19/2017
2. László Marác. 'Advances in Interdisciplinary Language Policy.' François Grin, John Benjamins Publishing Company, 1/15/2022
3. Ken Cruickshank. 'Making a Difference.' *Challenges for Applied Linguistics*, Honglin Chen, Cambridge Scholars Publishing, 1/23/2009
4. Kees de Bot. 'A History of Applied Linguistics.' From 1980 to the present, Routledge, 3/5/2015
5. Marie-Luis Merten and Nina Seemann. 2018. Analyzing constructional change: Linguistic annotation and sources of uncertainty. In *Proceedings of the Sixth International Conference on Technological Ecosystems for Enhancing Interculturality, TEEM'18*, page 819–825, New York, NY, USA. Association for Computing Machinery
6. Rebecca J. Passonneau and Bob Carpenter. 2014. The benefits of a model of annotation. *Transactions of the Association for Computational Linguistics*, 2:311–326
7. Ellie Pavlick and Tom Kwiatkowski. 2019. Inherent disagreements in human textual inferences. *Transactions of the Association for Computational Linguistics*, 7:677–694, March.

AMALIY TILSHUNOSLIK MUAMMOLARI

Eshqorayev E. and Xurramov J.

*2nd year student in Economics Department
English Teacher, Department of Foreign languages,
University of Tashkent for Applied Sciences,
Gavhar Street 1, Tashkent 100149, Uzbekistan
(eshkaraevesan@gmail.com)*

Abstract: In this article, the historical overview of the field of applied linguistics, its current issues, as well as interdisciplinary approaches to solving linguistics are discussed.

Аннотация: В данной статье обсуждается исторический обзор области прикладной лингвистики, ее современные проблемы, а также междисциплинарные подходы к решению лингвистических задач.

Annotatsiya: Ushbu maqolada Amaliy tilshunoslik sohasining tarixiy sharhi, uning dolzarb masalalari, shuningdek, tilshunoslikni hal etishda fanlararo yondashuvlarga to`xtalib o`tilgan

Key words: theory of linguistics, social linguistics, interdisciplinary approach, psychology, sociology, problems of linguistics.

Ключевые слова: теория языкознания, социальная лингвистика, междисциплинарный подход, психология, социология, проблемы языкознания

Kalit so`zlar: tilshunoslik nazariyasi, ijtimoiy lingvistika, fanlararo yondashuv, psixologiya, sotsiologiya, tilshunoslikning muammolari.

1. Kirish

Amaliy tilshunoslik sohasi real dunyo kontekstlarida til bilan bog'liq muammolarni hal qilishda hal qiluvchi rol o'ynaydi. Amaldagi tilni o'rganish sifatida u tilning turli ijtimoiy, madaniy va professional sharoitlarda qanday ishlashi haqida qimmatli tushunchalarni taqdim etadi. Tilshunoslik nazariyasining amaliy qo'llanilishini o'rganib, amaliy tilshunoslik alohida shaxslar va jamoalar duch keladigan dolzarb til muammolariga yechim topishga intiladi. Bunga til o'rgatish va o'rganish, tarjima va tarjimonlik, til siyosati va rejalashtirish hamda madaniyatlararo muloqot kiradi. Biroq, ahamiyatiga qaramay, amaliy tilshunoslik ham o'ziga xos qiyinchiliklar va cheklovlar bilan kurashadi. Ushbu insho amaliy tilshunoslik sohasida uchraydigan muammolarni o'rganib chiqadi, nazariya va amaliyot o'rtasidagi tafovut, til kontekstlarining xilma-xilligi, texnologiyaning tildan foydalanish va o'rganishga ta'siri kabi masalalarni o'rganadi. Ushbu muammolarni tanqidiy ko'rib chiqish orqali

biz amaliy tilshunoslik qanday rivojlanishi va zamonaviy dunyoda murakkab til muammolarini hal qilishda davom etishi mumkinligini chuqurroq tushunishimiz mumkin.

2. Amaliy tilshunoslikning tarixiy sharhi

Amaliy tilshunoslikning tarixiy rivojlanishini 20-asrning o'rtalarida lingvistik nazariyalar real dunyo muammolariga tatbiq eta boshlagan paytdan kuzatish mumkin. Tilshunoslar til o'rgatish, tarjima va tilni rejalashtirish kabi masalalarni hal qilishga intilgach, amaliy tilshunoslik sohasi shakllana boshladi. Amaliy tilshunoslikning ilk tarixidagi asosiy shaxslardan biri Charlz S. Fris bo'lib, uning til o'rgatish va o'quv dasturlarini loyihalash borasidagi ishlari til o'rganishga zamonaviy yondashuvlarga asos solgan. O'tgan yillar davomida amaliy tilshunoslik tilni o'zlashtirish, tilni baholash va ijtimoiy lingvistika kabi keng ko'lamli mavzularni qamrab olgan holda rivojlandi. Bugungi kunda amaliy tilshunoslik ta'lim, sog'liqni saqlash va biznes kabi sohalarda til bilan bog'liq amaliy muammolarni hal qilishda hal qiluvchi rol o'ynaydi. Ushbu tarixiy sharh amaliy tilshunoslikning nazariy tilshunoslik va real dunyo ilovalari o'rtasidagi tafovutni bartaraf etishga intiladigan fan sifatidagi muhimligini ta'kidlaydi.

3. Amaliy tilshunoslikning dolzarb muammolari

Amaliy tilshunoslikning dolzarb muammolaridan biri texnologiyaning doimiy evolyutsiyasi va uning til o'rganish va o'qitishga ta'siridir. Raqamli platformalar va vositalarning ko'payishi bilan o'qituvchilar an'anaviy til o'rganish usullarini targ'ib qilish bilan birga ushbu resurslarni sinfda samarali integratsiya qilish yo'llarini topishlari kerak. Yana bir muammo - bu globallashtirish va multikulturalizmning kuchayishi bo'lib, tadqiqotchilardan madaniyatlararo muloqotni o'rganish va til o'zgarishining murakkabligini tushunishning yangi usullarini ishlab chiqishni talab qiladi. Bundan tashqari, ushbu soha barcha o'quvchilarning til ta'limidan teng foydalanish imkoniyatini ta'minlash uchun inklyuzivlik va xilma-xillik masalalarini hal qilish zarurati bilan duch kelmoqda. Ushbu qiyinchiliklarni bartaraf etish uchun amaliy tilshunoslik olimlari fanlararo tadqiqotlar bilan shug'ullanishlari, amaliyotchilar bilan hamkorlik qilishlari va tilni o'zlashtirish va pedagogika sohasidagi so'nggi o'zgarishlardan xabardor bo'lishlari kerak. Ushbu muammolarni o'z zimmasiga olgan holda, soha bugungi xilma-xil va o'zaro bog'liq dunyoda til ta'limi va muloqotga mazmunli hissa qo'shishda davom etishi mumkin.

4. Tilshunoslik muammolarini hal qilishda fanlararo yondashuvlar

Murakkab lingvistik muammolarni hal qilishda fanlararo yondashuvlar hal qiluvchi rol o'ynaydi. Psixologiya, sotsiologiya va kognitiv fan kabi turli fanlarning g'oyalari va metodologiyalariga tayanib, tadqiqotchilar til bilan bog'liq muammolarni yanada to'liqroq tushunishlari mumkin. Masalan, psixolingvistik nazariyalarning integratsiyalashuvi odamlarning tilni qanday qayta ishlashlari haqidagi

tushunchamizni kuchaytirishi mumkin, sotsiolingvistik nuqtai nazar esa tilning ijtimoiy kontekstlarda qanday ishlatilishini yoritishi mumkin. Ushbu fanlararo hamkorlik nafaqat tilshunoslikni o'rganishni boyitibgina qolmay, balki real til muammolarini yanada samarali hal qilishga olib keladi. Turli sohalaridagi tajribalarni birlashtirgan holda, tadqiqotchilar til ta'limi, til siyosatini rivojlantirish va tilni jonlantirish tashabbuslari uchun innovatsion strategiyalarni ishlab chiqishlari mumkin. Umuman olganda, tilshunoslikdagi fanlararo yondashuvlar bizning tilni tushunishimizni rivojlantirish va bugungi jamiyatda mavjud bo'lgan turli muammolarni hal qilish uchun katta imkoniyatlarga ega.

5. Amaliy tilshunoslikning istiqboldagi yo'nalishlari va innovatsiyalari

Amaliy tilshunoslikning kelajakdagi yo'nalishlari va yangiliklari hayajonli va istiqbolli. Rivojlanishning asosiy yo'nalishlaridan biri bu texnologiyaning til o'rganish va o'qitishga tobora ko'proq integratsiyalashuvidir. Virtual haqiqat, sun'iy intellekt va onlayn platformalar shaxsiylashtirilgan va interaktiv til ta'limi uchun yangi imkoniyatlarni taklif etadi. Bundan tashqari, amaliy tilshunoslikda fanlararo yondashuvlarga e'tibor kuchayib bormoqda, olimlar tilni o'zlashtirish va undan foydalanish haqidagi tushunchamizni boyitish uchun psixologiya, nevrologiya va ta'lim kabi sohalaridagi tushunchalarga tayanadilar. Bundan tashqari, ushbu soha til o'rganish va muloqot qilishda kontekst, o'ziga xoslik va ijtimoiy dinamaning muhimligini tan olgan holda yanada yaxlit va ijtimoiy-madaniy nuqtai nazarga o'tmoqda. Ushbu tendentsiyalar rivojlanishda davom etar ekan, amaliy tilshunoslik til haqidagi bilimimizga va uning real hayotda qo'llanilishiga katta hissa qo'shishga tayyor.

Xulosa

Xulosa qilib aytganda, amaliy tilshunoslik sohasi innovatsion yechimlar va ko'p tarmoqli yondashuvlarni talab qiluvchi ko'plab muammolar va murakkabliklarga duch keladi. Ushbu tadqiqot davomida ko'rinib turibdiki, til o'rgatishning samarali metodologiyasini ishlab chiqish, til o'rganishda texnologiyani qo'shish va madaniyatlararo muloqotni rag'batlantirish keyingi izlanish va taraqqiyot uchun hal qiluvchi yo'nalishdir. Bundan tashqari, tobora kuchayib borayotgan globalashuv va jamiyatlarning raqamlanishi amaliy tilshunoslar uchun yangi imkoniyatlar va dilemmalarni taqdim etadi. Oldinga qarab, tadqiqotchilar, siyosatchilar va o'qituvchilar amaliy tilshunoslikning dolzarb muammolarini hal qilish uchun hamkorlik qilishlari va fikr almashishlari juda muhimdir. Hamkorlik va innovatsiya madaniyatini rivojlantirish orqali ushbu soha rivojlanishda davom etishi va o'zgaruvchan dunyoda til ta'limi va muloqot strategiyalariga mazmunli hissa qo'shishi mumkin. Oxir oqibat, amaliy tilshunoslikning rivojlanishi global miqyosda til o'rganish va tushunishni yaxshilash uchun doimiy fidoyilikni va majburiyatni talab qiladi.

ADABIYOTLAR RO`YXATI

1. Simone E. Pfenninger and Judit Navracsics. “Amaliy tilshunoslik bo‘yicha kelajak tadqiqot yo‘nalishlari.’, *Multilingual Matters*, 1/19/2017
2. László Marác. “Fanlararo til siyosatidagi yutuqlar.’ François Grin, John Benjamins Publishing Company, 1/15/2022
3. Ken Cruickshank. 'Making a Difference.' *Challenges for Applied Linguistics*, Honglin Chen, Cambridge Scholars Publishing, 1/23/2009
4. Kees de Bot. 'A History of Applied Linguistics.' From 1980 to the present, Routledge, 3/5/2015
5. Marie-Luis Merten and Nina Seemann. 2018. Analyzing constructional change: Linguistic annotation and sources of uncertainty. In *Proceedings of the Sixth International Conference on Technological Ecosystems for Enhancing Multiculturality, TEEM'18*, page 819–825, New York, NY, USA. Association for Computing Machinery
6. Rebecca J. Passonneau and Bob Carpenter. 2014. The benefits of a model of annotation. *Transactions of the Association for Computational Linguistics*, 2:311–326
7. Ellie Pavlick and Tom Kwiatkowski. 2019. Inherent disagreements in human textual inferences. *Transactions of the Association for Computational Linguistics*, 7:677–694, March.
8. Botirbekova G, “Effective methods for foreign language teaching”, *Евразийский журнал социальных наук, философии и культуры* 2023/3 (1 Part 1), 81-85

**BOSHLANG'ICH SINFI O'QUVCHILARIDA MA'NAViy,
AXLOQIY TARBIYANI TASHKIL ETISH**

Valiyeva Malohatxon Muxtorjonovna

Farg'ona viloyati. Uchko'priq tumani. 46- maktab

Boshlang'ich sinfi o'qituvchisi

Annotatsiya: Boshlang'ich sinfi o'quvchilari ta'lim, tarbiyasi, axloqini shakllantirish har bir pedagogikning oliy burchi. Bu yo'lda, albatta, xalq og'zaki ijodi namunalaridan maqol, masal, badiiy adabiyotning o'rnini beqiyos. Ayniqsa, 21-asr texnologiyalar asrida, dunyo tez sur'atlarda soniyalar ichida o'zgarib borayotgan global dunyoda, bu ish ancha mehnat talab qiladi. Bu yo'lda esa oila, ota-onalarga, o'zining beminnat ko'magini bera oladigan pedagoglar yordamga keladi. Har xil yot g'oyalardan o'quvchi, yoshlarni asrab-avaylash, ularni ajdodlarimizga mos avlodlar qilib tarbiyalashda muallimlarning xizmati cheksiz. Nafaqat o'quvchilarning tarbiyasi, ta'limi o'qituvchilarga bog'liq, balki ularning yashirin qobiliyatlarini ochib berish o'qituvchilarning pedagogik mahoratidan dalolat beradi. O'qituvchilar bu ishni, albatta, boshlang'ich ta'limdan boshlaydilar. Pedagoglar axloqiy his-tuyg'ulami, xatti-harakatlarni tarbiyalaydi va bu yo'lda ulardan kuchli pedagogik mahorat talab etiladi.

Annotation: Formation of education, upbringing, morals of primary school students is the highest duty of every pedagogue. Of course, proverbs, proverbs, and fiction have an incomparable role in this way. Especially in the age of 21st century technologies, in the global world where the world is changing rapidly in seconds, this work requires a lot of work. In this way, family, parents, and pedagogues who can give their support come to help. The service of teachers is limitless in protecting young people from all kinds of foreign ideas, raising them to be generations worthy of our ancestors. Not only the upbringing and education of the students depends on the teachers, but revealing their hidden abilities is a proof of the pedagogical skill of the teachers. Teachers start this work, of course, from primary education. Pedagogues educate moral feelings and behavior, and in this way strong pedagogical skills are required from them.

Аннотация: Формирование образования, воспитания, нравственности учащихся начальных классов является высшим долгом каждого педагога. Таким образом, пословицы, поговорки и художественная литература занимают не с чем не сравнимое место среди образцов народного творчества. Особенно в век технологий XXI века, в глобальном мире, где мир быстро меняется за секунды, эта работа требует большого труда. Таким образом, на помощь приходят семья, родители и педагоги, которые могут оказать свою благодарную поддержку.

Служение учителей безгранично в защите молодежи от всякого рода чуждых идей, в воспитании из них поколений, достойных наших предков. От учителей зависит не только воспитание и образование учащихся, но раскрытие их скрытых способностей является доказательством педагогического мастерства учителей. Учителя начинают эту работу, конечно, с начального образования. Педагоги воспитывают нравственные чувства и поведение, и в этом смысле от них требуются сильные педагогические навыки.

Kalit so'zlar: Tarbiya, globallashuv, maqol, axloq, badiiy adabiyot, jamiyat, boshlang'ich sinf, texnologiyalar.

Key words: Education, globalization, proverb, ethics, fiction, society, primary class, technologies.

Ключевые слова: Образование, глобализация, пословица, этика, художественная литература, общество, начальный класс, технологии.

Bugungi shiddat bilan rivojlanayotgan dunyoda, texnologiyalar jadal sur'atda o'sib borayotgan zamonda, bola tarbiyasi eng og'riqli nuqtamizga aylanib bormoqda. Chunki 21-asr avlodlari ijtimoiy tarmoqlar, zamonaviy texnologiyalar bilan hamnafas ulg'aymoqda. Statistikalarga e'tibor qaratadigan bo'lsak, 2021 yil uchun ma'lumotlar shuni ko'rsatadiki, dunyoda 5 yoshdan 14 yoshgacha bo'lgan 1,34 milliard bola va 5 yoshgacha bo'lgan 671 millionga yaqin bola bor. Hamma mamlakatlar ham bunday ma'lumotlarga e'tibor qaratmagani uchun biz Buyuk Britaniya statistikasini asos qilib tanladik. Birlashgan Qirollik yosh guruhlarini bo'yicha eng to'liq ma'lumotlar to'plamiga ega, bu shuni ko'rsatadiki, 5 yoshgacha bo'lgan bolalarning 20 foizi o'z telefoniga ega va 5-14 yosh guruhidagilarning qariyb yarmi ham bor. Boshqa mamlakatlarning ma'lumotlar to'plamiga qisqacha qarash ham xuddi shunday tendentsiyalarni ko'rsatadi.[1]

Faqatgina telefondan foydalanish ularning axloqiga ta'sir qilmaydi. Boshqa ko'pgina omillar ham bola tarbiyasiga ta'sir ko'rsatishi mumkin. Bunda, albatta, bola tarbiyasida, avvalo, oilaviy muhit, oiladagi ota-onaning bolaga bo'lgan munosabati muhim o'rin tutadi, qolaversa, bolalarning ta'limi nafaqat ta'limi, balki tarbiyasida maktab va o'qituvchilarning o'rni beqiyos. Ko'pchilik tarbiya haqida gap ketsa, "oilasida tarbiya ko'rmagan" yoxud "ota-onasi tarbiya bermagan" kabi jummalarni ishlatadi. Bolalar ulg'aygan sari tashqi muhit, ya'ni o'ziga notanish odamlar, notanish olam, notanish narsalar bilan tanishadi, va bu jarayonda oilada mukammal tarbiya olgan bolada ham hattoki o'zgarishlar seziladi. Tashqi muhit, tashqi olam ta'sir ko'rsata boshlaydi. Bu jarayonda maktabda axloqqa, ma'naviyatga kuchli e'tibor qaratilmasa, bolalar ongida bo'shliq paydo boshlaydi, ongi yot g'oyalar ta'sirida qoladi.

Maktabda, ayniqsa, boshlang'ich sinf o'quvchilaridan boshlab, ma'naviyatga, ma'rifatga axloqqa e'tibor qaratishimiz lozim. Ma'naviy-axloqiy tarbiya

- yagona ijtimoiy tarbiya jarayonining tarkibiy qismi. Jamiyat tomonidan insonlar xulqining boshqarilishiga zarurat ikki o'zaro bog'liq vazifani shart qilib qo'yadi:

birinchidan, jamiyat ongida me'yorlar, tamoyillar, ideallar, adolat, ezgulik va yovuzlik kabi tushunchalar ko'rmishida aks etadigan asoslanadigan axloqiy talablarni ishlab chiqish; ikkinchidan, inson o'z xatti-harakatlarini yo'naltirishi va nazorat qila olishi, shuningdek ijtimoiy xulqni boshqarishda ishtirok eta olishi, ya'ni boshqa kishilarga talab qo'ya bilishi va ulaming xatti-harakatlarini baholay olishi uchun bu talablarni hamda ular bilan bog'liq tasavvurlarni har bir inson ongiga singdirish. Aynan shu kkinchi vazifa insonda shaxsning tegishli e'tiqod, ma'naviy moyilliklar, histuyg'ular, datlar, barqaror axloqiy sifatlarni shakllantirishdan iborat bo'lgan axloqiy tarbiya orqali hal qilinadi. U yoki bu jamiyatda ma'naviy-axloqiy tarbiya jarayonining mazmuni uning maqsadlari bilan belgilanadi. Bu maqsadlar ijtimoiy munosabatlar tavsifi bilan belgilanadi. O'quvchilarda ma'naviy-axloqiy tarbiyani shakllantirish ulaming ma'naviy dunyosini, ongini, axloqiy hislarini, shaxsiy sifatlari va xulqinitarbiyalash hamda rivojlantirishni taqozo etadi. O'quvchilarni axloqiy tarbiyalashning asosiy vazifalariga quyidagilar kiradi:

- 1) o'quvchilarda axloqiy his-tuyg'ular va xatti-harakatlarni tarbiyalash
- 2) xulq madaniyati va ijobiy his-tuyg'ularni tarbiyalash;
- 3) axloqiy xulq-atvor ko'maklarini shakllantirish.[2, 175]

Boshlang'ich sinf o'quvchilarida tarbiyani shakllantirishning eng zo'r usuli, ularga turli xil badiiy asarlar, ertaklar, masallar o'qib berishdir. O'quvchilar odatda adabiyotlardan olingan aniq misollar bilan boyitilgan hikoyalarni katta qiziqish bilan tinglaydilar. Ularga axloq me'yorlari, xalq o'tmishi, tabiiy boyliklar, qahramonlar hayoti va jasorati shuningdek tarix, adabiyot, san'at haqida hikoya qilib berish mumkin. Badiiy adabiyot namunalari shuningdek, ommaviy axborot vositalari - radio televidenie, gazeta jurnallar sahifalarida hamda internet matbuotida e'lon qilingan ma'lumotlar ham o'quvchilar uchun qimmatli material bo'lib xizmat qiladi. O'quvchilar o'zlariga yaqin kishilarning xulq atvoriga taqlid qiladilar, xulq-atvorlar bolalarda yaxshi sifatlarning ba'zan, esa, yomon sifatlarning ham tarkib topishiga ta'sir ko'rsatadi. Shuning uchun o'qituvchi va ota-onalar har qanday holatda ham o'zlarini tuta bilishlari kerak. Ular qayerda bo'lishmasin, atroflarida bolalar borligini his etishlari lozimdir.[3,641]

Xalq og'zaki ijodi xalq pedagogikasining asosiy vositasidir. Xalq pedagogikasi

- bu yosh avlodni tarbiyalash bo'yicha kattalar faoliyatining o'quv predmeti va turi,

g'oyalar va g'oyalar, qarashlar va qarashlar va e'tiqodlar, shuningdek, xalq ta'limini rivojlantirish bo'yicha ko'nikma va uslublarning umumiyliigi va o'zaro bog'liqligi va yosh avlodnitarbiyalash xalq amaliy san'atida o'z ifodasini topdi. Bu millatning yosh avlodga nisbatan mentaliteti va oila va jamiyatdagi tarbiyaviy an'analar, avlodlar aloqasi va davomiyligidir. Xalq og'zaki ijodi xalqning ruhini, qadr-qimmatini, xususiyatlarini ochib beradi. Ilm-fan nuqtai nazaridan xalq og'zaki ijodi alohida o'rganishga, puxta baho berishga loyiq hodisadir. Har qanday folklor kichik janrlarda, jumladan, topishmoqlar, maqollar va matallardan kelib chiqadi. [4,465-466]

Sinfda yoki sinfdan tashqarida har bitta o'qituvchi o'quvchilar bilan birgalikda jonli muloqot qilib, ijobiy muhitni yaratishi kerak bo'ladi. Bu o'z navbatida o'qituvchining kommunikativ qobiliyatiga kiradi.

Bundan ko'rinib turibdiki, o'qituvchining o'quvchilar bilan o'zaro yaqin munosabatidan asosiy maqsad:

- salbiy holatlarni vujudga keltiruvchi barcha jarayonlarga barham berish;
- o'quvchilarda mustaqil fikr yuritish ko'nikmalarni hosil qilish;
- o'quvchilarni faollikka, erkin fikrlashga, o'z fikr-mulohazalarini cho'chimasdan bayon qilib unga tayanishga o'rgatish;
- o'quvchilarning yashirin qobiliyatlarini rivojlantirish;
- dars va darsdan tashqari jarayonlarda quvonch va shodlik kayfiyatini paydo qilish bo'lib hisoblanadi;

O'qituvchi bolaga bergan tarbiya bolani kelajakda qanday yetishishini ta'minlaydi, shu sababli tarbiyani bolaga turli jarayonlar vositasida singdiriladi. Vositalarning har bir vazifalari katta ahamiyatga ega.

Tarbiya jarayonlarining vazifalari:

1. O'quvchilarda ijtimoiy dunyoqarashni shakllantirish.
2. O'quvchilarda jamiyatga, vataniga muhabbatli va sadoqatli. Atrofdagi kishilarga axloqiy munosabatda tarbiyalash.
3. O'quvchilarda huquqiy madaniyatni tarbiyalash.
4. Atrof muhitga nisbatan to'g'ri munosabatda tarbiyalash.
5. Mehnatga to'g'ri munosabatini, kasb tanlashga jiddiy yondashuvda tarbiyalash.
6. Iqtisodiy tafakkurni, madaniyatni tarkib toptirish.
7. Tabiat va san'atdagi go'zallikni to'g'ri idkor etishga o'rganish estetik ong, idrok, mulohazasini shakllantirish.
8. Sog'lom, jismoniy, barkamol shaxsni tarbiyalash [5,362]

Bolalar tarbiyasida xalq og'zaki ijodi namunalaridan maqol o'ziga xos o'rin tutadi. O'qituvchilar maqollarni bolalarga izohlasa, bolalarda muhokama ko'nikmasi, fikrlash doirasi kengayadi. Amaldagi boshlang'ich sinf darsliklaridan o'rin olingan maqollar

o'qish darslari uchun berilgan matn mazmunini to'ldirib boradi, ifodalangan voqea-hodisaning ma'nosini yorqinroq ochishga, o'quvchilarni ezgu insoniy fazilat va xislatlar ruhida tarbiyalashga, o'qish darsini ona tili darsiga bog'lashga xizmat ko'rsatadi. Axloq, odob bahsidagi maqollarni tahlil etish orqali xalqning hukmi, maslahati ochiladi. Hunar va kasbni ifoda etuvchi maqollarda esa hunarmandchilikda nimalarga e'tibor berish kerakligi ifoda etiladi. Bunday maqollar kasb-hunarga qiziqishni kuchaytiradi. O'qituvchi maqolni tahlil etar ekan, pedagogik qonunlarga to'la amal etishi, ya'ni o'quvchilarning o'z hayotlarida unga amal qilishlarini doimo talab etib borishi lozim. [285]

O'qituvchilar maqollarni yodlab kelishlarni aytadiyu, ularni tushunganlik darajasini tekshirmaydi, qanday namuna olganliklarini tekshirmaydilar. Oddiy so'zni ham yod olish mumkin, lekin ma'noga kelganda kuchli e'tibor qaratishimiz lozim.

Bolalarni musiqa yordamida tarbiyash eng quvnoq usullardan biridir.

Foydalanilgan adabiyotlar ro'yxati:

1. <https://www.sellcell.com/blog/how-many-kids-have-a-mobile-phone/>
2. "Pedagogs" International research journal ISSN:2181-4027_SJIF:4,995, Tursunova Saida Isakovna "BOSHLANG'ICH SINIF O'QUVCHILARINI MA'NAVIY-AXLOQIY TARBIYALASH" 175-b
3. "Scientific Progress" VOLUME 3 | ISSUE 4 | 2022 ISSN: 2181-1601, Nilufar Abduvali qizi Burxonova "TARBIYANING MAQSAD VA VAZIFALARI" 641-b
4. Academic Research in Educational sciences ISSN:2181-1385, Nafisa Saydullayevna Karimova " BOSHLANG'ICH SINIF O'QUVCHILARINI AXLOQIY TARBIYALASHDA, XALQ OG'ZAKI IJODIDAN FOYDALANISH" 465-466-b
5. SCIENTIFIC ASPECTS AND TRENDS IN THE FIELD OF SCIENTIFIC RESEARCH International scientific online conference, Sadinova Zarina Iloxomovna, " BOLA TARBIYASIDA O'ZBEK XALQ MAQOLLARI VA XALQ OG'ZAKI IJODINING O'RNI" 362-b
6. Boshlang'ich ta'lim sifat va samaradorligini oshirish: Strategiya, Innovatsiya va ilg'or tajribalar xalqaro ilmiy-amaliy anjumani materiallari, Istamova Sh.M. Istamova Yu. M "Kichik maktab yoshidagi bolalar tarbiyasida maqol va masalning o'rni va ahamiyati" 285-b

USE OF INNOVATIVE EDUCATIONAL METHODS AND TECHNOLOGIES IN THE TEACHING OF SPECIALISTS IN THE PROFESSIONAL EDUCATION SYSTEM

Ruzimurotova Yulduz Shomurotovna

*Samarkand region, Samarkand city, Samarkand State Medical University,
Assistant at the Department of Public Health and Healthcare Management*

Usmonova Dilfuza Mukhiddinjonovna

*Teacher of Public Health College named after Abu Ali Ibn Sina
Samarkand region, Samarkand city,*

Annotation

The article examines the problems related to the innovative educational activities of professional educational institutions, and some innovative methods of teaching in educational institutions that have proven themselves in world practice are studied. The changing role of the teacher is observed in the process of transition from passive to active and interactive educational models. Special attention is paid to pedagogical laws of educational innovation.

Keywords: innovative and educational activities; teaching methods; problematic, project method; research method; innovative technologies; innovation.

Enter

We can say the following about this topic, which is one of today's hot topics: Application of innovative approaches:

- Interactive lessons, independent work, projects, projects - ensure active participation of students.
- Use of information and communication technologies - multimedia, virtual laboratories, simulators.
- Problem-based learning - encourages students to think independently and solve problems.
- Practical training - forms the skills of practical application of theoretical knowledge.

Effective use of pedagogical technologies:

- Application of modern information and communication technologies.
- Creation and use of virtual laboratories, simulators, multimedia tools.
- Use of distance education technologies.

The following tasks of the innovative educational program in the professional education system can be defined:

1) within the framework of the implementation of the concept of continuous education, the creation and development of an integral multi-level complex system of continuous training of highly qualified specialists for the innovative economy of the country;

2) development of methodological tools of innovative educational and scientific-educational activity (modernization and creation of new training courses and programs, writing textbooks and training manuals, development of new teaching technologies);

3) development of educational research and scientific-innovative activity of young people in the priority areas of science and technology for our country in order to train highly qualified specialists;

4) development of network infrastructure and unified information space of educational, scientific and innovative complex integrated into educational information space;

The purpose of the research: to examine the problems related to the innovative educational activities of professional educational institutions and to study some innovative methods of teaching in educational institutions that have proven themselves in world practice.

Materials and methods: development of self-education activities among students, using innovative methods in education by studying literature related to research.

The implementation of a competency-based approach to education should include extensive use of active and interactive forms of teaching in the educational process: computer simulations, business and role-playing games, analysis of specific situations, combined with psychological and other training. extracurricular activities in order to form and develop students' professional skills.

Determines the improvement and development of the content of the new requirements for the learning outcomes of educational programs:

- new methods and technologies of educational activity;
- forms of monitoring its results (monitoring the quality of personnel training).

Pedagogical innovation is defined as the creation of pedagogical innovations, their evaluation, and the study of issues of mastering, use, and practical application by the pedagogical community. His methodological apparatus can become an effective tool for analyzing, justifying and designing the modernization of education being carried out today [2].

Pedagogical principles of educational innovation:

- the scheme of increasing innovative components in the content and methods of education in accordance with the general civilizational processes of developing connections between education and science and best practice;

- a scheme for accelerating the processes of aging of knowledge and, in connection with this, increasing the pace and scope of updating education;

- a model of transition from mainly specialized pedagogical innovations (in academic subjects) to integrated cluster innovations, especially in connection with the development of new educational information technologies and interdisciplinary sciences, etc.

There are several training models:

- passive - the student works as an "object" of learning (listens and watches);
- active - the student acts as a "subject" of education (does independent work, performs creative tasks);
- interactive - interaction between teacher and student (principles: individualization; flexibility; selectivity; contextual approach; development of cooperation; use of active learning methods).

Active learning methods (FTU) - a set of pedagogical actions and methods aimed at organizing the learning process, creating conditions that encourage students to independently, actively and creatively master the learning material in the process of cognitive activity with the help of special tools.

In the educational process, three types of activity are clearly manifested: thinking, action and speech. Another is hidden: emotional and personal perception of information. Depending on the type of active learning methods used, one of the types or a combination of them can be implemented in the lesson. The level of student activity is considered depending on which of the four types of student activity and how much is manifested in the lesson [3].

Innovative methods in professional education are methods based on the use of modern achievements of science and information technology in education, aimed at increasing the quality of training of specialists by developing students' creative abilities and independence (these include problem-based and projective education methods, research methods, teaching methods, creative potential and independence of students which provides actualization and others).

The principles that allow the methodology to be considered innovative: it is assumed that it was not used in the given pedagogical conditions. Adapting the existing effective methodology to specific pedagogical conditions is considered acceptable if there are reasons to believe that the innovation increases the efficiency of the processes and has a positive effect on the quality of the educational result.

The following innovative methods of teaching are used in the world pedagogical practice: problem-based, project method, research, intermediate education and case studies.

Problem-based learning includes the ability to use algorithms and programmed tasks, and the gradual formation of mental activity techniques.

It is a system of teaching methods and tools based on modeling the real creative process by creating a problem situation and managing the search for a solution to the problem. Problematic learning stages: information, which do not require creative activity of the person and training, including repetition of actions and control of their execution.

Forms of problem-based education: problem-based presentation - the teacher himself sets the problem and solves it;

cooperative education - the teacher sets a problem and comes to a solution together with the students;

creative education - students formulate a problem and find its solution.

The purpose of the project method is to develop self-education activities among students. A project is defined as an organized, targeted activity. The result of project activities of students under the guidance of the teacher is new knowledge.

The reasons for using the project method are: not just the need to provide students with knowledge, but also to teach them to acquire this knowledge independently, to be able to use the acquired knowledge to solve new cognitive and practical problems; the relevance of acquiring communication skills and abilities; extensive human relations, the relevance of acquaintances with different cultures, with a point of view on the same problem; the ability to use research methods - to collect information, facts, to be able to analyze them from different points of view, to put forward hypotheses, to draw conclusions and conclusions.

The pragmatic result of the project method is the project itself: it is the name of the problematic task, the process of analysis and solution of which can be algorithmic and has the characteristics of stages and continuity. Algorithmic development of the project involves organizing a plan of research activities to solve the problem, dividing it into small tasks, most of which have all the characteristics of the initial project and are solved by methods applied to the entire project.

The research method of teaching is often based on the project activities of students within traditional and telecommunication education projects. The main idea of the research teaching method is to use a scientific approach to solve a specific educational problem. In this case, the work of students is built according to the logic of classical scientific research, using all the methods and methods of scientific research typical of the activity of scientists.

The research method of teaching is the organization of students' research and knowledge activities by setting the teacher cognitive and practical tasks that require independent creative solutions.

Features of the research method of teaching - it implies that the student independently goes through all the stages of research: putting forward a hypothesis, developing a plan to test it, practicing all stages of the experiment and conducting it, analyzing the results; allows organizing creative research and application of knowledge, ensures the acquisition of scientific knowledge methods in the process of their search, is a condition for interest, the need for creative activity and self-education.

The essence of the research method of teaching: the teacher formulates a problem for students, and they independently search for its solution.

The mediated learning method was developed by R. Foerstein (USA). The first principle: the teacher prepares to work on an interdisciplinary topic, plans a program of work with the student to study the student's personal topic.

The main thing is to be kind in communication and not judge the student's actions.

The second principle: to take the studied student outside the scope of the studied topic. The teacher teaches the student to analyze the received information, to compare and group facts and events, to evaluate things and events. The intermediary teacher

explains the connection between previous knowledge and acquired new knowledge in the process of learning the selected topic.

The third principle: the teacher forms in the student an understanding of the importance and usefulness of his work in learning the subject.

The teacher's actions consist of explaining to the student the goals of working in the student research group on the topic; encouraging the student to use knowledge and developed skills to solve problems in new situations.

The case method is a teaching method in which students and teachers engage in direct discussions about business problems or situations. Known as "Case Study", it is very popular in the West and has a history of more than twenty years. This method of studying economics was proposed at Harvard University (USA) and is widely used in the study of medicine, law, mathematics and other sciences [4]

Using the case method allows you to develop skills for working with various information sources. The process of solving the problem presented in the work is a creative process of cognition, which implies the collective nature of cognitive activity.

The method provides imitation of creative activity of students to produce knowledge known in science;

Summary

In short, the use of innovative approaches in the teaching of specialized subjects serves to form students' knowledge, skills and competencies, develop professional skills, and at the same time, increase their ability to think independently and approach creatively.

Innovative methods can be implemented both in traditional and distance education technologies. At the same time, the use of modular-credit and modular-rating systems of training and knowledge control, as a rule, also serves to increase the independence and responsibility of future specialists.

Thus, innovative educational technology is an educational process described at the level of a normative document, which guarantees the repetition of similar results in certain pedagogical conditions and includes some innovations of a methodological, organizational, technical, etc. nature. form of organization.

LIST OF REFERENCES

1. National doctrine of education in the Russian Federation until 2025.
2. Khutorskoy A.V. Pedagogical innovation - an educational lever: Intro. Report at the VII All-Russian meeting. distance August scientific-practical conf. "Innovations in education" // Eidos: Internet magazine. September 10, 2005. URL: <http://eidos.ru/journal/2005/0910-19.htm> (access date: December 29, 2014).
3. Kruglikov V.I. Fundamentals of systematic diagnosis of the educational process at the university: Monograph. Tyumen: Vector Book, 1998. 80 p.
4. Smolyaninova O. G. Didactic possibilities of the CASE STUDY method in teaching students // Humanitarian bulletin / Krasnoyarsk University [Electronic resource]. 2000. URL: http://ipps2.sfu-kras.ru/sites/ipps.institute.sfu-kras.ru/files/publications/53_0.pdf (access date: 15/12/2014).

5. Stepanova O.I. Distance education // Russika.Ru: Scientific encyclopedia portal. URL: <http://www.russika.ru/t.php?t=4666> (date of access: 15.12.2014).
6. Education management system // Dictionary of business terms [Electronic resource] / Кор.
7. Academic, 2001. URL: <http://dic.academic.ru/dic.nsf/business/17727> (access date: 12/15/2014).
8. Nuritdinova Parvina Sharofitdinovna, & Ruzimurotova Yulduz Shomurotovna. (2023). FARINGIT KASALLIGI HAMDA UNING OLDINI OLISH. Лучшие интеллектуальные исследования, 5(1), 169–174. Retrieved from <http://web-journal.ru/index.php/journal/article/view/594>
9. Rizaev J. A., Ruzimurotova Y. S., Khaydarova G. A. THE IMPACT OF SOCIAL AND HEALTH FACTORS AT WORK AND AT HOME ON NURSES'HEALTH //Вестник магистратуры. – 2022. – №. 2-1 (125). – С. 10-12.
10. Рuzимуратова Ю. Tibbiyot sohasida faoliyat ko'rsatayotgan hamshira ayollarning sog'lig'iga ta'sir etuvchi shart sharoitlar va omillar //Общество и инновации. – 2021. – Т. 2. – №. 4/S. – С. 270-281.
11. Shomurotovna R. Y. COMPREHENSIVE ANALYSIS OF THE PROBLEM OF PROFESSIONAL MALADAPTATION QUALITY AND HEALTH STATUS OF NURSING //ZAMONAVIY TA'LIM: MUAMMO VA YECHIMLARI. – 2022. – Т. 1. – С. 47-48.
12. Shomurotovna R. Y., Ismoilovna A. M. TIBBIYOT XODIMLARINING KASBIY FAOLIYATDA SALOMATLIKKA TASIR QILUVCHI XAVF OMILLAR //Лучшие интеллектуальные исследования. – 2023. – Т. 10. – №. 3. – С. 160-164.
13. Shomurotovna R. Y., Ismoilovna A. M. SOG'LOM OVQATLANISH TAMOYILLARI //Ta'lim innovatsiyasi va integratsiyasi. – 2023. – Т. 11. – №. 3. – С. 134-137.
14. Shomurotovna R., Muminovna A. Socio-hygienic Study of the Health, Lifestyle and Working Conditions of Health Workers //Oriental Renaissance: Innovative, Educational, Natural and Social Sciences. – 2022. – Т. 161. – №. 2. – С. 165-170.
15. Ризаев Ж. А., Рuzимуротова Ю. Ш., Тураева С. Т. Влияние социально-гигиенических факторов труда и быта на здоровье медицинских сестер //Scientific progress. – 2022. – Т. 3. – №. 1. – С. 922-926.
16. Shomurotovna R. Y. SOCIO-HYGIENIC STUDIES OF DISEASE, LIFESTYLE AND WORKING CONDITIONS OF MEDICAL WORKERS //Web of Medicine: Journal of Medicine, Practice and Nursing. – 2024. – Т. 2. – №. 4. – С. 25-29.
17. Shomurotovna R. Y. et al. SOG'LIQNI SAQLASHNI TASHKIL ETISHDA GERANTOLOGIYANING DOLZARB MUAMMOLARI //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 40. – №. 2. – С. 111-114.
18. Shomurotovna R. Y, Tukhtaevna T. S. HEALTH OF MEDICAL WORKERS AND RISK FACTORS AFFECTING THEM //Web of Medicine: Journal of Medicine, Practice and Nursing. – 2024. – Т. 2. – №. 5. – С. 26-30.

RISK OF OVERDOSE OF ANTIHYPERTENSIVE DRUGS

Abduraxmonova Zamira Ergashboevna

assistant of the faculty of pharmacology of the
Samarkand State Medical University

Abdukahorova Rukhshona Nodirovna

student of medical faculty of
Samarkand state medical university

Abstract: Adverse drug reactions are common and pose a serious health problem, limiting treatment options, causing compliance issues, and even leading to therapy discontinuation. Hypertension is a chronic disease that is regarded as a major risk factor for cardiovascular disease. To achieve a target blood pressure in an individual patient, a wide range of anti-hypertensive agents are available as single or combination therapy, whereas combination therapy increases the risk of developing Adverse Drug Reaction. Hypertensive patients frequently have coexisting disease conditions such as hyperlipidemia, impaired glucose metabolism, and renal impairment, which increase the risk of Cardio Vascular morbidity and mortality. When treating hypertensive patients, comprehensive management of both hypertension and concomitant Cardio Vascular Disease risk factors is essential. Some of the rare and serious Adverse Drug Reactions that occurred in patients treated with these drugs included beta-blockers causing psoriasis, calcium channel blockers causing gingival hyperplasia, peripheral oedema, Angiotensin Converting Enzyme inhibitors causing ankle oedema, and thiazide diuretics causing hyponatremia and hyperglycemia. Asymptomatic hypertension is more common and necessitates lifelong treatment with antihypertensive agents, predisposing to Adverse Drug Events. In order to improve treatment outcomes and reduce morbidity and mortality associated with adverse drug reactions, healthcare professionals must monitor adverse drug reactions in patients taking antihypertensive drugs.

Keywords: Adverse drug reactions, Hypertension, hyperlipidemia, glucose metabolism

Hypertension is one of the most common diseases of the cardiovascular system. According to WHO, every 3 adults in the world have high blood pressure (BP), that is, more than 30% of the adult population of developed countries have elevated blood pressure, and 15% have persistent arterial hypertension [1, 2]. To treat this disease, a wide arsenal (more than 500 brands) of drugs with different mechanisms of action is used, most of which are available without a prescription. Due to the widespread, often

uncontrolled use of antihypertensive drugs, an increase in acute poisoning with these drugs has been recorded in recent years [3]. Among them, the leading place is occupied by calcium channel blockers (CCBs); they are among the top five drugs, poisoning with which most often (36%) causes death [4]. Mortality is also common with the use of α_2 -adrenoceptor agonists. Severe poisoning with ACE inhibitors and antispasmodics is rare; they are more often observed when taken with other drugs [5]. Considering the danger of overdose of these groups of antihypertensive drugs, it is of interest to analyze, establish toxicodynamics and risk factors for intoxication. Symptoms of intoxication when taking CCBs occur in the first 1–4 hours, and in case of poisoning with long-acting drugs, signs of the toxic effect may not appear within 24 hours [4]. In the initial phase of CCB poisoning, the patient experiences imbalance, color perception (silver coloring of objects), drowsiness, nausea and vomiting. The reason for changes in color perception during CCB poisoning is a violation of blood flow in the retina of the eye [6]. The skin and mucous membranes become pale, dry, the pupils are dilated with no reaction to light, skeletal muscle tone and intestinal motility decrease sharply, and oliguria may occur [4]. In case of poisoning with a drug from the CCB group verapamil, the sinus rhythm slows down, pronounced bradycardia occurs, the contractile function of the heart weakens, which is manifested by a decrease in cardiac output and diuresis, and “early” collapse and intoxication psychosis develop. The development of intoxication psychoses with an overdose of CCB is associated with a violation of the synthesis and release of CNS mediators, as well as with a change in the activity of the enzyme involved in the synthesis of dopamine - dopamine-b-hydroxylase.

Hyperglycemia caused by CCB intoxication results from decreased insulin secretion (due to blockade of calcium channels in pancreatic β -cells), as well as increased release of endogenous catecholamines with subsequent increased gluconeogenesis in the liver and decreased glucose utilization. The cause of angina attacks is the development of a typical “steal phenomenon,” and disturbances in intrarenal hemodynamics are a consequence of an imbalance between endogenous vasoconstrictors (renin) and vasodilators (prostaglandin E₂), caused by CCBs and leading to the development of oliguria. There are 3 degrees of BCC poisoning. Mild degree: sinus bradycardia (up to 60 beats/min), moderate hypotension (up to 100 mm Hg), the patient’s condition is stable, consciousness is clear. Moderate degree: hypotension (from 80 mm Hg and below), severe sinus bradycardia, arrhythmia and other cardiac disorders that lead to deterioration of systemic hemodynamics. Severe degree: terminal hemodynamic disorders, complete atrioventricular block, impaired cerebral blood flow. Cardiac and hemodynamic symptoms of BCC intoxication are associated with an obstacle to the entry of Ca²⁺ through “slow” L type channels, which are localized in the structures of the heart, the smooth muscles of the arteries, and in

much smaller quantities in the smooth muscles of the bronchi, intestines, uterus and in platelets. The toxic effects of CCBs are more pronounced with increasing ambient temperature. High sensitivity to BCC – among newborns and children under 1 year of age. Patients with diseases of the cardiovascular system are also at risk. Patients with the obstructive form of hypertrophic cardiomyopathy are especially predisposed to the development of life-threatening hemodynamic disorders, in which a decrease in systemic pressure increases obstruction both by a reflex (due to sympathetic stimulation in the early period of intoxication) and by reducing the postload (throughout the toxicogenic phase poisoning). Also diseases representing a risk group are sick sinus syndrome, atrioventricular conduction disorder, and pulmonary hypertension. Poisoning is facilitated by the simultaneous use of CCBs with b-blockers, cardiac glycosides, nitrates, diuretics, disopyramide, quinidine, lithium salts, ethanol. All CCBs bind to blood proteins, so if they are prescribed with quinidine, cardiac glycosides, or anticoagulants that can displace them from complexes with proteins, the concentration of calcium antagonists may increase. Verapamil, nifedipine, which have a high affinity for protein and displace any drug from its connection with it, can enhance the toxic effect, sharply increasing its content in the blood in a free state. Diltiazem should be prescribed with caution to elderly people with liver and kidney diseases. The combination of drugs from the CCB groups (especially verapamil, gallopamil, diltiazem) contributes to the occurrence of bradycardia, conduction disturbances, and heart failure.

All CCBs undergo biotransformation in the liver, and deterioration of its function (for example, due to hypoxia) slows down their elimination from the body. In case of an overdose of verapamil, when blood flow in the liver and the supply of oxygen to it deteriorates, the metabolism of verapamil is disrupted, and its half-life can increase several times. Verapamil is converted to norverapamil, which has a longer lasting cardiotoxic effect. Only 5% of the administered dose of verapamil is excreted unchanged. The combination of a CCB with procainamide, quinidine, disopyramide, and amiodarone enhances the cardiotoxic effect; combination with muscle relaxants leads to hypotension, cardiodepression, and cardiac arrhythmias; combination with glucocorticoids, diuretics, amphotericin B – leads to heart rhythm disturbances and hypokalemia. The main symptoms of poisoning by peripheral vasodilators are: hypotension, reflex tachycardia, metabolic acidosis, impaired consciousness, hyperglycemia, hyperthermia, “lupus syndrome,” allergic reactions (swelling of the joints, erythematous skin rashes), anemia, leukopenia, paresthesia, polyneuritis, headache, dizziness, collapse. An overdose of diazoxide may cause hypocalcemia, hyperglycemia, cardiac arrest, and respiratory depression. Headache, dizziness, loss of consciousness are associated with the fact that when taking large doses of peripheral

vasodilators, blood redistribution occurs: due to a pronounced decrease in the tone of the blood vessels of the systemic circulation, blood flow in the internal organs (kidneys, lungs, heart) increases and at the same time intracranial pressure decreases, which leads to short-term loss of consciousness and collapse. Pulsating headaches are also associated with vasodilation due to the release of histamine (hydralazine hydrochloride inhibits the enzyme histaminase). The autoimmune reaction “lupus syndrome” is the most serious complication that occurs with long-term (more than 6 months) use of hydralazine hydrochloride. It is similar to systemic lupus erythematosus and rheumatoid arthritis and is caused by a violation of cellular immunity and the formation of IgG-containing complexes (antinuclear antibodies). Observed at doses above 200 mg/day, it is especially characteristic of “slow acetylators” of hydralazine with the presence of HLA-DRH antigens. The phenomena of late intoxication (anemia, leukopenia, paresthesia and polyneuritis) develop due to a deficiency of vitamin B6 due to the increased release of the coenzyme pyridoxal-5-phosphate from the body. The toxicity of sodium nitroprusside is associated with the formation of free cyanide during its metabolism, the concentration of which above 120 mg/l in blood plasma is considered toxic. Cyanide in liver mitochondria is quickly transformed by the enzyme rhodanose into thiocyanate. Concentrations of cyanide and thiocyanate should not exceed 500 µg/l and 100 mg/l respectively. Thiocyanate is mainly excreted by the kidneys.

Poisoning with peripheral vasodilators (hydralazine hydrochloride, diazoxide, minoxidil, sodium nitroprusside) most often occurs during overdose due to prehospital bolus administration or prolonged infusion administration, in which the dose of sodium nitroprusside exceeds 10-15 mcg/kg/hour. “Lupus syndrome” requires immediate withdrawal of hydralazine hydrochloride and administration of glucocorticoids. Due to the risk of accumulation of hydralazine hydrochloride, patients with impaired liver and kidney function should take hydralazine hydrochloride at intervals of 16 hours. Many years of experience in the use of antihypertensive drugs have identified factors that increase their toxicity. Thus, the use of diazoxide in combination with hydralazine is potentially dangerous due to the likelihood of a sharp drop in blood pressure. It should not be combined with diuretics, as they cause more severe hyperuricemia and hyperglycemia. In patients with epilepsy and taking phenytoin, seizures may reappear when using diazoxide. Intoxication with sodium nitroprusside occurs more often in patients with insufficient renal function and malnutrition. An overdose of ACE inhibitors (ACEIs) causes angioedema, oropharyngeal edema involving the tongue, and swelling of other areas of the body. Hypotension, bradycardia, electrolyte imbalance, hyperkalemia, renal failure, and shock are also observed. Blocking the renin-angiotensin system by ACE inhibitors in these patients provokes a sharp decrease

in glomerular pressure, intensity and filtration rate, and this contributes to the development of renal failure. It is also possible to develop nephrotic syndrome caused by membranous glomerulonephritis. ACE inhibitors should be prescribed with caution to patients with renovascular hypertension, as they may cause deterioration of renal function, particularly in persons with unilateral renal artery stenosis. This is explained by the fact that the perfusion pressure in the pathological kidney depends on the action of locally produced angiotensin. ACEIs, diuretics and other antihypertensive drugs in combination with alcohol intake create a risk of orthostatic collapse. Caution must be exercised when prescribing ACE inhibitors to patients with severe water-electrolyte imbalances, chronic heart failure, autoimmune diseases and collagenoses, cerebrovascular diseases (including cerebrovascular insufficiency, coronary artery disease), diabetes mellitus, hyperkalemia, with simultaneous administration glucocorticosteroids, cytostatics and antimetabolites. The combination of ACE inhibitors with potassium-sparing diuretics leads to an increase in potassium levels in the blood - hyperkalemia, and with loop and thiazide diuretics, beta-blockers and other antihypertensive drugs, neuroleptics (phenothiazines), nitrates, it enhances the hypotensive effect, and collapse is possible. Impaired renal function up to the development of renal failure due to ACEI intoxication occurs in patients with significant water-sodium losses (strict salt-free regimen, taking diuretics), or in patients with renal artery stenosis.

References

1. Roth GA, Mensah GA, Johnson CO, Addolorato G, Ammirati E, Baddour LM, et al. GBD-NHLBI-JACC Global burden of cardiovascular diseases writing group. Global burden of cardiovascular diseases and risk factors, 1990–2019: Update From the GBD 2019 Study. *J Am Coll Cardiol.* 2020;76(25):2982–3021.
2. Virani SS, Alonso A, Aparicio HJ, Benjamin EJ, Bittencourt MS, Callaway CW, et al; American Heart Association Council on Epidemiology and Prevention Statistics Committee and Stroke Statistics Subcommittee. Heart disease and stroke statistics-2021 update: a report from the American Heart Association. *Circulation.* 2021;143(8):e254-e743
3. GBD 2015 Risk Factors Collaborators. Global, regional, and national comparative risk assessment of 79 behavioural, environmental and occupational, and metabolic risks or clusters of risks, 1990–2015: a systematic analysis for the Global Burden of Disease Study 2015. *Lancet.* 2016;388(10053):1659–1724. -
4. Williams B, Mancia G, Spiering W, et al. ESC Scientific Document Group. 2018 ESC/ESH Guidelines for the management of arterial hypertension. *Eur Heart J.* 2018
5. Whelton PK, Carey RM, Aronow WS, et al. 2017 ACC/AHA/AAPA/ABC/ACPM/AGS/APhA/ASH/ASPC/NMA/PCNA guideline for the prevention, detection, evaluation, and management of high blood pressure in adults: executive summary: a report of the American College of Cardiology/American Heart Association Task Force on Clinical Practice Guidelines. *J Am Coll Cardiol.* 2018;71(19):2199–2269.

**OUR STUDY WAS AN ANALYSIS OF POSSIBLE ALLERGENS
THAT CAUSE ACD IN CHILDREN AT THE AGE**

Jalilov Asliddin Xolmatovich

*Samarkand State Medical University Department of
Propaedeutics of Childhood Diseases*

Achilova Feruza Axtamovna

*Samarkand State Medical University Department of
Propaedeutics of Childhood Diseases*

Abstract: The task set before us to write this article was Our study was an analysis of possible allergens that caused ACD in children aged 5 to 17 years. To achieve our goals and objectives, we analyzed the analysis of outpatient records of 26 children with ACD who applied in 2015-2017. There were 15 girls (57.7%), 11 boys (42.3%). 5 (19.2%) children suffered from atopic dermatitis, 2 (7.6%) - strophulus , 8 (30.1%) - food allergies. Some of the children with ACD who applied to the department had another referral diagnosis: perioral dermatitis - in 6 (23.0%), blepharitis - in 2 (7.6%), dyshidrosis - in 2 (7.6%). As a result, we came to the conclusion that Patch testing is the gold standard for diagnosing allergic contact dermatitis. The list of common allergens that cause allergic contact dermatitis in children can vary depending on many factors, such as the environment, and depending on the lifestyle the child leads and what objects he interacts with.

Key words: Allergic contact dermatitis, treatment.

Introduction. Allergic contact dermatitis (ACD) is an adverse skin inflammatory reaction caused by contact with a specific exogenous allergen to which the patient is sensitized. After contact with an allergen, an immunological reaction develops in the skin, manifested clinically by eczematous inflammation. More than 3,700 chemicals can cause the development of ACD. About 60% of patients who consult a dermatologist about allergic skin rashes have at least one positive test reaction, and 46% of patients are diagnosed with “Allergic contact dermatitis.” The incidence rates of contact dermatitis in the Russian Federation have tended to gradually increase over the past ten years. In 2005, the incidence was 884.7 per 100,000, and in 2015 it was 1101.5 per 100,000 in the general population.

The purpose of our study was to analyze possible allergens that caused ACD in children aged 5 to 17 years.

Materials and methods. We conducted a retrospective analysis of outpatient records of 26 children with ACD who applied in 2015-2017. There were 15 girls

(57.7%), 11 boys (42.3%). 5 (19.2%) children suffered from atopic dermatitis, 2 (7.6%) - strophulus, 8 (30.1%) - food allergies. Some of the children with ACD who applied to the department had another referral diagnosis: perioral dermatitis - in 6 (23.0%), blepharitis - in 2 (7.6%), dyshidrosis - in 2 (7.6%). Patch testing was carried out on one girl (in Germany) suffering from a severe form of atopic dermatitis. Positive reactions were revealed to cetyl stearyl alcohol, which is part of emollients and creams, lanolin, fusidic acid, and beeswax. Depending on the initial localization of the rash, we identified 5 groups of allergic contact dermatitis (ACD of the skin of the face, perioral area, lips, ACD of the skin of the eyelids, ACD of the skin of the neck and torso, ACD of the skin of the hands and ACD of the skin of the legs).

Results. The causes of contact dermatitis in 8 children localized on the face were the use of fluoride-containing toothpastes, chewing gum, and some cosmetic creams used instead of emollients. The process was more difficult in children with contact dermatitis due to frequent lip licking. ACD in the eyelid area developed in two children after repairs (possible cause - potassium dichromate), in one child - after disinfection of premises due to bedbugs. The substance most often causing ACD of the neck and torso (in 10 children) was nickel sulfate, which is part of metal jewelry, belts, buckles, etc. In three children, ACD of the skin of the hands developed due to cosmetics, nickel, and nail polishes. Two children were diagnosed with ACD while wearing shoes. To make shoes, substances containing rubber (mercaptobenzothiazole, carbo-mixture, thiuram mixture, mercury mixture, black rubber mixture and mixed dialkylthiourea), glues and adhesives, for example, 4-tert-butylphenol formaldehyde resin, can be used. Potassium dichromate is used to produce tanned leather shoes.

Conclusions. Patch testing is the gold standard for diagnosing allergic contact dermatitis. The list of common allergens that cause allergic contact dermatitis in children can vary depending on many factors, such as the environment, and depending on the lifestyle the child leads and what objects he interacts with. Nickel remains one of the most common allergens causing positive reactions in children. It is also important to test children for potential allergens in their frequently used personal items. The search for allergens should also include topical antibiotics, corticosteroids, and antifungals (both self-purchased and prescribed by a doctor) that patients may have used to treat the affected area. This is necessary in order to promptly identify allergies and thereby, by eliminating contact with the allergen and taking all necessary therapeutic measures, prevent the development of ACD in the child.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.

2. Ilyayevna P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 107-120.
3. Ilyayevna P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo‘raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog‘liq bo‘lgan vulgar akneni kompleks davolash Samaraligini o‘rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVRAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ

- //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
 16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
 17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOYIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
 18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
 19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
 20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

TREATMENT OF TROGENIC PROSTATITIS WITHOUT SURGERY

Tillakobilov I.B.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University
Samarkand regional branch of the Republican Specialized
Dermatovenerological and Cosmetology Scientific and
Practical Medical Center*

Subxonova Z.S.

Samarkand State Medical University student

Abstract: Treatment of urogenital chlamydia remains a difficult practical task. Due to the formation of resistance of these microorganisms to antibiotics, the duration of therapy increases, relapses often occur. At the same time, the increase in the frequency of this pathology currently tends to increase and is observed mainly among young and middle-aged people, which leads to a decrease in not only copulatory, but also reproductive function. In this regard, the choice of an effective drug in the treatment of prostatitis associated with chlamydia infection still remains an urgent problem.

Keywords: Urogenital prostatitis, chlamydia infection, effectiveness of treatment, josamycin.

Introduction: According to the European recommendations for the treatment of infections caused by *Chlamydia trachomatis*, up to 90% of cases of chlamydia infection in women and up to 50% of cases in men are asymptomatic, which leads to the development of complications from the reproductive system. According to studies based on the principles of evidence-based medicine, urogenital chlamydia infection can cause urethritis, epididymitis and male infertility. Clinical manifestations of chlamydia infection depend on the virulence of the pathogen, the duration of stay of chlamydia in the body, the topography of the lesion, the severity of local and general reactions of the macroorganism. Despite a significant number of studies, there is still no unequivocal opinion on the role of chlamydia infection in the development of prostatitis, which is largely explained by the difficulties of identifying the pathogen in the prostate tissue. The present period is characterized by an extremely high prevalence of sexually transmitted infections (STIs), which, along with the expansion of their spectrum, indicates a serious medical, social and demographic danger of diseases and complications caused by them, one of which is chronic chlamydia prostatitis. Chronic chlamydial prostatitis is the most common complication of urogenital chlamydia,

characterized by a prolonged recurrent course and difficult to treat. Since *Chlamydia trachomatis* is one of the most common pathogens of STIs, it is one of the most frequent causes of adverse consequences of urogenital chlamydia, such as impaired sexual function and infertility, and thus represents an important socially significant problem causing significant economic and demographic damage to society. High frequency of chlamydial mixinfection, as well as the same clinical picture of chronic prostatitis and associated urethritis (often asymptomatic) regardless of the type of microorganisms that caused these processes, they require the use of a whole complex of modern laboratory studies in the examination of such patients, as well as the establishment of a topical diagnosis, including lesions of the urethra. Meanwhile, widely used for the diagnosis of urogenital chlamydia, only polymer chain reaction (PCR) or cultural examination, which are the methods of choice for acute infection, may be false negative for ascending infection. As for the complexity of the treatment of chronic chlamydial prostatitis, it is due to: firstly, the high frequency of the mixed chlamydial infection causing it, in which both the pathogenicity of each pathogen and their resistance to antibacterial drugs increases, which contributes to a more severe course of the inflammatory process with the activation of humoral, inhibition of cellular immunity and activation of the interferon system. The problem of treating chronic chlamydial prostatitis is related to the fact that all groups of anti-chlamydial antibiotics (tetracyclines, macrolides, fluoroquinolones) provide a sufficiently high concentration of intracellular metabolically active reticular bodies (which is important to take into account due to the increasing role of intracellular microorganisms, primarily chlamydia and mycoplasma, in the development of chronic prostatitis in recent years), however, extracellular elementary bodies of chlamydia metabolically inactive, resistant to antibiotic therapy. In view of this, antibiotic therapy for chronic urogenital chlamydia, in order to avoid treatment failures, should be carried out for at least 3 weeks (in order to overlap 8 cycles of chlamydia division). The unresolved problem of the treatment of chronic chlamydial prostatitis is due to the lack of clear criteria for establishing recovery from this disease. At the same time, the "real-time" PCR method is rarely used as laboratory criteria for *C. trachomatis* eradication in men with chronic inflammatory diseases of the genitourinary sphere.

Aim. To study the therapeutic efficacy of josamycin in the complex treatment of men suffering from chronic urethrogenic prostatitis (CCP) associated with chlamydia infection.

Materials and methods 46 men with CCP associated with chlamydia infection were under observation. between the ages of 24 and 35. Clinically, during the examination, the following syndromes were detected in men suffering from CCP: pain – in (92%), dysuric – in (76%), urethral – in (100%), sexual – in (58%). Diagnosis of

a CCP associated with chlamydia infection. it is exposed on the basis of the clinical course of the disease of a standard andrological clinical and laboratory examination and on the basis of microscopic and bacterioscopic examination of the discharge from the urethra and prostate secretion (pancreas) / sperm, violations of normal sperm parameters (asthenozoospermia, asthenoteratozoospermia, spermagglutination, leukospermia).

Detection of Chlamydia trachomatis was performed using ELISA methods. In all patients, pathogens detected during bacterioscopic examination were sensitive to josamycin. In addition to basic therapy with josamycin, all men, in parallel with general therapy, received a course of immunotherapy in the form of immunomodulating rectal suppositories of polyoxidonium to achieve better elimination of the pathogen from the body.

Results. As a result of the therapy with 500 mg of josamycin 3 times a day for 15 days in combination with concomitant therapy, it was possible to achieve elimination of Chlamydia trachomatis in (96%) after 1 month, which were confirmed by clinical and laboratory data (no complaints: pain stopped in (84%), dysuric phenomena disappeared in (71%), urethral discharge stopped in (91%), sexual function improved in (37%) patients. No undesirable side reactions were detected during the treatment.

Conclusions. Thus, the data obtained prove the high (96%) effectiveness of josamycin in prescribed therapy in men suffering from CCP associated with chlamydia infection and allow us to recommend it as one of the highly effective antibacterial drugs.

Literature

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пуяевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пуяевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.

7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog ‘liq bo ‘lgan vulgar akneni kompleks davolash Samaraligini o ‘rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO ‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬКИУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – C. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – C. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – T. 8. – C. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOYIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA ‘SIRI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 14. – C. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O ‘SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 355-358.

DIAGNOSTICS AND COMPARATIVE THERAPY OF HAPILLOMAVIRUS INFECTION

Tillakobilov I.B.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University
Samarkand regional branch of the Republican Specialized
Dermatovenerological and Cosmetology Scientific and
Practical Medical Center*

Subxonova Z.S.

Samarkand State Medical University student

Annotation: this article attempts to reveal the main reasons for the creation of a comprehensive system of measures for the treatment of human papillomavirus infection (PVI) and a significant reduction in the recurrence of the disease. To carry out scientific work, the author found that HPV type 16 among patients with cervical cancer is detected in 68.3% of cases, HPV type 18 - in 11.7% of cases. A comparative evaluation of the effectiveness of monotherapy and combined treatment of PVI was carried out in 98 patients (age 25–37 years) with localization of tumor elements in the external genital area. Group I (52 people) consisted of patients who were treated only with the method of laser therapy (copper vapor laser 578 nm "Yakhroma-Med", which selectively affects the pathological tissue). Group II (46 people) consisted of patients who received combined treatment: laser destruction, epithelialization occurred within 5–7 days, after which Keravort cream (5% imiquimod) was administered externally, which was applied to the entire surface of the skin where condylomas were localized, capturing visibly healthy skin 1 cm in diameter at night 3 times a week for 4-8 weeks. The problem in question is still little studied, therefore, requires more thorough research.

Key words: Human papillomaviruses, treatment, disease recurrence

Introduction: Human papillomaviruses (HPV), or human papillomaviruses (HPV, English human papillomavirus, HPV) are a group of viruses from the papillomavirus family, including 27 species from 5 genera (Alphapapillomavirus, Betapapillomavirus, Gammapapillomavirus, Mupapillomavirus and Nupapillomavirus) and more than 170 types (strains).

About 80% of the sexually active population becomes infected with HPV during their lifetime. 660 million people in the world are already infected with HPV (12% of the world's population). 750 thousand cases of HPV-associated

cancers and 32 million cases of anogenital warts are registered annually in the world. Every year, more than 300 thousand people die from cancer caused by HPV[7][8][9]. HPV is the most common sexually transmitted disease in the United States, Russia and many other countries.

In itself, HPV infection does not mean evidence of sexual contact, since the standard life cycle of the virus is designed for infection through microcracks in the skin. Infection through the mucous membranes is only more effective and therefore more common. Infection with the virus is possible through shared objects or even a handshake[11][12]. Infection through objects and the skin of other people contributes to the extreme resistance of HPV to antiseptics.

HPV refers to non-enveloped viruses, that is, with a simple, but highly resistant to antiseptics, icosahedral capsid. Inside the capsid, the virus contains double-stranded DNA in the form of a closed ring. The DNA of the virus duplicates its proteins many times, since the life cycle of the virus requires the breaking off of parts of the DNA[24]

Purpose: to create a comprehensive system of measures for the treatment of human papillomavirus infection (PVI) and a significant reduction in the recurrence of the disease.

Materials and methods: it was found that HPV type 16 among patients with cervical cancer is detected in 68.3% of cases, HPV type 18 - in 11.7% of cases. A comparative evaluation of the effectiveness of monotherapy and combined treatment of PVI was carried out in 98 patients (age 25–37 years) with localization of tumor elements in the external genital area. Group I (52 people) consisted of patients who were treated only with the method of laser therapy (copper vapor laser 578 nm "Yakhroma-Med", which selectively affects the pathological tissue). Group II (46 people) consisted of patients who received combined treatment: laser destruction, epithelialization occurred within 5–7 days, after which Keravort cream (5% imiquimod) was administered externally, which was applied to the entire surface of the skin where condylomas were localized, capturing visibly healthy skin 1 cm in diameter at night 3 times a week for 4-8 weeks. To assess the effectiveness of therapy, the following approaches were used: comparing the results of an HPV examination before the start of treatment and 4 months after the end of the course of treatment by PCR; assessment of the timing of resolution of clinical manifestations of PVI in patients receiving different treatment regimens; analysis of the frequency of relapses after treatment.

Results: the results of comparing the effectiveness of various PVI therapy options according to the criterion "relapse rate after treatment" turned out to be

the most significant. In the first group, the recurrence rate was 18%, in the second group of patients, no relapses were noted.

Conclusions: Thus, the optimal tactic for the treatment of PVI is combined therapy, which includes the elimination of papillomatous foci by laser therapy using the Yakhroma-Med apparatus and local immunocorrection. At the same time, it should be noted that the drug "Keravort" is a means of etiotropic therapy for diseases associated with the human papillomavirus.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пьяевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пьяевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO 'LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN

- MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
 13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
 14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
 15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
 16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
 17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
 18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
 19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
 20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

EFFECTIVENESS OF DIFFERENT TYPES OF PHOTOTHERAPY IN THE TREATMENT OF VITILIGO

Tolibov M.M.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University
Samarkand regional branch of the Republican Specialized
Dermatovenerological and Cosmetology Scientific and
Practical Medical Center*

Annotation: Vitiligo is characterized by sudden loss of pigment anywhere on the skin. Foci of depigmentation are prone to peripheral growth, appear as a result of a violation of the secretory function of melanocytes or their death. The development of the disease is not accompanied by subjective symptoms, does not pose a threat to life, but is an unfavorable factor that has a serious impact on the quality of life, the psycho-emotional state of the patient, his mood and leads to disruption of social ties and maladaptation. According to WHO, there are up to 40 million people in the world (about 2.8% of the world's population) suffering from this disease.

Keywords: vitiligo, gene activity

Introduction: Vitiligo occurs everywhere regardless of race, gender or age, occurs at any age, but most often from 8 to 25 years. Until now, it is not clear what factors result in abrupt termination of melanin synthesis and death of melanocytes. Some exogenous factors may have a direct or indirect effect on melanocytes - infective, chemical and toxic agents, excessive ultraviolet radiation, stress. At the same time, chronic liver diseases of infectious or toxic origin, helminthic invasion, combination with autoimmune diseases (autoimmune thyroiditis, lupus erythematosus, rheumatoid arthritis, alopecia areata, atonic diseases) can probably contribute to the appearance of vitiligo. Vitiligo is a multifactorial disease with a genetic predisposition. A significant number of genes involved in the pathogenesis of vitiligo have been identified, but it is not yet possible to name the key ones. Currently, several theories of the pathogenesis of vitiligo have been formulated, among which the theory of immune dysregulation of melanogenesis, the neurogenic theory and the theory of oxidative stress are considered the most reasonable. Research in the field of immunology confirms the critical role of cell-mediated reactions in the development of the autoimmune process, as well as in violation of the immune regulation of melanogenesis. At the same time, the results of numerous studies are often contradictory and conclude statements regarding both pronounced changes in the subpopulation nature, and violations of the activation and

synthetic ability of immune system cells in vitiligo. Therefore, research in this area is still relevant. Vitiligo, according to a number of researchers, can occur after stress, in turn, the appearance of depigmented foci causes a stress-dependent state, expressed in the development of autonomic, neuroendocrine, immune, metabolic and trophic dysfunctions that form a picture of psycho-emotional disorder. The formation of affective disorders is accompanied by neurophysiological, neurochemical disorders, a vicious circle is created that contributes to the maintenance of the pathological process and the emergence of new foci of depigmentation. The results of studying the causes and mechanisms of development of vitiligo do not give an unambiguous answer, and therefore the treatment of this disease is still one of the most difficult problems. Considering vitiligo as an autoimmune process, foreign researchers use immunosuppressive therapy with systemic corticosteroid drugs, cyclosporine, which cause inhibition of the processes of activation of immune system cells. On the one hand, these treatments can be effective at the onset of the disease, on the other hand, they cause serious complications and side effects. Insufficiently high efficiency, and with the long-term existence of vitiligo, the lack of effect and high risks of complications and side effects limit the widespread use of these methods of treatment. In modern medicine, in the complex treatment and prevention of vitiligo, medicinal immunocorrective drugs are traditionally used. The chronic persistent nature of dermatosis with an immune component in pathogenesis requires long-term use of this group of drugs. However, given the need for their long-term use, there is a high risk of developing a wide range of side effects and a tolerance syndrome to the drug taken, as a result of which foreign researchers are currently studying the clinical efficacy of non-steroidal inhibitors of pro-inflammatory cytokines pimecrolimus and tacrolimus, as a result of which the spectrum of side effects decreases. action, with various forms of vitiligo. Also, many authors emphasize the high effectiveness of the combination of treatment with ultraviolet physiotherapy. Therefore, to date, ultraviolet physiotherapy for vitiligo is considered the safest and most popular treatment for various forms of vitiligo. Experimental studies have shown the high efficiency of phototherapy using ultraviolet rays in the UVB range (280–315 nm). It has been proven that rays with a wavelength of more than 315 nm (UVA) are ineffective in the treatment of vitiligo, and short-wavelength UVC radiation causes mutations and is carcinogenic. UVB

Materials and methods

The study was conducted on the basis of the regional dermatovenerological dispensary. The study was conducted in the period of time from 2019-2020. We conducted a randomized comparative study of seventeen male patients with extensive depigmented spots on the face, which were snow-white when viewed from the Wood's lamp, were clinically diagnosed with vitiligo, and they were examined in the regional

dermatological dispensary of the city of Samarkand. These patients had chronic vitiligo that remained stable for 3 to 10 years. They had previously been treated with various topical medications, including topical steroids and calcipotriene, for at least two years (2 to 6 years) without significant repigmentation. For treatment, the excimer laser was chosen in combination with vitamin D for topical application twice a day. Laser therapy was administered twice a week until patients developed significant repigmentation. Patients began using the excimer laser at a dose of 200 mJ/cm², which increased by 10 percent per visit, until patients experienced phototoxic side effects, including severe erythema and blistering. The treatment dosages were then maintained or reduced by 10 percent depending on the severity of the side effects. None of the patients discontinued treatment due to side effects of laser therapy. The total number of procedures, the duration of treatment and the average dose of laser energy were recorded. As in other studies, we

selected percent repigmentation as the main scoring criterion with ranges: <25, 25–50, 50–75, and >75 percent.

Results:

All patients received the recommended course of treatment, which included laser therapy with topical vitamin D. Table 1 shows the effect of combination therapy on patients. Seven out of sixteen patients achieved over 75% repigmentation after 22 treatments or less. Nine patients achieved similar results, but after 40 treatments. There was no correlation between the average dose of laser energy exposure and the percentage of repigmentation. Table number 1.

Discussion:

Vitiligo is a chronic, psychologically debilitating and difficult to treat condition. Many of the treatments currently in use require treatment intervals exceeding one year to achieve obvious repigmentation. In this study, patients achieved over 75% repigmentation of facial lesions within 10 to 20 weeks.

There are many theories explaining the effectiveness of light therapy in the treatment of vitiligo. Data show that inactive melanocytes present in the outer sheaths of hair follicles persist in people with vitiligo. The initiation of therapy can then induce the maturation of these platelet melanocytes, with an initial migration up the hair follicle with a final extension into the epidermis. In addition, those characterized by a reduced hairline potential have the most resistant areas.

Seven patients in this series achieved excellent results (>75% repigmentation) in a short time (5 months or less) compared to other treatments such as topical steroids, PUVA, and NB-UVB. These patients achieved rapid results with such excellent results due to the increased sensitivity of the facial hair follicles to the excimer laser. Further

research on the prognosis of response to excimer laser therapy may provide further insight into the disease process.

Some studies show that people in different age groups from 18 to 31 may respond faster to therapy and have better results than age groups from 32 to 41. Further research is needed with more applications performed by skin type.

Conclusion

The excimer laser has proven to be a useful tool in the treatment of vitiligo. Patients treated with an excimer laser achieve excellent results within a few months rather than many months or years. More data is needed to determine whether skin type, sex, or other characteristics of hair follicles lend themselves to a greater response to excimer therapy. More broadly, there are very few assessments of recurrence rates in patients undergoing any kind of light treatment. This information will be critical to the patient's decision making and deserves attention.

Literate

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar asneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Pyaevna P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Pyaevna P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog'liq bo'lgan vulgar akneni kompleks davolash Samaraligini o'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI

- BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
 11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
 12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
 13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
 14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬБИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – C. 191-193.
 15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – C. 240-243.
 16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – T. 8. – C. 113-115.
 17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOYIY-GIGIENIK TURSHIY SHARTLARNING O‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 14. – C. 314-318.
 18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 136-142.
 19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 128-135.
 20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O‘SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 355-358.

A LOOK AT THE TREATMENT OF ATOPIC DERMATITIS AS AN AUTOIMMUNE SKIN PROCESS

Tolibov M.M.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University
Samarkand regional branch of the Republican Specialized
Dermatovenerological and Cosmetology Scientific and
Practical Medical Center*

Annatation: this article attempts to reveal the main reasons for the effectiveness and safety of the use of comfodermK cream (methylprednisolone aceponate 0.1%) and tacropic ointment 0.03% (tacrolimus 0.03%) for the treatment of manifestations of atopic dermatitis on the face. To carry out scientific work, the author evaluated the results of treatment was carried out in 12 patients, aged 6 to 13 years, with a diagnosis of atopic dermatitis, the childhood period was moderate. The problem in question is still little studied, therefore, requires more thorough research.

Key words: komfodermK, tacrolimus, atopic dermatitis.

Introduction: Atopic dermatitis (AtD, atopic eczema, atopic eczema/dermatitis syndrome) — chronic allergic dermatitis; a disease that develops in individuals with a genetic predisposition to catopia, has a relapsing course, age-related features of clinical manifestations. It is characterized by exudative and (or) lichenoid rashes, increased serum IgE levels and hypersensitivity to specific (allergenic) and nonspecific stimuli. It has a clear seasonal dependence: in winter - exacerbations or relapses, in summer - partial or complete remissions. The prevalence of AD among developed countries is 10-20%. The manifestation of AD symptoms in children is observed at the age of 6 months in 60% of cases, up to 1 year in 75%, up to 7 years in 80-90%. Over the past decades, there has been a significant increase in the incidence of AD, its course is becoming more complicated, and the outcome is aggravated. In the 20th century, the connection between AtD, pollinosis and bronchial asthma was confirmed, which was designated by the term "atopic triad" [2]. The combination of AD with bronchial asthma is observed in 34% of cases, with allergic rhinitis - in 25%, with hay fever - in 8%. AD may be the debut of an "allergic march", when further atopic diseases develop in such patients: food allergy, bronchial asthma, allergic rhinitis. AD associated with food allergy accelerates the progression of

the "allergic march".

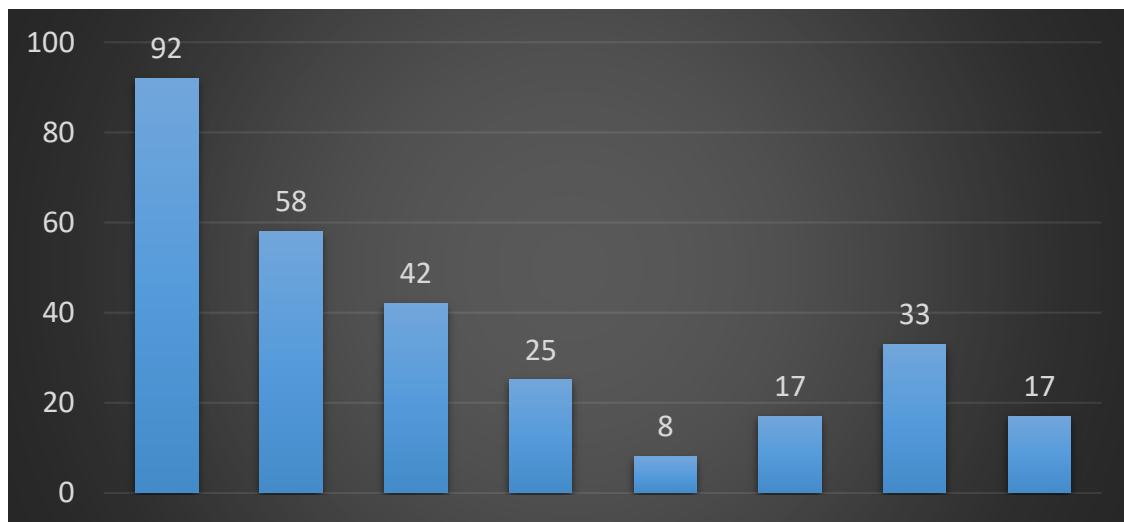
Objective: to study the efficacy and safety of using comfodermK cream (methylprednisolone aceponate 0.1%) and tacropic ointment 0.03% (tacrolimus 0.03%) for the treatment of manifestations of atopic dermatitis on the face.

Materials and methods: evaluation of the results of treatment was carried out in 12 patients aged 6 to 13 years with a diagnosis of atopic dermatitis, the childhood period was moderate. Pale, dry skin with peeling of the face, with erythematous-squamous foci was observed in all patients. Ophthalmic manifestations were also recorded in 100% (eyelid dermatitis in 11 (92%), periorbital hyperpigmentation in 7 (58%), Denier-Morgan folds in 5 (42%), blepharitis in 3 (25%), dacryocystitis in 1 (8% In addition, 2 patients had rarefaction of the outer third of the eyebrows (17%), cheilitis in 4 (33%), angular stomatitis in 2 (17%). days. In the last two days of applying cream comfoderm K, the use of tacropic ointment 0.03% 1 time per day was additionally started, and then after the cancellation, tacropic ointment was used 2 times a day for an average of 10 days, then the use was reduced to 1 time per day until complete symptoms disappeared (average 12 days). Maintenance therapy according to the scheme 2 times a week was prescribed to 5 patients, in 7 patients only emollients were subsequently used.

Results: removal of exacerbation occurred in 100%. Minor symptoms of skin irritation on the use of Tacropic ointment were observed in 7 patients at the beginning of the application, but this did not require discontinuation of the drug. Subsequent control examinations were carried out monthly for 6 months. There was no recurrence in the group of patients receiving maintenance therapy. In patients receiving only basic therapy, exacerbation was recorded in 3 patients. Maintenance therapy was prescribed to one patient. The other two received episodic therapy to relieve exacerbation according to the scheme Tacropic ointment 0.03% 2 times a day. Skin atrophy at the sites of drug application was not observed.

Conclusions: the consistent use of Komfoderm K cream and Tacropic ointment 0.03% in the treatment of manifestations of atopic dermatitis on the face showed high efficiency in relieving symptoms of exacerbation, most patients achieved long-term remission, showed good tolerability, side effects and no complications.

Figure-1 number of observed pathology and scores (%).



Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пяевна P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пяевна P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO 'LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬКИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.

15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOYIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

A NEW APPROACH TO THE DIAGNOSIS AND TREATMENT OF PATIENTS SUFFERING FROM ALLERGIC SKIN DISEASE

Salamova L.A.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University*

Abstract: the scientific search for new technologies for the restorative treatment of patients with itchy dermatoses is associated with their etiopathogenetic factors that have not yet been sufficiently studied, determining the polymorphism of clinical manifestations of this pathology, where domestic and foreign researchers include contact dermatitis (L 23), eczema (L 20.8), prurigo (L 28.1, i.e. nodular pruritus; L 28.2, i.e. papular urticaria); allergodermatitis caused by substances taken orally, as well as other nosological forms of dermatoses, united by a single category of diseases of the XII class according to the ICD-X. The problem of innovation of existing standard approaches is actualized by the fact that the level of allergization of various social groups of the population "is in direct correlation with the increasing environmental pollution of the environment. This not only makes the clinical picture of the course of itchy dermatoses heavier, but also provokes their recurrent nature, lengthening the period of disability of patients with this skin pathology, and in 9-11% leading to disability.

Keywords: Itchy dermatoses, treatment, elokom, beta gam.

Introduction: Itching is a special unpleasant subjective sensation that occurs as a result of stimulation of the skin or mucous membranes by some irritant (pruritogen) and causes a reflex of combing, rubbing or dropping the stimulus. A skin pathological process accompanied by itching changes the psychosocial portrait of the patient: insomnia, irritability, dysmorphic phobia, a significant decrease in the quality of life leading to the formation of nosogenic depression — these are typical signs of a patient suffering from itchy dermatosis with a chronic course. Being one of the important symptoms in clinical dermatological practice, it is often itching that makes the patient consult a doctor. As a rule, skin itching is a consequence of an inflammatory process developing in the skin, but it can also exist independently, without changes in the skin, as a result of selective irritation of nerve endings by some internal and external substances. In some cases, itching occurs as a result of any internal disorders — in these cases, impulses from sympathetic nerves are transmitted to sensitive skin receptors. With itching of central origin, the patient's sensations persist for more or less a long time after the elimination of the cause that caused it. The etiological aspects of

itching are diverse, in this regard, the following types of itching are distinguished: psychogenic (in some people, just talking about lice, for example, causes an uncontrollable desire to itch); accompanying various skin diseases (irritant dermatitis, eczema, urticaria, atopic dermatitis, pruritus, psoriasis, lichen planus, herpetiform dermatitis of Dering, etc.); provoked, resulting from contact with sensitive skin of various substances to which the subject has hypersensitivity; toxic, developing as a result of the action of various drugs (caffeine, arsenic, etc.) in people with hypersensitivity to these medications; autotoxic, formed as a result of irritation of skin receptors with toxic substances formed in the body itself in certain diseases and conditions (jaundice, chronic renal and hepatic insufficiency, menopause, blood diseases, endocrine disorders, helminthiasis, etc.). The pathogenesis of itching has not been definitively studied. Nervous, humoral, and vascular mechanisms are involved in its formation. In some cases, itching is chronic, being the only symptom of skin disease. In this case, itching of the skin indicates a nosological form of dermatosis. There are generalized and localized (limited) skin itching. It is generally accepted that diffusing mediators are a necessary link between the effect of pruritogens on the skin and the excitation of nerve impulses in nerve endings. The released mediators in the chronic inflammatory process in the skin change the microenvironment of receptors, which in turn affect the change in the structure and functioning of the blood vessels of the dermis, mast cells, connective tissue fibers through a tree-like network of free nerve endings. Recent studies have demonstrated a wide range of pruritogenic biologically active substances (serotonin, enkephalins, substance P, neuropeptides, vasoactive intestinal peptides, opiates, peptidases, prostaglandins, etc.), however, the role of one of the most powerful promoters of itching is still assigned to histamine.

Aim: was to study the effectiveness of itching relief and local manifestations of the disease in patients suffering from dermatoses with a chronic course by including various types of external therapy in patients with itchy dermatoses in complex therapy of these conditions.

Materials and methods. The study involved 68 patients with itchy dermatoses: atopic dermatitis (n=22), contact dermatitis (n=20), true eczema (n=26). The patients were divided into the main and control groups: the main group (atopic dermatitis (n=10), allergic contact dermatitis (n=9), true eczema (n=14) received external therapy with elok ointment (Mometasone furoate) on the skin of the face once a day, betogam cream (betamethasone, clotrimazole, gentamicin) at the risk of infection on the affected areas of the body twice a day. Patients from the control group received standard therapy. The evaluation of the effectiveness of treatment was carried out on 7,14,28 days of treatment.

Results and discussion. In both groups, on the 7th day of treatment, there was a decrease in the inflammatory process and subjective sensations. On the 14th day of treatment, out of 33 patients, 5 patients had a clinical recovery. There was no clinical recovery in the control group. On the 28th day of treatment, 100% clinical recovery was observed in the main group, in the control group for a period of 28 days, clinical recovery was observed in 12 patients who make up 48% in the control group, complete clinical recovery was observed on the 42nd day. In addition, the frequency of side effects (erythema) in the main group was recorded less than in the control group.

Conclusions. Thus, pharmacological features, high therapeutic efficacy and safety, a wide range of indications for use, economic accessibility, as well as experience of use in clinical practice allow us to recommend as the drug of choice for local therapy of allergic skin diseases. Therapy with elok (Mometasone furoate), cream with concrete (betamethasone, clotrimazole, gentamicin). Drugs in a short time can minimize the subjective symptoms of diseases, the severity of the inflammatory process and reduce the area of the lesion without causing addiction, side effects and complications. Thanks to the additional moisturizing components of the base. The above medicines may be the drug of choice in the treatment of chronic skin diseases accompanied by itching.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar asneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пугаевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пугаевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.

8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO ‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – C. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – C. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – T. 8. – C. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 14. – C. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 355-358.

UROGENITAL CHLAMYDIOSIS: TACTICS OF MANAGEMENT AND PREVENTION OF PATIENTS

Baratova M.R.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University*

Annotation: this article attempts to reveal the main reasons for the optimization of immunocorrection schemes in the treatment of urogenital chlamydia using an integral assessment of the state of various microbiocenoses of the human body. To carry out scientific work, the author studied the microflora of the mucous membranes of the vagina, cervical canal, urethra, prostate gland, urine samples, contents of the large intestine and peripheral blood in 193 patients (124 women and 69 men) with chronic chlamydial infection. The problem in question is still little studied, therefore, requires more thorough research.

Key words: Chlamydia, sexually transmitted infection.

Introduction: Chlamydia is a sexually transmitted infection caused by *Chlamydia trachomatis*. It is one of the most common sexually transmitted diseases.

According to statistics, 100 million people fall ill with chlamydia every year in the world, and the number of people infected with chlamydia around the globe, according to the most conservative estimates, reaches one billion. According to WHO and numerous domestic and foreign researchers, urogenital chlamydia is one of the most common sexually transmitted diseases, therefore, for modern venereology, the creation of the most effective means of treating so-called non-gonococcal inflammatory diseases of the genitourinary system remains relevant.

According to various sources, from 5 to 15% of young sexually active people are infected with chlamydial infection. In patients of dermatovenerological dispensaries of the Russian Federation, this infection occurs 2-3 times more often than gonorrhoea. The frequency of non-gonococcal inflammatory diseases of the genitourinary system is 5-6 times higher than that of gonorrhoea, their incubation period is longer, clinical manifestations are less pronounced, complications occur more often, chlamydia predominates among pathogens. The widespread occurrence of chlamydial infection is associated primarily with the asymptomatic course of the disease.

Aim: optimization of immunocorrection schemes in the treatment of urogenital chlamydia using an integral assessment of the state of various

microbiocenoses of the human body.

Materials and methods: we studied the microflora of the mucous membranes of the vagina, cervical canal, urethra, prostate gland, urine samples, contents of the large intestine and peripheral blood in 193 patients (124 women and 69 men) with chronic chlamydial infection. Monitoring was carried out against the background of complex etiopathogenetic treatment with the use of combined immunocorrection with roncoleukin, betaleykin, pyrogenal, and interalem-P. The control group consisted of 46 clinically healthy patients (23 women and 23 men) with no laboratory and instrumental signs of infectious and inflammatory diseases.

Results: an integral assessment of combined immunocorrection by using a neural network established a high efficiency in changing microbiocenoses in women when using the full course - phased immunocorrection (52.2–100%): combined use of ronco-leukin and pyrogenal (40–60%); negative efficiency when using Roncoleukin (-4.8; -14.6%); interal-P and betaleykin (-50%). In men, the highest efficiency of changing microbiocenoses was stated when using the full course (47.1–100%); roncoleukin (50–100%); roncoleukin and betaleykin (42.9-100%); negative efficiency in the combined use of betaleykin and pyrogenal (-25.3%).

Conclusions:

1. The method of mathematical modeling of various microbiocenoses of the body allows us to evaluate the effectiveness of the use of immunocorrection schemes in the treatment of urogenital chlamydia.

2. Complex step-by-step immunocorrection has the highest efficiency in the treatment of urogenital chlamydia.

3. The method of mathematical modeling proved the greatest efficiency of the full course for microbiocenosis of the cervical canal and blood in women and microbiocenosis of urine in men. At the same time, the negative effectiveness of individual immunocorrection schemes is noted.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пугаевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.

3. Ilyayevna P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo‘raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog‘liq bo‘lgan vulgar akneni kompleks davolash Samaraligini o‘rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.

13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЫКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

ONYCHOMYCOSIS COURSE OF THE DISEASE AND TREATMENT CORRECTION

Oripov R.A.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University
Samarkand regional branch of the Republican Specialized
Dermatovenerological and Cosmetology Scientific and
Practical Medical Center*

Abstract: this article attempts to reveal the main reasons for the influence of the duration of autoimmune pathology on the effectiveness of the treatment of onychomycosis of the feet. To carry out scientific work, the author observed 150 patients in the rheumatology department of the Altai Regional Clinical Hospital aged 18 to 70 years with autoimmune pathology and onychomycosis of the feet. The control group included 115 patients with onychomycosis of the feet without concomitant somatic diseases, examined and treated in the consultative and diagnostic department. The problem in question is still little studied, therefore, requires more thorough research.

Key words: Onychomycosis, treatment efficiency.

Introduction: Onychomycosis (from the Greek ónyx - nail and mýkēs - fungus) is a fungal infection of the nail. It is caused, as a rule, by dermatophyte fungi *Trichophyton rubrum*, *Trichophyton interdigitale*, *Trichophyton tonsurans*, less often *Epidermophyton floccosum* and microsporia (*Microsporum canis*) and others.

There are three types of onychomycosis (underlying the Russian classification):

- normotrophic - the color of the nail changes, stripes and spots appear, but the luster and thickness of the nail remain normal;
- hypertrophic - the color of the nail changes, it loses its luster, thickens and deforms. Perhaps partial destruction of the nail from the edges;
- onycholytic (atrophic) - the affected part of the nail atrophies and is torn away from the nail bed.

By localization, forms of onychomycosis are distinguished (used for classification by foreign doctors):

- distal (damage to the nail at the free edge);
- lateral (damage to the sides);

- proximal (damage to the posterior ridge);
- total (damage to the entire nail).

When diagnosing, one should distinguish between onychomycosis and non-fungal nail deformities (their occurrence approximately coincides). For accurate diagnosis, laboratory tests are used.

The cause of onychomycosis is often associated with the peculiarities of the profession and improper care of the legs:

- poor foot and nail care, lack of daily hygiene procedures due to neglect of personal hygiene rules or difficulties in their implementation (in bedridden patients or patients with limited mobility);
- work in wet, damp areas (greenhouses, greenhouses, vegetable stores), frequent wearing of rubber gloves or rubber shoes;
- professional sports activities;
- wearing uncomfortable, tight, narrow shoes or shoes made of artificial materials (leatherette), creating a "greenhouse effect" that prevents normal air exchange.

In women, a common cause of the fungus is long-term wearing of gel polish. It creates a closed space between the nail plate and the coating, in which a fungal infection successfully develops.

Aim: to study the effect of the duration of autoimmune pathology on the effectiveness of the treatment of onychomycosis of the feet.

Materials and methods: 150 patients of the rheumatology department of the Altai Regional Clinical Hospital aged 18 to 70 years with autoimmune pathology and onychomycosis of the feet were under observation. The control group included 115 patients with onychomycosis of the feet without concomitant somatic diseases, examined and treated in the consultative and diagnostic department of the Regional Dermatovenerologic Dispensary. To make a diagnosis of onychomycosis of the feet, a mycological examination was carried out, which included two stages - microscopy and cultural diagnostics. If indicated, systemic antifungal drugs were prescribed. All patients underwent mechanical cleaning of the nail plates, followed by treatment with antifungal varnish.

Results: in patients of the rheumatological group and the severity of onychomycosis of the feet, which required the appointment of systemic antimycotics, the results of complete recovery by the 72nd week of observation had no significant differences depending on the duration of the underlying disease and ranged from $53.33 \pm 14.98\%$ to $68.42 \pm 12.4\%$. In patients with mild fungal infection of the nail plates of the feet, who received only external

treatment, with the duration of the concomitant autoimmune process up to 5 years, complete recovery was observed in all treated patients, with the duration of the concomitant pathology from 5 to 10 years - $77.78 \pm 16, 12\%$, with a duration of more than 10 years in the absence of systemic therapy, a complete recovery did not occur in any patient. In patients of the control group, complete recovery with the use of systemic antimycotics was achieved in $79.22 \pm 7.6\%$ of patients, against the background of external therapy - in $60.53 \pm 13.04\%$ of those treated.

Conclusions: the effectiveness of the treatment of onychomycosis of the feet in rheumatological patients using systemic antifungal drugs is lower than in persons without concomitant diseases and does not significantly depend on the duration of the underlying disease; external antifungal monotherapy is not effective in patients with a duration of concomitant autoimmune pathology for more than 10 years

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar akneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Plyaevna P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Plyaevna P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog'liq bo'lgan vulgar akneni kompleks davolash Samaraligini o'rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI

- BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.
 11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
 12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
 13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
 14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЫКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
 15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
 16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
 17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O‘QUVCHILAR SALOMATLIGIGA TA‘SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
 18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
 19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
 20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O‘SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

A NEW APPROACH TO THE TREATMENT AND PREVENTION OF SYPHILITIS INFECTION

Ravshanova D.T.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University*

Annotation: in this article, an attempt was made to reveal the main reasons for the development of a method for indicating molecular markers of organ lesions in syphilitic infection based on the chromato-mass spectrometric analysis of biological fluids and tissues of the body of a patient with syphilis. To carry out scientific work, the author conducted a study of biological material (blood, cerebrospinal fluid, urine) obtained from 152 patients with syphilis aged 15 to 60 years (men 45.5 women - 55.5%) using GC-MS analysis methods. The problem in question is still little studied, therefore, requires more thorough research.

Key words: molecular markers, syphilitic infection, spectrometric analysis.

Introduction: There has been an increase in the number of sexually transmitted infections (STIs) worldwide. Among all STIs, syphilis is the most significant. According to the bodies of Rospotrebnadzor, the incidence of syphilis in 2001 amounted to 240 thousand cases in the Russian Federation. The epidemiological situation in the country remains extremely tense. Of particular concern is the increase in the number of latent forms of syphilis and, as a result, the increase in the frequency of cases of syphilitic lesions of the nervous system and internal organs. Early latent syphilis began to be registered much more often than late and unaccounted for and accounts for up to 60-96% of all patients with a latent form of syphilis. The proportion of early latent syphilis in the Russian Federation increased from 1997 to 2007 by 1.2 times. The frequency of registration of late latent syphilis decreased by 6 times.

The problem of early diagnosis of syphilis and its organ lesions has always been acute, since in most cases the syphilitic process in the central nervous system is asymptomatic and does not have clear clinical signs.

Medicine of the 21st century is molecular medicine. The main postulate of molecular medicine is the position that for each disease, each pathological manifestation of the body, there is a molecular target that can be used both for diagnosing a disease and for medicinal effects. The use of modern technical and instrumental developments significantly expands the possibilities of molecular diagnostics. Methods of molecular diagnostics and prediction of the course of syphilitic infection based on modern technologies and, in particular, gas chromatography and

mass spectrometry (GC-MS) of biological material from patients with syphilis can solve complex problems of diagnosing latent forms of syphilis and its organ lesions.

Aim: was to develop a method for indicating molecular markers of organ lesions in syphilitic infection based on chromatomass spectrometric analysis of biological fluids and tissues of the body of a patient with syphilis.

Materials and methods. Biological material (blood, cerebrospinal fluid, urine) obtained from 152 patients with syphilis aged 15 to 60 years (men 45.5 women - 55.5%) was studied using GC-MS methods. Figure 1.

Results and discussion: GC-MS analysis of peripheral blood was performed in 145 patients, GC-MS analysis of urine — in 72 patients, GC-MS analysis of cerebrospinal fluid — in 17 patients. Out of 152 patients, positive serological tests (RPHA, RP, RIF, ELISA) were found in 121 patients, negative — in 31 patients. Figure

Lesions of the nervous system (neurosyphilis) were detected in 17 patients (11.2%); lesions of the genitourinary system (cystitis, urethritis, pyelonephritis) - in 16 patients (10.5%); lesions of the skin and mucous membranes - in 25 patients (16.3%). Rice. 3.

As a control of chromatographic research methods, the chromatographic characteristics of biological fluids were studied in other pathological conditions: surgical sepsis (27 patients), tuberculosis (21 patients), liver echinococcosis (15 patients).

The diagnostic capabilities of GC-MS analysis were used in three areas: 1) analysis of biochemical changes in metabolism in the blood serum of patients with the determination of lipid, carbohydrate and amino acid components; 2) indication of molecular markers of organ damage, in particular, markers of damage to the nervous system (brain), kidneys and integument; 3) indication of signal compounds for the implementation of "cooperative sensitivity" by microbes - lactones, quinolones and furan esters of boron.

During the study, molecular markers of organ lesions (CNS, kidneys, skin and mucous membranes) in syphilis were determined. It has been shown that the information content of GC-MS studies of molecular markers of organ lesions is higher compared to the generally accepted clinical and laboratory indicators of syphilis. For the first time, a comparative analysis of the chromatographic characteristics of biological fluids in patients with syphilis and patients with other infectious and parasitic pathologies (tuberculosis, surgical sepsis, echinococcosis, etc.) was carried out. The result of the study was the development of "Method for laboratory diagnosis of changes in the central nervous system in syphilis" and "Method for laboratory diagnosis of infectious pathology of the kidneys in syphilis"

Conclusions: The developed criteria for GC-MS indication of molecular markers of organ lesions have a high level of diagnostic sensitivity, diagnostic specificity, positive and negative diagnostic predictability and can be used as laboratory diagnostic criteria for syphilis.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пляевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пляевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO 'LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.

11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

SCALY DERMATOSES TREATMENT AND DIAGNOSIS

Ravshanova D.T.

*Assistant at the Department of Skin and Venereal Diseases,
Samarkand State Medical University*

Annotation: The problem of treating lichen planus is still relevant today. An important task of topical application of medicinal compositions is to create an effective concentration in the focus of inflammation and maintain such a concentration for a long period of time. This study describes a method of treating patients with lichen planus with the inclusion of sesoran ointment in standard therapy. A clinical study showed that when using the above drug, the regeneration of lichen planus was observed by the beginning of 2 weeks. The inclusion of sesoran ointment in the treatment regimen makes it possible to accelerate epithelialization and tissue repair, stabilize the inflammatory process.

Keywords: Lichen planus, treatment, sevoran.

Introduction: in recent years, the prevalence of lichen planus (CPL) in practice has somewhat expanded. Among diseases of the oral mucosa, lichen planus occurs in 75-80% of cases, affecting only the mucous membrane in isolation. It is characterized by a recurrent persistent course with the manifestation of a variety of clinical forms. Despite numerous studies, the etiology and pathogenesis of this disease, characterized by resistance to therapy, remain unclear. There are three most common concepts that provide for the role of functional and organic disorders of the nervous system, toxic and allergic effects, as well as the effects of microbial factors. Speaking about functional disorders of the nervous system, a number of authors point to stress as a factor that plays a decisive role in the occurrence of red lichen planus of the oral mucosa. A positive correlation was revealed between stressful situations and the appearance of rashes in the oral cavity, while exudative hyperemic forms of the disease are most often recorded. The problem of treating patients with lichen planus remains relevant. There are many reasons for this. First of all, lichen planus, like no other dermatosis, depends on a neurogenic factor. Very often, the first manifestations of the disease appear after stressful situations. In the conditions of a modern industrial city, overstrain and nervous overload are so common that the prevalence of lichen planus is steadily increasing. Unexplained issues of etiopathogenesis of lichen planus cause the use of numerous medications for its treatment, but modern therapy does not always provide a good result. Treatment, as a rule, is delayed for a long period, it is rarely possible to achieve stable and positive remission.

Aim: to study the efficacy and preparation of sizaron in the treatment of lichen planus.

Materials and methods of the study: 23 patients aged 18 to 56 years with a disease duration of at least 5 months to 4 years with various forms of lichen planus were examined, who made up two groups: the main (11 patients) and the control (12 patients). Patients in the control group underwent traditional treatment, without the use of the drug "sesoran". This drug is a combination drug for topical use. Complex treatment was carried out according to generally accepted schemes, including general and local therapy. All patients were necessarily referred for consultations by a therapist, endocrinologist, allergist and other specialists in order to diagnose and treat somatic diseases. Pharmacotherapy included the appointment of sedative therapy (novopassit; motherwort tincture); vitamins. All irritating factors in the oral cavity, sharp edges of teeth were eliminated, dentures, fillings made of different metals were replaced, thorough sanitation of the oral cavity was carried out. The affected areas of the oral mucosa were treated with non-irritating antiseptics. Local treatment was aimed at eliminating pain and inflammation, normalizing microcirculation and stimulating epithelialization. For this purpose, applications of the drug "serazan" were used.

Results: in group 1, clinical recovery was observed for (on average) 21-25 days in group 2, clinical recovery was observed for (on average 12-14 days). Minor symptoms of skin irritation on the use of sizarone ointment 0.025% were observed in 2 out of 3 patients at the beginning of use, but this did not require the drug to be discontinued.

After the treatment, the patients were monitored for relapses for 6 months. There was no relapse in the group of patients receiving cesaran, in 1 group of patients, a relapse of the disease developed in 1 patient out of 3 =x. As a result of the therapy performed at the site of application of sesaran ointment, skin atrophy was not observed.

Conclusions: Given the lack of a unified concept regarding the etiology and pathogenesis of lichen planus, treatment should be comprehensive with the use of modern medicines. The consistent use of Cesar's ointment in the treatment of manifestations of lichen planus has shown high effectiveness in relieving symptoms in most patients, long-term remission was achieved, good tolerability was noted, and there were no complications.

Literate

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar asneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.

2. Ilyaevna P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 107-120.
3. Ilyaevna P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo‘raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog ‘liq bo ‘lgan vulgar akneni kompleks davolash Samaraligini o ‘rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO ‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.

13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.

14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЪИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.

15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.

16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.

17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.

18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.

19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.

20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

CLINICAL CASE OF TREATMENT OF UROGENITAL CHLAMYDIOSIS

Islamov Nurali Hikmatovich

*assistant at the department of skin and venereal diseases,
Samarkand state medical university*

Ermanov Rustam Temirovich

*assistant at the department of epidemiology
Samarkand state medical university*

Annotation: this article attempts to reveal the main reasons for the optimization of immunocorrection schemes in the treatment of urogenital chlamydia using an integral assessment of the state of various microbiocenoses of the human body. To carry out scientific work, the author studied the microflora of the mucous membranes of the vagina, cervical canal, urethra, prostate gland, urine samples, contents of the large intestine and peripheral blood in 193 patients (124 women and 69 men) with chronic chlamydial infection. The problem in question is still little studied, therefore, requires more thorough research.

Key words: Chlamydia, sexually transmitted infection.

Introduction: Chlamydia is a sexually transmitted infection caused by *Chlamydia trachomatis*. It is one of the most common sexually transmitted diseases.

According to statistics, 100 million people fall ill with chlamydia every year in the world, and the number of people infected with chlamydia around the globe, according to the most conservative estimates, reaches one billion. According to WHO and numerous domestic and foreign researchers, urogenital chlamydia is one of the most common sexually transmitted diseases, therefore, for modern venereology, the creation of the most effective means of treating so-called non-gonococcal inflammatory diseases of the genitourinary system remains relevant.

According to various sources, from 5 to 15% of young sexually active people are infected with chlamydial infection. In patients of dermatovenerological dispensaries of the Russian Federation, this infection occurs 2-3 times more often than gonorrhoea. The frequency of non-gonococcal inflammatory diseases of the genitourinary system is 5-6 times higher than that of gonorrhoea, their incubation period is longer, clinical manifestations are less pronounced, complications occur more often, chlamydia predominates among pathogens. The widespread occurrence of chlamydial infection is associated primarily with the asymptomatic

course of the disease.

Aim: optimization of immunocorrection schemes in the treatment of urogenital chlamydia using an integral assessment of the state of various microbiocenoses of the human body.

Materials and methods: we studied the microflora of the mucous membranes of the vagina, cervical canal, urethra, prostate gland, urine samples, contents of the large intestine and peripheral blood in 193 patients (124 women and 69 men) with chronic chlamydial infection. Monitoring was carried out against the background of complex etiopathogenetic treatment with the use of combined immunocorrection with roncoleukin, betaleykin, pyrogenal, and interalem-P. The control group consisted of 46 clinically healthy patients (23 women and 23 men) with no laboratory and instrumental signs of infectious and inflammatory diseases.

Results: an integral assessment of combined immunocorrection by using a neural network established a high efficiency in changing microbiocenoses in women when using the full course - phased immunocorrection (52.2–100%): combined use of ronco-leukin and pyrogenal (40–60%); negative efficiency when using Roncoleukin (-4.8; -14.6%); interal-P and betaleykin (-50%). In men, the highest efficiency of changing microbiocenoses was stated when using the full course (47.1–100%); roncoleukin (50–100%); roncoleukin and betaleykin (42.9-100%); negative efficiency in the combined use of betaleykin and pyrogenal (-25.3%).

Conclusions:

1. The method of mathematical modeling of various microbiocenoses of the body allows us to evaluate the effectiveness of the use of immunocorrection schemes in the treatment of urogenital chlamydia.

2. Complex step-by-step immunocorrection has the highest efficiency in the treatment of urogenital chlamydia.

3. The method of mathematical modeling proved the greatest efficiency of the full course for microbiocenosis of the cervical canal and blood in women and microbiocenosis of urine in men. At the same time, the negative effectiveness of individual immunocorrection schemes is noted.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пуяевна P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пуяевна P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.

4. Kholikov E. S. et al. APPLICATION OF "BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog'liq bo'lgan vulgar akneni kompleks davolash Samaraligini o'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO'LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – C. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – C. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – T. 8. – C. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O'QUVCHILAR SALOMATLIGIGA TA'SIRI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 14. – C. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 355-358.

**USE OF NEW GROUPS OF CORTICOSTEROID OINTMENTS IN
THE TREATMENT OF PATIENTS WITH NEURODERMITIS
(ATOPIC DERMATITIS)**

ISLAMOV NURALI HIKMATOVICH

*Assistant at the department of skin and venereal diseases,
Samarkand State Medical university*

ERMANOV RUSTAM TEMIROVICH

*Assistant at the department of epidemiology
Samarkand State Medical university*

Abstract: Data on the mechanisms of formation and methods of effective treatment of atopic dermatitis (AD) are presented. The main directions of pathogenetically based treatment of blood pressure, differentiated correction of concomitant pathology are described in detail. The external therapy of atopic skin lesions in children with the use of modern dermatological cosmetics is presented in particular detail.

Keywords: Atopic dermatitis, treatment, tacrolimus.

Introduction: Atopic dermatitis (syn.: atopic eczema, constitutional eczema, diffuse neurodermatitis) is a chronic recurrent skin disease manifested in adult patients with erythematous-papular rashes with lichenization phenomena accompanied by constant, often painful, itching and developing in the presence of a genetic predisposition to the hyperactive state of the Th2 helper system and a phylagrin-dependent defect of the barrier function of the skin. According to numerous epidemiological studies, about 5% of the world's population suffer from AD, and in the age group of early childhood, the severity of atopic skin lesions is diagnosed in almost 30-50% of observations. The mechanism of the development of AD symptoms today is presented as a complex interaction of a genetically determined defect in the barrier function of the skin, features of innate and adaptive immunity, on the one hand, and the environment, infectious agents and concomitant diseases, on the other. Hereditary predisposition primarily concerns the functioning of the immune system, which is characterized by hyperactivity of T-helpers, which tend to differentiate with antigenic irritation more towards type II T-helpers (Th2). In addition, the genotypic mechanism is also explained by the impaired barrier function of the skin in patients with AD, which is clinically manifested in varying degrees of severity of dry skin (xerosis). The development of exacerbation of blood pressure is closely related to the production of Th2 cytokines, primarily IL-4 and IL-13, the content of which is higher in patients than

in healthy people. These interleukins lead to hyperproduction of IgE antibodies and increase the expression of adhesion molecules on endothelial cells. They are given significance in the development of the initial phase of tissue inflammation, while IL-5, which causes the maturation of eosinophils and determines their survival, prevails in the chronic phase of blood pressure, which is also accompanied by the production of Th1 cytokines IL-12 and IL-18 and other cytokines, such as IL-11 and TGF1b, which are expressed mainly in chronic forms of the disease [1]. Approximately 80% of adult patients with blood pressure have an increase in the content of serum IgE antibodies (IgE-dependent blood pressure, or exogenous), sensitization to air and food allergens and/or comorbid allergic rhinitis and asthma. However, in 20% of adult patients with blood pressure, the serum IgE content remains normal (IgE-independent blood pressure, or endogenous). This allows us to distinguish two main phenotypes of the disease – exogenous and endogenous. The main function of the skin is to protect the body from the external aggressive environment. In patients with AD, regardless of the skin phenotype, due to the failure of the functioning of the epidermal barrier, an increased loss of moisture through the epidermis is observed. In turn, the stratum corneum does not retain water due to the quantitative and qualitative deficiency of lipids - ceramides, cholesterol, fatty acids produced by keratinocytes, while the content of ceramides 1 and 3 is especially reduced. Ceramides are the main molecules that retain fluid in the extracellular space, and the barrier function of these complex structures is provided by the protein matrix associated with them. In the affected and unaffected skin in patients with AD, a decrease in the amount of ceramides is detected. These changes, clinically manifested by noticeable dryness of the skin, facilitate the invasion of antigens into the skin (microbes, viruses, fungi, etc.) and, thus, a vicious circle is created, leading to the subsequent activation of the immune system and the maintenance of chronic inflammation, which further aggravates the barrier defect. Recently, a defect in the barrier function of the skin has been considered as one of the important phenotypic signs of AD, which leads to xerosis and a decrease in the content of antimicrobial peptides in the skin, which makes it an important target for therapeutic effects.

Aim: to study the effectiveness of the combined treatment regimen for atopic dermatitis and to study the safety of the use of pelemetazone ointment (mometazone and furoate) and beponten ointment (dexpanthenol, protegin).

Materials and methods of the study: evaluation of the effectiveness of treatment was carried out in 7 patients aged 7 to 16 years with a diagnosis of atopic dermatitis, children's period of moderate severity. Those who applied for outpatient treatment at the regional dermatovenereological dispensary. At the time of examination, hyperemia and pronounced dryness of the skin with a large number of bran-like scales were

observed in children; increased skin pattern, hyperkeratosis, abundant peeling, painful cracks, persistent itching with an increase at night. Skin changes are located mainly on the flexor surfaces of the extremities (elbow bends, popliteal pits), palmar-plantar surface, inguinal and gluteal folds, back of the neck. At the beginning of treatment, pelemetazone ointments were used 1 time a day, the duration of use was from 5 to 10 days. In the last two days of applying pelemetazone ointment, bepanten ointment was additionally applied 1 time a day, and then after the cancellation of pelemetazone ointment, bepanten was applied 2 times a day for an average of 10 days, then the use decreased to 1 time a day until the symptoms disappeared completely (on average 12 days).

Results: withdrawal of symptoms occurred in 100% of patients on the 12th day of treatment. Minor symptoms of skin irritation to the use of pelemetazone ointment were observed in 5 out of 7 patients at the beginning of use, but this did not require the drug to be discontinued. After the treatment, the patients were monitored for relapses for 6 months. There was no relapse in the group of patients receiving maintenance therapy. As a result of the therapy at the site of application of pelemetazone ointment, skin atrophy was not observed.

Conclusions: consistent use of pelemetazone ointment and bepanten ointment in the treatment of manifestations of atopic dermatitis showed high effectiveness in relieving symptoms in most patients, long-term remission was achieved, good tolerability was noted, side effects and there were no complications.

Literate

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пугаевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пугаевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.

8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO ‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЫКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-нм ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI. – 2022. – С. 355-358.

TREATMENT OF GENITAL HERPES USING LOCAL THERAPY

Toshev S.U.

*Assistant at the department of skin and venereal diseases,
Samarkand State Medical University*

Rafikova M.F.

Samarkand State Medical University Student

Isaev X.D.

Samarkand State Medical University Student

Annotation: Genital herpes (GH) is one of the most socially significant problems in the clinical practice of dermatovenerologists, obstetricians, gynecologists, urologists. The number of patients with GH has increased by 30% over the past 10 years. The main role in the etiology of HSV belongs to HSV type 2 (HSV-2), but the pathogens of this pathology can become both HSV type 1 (HSV-1) and a combination of both types of herpes simplex virus. The prevalence of HSV-2 infection in the population ranges from 7 to 40% and averages 20%.

Keywords: Genital herpes, treatment, application experience, fungitan

Introduction: Genital herpes (GH) is currently one of the most widespread sexually transmitted infections. It is caused by herpes simplex viruses of the 2nd (HSV2) and 1st (HSV1) types. Herpes simplex viruses are quite resistant in the environment. They can survive from several hours to several days depending on temperature and humidity. Clinical symptoms of genital herpes were first described in 1736 in France. Currently, the number of cases of genital herpes worldwide is constantly increasing, which is largely due to the fact that 85-90% of cases of this infection remain undiagnosed. The incidence of GH among women is almost 6 times higher than among men. Asymptomatic isolation of the virus by women leads to neonatal herpetic infection. If in the middle of the XX century the types of HSV1 and HSV2 clearly differed in the place of localization, now there are more and more cases of infection of the genitals with both types of HSV. Therefore, many modern test systems designed to detect herpes simplex virus react to both types of virus without differentiating them. Infection caused by HSV1 has been found to recur less frequently (up to 5% of cases) than infection caused by HSV2. Every fifth American is infected with the HSV2 virus, about 1 million new cases of infection are registered annually in this country. It has been established that patients with HSV2 secrete the virus both during the period of exacerbation and in the absence of clinical symptoms, which threatens sexual partners with infection even in the asymptomatic period.

Aim: The effectiveness of the use of fungitan ointment 5% in the local treatment of recurrent genital herpes.

Materials and methods: The criteria for inclusion of patients in the study group were: age from 20 to 41 years, recurrence of GH no more than 5 times a year; laboratory-confirmed diagnosis of GH. The exclusion criteria from the study were as follows: age up to 20 years; recurrence rate of GH more than 5 in the last year; the patient's intake of other antiviral drugs for at least 1 month. prior to inclusion in this study; confirmed diagnosis of other STIs; pregnancy and lactation; individual intolerance to the components of the drug; kidney disease. to identify the effectiveness of fungitan ointment 5% (Acyclovir 0.05g), we examined 12 patients aged 20 to 41 years with a diagnosis of recurrent genital herpes. Those who applied for outpatient treatment at the regional dermatovenereological dispensary. At the time of examination, patients had a tingling and burning sensation in the places of rashes, local inflammation of the lymph nodes, headache, nausea, redness and vesicular (vesicular) rashes. The contents of the transparent bubbles are cloudy or hemorrhagic. All patients were previously on outpatient treatment with a diagnosis of primary genital herpes. The patients underwent standard treatment for 7 days after which clinical recovery was observed. Relapse of the disease in patients was observed on average after 2-4 weeks. After repeated treatment, all 12 patients were prescribed combined treatment with the drug fungitan for 7 days, after which the patients were prescribed additional treatment with fungitan ointment and for 10 days to prevent relapses, apply 1 time per day to previously inflamed skin areas.

Results: Clinical recovery was also observed as with standard treatment after (on average) 7 days, but as a result of maintenance treatment for 10 days. After treatment, the patients were monitored for relapses for 4 weeks, a relapse of the disease was observed in 2 patients out of 12 patients. As a result of the therapy performed at the site of application of fungitan ointment, skin atrophy was not observed.

Conclusions: consistent use of fungin ointment in the treatment and prevention of relapses of recurrent genital herpes showed high effectiveness in relieving symptoms in most patients, long-term remission was achieved, good tolerability was noted, and there were no complications.

Literate

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пуяевна P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пуяевна P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.

4. Kholikov E. S. et al. APPLICATION OF "BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog'liq bo'lgan vulgar akneni kompleks davolash Samaraligini o'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO'LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 3. – C. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – C. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – T. 8. – C. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O'QUVCHILAR SALOMATLIGIGA TA'SIRI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 14. – C. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – T. 1. – №. 7. – C. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 355-358.

PROSTATITIS DIAGNOSTIC AND TREATMENT SCHEMES

Toshev S.U.

*Assistant At The Department Of Skin And Venereal Diseases,
Samarkand State Medical University*

Rafikova M.F.

Samarkand State Medical University Student

Isaev X.D.

Samarkand State Medical University Student

Annotation: this article attempts to reveal the main causes of chronic urethrogenic prostatitis (CUP) in young men against the background of complex treatment with the use of general and local ozone therapy, depending on the somatic type. To carry out scientific work, the author conducted a study of 306 Caucasian males of the first period of adulthood suffering from CUP. A comprehensive diagnostic program, in addition to standard studies, included: filling out questionnaires for a summary assessment of CUP symptoms and a formula for sexual male function, bacterioscopic, bacteriological and molecular biological studies of urethral discharge and prostate secretion for STIs. The problem in question is still little studied, therefore, requires more thorough research.

Keywords: Chronic prostatitis, ozone therapy

Introduction: Chronic prostatitis (CP) is the most common reason for men younger than 50 years old with inflammatory diseases of infectious and non-infectious nature to visit the clinic [1]. About 10% of the total male population noted the symptoms of CP at least once throughout their lives [2]. In 2013, Nickel J. C. et al., after analyzing the results of 24 epidemiological studies, established the global prevalence of CP at 7.1% [3]. Given the above data, CP is costly to society in terms of direct and indirect financial losses and has a pronounced impact on the quality of life of patients [4]. In the Russian Federation, CP in the structure of outpatient urological appointments accounts for 17% of visits [5]. Many authors have tried to classify HP. Currently, the classification of prostatitis developed by the US National Institutes of Health (1995) is generally accepted, which was approved in the final version in 1999 [6]. This classification is well known. It is based on the division of prostatitis into four categories: acute (I) or chronic (II) bacterial prostatitis, chronic non-bacterial prostatitis/chronic pelvic pain syndrome (CP/CPPS) (III), which can

be inflammatory (IIIa) or non-inflammatory (IIIb).) and asymptomatic prostatitis (IV). Category III CP/chronic pelvic pain syndrome is the most common form of symptomatic prostatitis, accounting for up to 90–95% of all forms of the disease [9]. According to some authors, this classification is losing relevance due to the fact that it does not reflect all the information about the patient. So, long-term recurrent CP often begins to manifest itself not only with classic local symptoms, but also with functional disorders of other organs and systems [10].

Aim: to study the course of chronic urethrogenic prostatitis (CUP) in young men against the background of complex treatment with the use of general and local ozone therapy, depending on the somatic type.

Materials and methods: the object of the study were 306 Caucasian men of the first period of adulthood suffering from CUP. The complex diagnostic program, in addition to standard studies, included: filling out questionnaires for the summary assessment of symptoms of CUP and the formula of male sexual function, bacterioscopic, bacteriological and molecular biological studies of urethral discharge and prostate secretion for STIs, examination of the microcirculation of the mucosa of the prostatic urethra and skin at the projection point of the prostate using the laser method. Doppler flowmetry, somatotyping according to the L. Rees-H.J. Eisenck. Registration of the listed parameters was carried out before treatment and 20 days after treatment.

Results: the frequency of detection of sexually transmitted infections by microscopy revealed a higher level of *Neisseria gonorrhoeae* ($p < 0.05$) in men of pycnic somatotype (16.7%) compared to asthenic men (4.8%), at the same time the frequency of detection of *Trichomonas vaginalis* by culture ($p < 0.04$) was higher in men with asthenic somatotype (59%) compared with men with pycnic somatotype (40%). CUP is most malignant in men of the pycnic somatotype, which is objectively confirmed by the clinical index; however, the effectiveness of standard treatment in these patients using regional and local ozone therapy was higher than in patients of other somatotypes and was accompanied by a decrease in the clinical index by almost two times (from 24.32 ± 0.73 to 13.62 ± 0.61 points). The most significant decrease in prostate size during CUP therapy was observed in patients with pycnic somatotype (from 34.12 ± 0.51 cm³ to 29.08 ± 0.64 cm³), improvement in microcirculation parameters was observed in patients with asthenic somatotype. Changes in the microcirculation of the mucous membrane of the prostatic urethra and skin at the projection point of the prostate during CUP therapy are somatotypically determined. The highest values of tissue perfusion were found in patients with normosthenic somatotype, and the lowest values were found in patients with pycnic somatotype.

Conclusions: thus, the study revealed somatotypic differences in clinical, laboratory and instrumental characteristics of the course of CUP in men of the first period of adulthood against the background of complex standard treatment using local and general ozone therapy.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пляевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пляевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO 'LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.

11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЬИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOYIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

TO EVALUATE THE IMPORTANCE OF HYPOTENSIVE THERAPY WITH B-ADRENOBLOCKERS AND INDIRECT ANTICOAGULANTS IN THE FORMATION OF PERSISTENT ERYTHEMA OF THE FACIAL SKIN ROSACEA

Toshev S.U.

*Assistant At The Department Of Skin And Venereal Diseases,
Samarkand State Medical University*

Rafikova M.F.

Samarkand State Medical University Student

Isaev X.D.

Samarkand State Medical University Student

Abstract: The task set before us to write this article was to evaluate the importance of antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of persistent erythema of the facial skin rosacea . To achieve our goals and objectives, we analyzed the comparative dynamics of vascular changes on the skin of the face by measuring the acoustic conductivity of the skin in patients with post-infarction cardiosclerosis and arterial hypertension against the background of antihypertensive therapy. As a result, we came to the conclusion that a timely transition to a combined antihypertensive drug, exforge , will significantly reduce the risk of the formation of persistent erythema and rosacea in patients with a predisposition to the development of this dermatosis.

Key words: Rosacea , treatment.

Introduction: Rosacea is a chronic skin disease manifested by redness of the skin (erythema), telangiectasias (dilation of small blood vessels in the skin), as well as papules and pustules that resemble acne in appearance . The disease has an undulating course with alternating periods of exacerbations and remissions.

Purpose of the study. To evaluate the importance of antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of persistent erythema of the facial skin rosacea .

Materials and methods. A comparative dynamics of vascular changes on the facial skin was carried out using the method of measuring the acoustic conductivity of the skin in patients with post-infarction cardiosclerosis and arterial hypertension against the background of antihypertensive therapy, including β - blockers + indirect anticoagulants for 1 year and 1-5 years with patients with a similar diagnosis taking triple a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (

exforge) – which does not have a β - blocker effect. Under observation were 86 patients with signs of rosacea against the background of post-infarction atherosclerosis and arterial hypertension, who were divided into four groups: study (n=47) and control (n=39). Group 1 – 18 patients with post-infarction atherosclerosis and arterial hypertension for up to 1 year, took therapy with β - blockers + indirect anticoagulants, the diagnosis of the erythematous stage of rosacea was confirmed before the appointment of vascular therapy; Group 1 (control) – 13 people with post-infarction atherosclerosis and arterial hypertension for up to 1 year, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants, the diagnosis of rosacea was confirmed before prescribing vascular therapy; Group 2 – 12 people with post-infarction atherosclerosis and arterial hypertension, took therapy with β - blockers + indirect anticoagulants for 1 year, there were no complaints about skin changes before prescribing vascular therapy; Group 2 – 4 people with visually healthy facial skin, with post-infarction atherosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1 year; Group 3 – 38 people, diagnosed with post-infarction atherosclerosis and arterial hypertension, took therapy with β - blockers + indirect anticoagulants for 1-5 years. Diagnosis of rosacea the erythematous stage was confirmed before vascular therapy was prescribed; Group 3 – 15 people with post-infarction atherosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1-5 years, the diagnosis of rosacea was confirmed before the prescription of antihypertensive therapy, erythematous stage; Group 4 - 21 people with post-infarction atherosclerosis and arterial hypertension, took therapy with β -adrenergic blockers + indirect anticoagulants, lasting 1-5 years, did not complain about skin changes in the form of redness, hot flashes and burning sensations before the prescription of antihypertensive therapy; 4k group – 7 people with healthy facial skin, post-infarction atherosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) for 1-5 years. The study design included measuring and comparing the acoustic conductivity of the skin in patients with post-infarction atherosclerosis and arterial hypertension against the background of antihypertensive therapy, including β - blockers + indirect anticoagulants for 1 year and 1-5 years with patients with a similar diagnosis taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1 year and 1-5 years. To assess changes in the mechanical parameters of the skin during therapy, an acoustic medical diagnostic device AMDP was used. This device allows you to record changes in the mechanical characteristics of the skin, including acoustic conductivity. According to literature data and reference

values, normal values for the skin of the cheek area in 40-60 year old women and men are $V_y = 5.5$ m/s, $V_x = 6$ m/s. Anatomical accuracy of measurements at identical points was achieved using photographs of observed patients at different stages of therapy. All patients underwent changes in skin acoustic conductance before the start of therapy, 1 year after the start of therapy and 6 months after the start of therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge).

Results. In patients of group 1, an increase in the acoustic conductivity of the skin was found to be 18% relative to the skin in this area in healthy people. Visually, all patients were diagnosed with the erythematous stage of rosacea . Together with the attending cardiologist, 14 patients in this group were transferred to therapy with the combined drug exforge . When re-measuring the acoustic conductivity of the skin after 6 months. In 10 patients out of 14 taking exforge , a decrease in acoustic conductivity of up to 8% was found, and visually there was regression of vascular changes in the facial skin. The remaining 4 people had a decrease in conductivity of up to 14% during exforge therapy without regression of clinical symptoms. At the same time, in patients of group 1 (control) against the background of antihypertensive therapy, an increase in skin conductivity was found by 3%. Visually, there is a regression of symptoms of persistent erythema. In patients of group 2, during therapy, an increase in acoustic conductivity of up to 18% was diagnosed, the appearance of signs of persistent erythema, a feeling of flushing in the face and a burning sensation when changing temperature and errors in diet in 9 observed, in the remaining 3 - an increase in acoustic conductivity of up to 7% without clinical symptoms of the erythematous stage of rosacea . Together with the attending cardiologist, 10 patients in this group were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge). During exforge therapy for 6 months, 8 patients experienced regression of clinical symptoms in the form of a decrease in persistent erythema , hot flashes when changing temperature and errors in diet, and a decrease in acoustic conductivity to 7%. In the remaining 2 patients who responded to exforge therapy , conductivity remained with values exceeding up to 10%, as well as manifestations of persistent erythema on the facial skin. In patients of the 2k (control) group, an increase in skin acoustic conductivity was diagnosed by 3% against the background of no signs of persistent erythema. In patients of group 3, an increase in the acoustic conductivity of the skin by 10% was diagnosed. All patients were diagnosed with the erythematous stage of rosacea . Together with the attending cardiologist, 20 people were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge). In 13 patients, against the background of the proposed therapy, after 6 months. There was a regression of clinical manifestations of the erythematous stage of rosacea and a decrease in conductivity to

3%; in the remaining 7 people, a decrease in conductivity to 7% during exforge therapy without regression of clinical symptoms. In patients of the 3k group, an increase in the acoustic conductivity of the skin was diagnosed by 9%. In patients of group 4, against the background of antihypertensive therapy, an increase in the acoustic conductivity of the skin was diagnosed to 9-11%, and signs of persistent erythema appeared in 8 patients. The remaining 13 had an increase in the acoustic conductivity of the skin - up to 5%, not accompanied by clinical signs of persistent erythema. Together with the attending cardiologist, 8 patients in this group were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulant. Against the background of the proposed therapy, 4 people experienced a regression of clinical manifestations of persistent erythema within 6 months, in 3 patients there was a decrease in the acoustic conductivity of the skin to 2%, in 1 patient who was torpid to therapy, the conductivity remained up to 7%. In patients of the 4k group, an increase in the acoustic conductivity of the skin by 3% was observed. Thus, in patients taking indirect anticoagulants as part of complex antihypertensive therapy for a period of 1-5 years, the clinically erythematous stage of rosacea was diagnosed . Instrumentally, minor changes in the acoustic conductivity of the skin are noted, which is associated with an improvement in the rheological properties of the skin due to the direct action of indirect anticoagulants. Long-term antihypertensive therapy leads to dilation and stasis of peripheral vessels, including the skin of the face, but is not accompanied by congestion. Thus, the acoustic conductivity of the skin is closest to normal (an increase of only 10%). Patients combining antihypertensive therapy and indirect anticoagulants for less than 1 year have increased acoustic conductivity, which is associated with vascular ectasia (up to 18%). This is explained by the short duration of anticoagulant therapy.

Conclusions. 1. A connection has been established between antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of rosacea . 2. Detection of changes in the physiometric parameters of the skin in patients receiving beta- blockers and indirect anticoagulants as part of complex antihypertensive therapy allows for early diagnosis of the formation of persistent erythema and timely diagnosis of the onset of rosacea or predisposition to it. 3. Timely transition to a combined antihypertensive drug - exforge will significantly reduce the risk of the formation of persistent erythema and rosacea in patients with a predisposition to the development of this dermatosis.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar acneni kompleks davolash Samaraligini o'rganish //Журнал гепатогастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.

2. Ilyayeva P. U. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 107-120.
3. Ilyayeva P. U. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – T. 31. – №. 3. – C. 56-62.
5. Jo‘raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – T. 16. – №. 2. – C. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog‘liq bo‘lgan vulgar akneni kompleks davolash Samaraligini o‘rganish //Jurnal gepatogastroenterologik issledovaniy. – 2021. – T. 2. – №. 3.2. – C. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – T. 2. – №. 6. – C. 112-119.
9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – T. 3. – №. 1. – C. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – T. 2. – №. 1. – C. 139-144.

13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЪИКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

**TO CONDUCT A COMPARATIVE CHARACTERISTIC OF
STIS IN RELATION TO THESE DISEASES DIAGNOSED**

Toshev S.U.

*Assistant at the department of skin and venereal diseases,
Samarkand State Medical University*

Rafikova M.F.

Samarkand State Medical University Student

Isaev X.D.

Samarkand State Medical University Student

Abstract: The task set before us to write this article was identify the number of patients with sexually transmitted infections (STIs) treated in the department of dermatovenereology and cosmetology in 2017, analyze the structure of STIs for the selected period. Conduct a comparative analysis of these diseases diagnosed in 2016-2017. To achieve our goals and objectives, we conducted a retrospective analysis of the structure of registered cases of infections. As a result, we came to the conclusion that, according to the results of the analysis of the work of the department of dermatovenerology and cosmetology for 2017, it was established that among those who applied to the department, regardless of gender, the predominant number of patients were with anogenital (venereal) warts, then by frequency of applications followed by patients with chlamydial infection

Key words: STIs (sexually transmitted infections), diagnosis

Introduction: It is known that more than 30 different bacteria, viruses and parasites can be transmitted through sexual contact, including vaginal, anal and oral sex. Some STIs can also be passed from mother to child during pregnancy, childbirth, and breastfeeding. Eight pathogens cause the highest incidence of STIs. Of these, four infections - syphilis, gonorrhea, chlamydia and trichomoniasis - are currently curable. The remaining four infections - hepatitis B, herpes simplex virus (HSV), HIV and human papillomavirus (HPV) - are viral in nature and cannot be cured. In addition, there have been recent outbreaks of new infections that can be sexually transmitted, including monkeypox, Shigella sonnei , Neisseria meningitidis , Ebola and Zika viruses , and the return of neglected STIs, particularly lymphogranuloma venereum . They further complicate the provision of adequate STI prevention and control services. STIs have a serious negative impact on sexual and reproductive health worldwide. More than 1 million cases of STIs occur every day. In 2020, WHO estimates that 374 million people were infected with one of the four STIs—chlamydia (129 million), gonorrhea

(82 million), syphilis (7.1 million) and trichomoniasis (156 million). In 2016, the number of people infected with genital herpes was estimated at more than 490 million people; However, 300 million women are infected with HPV, the leading cause of cervical cancer, as well as anal cancer among men who have sex with men. The global number of chronic hepatitis B carriers is estimated at 296 million people. Contracting an STI can have serious consequences that extend beyond the immediate impact of the infection.

Objective: to identify the number of patients with sexually transmitted infections (STIs) treated in the department of dermatovenereology and cosmetology in 2017, to analyze the structure of STIs for the allocated period. Conduct a comparative analysis of these diseases diagnosed in 2016-2017.

Methods and materials: a retrospective analysis of the structure of registered cases of sexually transmitted infections among the assigned contingent in the department of dermatovenereology and cosmetology for 2017 was carried out. A comparative analysis of the incidence of sexually transmitted infections with 2016 was carried out.

Results. In total, in 2017, in the department of dermatovenereology and cosmetology, 73 patients were diagnosed with sexually transmitted infections, confirmed by the results of a clinical and laboratory examination. 49.3% of patients (n=36) had anogenital (venereal) warts, 24.7% (n=18) had genital herpes, 23.3% (n=17) had chlamydial infection, 1.4 % (n=1) had urogenital trichomoniasis, 1.4% (n=1) had primary syphilis, no cases of gonorrhea were identified. Men were more often ill – 62.5% (n=45). 60% (n=27) of male patients were diagnosed with anogenital (venereal) warts, 24.4% (n=11) with chlamydial infection, 13.3% (n=6) with genital herpes, 2.2% (n=1) – primary syphilis. Among women (n=28), who made up 38.4% of the total number of cases, the most common cases were genital herpes - 42.9% (n=12), then the most common were anogenital (venereal) warts - 32.1 % (n=9), chlamydial infection – 21.4% (n=6), urogenital trichomoniasis – 3.6% (n=1). As you know, chlamydia can be of different localizations. Of the total number of cases of chlamydia (n=17), the largest number (n=12) were identified as chlamydial infection of the lower genitourinary tract, which amounted to 70.6%, chlamydial pharyngitis was diagnosed in 4 cases - 23.5%, chlamydial infection of the small organs pelvis in 1 patient – 5.9%. In 2016, 70 patients were diagnosed with STIs. The majority also consisted of requests from patients with anogenital (venereal) warts - 42.8% (n=30), 25.7% (n=18) - chlamydial infection, 25.7% (n=18) - genital herpes, 1.4% (n=1) – urogenital trichomoniasis, 4.3% (n=3) patients with syphilis, 0% (n=0) – gonococcal infection. The proportion of visits by women to patients with STIs during the period under review was 61% (n=43) of all visits to patients with STIs. Among them, 39.5%

(n=17) patients had anogenital (venereal) warts, chlamydial infection - 27.9% (n=12), genital herpes -27.9% (n=12) and urogenital trichomoniasis - 2.3 % (n=1), syphilis – 2.3% (n=1). The number of visits by men with STIs in 2016 was 39% (n=27). Among them, the majority were patients with anogenital (venereal) warts - 42.8% (n=13), chlamydial infection - 22.2% (n=6), genital herpes 22.2% (n=6), syphilis - 7.4% (n=2), urogenital trichomoniasis – 0% (n=0).

Conclusions: thus, based on the results of an analysis of the work of the department of dermatovenerology and cosmetology for 2017, it was found that among those who applied to the department, regardless of gender, the predominant number of patients were with anogenital (venereal) warts, followed by patients with chlamydial infection in terms of frequency of visits. genital herpes and a small amount of urogenital trichomoniasis and syphilis. More often, STIs were diagnosed in males, in contrast to 2016, when the majority of patients with STIs were women. Compared to 2016, the number of patients with STIs increased, the structure of morbidity depending on the identified nosology remained the same, however, the number of patients with syphilitic infection decreased by 3 times. Among women with STIs, the number of cases of diseases caused by human papillomavirus and Chlamydia has decreased trachomatis , and the number of cases of genital herpes has increased.

Literature:

1. Абдуллаев Х., Толибов М. Allergodermatozlar bilan bog'liq bo'lgan vulgar asneni kompleks davolash Samaraligini o'rganish //Журнал гепато-гастроэнтерологических исследований. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
2. Пугаевна Р. У. et al. DERMATOSCOPIC PAINTING SOME COMMON DERMATOSES //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 107-120.
3. Пугаевна Р. У. et al. MODERN TRENDS IN TREATMENT SICK MICROSPORIA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 98-106.
4. Kholikovich E. S. et al. APPLICATION OF" BETASALIK" OINTMENT IN THE THERAPY OF CHRONIC INFLAMMATORY AND ALLERGIC DERMATOSES //Journal of new century innovations. – 2023. – Т. 31. – №. 3. – С. 56-62.
5. Jo'raqulovich U. A. et al. ADVANTAN FOYDALANISH ALLERGIY VA YALIGLI DERMATOZLARNI TASHQI TERAPIYA //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 56-66.
6. Abdusalamovich R. I. et al. AZELAY KISLOTA PAYLASHMALARI-PAPULOZ-PUSTULOZ VA ROSE AKNELARINI DAVOLASH //World scientific research journal. – 2023. – Т. 16. – №. 2. – С. 73-79.
7. Abdullaev X., Tolibov M. Allergodermatozlar bilan bog 'liq bo 'lgan vulgar akneni kompleks davolash Samaraligini o 'rganish //Jurnal gepato-gastroenterologik issledovaniy. – 2021. – Т. 2. – №. 3.2. – С. 73-74.
8. Tolibov M. M. et al. SEVORAN USAGE IN THE MANAGEMENT OF PAPULOSQUAMOUS DERMATOSES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 112-119.

9. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. PSORIAZNI DAVOLASHDA MONOKLONAL ANTIJALARNING SAMARALILIGINI BAHOLANISH //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 310-313.
10. Tillaqobilov I. B., Abdullaev X. D., qizi Subxonova Z. S. EKSIMER LAZERINING (EXILITE MU) DERMATOLOGIYADA KLINIK QO ‘LLANILISHI //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 1. – С. 295-299.
11. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATING THE EFFICACY OF DERMOSCOPIIC METHOD IN DISTINGUISHING BETWEEN MYCOSIS AND ALOPECIA IN PEDIATRIC PATIENTS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 133-138.
12. Utayev A. J., ugli Toshev S. U., Abdullaev X. D. EVALUATION OF THE EFFECTIVENESS OF FACIAL ATOPIC DERMATITIS TREATMENT METHODS //Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 1. – С. 139-144.
13. Toshev S. U. et al. MOLECULAR SIGNIFIERS IN SYPHILITIC INFECTION AND THEIR ROLE IN MORBIDITY RATES //RESEARCH AND EDUCATION. – 2023. – Т. 2. – №. 6. – С. 101-111.
14. Ахмедова М. М., Абдуллаев Д. М., Тошев С. У. ИСПОЛЬЗОВАНИЯ МАЗЫКУРАЛИМУС ПРИ ЛЕЧЕНИИ КРАСНОГО ПЛОСКОГО ЛИШАЯ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 191-193.
15. Тошев С. У., Аширов З. Ф., Абдуллаев Х. Д. ЛЕЧЕНИЕ ВИТИЛИГО 308-НМ ЭКСИМЕРНЫМ ЛАЗЕРОМ //Актуальные аспекты медицинской деятельности. – 2021. – С. 240-243.
16. Hikmatovich I. N., Xolmatovich J. A., Axtamovna A. F. Applications of Elidel for Lichen Plane //Texas Journal of Medical Science. – 2022. – Т. 8. – С. 113-115.
17. Islamov N. H., Jalilov A. X., Achilova F. A. IJTIMOIIY-GIGIENIK TURSHIY SHARTLARNING O ‘QUVCHILAR SALOMATLIGIGA TA’SIRI //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 14. – С. 314-318.
18. Islamov N. H. et al. PRINCIPLES OF TREATMENT OF LARYNGOTRACHEITIS IN CHILDREN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 136-142.
19. Islamov N. H., Jalilov A. X., Achilova F. A. DEVELOPMENT OF PAPILLOMAVIRUS INFECTION IN MEN //Modern Scientific Research International Scientific Journal. – 2023. – Т. 1. – №. 7. – С. 128-135.
20. Hikmatovich I. N., Temirovich E. R., Muradovich Y. M. O'SMIRLARDA YUZAKI PYODERMANI DAVOLASHDA TOPIKAL TERAPIYA //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – С. 355-358.

TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA

№	The subject of the article / Тема статьи / Maqola mavzusi	Page / Страница / Sahifa
1	TARIX FANI DARSLARIDA AXBOROT TEKNOLOGIYALARIDAN FOYDALANISH	4
2	УМУМТАЪЛИМ ВА МАХСУС ФАНЛАР (НАЗАРИЙ, АМАЛИЙ, ЛАБОРАТОРИЯ МАШГУЛОТЛАРИ) НИ ЎҚИТИШДА ПЕДАГОГИК ЎЙИНЛАРНИНГ ЎРНИ	9
3	BIOLOGIYA FANINI O'QITISHDA NOANANAVIY METODLARDAN FOYDALANISH	14
4	ВРЕДНОСТЬ ПАУТИННОГО КЛЕЦА ПРИ ВЫРАЩИВАНИИ ТУТОВЫХ РАССАДНИКОВ И МЕРЫ БОРЬБЫ С НИМИ	17
5	FIZIKA FANINI O'QITISHDA ZAMONAVIY PEDAGOGIK TEKNOLOGIYALARNING AMALIY ASOSLARI	22
6	ИСМОИЛБЕК ГАСПРАЛИНИНГ ТУРКИСТОНДА ЖАДИДЧИЛИК ҲАРАКАТИНИ ШАКЛЛАНИШИДА ТУТГАН ЎРНИ	27
7	CREATIVE AND INNOVATIVE LANGUAGE TEACHING	33
8	HAR IKKI TILLI SHAXS TARJIMONMI?	39
9	TA'LIM TIZIMIDA INTEGRATIV YONDASHUV DAN FOYDALANISH	49
10	KURASHCHILARNING SPORT TAKOMILLASHUVI BOSQICHI	54
11	КУРАШ БЎЙИЧА МУСОБАКАЛАРНИ ТАШКИЛ ЭТИШ ВА ЎТКАЗИШ	56
12	VOLEYBOL BO'YICHA O'QITUVCHI-MURABBIY MODELI	59
13	NODAVLAT TJJORAT TASHKILOTLARINING TA'LIM SOHASIDAGI O'RNI	61
14	KREATIV QOBILiyAT METODOLOGIYASI	65
15	XX ASR OXIRI VA XXI ASR BOSHIDA BASTAKORLIK IJODIYOTINI TARBIYAVIY AHAMIYATI	68
16	XX ASR OXIRI VA XXI ASR BOSHIDA BASTAKORLIK IJODIYOTINI TARBIYAVIY AHAMIYATI	72
17	IMPORTANCE OF INFORMATION TECHNOLOGY IN EDUCATIONAL DEVELOPMENT	78
18	SEMANTIC PECULIARITIES OF SPORT PHRASEMES	82
19	MODERN DIRECTIONS OF TEACHING	89
20	PROBLEMS OF APPLIED LINGUISTICS	93
21	AMALIY TILSHUNOSLIK MUAMMOLARI	96
22	BOSHLANG'ICH SINIF O'QUVCHILARIDA MA'NAViy, AXLOQIY TARBIYANI TASHKIL ETISH	100
23	USE OF INNOVATIVE EDUCATIONAL METHODS AND TECHNOLOGIES IN THE TEACHING OF SPECIALISTS IN THE PROFESSIONAL EDUCATION SYSTEM	105

24	RISK OF OVERDOSE OF ANTIHYPERTENSIVE DRUGS	111
25	OUR STUDY WAS AN ANALYSIS OF POSSIBLE ALLERGENS THAT CAUSE ACD IN CHILDREN AT THE AGE	116
26	TREATMENT OF TROGENIC PROSTATITIS WITHOUT SURGERY	120
27	DIAGNOSTICS AND COMPARATIVE THERAPY OF HAPILLOMAVIRUS INFECTION	124
28	EFFECTIVENESS OF DIFFERENT TYPES OF PHOTOTHERAPY IN THE TREATMENT OF VITILIGO	128
29	A LOOK AT THE TREATMENT OF ATOPIC DERMATITIS AS AN AUTOIMMUNE SKIN PROCESS	133
30	A NEW APPROACH TO THE DIAGNOSIS AND TREATMENT OF PATIENTS SUFFERING FROM ALLERGIC SKIN DISEASE	137
31	UROGENITAL CHLAMYDIOSIS: TACTICS OF MANAGEMENT AND PREVENTION OF PATIENTS	141
32	ONYCHOMYCOSIS COURSE OF THE DISEASE AND TREATMENT CORRECTION	145
33	A NEW APPROACH TO THE TREATMENT AND PREVENTION OF SYPHILITIS INFECTION	149
34	SCALY DERMATOSES TREATMENT AND DIAGNOSIS	154
35	CLINICAL CASE OF TREATMENT OF UROGENITAL CHLAMYDIOSIS	157
36	USE OF NEW GROUPS OF CORTICOSTEROID OINTMENTS IN THE TREATMENT OF PATIENTS WITH NEURODERMITIS (ATOPIC DERMATITIS)	160
37	TREATMENT OF GENITAL HERPES USING LOCAL THERAPY	164
38	PROSTATITIS DIAGNOSTIC AND TREATMENT SCHEMES	167
39	TO EVALUATE THE IMPORTANCE OF HYPOTENSIVE THERAPY WITH B-ADRENOBLOCKERS AND INDIRECT ANTICOAGULANTS IN THE FORMATION OF PERSISTENT ERYTHEMA OF THE FACIAL SKIN ROSACEA	171
40	TO CONDUCT A COMPARATIVE CHARACTERISTIC OF STIS IN RELATION TO THESE DISEASES DIAGNOSED	177

Note!—Pedagogs || articles and numbers in the legal, medical, social, scientific journal, information in classes, information rights and the correct authorities are responsible for the accuracy of the authorities.

Editor in chief
Saidova Mohinur Jonpo'latovna

Executive Secretary
Abdurahmonov Boburjon

Preparing for publishing
Xoliqov Toxirjon Shavkatjon o'g'li