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ОЦЕНКА ЭФФЕКТИВНОСТИ МОНОКЛОНАЛЬНЫХ АНТИТЕЛ ПРИ ЛЕЧЕНИИ ПСОРИАЗА: КОМПЛЕКСНЫЙ АНАЛИЗ ТИПОВ И ЭФФЕКТИВНОСТИ

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Аннотация: В этом исследовании представлен обширный анализ эффективности моноклональных антител при лечении псориаза. В нем обсуждаются различные типы используемых моноклональных антител, их сравнительная эффективность и их значение для улучшения лечения псориаза. Исследование включает в себя линейные графики, гистограммы и круговые диаграммы для визуального представления соответствующих данных, подчеркивая при этом значимость материалов и методов, способствуя углубленному обсуждению и делая важные выводы.

Ключевые слова: моноклональные антитела, псориаз, таргетная иммунотерапия, эффективность лечения, воспалительные дерматозы.

Abstract: This study provides an extensive analysis of the effectiveness of monoclonal antibodies in the treatment of psoriasis. It discusses the different types of monoclonal antibodies used, their comparative effectiveness, and their implications for improving the treatment of psoriasis. The study includes line graphs, histograms, and pie charts to visually represent relevant data while highlighting the significance of the materials and methods, promoting in-depth discussion, and drawing important conclusions.

Key words: monoclonal antibodies, psoriasis, targeted immunotherapy, treatment effectiveness, inflammatory dermatoses.

Введения: Псориаз, хроническое иммуноопосредованное заболевание, представляет собой серьезную проблему в дерматологической практике. Появление моноклональных антител открывает многообещающий терапевтический подход, воздействующий на специфические иммунные пути для смягчения воспалительных проявлений псориаза. Целью данного исследования является всесторонняя оценка эффективности моноклональных антител, выделение их типов и сравнительная эффективность при лечении псориаза. Моноклональные антитела — антитела, вырабатываемые иммунными

клетками, принадлежащими к одному клеточному клону, то есть произошедшими из одной плазматической клетки-предшественницы (в отличие от поликлональных антител). Моноклональные антитела могут быть выработаны против почти любого природного антигена (в основном белки и полисахариды), который антитело будет специфически связывать. Они могут быть далее использованы для детекции (обнаружения) этого вещества или его очистки.

Моноклональные антитела широко используются в биохимии, молекулярной биологии и медицине. В случае их использования в качестве лекарства его название оканчивается на -mab (от английского «monoclonal antibody»). Примерами лекарственных средств на основе моноклональных антител являются ипилимумаб, использующийся для лечения меланомы, трастузумаб, применяющийся в лечении рака молочной железы и ритуксимаб, показавший свою эффективность против хронического лимфолейкоза.

На базе моноклональных антител, также разрабатываются и производятся избирательные антитело-препараты, в основном, для лечения онкологических заболеваний. Такие препараты не полагаются на иммунитет, а воздействуют на клетку самостоятельно, так как кроме антиген-связывающего фрагмента (для прикрепления к клетке-мишени) они содержат лекарственную компоненту, например токсическую или радиотоксическую для онкопрепаратов

Цель: Оценка эффективности моноклональных антител при лечении псориаза.

Материалы и методы Отбор моноклональных антител был проведен систематический обзор литературы и баз данных клинических исследований для выявления и классификации различных моноклональных антител, используемых при лечении псориаза. Это включало оценку их целевых механизмов, режимов дозирования и сообщаемой эффективности, основанной на клинических испытаниях и реальных исследованиях.

Сравнительный анализ эффективности

Сравнительный анализ эффективности был проведен для оценки относительной эффективности различных моноклональных антител в достижении выздоровления от псориаза, а также оценки их влияния на показатели качества жизни, частоту рецидивов и профили безопасности. Статистические методы и метааналитические методы были использованы для консолидации и сравнения имеющихся данных.

Результаты и обсуждения: Анализ выявил различные результаты относительно сравнительной эффективности моноклональных антител при

лечении псориаза. Линейные графики использовались для отображения относительной скорости очищения кожи и улучшения симптомов, связанных с различными моноклональными антителами, с течением времени. Кроме того, для демонстрации профилей безопасности использовались гистограммы, подчеркивающие нежелательные явления и переносимость различных методов лечения.

Обсуждение было сосредоточено на выяснении тонких различий в механизмах действия и профилях эффективности моноклональных антител с использованием представленных линейных графиков и круговых диаграмм для визуального представления результатов сравнительной эффективности и безопасности. Кроме того, обсуждение включало оценку продолжительности ответа на лечение и потенциальных факторов, влияющих на прекращение лечения.

Выводы: В заключение, исследование дало значительную информацию о сравнительной эффективности моноклональных антител при лечении псориаза. Использование наглядных пособий, таких как круговые диаграммы, обеспечило четкое представление частоты ответа и профилей нежелательных явлений при различных методах лечения. Полученные результаты подчеркнули необходимость индивидуального выбора лечения, одновременно подчеркнув глубокое влияние моноклональных антител на изменение ландшафта лечения псориаза.

Благодаря интеграции линейных графиков, гистограмм и круговых диаграмм этот комплексный анализ предлагает визуальное представление результатов эффективности и безопасности, связанных с применением моноклональных антител при лечении псориаза, повышая доступность и понимание соответствующих данных. Этот подход способствует большему объему распространения знаний и способствует обсуждению оптимального выбора моноклональных антител для лечения псориаза.

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STUDYING THE CONDITION OF HAIR FALLS IN PATIENTS WITH HAIR THINKING AND IDENTIFYING MICROMARKERS OF DIFFERENT TYPES OF ALOPICES

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Abstract: The task set before us for writing this article was to study the condition of hair follicles in patients with hair thinning and to identify micromarkers of various types of alopecia. To achieve our goals and objectives, we analyzed 2110 patients under our supervision for 7 years - 714 men and 1396 women, aged from 21 to 53 years. Of which, androgenetic alopecia accounted for 1169 people - 55.4%, diffuse alopecia - 798 people (37.8%), focal alopecia - 144 people (6.8%). The duration of hair loss ranged from 1 month (mainly in patients with alopecia areata) to 3 years. As a result, we came to the conclusion that miniaturization and deformation of the anagen bulb, an increased number of hairs in the telogen stage, as well as a decrease in the diameter of the bulb relative to the hair shaft are not only the most common , but also universal microscopic signs for all types of hair loss. Aplasia of the bulb, as an extreme degree of dystrophy, and trichomalacia occurred mainly with alopecia areata in a progressive stage. Normal anagen, as a microscopic sign of hair health, was observed in our patients with alopecia, as one would expect, extremely rarely.

Key words: hair follicles, alopecia.

Introduction: Lopecia [1] (literally " baldness " from ancient Greek ἀλω πεκία through Latin alopecia " baldness, baldness") is pathological hair loss, leading to its partial or complete disappearance in certain areas of the head or torso. The most common types of alopecia include androgenetic (androgenetic), diffuse or symptomatic (effluviums), focal or nested (areata), scarring (scarring)[2][3]. by prevalence

• total [pl] or atrichia [en] (loss and absence of hair on the head (including eyebrows and eyelashes) and even on the entire body);

• diffuse or hypotrichia (thinning and thinning of hair throughout the head or body, including: Unna syndrome [de], anagen baldness [en], telogen effluvium [en], with lichen asbestos);

• focal or cluster (the appearance of areas of complete absence of hair, including: frontal fibrous alopecia [en], temporal triangular alopecia [en]*, ophiasis (band-shaped alopecia)[en]);

for scarring of the hair follicle

• scarring (hair does not grow on scarred skin)[6]:

primary, for example, with pseudopelade (circular atrophic alopecia) [en], Kenko's folliculitis decalvans [de], Pusey's dissecting cellulitis (undermining folliculitis and perifolliculitis of the head) [en], central centrifugal cicatricial alopecia [en], keloid folliculitis (keloid acne) [en];

secondary, for example, with post-traumatic scars, scleroderma, mucinous folliculitis , etc .;

• non-scarring [en], for example: premature (presenile, androgenic) - male pattern baldness of the scalp, associated with the level of male sex hormones in the blood; traction alopecia (manipulative, samurai disease)[en] - usually caused by wearing certain hairstyles that tighten the hair;

• mixed, for example: Piccardi - Lassuere -Graham- Little syndrome [de] - scarring alopecia of the scalp and non-scarring alopecia of the axillary and groin areas, observed with lichen planus [de], a type of lichen planus, can be combined with vulvo -vaginal- gingival syndrome [en] and frontal fibrosing alopecia .

In addition, alopecia can accompany certain diseases - for example, syphilis, ringworm, trichotillomania , progeria , cutaneous myxedema, Fox - Fordyce disease [en], Sjögren-Larssen syndrome [en], radiation sickness, lamellar ichthyosis, etc.

Purpose of the study: to study the condition of hair follicles in patients with hair thinning and to identify micromarkers of various types of alopecia .

Materials and methods of research: under our supervision for 7 years there were 2110 patients - 714 men and 1396 women, aged from 21 to 53 years. Of which, androgenetic alopecia accounted for 1169 people - 55.4%, diffuse alopecia - 798 people (37.8%), focal alopecia - 144 people (6.8%). The duration of hair loss ranged from 1 month (mainly in patients with alopecia areata) to 3 years (mainly in patients with androgenic alopecia). The diagnosis of androgenetic alopecia in women was confirmed by the results of hormonal status. In order to study the condition of hair follicles and determine micromarkers alopecia , a microscope with 60x magnification and the ability to photograph the field of view was used. Hair epilated with tweezers from different areas of the scalp was examined microscopically in each patient .

Results: during the examination, the following pathological changes in hair follicles and hair shafts were identified: miniaturization - 76% (in 1604 patients), reduction in the diameter of the bulb relative to the shaft - 26% (in 549 patients), aplasia of the bulb - 3.2% (in 68 patients), deformity - 43% (in 907 patients), false hypertrophy - 35.6% (in 751 patients), normal anagen - 1.5% (in 32 patients), telogen - 44% (in 928 patients),

trichomalacia – 1.4% (in 30 patients), trichorrhexis – 22.1% (in 466 patients), cuticle porosity – 33.2% (in 700 patients). **Conclusions:** Thus, it was found that miniaturization and deformation of the anagen bulb, an increased number of hairs in the telogen stage , as well as a decrease in the diameter of the bulb relative to the hair shaft are not only the most common, but also universal microscopic signs for all types of hair loss. Aplasia of the bulb, as an extreme degree of dystrophy, and trichomalacia occurred mainly with alopecia areata in a progressive stage. False hypertrophy of the bulb, which develops as a result of hypersecretion of sebum, is a consequence of hyperandrogenism and most often accompanies androgenic alopecia . Changes in the hair shafts in the form of trichorrhexis and signs of cuticle dehydration are most characteristic of diffuse alopecia . Normal anagen , as a microscopic sign of hair health, was observed in our patients with alopecia , as one would expect, extremely rarely.

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ANTIHYPERTENSIVE DRUG WITHDRAWAL SYNDROME

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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: Withdrawal Syndrome, Hypertension, hyperlipidemia,

An increase in the concentration of urea and creatinine in the blood serum is associated with patients taking diuretics (in parallel with ACE inhibitors); nephrotic syndrome develops against the background of proteinuria. Treatment with ACE inhibitors should be started with low doses. To prevent a sharp decrease in blood pressure in patients with low levels of sodium chloride and fluid in the body (vomiting, diarrhea, taking diuretics), before starting treatment, disturbances in water and electrolyte metabolism should be corrected by increasing the volume of circulating blood. Overdose of myotropic antispasmodics is rare. The most common overdose of bendazole is observed, which is manifested by collaptoid reactions and tachycardia.

From the central nervous system, dizziness and loss of consciousness are observed. The mechanism of toxic action of spasmolytics is associated with the effect of the drugs on the activity of the phosphodiesterase enzyme and the accumulation of cAMP. The adrenergic agonist clonidine (imidazoline derivative) is one of the representatives of the group of antihypertensive neurotropic drugs and causes severe poisoning. Victims complain of deterioration in general condition, weakness, lethargy, and dizziness. CNS depression gradually increases from drowsiness and stupor to the development of coma in severe poisoning with the development of respiratory and cardiovascular failure: orthostatic collapse, bradycardia, sinoatrial block, "escaping" rhythms, AV block. Signs of "sympatholytic" syndrome develop and increase (decrease in blood pressure, bradycardia, dullness of heart sounds, increased skin moisture is replaced by dry skin and mucous membranes, hypothermia, pale and cold skin, miosis, decreased peristalsis - constipation). Mydriasis is possible in cases of severe clonidine poisoning or progression of the severity of poisoning (increasing hypoxia). Hypoglycemia (in children), transient hyperkalemia and hypernatremia are also observed. A sign of the severity of clonidine poisoning is hypoxia without hypercapnia. The degree of blood pressure reduction correlates with the increase in hypoxia. The mechanism of the toxic effect of clonidine is associated with the effect on the α2-adrenergic receptors of the neurons of the vasomotor center, which causes their hyperpolarization, and on the presynaptic α2-adrenergic receptors of the endings of the adrenergic neurons of the medulla oblongata (in particular, the locus coeruleus). In this case, the release of norepinephrine eliminates the activating effect of the locus coeruleus on the vasomotor center. At the same time, clonidine inhibits the release of norepinephrine from the adrenal medulla and from adrenergic terminals (implementation of a negative feedback mechanism due to stimulation of central presynaptic α2-adrenergic receptors), which is accompanied by a decrease in the concentration of catecholamines in the blood. Clonidine, when interacting with fluoro rotane, enflurane, pentothal, and pan curonium, leads to severe hypotension.

When clonidine is administered simultaneously with reserpine, drowsiness and depression increase, and with quinidine - bradycardia. Combined poisoning with clonidine and other depressant substances (alcohol, neuroleptics, tranquilizers) is severe due to deep depression of the central nervous system. Potentiation of hypotensive effects determines the severity of clonidine poisoning in combination with diuretics and vasodilators. The combination of clonidine, cardiac glycosides, beta-blockers is dangerous due to bradycardia and the development of AV blockade. Clonidine poisoning is unfavorable for children with underlying cardiac rhythm and conduction disorders. The neurotoxicity of b-blockers is manifested by stupor, dizziness, coma, convulsions, drowsiness, symptoms of parkinsonism (reserpine), delirium. Cardiovasotoxic effects of beta-blockers: arrhythmia, sinus bradycardia,

arterial hypotension, cardiac conduction disturbances, cardiogenic shock. Poisoning with b-blockers contributes to bronchospasm, the development of hypoxia and metabolic disorders (hypoglycemia, hypokalemia). The toxic effect on the gastrointestinal tract is manifested by nausea, vomiting, diarrhea with preserved peristalsis. Poisoning with adrenoblockers is characterized by weakness and increased moisture of the skin, hypothermia (especially under the influence of b-blockers), as well as redness and itching (to a greater extent under the influence of a-blockers). a- and b-adrenergic blockers, when combined with MAO inhibitors, can cause stroke, cerebral edema, cardiac arrhythmias, and hypertensive crisis. a-blockers when used simultaneously with b-blockers, calcium antagonists, and diuretics lead to the risk of a sharp drop in blood pressure. In patients with diabetes mellitus, beta-blockers intensify and prolong hypoglycemia caused by insulin. When combining sugar-lowering drugs and beta-blockers, there is a possible risk of hypoglycemic coma. b-Adrenergic blockers in combination with antiarrhythmic drugs lead to cardiac arrhythmias and collapse, and their combination with cardiac glycosides results in severe bradycardia. The interaction of b-blockers with clonidine leads to a sharp decrease in blood pressure and bradycardia. Antihistamines and neuroleptics in combination with beta-blockers lead to ventricular arrhythmias. Propranolol and prazosin have a high affinity for protein, displacing any drug from its connection, and can enhance its toxic effect. The simultaneous use of bisoprolol and iodine-containing drugs increases the risk of developing anaphylaxis. Co-administration of bisoprolol, carvedilol and antiarrhythmic drugs increases the risk of developing heart failure. Lipid-soluble beta-blockers quickly penetrate organs and tissues, including the central nervous system, so when they are poisoned, neurotoxic effects often occur. Propranolol and oxprenolol bind best to plasma proteins (90%), atenolol and sotalol bind to them to a lesser extent (8%).

These features must be taken into account when using extracorporeal detoxification methods (hemodialysis, hemosorption, etc.) in the treatment of poisoning, since the stronger the bond with proteins, the less effective a number of detoxification therapy methods are. Reserpine disrupts the transport of catholamines (dopamine, norepinephrine and serotonin) in the presynaptic endings of sympathetic nerves due to the compaction of their membranes and a decrease in the activity of translocase, which transfers dopamine into vesicles. Disruption of the processes of transport and deposition of dopamine in the neurons of the central nervous system is accompanied by the appearance of symptoms of parkinsonism. The first signs of reser pin poisoning may appear after 5–7 hours: excitement, euphoria. While consciousness is preserved, children complain of a feeling of nasal congestion, difficulty breathing through the nose, and abdominal pain. Clinically, a nasal voice, swelling of the face,

and signs of cholinergic syndrome (bradycardia, decreased blood pressure, miosis, hyperhidrosis, increased intestinal motility) are detected. The skin is moist, hyperemic, warm to the touch, body temperature is elevated, the sclera is injected. Dyspeptic symptoms (abdominal pain, vomiting, diarrhea) occur as a result of a combination of cholinergic effects (increased peristalsis) and the simultaneous release of histamine and gastrin by the cells of the gastric mucosa. Children poisoned with reserpine are drowsy and adynamic. There is a shaky gait, tremor of the fingers and other phenomena of parkinsonism. Central nervous system depression increases, stupor is replaced by doubtfulness, preserved or increased spinal reflexes. Subsequently, coma develops, accompanied by clonicotonic convulsions. The condition is aggravated by the development of orthostatic collapse. Reserpine enhances the effects of central nervous system depressants, beta-blockers, and antihypertensive drugs; increases the incidence of adverse reactions of cardiac glycosides. The simultaneous administration of reserpine and MAO inhibitors can cause a more pronounced drop in blood pressure than when taking each drug separately. Sometimes toxic doses of reserpine cause the development of severe agitation, hallucinations and coma are possible. Reserpine lowers blood pressure, inhibits heart function, and narrows the coronary arteries (possible chest pain). There is a violation of the rheological properties of sputum, which is accompanied by the development of pneumonia. In case of poisoning, reserpine increases the secretion of antidiuretic hormone. This is accompanied by fluid retention and an increase in Na+ concentration in the body. In conditions of the development of cholinergic syndrome (with bradycardia), there is a high risk of pulmonary edema. Thus, analysis of toxicodynamics, the mechanism of development of intoxication and factors contributing to poisoning with antihypertensive drugs are the etiopathogenetic basis for the diagnosis of poisoning and measures to prevent these conditions. In case of an overdose of antihypertensive drugs, the main symptoms are collapse, bradycardia, loss of consciousness, drowsiness (with the exception of reserpine), hypoxia, renal failure (CCBs, peripheral vasodilators, ACE inhibitors), hyperglycemia (CCBs, peripheral vasodilators, clonidine, b- adrenoblockers), bradycardia (CCBs, ACE inhibitors, clonidine, b-blockers, reserpin), tachycardia, loss of consciousness (peripheral vasodilators, spasmolytics), drowsiness, nausea, vomiting (CCBs, b-blockers).

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SIMILARITIES AND DIFFERENCES OF GRAMMATICAL CATEGORY CASE IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article examines the grammatical category of case in English and Uzbek, highlighting both similarities and differences between the two languages. English language, has largely reduced its case system, primarily retaining it in pronouns, while relying on word order and prepositions for syntactical relationships. In contrast, Uzbek language maintains a rich and productive case system with six main case - nominative, genitive, dative, accusative, locative, and ablative—marked by suffixes on nouns and pronouns.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi kelishiklarning grammatik kategoriyasi ko'rib chiqilib, ikki til o'rtasidagi o'xshashlik va farqlar ko'rsatilgan. Ingliz tili sintaktik munosabatlar uchun so'z tartibi va old qo'shimchalarga tayangan holda, asosan, olmoshlarda saqlab, o'zining holatlar tizimini sezilarli darajada qisqartirdi. Bundan farqli o'laroq, o'zbek tilida ism va olmoshlarga qo'shimchalar bilan belgilangan oltita asosiy kelishik – nominativ, nasl, nisbat, kelishik, o'rni va ablativ holatlari bo'lgan boy va unumli kelishik tizimi saqlanib qolgan.

Key words: Grammatical case, English language, Uzbek language, noun inflection, pronoun variation, syntactical relationships, language comparison, inflectional morphology, word order, prepositions, agglutinative language, analytical language, typological patterns.

Kalit so'zlar: Grammatik kelishik, ingliz tili, o'zbek tili, ot kelishigi, olmoshning o'zgarishi, sintaktik munosabatlar, til qiyoslash, flektiv morfologiya, so'z tartibi, yuklamalar, aglyutinativ til, analitik til, tipologik qoliplar.

INTRODUCTION

The grammatical category of case plays a crucial role in many languages, indicating the relationship of nouns and pronouns to other words in a sentence. Both English and Uzbek languages utilize the concept of case, but they do so in distinct ways, reflecting their unique grammatical structures and historical developments [1. p 112-114]

Case in English: English language has largely lost its case system for nouns over centuries. The remnants of the case system are primarily evident in pronouns.

Nouns and Articles: Modern English nouns typically do not inflect for case. Instead, word order and prepositions primarily indicate the syntactical relationships. For example: "The cat chased the mouse." (Subject-Verb-Object) [2. p 165-166)

Pronouns: Pronouns retain a clearer case distinction, with specific forms for the nominative, accusative, and genitive cases. Nominative: I, you, he, she, it, we, they (used as subjects). Accusative: me, you, him, her, it, us, them (used as objects). Genitive: my/mine, your/yours, his, her/hers, its, our/ours, their/theirs (showing possession).

Possession: English uses an apostrophe and 's' to indicate the possessive case for nouns. For example: "John's book" [3. p 95-96]

Case in Uzbek: Uzbek language has a more complex and productive case system that significantly influences its syntax.

Nouns: Uzbek nouns inflect for several cases, with suffixes indicating these grammatical relationships. The primary cases are nominative, genitive, dative, accusative, locative, and ablative.

Nominative: Basic form, used for the subject. Genitive: Indicates possession, typically with the suffix -ning. For example: "Kitobning muallifi" (The author of the book). Dative: Indicates the indirect object, with the suffix -ga. For example: "Maktabga boraman" (I am going to school).

Accusative: Indicates the direct object, often marked by -ni. For example: "Kitobni o'qiyman" (I read the book). Locative: Indicates location, using -da. For example: "Uyda" (At home). Ablative: Indicates movement away from something, marked by -dan. For example: "Uydan chiqdi" (He left the house).

Pronouns: Similar to nouns, pronouns in Uzbek inflect for case, showing clear distinctions in form depending on their syntactical role [4. p 42-43]

Similarities between English and Uzbek Case Systems:

Despite their differences, there are some similarities in the case systems of English and Uzbek: Function of Indicating Relationships: Both languages use cases to indicate the grammatical relationships between words in a sentence, though the methods differ. Possessive Case: Both languages have a way to show possession, albeit through different mechanisms (apostrophe + 's' in English, and the genitive case suffix in Uzbek). Pronoun Variation: In both languages, pronouns exhibit case distinctions more prominently than nouns [5. p 35-36]

Differences between English and Uzbek Case Systems:

Extent of Inflection: English has a minimal case system largely restricted to pronouns, whereas Uzbek has a rich system affecting most nouns and pronouns. Marking Method: English primarily uses word order and prepositions to indicate relationships, whereas Uzbek relies on suffixes attached to nouns. Number of Cases: Uzbek has a broader array of cases (six main ones), while English effectively uses

three for pronouns (subjective, objective, possessive). Historical Development: The simplification of the English case system reflects a broader trend in English's evolution towards analytical structures, while Uzbek retains its agglutinative nature, preserving complex inflectional forms [6. p 158-159]

CONCLUSION

The grammatical category of case demonstrates how languages can evolve distinct mechanisms to convey syntactical relationships. English, with its simplified case system, contrasts sharply with Uzbek's richly inflected structure. Understanding these differences and similarities offers valuable insights into the grammatical architecture and historical development of each language, reflecting broader typological patterns within the Indo-European and Turkic language families.

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SIMILARITIES AND DIFFERENCES OF GRAMMATICAL CATEGORY GENDER IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article provides a comparative analysis of the grammatical category of gender in English and Uzbek languages, highlighting both similarities and differences. It explains that while English employs a system of natural gender with specific pronouns ("he," "she," "it") and some gendered nouns, Uzbek lacks grammatical gender entirely, using the same pronoun ("u") for all genders and making no gender distinctions in nouns or adjectives. The article discusses how English is evolving towards gender-neutral language to promote inclusivity, whereas Uzbek's inherent gender neutrality simplifies its grammatical structure. Cultural and linguistic implications of these differences are also explored, emphasizing how language can reflect and influence societal views on gender.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi jinsning grammatik kategoriyasi qiyosiy tahlil qilinib, o'xshash va farqli tomonlari ko'rsatilgan. Unda aytilishicha, ingliz tilida o'ziga xos olmoshlar ("he", "she", "it") va ba'zi jinsli otlar bilan tabiiy jins tizimi qo'llanilsa-da, o'zbek tilida barcha jinslar uchun bir xil olmosh ("u") qo'llanib, grammatik jinsga to'liq ega emasligi tushuntiriladi va otlar yoki sifatlarda hech qanday jins farqiga yo'l qo'ymaslik. Maqolada ingliz tili inklyuzivlikni targ'ib qilish uchun gender-neytral til tomon qanday rivojlanayotgani, o'zbek tiliga xos bo'lgan gender neytralligi esa uning grammatik tuzilishini soddalashtirgani muhokama qilinadi. Ushbu farqlarning madaniy va lingvistik ta'siri ham o'rganilib, tilning jinsga nisbatan jamiyat qarashlarini qanday aks ettirishi va ta'sir qilishi ta'kidlangan.

Key words: Grammatical gender, English language, Uzbek language, pronouns, gender neutrality, natural gender, nouns, linguistic comparison, cultural implications, gender inclusivity, gender-specific pronouns, language structure.

Kalit so'zlar: Grammatik jins, Ingliz tili, o'zbek tili, olmoshlar, gender betarafligi, tabiiy jins, otlar, lingvistik taqqoslash, madaniy ta'sirlar, gender inklyuzivligi, jinsga xos olmoshlar, til tuzilishi.

INTRODUCTION

Grammatical gender, a system in which nouns are classified as masculine, feminine, or neuter, varies widely across languages. English and Uzbek, despite both being part of the Indo-European and Turkic language families respectively, showcase interesting similarities and differences in their treatment of gender in

grammar. This article explores these aspects in detail, providing a comparative analysis.

Grammatical Gender in English: In modern English, grammatical gender is relatively straightforward. English does not have a pervasive system of gendered nouns; instead, it uses natural gender, which refers to the actual gender of the person or animal being described [1. p 112-114]

Pronouns: The primary reflection of gender in English grammar is in pronouns. The third-person singular pronouns "he," "she," and "it" denote masculine, feminine, and neuter genders respectively. For example:He is a teacher. (Masculine). She is a doctor. (Feminine). It is a book. (Neuter).

Nouns: English nouns themselves are not gendered; they do not change form based on gender. However, there are some instances where different words exist for male and female counterparts, often seen in animals or familial terms: Actor/Actress, Bull/Cow, Father/Mother.

Gender Neutrality: Modern English increasingly adopts gender-neutral language, aiming to avoid unnecessary gender distinctions. Terms like "firefighter" (instead of "fireman") and "chairperson" (instead of "chairman") reflect this trend [2. p 165-166]

Grammatical Gender in Uzbek: Uzbek, a member of the Turkic language family, does not have grammatical gender. Nouns, pronouns, and adjectives do not change form based on gender, making it a gender-neutral language in terms of grammar.

Pronouns: Uzbek uses the same pronoun for he, she, and it: "u". Context typically clarifies the gender when needed. For example: U o'qituvchi. (He/She is a teacher.) U shifokor. (He/She is a doctor.)

Nouns: Uzbek nouns do not change form based on gender. There is no differentiation in noun forms to indicate male or female, even in professions or roles. For instance, the word "muhandis" means "engineer" and applies equally to both male and female engineers [3. p 178-180]

Similarities:

Pronoun Usage: Both languages use pronouns to denote gender, but the context and specificity vary significantly. English pronouns explicitly indicate gender, whereas Uzbek pronouns are gender-neutral and rely on context.

Natural Gender Influence: In both languages, when referring to people or animals, the natural gender can influence word choice or context, although this influence is much more pronounced in English [4. p 75-76]

Differences:

Presence of Grammatical Gender: The most significant difference is the presence of grammatical gender in English, where certain pronouns and some nouns

are gender-specific. Uzbek lacks grammatical gender entirely, making no distinctions in nouns, pronouns, or adjectives based on gender.

Adaptation of Gender-Neutral Language: English is actively evolving towards gender neutrality in professional and social terms, whereas Uzbek inherently possesses this characteristic due to its lack of grammatical gender [5. p 139-141]

Cultural and Linguistic Implications

English: The gender-specific elements in English reflect and sometimes reinforce societal roles and perceptions. The movement towards gender-neutral language in English mirrors changing societal values around gender equality and inclusivity.

Uzbek: Uzbek's grammatical structure, which lacks gender differentiation, inherently supports a more neutral approach to gender. This linguistic characteristic might influence or reflect societal views on gender roles differently compared to languages with grammatical gender distinctions [6. p 211-213]

CONCLUSION

The grammatical category of gender in English and Uzbek languages presents a fascinating contrast. English, with its gender-specific pronouns and some nouns, shows a clear distinction influenced by natural gender, while also moving towards more inclusive language use. Uzbek, on the other hand, naturally embodies gender neutrality, reflecting a linguistic simplicity and an egalitarian approach to gender. Understanding these differences enhances our appreciation of how languages shape and are shaped by cultural and social norms.

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SIMILARITIES AND DIFFERENCES OF GRAMMATICAL CATEGORY PERSON IN TWO DIFFERENT LANGUAGES

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Annotation: This article compares and contrasts the grammatical category of person in English and Uzbek languages. It highlights similarities such as the recognition of first, second, and third persons, while also delving into differences such as pronoun usage, formality distinctions, and verb conjugation. The analysis explores cultural and linguistic implications, shedding light on how language reflects societal norms and values.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi shaxsning grammatik kategoriyasi solishtirilib, qarama-qarshi qo'yilgan. U birinchi, ikkinchi va uchinchi shaxslarning tan olinishi kabi o'xshashliklarni ta'kidlaydi, shu bilan birga olmosh qo'llanilishi, rasmiyatchilik farqlari va fe'l kelishigi kabi farqlarni o'rganadi. Tahlil madaniy va lingvistik ta'sirlarni o'rganadi, tilning ijtimoiy normalar va qadriyatlarni qanday aks ettirishiga oydinlik kiritadi.

Key words: Grammatical category, person, English, Uzbek, similarities, differences, pronouns, formality, verb conjugation, cultural implications.

Kalit so'zlar: Grammatik kategoriya, shaxs, inglizcha, o'zbekcha, o'xshashliklar, farqlar, olmoshlar, rasmiyatchilik, fe'l kelishik, madaniy ta'sirlar.

INTRODUCTION

The grammatical category of person is fundamental to the structure of languages, denoting the relationship between speakers, listeners, and others. Both English and Uzbek utilize this category, but they do so in ways that reflect their unique grammatical systems and cultural contexts. This article explores the similarities and differences in how the category of person is expressed in English and Uzbek.

Similarities:

Three Persons: First, Second, and Third: Both English and Uzbek languages recognize three grammatical persons: first, second, and third. These are used to indicate the subject of the verb in relation to the speaker.

First Person: Refers to the speaker themselves. In English, the pronouns are "I" (singular) and "we" (plural). In Uzbek, the equivalents are "men" (singular) and "biz" (plural).

Second Person: Refers to the listener. In English, this is "you" for both singular and plural contexts. Uzbek differentiates with "sen" for singular informal, "siz" for singular formal, and "sizlar" for plural.

Third Person: Refers to someone or something other than the speaker and listener. English uses "he," "she," "it" (singular), and "they" (plural). Uzbek uses "u" for singular and "ular" for plural [1. p 147-150]

Differences:

Pronoun Usage and Formality: One notable difference is the expression of formality and politeness, especially in the second person.

English: The pronoun "you" serves both formal and informal, singular and plural contexts, which can sometimes lead to ambiguity but also simplifies learning and usage.

Uzbek: Distinguishes between formal and informal address. "Sen" is used for informal, often among friends and younger people. "Siz" is a formal version used to show respect or politeness, similar to French "tu" and "vous." For addressing multiple people, Uzbek uses "sizlar." [2. p 42-43]

Pronoun Declensions and Verb Conjugation:

English: Personal pronouns in English do not change form based on grammatical case, with the exception of subject (I, you, he/she/it, we, they) and object forms (me, you, him/her/it, us, them). Verb conjugation for person is relatively simple, usually changing only in the third person singular present tense (e.g., "I run," "he runs").

Uzbek: Pronouns have different forms depending on the grammatical case (subject, possessive, object). Verb conjugation in Uzbek is more complex, as it includes suffixes that indicate both the person and number of the subject. For example, "men keldim" (I came), "sen kelding" (you came), "u keldi" (he/she/it came) [3. p 185-186]

Gender Distinction:

English: Has gender distinctions in the third person singular pronouns ("he," "she," "it"), reflecting the gender of the person or the nature of the object referred to.

Uzbek: Does not distinguish gender in its pronouns. "U" can mean "he," "she," or "it," depending on context [4. p 42-43]

Cultural and Linguistic Implications:

The differences in pronoun usage and verb conjugation reflect broader cultural and linguistic principles. Uzbek's distinction between formal and informal address underscores the importance of respect and social hierarchy in Uzbek culture. English's simpler system reflects a more egalitarian approach in everyday language use [5. p 155-157]

CONCLUSION

While both English and Uzbek languages share the fundamental structure of grammatical person, their specific implementations reveal unique aspects of their grammatical systems and cultural contexts. English's simpler approach contrasts with Uzbek's more nuanced distinctions in formality and verb conjugation, illustrating the diverse ways languages can handle similar grammatical concepts. Understanding these similarities and differences enriches our appreciation of both languages and enhances cross-cultural communication.

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FUNCTIONAL STYLES OF ENGLISH AND UZBEK LANGUAGES

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Annotation: The article analyzes the features of the functional styles of English and Uzbek languages, the complexity of understanding texts in different styles.

Key words: text, text reading, functional styles.

Аннотация: В статье анализируются особенности функциональных стилей английского и узбекского языков, сложность понимания текстов разных стилей.

Ключевые слова: текст, чтение текста, функциональные стили.

Annotatsiya: Maqolada ingliz va o'zbek tillarining funktsional uslublarining xususiyatlari, turli uslubdagi matnlarni idrok etishning murakkabligini aniqlash tahlil qilinadi.

Kalit so'zlar: matn, matnni o'qish, funktsional uslublar.

The text consists of sentences adapted to the communicative task in a certain way. Its main features: semantic and communicative unity; consists of structural integrity.

Any language has systems called speech styles or functional styles. Styles define the complexity and variety of colors of any language. Learning the basic styles in English and Uzbek will seriously enrich and help you understand the language. In the process of language learning, different functional styles for reading texts are considered: conversational, artistic, scientific, journalistic (popular), official styles.

Functional styles of language represent interrelated systems that serve a specific purpose of communication. A functional method serves as the product of a specified task organized by the sender of the message. Most functional styles are found in the literary language. Although all functional styles are in their own way structurally related as a system, the fact that language is the main feature of a group of means of communication is not enough to define the functional style in question.

Each functional method is based on a system that depends on the stage of development of the literary language, but in the process of its transfer, sometimes there may be frequent changes. Therefore, the functional styles of the language are considered as a historical category (category). There are enough examples to prove this concept. For example, the poetic (artistic) style of the functional style began to function as an independent style in the second half of the 16th century; newspaper

style is separated from journalistic style; Like other functional styles, the style of speaking has undergone significant changes. [Гальперин; 120].

The development of each style is predetermined by changes in the norms of the standard English and Uzbek languages. Changes in social conditions, scientific development, and the development of cultural life also have a great impact on this. Traditional distinct functional styles — scientific (popular science), official, journalistic (popular), colloquial, artistic — are subsystems of the language, each of which is unique at five main levels: phonetic, morphological, lexical. , has syntactic and text structure features.

Functional styles are distinguished by the possibility or not of the use of certain elements and structures, as well as their communication systems. For example, phonetic tools are important for the style of speaking: compliance with pronunciation standards, wide use of intonation; for the scientific method - syntactic: clear syntactic structure, direct order of words, wide use of words, wide use of various specific and specific systems, at the text level : logical, clear presentation structure (newspaper or magazine article). The text of the official style is characterized by the presence of special terms (commercial, legal, etc.), stamps, specialized foreign expressions, abbreviations, mixed words, absence of figurative means at the lexical level; at the syntactic level - complex structures are formed by the wide use of sentences in the passive tense of the verb. [Тихонова; 150]

Functional styles are found in written and spoken form. The speech style is characterized by the presence of short sentences, two-syllable words, phonetic and syntactic abbreviations. Artistic style combines three sub-styles: poetic style of language, emotional (artistic) prose style and dramatic style. There are common characteristics for each of these sub-styles and for individual sub-styles as well. Artistic texts also have a number of difficulties, because they combine logical-intellectual information with figurative-emotional information.

Reading popular style texts can be difficult. It should be noted that the peculiarity of this style is that some of the texts are scientific, and some are close to texts of other styles. Texts on journalism are distinguished by their coverage of political vocabulary, phraseological units, abbreviations, realisms, newspaper articles, expressions and various topics. Newspaper and magazine publications have a variety of headlines, including advertising and emotionally appealing ones. Two types of popular style are found in oral speech: speech style and the text of radio and television programs, as well as newspaper style in written speech. The written forms of the popular style are essays (philosophical, literary, moral) and journalistic articles (political, social, economic, etc.). The general purpose of the journalistic style is to influence public opinion, to convince the reader or listener that the opinion given by the author is the only true one, and to encourage him to accept the expressed opinion. Popular style is characterized by a clear and logical syntactic structure, extensive use of connectives, and the division of the text into parts. Oratorical style is a verbal form of journalistic style. Direct communication with listeners allows using syntactic, lexical and phonetic features of written and spoken speech. Distinctive features of this method are direct appeal to the people; sometimes - it is

characterized by the use of words related to the style of speech. The stylistic means involved in the speech style are determined by the communicative situation. The speaker often uses analogies and metaphors, but usually uses traditional methods because individual stylistic devices can be difficult to perceive. [Xalilova; 103]

Texts in the scientific style are aimed at promoting the achievements of science and technology to a wide readership. Usually, the material is presented in an interesting and convenient way, using a certain amount of numerical data, formulas, diagrams and terms. Repetition, rhetorical questions, appeal to the reader are widely used to attract attention. A scientific text is usually characterized by an informative title, describing the history of the subject, or introducing the topic. The distinctive features of a scientific text are characterized by emphasized logic, repetition with additional evidence, complex syntax, and professionally oriented topics.

Formal style is represented by various sub-styles or types: the language of working documents; language of legal documents; language of diplomacy; language of military documents. The main purpose of this type of communication is to determine the terms that bind the two parties and to reach a mutual agreement between the two contracting parties. Another characteristic of this style is the direct use of words in their meaning. It does not use a figurative meaning.

Studying texts in different functional styles, determining their parameters, selecting and using language tools in each of them, as well as linguistic and statistical research is not only necessary, but also one of the urgent tasks of language and its study.

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ANSYS DASTURIY TA'MINOT TIZIMIDA DVIGATELNI O'RNATISH BRACKETINI LOYIHALASH VA TAHLILI

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Annotatsiya: Dvigatelni o'rnatish kronshteynlari dvigateldan kelib chiqadigan shovqin, tebranish va qattiqlikni kamaytirishda juda muhim rol o'ynaydi va shuning uchun avtomobil qulayligini oshirishda juda samarali rol o'ynaydi. Ushbu maqola ANSYS dasturi yordamida dvigatelni o'rnatish kronshteynini o'rganish uchun mo'ljallangan. Dvigatelni o'rnatish kronshteynining statik va modal tahlili o'tkaziladi. Dvigatelni o'rnatish braketining joriy tabiiy chastotasi braketning o'z-o'zidan qo'zg'alish chastotasidan past. Olingan natijalar braketning kesishishi uchun ham tekshirildi. Natijalar kuchlanish va deformatsiyalar uchun tahlil qilindi. Dizayn Magniy, ERW-1 va ERW-3 kabi turli xil materiallar va materialning mosligi uchun sinovdan o'tkazildi. Magniy braketda induktsiya qilingan bosimlar 1,20 mm deformatsiya bilan 64,07 MPa ni tashkil etdi. Magniy braketlar korroziyaga chidamli va kerakli dastur uchun ko'rib chiqilishi mumkinligini taxmin qilish mumkin.
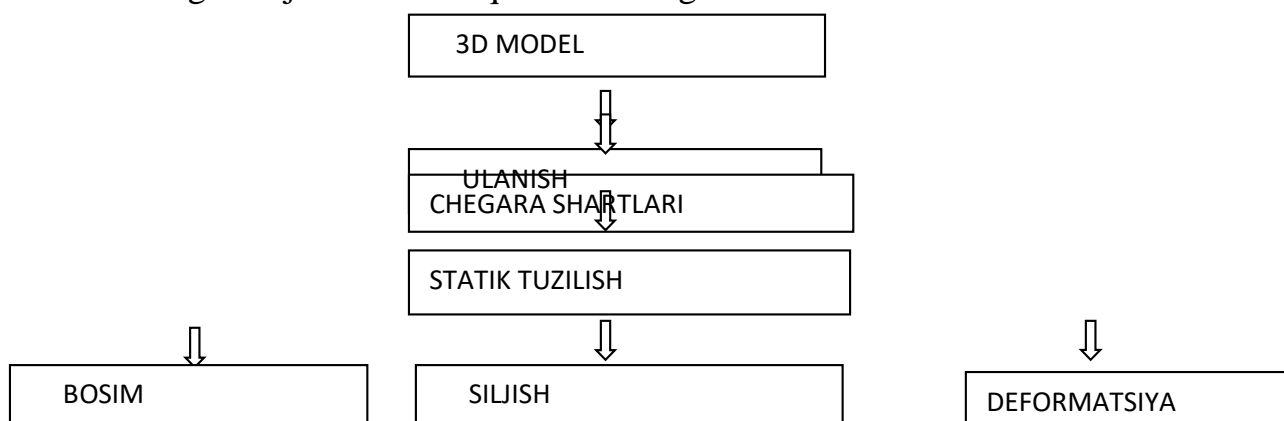
Kalit so'zlar: ANSYS, ERW-1, ERW-3.

KIRISH

Avtomobilda dvigatel asosiy romga yoki avtomobil skeletiga ulangan qavslarga tayanadi. Demak, uning ishlashi paytida dvigatel tomonidan hosil bo'ladigan nomaqbul tebranishlar va yo'lning nosozliklari braketlar orqali to'g'ridan-to'g'ri romga uzatilishi mumkin [1]. Dvigatel moslamalari shovqin va tebranishning qattiqligi xarakteristikaga katta ta'sir ko'rsatadi va mashinadan foydalanish xususiyatidan kelib chiqqan holda katta darajadagi tebranishlarga bardosh berishi kerak[2]. Dvigatelni o'rnatish braketi ishlamay qolishi mumkin, chunki u mashina ishlayotgan paytda dvigatelning og'ir dinamik yuklariga bardosh berishi kerak. Avtomobilda dvigatel asosiy romga yoki avtomobil skeletiga ulangan braketlarga tayanadi. Demak, uning ishlashi paytida dvigatel tomonidan hosil bo'ladigan nomaqbul tebranishlar va yo'lning nosozliklari braketlar orqali to'g'ridan-to'g'ri ramaga uzatilishi mumkin[3]. Bu yo'lovchi(lar)ga noqulaylik tug'dirishi yoki hatto shassiga zarar etkazishi mumkin. Ishlash chastotasi yoki buzilish tananing tabiiy chastotasiga yaqinlashganda, tebranishlar amplitudasi kattalashadi. Emissiya va yoqilg'i iqtisodini yaxshilash bosimi ortib borayotganligi sababli, avtomobil ilovalarida engil vaznli strukturaviy materiallarga bo'lgan ehtiyoj ortib bormoqda.

Emissiyani kamaytirish bilan birga avtomobil masofasini oshirishning eng samarali usuli avtomobil og'irligini kamaytirishdan iborat[1,4]. Shovqin va tebranish, notekis yo'llar, dvigatel va suspenziya orqali etkazib beriladigan quvvat keng chastota diapazonida rezonans effektiga olib kelganligi sababli yuzaga keladi. Avtomobilning haydash va shovqin xususiyatlariga dvigateldan shassi o'rnatish nuqtalari orqali tanaga uzatiladigan tebranish sezilarli darajada ta'sir qiladi.

<p align="center">**Asosiy qism**</p>

A . Statik tahlil qilish. Statik tahlil kuchlar ta'sir qiladigan jismlarning muvozanat sharoitlari bilan shug'ullanadi. Statik tahlil induktsiya qilmaydigan yuklardan kelib chiqadigan tuzilmalar va tarkibiy qismlardagi siljishlar, kuchlanishlar, deformatsiyalar va kuchlarni aniqlash uchun ishlatiladi. Statik tahlilda qo'llanilishi mumkin bo'lgan yuklash turiga tashqi qo'llaniladigan kuchlar, bosimlar va momentlar kiradi, masalan, tortishish va aylanishning nolga teng bo'lmagan siljishi kabi barqaror holatdagi inersial kuchlar.

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          ┌──────────────────┐
          │    3D MODEL       │
          └──────────────────┘
                   ⇩
          ┌──────────────────┐
          │  ULANISH          │
          │ CHEGARA SHARTLARI │
          └──────────────────┘
                   ⇩
          ┌──────────────────┐
          │  STATIK TUZILISH  │
          └──────────────────┘
        ⇩              ⇩                  ⇩
┌───────────┐   ┌───────────┐    ┌──────────────┐
│  BOSIM    │   │  SILJISH  │    │ DEFORMATSIYA │
└───────────┘   └───────────┘    └──────────────┘
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<p align="center">**Statik Strukturaviy tahlil uchun sxemasi**</p>
<p align="center">**B. Dvigatelni o'rnatish uchun muqobil material:**</p>

a] MAGNIY:

1. Magniy qurilish qotishmalari uchun asos sifatida ishlatiladigan barcha metallarning eng engilidir.

2. Aynan shu xususiyat tufayli avtomobil ishlab chiqaruvchilari zichroq materiallarni, nafaqat po'lat, quyma temir va mis asosli qotishmalarni, balki alyuminiy qotishmalarini ham magniyli asosli qotishmalarga almashtirishlari kerak.

3. Emissiyani cheklovchi qonunchilikning kiritilishi natijasida avtomobil tarkibiy qismlarining og'irligini kamaytirish talabi magniyga bo'lgan qiziqishning yangilanishiga sabab bo'ldi.

4. Magniy qotishmalarining afzalliklari quyida keltirilgan, barcha metall konstruksiya materiallarining eng past zichligi.

5. U yuqori o'ziga xos kuchga ega, yaxshi quyma qobiliyatiga ega, bu yuqori bosimli quyma quyish uchun yaxshi payvandlash xususiyatlariga, yuqori korroziyaga chidamliligiga ega.

6. Bundan tashqari, polimer materiallar bilan solishtirganda, u yaxshi mexanik xususiyatlarga ega, yaxshi elektr va issiqlik o'tkazuvchanligi va qayta ishlanishi mumkin.

b] ERW-1: ERW sifatida belgilangan elektr qarshilik payvandlangan yoki yuqori chastotali indüksiyon payvandlangan po'lat quvurlar. U 0,15% C, 1% Mn, 0,04% S va 0,04% P ni o'z ichiga oladi. Ushbu ERW-1 po'lati quyidagi mexanik xususiyatlarni o'z iciga oladi.(1-jadval);

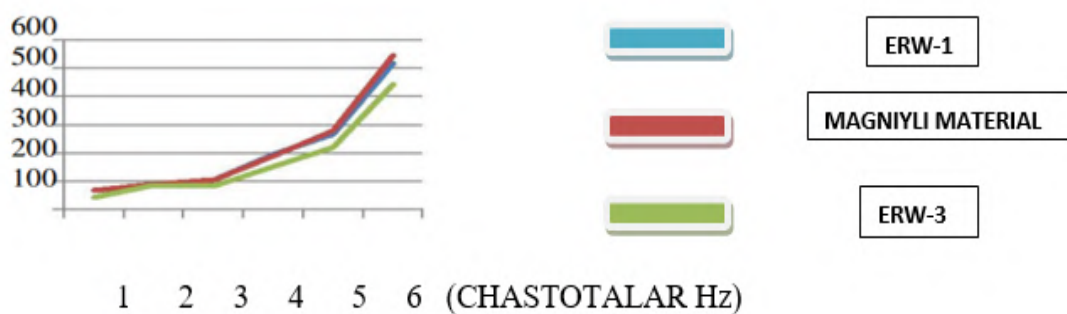| Belgilanish	MUSTAHKAMLIK CHEGARASI (MPa)	KUCHLANISHN CHEGARASI	CHO'ZILISH %
ERW-3	435	270	10
Belgilanish	MUSTAHKAMLIK CHEGARASI (MPa)	KUCHLANISH CHEGARASI	CHO'ZILISH %
ERW-1	310	160	20

c] ERW-3: Ushbu ERW-3 po'latida 0,35% C, 1,60% Mn, 0,04% S va 0,04% P mavjud. U quyidagi mexanik xususiyatlarga ega (2-jadval)

NATIJALAR VA MUHOKAMA

A. MODAL TAHLIL: Modal tahlil Magniy, ERW-1 va ERW-3 materiallari uchun turli chastotalarni olish uchun amalga oshirildi (3-jadval);
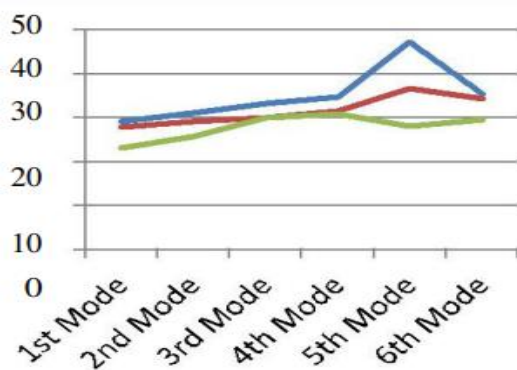
Frequency	ERW-1 (Hz)	Magnesium (Hz)	ERW-3 (Hz)
1	68.897	70.165	45.86
2	87.596	90.235	88.56
3	106.05	106	85
4	195.83	188.46	153.53
5	266.74	279.23	220
6	520.41	548.23	445.20

Chastota rejimi o'zgarganligi sababli, dastlab ERW-1 va magniy materialida hech qanday o'zgarish kuzatilmadi. Ammo ERW-3 ERW-1 va magniyga nisbatan chastotada katta o'zgarishlarni ko'rsatadi. Bu, ehtimol, ERW-3 materialining o'zgaruvchan tarkibi va yuqori mexanik xususiyatlariga bog'liq (3-rasm).

4-jadval Maksimal siljish ERW-1 v/s Magniy v/s ERW-3

Maximum displacement	ERW-1 (mm)	Magnesium (mm)	ERW-3 (mm)
First Mode	29.19	28.02	23.23
Second Mode	31.13	29.20	25.86
Third Mode	33.22	30	30.10
Fourth Mode	34.84	31.50	30.89
Fifth Mode	47.38	36.80	28.23
Sixth Mode	35.51	34.36	29.56

4-rasm Maksimal siljish ERW-1 v/s Magniy v/s ERW-3

ERW-3 materiali uchun chastotalarning yaqinlashuvi yaxshi. ERW-3 uchun birinchi qo'zg'alish chastotasi qiymati dvigatelning qo'zg'alish chastotasi diapazonidan yuqori. Chastotalarning qiymatlari ERW-1 va magniy bracketlari uchun deyarli bir xil.

B. Dvigatelni o'rnatish uchun muqobil material:

Stressni tahlil qilish uchun ANSYS dasturidan foydalanilgan va natijalar jadval-5 da keltirilgan;

5-jadval: ERW-1, magniy va ERW-3 orasida stressning taqsimlanishi.

	ERW-1	MAGNIYLI MATERIAL	ERW-3
Umumiy deformatsiya	1.086mm	1.20mm	1.90mm

XULOSALAR

1. Dvigatelni o'rnatish braketi shovqin, tebranish va dvigateldan kelib chiqadigan qattiqlikni kamaytirishda juda muhim rol o'ynaydi va shuning uchun avtomobil qulayligini oshirishda juda samarali rol o'ynaydi. 2. Dvigatelni o'rnatish kronshteynnini tahlil qilish uchun ANSYS hisoblangan suyuqlik dinamikasi vositasidan foydalanilgan. Statik strukturaviy va modal tahlildan olingan natijalar magniyning ERW-1 po'latidan yaxshiroq ekanligini ko'rsatadi. Natijalardan shuni aytish mumkinki, ERW-3 po'lat qavs talab qilinadigan dastur uchun xavfsizdir. 3. Dizayn materialning mosligi bilan birga Magniy, ERW-1 va ERW-3 kabi turli materiallar uchun sinovdan o'tkazildi. Magniy qavsda induktsiya qilingan stresslar 1,20 mm deformatsiya bilan 64,07 MPa ni tashkil etdi. Magniy braketlar korroziyaga chidamli va kerakli dastur uchun ko'rib chiqilishi mumkinligini taxmin qilish mumkin. 4. Bu ish, shuningdek, alyuminiy qotishma ERW-1 va ERW-3 po'lat bilan birga o'rganilgan bo'lgan muqobil material dvigateli o'rnatish kronshteyn aniqlash hissa qo'shadi. Natijalarni tahlil qilgandan so'ng, magniyni ERW-3 va ERW-1 orqali taklif qilish mumkinligini taxmin qilish mumkin. 5. ERW-3 ning qattiqligi alyuminiyga qaraganda yaxshiroq topildi, shuning uchun u dvigatelni o'rnatish kronshteynnini kerakli qo'llash uchun ishlatilishi mumkin.

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COMPARISION ANALYSIS OF ADJECTIVES IN ENGLISH AND UZBEK LANGUAGES

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Annotation. Adjectives describe how good or bad something is, its actions, behavior, uses, and clauses. helps to make the description of the object understandable when giving feedback or definition.

Key words: Adjectives, Semantic, Morphologic, structyrally, syntactic, cardinals, ordinals.

Аннотация. Прилагательные описывают, насколько что-то хорошо или плохо, его действия, поведение, использование и положения. помогает сделать описание объекта понятным при предоставлении обратной связи или определения.

Ключевые слова: прилагательные, семантические, морфологические, структурно, синтаксические, кардинальные, порядковый.

Annotatsiya. Sifat bir narsaning qanchalik yaxshi yoki yomon ekanligi, uning harakatlari, xulqi, qo'llanish usullari va kesib bandlari to'g'risida malumot beradi. obyektning tavsifi, fikr-mulohaza yoki ta'rif beringanda tushunarli bo'lishiga yordam beradi.

Kalit so'zlar : Sifatlar, semantik, morfologik, strukturaviy, sintaktik, kardinallar, tartiblar.

Adjectives are words that describe or modify nouns or pronouns. They provide additional information about the noun or pronoun, such as its size, shape, color, age, or quality. Adjectives can make writing and speech more descriptive and interesting.

There are many different types of adjectives, including:

• Descriptive adjectives: These adjectives describe the qualities or characteristics of a noun or pronoun. For example, the words "big," "small," "red," "blue," and "old" are all descriptive adjectives.

• Demonstrative adjectives: These adjectives point out a specific noun or pronoun. For example, the words "this," "that," "these," and "those" are all demonstrative adjectives.

• Possessive adjectives: These adjectives show ownership of a noun or pronoun. For example, the words "my," "your," "his," "her," and "their" are all possessive adjectives.

• Quantitative adjectives: These adjectives tell how many or how much of something there is. For example, the words "one," "two," "three," "many," and "few" are all quantitative adjectives.

• Interrogative adjectives: These adjectives are used to ask questions. For example, the words "what," "which," "whose," and "how many" are all interrogative adjectives.[1. p83].

Adjectives can be used in a variety of ways. They can be placed before the noun or pronoun they modify, or they can be placed after the noun or pronoun. For example, you could say "the big red dog" or "the dog is big and red."

Adjectives can also be used to compare nouns or pronouns. For example, you could say "the red car is faster than the blue car" or "the blue car is not as fast as the red car."

Adjectives are an important part of speech. They can help you to create clear and concise writing and speech. They can also help you to add detail and interest to your writing and speech.[2. p68].

Problems to be discussed:

- the characteristic features of the adjectives as a part of speech - the types of adjectives

- the grammatical category of degrees of comparison

the means of formation of the degrees of comparison of adjectives

- substantivization of adjective Pronouns

- general characteristics of this class of words

the difference between pronouns and other parts of speech

the personal pronouns

- the possessive pronouns - the reflexive pronouns

The characteristic features of the adjective as a part of speech are as follows: 1. their lexical-grammatical meaning of attributes or we may say that they express property of things /persons/;

2. from the morphological view point they have the category of degrees of comparison;

3. from the point of view of their combinality they combine with nouns, as it has already been stated above, they express the properties of things. The words that express things we call nouns. It seems to be important to differentiate the combinability of a word with other words and reference of a word of a part of speech to another part of speech. We put this because adjectives modify nouns but

they can combine with adverbs. link verbs and the word "one":[3. p33]. a white horse. The horse is white.

The sun rose red. The sun rose extremely red. 4. the stem-building affixes are: -fui, -less, -ish, -ous, -ive, -ir, un-, -pre-, in-

5. their syntactic functions are: attribute and predicative

It is important to point out that in the function of an attribute the adjectives are in most cases used in pre-position; in post- position they are very seldom: time immemorial; chance to come.

The category of comparison of adjectives shows the absolute or relative quality of a substance.[4. p34].

1. Semantic features. The categorical meaning of the adjective is quality. Adjectives de- scribe the qualities of people (a guilty man, He is guilty.), things (a heavy box) and abstractions (The situation is serious.);

2. Morphological features. Many adjectives take the inflectional suffixes erand -est to mark morphological category of degrees of comparison. E.g.: dark (positive degree) darker (comparative degree) darkest (superlative degree). Structurally adjectives are differentiated into simple (red, tall, fast, etc.), derived (eatable, beautiful, useless, etc.) and compound (color- blind, home-made, ice-cold, etc.) types. There are some compound-derivatives too (broad- shouldered, narrow-minded, etc.).

3. Syntactic features. Syntactically adjectives and adjective phrases are most commonly used as attributes (a beautiful girl came in) and as predicatives, following the link verb in a clause (It's nice and warm in here.).[5. p27].

In conclusion, adjectives are words that describe or modify nouns or pronouns. They provide additional information about the noun or pronoun, such as its size, shape, color, age, or quality. Adjectives can make writing and speech more descriptive and interesting.As you can see, adjectives can be used to add a lot of detail and interest to your writing and speech. So next time you're writing or speaking, don't be afraid to use adjectives to make your words come alive!

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ASPECTS OF THE VERBS IN THE UZBEK AND IN THE ENGLISH LANGUAGES

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Annotation. This article delves into the structural discordances present in English and Uzbek languages, offering detailed examples to illustrate the variations and parallels between them. Specifically, we will explore the utilization of grammatical categories of verbs in both languages.

Keywords: English, Uzbek, verb, suffixes, order, numeral, nouns, grammatical transformation, syntaxical structures, pronouns, article, tenses and other grammatical categories.

Аннотация. В этой статье рассматриваются структурные несоответствия, существующие в английском и узбекском языках, и предлагаются подробные примеры, иллюстрирующие различия и параллели между ними. В частности, мы исследуем использование грамматических категорий глаголов в обоих языках.

Ключевые слова: английский, узбекский язык, глагол, суффиксы, порядок, числительное, существительные, грамматическая трансформация, синтаксические конструкции, местоимения, артикль, времена и другие грамматические категории.

Annotatsiya. Ushbu maqolada ingliz va o'zbek tillarida mavjud bo'lgan strukturaviy kelishmovchiliklar ko'rib chiqilib, ular orasidagi o'zgarishlar va parallelliklarni ko'rsatish uchun batafsil misollar keltirilgan. Xususan, biz ikkala tildagi fe'llarning grammatik kategoriyalaridan foydalanishni o'rganamiz.

Kalit so'zlar: ingliz, o'zbek, fe'l, qo'shimchalar, tartib, son, ot, grammatik transformatsiya, sintaksik tuzilmalar, olmoshlar, artikl, zamon va boshqa grammatik kategoriyalar.

This understanding aligns with various dictionaries, which define aspect as the form of a verb indicating how the action relates to time, whether it's complete, ongoing, repeated, or continuous. Those who argue for over 3 tenses in English typically include various forms of the active voice, such as Present Simple, Present Continuous, Present Perfect, and so forth, along with their passive voice

counterparts. However, this perspective would necessitate considering constructions like "have something done" as additional tense forms. [Rakhimov; 176].

Similarly, Uzbek also exhibits aspects of time, though many English learners may overlook this fact. Even those aware of these aspects often struggle to explain their rules, as doing so requires a deep understanding of grammar and extensive experience with both languages. Unfortunately, many English learners study English grammar before mastering the grammar of their native language, limiting their proficiency in understanding and utilizing grammatical aspects of time fully.

Examining the use of these aspects in Uzbek, we find parallels with English progressive aspect, represented by constructions like "to be + V.ing." In Uzbek, this aspect is conveyed through suffixes like "-moq," "-moqda," and "-yapti," with the choice depending on the context or speech style. "-moq" and "-moqda" are generally more formal than "-yapti." [Sweet; 500]

In comparing English and Uzbek language structures, notable differences arise, particularly in the translation of specific linguistic elements such as definite and indefinite articles. For instance, the English definite article "the" is often represented in Uzbek by demonstrative pronouns like "mana bu." However, in expressions like "What a lovely surprise!" the indefinite article "a" is typically omitted in Uzbek translations. Despite these discrepancies, the underlying meaning and communicative intent remain consistent between the two languages.

To effectively convey the essence of speech formulas from one language to another, various grammatical transformations are employed. This includes altering word order, omitting or adding words, converting parts of speech, and more. For example, in English, a phrase like "Please, accept my sincerest wishes on your birthday" places the reason for congratulation towards the end of the sentence, while in Uzbek, it is positioned at the beginning. Additionally, nuances such as the inclusion of "please" in English may be conveyed differently in Uzbek.

In English, articles play various roles, indicating suspicion, indexing, number, or emphasis. However, in Uzbek, these functions are typically fulfilled by other linguistic means. For example, the English article "a" may be translated into Uzbek using the indefinite pronoun "qandaydir" to signify someone or something unspecified. Similarly, the English article "an," denoting a singular countable noun, can be conveyed in Uzbek by the numeral "one" to signify a specific quantity. [Satimov; 205]

Structural disparities often arise due to differences in sentence formation, with English following a Subject + Predicate structure while Uzbek places the predicate at the end of the sentence. Despite these challenges, careful consideration of linguistic nuances and effective grammatical transformations can facilitate accurate and meaningful translation between English and Uzbek. [Нариманов; 286]

In English-Uzbek sentence structures, inversion of parts of speech sometimes occurs. For instance, in the English sentence "The last week saw an intensification of diplomatic activity," "last week" serves as the subject, while in Uzbek, "o'tgan haftada" functions as an adverbial modifier of place.

Structural discordance can also arise in translating compound and complex sentences. For instance, the English sentence "I remember the time when we were children" becomes a simple sentence in Uzbek, where the subordinate clause is expressed as an adjective + object phrase.

Additionally, speech formulas for requesting actions differ between English and Uzbek. In English, the verb typically appears at the beginning of the sentence, while in Uzbek, it comes at the end. Furthermore, the negative form is often used in Uzbek to convey politeness in requests. For example:

Would you give me your book? – Kitobingizni berib turolmaysizmi?

Could you stay here another day? – Bu erda yana bir kun qololmaysizmi?

As evident from the examples provided, expressions of politeness in English often involve modal verbs such as "could" and "would," whereas in Uzbek, politeness is conveyed through the use of verbs in the negative form, like "yordam qilolmaysizmi" and "turolmaysizmi." These instances highlight the structural disparities between English and Uzbek set phrases.

The grammatical system of any language plays a significant role in its functionality. Achieving accurate and appropriate meaningful content in a correct grammatical structure requires a thorough understanding and mastery of the grammatical nuances of both languages involved. Some of the most challenging aspects in this regard include syntactical structures, pronouns, articles, gender, tenses, and other grammatical categories.

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SIMILARITIES AND DIFFERENCES OF ROOT AND STEM IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article provides a comparative analysis of the linguistic concepts of root and stem in English and Uzbek languages. It examines similarities and differences in their definitions, functions, affixation patterns, derivational processes, and inflectional complexity. Through examples and explanations, it illustrates how these languages treat roots and stems, highlighting agglutinative and fusional tendencies, inflectional variations, and lexical influences. The article contributes to a deeper understanding of language structure and diversity, offering insights into the ways words are formed and transformed in different linguistic contexts.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi ildiz va o'zak lingvistik tushunchalarining qiyosiy tahlili berilgan. Ularning ta'riflari, vazifalari, affiksatsiya qoliplari, hosilalanish jarayonlari va fleksiyon murakkabligidagi o'xshashlik va farqlarni o'rganadi. Misollar va tushuntirishlar orqali u bu tillarning ildiz va o'zaklarga qanday munosabatda bo'lishini ko'rsatadi, aglutinativ va fuzsional tendentsiyalarni, flektiv o'zgarishlarni va leksik ta'sirlarni ta'kidlaydi. Maqola til tuzilishi va xilma-xilligini chuqurroq tushunishga yordam beradi, so'zlarning turli lingvistik kontekstlarda shakllanishi va o'zgarishi haqida tushuncha beradi.

Key words: root, stem, comparative analysis, English language, Uzbek language, affixation, derivational processes, inflectional complexity, agglutination, fusional, lexical borrowing, linguistic diversity, language structure.

Kalit so'zlar: ildiz, o'zak, qiyosiy tahlil, ingliz tili, o'zbek tili, affiksatsiya, hosila jarayonlari, flektiv murakkablik, aglyutinatsiya, fusional, leksik o'zlashtirish, til xilma-xilligi, til tuzilishi.

INTRODUCTION

Roots and stems are fundamental components of language structure, serving as building blocks for words. While English and Uzbek are distinct languages with their own unique characteristics, similarities and differences can be found in the concept of root and stem within their linguistic frameworks.

Definition and Function: In both languages, the root is the core lexical unit carrying the primary meaning of a word. It's the irreducible element upon which affixes are added to form different words. Stems, on the other hand, are more flexible

units that include the root along with affixes, serving as the base form from which various inflections and derivations are made [1. p 45-67]

Similarities: Root Integrity: Both English and Uzbek prioritize maintaining the integrity of the root, often preserving it unchanged despite affixation. For example, in English, "play" remains the root in variations like "playing" or "played," while in Uzbek, "o'qi" (read) remains intact in forms like "o'qish" (reading) or "o'qituvchi" (teacher).

Affixation Patterns: Both languages utilize prefixes and suffixes to modify the meaning or function of a word. English may add prefixes like "un-" or suffixes like "-ing," while Uzbek uses prefixes like "ko'p-" or suffixes like "-chi" to achieve similar effects [2. p 89-105]

Derivational Processes: Both languages employ derivational processes to create new words from existing ones. English might derive "happiness" from "happy," while Uzbek forms "o'qituvchi" (teacher) from "o'qi-" (read) through affixation.

Differences: Agglutination vs. Fusion: Uzbek is an agglutinative language, where affixes are added to the root in a relatively straightforward manner, often without altering the root itself drastically. English, however, is more fusional, with affixes sometimes causing changes to the root or stem, such as vowel changes in irregular verbs ("sing" to "sang") [3. p 165-166]

Inflectional Complexity: English exhibits a high degree of inflectional complexity, especially in its verb conjugations and noun declensions, with multiple forms to indicate tense, aspect, mood, number, and case. Uzbek, while still inflecting for these categories, tends to have fewer inflectional variations and relies more on word order and context [4. p 33-50]

Lexical Borrowing and Influence: Due to historical and cultural factors, English has borrowed extensively from other languages, resulting in a diverse lexicon with words of Latin, Greek, French, and Germanic origin, among others. Uzbek, while influenced by Persian, Arabic, Russian, and Turkic languages, retains a more distinct core vocabulary reflective of its Central Asian heritage.

Examples:

English:

Root: "play"

Stem: "playing"

Derived Word: "playful"

Uzbek:

Root: "o'q" (read)

Stem: "o'qish" (reading)

Derived Word: "o'qituvchi" (teacher) [5. p 1-5]

CONCLUSION

In conclusion, the examination of root and stem structures in English and Uzbek languages reveals both commonalities and distinctions, shedding light on the intricacies of linguistic systems. While both languages share the fundamental concept of roots as the core lexical units and stems as their derivational bases, they diverge in their approaches to affixation, inflectional complexity, and lexical influences. English exhibits a more fusional nature, characterized by intricate inflectional patterns and extensive lexical borrowing, reflecting its historical and cultural evolution. In contrast, Uzbek demonstrates a predominantly agglutinative character, with straightforward affixation and a vocabulary shaped by Turkish and Persian influences. Understanding these linguistic nuances enriches our appreciation of language diversity and underscores the dynamic interplay between language structure, cultural heritage, and historical context. By exploring the root and stem within the frameworks of English and Uzbek, we gain deeper insights into the mechanisms of word formation and the rich tapestry of human communication.

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SIMILARITIES AND DIFFERENCES OF MORPHOLOGICAL STRUCTURE IN TWO DIFFERENT LANGUAGES

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Annotation: This article presents a comparative analysis of the morphological structures of English and Uzbek languages. It highlights similarities and differences in areas such as affixation, derivational morphology, word order, inflectional morphology, grammatical gender, and case marking. While both languages exhibit affixation and derivational morphology, they diverge in word order, inflectional morphology complexity, presence of grammatical gender, and extent of case marking. This annotation serves as a concise overview of the main points covered in the article, offering insights into the richness and complexity of language diversity.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillari morfologik tuzilmalarining qiyosiy tahlili berilgan. Unda affiksatsiya, morfologiya, so'z tartibi, flektiv morfologiya, grammatik jins va hol belgilari kabi sohalardagi o'xshashlik va farqlar ko'rsatilgan. Ikkala tilda ham affiksatsiya va morfologiyanamoyon bo'lsa-da, ular so'z tartibi, flektiv morfologiyaning murakkabligi, grammatik jinsning mavjudligi va hol belgilarining ko'lami bo'yicha farqlanadi. Ushbu izoh maqolada yoritilgan asosiy fikrlarning qisqacha sharhi bo'lib, til xilma-xilligining boyligi va murakkabligi haqida tushuncha beradi.

Key words: Morphological structure, English language, Uzbek language, affixation, derivational morphology, word order, inflectional morphology, grammatical gender, case marking, comparative analysis.

Kalit so'zlar: Morfologik tuzilish, ingliz tili, o'zbek tili, affiksatsiya, morfologiya, so'z tartibi, flektiv morfologiya, grammatik jins, kelishik belgilari, qiyosiy tahlil.

INTRODUCTION

Language, the cornerstone of human interaction, serves as a window into the intricate tapestry of cultures and societies. Within this realm, morphology—the study of word formation and structure—unveils fascinating insights into the mechanics of languages. In this comparative exploration, we delve into the morphological structures of two diverse languages: English and Uzbek. While originating from distinct linguistic families, these languages offer a compelling juxtaposition of similarities and differences in their morphological frameworks. By dissecting their affixation patterns, derivational morphology, word order preferences, inflectional complexities, treatment of grammatical gender, and

utilization of case marking, we embark on a journey to unravel the rich tapestry of linguistic diversity. Through this exploration, we aim to deepen our understanding of the nuanced interplay between language structures, cultural contexts, and human communication dynamics [1. p 165-166]

Similarities: Affixation: Both English and Uzbek employ affixation, the process of adding prefixes, suffixes, or infixes to base words to create new ones. For example, in English, the prefix "un-" can be added to "happy" to form "unhappy," while in Uzbek, the suffix "-siz" can be added to "kitob" (book) to form "kitobsiz" (bookless).

Derivational Morphology: Both languages utilize derivational morphology to form new words from existing ones. English employs derivational suffixes like "-er" (teacher), "-ment" (movement), and "-ize" (organize), while Uzbek uses suffixes such as "-lik" (profession), "-chi" (doer), and "-yor" (progressive tense marker) [2. p 42-43]

Compounding: Both English and Uzbek allow for compound word formation, where two or more words are combined to create a new word with a distinct meaning. For instance, "blackboard" in English and "qora doska" (blackboard) in Uzbek illustrate this phenomenon.

Differences: Word Order: English follows a Subject-Verb-Object (SVO) word order, while Uzbek typically follows a Subject-Object-Verb (SOV) word order. This variation affects the morphological structure of sentences in both languages [3. p 211-213]

Inflectional Morphology: English exhibits a moderate level of inflectional morphology, primarily through verb conjugation (e.g., walk/walks/walked) and noun pluralization (e.g., cat/cats). In contrast, Uzbek has a more complex system of inflectional morphology, with extensive noun and verb conjugation patterns to indicate grammatical features such as case, number, and tense [4. p 1-5]

Grammatical Gender: English lacks grammatical gender, while Uzbek categorizes nouns into masculine, feminine, and neuter genders. This distinction influences the agreement of adjectives, pronouns, and verbs with nouns in Uzbek, adding another layer of complexity to its morphological structure.

Case Marking: Unlike English, which has limited case marking (e.g., pronouns like "he" and "him"), Uzbek employs a rich system of case marking to indicate grammatical relationships within sentences. Nouns in Uzbek are inflected for case to show their roles as subjects, objects, possessors, or recipients in a sentence.

Historical Background: Providing a brief overview of the historical development of both English and Uzbek languages can offer context to understand their morphological structures better. This can include information about their

linguistic origins, major influences, and historical changes that have shaped their current forms [5. p 20 -32]

Language Families: Explaining the linguistic families to which English and Uzbek belong can add depth to the comparison. English is a Germanic language, while Uzbek belongs to the Turkish language family. Highlighting key characteristics of these language families can help contextualize their morphological differences.

Examples: Including additional examples of morphological structures in both languages can illustrate the concepts discussed in the article. These examples can come from various linguistic contexts, including everyday conversation, literature, and formal writing [6. p 75-76]

CONCLUSION

While English and Uzbek share certain morphological features such as affixation and derivational morphology, they diverge significantly in terms of word order, inflectional morphology, grammatical gender, and case marking. Exploring these similarities and differences enhances our understanding of language diversity and the intricate structures that underlie human communication. This comparative analysis underscores the richness and complexity of languages, inviting further exploration and appreciation of their morphological intricacies.

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MORPHOLOGY AS THE STUDY OF INTERNAL STRUCTURE OF WORDS

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Annotation. This article discusses the significance of morphology and its role in language. Morphology, stemming from the Greek words "morphe" (form) and "logos" (science or word), constitutes a segment of grammar dedicated to the examination of words within the context of their parts of speech. In essence, morphology scrutinizes the broad meanings and alterations of words.

Key words: morpheme, logos, morphology, speech, meaning, word, form, grammar.

Аннотация. В этой статье рассматривается значение морфологии и ее роль в языке. Морфология, происходящая от греческих слов «morphe» (форма) и «logos» (наука или слово), представляет собой раздел грамматики, посвященный исследованию слов в контексте их частей речи. По сути, морфология изучает широкие значения и изменения слов.

Ключевые слова: морфема, логос, морфология, речь, значение, слово, форма, грамматика.

Annotatsiya. Ushbu maqolada morfologiyaning ahamiyati va uning tildagi roli muhokama qilinadi. Yunoncha "morphe" (shakl) va "logos" (fan yoki so'z) so'zlaridan kelib chiqqan morfologiya grammatikaning so'z bo'laklari kontekstida so'zlarni tekshirishga bag'ishlangan segmentini tashkil qiladi. Aslini olganda, morfologiya so'zlarning keng ma'nolarini va o'zgarishlarini sinchkovlik bilan tekshiradi.

Kalit so'zlar: morfema, logotip, morfologiya, nutq, ma'no, so'z, shakl, grammatika.

Morphology (from Greek *morphe* meaning "form" and *logos* meaning "word") is a branch of grammar focused on the internal structure of words, their grammatical categories, and their meanings.

The study of modern English morphology encompasses four main areas:

1.   General analysis of morphemes and types of word formation.
2.   The classification system of parts of speech.

3.   The detailed examination of each part of speech, including its grammatical categories and syntactical functions.

A **morpheme** is defined as the smallest meaningful unit of a word. Comprised of phonemes, it cannot be divided into smaller units without losing its significative function.

Example: The word "writers" can be broken down into three morphemes:

1.   *writ-* (root morpheme) conveys the core lexical meaning.

2.   *-er-* (agent morpheme) denotes someone who performs the action of writing.

3.   *-s* (plural morpheme) indicates that the noun is plural.

Some morphemes may sound identical but have different meanings, known as **homonyms**. For instance, the morpheme *-er* in "writer" (indicating an agent) has a homonym *-er* in "longer" (indicating comparative degree).

There are also **zero morphemes**, where the absence of a morpheme conveys a specific meaning. For example, in the comparison between "book" and "books," the plural "books" includes the *-s* morpheme, whereas the singular "book" includes a zero morpheme indicating it is singular.

Traditional Classification of Morphemes: Morphemes are classified based on two main criteria:

1.   **Positional**: The placement of marginal morphemes relative to central ones.

2.   **Semantic/Functional**: The relative contribution of the morphemes to the overall meaning of the word.

Based on these criteria, morphemes are divided into:

• **Root Morphemes (Roots)**: Convey the concrete, material meaning of the word. They are the core lexical components of content words.

• **Affixal Morphemes (Affixes)**: Specify additional aspects of the word's meaning, which can be lexical or grammatical.

Affixal morphemes include:

1.   **Prefixes**

2.   **Suffixes**

Prefixes and lexical suffixes serve a word-building function and, together with the root, form the word stem.

3.   **Inflexions (Grammatical Suffixes)**: These morphemes form grammatical variations of words and do not have independent lexical meanings but express different morphological categories.

The general structure of an English word can be represented as: prefix + root + lexical suffix + inflection/grammatical suffix.

The Concept of Distribution in Linguistics

The **distribution** of a linguistic unit refers to the totality of its environments, essentially its context within different classes or categories.

Distributional analysis aims to identify and study language units based on their textual environments, i.e., the elements adjacent to them in text.

Examples:

1.   **The/boat/s/were/gain/ing/speed**

o   This sentence is divided into **morphs**, which are combinations of phonemes that convey meaning and cannot be subdivided further.

2.   **un-pardon-able**

o   In this word, the root *pardon* has a left environment (the prefix *un-*) and a right environment (the suffix *-able*). Conversely, *pardon* is the right environment for the prefix and the left environment for the suffix.

Types of Distribution:

1.   **Contrastive Distribution**:

o   Morphs with different meanings or functions are in contrastive distribution and form different morphemes.

o   *Example*: The suffixes *-(e)d* and *-ing* in "returned" and "returning".

2.   **Non-Contrastive Distribution**:

o   Morphs with the same meaning or function are in non-contrastive distribution and are called **free alternants** or **free variants** of the same morpheme.

o   *Example*: The suffixes *-(e)d* and *-t* in "learned" and "learnt".

3.   **Complementary Distribution**:

o   Formally different morphs with the same function in different environments are in complementary distribution and are **allomorphs** of the same morpheme.

o   *Examples*:

▪   The plural morpheme *-s* has allomorphs /-s/, /-z/, /-iz/ depending on the phonological environment.

▪   The past tense morpheme *-ed* has allomorphs /-id/, /-t/, /-d/.

▪   The plural allomorph *-en* in "oxen" and "children", and the zero suffix in "sheep".

Complementary distribution helps identify grammatical elements.

Types of Morphemes Based on Self-Dependence:

1.   **Free Morphemes**:

o   Can form words independently.

o   *Example*: In "handful," *hand* is a free morpheme.

2.   **Bound Morphemes**:

o   Cannot form words by themselves and are identified as part of words.

o   *Example*: In "handful," *-ful* is a bound morpheme.

There are few productive bound morphemes in English, most of which are homonymous:

1.   *-(e)s* [plural of nouns, possessive case of nouns, third person singular present of verbs]

2.   *-(e)d* [past and past participle of verbs]

3.   *-ing* [gerund and present participle]

4.   *-er*, *-est* [comparative and superlative degrees of adjectives and adverbs]

Semi-bound morphemes include auxiliary word-morphemes (*do*, *be*, *have*, *will*, *shall*, *would*, *should*), adverbial elements (*more*, *most*), the infinitive particle (*to*), and articles. These function as separate elements in speech but form categorical unities with their stem-words.

Morphology is a vital subfield of linguistics that delves into the intricacies of word formation and structure. By understanding morphology, linguists gain insights into the fundamental processes that shape languages. Whether through inflection, derivation, compounding, or other morphological processes, the study of morphemes and their distribution provides a deeper understanding of how language conveys meaning and adapts to various grammatical and contextual needs.

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O'ZBEKISTONNING NAMANGAN SHAHRIDA TURIZM VA XORIJIY TILLARNING AHAMIYATI

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Namangan shahri 18-DIMI 6-sinf, O'zbekiston

Izoh. Ushbu maqola O'zbekistonning Namangan shahridan 6-sinf o'quvchisi Diyora Najmiddinova Husniddin qizi tomonidan yozilgan. Diyora, ayniqsa, Namanganda bo'lib o'tgan Xalqaro gul bayramida rus va ingliz tillarini bilish muhimligini ta'kidlaydi. U bu til ko'nikmalari unga turli xil sayyohlar bilan muloqot qilish, o'z shahrining go'zalligi va madaniyatini baham ko'rish va mehmondo'st muhit yaratishga qanday yordam berishini tasvirlaydi. Diyora, shuningdek, til o'rganishga bo'lgan ishtiyoqi va sinxron tarjimon bo'lishga intilishi haqida gapirib, madaniy almashinuv va tushunishni rivojlantirishda ko'p tillilikning ahamiyatini ko'rsatadi.

Kalit so'zlar: poliglot, ko'p tilli, rus tili, ingliz tili, xalqaro gul bayrami, Namangan, O'zbekiston, til o'rganish, madaniy almashinuv, turizm, sinxron tarjimon

TOURISM IN NAMANGAN, UZBEKISTAN AND THE IMPORTANCE OF FOREIGN LANGUAGES

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Annotation. This article is written by Diyora Najmiddinova Husniddin qizi, a 6th-grade student from Namangan, Uzbekistan. Diyora highlights the importance of knowing Russian and English, particularly during the International Flower Festival held in Namangan. She describes how these language skills enable her to communicate with a diverse range of tourists, share the beauty and culture of her city, and contribute to a welcoming atmosphere. Diyora also discusses her passion for language learning and her aspiration to become a synchronic interpreter, demonstrating the value of multilingualism in fostering cultural exchange and understanding.

Key Words: polyglot, multilingual, Russian language, English language, international flower festival, Namangan, Uzbekistan, language learning, cultural exchange, tourism, synchronic interpreter

Salom! Mening ismim Diyora Najmiddinova Husniddin qizi men O'zbekistonning go'zal shahri Namangan shahridan 6-sinf o'quvchisiman. Bugun men Namanganda turizm nima uchun bunchalik o'ziga xosligi va xorijiy tillarni,

xususan, rus va ingliz tillarini bilish, ayniqsa, shahrimizda Xalqaro gullar bayrami o'tkaziladigan qizg'in yoz oylarida qanday muhim rol o'ynashi bilan o'rtoqlashmoqchiman. Ushbu festival Namanganga rang-baranglik va sayyohlar to'lqinini olib keladi, bu esa til bilimlarini nihoyatda muhim qiladi.

Namanganning jozibasi

Namangan o'zining boy madaniy merosi, mehribon xalqi va ajoyib tabiati bilan mashhur. Farg'ona vodiysida joylashgan shahrimiz go'zal manzaralar bilan o'ralgan va asrlarga borib taqaladigan tarixga ega. Namanganning diqqatga sazovor joylaridan biri bu yoz oylarida jonlanadigan go'zal bog' va bog'lardir.

Xalqaro gullar festivali

Har yili yozda Namanganda Xalqaro gullar festivali bo'lib o'tadi, bu tadbir butun dunyodan tashrif buyuruvchilarni o'ziga jalb qiladi. Ushbu festival gullarning xilma-xilligi va go'zalligining ajoyib namoyishidir. Butun shahar bo'ylab bog'lar va ko'rgazmalar tashkil etilgan bo'lib, ularda barchani hayratda qoldiradigan jonli gullar bilan bezatilgan. Festival faqat gullar haqida emas; shuningdek, madaniy chiqishlar, an'anaviy hunarmandchilik va mazali mahalliy taomlarni o'z ichiga oladi. Bu vaqt ichida shahar gullar ko'rgazmalarini tomosha qilish va bayramlarda ishtirok etish uchun kelgan sayyohlar bilan gavjum.

Chet tillarning roli

Xalqaro gullar festivali davomida xalqaro mehmonlar oqimi bilan chet tillarini bilish nihoyatda muhim bo'lib qoladi. Namanganda ko'pchilik o'zbek tilida gaplashadi, lekin rus tilida ham keng tarqalgan. Bundan tashqari, ingliz tili global til sifatida tobora muhim ahamiyat kasb etmoqda. Men ham rus, ham ingliz tilida gaplasha olishimni faxrlanaman va bu ko'nikmalar festival davomida ayniqsa foydalidir.

Rus tilini bilishning ahamiyati. O'zbekistonda rus tili ko'pchilik uchun ikkinchi til hisoblanadi. Namanganda rus tilini bilish menga ko'plab mahalliy aholi, shuningdek, rus tilida so'zlashadigan qo'shni mamlakatlardan kelgan sayyohlar bilan bog'lanishga yordam beradi. Festival davomida Rossiya va sobiq Ittifoqning boshqa hududlaridan ko'plab mehmonlar gullarimiz go'zalligidan bahramand bo'lishadi. Rus tilida gaplashish menga bu sayyohlar bilan samarali muloqot qilish, ularga yo'nalish bo'yicha yordam berish, savollariga javob berish va shahrimizda o'zini yaxshi his qilish imkonini beradi.

Rus tili ham men o'qishni yoqtiradigan ko'plab ilmiy va adabiy asarlarning tilidir. Rus tilini bilish orqali men dunyo haqidagi tushunchalarimni boyitadigan ko'plab bilimlar va madaniy tushunchalarga ega bo'lishim mumkin. Bu menga rusiyzabon davlatlarning tarixi va jahon madaniyatiga qo'shgan hissasini qadrlashimga yordam beradi.

Ingliz tilining kuchi

Ingliz tili esa sanoqsiz imkoniyatlar eshigini ochadigan global tildir. Maktabda ingliz tilini o'rganish men uchun hayajonli sayohat bo'ldi. Bu Namanganga festival uchun kelgan dunyoning turli burchaklaridan kelgan sayyohlar bilan muloqot qilish imkonini beradi. Ingliz tili ko'pincha turli mamlakatlardagi odamlar o'rtasida umumiy til bo'lib, uni xalqaro muloqot uchun hal qiluvchi vositaga aylantiradi.

Xalqaro gullar bayrami vaqtida Namanganga ingliz tilini biladigan ko'plab sayyohlar keladi. Ingliz tilini bilish menga ular bilan muloqot qilish, shahrimiz haqida ma'lumot almashish, festival tarixi va ahamiyatini tushuntirish imkonini beradi. Ular aytganlarimni tushunib, qadrlaganlarida, ularning yuzlarida quvonchni ko'rish juda ajoyib. Ingliz tili menga kitoblardan tortib onlayn kurslargacha bo'lgan keng ko'lamli ta'lim resurslaridan foydalanish imkoniyatini beradi, bu mening til ko'nikmalarimni yaxshilash va dunyoqarashimni kengaytirishga yordam beradi.

Madaniyatlar o'rtasidagi ko'prik bo'lish

Rus va ingliz tillarini bilish menga turli madaniyatlar o'rtasida ko'prik bo'lib xizmat qilish imkonini beradi. Festival davomida men ko'pincha o'zbek tilini bilmaydigan sayyohlarga yordam beraman. Ularga shahar bo'ylab yo'l topishda, festival jadvalini tushunishda yoki Namangan tarixi haqida ko'proq ma'lumot olishda yordam kerak bo'ladimi, men ularga yordam bera olaman. Bu menda g'urur va foydali tuyg'u uyg'otadi, chunki men ularning shahrimizdagi tajribasini qiziqarli va esda qolarli qilishiga hissa qo'shyapman.

O'tgan yozda men Angliyadan kelgan bir oilani uchratganimda unutilmas voqea bo'ldi. Ular gullar ko'rgazmalaridan hayratda qolishdi, lekin mahalliy sotuvchilar bilan muloqot qilishda muammolarga duch kelishdi. Men kirib, sotuvchilar uchun ularning savollarini rus tiliga tarjima qilishga yordam berdim va keyin javoblarni ingliz tiliga tarjima qildim. Ular mening yordamim uchun juda minnatdor bo'lishdi va men til ko'nikmalarimni o'zgartirish uchun ishlatganimdan juda xursand bo'ldim.

Til o'rganishning kelajagi

Tillarga bo'lgan ishtiyoqim rus va ingliz tillarida to'xtamaydi. Men butun dunyo bo'ylab yanada ko'proq odamlar bilan bog'lanish uchun kelajakda ispan yoki xitoy kabi ko'proq tillarni o'rganishga intilaman. Mening asosiy orzuim - sinxron tarjimon bo'lish, bu rol ko'p tillarda ravonlikni va muhim uchrashuvlar va tadbirlarda real vaqtda tarjima qilish qobiliyatini talab qiladi. Bu kasb bizning bir-biriga bog'langan dunyomizda juda muhim va men uni davom ettirishga qaror qildim.

Rag'batlantirish va qo'llab-quvvatlash

Men oilam va ustozlarim tomonidan qo'llab-quvvatlangani va qo'llab-quvvatlagani uchun juda minnatdorman. Ular meni til ko'nikmalarimni o'rganish va

amaliyotda davom ettirishga undaydi. Ota-onam menga bir nechta tillarni bilish shaxsiy hayotimda ham, kelajakdagi kareramda ham ko'p eshiklarni ochishi mumkinligini eslatadi. O'qituvchilarim menga takomillashtirish va ustunlik qilishim kerak bo'lgan manbalar va ko'rsatmalar beradi.

Xulosa

Namanganda, ayniqsa, Xalqaro gullar bayramida rus va ingliz tillarini bilish katta boylikdir. Bu menga turli toifadagi odamlar bilan muloqot qilish imkonini beradi, ularga go'zal shahrimiz va uning jo'shqin festivalidan bahramand bo'lishda yordam beradi. Poliglot bo'lish menda o'zgacha va g'ururlanish hissini uyg'otadi va bu menga fidoyilik va mehnatsevarlik bilan orzularimga erisha olishimni eslatadi. Umid qilamanki, mening hikoyam boshqa yosh talabalarni yangi tillarni o'rganish va ular ochadigan ajoyib dunyoni o'rganishga ilhomlantiradi.

Mening hikoyamni o'qiganingiz uchun tashakkur. Men Diyora Najmiddinova Husniddin qizi, Namangan, O'zbekistonlik faxriy poliglotman va men til o'rganish va madaniy almashinuvga to'la porloq kelajakni intiqlik bilan kutaman!

Foydalanilgan adabiyotlar:

1. I AM A POLYGLOT AND I AM PROUD OF IT. Diyora Najmiddinova Husniddin qizi,
2. FOCUS ON FOREIGN LANGUAGES IN UZBEKISTAN AND IMPORTANT WORK IN PRACTICE Nigora Najmiddinova
3. Internet resurslari jumladan: google.com, Wikipedia, many other sites
4. My teachers' lessons

BOSHLANG'ICH TA'LIMDA SIFAT SO'Z TURKUMINING O'QITISH METODIKASI

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Annotatsiya: Maqolada zamonaviy ta'lim berish jarayonida ona tili fanining "Sifat so'z turkumi" ni o'qitishda ta'lim texnologiyalaridan foydalanishning metodik asosi yoritilgan. Mazkur maqola umumta'lim maktablarining ona tili darslarida foydalanish uchun manba bo'lib xizmat qiladi

Kalit so'zlar: pedagogik, ta'lim, boshlang'ich sinf, ta'lim texnologiyalari.

Абстрактный: В статье описаны методические основы использования проблемных образовательных технологий при преподавании «Прилагательной лексики» науки родного языка в курсе современного образования. Эта статья служит ресурсом для использования на уроках родного языка в средних школах.

Ключевые слова: педагогика, образование, начальный класс, образовательные технологии.

Abstract. The article describes the methodical basis of using problem-based educational technologies in the teaching of "Adjective Vocabulary" of Mother Language Science in the course of modern education. This article serves as a resource for use in the mother tongue classes of secondary schools

Key words: pedagogy, education, primary class, educational technologies.

KIRISH

Sifatni o'rganish metodikasi uning lingvistikxususiyatlarigaasoslanadi. Sifat predmetning belgisi (rangi, hajmi, shakli va ko'rinishi, maza-ta'mi, xarakter-xususiyati, hidi, vazni, o'rin va paytga munosabati)ni bildiradi. Sifatning leksik ma'nosi uni ot bilan bog'liq holda o'rganishni talabqiladi.

Sifatni tushunish uchun 1 sinfdanoq o'quvchilar e'tibori sifatning otga bog'lanishini aniqlashga qaratiladi. O'quvchilar predmetning belgisini aytadilar, ularda so'roq yordamida gapda so'zlarning bog'lanishini aniqlash ko'nikmasi o'stiriladi, ya'ni ular gapdagi sifat va otdan tuzilgan so'z birikmasini ajratadilar (atama aytilmaydi). Keyingi sinflarda bu bog'liqlik aniqlashtiriladi. Shunday qilib, sifatning semantik-grammatik xususiyatlari sifat ustida ishlashni leksik va grammatik (morfologik va sintaktik) ravishda olib borishni talab etadi.

Boshlang'ich sinflarda □Sifat□ mavzusi quyidagi izchillikda o'rganiladi:

1) sifat bilan dastlabki tanishtirish (I, II sinf);

2) sifat haqida tushuncha berish (III sinf);

3) shu grammatik mavzu bilan bog'liq holda ayrim sifatlarning yozilishini o'zlashtirish (IV sinf).

Sifat bilan (atamasiz) dastlabki tanishtirish (birinchi bosqich) sifatning leksik ma'nosi va so'roqlari ustida kuzatish o'tkazishdan boshlanadi. Predmetning belgilari xilma-xil bo'lib, uni rangi, mazasi, shakli, xil-xususiyatlari tomonidan tavsiflaydi. Shunday ekan, sifat tushunchasini shakllantirish uchun uning ma'nolarini aniqlash talab etiladi. O'qituvchi predmetni yoki uning rasmini ko'rsatadi, o'quvchilar uning belgilarini aytadilar va yozadilar. Masalan, (qanday?) olma - qizil, shirin, yumaloq olma;(qanday?) ip - uzun, ko'k ip. Albatta, suhbat asosida o'quvchilar olma, ip so'zlari nima? so'rog'iga javob bo'lib, predmet nomini bildirishi, qizil, shirin, yumaloq kabi so'zlar qanday? so'rog'iga javob bo'lib, predmetning belgisi (rangi, mazasi, shakli)ni bildirishini aniqlaydilar.

ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI

Sifat yuzasidan o'quvchilar quyidagi bilim, ko'nikma va malakalarni egallashlari lozim:

Bilim:

1. Sifat, sifatning ma'no turlari;

2. Qanday?, qanaqa? so'roqlariga javob bo'lishi;

3. Ikkinchi darajali bo'lak vazifasida kelishi;

4. Ohang yordamida bog'lanishi;

5. Shakldosh, ma'nodosh sifatlar.

Ko'nikma:

1. Sifatning ma'no turlarini farqlashi.

2. Sifatga qanday? so'rog'ini bera bilishi.

3. Gap va matn tarkibidan sifatni so'roqlari orqali aniqlay bilishi.

4. Sifatlarni belgi bildiruvchi boshqa so'zlardan farqlay bilishi.

5. Sifat bog'lanib kelgan so'z orqali unga so'roq bera olishi. Sifatning otga bog'lanib kelishini

bilishi.

6. Sifatning gapda ikkinchi darajali bo'lak vazifasida kelishini, uni to'lqinli chiziq orqali belgilay olishi.

7.Sifatlarni to'g'ri talaffuz qila olishi.

8. Sifatlardan og'zaki va yozma nutqda to'g'ri va o'rinli foydalana olishi.

9. Sifatlarga shakldosh so'zlar, ma'nodosh, qarama-qarshi ma'noli sifatlar topa olishi.

Malaka:

1. Sifatlarning ma'nosini izohlay olishi.

2. Sifatlarning talaffuzi va yozilishini izohlay olishi.

3. Imlo lug'atdan foydalana olishi.

4. Sifatlarni o'qilgan asar matnidan topa olishi

5. Berilgan sifat ishtirokida birikma va gap tuza olishi.

7. O'qiganlari, kuzatganlari va rasm asosida sifatlarni qatnashtirib kichik hikoyacha tuza olishi.

8. Matndagi sifatlarni boshqa ma'nodosh sifatlar bilan almashtirisha bilishi.[1]

MUHOKAMA VA NATIJALAR

Sifatni oʻrgatishda yana rangli rasmlardan foydalanish juda katta samara beradi. Rasm bolalar sezgisiga taэsir etib, uning hayot tajribasida hali uchramagan tomonlarini ochadi, ularga tanish boʻlgan hodisalarni chuqur anglashga ham yordam beradi.

Masalan, tabiat tasvirlangan rangli rasm oʻquvchilar diqqatiga havola etilib, quyidagi:

l.Rasmda rassom qaysi ranglardan foydalangan? Daftaringizga ranglar deb ikki nuqta qoʻying va ranglarni ifodalovchi soʻzlarni yozing

2.Osmon qanday tasvirlangan? Uni tasvirlovchi soʻzlarni "osmon" soʻzi bilan birga qoʻllab yozing.

3.Togʻ qanday tasvirlangan? Uni tasvirlovchi soʻzlarni "togʻ" soʻzi bilan birga qoʻllab yozing.

4.Rasmda qaysi hayvonni koʻryapsiz? Hayvonning sifatlarini uning nomi bilan birga yozing.

5.Daraxtlarni kuzating. Unda nimani sezyapsiz? Shamolning xususiyatiarini qaysi soʻzlar bilan ifodalash mumkin?

kabi topshiriqlar berilsa, bolalar koʻrsatilgan rasmlar asosida sifatlar toʻplamini yaratadi.

Masalan:

1-topshiriq asosida oʻquvchilar quyidagi sifatlar toʻplamini yaratishi mumkin. Ranglar: oppoq, koʻk, koʻm-koʻk, jigar rang, sariq, sap-sariq, qizgʻish, qora, yashil.

XULOSA.

Xulosa qilib aytadigan boʻlsak, oʻquvchilar matn yaratishga bosqichma-bosqich: soʻz ustida ishlash, gap va uning mantiqiy bogʻlanishi ustida ishlash, ogʻzaki hikoya tuzish va uni yozma shakllantirish tarzida maxsus tayyorlab boriladi.

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[1] G'afforova T. Boshlang'ich ta'limda zamonaviy pedagogik texnologiyalar: O'quv qo'llanma. Toshkent. Tafakkur, 2011.

Shunday qilib, muammoli o'qitishning vazifasi o'quvchilar tomonidan bilimlarni puxta o'zlashtirish va aqliy hamda amaliy, mustaqil faoliyatlarini samarali bo'lishiga hamkorlik qilish, ularda yangi vaziyatda olingan bilimlarni ijodiy qo'llash malakasini shakllantirishdan iboratdir.

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UMUMIY TILSHUNOSLIK NAZARIYASINING AHAMIYATI

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Annotatsiya: Mazkur maqolada tilshunoslik nazariyasining, tilning tuzilishi va funktsiyasini o'rganish orqali tilshunoslik nazariyasi inson bilimini tushunish, madaniyatlararo muloqotni osonlashtirish va ta'lim amaliyotini xabardor qilish to'g'risida to'liq bayon qilingan.

Kalit so'zlar: umumiy tilshunoslik, lingvistika, ijtimoiy hodisa, tilning ijtimoiy tabiati, tilning kommunikativ vazifasi, tilning mexanizmlari.

Kirish:

Bugungi kun tilshunosligi til mazmunini ochishda dialektik falsafa, lisoniy birliklar haqida ilmiy-nazariy hukm chiqarish jarayoni dialektik gnoseologiya, shuningdek dialektik-logik kategoriyalardan onglilik va izchillik bilan foydalanishni taqozo qiladi. Tilga falsafiy yondoshish deganda dialektikaning umumiylik-xususiylik, mohiyat-hodisa, imkoniyat-voqelik, sabab va oqibat kategoriyalarining til tizimi birliklariga bevosita amaliy tatbiqini tushunish kerak. Hozirgi vaqtda davlatimizda keng ko`lamli islohotlar, jumladan o`zbek tilining ijtimoiy-siyosiy mavqeyini yanada yuksaltirish, davlat tili sifatidagi maqomini mustahkamlash bo`yicha qabul qilingan qonun va qarorlar tilshunoslik sohasidagi ilmiy-tadqiqot ishlarining yangi bosqichga ko`tarilishiga sabab bo`lmoqda.

Adabiyotlar tahlili va metodologiya:

Tilshunoslik boshqa fanlardan ajratilib, o'zida alohida mustaqil fan sifatida tanilgan davrlardayoq til va nutqni farqlashga e'tibor berilgan edi. Biroq fan taraqqiyoti tarixi mobaynida barcha tomondan ham til bilan nutq bir-biridan farqlanavermadi. Shuning uchun, asosan, nutqqa xos hodisalar til hodisasi sifatida talqin etilib kelindi. Tilshunosligimizning keyingi taraqqiyotida til va nutqni farqlashga jiddiy e'tibor qaratilmoqda.

Tilshunoslik nazariyasi asosan tilning tuzilishi va funktsiyasini o'rganadi, biz qanday muloqot qilishimizni boshqaradigan asosiy tamoyillarni ochib beradi. U tovushlar, so'zlar, gaplar va ma'nolarning murakkab tarmog'ini ochadi, til va tafakkur o'rtasidagi chuqur bog'liqlikni ochib beradi. Yangi texnologiyalarning kuchayishi, muloqotning murakkabligi va til to'siqlarini bartaraf etish zarurati bilan tilning nozik tomonlarini tushunish tobora muhim ahamiyat kasb etmoqda.

Bolalar tilni qanday o'zlashtirganini tushunish samarali til o'rganish dasturlarini ishlab chiqish uchun juda muhimdir. Tilshunoslik nazariyasi o'qish, yozish va grammatikani o'rgatish bo'yicha yondashuvlar to'g'risida ma'lumot beradi, bu esa

o'quvchilarning til ko'nikmalarida mustahkam poydevor shakllanishini ta'minlaydi. Til va jamiyat o'rtasidagi munosabatni o'rganuvchi sotsiolingvistika sohasi tilshunoslik nazariyasidan olingan tushunchalardan foydalanadi.

Natijalar:

Tilshunoslik nazariyasi nafaqat yaxshi texnologiya va ta'lim tizimini yaratishga yordam beradi, balki inson ongiga noyob oynani ham beradi. Tilni o'rganish orqali biz odamlar qanday fikrlashi, qanday ma'no yaratishimiz va atrofimizdagi dunyo bilan qanday munosabatda bo'lishimizni chuqurroq tushunamiz. Bu bilim insonning xulq-atvori, idroki va hattoki madaniy farqlarni yanada chuqurroq tushunishga yordam beradi. Biz bir-biriga bog'langan dunyoga o'tayotganimiz sababli, tilshunoslik nazariyasining ahamiyati tobora ortib bormoqda.

Tilshunoslikning lingvistik masalalarini amaliy yo'l bilan o'rganuvchi sohalari amaliy tilshunoslik sanaladi. Uning eksperimental fonetika, lingvostatistika, leksikografiya kabi yo'nalishlari mavjud. Tilshunoslikda til komponentlarining ichki munosabatlarini, o'zaro bog'liqligini, tilning struktura tomonini yoritish asosiy maqsad qilib qo'yilgan yo'nalishi struktural lingvistika deb ataladi.

Muhokama:

Xususiy tilshunoslik har bir konkret tilning fonetik tizimi, lug'at tarkibi, grammatik qurilishi va ularning taraqqiyot yo'llari hamda bu tilning boshqa tillarga munosabatini o'rganadi va shu asosda konkret tilning ilmiy grammatikasini yaratishga intiladi. Umumiy tilshunoslik ma'lum bir til emas, balki umuman til qonunlari, tilning paydo bo'lishi, tilning jamiyatdagi o'rni va vazifasi kabi masalalarni tadqiq etadi. Shuningdek, bu fanda konkret tillarni, til guruhlarni, qardosh tillarni o'rganish natijasida aniqlangan lingvistik faktlar umumlashtirilib, muhim ilmiy-nazariy xulosalar chiqariladi.

Umumiy tilshunoslik-inson tilini ilmiy o'rganadigan fan bo'lib, uning asosiy maqsadi tilshunoslik fanining predmeti va vazifalari, tilning mohiyati, tilning tuzilishi, til va nutq, til va tafakkur, tildagi belgilar tizimi, til va jamiyat, til taraqqiyoti, tilshunoslik maktablari va yo'nalishlari, tillarni ilmiy tadqiq etish usullari haqida ma'lumot berishdan iborat. Shu jarayonda tilning tipologik belgilarini aniqlaydi. Umumiy tilshunoslik fani tilning tabiati va mohiyati, tilning jamiyat va tafakkur bilan munosabati, tilning qurilishi va sistemalilik xarakteri, tilning kelib chiqishi va taraqqiyot qonunlari, tillar tipologiyasi va tasnifi, tilni o'rganish metodlari kabi muammolarni o'rganadi.

Xulosa:

Xulosa o'rnida shuni aytish joizki, lingvistik nazariya shunchaki mavhum ilmiy izlanishdan ko'ra ko'proq narsadir. U insoniy muloqotni tushunish, texnologik yutuqlarni boshqarish va o'zimiz haqidagi tushunchamizni boyitish uchun bebaho vosita bo'lib xizmat qiladi. Tilning murakkab tomonlariga chuqurroq kirib borar

ekanmiz, kelajagimizni shakllantiradigan va hayotimizni chuqur yo'llar bilan yaxshilashi mumkin bo'lgan boy bilimlarni ochamiz.

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BOSHLANG'ICH TA'LIMDA OT SO'Z TURKUMINING O'QITISH TEXNOLOGIYASI

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Annotasiya: Boshlang'ich sinf o'quvchilariga so'z turkumlarini o'rgatish, og'zaki va yozma nutqda ulardan to'g'ri foydalanishni o'rgatish o'quvchilarning ham nutq qobiliyatining ham to'g'ri fikrlash qobiliyatini rivojlantirish uchun xizmat qiladi. Shunda o'quvchilar o'z nutqida so'zlarni ongli qo'llay oladigan shaxs sifatida namoyon bo'ladi. Ushbu maqolada so'z turkumlarini boshlang'ich sinf o'qituvchilariga o'rgatish metodikasi haqida fikr yuritdik.

Kalit so'zlar: so'z turkumlarini o'rgatishning mohiyati, boshlang'ich sinflarda so'z turkumlarini o'rganish bosqichlari, ot so'z turkumini o'rgatish.

Аннотация: Обучение учащихся начальных классов словарному запасу, обучение их правильному его использованию в устной и письменной речи является услугой по развитию у учащихся умения правильно говорить и думать. Тогда учащиеся предстают как личности, способные осознанно использовать слова в своей речи. В этой статье мы рассмотрели методику преподавания лексики учителям начальных классов.

Ключевые слова: сущность обучения лексике, этапы изучения лексики в начальных классах, обучение существительным.

Abstract: Teaching primary school students vocabulary, teaching them to use them correctly in oral and written speech is a service to develop students' ability to speak and think correctly. does. Then students appear as individuals who can consciously use words in their speech. In this article, we discussed the methodology of teaching vocabulary to primary school teachers.

Keywords: the essence of teaching vocabulary, stages of learning vocabulary in primary grades, teaching nouns.

KIRISH

Boshlang'ich sinf o'quvchilariga so'z turkumini o'rgatish boshlang'ich sinf o'qituvchilaridan asosiy mehnat va e'tibor talab qiladigan jarayondir. Ona tili darslari ijtimoiy-foydali bo'lishi uchun o'quvchilarda o'z fikrini grammatik to'g'ri, uslubiy aniq, izchil ifodalash va boshqalar fikrini bera olish ko'nikmasini shakllantirishga qaratilishi lozimdir. Ona tili darslarida nutq o'stirish ko'rsatmasi

grammatik materialni o'rgatishda o'quvchilarning tilimizdagi har bir so'z turkumi yoki so'z qismining rolini bilib olishlariga erishtiradigan metodik usullarni qo'llashni talab etadi, ya'ni grammatik nazariya grammatik to'g'ri va aniq nutq malakalarini shakllantirishga, anglab, tushunib yozish malakalarini o'stirishga amalda tatbiq etish uchun o'rgatiladi. Darsda bolalar nutqini o'stirish darsning mazm unida va qo'llanilgan vazifalar turlarida o'z aksini topadi. Ona tili darsi o'quvchilar taffakurini o'stirish ustida ishlash maqsadiga yo'naltirilganligiga qarab baholanadi. Bunda muayyan grammatik va imloviy materialni o'rganish jarayonida shu materialni yaxshiroq o'zlashtirishni ta'minlaydigan, aqliy faoliyatni talab qiladigan mashqlarni o'tkazish tushuniladi. Boshlang'ich sinf o'quvchilari so'z turkumlari (ot, sifat, son, olmosh, fe'l) bilan umumiy tanishtirilgandan so'ng har bir leksik-grammatik guruh alohida o'rganiladi.

ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI

Ot so'z turkumini o'rganish jarayoni quyidagi ikki davrni o'z ichiga qamrab oladi:

1. Tayyorlov davri

2. Savod o'rgatish davri.[1]

Bu bosqichda o'quvchilar o'rganadigan bilim va ko'nikmalar quyidagilarni tashkil qiladi:

1. Shaxs-narsalarni va ularning nomi bo'lgan so'zlarni farqlashga o'rganadilar;

2. Leksik ma'nosiga ko'proq e'tibor qaratiladi;

3. Ushbu ma'nolarni hisobga olgan holda so'zlarni guruhlashga ajratish bo'yicha ko'nikmalar hosil bo'ladi. Yuqorida ta'kidlab o'tilgan otlarning leksik ma'nosi orqali guruhlash mashqlari samarali qilishning yaxshi yo'li otlarni taqqoslash, umumlashtirish va bir-biridan farqlay olish ko'nikmalarining hosil qilinishidir. Xorij tajribalari va innovatsiyalar asosida ta'limni tubdan isloh qilish borasida ishlab chiqilgan va amalda qo'llanayotgan milliy dastur atoqli va turdosh otlari haqida tushunchalar hosil bo'lishini ikkinchi va uchinchi sinfga yo'naltiradi. Bundan oldingi bosqichlarda ot haqida boshlang'ich bilim shakllantirgan o'quvchilar bu davrda otlarning leksik ma'nosi, atoqli va turdosh otlar haqida chuqur, kengaygan bilim oladilar. Ushbu jarayonda atoqli va turdosh atamalari ishlatilmaydi, ya'ni bu o'quvchilarga biroz murakkab sharoit tug'dirishi bois shaxs nomlari, joy nomlari yoki narsa nomlari deb yuritiladi. Ot tushunchasini shakllantirish uchun shu so'z turkumiga kiradigan otlarni asosiy leksik guruhlarga ajratish, barcha otlarga xos bo'lgan belgilarni, ularning nutqimizdagi o'rnini ko'rsatish muhim ahamiyatga ega.

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[1] Ona tili o☐qitish metodikasi☐ Karima Qosimova, Safo Matchonov, Xolida

MUHOKAMA VA NATIJALAR

Ot so'z turkumini o'rgatish mavzusi maqsadga yo'naltirilgan jarayon bo'lib, bu jarayonda ushbu so'z turkumining umumlashtirilgan ma'nosi va grammatik belgilari quyidagi belgilar asosida o'rgatiladi:

1. Aniq izchillikda;

2. Bir-biri bilan ilmiy asoslangan bog'liqlikda.

Shu bilan birgalikda ot so'z turkumi haqida orfoepik(ot so'z turkumidagi so'zlarni to'g'ri talaffuz qila olish) va orfografik(yozma nutqda to'g'ri qo'llash ko'nikmalari) ko'nikma va malakalarni shakllantirish maqsadida bajariladigan mashqlar, beriladigan ma'lumotlar asta-sekin murakkablashtirila boriladi. Ushbu ko'nikma va malakalar o'quvchilarning yosh xususiyatlari va o'zlashtirish imkoniyatlarini hisobga olgan holda har bir sinf uchun material hajmi, ularni o'rganish izchilligi ta'lim dasturi asosida belgilangan. Boshlang'ich sinflarda ot so'z turkumini o'rganishda o'qituvchi va o'quvchi oldiga qo'yiladigan vazifalar quyidagilarni tashkil qiladi:

1. Ot so'z turkumi haqidagi grammatik tushunchani shakllantirish;

2. Otning ma'noviy guruhlarini bir-biridan ongli ravishda ajrata olish ko'nikmalarini hosil qilish (ya'ni, kim? so'rog'ini olgan otlar shaxs, nima? so'rog'iga javob bo'ladigan otlar narsa, qayer? so'rogiga javob bo'ladigan otlar esa o'rin-joy otlari);

3. Atoqli otlar bilan bog'liq orfografik qoidalar bo'yicha tushuncha shakllantiriladi(kishilarning familiyasi, ismi, otasining ismi, hayvonlarga atab qo'yilgan nomlar va geografik nomlarni bosh harf bilan yozish);

4.Ot so'z turkumida son tushunchasini shakllantirish(ot so'z turkumidagi so'zlarni birlik va ko'plik shaklda qo'llanilishi);

5. Otlarda egalik kategoriyasi tushunchasi haqida bilim, ko'nikma va malakalarni hosil qilish;

6. Ot so'z turkumidagi so'zlarning kelishik kategoriyasi bilan turlanishi va kelishik qo'shimchalarining yozilishi haqida malaka hosil qilish;

7. Boshlang'ich sinf o'quvchilarining shu bugunga qadar shakllangan lug'at boyliklarini yangi ot so'z turkumidagi so'zlar bilan boyitish, uardan og'zaki va yozma nutqda o'rinli foydalanish malakasini o'stirish;

8. So'zlarni tahlil qilish, taqqoslash, umumlashtirishni bilish.

Boshlang'ich sinf o'quvchilarining lug'at boyligini yangi so'zlar bilan boyitish va ulardan nutqda aniq, to'g'ri, o'rinli foydalanish malakasini o'stirishda ot so'z turkumi haqida o'quvchilarda tushuncha hosil qilish muhim ahamiyat kasb etadi. Ot so'z turkumi haqida tushuncha berish tizimli va izchil jarayon hisoblanib, hozirgi jadallik bilanrivojlanayotgan ta'lim tizimida o'qituvchidan yuksak mahorat va mehnatni talab etadi.

XULOSA

Xulosa qiliob aytadigan bo'lsak, so'z turkumlarini o'rganishning boshlang'ich bosqichidayoq ularni taqqoslashga qulay sharoit yaratadi va shakllantiriladigan grammatik tushunchaning asosiy tomonlarini aniqroq ajratishga imkon beradi. Masalan:□Ot" mavzusini o'rganish tizimi maqsadga yo'naltirilgan jarayon bo'lib, bunda shu so'z turkumining umumlashtirilgan ma'nosi va grammatik belgilari aniq izchillikda, bir-biri bilan ilmiy asoslangan bog'liqlikda o'rganiladi, shuningdek, otdan nutqda to'g'ri foydalanish va to'g'ri yozish malakasini shakllantirish maqsadida bajariladigan mashqlar asta murakkablashtira boriladi.

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BOSHLANG'ICH SINFLARDA ONA TILI O'QITISH SAVODXONLIGI FANINING AHAMIYATI

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Annotatsiya: Mazkur maqolada boshlang'ich sinflarda o'tiladigan ona tili va o'qish savodxonligi fanining ahamiyati haqida so'z yuritiladi. Shuningdek, maqolada boshlang'ich sinflarda o'tiladigan yangi avlod darsliklari bo'lgan ona tili va o'qish savodxonligi fanining ahamiyati va holati haqida so'z yuritiladi.

Kalit so'zlar: ona tili, o'qish savodxonligi, fan, boshlang'ich sinf, ahamiyat, savodxonlik, dars samaradorligi.

Аннотация: В данной статье рассматривается важность родного языка и грамотности чтения в начальных классах. В статье также рассматривается значение и статус родного языка и грамотности чтения, нового поколения учебников для начальной школы.

Ключевые слова: родной язык, читательская грамотность, естествознание, начальный класс, значимость, грамотность, эффективность урока.

Abstract: This article discusses the importance of mother tongue and reading literacy in elementary grades. The article also discusses the importance and status of mother tongue and reading literacy, a new generation of primary school textbooks.

Key words: mother tongue, reading literacy, science, primary grade, importance, literacy, lesson effectiveness.

KIRISH

Bugungi kunda o'quvchilarning o'qib tushunish, tinglab tushunish, nutq so'zlash va yozish hamda grammatik savodxonlikni shakllantirish asosiy vazifa bo'lib hisoblanadi. Shu jihatdan olib qaraganda, yangi avlod darsliklari o'quvchilarning matn bilan ishlash salohiyatini oshirish uchun muhim ahamiyat kasb etadi. Ushbu darsliklar o'qituvchi uchun ham, o'quvchi uchun ham qulay va osondir. Yangi avlod darsligi bo'lgan ona tili va o'qish savodxonligi fani o'quvchini ijodiy yondoshishga undaydi. O'quvchilarga ijodiy tafakkurni shakllantirishda ijodiy, mustaqil ishlar, nutq va tafakkurni rivojlantirishga doir bilimlarni mustaqil o'zlashtirish malakalarini mustahkamlashi jihatidan ijodkorlikni shakllantiruvchi samarali vosita sanaladi.

Ma'lumki, maktablarda o'quvchilarga o'qitiladigan har bir fan yosh avlodning har tomonlama komil, bilimli, jamiyatga foydali shaxs bo'lib yetishishida muhim ahamiyat kasb etadi. Ayniqsa, boshlang'ich sinf yosh avlodning kelajagi uchun muhim poydevor vazifasini o'taydi. Poydevorning qay darajada mustahkam bo'lishi esa bevosita boshlang'ich sinflarda o'qitiladigan fanlarga bog'liqdir. Boshlang'ich sinflarga o'qitiladigan fanlar orasida ona tili va o'qish savodxonligi fani muhim o'ringa egadir. Ushbu fan ilgari alohida fanlar sifatida o'qitilgan bo'lsa, hozirda bir fan hisoblanadi. Darhaqiqat, bugungi kunda mamlakatimizda barcha sohalarda xalqaro standartlarga tayangan holda tub islohotlar amalga oshirilmoqda. Mazkur islohotlar ta'lim tizimini ham chetlab o'tmaganligini ona tili va o'qish savodxonligi fanlarining birlashtirilgani misolida ham yaqqol ko'rishimiz mumkin bo'ladi. Umuman olib qaraganda, bu ikki fan bir-biriga nihoyatda yaqin fanlar hisoblanadi. Ularni alohida o'qitish esa o'zini oqlamasdi. Bu ikki fanning birlashtirilishi boshlang'ich sinflardagi fanlarni ixchamlashtirgan, albatta.

Ona tili va o'qish savodxonligi fani boshlang'ich sinf o'quvchilarining og'zaki va yozma savodxonligini oshirishda muhim ahamiyat kasb etadi. Boshlang'ich sinflarda o'qitiladigan darslar o'z mohiyati, maqsad va vazifalariga ko'ra taflim tizimida alohida o'rin tutadi. Negaki ularning zaminida savodxonlik va axloqiy-ta'limiy tarbiya asoslari turadi. Shuning uchun ham boshlang'ich ta'lim darslariga o'quvchilar qiziqishini oshirishga alohida e'tibor berish lozimdir.

ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI

O'qish savodxonligi - jamiyat tomonidan talab qilinadigan va inson tomonidan qadrlanadigan yozma tilning shakllarini idrok etish va amaliyotda qo'llay olish qobiliyatidir. Asosiy e'tibor, tushunishni namoyon qilishdan o'zlashtirilgan ma'lumotlarni qanday qilib yangi loyihalar va vaziyatlarda qo'llay olish qobiliyatlarini namoyon qilishga qaratilmoqda. Boshlang'ich sinf darslarida o'quvchini qalban yuksak, ma'naviy boy qilib tarbiyalashda ajdodlarimiz yaratgan betakror asar durdonalaridan foydalangan holda bilim berish hamda odob-axloq qoidalariga o'rgatish muhim ahamiyatga egadir.

Boshlang'ich sinflarda ona tili va o'qish darsi alohida ajralib turadi. Ona tili va o'qish darslari orqali o'quvchining savodi chiqadi. U yozishni va o'qishni o'rganadi. Bu o'quvchilarga keyinchalik ham boshqa fanlarni yaxshi o'zlashtirishiga yordam beradi. Bunda asosiy rolni albatta boshlang'ich sinf o'qituvchisi egallaydi. Chunki, boshlang'ich sinf o'quvchilarining savodini chiqarish o'qituvchidan kasbiy mahorat va bilim talab etadi. Bu vazifa o'qituvchining zimmasiga ulkan mas'uliyat yuklaydi. O'qituvchi har doim ushbu mas'uliyatni his qilgan holda dars jarayonini tashkil etishi lozimdir. Bunda o'qituvchidan ijodkorlik, izlanish, ilg'or va innovatsion texnologiyalarni, ilg'or o'qituvchilaming tajribalarini o'z darsida mahorat bilan qo'llay olish talab etiladi. O'quvchilarning savodxonligini oshirishda ona tili va

o'qish fani muhim ahamiyatga egadir. O'quvchilarning, eng avvalo, savodxonligini oshirishda to'g'ri o'qish, so'z boyligini oshirish, keng fikrlashga o'rgatish, nutqini, ongini oshirish kabi bir qator xususiyatlarni o'rganishda ona tili va o'qish savodxonligini to'g'ri tashkil eta bilish lozimdir. Fikrini o'stirish, fikrlashga o'rgatish, kelajakka sog'lom fikrli bolani tarbiyalash ona tili va o'qish savodxonligining asosiy vazifalaridan biridir.

MUHOKAMA VA NATIJALAR

Boshqa fanlarda bo'lgani kabi ona tili va o'qish darslarida ham axborot texnologiyalaridan foydalanib dars olib borish ta'lim sifatini oshirishga va o'quvchilarning darsga nisbatan qiziqishlarini o'stirishga yordam beradi. Shu sababli ona tili va boshqa darslarda axborot texnologiyalarini qo'llash asosida dars o'tish davr talabi deb aytishimiz mumkin. Ona tili va o'qish darslarida multimedia vositalaridan foydalanish ta'lim samaradorligini oshirishda ham ta'limiy, ham tarbiyaviy ahamiyatga egadir. Masalan, axborotning xilma-xillligi: matn, lavha, bezak, nutq, musiqa, videofilmlardan parchalar, telekadrlar, animatsiyalardan foydalanishga erishiladi. O'quvchilarga ta'lim olishda ijodiy munosabatni uyg'otadi va bu o'quvchilarda o'zlariga bo'lgan ishonchni shakllantiradi; o'quvchilarning tafakkurini rivojlantiradi; o'z-o'zini namoyish etish imkonini beradi; o'quvchi mavzu bo'yicha yangi fikrlarni bildirishga va o'ziga o'zlashtirishga ruhan tayyor bo'ladi. Ushbu jihatlardan kelib chiqib aytish mumkinki, zamonaviy o'qituvchi butun dunyo ta'lim tizimida bo'layotgan o'zgarishlardan doimo xabardor bo'lishi va ularni o'zlashtirib o'z faoliyati davomida qo'llay olishi lozimdir.

Ona tili va o'qish savodxonligi fanini o'qitishda quyidagi tamoyillarga tayaniladi:

1. Ta'lim berishda kommunikativ yondashuv, ya'ni tilning muloqot vazifasi birlamchidir. Shuningdek, integrativ, faoliyatga yo'naltirilgan, onglilik, kashfiyotchilik, farqli va tanqidiy yondashuvlar e'tiborda bo'lishi lozimdir.

2. Tilni amaliyotda qo'llash, ya'ni matnni o'qish orqali ham grammatika, ham uning qo'llanishini o'rgatishga asoslaniladi.

3. Grammatik savodxonlik doirasida o'quvchining so'z boyligini oshirish, so'zlarning ma'no nozikliklari, farq va o'xshashliklarini his qilish va anglab yetish, bexato talaffuz qilish va yozish, so'zlarni bog'lab gap, gaplardan esa matn tuza olish, birikmalardagi ma'noviy va grammatik, matndagi mantiqiy xatoliklarni topish va tuzatish, o'zgalar fikrini to'g'ri anglash, bir fikrni turli shaklda ifodalash, uzilgan fikrning davomini tiklash kabi qator mantiqiy operatsiyalarni bajarish, nutq vaziyatini to'g'ri baholash va til imkoniyatlaridan unga mos ravishda foydalanish ko'nikmalarini shakllantirish va malakasini o'stirishga e'tibor qaratiladi.

XULOSA

Xulosa o'rnida shuni aytish lozimki, har bir boshlang'ich sinf o'qituvchisi ona tili va o'qish savodxonligi fanining ahamiyatini chuqur anglagan holda o'quvchilarga zarur bilimlarni va ko'nikmalarni bera olishi zarurdir. Shundagina o'quvchilar kelgusida og'zaki va yozma savodxonligi yuqori shaxslar bo'lib yetishadi. Shuningdek, har bir boshlang'ich sinf o'qituvchisi ona tili va o'qish savodxonligi fanining ahamiyatini chuqur anglagan holda o'qituvchilarga zarur bilimlarni va ko'nikmalarni bera olishi zarurdir. Shundagina o'qituvchilar kelgusida og'zaki va yozma savodxonligi yuqori shaxslar bo'lib yetishadi.

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MAKTABGACHA YOSHDAGI BOLALARNI AXLOQIY SIFATLARINI SHAKLLANTIRISHDA TARBIYACHILARNING KASBIY-PEDAGOGIK IJODKORLIGINI RIVOJLANTIRISH

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Annotatsiya: Maqolada maktabgacha ta'lim tashkiloti tarbiyachilarning kasbiy-pedagogik ijodkorligi va maktabgacha yoshdagi bolalarda axloqiy sifatlarning tarkib topish jarayoni haqida so'z yuritilgan.

Kalit so'zlar: tarbiyachi-pedagog, maktabgacha yoshdagi bola, axloq, ezgulik, syujet-rolli o'yin, ijodiy qobiliyat, ta'lim-tarbiya, ertak terapiya

Аннотация: В статье рассматриваются о профессионально-педагогическом творчестве воспитателей дошкольной образовательной организации и процессе развития нравственных качеств у детей дошкольного возраста.

Ключевые слова: воспитатель-педагог, дошкольник, нравственность, добродетель, ролевая игра, творческие способности, образование, сказкотерапия

Abstract: The article discusses the professional and pedagogical creativity of teachers of a preschool educational organization and the process of development of moral qualities in preschool children.

Key words: teacher-teacher, preschooler, morality, virtue, role-playing game, creativity, education, fairytale therapy

Maktabgacha ta'lim tizimida olib boriladigan islohotlar asosida ta'limiy faoliyat jarayonlarini ilg'or xorijiy tajribalar asosida tashkil etish, bolalarda intellektual-anglash malakalarini rivojlantirish, konitiv bilim sohasi, refleksif faoliyat, izlanuvchanlik qobiliyatini rivojlantirish bo'yicha qator ilmiy tadqiqot ishlari olib borilmoqda.

Bizning mamlakatda hozirgi kunda har bir bolaning qiziqishi, qobiliyati, uning xohish va istaklari, ehtiyoji, imkoniyatlariga yo'naltirilgan ta'lim-tarbiya jarayonini tashkil etish bo'yicha tizimli ishlar amalga oshirilmoqda.

Dunyo bo'yicha bolalarning ijodiy faoliyatini, aqliy salohiyatini, kreativ qobilyatini shakllantirish strategiyalarini ishlab chiqish va uni amalga oshirish metodikasini integrallashgan mashg'ulotlar orqali takomillashtirishga doir qator ilmiy izlanishlar olib borilayotganini ko'rishimiz mumkin. Shu bilan birga kompetensiyaviy yondashuv asosida bolalarning ijodiy faoliyati, aqliy salohiyati,

kreativ qobilyatini rivojlantirishga yo'naltirilgan pedagogik jarayonlarni tashkil etishga alohida e'tibor berilib, ularning yosh va psixik xususiyatlarini hisobga olgan holda muhim hayotiy kompetensiyalarni shakllantirishga oid ilmiy tadqiqotlarga alohida e'tibor qaratilmoqda.

Shuningdek, o'yin texnologiyalari, ya'ni syujetli-rolli o'yin va ertak terapiya vositasida maktabgacha yoshdagi bolalarda ijodkorlikni rivojlantirish uchun pedagoglar tomonidan olib boriladigan ta'lim-tarbiya tendensiyalari muhim sanaladi.

Zamonaviy ta'lim-tarbiya jarayoni maktabgacha ta'lim-tarbiya tashkilotlarida axloqiy tarbiyalashning, bilishga qiziqishning rivojlantirilishi ustunlik qilishi asosiga tuziladi. Bugungi kunda maktabgacha yoshdagi boladan insoniylikning namoyon qilinishi emas, balki turli ilm-fan sohalariga tegishli bo'lgan bilimlarning mavjudligi talab qilinadi. Buning isboti uchun quyida biz "Ilk qadam" davlat o'quv dasturini tahlilini keltirib o'tamiz.

Yurtimizda hozirgi kunda maktabgacha ta'lim tashkilotlarida tarbiyachilar mana shu dastur bo'yicha ish faoliyatlarini olib borishadi, shuning uchun biz aynan mana shu dasturdan o'z sharhimizni boshlaymiz. Unda axloqiy tarbiya asosiy vazifalar qatoriga kiradi va undan to'rtta yo'nalishini ajratib ko'rsatishni afzal bildik:
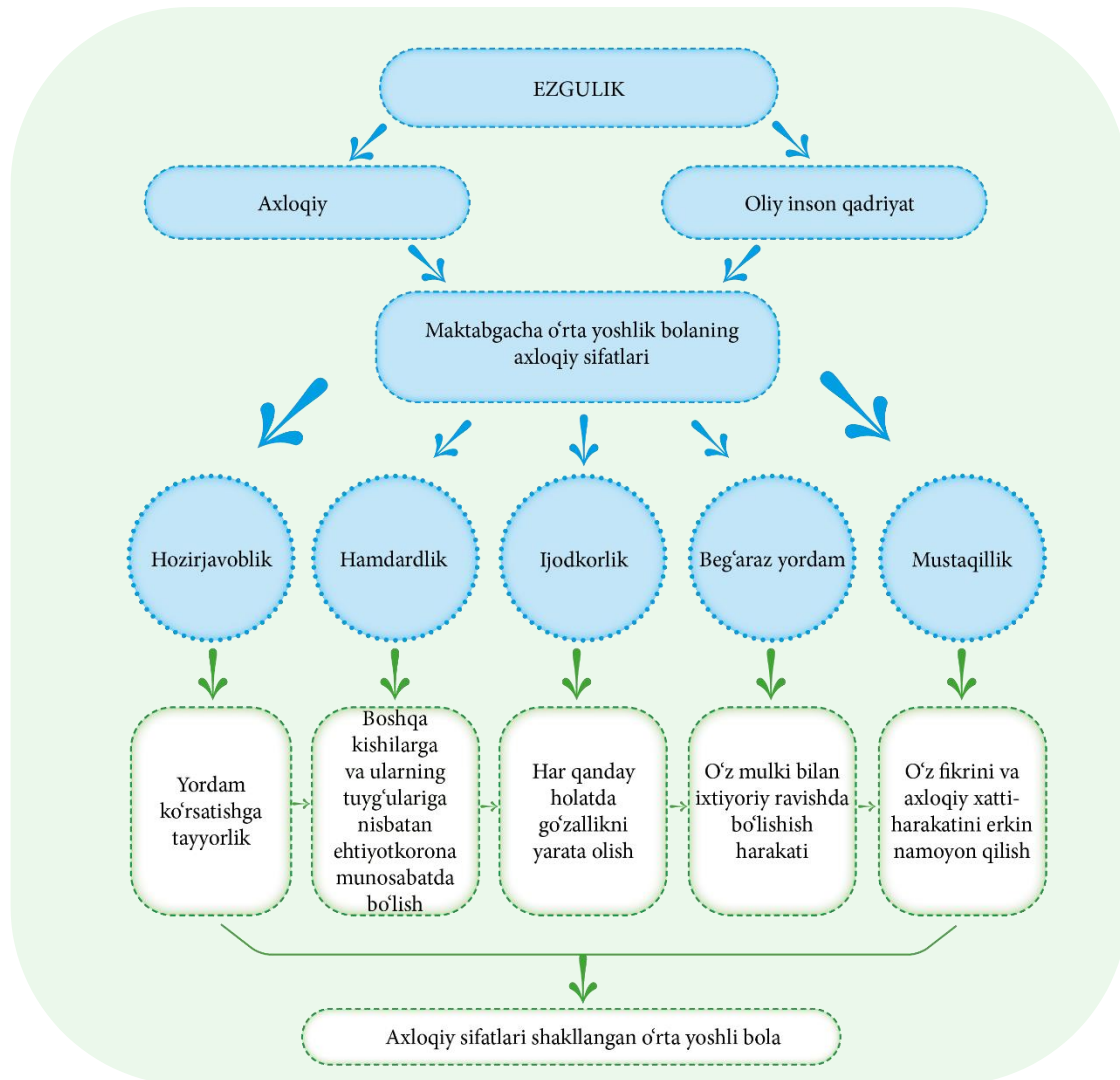
1. Katta yoshli kishiga hurmat va topshiriqlarni bajarishga ma'suliyatli munosabatni tarbiyalash.

2. Axloqiy odatlarni shakllantirish orqali madaniy xulq-atvor ko'nikmalarni tarbiyalash.

3. Tengdoshlar bilan do'stona o'zaro munosabatlarni shakllantirish.

4. O'zining va boshqalarning harakatlarini haqqoniy baholashni shakllantirish.

Bu dasturda axloqiy tarbiyalashning vazifasi boshqa kishiga hamdardlik bildirish va dardkashlik qilishni tarbiyalashdan emas, balki "biz" hissiyotini shakllantirish va o'zini jamoaning bir qismi sifatida anglashning tarbiyalanishidan iborat bo'ladi. Mana shunday yondashuvda inson shaxsi ajratib ko'rsatilmaydi, aksincha jamoa ichida ko'rinmay ketadi. Garchi insoniy his-tuyg'ular va ijobiy o'zaro munosabatlarga ma'lum bir joy ajratilsada, lekin bu vazifalarni bajarish uchun taklif etiladigan metodlar yoki mos holdagi xulq-atvorni shakllantirishga yoki axloqiy tasavvurlarning rivojlantirilishiga qaratiladi.

Bundan ko'rinib turibdiki, axloqiy sifatlar ezgulik orqali yuzaga keladi. Ushbu tushunchani tadqiq qilishda turli xil psixologik-pedagogik va falsafiy adabiyotlarni tahlil qilib, bu kategoriyaning maktabgacha yoshdagi bolalarda shakllantirish mohiyatini ochib berish zarur degan hulosaga keldik. Ezgulik–majmuaviy tushuncha bo'lib, u axloqiylikning, oliy insoniy qadriyatning tayanchi sanaladi.

Tadqiqotimizda "ezgulik" tushunchasini quyidagicha ta'rifladik: ezgulik– bu shaxsning axloqiy sifati bo'lib, u boshqa kishining beg'araz holda biron-bir kishi uchun nimadir foydali narsani amalga oshirishi va o'z harakatlaridan qoniqish hissiga yo'naltirilganlikni aks ettiradi.

Maktabgacha yoshdagi bolalarga nisbatan ezgulik deganda o'z ichiga hozirjavoblik, hamdardlik, ijodkorlik va mustaqillikni namoyon qilgan holda boshqa bola foydasiga beg'araz harakatlarning amalga oshira oluvchi bola shaxsining majmuaviy axloqiy sifati tushuniladi.

Maktabgacha yoshdagi bolalarda axloqiy sifatlarning shakllantirish tuzilmasi

Shunday qilib, maktabgacha yoshdagi bolalarda axloqiy sifatlarning tarkib topish jarayoni ushbu chizma orqali amalga oshadi

Yuqorida keltirilgan chizmada axloqiy jihatdan tarbiyalangan bola shaxsi qanday shakllanishi va rivojlanishi, qanday vositalar yordamida mazkur sifatlarning tarbiyalanishiga erishish mumkinligi aks ettirilgan.

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O`ZBEK TILI DARSLARIDA O`QUVCHILARNI MA'NAVIY ONGINI SHAKLLANTIRISH MAQSADIDA KITOBXONLIKNI RIVOJLANTIRISH

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Annotatsiya. Ushbu maqolada o'zbek tili darslarida o'qishni rivojlantirishning o'quvchilar o'rtasida ma'naviy ongni rivojlantirish vositasi sifatidagi ahamiyati ko'rib chiqilgan. Adabiyotlarni keng qamrovli tahlil qilish orqali o'qishni o'quv dasturiga kiritish uchun turli metodikalar muhokama qilinadi. Natijalar o'qishning talabalarning ma'naviy o'sishiga ijobiy ta'sirini ta'kidlaydi. Muhokamada ushbu topilmalarning natijalari o'rganilib, o'qituvchilarga o'qishni o'zbek tilida o'qitishga samarali singdirishga qaratilgan xulosa va takliflar taqdim etiladi.

Kalit so'zlar: ma'naviy ong, o'zbek tili, o'qishni rivojlantirish, o'quv dasturi, ta'lim.

Ta'limning ro`li shunchaki bilimlarni uzatishdan tashqarida; u shaxslarning ma'naviy ongini tarbiyalashni o'z ichiga oladi. Madaniy meros va o'ziga xoslik til bilimi bilan uzviy bog'liq bo'lgan o'zbek tili darslarida ma'naviy yuksalishga ko'maklashish muhim ahamiyat kasb etadi. Ushbu maqolada o'quvchilarning ma'naviy ongini shakllantirishga ko'maklashish uchun o'zbek tilini o'qitishda o'qish ko'nikmalarini rivojlantirishning ahamiyati ko'rib chiqilgan.

O'qishni o'zbek tili darslariga qo'shish ko'p qirrali yondashuvni talab qiladi. Birinchidan, o'qituvchilar talabalarning madaniy kelib chiqishi bilan rezonanslashadigan va insoniyat, axloq va ma'naviyatning universal mavzulariga bag'ishlangan matnlarni tanlashlari kerak. Ikkinchidan, talabalarning material bilan aloqasini chuqurlashtirish uchun guruh muhokamalari, adabiy tahlil va aks ettiruvchi yozish kabi interfaol o'qitish usullaridan foydalanish kerak va nihoyat, onlayn resurslar va raqamli kutubxonalar kabi texnologiyalarni o'z ichiga olgan holda, kirish imkoniyatlarini oshirish va o'qish materiallarini diversifikatsiya qilish mumkin.

O'zbek tili darslarida o'qish ko'nikmalarini rivojlantirish haqiqatan ham o'quvchilarning ma'naviy ongini shakllantirishga katta hissa qo'shishi mumkin. Mana qanday:

•Madaniy merosga ta'sir qilish: o'zbek tili darslarida o'qish materiallari o'quvchilarni O'zbekistonning boy madaniy merosi bilan tanishtirishi mumkin. Bunga o'zbek xalqining qadriyatlari, e'tiqodlari va an'analarini o'zida mujassam etgan xalq ertaklari, mumtoz adabiyot, she'riyat va tarixiy matnlar kiradi. Ushbu

matnlar bilan shug'ullanish orqali talabalar o'zlarining madaniy o'ziga xosligi va merosini chuqurroq qadrlashlari mumkin.

•Ma'naviy mavzularni o'rganish: ko'plab adabiy asarlar, jumladan, o'zbek tilidagi asarlar sevgi, mehr-oqibat, axloq va haqiqatga intilish kabi chuqur ma'naviy mavzularni o'rganadi. Ushbu matnlarni o'qish va tahlil qilish orqali talabalar o'zlarining qadriyatlari va e'tiqodlari haqida fikr yuritishlari, ularning ma'naviy ongini rivojlantirishga yordam berishlari mumkin.

•Tanqidiy fikrlash va mulohaza yuritish: adabiyotni o'qish talabalardan tanqidiy fikrlash va mulohaza yuritishni talab qiladi. Ular asosiy xabarlar va oqibatlarni hisobga olgan holda belgilar, mavzular va syujet ishlanmalarini tahlil qilishlari kerak. Bu jarayon ruhiy o'sishning muhim tarkibiy qismlari bo'lgan introspektsiya va o'z-o'zini anglashni rag'batlantiradi.

•Empatiya va istiqbolni o'rganish: adabiyot ko'pincha boshqalarning hayoti va tajribalari haqida tushuncha beradi, empatiya va istiqbolni rivojlantirishga yordam beradi. Turli vaqtlarda va joylarda o'rnatilgan hikoyalarni o'qish orqali talabalar insonning xilma-xilligi va o'zaro bog'liqligi to'g'risida kengroq tushunchani rivojlantirib, boshqalar bilan ma'naviy aloqani chuqurroq his qilishlariga olib keladi.

•Shaxsiy o'zgarish: o'qish shaxsiy o'zgarishlarni ilhomlantiradigan kuchga ega. Talabalar axloqiy yoki ma'naviy sayohatlarni boshdan kechiradigan belgilarga duch kelganda, ular o'z hayotlarida o'xshashliklarni ko'rishlari va o'zlarining o'sish va o'zlarini kashf qilish yo'llariga kirish uchun Ilhom olishlari mumkin.

Ma'naviy ongni shakllantirish maqsadida o'qishni o'zbek tili darslariga samarali singdirish uchun o'qituvchilar ushbu maqsadlarga mos matnlarni tanlab olishlari, chuqur mulohaza va hamdardlikni rag'batlantiradigan munozaralarga ko'maklashishlari, o'quvchilarga yozish va muhokama qilish orqali o'z fikr va mulohazalarini bildirishlari uchun imkoniyat yaratishlari mumkin. Bundan tashqari, rol o'ynash, hikoya qilish va badiiy ifoda kabi ijodiy faoliyatni o'z ichiga olgan holda o'qishning talabalarning ma'naviy rivojlanishiga ta'siri yanada kuchayishi mumkin.

Xulosa va takliflar:

Xulosa qilib aytganda, o'zbek tili darslarida o'qish ko'nikmalarini rivojlantirish o'quvchilarning ma'naviy ongini o'stirishda hal qiluvchi rol o'ynaydi. O'qituvchilar o'qishni birinchi o'ringa qo'yadigan va chuqur mulohaza yuritish va tanqidiy izlanish uchun qulay muhitni yaratadigan innovatsion pedagogikalarni qabul qilishlari kerak. Kutubxonalar, jamoat tashkilotlari va raqamli platformalar bilan hamkorlik talabalar uchun mavjud bo'lgan o'qish materiallari repertuarini boyitishi mumkin. Adabiyotning o'zgaruvchan kuchidan foydalangan holda, o'zbek tilini o'qitish haqiqatan ham yaxlit ta'lim va ma'naviy yuksalishning katalizatoriga aylanishi mumkin.

Ushbu topilmalar asosida siyosatchilar va o'quv dasturlarini ishlab chiquvchilar o'qishga yo'naltirilgan yondashuvlarni ta'lim tizimiga integratsiyalashuviga ustuvor ahamiyat berishlari kerak. O'qituvchilar uchun malaka oshirish dasturlari lingvistik mahorat bilan bir qatorda ma'naviy ongni tarbiyalash muhimligini ta'kidlashi kerak. Oxir oqibat, o'qishni o'zbek tili ta'limining markaziga qo'yish orqali biz talabalarga nafaqat tilni o'zlashtirish, balki o'z-o'zini kashf etish va axloqiy ma'rifat safariga chiqish imkoniyatini bera olamiz.

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ZAMONAVIY DUNYODA MEDIAMAKON XALQARO RAQOBAT VA AXBOROT MAYDONI SIFATIDA

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Annotatsiya: Ushbu maqolada mediamakonda axborot tushunchasi yoritilgan bo'lib, axborotning bugungi kundagi o'rniga ahamiyat qaratiladi. Hozirgi kunda axborot madaniyatini shakllantirish eng dolzarb masalalardan biridir. Chunki axborot oqimining jadal o'sib borishi, taqdim etilayotgan axborotlar orasidan kerakli, foydalilarini ajratib olish murakkab jarayon hisoblanadi.

Kalit so'zlar: axborot, mediamakon, media savodxonlik, axborot madaniyati, internet, ommaviy axborot vositalari, raqobat.

Ключевые слова: информация, медиапространство, медиаграмотности, информационная культура, интернет, СМИ, соревнование.

Keywords: information, media space, media literacy, information culture, internet, mass media, competition.

Yigirma birinchi asr axborotning nazariy va amaliy ijodi eng cho'qqisiga ko'tarilgan asr. Shuning uchun ham bugungi kunda yigirma birinchi asrni axborot asri deb atashadi. Axborot so'zi "information" lotincha so'zidan olingan bo'lib, ma'lumot berish, tushuntirish ma'nolarini anglatadi. Axborot - inson va jamiyat hayotidagi o'ziga xos hodisadir. Bir tomondan, axborot bu inson va jamiyatning mavjudlik sharoitlariga moslashuv imkoniyatini ta'minlovchi, atrofimizdagi dunyo haqidagi bilimlarni yig'ish vositasi bo'lib, ular orasida inson va jamiyat o'z ehtiyojlarini qondirish va manfaatlarini amalga oshirish maqsadlarida to'g'ri keladigan harakat yo'nalishini tanlashadi. Masalan, "ertaga yomg'ir yog'adi" degan axborot sayrga otlangan kishi uchun soyabon olish zarurligi haqida qaror qabul qilishga yordam beradi. Boshqa tomondan, axborot insonni, uning harakatlarini jamoat tashkilotlari faoliyatini, davlat hokimiyati organlarini, texnik tizimlarni boshqarish vositasidir. Bugungi kunda insonlar axborot va yangiliklarsiz hayotlarini tasavvur eta olishmaydi. Zamonaviy mediamakonda katta hajmdagi axborotlarni auditoriya har kuni qabul qilyapti. Jahonda sodir bo'layotgan dolzarb mavzular, voqea-hodisalarni, birinchi navbatda, OAV orqali kuzatamiz. Bu borada auditoriyaga ishonchlilik, xolislik, tezkorlik, aniqlik kabi tamoyillar birlamchi ahamiyatga ega.

Bugungi kunga kelib axborot olish va uni tarqatish maydoni sifatida internet hayotimizning muhim va ajralmas qismiga aylanib ulgurdi. Inson, avvalo, olayotgan va tarqatayotgan axborotning ishonchli ekanligiga amin bo'lishi kerak. Ishonchlilik tamoyili axborotning eng asosiy shartidir. Qaysi manba ishonchli, qaysi manba noto'g'ri xabarlar tarqatishi mumkinligini media savodxonligi yuqori bo'lgan odam osongina sezishi mumkin. Media savodxonlik - insonlarga media shakllarini va

xabarlarni tahlil qilish, baholash va yaratishga imkon beradigan ko'nikmalar to'plami. OAVning yoshlar hayotidagi ta'siri juda katta. Musiqa, televizor, video o'yinlar, jurnallar va boshqa OAV dunyoni qanday ko'rishimizga ta'sir ko'rsatadi. Bu ta'sir, ko'pincha, bolalik davridan boshlanadi. Shuning uchun ularda mediasavodxonlik ko'nikma va odatlarini bolalikdan rivojlantirish kerak. Mamlakatimizda axborotni to'plash, qayta ishlash, saqlash va tarqatish bilan ko'plab tashkilotlar shug'ullanadi: kutubxonalar, statistik markazlar, axborot xizmatlari, OAV. Birinchi marta "axborot savodxonligi" tushunchasi 1977-yilda AQSHda ishlatilgan va oliy ta'limni isloh qilish milliy dasturida qo'llanilgan. Axborotdan mahrum bo'lish shaxsning ham, jamiyatning ham turg'unlashuviga olib keladi. Sotsiolog olimlarning ta'kidlashicha, axborot qanchalik ko'p to'plansa, jamiyat shuncha ko'p rivojlanar ekan. Albatta, bu fikr to'g'ri, ammo u izoh talab etadi. Bu yerda axborot mazmuni aniqlashtirilmaganligi bois, uning "mohiyati" siyosiy, mafkuraviy, iqtisodiy va h.k. bo'lishi mumkin. Totalitar tuzum (o'tmishda militarizmga g'arq bo'lgan Yaponiya, fashizm o'chog'iga aylangan Italiya va Germaniya, "temir parda" egasi bo'lgan SSSR va b.q.)larga "ongni tozalaydigan", unga saralab olingan qadriyatlarni shafqatsizlarcha singdiriladigan axborot xos bo'lib, buning natijasida insonlar manqurtlik va zombilashtirish qurboniga aylangan. Demokratiya sari taraqqiyotga yuz tutgan mamlakatlarga esa fuqarolarning turfa manfaatlarini qondirishga yo'naltirilgan keng miqyosdagi va mazmundagi axborot xosdir. Axborot hokimiyat demakdir. Shuning uchun ham qadimdan u qabila yetakchilari va kohinlar, shamanlar va siyosiy elita quroli bo'lib kelgan. Omma esa hokimiyat vakillari qo'lida to'plangan mazkur bilimlarning juda ham oz hajmiga ega bo'lgan. Faqatgina xalqlarning ma'rifatga va demokratiya sari intilishlari natijasida yuqoridagilar axborotga bo'lgan monopoliyadan chekinishga majbur bo'ldi. Ammo hozirgi kungacha ham axborot erkinligi ajralmas qismi bo'lgan fuqarolik erkinliklari va ularga davlat hokimiyatining munosabati o'z dolzarbligini yo'qotgani yo'q.

Globallashuv, hozirgi kunda ko'proq axborot globallashuvida o'z ifodasini topmoqda. Globallashuv so'zi iqtisodiygina emas, ijtimoiy-siyosiy, ma'naviy-ma'rifiy va boshqa qariyb barcha sohalardagi umuminsoniy jarayonlarni qamrab oluvchi tushunchaga aylanib ulgurdi. Axborot globallashuvi dunyo mamlakatlaridagi shart-sharoit va ijtimoiy-siyosiy, ma'naviy-ma'rifiy hayotimizdagi umumiylikni, o'xshashliklarni keltirib chiqardi. Buning oqibati o'laroq: birinchidan, dunyoda oliy darajadagi ilg'or jamiyat barpo etishning birdan-bir oqilona yo'li demokratik -huquqiy davlat qurish erkinligini e'tirof etish kuchaydi;

ikkinchidan, demokratik-huquqiy jamiyatning bosh belgisi va shartlaridan biri- ommaviy axborot vositalarining erkinligi ekanligini inkor etish mumkin bo'lmay qoldi;

uchinchidan, biror taraqqiy etgan mamlakat matbuotini erkinlashtirish sohasida erishilgan ilg'or tajribalarni uzoq-yaqin davlatlarga tarqatish imkoniyatlari ko'paydi;

to'rtinchidan, xalqaro jurnalistika maktablarini qamrab olishga qodir ko'plab muhim xalqaro hujjatlar yaratildi va hayotga tatbiq etildi;

beshinchidan, dunyo mamlakatlaridagi matbuot erkinligi ahvolini xalqaro miqyoslarda kuzatish, ular haqida fikr-mulohaza yuritish, bahosini berish va shu asosda muayyan mamlakatdagi ahvol haqida dunyo jamoatchiligi fikrini shakllantirish odati birmuncha ommalashdi.

Sanab o'tilgan holatlar, tabiiyki, dunyoni yaxlit axborot maydoniga aylantirib ulgurdi. Shuni e'tirof etish kerakki, endilikda davlatlarning qudrati, salohiyati nechog'li ko'p axborotga egaligi bilan o'lchanmoqda. Axborotga egalik qilish tevaragida raqobat har qachongidan kuchayib bormoqda. Mazkur jarayonning o'zi xalqaro jurnalistikaning qaror topishini, rivojlanishini, natijada butunjahon jurnalistikasi xususiyatlarining umumiylashuvini jadallashtirmoqda.

Bugungi kunga kelib yoshlar mediadan juda faol foydalanmoqda. Jahonda yuz berayotgan voqea-hodisalar qisqa muddat ichida ommaviy axborot vositalari ta'sirida boshqa davlatlarga tarqalmoqda. Ommaviy axborot vositalari orqali amalga oshiriladigan va katta mablag' talab qilmaydigan g'oyaviy ta'sir va tazyiqning o'ziga xosligi shundaki, u o'quvchi, tinglovchi yoki tomoshabinga sezdirmasdan amalga oshiriladi va bevosita qurbonlarni keltirib chiqarmaydi. Axborot dushmanni yo'q qilmagan, katta xarajatni talab qilmagan holda yuqori samara beradi. Bunda g'oyaviy ta'sir yo'naltirilgan mamlakatlar aholisining xohish-istaklari, mentaliteti, mavjud muammolari jiddiy o'rganilgan holda asosiy diqqat kishilar ongi va dunyoqarashiga ta'sir ko'rsatishga, shakllangan qadriyatlarni o'zgartirishga, ularning regulyatorlik rolini kamaytirishga yoki butunlay yo'qqa chiqarishga qaratiladi. Bunday ta'sir o'tkazishda davriy nashrlar tadrijiylik, radio va televideniya usullaridan ustalik bilan foydalanishmoqda.

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ИМАМ АЛЬ-БУХАРИ И ЕГО ВКЛАД В ИСЛАМСКИЙ МИР

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Аннотация: В данной статье говорится об имаме аль-Бухари, учёном, хадисоведом, мыслителем, религиозном деятелем, крупнейшем человеком своего времени, внесший огромный вклад в религию ислама. Кроме того, в статье, также будут обсуждаться его место и роль в развитии будущего исламского поколения и религии самого ислама.

Ключевые слова: Бухара, Исмаил, аль-Джаме ас-Сахих, Ал-адаб ал-муфрад, Мухаммед (мир ему), Пойканди, ад-Дохили.

Мухаммад аль-Бухари – имам, полное имя которого Мухаммад ибн Исмаил ибн Ибрахим ибн аль-Мугыра аль-Бухари аль-Джу'фи, родился 11 шавваля 194 года хиджры, что соответствует 810 году в христианском календаре. Местом рождения Мухаммада аль-Бухари был город Бухара. Его родословная восходит к зороастрийцам, а аль-Мугыра, являвшийся прадедом Мухаммада аль-Бухари, от Ямана аль-Джу'фи Бухари, бывшего тогда правителем Бухары, принял Ислам отцом имама Бухари был Исмаил. Его прозвище было Абул-Хасан, он считался одним из самых выдающихся ученых своего времени, учеником и соратником имама Малика, а также занимался коммерческой деятельностью. К сожалению, мы не располагаем точной информацией ни об одном из его произведений. Однако в источниках сообщается, что он имел хадисы, переданные великими мухаддисами, такими как Хамад ибн Зайд, имам Малик, Абу Муавия, и что он присутствовал на беседе Абдуллы ибн аль-Мубарака и учился у него. Среди его учеников можно назвать нескольких иракских ученых — Ахмада ибн Хафса, Насра ибн Хусейна и других.

Имам аль-Бухари дает много сведений о биографии своего отца в своем труде «Ат-тарих аль-кабир» («Великая история»). Историк аль-Хафиз ибн Хиббан в своем труде под названием «Китаб ас-Сиккат» («Книга о великих людях») говорит, что Исмаил ибн Ибрагим, то есть отец аль-Бухари, «передавал хадисы от Хамада ибн Зайда и Малика, а иракские от него рассказывают ученые.

Согласно источникам, Исмаил был очень набожным, богобоязненным, честным человеком. Доказательством этого мнения являются труды историка Ахийда ибн Хафаса. «Когда я посетил Абу Абдуллаха (отца имама Бухари), когда он исполнял свое рабство, он умолял меня: «Я не знаю ни одного дирхема из моего мирского имущества, которое было бы найдено незаконным, подозрительным, нечистым путем», задохнулся, и все мое тело не чувствовало ничего по сравнению с его славой», — пишет он.

Мать имама аль-Бухари также была известна как благочестивая, набожная, обладательница всевозможных благ, чрезвычайно умная и добродетельная женщина. Известно, что когда мать имама аль-Бухари увидела во сне Ибрахима алейхиссаляма, он посмотрел на эту мать и сказал: «Благодаря вашим молитвам Аллах вернул вашему сыну зрение». Затем она сказала: «Когда я проснулась ото сна, зрение моего сына Мухаммеда полностью вернулось, и он вылечился». Ученый по имени Абу Али аль-Гассани сказал: «Мухаммад ибн Исмаил ослеп в молодости. Его мать была набожной женщиной, и когда она увидела во сне Ибрагима Халилуллаха, она сказала: «Из-за твоих многочисленных мольб и плача Бог вернул зрение твоему сыну.» Мать повторяет приведенный выше рассказ с информацией: «Когда я проснулась утром, я увидела, что Бог вернул зрение моему сыну».

Отец имама аль-Бухари умер, когда он был маленьким, и его мать была ответственна за воспитание ребенка. Когда он немного подрос, его ум все больше и больше склонялся к исламским наукам, особенно к изучению и запоминанию благословенных хадисов Мухаммеда мир ему. В первую очередь он помнит труды, Ибн аль-Мубарака и Ваки'и по хадисам. Писец имама аль-Бухари, Абу Джафар Мухаммад ибн Абу Хатам аль-Варрак, один из рассказчиков его основного классификационного труда «Сахих», пишет: «Вдохновение Аль-Бухари к запоминанию хадисов пришло ко мне, когда я учился в начальной школе. Когда я услышал, как он сказал: «Сколько тебе тогда было лет?», он ответил: «Мне было 10 лет, может быть, даже меньше». Отсюда видно, что имам аль-Бухари заучивал хадисы с самых юных лет и смотрел на это упражнение с большим удовольствием и интересом.

Если говорить о юности Бухари, то у него была большая страсть к запоминанию хадисов. Он постоянно стремился к знаниям. Конечно, это было божественное вдохновение, данное имаму Бухари. Мать вовремя осознала это божественное благословение, данное ее ребенку, и направила его на изучение благословенных хадисов Мухаммеда мир ему. Его главным учителем был ад-Дохили, который был одним из известных в то время ученых Бухары. Слава кружка, созданного этим ученым для изучения хадисов, была широко

распространена, а его деятельность распространялась и давала большие результаты.Кроме того, его учителями в Бухаре были Мухаммад ибн Салам Пойканди, Мухаммад ибн Юсуф Бухари, Абдулла ибн Мухаммад Муснади, Харун ибн Аш'ас Бухари и другие.

Имам Бухари был одарен Богом острым умом и сильными способностями к запоминанию, что стало замечаться у него еще в детстве. Яркий пример тому, когда его учитель Дохили исправляет его ошибки в 11-летнем возрасте. Однажды во время урока учитель сказал: «Суфьян передал хадисы от Абу Зубайра, а он передал их от Ибрагима.» Тогда Бухари сказал: «Абу Зубайр не передал от Ибрахима». И он дальше: «Посмотри на первоисточник, если он у тебя есть», когда учитель ушел во внутреннюю комнату и вернулся и спрашивал: «А как будет правильный вариант?». Далее Бухари говорит: «Зубайр передал хадис от ибн Ади Ибрахима». Тогда учитель взял карандаш и поправил написанное, глядя на него и ответил: «Ты прав».

Салим ибн Муджахид говорит: «Я был в присутствии Мухаммада ибн Салама Пойканди. Он сказал мне: «Когда бы ты пришел немного раньше, ты бы увидел мальчика, который знающий семьдесят тысяч хадисов. Я пошел искать его, нашел и сказал: «Это ты? знающий семьдесят тысяч хадисов?» Он ответил: «Да, даже более. Если я привожу хадисы от сподвижников и последователей, также знаю их места рождения, смерти и проживания».

Имам Бухари начал свое раннее образование в родной Бухаре. Его первыми учителями были родители. Его мать научила его читать и писать с юных лет и выучил наизусть хадисы из «Муватта» имама Малика (Сборника хадисов). Имам Бухари посвятил всю свою жизнь сбору благословенных хадисов Мухаммада мир ему. В возрасте 9-10 лет он начал слушать хадисы от великих ученых своего времени. По его воспоминаниям, прежде чем отправиться в путь знаний, он учился у мухаддисов, таких как ибн Яман Джуфи и Мухаммад ибн Салам Пойканди, которые были опытными учеными в области хадисов в Бухаре, и полностью овладел их знаниями. Он выучил наизусть книги ибн Мубарака и Ваки. В возрасте 16 лет, когда вокруг него не было ученого, который мог бы научить его науке хадисов, в сопровождении матери и брата Ахмеда он отправился в город Мекку, как в поисках знаний, так и с целью паломничества.Он совершает хадж-намаз вместе с матерью и братом. Когда заканчивается сезон хаджа, его брат и мать возвращаются на родину. Мухаммед остается в Мекке, чтобы учиться. Имам Бухари посвятил всю свою жизнь совершенному изучению и концентрации науки о хадисах. Где бы он ни был, он всегда не оставлял эту почетную задачу. Он писал свои произведения, всю собранную информацию для произведений, собственноручно, никому не доверял такую ответственную работу. Он

записывает большую часть своих работ ночью. За свою жизнь он объездил почти все исламские страны, а в некоторые из них по нескольку раз с целью обучения. Ему нравились знания местных ученых. По словам Абу Абдуллы Хокима, Бухари путешествовал по многим странам только в поисках знаний и долгое время жил в тех местах и учился у учителей. Например, он сказал: «Я процитировал лишь нескольких самых известных учителей, у которых брал уроки имам Бухари. Это для того, чтобы показать качество его рассказчиков в сборнике хадисов». Разовое путешествие Бухари в научных целях составляет 13 900 километров.[1]

У имама Бухари в юности было бесчисленное количество учеников. В юности за ним следовали ученые народа Басры. Его даже останавливали в дороге и спрашивали хадисы. Согласно источникам, под его непосредственным руководством из шедевра ученого «Аль-Джами ас-Сахих» («Сборник достоверных хадисов») выучились девяносто тысяч человек. Среди них было много великих ученых, таких как Муслим ибн Хаджадж, имам Термизи, имам Насаи, Ибн Хузайма, Ибрагим ибн Макаль Насафи. Учениками имама Бухари были известные ученые в исламском мире.

Они внесли значительный вклад в развитие хадисоведения, написав множество ценных работ. Ученики имама Бухари достигли уровня самых надежных ученых. Например, среди авторов шеститомного собрания хадисов великие ученые, такие как имам Муслим, имам Термези, имам Насаи и имам Абу Дауд учились у него и передавали хадисы. Одновременно собрались 20 тысяч учеников, чтобы послушать хадисы.

Имам Бухари посвятил всю свою жизнь сбору хадисов Мухаммада мир ему, сведя их в систему, разделив на сахих (правильные, достоверные) и несахих (неправильные или слабые). Он серьезно изучал жизнь, места жительства, даты рождения и смерти, общение передатчиков хадисов. Великий мухаддис собрал около шестисот тысяч хадисов, из которых он знал наизусть сто тысяч «сахих» и двести тысяч «несахих» хадисов. Он поражал ученых своего времени своими уникальными способностями и крепкой памятью.

Имам Бухари начал писать книги в юности. Согласно источникам, за свою академическую карьеру он написал 24 работы. Бесценное научное наследие Бухари полностью охватывало религиозные и социальные науки его времени. До 16 лет имам аль-Бухари слушал хадисы от мастеров своей страны и учился у них. После этого центр исламских наук, родина нашего Пророка

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[1] **"Имам аль-Бухари"** Ш. Исламов, Ш. Зиядов. 2022 г. Стр. 6-8

мир ему, святая земля, где был ниспослан Священный Коран, и обитель сподвижников Пророка мир ему, устремились в сторону Хиджаз-Шарифа. Согласно аль-Варраку, имам аль-Бухари впервые отправился в путешествие в 825 году. Во время поездки в Хиджази Шариф Беруни завершил свой первый труд «Ат-Тарих аль-Кабир» («Великая история»). Ряд историков говорят, что путешествие имама аль-Бухари в Хиджаз (Мекку), Медину, Таиф, Джидду длилось 6 лет. При этом отмечается, что этот период не был непрерывным, имам аль-Бухари за это время путешествовал по другим соседним странам.[2]

В IX веке наука, особенно наука о хадисах, получила большое развитие в Нишапуре, где собирались имам аль-Бухари, имам Муслим ибн аль-Хаджадж, имам Термизи и ряд других великих ученых, которые преподавали науки. Между этими великими учеными было много научных дебатов и споров. Имам Бухари поразил всех своими знаниями и потенциалом в области хадисов, особенно своей способностью определять плохие хадисы, и все мухаддисы единодушно признали его. Имам Бухари участвовал в мечетях и общественных научных собраниях. Муслим ибн аль-Хаджадж, один из известных мухаддисов своего времени, признался в глубоких познаниях имама аль-Бухари и искренне сказал ему: «Тебя не могут видеть только завистники. Я уверен, что в мире нет такого ученого, как ты», — сказал он.

Вопросы неточностей в передаче хадисов и обеспечения их правильности начались со времен сподвижников, и с этого времени этому вопросу уделялось особое внимание при записи хадисов. Например, в хадисах, переданных самими сподвижниками, были случаи, когда встречались плохие хадисы. В связи с тем, что после смерти Мухаммада мир ему, прошло, не так много времени, и из-за отсутствия средств передачи хадисов, потребность в этом не была велика в первые дни. Число участников повествования увеличивалось, и с течением времени все более важной становилась необходимость выявления пороков рассказчиков. В науке о хадисах, да, среди мухаддисов этот вопрос стал важным. Рассказчикам хадисов уделялось особое внимание и бдительность, создавались различные правила и методы. Подводя итог, можно сказать, что в хадисах вопрос порока имеет большое значение, и те, кто занимается им, должны быть чистыми, благочестивыми и способными. Программа благоразумия имама аль-Бухари в этой области показывает, что он достиг высокого уровня благочестия, веры и благочестия.

Имам аль-Бухари оставил поколениям богатое и ценное научное наследие.

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[2] **"**Ученые великой страны" У. Уватов. 2020 г., стр. 8-9

а количество написанных им работ составляет более двадцати. Среди них Аль-Джаме ас-Сахих», «Аль-адаб аль-муфрад», «Ат-тарих ас-сагир», «Ат-тарих ал авсот», «Ат-тарих аль-кабир», «Китаб аль-илал», «Баррульволидайн», «Асами ус-сахоба», «Китаб аль-куна» и другие. Несомненно, самым важным произведением ученого является «Аль-Джами ас-Сахих». Это работа также известен как Сахих аль-Бухари. Мухаддисы до имама аль-Бухари записывали в свои книги все услышанные ими хадисы, не выбирая их, а Бухари классифицировал хадисы, которые он слышал от разных передатчиков и отделил своих доверенных лиц и создал отдельную книгу. Ибн Салах сообщил, что количество достоверных хадисов, включенных в этот труд аль-Бухари, составляет 7275 с повторами и 4000 без повторов. Самое главное, что аль-Бухари был первым, кто сделал этот почетное дело.

Если он начал это, то за ним последовали другие ученые и создали сборник хадисов, труд Бухари «Аль-Джами ас-Сахих» используется всеми мусульманами на протяжении веков. Высоко ценится в мире, много раз издавался для мусульман всего мира. Программа представляет собой практическое руководство. Его совершенная копия в 8 томах, скопированная в 1325 году, сейчас хранится в Стамбуле (Турция). Прошло почти 1200 лет с тех пор, как имам аль-Бухари написал этот великий труд, и с тех пор он высоко ценится как второй по важности источник исламского учения после Корана.

Большое значение в изучении наследия аль-Бухари имело переиздание в Ташкенте книг «Ал-Джами ас-Сахих» и «Ал-адаб ал-муфрад». Присвоение высшему религиозному институту в Ташкенте имени Имама аль-Бухари является символом глубокого уважения к великому ученому, внесшему несравненный вклад в науку 12 веков назад.

Благодаря его несравненному вкладу в развитие науки о хадисах, среди исламского мира и мухаддисов он известен как «Амирул Му'минина фил хадис» (Имам мухаддисов), «Сайид аль-Фукаха» (Сайид юристов), « Имамуд Дунья» (Имам мира — Имам всех мусульман мира), к нему обращаются с высокими титулами «Шейхуль ислам» (Шейх ислама — учитель мусульман).

Прожив со своими учениками и родственниками в селе Хартанг (Самарканд), Бухари тяжело заболел и умер в возрасте 60 лет в 256 г.х. (1 сентября 870 г. н.э.) и был похоронен там.

Изучая жизнь и научно-духовное наследие имама аль-Бухари, султана хадисоведения, мы уверены, что его мировоззрение и внутренний мир будут иметь большое значение для нашего народа, особенно для нашей молодежи, с его чрезвычайно поучительным и интересные аспекты. В 1998 году 1225-летие со дня рождения великого историка Бухари было отмечено широкой общественностью с большим уважением и почтением. В нашей стране всегда

с уважением относятся к памяти и научному наследию этого великого человека. Мавзолей Имама аль-Бухари – одно из самых благословенных мест в мусульманском мире. В 2017 году по инициативе Президента Республики Узбекистан при Кабинете Министров был создан Международный исследовательский центр имама аль-Бухари.

На сегодняшний день мусульмане всего мира знают имя имама аль-Бухари и отдают дань его памяти как одному из великих мусульманских ученых, мыслителей и писателей, человеку, обладавшему несравненными достоинствами и удивительными способностями, являвшему собой образец истинного мусульманина, посвятившего свою жизнь изучению хадисов и поклонению Всевышнем Аллаху. Хадисоведы всего мира и в нынешние года опираются в своих исследованиях на его работы, занявшие в ряду сборников хадисов первое почетное место и являющие собой образец истинности и достоверности.

Имам аль-Бухари (да смилуется над ним Аллах) остается одной из самых значимых фигур в истории Ислама. Его сборник хадисов «Сахих» продолжает оставаться важным источником знаний о пророческой Сунне. Его жизнь является примером преданности своей религии, целеустремленности в получении и распространении знаний, что делает его одним из самых известных и уважаемых ученых среди мусульман всего мира и по сей день. Имам аль-Бухари был не только выдающимся хадисоведом, но и автором множества других работ, посвященных различным аспектам исламской науки, часть из которых мы упомянули в этой статье.

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FORECASTING THE URBAN ELECTRICITY SUPPLY SYSTEM

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Abstract

Forecasting the urban electricity supply system is an important task for energy planning and management. It involves predicting the future electricity demand and supply of a city or a region, taking into account various factors such as weather, economic activity, population growth, consumer behavior, and electricity infrastructure. Accurate forecasting can help optimize the electricity generation, transmission, and distribution processes, as well as reduce the environmental and economic impacts of electricity consumption.

Key words: Urban electricity supply system, Electricity demand and supply, Forecasting methods and models, Statistical, artificial intelligence, optimization, and hybrid approaches, Weather, economic activity, population, lifestyle, technology, and policies, Renewable and distributed energy sources.

The urban electricity supply system is a complex and dynamic system that consists of various components, such as generation, transmission, distribution, and consumption. The system is affected by many factors, such as weather, load, price, policy, and technology. Therefore, forecasting the urban electricity supply system is a challenging and important task for power system planning and operation.

Forecasting the urban electricity supply system can be divided into two aspects: forecasting the electricity demand and forecasting the electricity generation. Electricity demand forecasting is the process of predicting the future electricity consumption of different types of customers, such as residential, commercial, and industrial. Electricity generation forecasting is the process of predicting the future electricity production of different sources, such as fossil fuels, nuclear, hydro, wind, solar, and biomass.The main objectives of forecasting the urban electricity supply system are to ensure the reliability, security, and efficiency of the power system, to optimize the allocation of resources, to reduce the operational costs and

environmental impacts, and to support the decision-making and policy-making processes.

There are various methods for forecasting the urban electricity supply system, which can be classified into two categories: statistical methods and artificial intelligence methods. Statistical methods are based on mathematical models that describe the relationships between the variables of interest, such as regression, time series, and econometrics. Artificial intelligence methods are based on computational models that learn from the data, such as artificial neural networks, fuzzy logic, and genetic algorithms.

Statistical methods are more suitable for forecasting the long-term and medium-term trends of the urban electricity supply system, as they can capture the historical patterns and seasonal variations. However, they may have difficulties in dealing with the non-linear, stochastic, and dynamic characteristics of the system, as well as the uncertainties and changes in the influencing factors.   Artificial intelligence methods are more suitable for forecasting the short-term and very short-term fluctuations of the urban electricity supply system, as they can adapt to the complex and changing situations and handle the uncertainties and noises in the data. However, they may require a large amount of data and computational resources, and they may lack the interpretability and transparency of the results.

In this section, we present some examples of the results of forecasting the urban electricity supply system using different methods and data sources. We focus on two types of forecasting: electricity load forecasting and renewable energy generation forecasting.

Electricity load forecasting is the process of predicting the future electricity consumption of the urban area. It can be classified into four levels according to the forecasting horizon: long-term (more than one year), medium-term (one month to one year), short-term (one day to one month), and very short-term (less than one day). Electricity load forecasting is influenced by many factors, such as weather, calendar, economic, social, and behavioral factors.

One example of electricity load forecasting is the study by Nti et al, who conducted a systematic review of 77 previous works on electricity load forecasting from 2010 to 2020. They found that 90% of the models used were artificial intelligence based, with artificial neural network (ANN) representing 28%. They also found that root-mean-square error (RMSE) and mean absolute percentage error (MAPE) were the most used accuracy metrics, and that 50% of the forecasting was based on weather and economic parameters.

Another example of electricity load forecasting is the study by Lianwei and Wen , who proposed a decision tree-support vector machine (DT-SVR) model to forecast the urban household energy consumption based on the energy price impact

mechanism. They used the household energy consumption data from 2005 to 2018 in 36 major cities in China, and considered the factors of income, urbanization, and energy price. They found that the DT-SVR model had a high accuracy and could capture the non-linear and regional characteristics of the household energy consumption.

Renewable energy generation forecasting is the process of predicting the future electricity production of the renewable energy sources, such as wind, solar, hydro, and biomass. It can also be classified into four levels according to the forecasting horizon: long-term, medium-term, short-term, and very short-term. Renewable energy generation forecasting is influenced by many factors, such as weather, geography, technology, and policy factors.

One example of renewable energy generation forecasting is the study by Parmesano and Taylor , who developed a stochastic model to forecast the wind power generation for the urban area of Boston, Massachusetts. They used the wind speed and direction data from 1973 to 1979, and considered the effects of the urban terrain, the wind turbine characteristics, and the power system constraints. They found that the stochastic model could provide probabilistic forecasts of the wind power generation and its uncertainty.

Another example of renewable energy generation forecasting is the study by Oyediran et al, who applied an ANN model to forecast the energy demand and supply in a hybrid energy system that consisted of wind and solar power sources. They used the data from a micro-grid system in Nigeria, and considered the factors of weather, load, and generation. They found that the ANN model could accurately predict the generation capacity and load demand in the next 24 hours.

In this section, we discuss the advantages and limitations of the methods and data sources for forecasting the urban electricity supply system, as well as the challenges and opportunities for future research.

The advantages of the methods and data sources for forecasting the urban electricity supply system are:

• They can provide valuable information and guidance for the power system planning and operation, such as the optimal allocation of resources, the optimal scheduling of generation and load, the optimal management of demand and supply, and the optimal design of policies and regulations.

• They can improve the reliability, security, and efficiency of the power system, such as reducing the power outages, blackouts, and brownouts, reducing the power losses and emissions, and increasing the power quality and stability.

• They can support the integration and development of renewable energy sources, such as enhancing the penetration and utilization of wind and solar power,

reducing the dependence and consumption of fossil fuels, and promoting the sustainability and resilience of the power system.

The limitations of the methods and data sources for forecasting the urban electricity supply system are:

- They may have errors and uncertainties in the forecasts, due to the complexity and dynamics of the system, the variability and randomness of the factors, the incompleteness and inconsistency of the data, and the assumptions and simplifications of the models.

- They may have difficulties in dealing with the non-linear, stochastic, and chaotic behaviors of the system, such as the sudden changes, spikes, and outliers in the load and generation, the extreme weather events, and the unexpected disturbances and faults in the system.

- They may have trade-offs between the accuracy and complexity of the models, the amount and quality of the data, and the computational and operational costs and benefits of the forecasts.

The challenges and opportunities for future research on forecasting the urban electricity supply system are:

- To develop more advanced and robust methods and models that can handle the non-linear, stochastic, and chaotic characteristics of the system, and that can provide more accurate, reliable, and timely forecasts for different levels and scenarios of the system.

- To use more diverse and rich data sources and types that can capture the relevant and influential factors of the system, and that can improve the quality and availability of the data for forecasting the system.

- To incorporate more interdisciplinary and cross-sectoral perspectives and approaches that can address the social, economic, environmental, and technological aspects of the system, and that can enhance the communication and collaboration among the stakeholders and actors of the system.

Conclution

A comprehensive program for long-term electricity supply forecasting is not just a technical exercise; it's a commitment to building a sustainable and resilient future. By embracing advanced methodologies, understanding the significance of accurate predictions, and considering the holistic development of communities, this program empowers societies to thrive amidst a rapidly evolving energy landscape. As we move forward, investing in such programs becomes imperative, ensuring that our communities are not just powered, but empowered, for generations to come.

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REINFORCING VOCABULARY FOR ADULT LEARNERS: STRATEGIES FOR SUCCESS UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

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Abstract: This article explores effective strategies for vocabulary reinforcement in adult learners. It examines the importance of active engagement, spaced repetition, and diverse learning methods. The article emphasizes the role of context, application, and personalized learning approaches in fostering long-term vocabulary retention.

Аннотация: В данной статье исследуются эффективные стратегии укрепления словарного запаса у взрослых учащихся. Рассматривается важность активного вовлечения, распределенного повторения и разнообразных методов обучения. Статья подчеркивает роль контекста, применения и индивидуализированных подходов к обучению в поощрении долгосрочного удержания словарного запаса.

Annotatsiya: Maqolada o'smir yoshdagi o'quvchilarning lug'atlarini mustahkamlash uchun samarali strategiyalarni o'rganishga bag'ishlangan. Talabalarning o'quv jarayonida faol ishtiroki va o'quv materiallaridan samarali foydalanish, sestimali davr mobaynida o'quv materiallarni o'rganish metodi va turli o'quv usullarining ahamiyati ko'rib chiqiladi. Maqolada so'zlarni kontekst, amalyotga tatbiq etish va individual o'rganish usullari orqali uzoq muddat xotirada saqlab qolish qobilyatini yaxshilashga e'tibor qaratadi.

Key words: diversify, retention, utilize, interactive,multifacete.

Acquiring and retaining vocabulary is a crucial aspect of language learning, particularly for adult learners. Adult learners often face unique challenges, including limited time, busy schedules, and potential learning gaps. Therefore, effective vocabulary reinforcement strategies are vital for maximizing learning outcomes.

1. Active Engagement:

Passive learning, such as simply reading a list of words, is often ineffective. Active engagement is key.

Flashcards and Games: Flashcards are a classic tool for vocabulary practice. Games like "matching" or "memory" add an element of fun and competition.

Vocabulary Journals: Encouraging learners to create personal vocabulary journals with definitions, examples, and personal reflections enhances engagement and facilitates long-term retention.

Interactive Exercises: Online platforms and apps offer interactive exercises, including word games, quizzes, and fill-in-the-blank activities, providing engaging and personalized practice.

2. Spaced Repetition:

The concept of spaced repetition involves reviewing learned material at increasing intervals.

Spaced Repetition Systems: Apps like Anki or Memrise use algorithms to schedule vocabulary review sessions based on individual learning patterns.

Self-Designed Schedules: Learners can create their own spaced repetition schedules by reviewing vocabulary at increasing intervals (e.g., 1 day, 3 days, 1 week, 2 weeks).

3. Diversifying Learning Methods:

Utilizing multiple learning modalities can enhance vocabulary retention and cater to different learning styles.

Visual Aids: Pictures, diagrams, and videos can create strong associations with new words, making them easier to remember.

Audio and Video: Listening to podcasts, watching movies and TV shows, and engaging with audio books provide authentic exposure to vocabulary in context.

Reading and Writing: Reading materials related to learners' interests and writing in a journal or blog help integrate new vocabulary into active use.

4. Context and Application:

Learning words in isolation is less effective than encountering them in meaningful contexts.

Real-Life Scenarios: Relating vocabulary to real-life situations makes it more relevant and memorable.

Sentence Creation: Encouraging learners to create sentences using new vocabulary words helps reinforce their understanding and application.

Translation and Definition Games: Engaging in translation activities and games where learners define words in their own language fosters deeper understanding and connections.

5. Personalized Learning:

Tailoring vocabulary reinforcement strategies to individual learner needs and preferences is essential.

Interest-Based Learning: Selecting vocabulary related to learners' hobbies, professions, or areas of interest increases motivation and engagement.

Skill-Based Practice: Focusing on vocabulary related to specific communication skills, such as listening, speaking, reading, or writing, helps learners develop fluency and confidence.

Feedback and Support: Providing regular feedback and support, either from teachers, tutors, or peers, helps learners identify their strengths and weaknesses and adjust their learning strategies accordingly.

In conclusion,effective vocabulary reinforcement requires a multifaceted approach that combines active engagement, spaced repetition, diverse learning methods, contextualization, and personalization. By integrating these strategies, adult learners can significantly improve their vocabulary retention and achieve their language learning goals.

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DEVELOPING COMMUNICATIVE SKILLS THROUGH EXTRA LINGUISTIC SOURCES

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ABSTRACT

Communication is an integral feature of human activities.It is pillar which maintains the structure of peaceful co-existance and mutual understanding.It can be described as the process of transmitting and receiving ideas, information and method. Communication is a process of sharing information through speech ,writing,gesture or symbols between two or more people.It is a vital aspect of our daily lives, and being able to express ourselves effectively is essential. Communicative skills are not limited to just language; there are various extra-linguistic tools that we can use to enhance our communication abilities. In this article, we will discuss how these tools can help us develop our communicative skills

Key word: communication, body language, communication and personality, extra linguistic sources, gesture, non verbal cues, empathy, context, intention, tension, empathy.

Introduction

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals . Communicative language teaching is one of the best and popular methods of learning a second language throughout the 20th century. Global communication is increasing day by day and in some cases rapidly. Language plays a vital role in global communication, especially the English language. Developing communicative skills involves improving one's ability to effectively and appropriately convey information and ideas to others, and to understand and interpret the messages of others. Effective communication involves several key skills, including:

1. Listening: The ability to actively listen and understand the messages of others.

2. Speaking: The ability to clearly and confidently express one's thoughts and ideas.

3. Nonverbal communication: The ability to use and interpret nonverbal cues, such as facial expressions, gestures, and body language.

4. Writing: The ability to write clearly and effectively in a variety of formats .

Generally, the language learners find themselves with multiple demands, as they learn to communicate and meet the need for learning that language. Their demands are always focused on *accuracy, fluency, appropriacy,* and *flexibility.* The four skills of language – listening, speaking, reading and writing – are interdependent to each other and it is felt that there is an inadequacy of a four-skill model of language. But within the last quarter century, communicative language teaching has been put around the world as the 'new' or 'innovative' approach to teach English as a second language. Broadly speaking, the best approach to teach people to use a language is to *move from communication to language and then from language to communication.* Communication is an important part of the goal of language teaching.

Extra linguistic sources.

In today's world, being able to communicate effectively is more important than ever. Whether it be in the workplace or in our personal lives, the ability to express ourselves clearly and concisely is a vital skill. While language is undoubtedly the most important tool we have for communication, there are also many other tools that can help us to get our message across .Developing communicative skills through extra-linguistic sources can be an effective way to improve overall communication abilities. Extra-linguistic sources refer to non-verbal and non-textual methods of communication that help convey meaning and context. Here are some ways which we can enhance our communicative skills using extra-linguistic source:

1. Body language

2. Tone of voice

3. Visual aids

4. Active listening

5. Context

6. Empathy

7. Storytelling

8. Humor

9.Non-verbal cues

10. Practice

Body Language:

Body language is the non-verbal communication we use to express ourselves. It includes gestures, facial expressions, posture, and eye contact. The way we carry

ourselves speaks volumes about our personality and mood. Understanding body language can help us better understand others' emotions and intentions, allowing us to communicate more effectively.Our facial expressions, gestures, and posture all play a role in how we communicate with others. Learning to read and interpret body language can help us to understand others better and to adapt our own communication style accordingly. It can be a powerful tool in understanding others, as well as being understood ourselves. Whether it's a simple smile or a complex gesture, body language can reveal a lot about what we are really thinking and feeling. Body language refers to the nonverbal signals that people use to communicate their thoughts, feelings, and intentions. These signals can include facial expressions, gestures, posture, and even the tone and pitch of one's voice. Body language is an important aspect of communication, as it can convey information that words alone cannot. For example, a smile can indicate happiness or friendliness, while a frown can indicate sadness or disapproval. Similarly, crossed arms can indicate defensiveness or resistance, while open, relaxed body language can indicate receptiveness and engagement. Understanding and interpreting body language can be especially helpful in social situations, such as job interviews, negotiations, and dating.

Tone of voice refers to the way in which someone speaks, including the pitch, volume, and intonation of their voice. It is an important aspect of communication, as it can convey emotions, attitudes, and intentions that may not be explicitly stated in words. For example, a sarcastic tone of voice might indicate that the speaker is not being sincere, while a cheerful tone of voice might indicate that the speaker is in a good mood. Tone of voice can also affect how a message is perceived by the listener, with a harsh or aggressive tone potentially making a message seem more confrontational or negative, while a calm and measured tone might make the same message seem more reasonable or persuasive. Understanding and using tone of voice effectively can be an important skill in many interpersonal and professional situations.

Visual aids are any kind of visual elements that are used to enhance a presentation or communicate information. Common examples of visual aids include slides, charts, graphs, diagrams, photographs, and videos. Visual aids can be especially useful in presentations and speeches, as they can help to engage the audience, clarify complex information, and make a presentation more memorable. When using visual aids, it is important to ensure that they are clear, well-designed, and relevant to the topic at hand. They should also be used strategically and sparingly, so as not to overwhelm the audience or detract from the main message of the presentation. By using visual aids effectively, presenters can create more

engaging and effective presentations that are more likely to resonate with their audience.

Active listening is a communication technique that involves fully focusing on and understanding the speaker's message. It requires paying attention to both verbal and nonverbal cues, and responding with appropriate feedback. Active listening involves several key skills, including:

1. Paying full attention: This means avoiding distractions and focusing solely on the speaker.

2. Clarifying: This means asking questions or restating what the speaker has said to ensure full understanding.

3. Paraphrasing: This means summarizing what the speaker has said in your own words to demonstrate understanding and to ensure that you have interpreted the message correctly.

4. Reflecting: This means responding with empathy and understanding to the speaker's thoughts and feelings.

5. Providing feedback: This means responding appropriately to the speaker's message, such as providing encouragement or offering solutions.

Active listening is an important skill in many interpersonal and professional situations, as it can help to build stronger relationships, resolve conflicts, and improve communication. By actively listening to others, we can better understand their perspectives and needs, and respond in a more effective and respectful manner.

Context refers to the circumstances or surroundings in which something occurs or is understood. It can include a wide range of factors, such as the time, place, social and cultural norms, history, and personal experiences of the people involved. Understanding the context of a situation is important for interpreting meaning and making sense of information. For example, a word or phrase may have different meanings depending on the context in which it is used. Similarly, a behavior or action may be interpreted differently depending on the cultural or social context in which it occurs. In many cases, context can provide important clues or cues that help us to understand and interpret information more accurately. By considering the context of a situation, we can gain a more complete and nuanced understanding of what is happening and why.

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Empathy is perhaps the most important tool we have for communication. By putting ourselves in someone else's shoes and trying to understand their perspective, we can build stronger relationships and avoid misunderstandings. Empathy allows us to connect with others on a deeper level and to communicate with them more effectively.

Storytelling is the act of conveying a narrative or series of events through words, images, or other mediums. It is a fundamental aspect of human communication, and has been used for thousands of years to entertain, educate, and inspire. Stories can take many forms, from traditional folk tales and myths to modern novels, movies, and television shows. What all stories have in common is the ability to engage the listener's imagination and emotions, and to convey important themes, messages, and values. Storytelling can be a powerful tool in many contexts, such as in marketing and advertising, teaching and education, and even in personal relationships. By crafting compelling narratives, storytellers can capture their audience's attention, convey complex information more effectively, and create a deeper sense of connection and understanding between themselves and their listeners.

Humor is a form of communication that is intended to be funny, amusing, or entertaining. It can take many forms, such as jokes, puns, satire, irony, and sarcasm. Humor is a universal aspect of human experience, and is found in every culture and language. Humor can serve many functions, such as providing social commentary, relieving tension, and enhancing social connections. When used appropriately, humor can also be an effective tool in areas such as public speaking, teaching, and marketing, as it can engage the audience, make a message more memorable, and create a positive emotional connection with the listener. However, it is important to use humor carefully and with sensitivity, as what is funny to one person may not be funny to another, and inappropriate or offensive humor can have negative consequences.

Nonverbal cues refer to any form of communication that relies on gestures, facial expressions, body language, and other nonverbal signals, rather than spoken or written words. Nonverbal cues can convey a wide range of information, such as emotions, attitudes, intentions, and social status. Examples of nonverbal cues include smiling, frowning, nodding, shaking one's head, crossing one's arms, leaning forward, and making eye contact. Nonverbal cues are an important aspect of

communication, as they can provide additional context and meaning to spoken or written words, and can even contradict or modify the intended message. Understanding and interpreting nonverbal cues can be a valuable skill in many interpersonal and professional situations, such as job interviews, negotiations, and social interactions. By paying attention to nonverbal cues, we can gain a more complete and nuanced understanding of what others are thinking and feeling, and respond in a more effective and appropriate manner.

Practice refers to the act of repeatedly performing an activity in order to improve one's skills or abilities. It is an essential aspect of learning and mastery in many domains, such as sports, music, and art, as well as in academic and professional fields. Practicing involves setting specific goals, breaking down complex tasks into smaller, more manageable steps, and engaging in deliberate repetition and feedback. The goal of practice is to develop automaticity, or the ability to perform a task with ease and efficiency, without conscious effort. Consistent and focused practice over time can lead to significant improvements in one's skills and abilities, and can help to build confidence and motivation. However, effective practice requires more than just repetition; it also requires attention to feedback, reflection, and adjustment of one's approach as needed. By practicing effectively and consistently, individuals can develop their skills, achieve their goals, and reach their full potential.

CONCLUSION

In developing the four skills, linguists constantly refer to the importance of using language from relevant sources, and producing language towards relevant ends. Skills are developed extensively and often enjoyably through extra linguistic sources. . We have looked at various types of tools for communication. All these activities generally involve gathering, exchanging, and producing information in English. Such sources motivate the learners, they further the learning process itself, they give the teacher information on progress, and they thereby provide a context for deciding which elements of language form the learners need help with. Thus language learning is proved as a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language effectively and meaningfully. So successful language learning involves the use of effective learning and communication strategies. . By developing our skills in areas such as body language, tone of voice, visual aids, technology, and empathy, we can become more effective communicators and build stronger relationships with those around us. By developing our skills in areas such as body language, tone of voice, visual aids, technology, active listening, context, storytelling, humor, non-verbal cues ,practice

and empathy , we can become more effective communicators and build stronger relationships with those around us.

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ГЕРОИЗМ ЖИВЕТ В КАЖДОМ ИЗ НАС! (НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЙ ВАСИЛЬЕВА Б.Л.)

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Аннотация: В данной статье рассматривается тема героизма в произведениях выдающегося писателя Васильева Бориса Львовича. Автор известен своими реалистическими произведениями, которые описывают жизнь и подвиги простых людей во время Великой Отечественной войны. Васильев создает образы героев, которые проявляют мужество, самоотверженность и любовь к Родине. Он показывает, что героизм может быть найден в самых обычных людях, и вдохновляет читателей на подвиги и доброту.

Ключевые слова: писатель, героизм, произведение, герой, переживание, духовная сила, самоотверженность, борьба, надежда, сила, смелость.

Героизм, одно из тех понятий, которые многие из нас могут объяснить и понять интуитивно, но оно имеет глубокое значение и сложное определение. Героизм это не просто совершение подвигов или актов мужества, но и некая особая характеристика личности. Он проявляется в различных сферах жизни и может быть выражен по-разному в каждом конкретном случае.

Многие писатели ученые обращались к теме героизма, каждый из них представлял читателю свое видение понимания героизма. Кто-то видел героизм в ребенке, кто-то виделв терпении женщины подвиг, кто-то видел вгонце,принесшего весть - подвиг и т.д.[6] [7] [8] [9].

В наиболее общем смысле героизм - это способность преодолевать трудности, рисковать и действовать в сложных и опасных ситуациях, даже если это может привести к негативным последствиям для себя. Это не связано только с физическими подвигами, но и с моральным смелостью, самоотверженностью и бескорыстием.

Героизм может проявляться в различных сферах жизни. Военные, пожарные, спасатели и полицейские - это профессии, где героизм может быть наиболее очевидным. Эти люди рискуют своей жизнью, чтобы спасти других и защитить общественную безопасность. Однако героизм не ограничивается только профессиональной деятельностью, он может проявляться в обычной повседневной жизни, в мелких поступках доброты и сострадания, в помощи другим людям в трудных ситуациях.

Героизм также может быть связан с преодолением личных страхов и слабостей. Человек, который смело смотрит в глаза своим страхам и совершает поступки, которые требуют мужества, может считаться героем. Это может быть преодоление личных преград, достижение личных целей, борьба с болезнью или психологическими проблемами. Героизм не обязательно должен быть связан с внешними проявлениями, но может быть основан на внутренней силе и характере.

Героизм не всегда связан с самыми яркими и общественно значимыми подвигами. Он может быть скрытым и незаметным, но не менее важным. Героизм может проявляться в тихих поступках доброты, в заботе о близких, в поддержке людей, которые нуждаются в помощи. Герои могут быть обычными людьми, которые делают приятные поступки без ожидания награды или признания.

Героизм - это качество, которое может быть в каждом из нас. Он может быть вдохновляющим и мотивирующим фактором для нас самих. Когда мы видим примеры героизма вокруг нас, это показывает, что мы тоже можем быть сильными, мужественными и бескорыстными. Героизм может быть источником внутренних сил и душевного роста, который позволяет нам преодолевать трудности и достигать своих целей.

Чтобы проявить героизм, необходимо иметь определенные качества. Во-первых, это связано с моральными ценностями, такими как сострадание, справедливость и честность. Герой не думает только о своих собственных интересах, но также заботится о благополучии других людей. Во-вторых, герой должен быть готов рисковать и совершать поступки, которые могут быть непопулярными или вызывать сопротивление. Героизм требует отваги и решительности, чтобы стоять за свои убеждения и действовать в соответствии с ними.

Наше общество нуждается в героях, так как благодаря им появляются новые герои и подвиги. История полна примеров, когда герои смогли изменить ход событий и повлиять на исход ситуации. Например, Махатма Ганди совершил акты гражданского неповиновения, чтобы бороться за свободу своей страны от колониального господства. Мартин Лютер Кинг мл.

протестовал против расовой дискриминации и боролся за гражданские права афроамериканцев. Эти люди проявили героизм, сражаясь за справедливость и равенство.

В целом, героизм - это нечто большее, чем просто совершение подвигов. Это характеристика личности, которая проявляется в различных сферах жизни. Герои могут быть как известными историческими личностями, так и обычными людьми, которые делают мир лучше своими тихими поступками доброты и сострадания.

Героизм - это не только восхищение и вдохновение, но и вызов для каждого из нас. Мы можем найти силы внутри себя, чтобы быть смелыми, отважными и бескорыстными. Героизм может привести к положительным изменениям в нашей жизни и жизни окружающих нас людей. Поэтому давайте будем открытыми для героических поступков и вдохновляться примерами героизма, чтобы сделать наш мир лучше.

Васильев Борис Львович - выдающийся писатель, чьи произведения оставили глубокий след в литературе. Одной из наиболее примечательных тем, затрагиваемых в его работах, является тема героизма. Васильев Б.Л. исследует различные аспекты геройства, представляя своих персонажей в сложных, экстремальных ситуациях, и вызывает в читателях вопросы о природе и ценности настоящего геройства.

Одним из самых известных произведений ВасильеваБ.Л., где звучит тема героизма, является роман "А зори здесь тихие...". Рассказывая о жизни группы женщин, работающих в полевом госпитале во время Великой Отечественной войны, ВасильевБ.Л. поднимает вопрос о геройстве в самых тяжелых условиях. Он показывает, что настоящий героизм может проявиться не только на поле боя, но и в повседневной борьбе за жизнь и спасение других людей. Героини романа, несмотря на свою женскую хрупкость, демонстрируют силу духа и бескорыстие в своей работе и в отношении к пациентам.

Еще одним произведением, где Васильев Б.Л. затрагивает тему героизма, является его повесть "Поднятая целина", где рассказывается о тяжелой жизни колхозников во время коллективизации и их борьбе за выживание. Васильев Б.Л. показывает, что героизм может проявиться даже в самых простых и обыденных поступках. Главный герой, молодой парень по имени КосачевВасилий Иванович, несмотря на все трудности и лишения, продолжает бороться за свою мечту - превратить неплодную землю в плодородную целину. Он становится символом неустрашимости и настойчивости.

Тема героизма в произведениях Васильева Б.Л. описывается не только через действия главных героев, но и через их внутренние переживания и состояния. Васильев показывает, что героизм - это не только совершение

подвигов, но и способность преодолеть свои страхи, сомнения и личные слабости. Это олицетворение духовной силы и самоотверженности.

Тема героизма в произведениях Васильева Б.Л. является важной и актуальной. Он позволяет нам задуматься о том, что настоящий героизм может проявиться в самых обыденных ситуациях и в самых обычных людях. Васильев Б.Л. достоверно и глубоко изображает сложность и противоречивость героических поступков, что делает его произведения поистине значимыми и важными для понимания природы и ценности геройства. Он показывает, что герои не всегда являются суперменами или солдатами на передовой, но могут быть обычными людьми, которые встают на защиту других, преодолевают свои страхи и сомнения.

В произведениях Васильева Б.Л. героизм представлен как неотъемлемая часть национального характера и духа народа. Он показывает, что герои - это люди, которые несмотря на трудности и опасности, остаются верными своим принципам и идеалам. Они готовы пожертвовать собой ради других и справедливости. Писатель подчеркивает, что героизм не только во времена войны или кризиса, но и в повседневной жизни, в семье, в работе и в отношениях с другими людьми.

Тема героизма в произведениях Васильева Б.Л. ярко и убедительно показывает, что героями не рождаются, а становятся. Он показывает, что героизм - это не только редкие исключительные поступки, но и постоянные, маленькие поступки добра и смелости, которые делают нашу жизнь лучше. Васильев Б.Л. вдохновляет читателей на то, чтобы искать героизм в себе и в других, и стремиться к нему в повседневной жизни.

Тема героизма в произведениях Васильева Б.Л. актуальна и важна в любое время. Он напоминает нам о силе человеческого духа, о его способности преодолевать трудности и бороться за свои идеалы. Васильев показывает, что героизм - это качество, которое может присутствовать в каждом из нас, и что каждый из нас может стать героем в своей жизни. Его произведения вдохновляют и дают надежду на то, что даже в самых тяжелых моментах мы можем найти силу и смелость быть героями.

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АФРОСИЁБ СИРЛАНГАН КУЛОЛЧИЛИГИНИНГ ШАКЛЛАНИШИДА ТЕХНОЛОГИК ЖАРАЁНЛАР

Камолиддин Беҳзод номидаги
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Аннотация: Мазкур мақолада асосан Ўзбекистон кулолчилигининг қадимги Афросиёб кулолчилигида қўлланилган эпиграфика ва униривожланиши ўзига хос илмий ва ижодий жараёнлар ҳақида фикр юритилади.

Калит сўзлар: X ва XIII асрлар, Афросиёб сирли кулолчилиги, амалий санъат, эпиграфик ёзувлар, Моворауннаҳр, офоризм, ўсимликли нақшлар, техника, технология, таъмирлаш, қўрғошинли сир, қалайли глазур.

Аннотация: Статья посвящена эпиграфии древней афросиабской керамики Узбекистана и конкретным научным и творческим процессам ее развития.

Ключевые слова: X и XIII вв., Мистическая посуда Афросиаба, прикладное искусство, эпиграфические надписи, Моворауннахр, афоризм, растительные узоры, техника, технология, рестоврация, свинцовая глазурь, оловянная глазурь.

Annotation: ThisarticlefocusesontheepigraphyusedintheancientAfrosiabpotteryofUzbekistanandthespecificscientificandcreativeprocessesofitsdevelopment.

Keywords: X and XIII centuries, Afrosiab mystical pottery, applied art, epigraphic inscriptions, Movoraunnahr, aphorism, floral patterns, technique, technology, repair, lead glaze, tin glaze.

Ўрта асрларда Самарқанд шаҳри ижтимоий-иқтисодий, маданий ва маърифий жиҳатдан ривожланиб, гуллаб, яшнаётган ва Ўзбекистоннинг энг қадимий шаҳарларидан бўлган.Чор Россияси Ўрта Осиёни босиб олгандан кейин турли мақсадларда Ўрта Осиё тарихи, маданияти, табиий имкониятлари ўрганила бошланди. Шуларга мисол 1920-1950 йилларда В.В. Бартольд, В.Л. Вяткин, А. Тереножкин, М.Е. Массон,В.А. Шишкин Самарқанд тарихи, археологияси, этнографияси ва архитектурасини тадқиқ қилганлар.Мана шу олимлардан В.Л.Вяткин Самарқанд худудларида археологик изланишлар олиб борган. Унинг фикрича сирли идишлар бизнинг милодий IV-VI асрларда пайдо бўлганлигини саналаштирган.Ана шундай олимлардан А.И. Тереножкин1930-1940 йилларда Афросиёбда археологик тадқиқот ишлар

ўтказа туриб, шундай хулосага келган. Унинг фикрига кўра, яъни VIII аср ўрталаридан Самарқандда сирли кулолчиликларини биринчи ва алоҳида ўзига хос намуналарини такомилаштириш Самарқандлик кулоллар томонидан қўлланилган. Яна бир олим Э.В. Сайконинг ишларига таяниб, Самарқанд сирли кулолчилигидан, сасонийлар ҳам Эронда фойдаланишган. Шунингдек,Ниса ва Айритом шаҳарчаларидан сирли кулолчиликнинг лавҳалари якка ҳолда топилган. Шу даврда илмий изланишлар олиб борган олимлардан М.Е. Массоннинг фикрича "Ўрта Осиёда кулолчилик ҳунармандчилиги юқори ривожланган. Кушонийлар хукмронлиги даврида олдинроқ хусусий сирланган кулолчилик буюмларини ишлаб чиқариш амал қилинган. Антик даврларда ва эрта ўрта асрларда Кушонийлар даври хусусий кулолчиликни ишлаб чиқариш ҳақида, унинг аломатлари ҳақида хатто бирор маълумот берилмаган. Демак, антик ва эрта ўрта асрларда, сирланган кулолчилик бўлмаган. Кўриб ўрганилган ва ўрганган тадқиқотчилар таъкидлашганидек, илк VII аср ўрталаридан кейин Афросиёб сирли кулолчилиги ўз фаолиятини бошлаган[1].

VIII аср оҳиридан Самарқандда ва умуман Ўрта Осиёда сирланган кулолчилик шиддат билан ривожланган. ОлимларданИ. Карабачекнинг айтишича, Афросиёб сирланган кулолчилигининг пайдо бўлиши жараёни ва ривожланишини ўтган юз йилликларда бошланган. У яна ўз изланишлари жараёнида шундай хулосага келган, ислом динида қимматбаҳо металл идишларни ишлатиш тақиқлаган. Шу даврда археологик ишлар олиб борган олимлардан И.Ф. Заrренинг таъкидлашича айнан ана шу тақиқ фақат сирланган кулолчиликнинг ривожланишига катта туртки бўлган. Яна бир олим И.А. Поопўзининг изланишлари жараёнида шундай хулоса билдирган, яъни ўша тақиқ сирланган кулолчиликнинг ҳамма турларини ривожига туртки бўлган.VIII асрнинг охирида оммавий сирли кулолчилик Афросиёбда пайдо бўлиб, у асосан бошқа амалий санъат турларининг ютуқларига асосланган. У хали мукаммаллашмаган ва Самарқанд амалий санъатини янги турларининг тарихини бошлаган.

Шу даврда яшаб илмий изланишлар олиб борган яна бир олим, Ш.С.Ташходжаев Самарқандда бир қатор илмий ўрганишлар олиб борган. Шу олиб борган илмий изланишлари натижасида "Художественная поливная керамика Самарканда IX - начала XIIIвв." деб номланган китоб тайёрлаган.Олимнинг ушбу китобининг вазифаси ва мақсади аввалги тадқиқодчилар томонидан деярли очилмаган қатор масалаларни ўрганиш ва

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[1]Ташходжаев Ш.С.Художественная поливная керамика СамаркандаIX-начала XIIIвв. - Ташкент:"Фан",1967. – 64 б.

ёритиш:хронологик деталлаштириш, кулолчиликни даврийлаштириш, Самарқанд кулолчилик санъати эволюцион жараёнларини аниқлаш. Нақшинкорлик муаммоларини мазмунини ва даврини бадиий ғоясини қандай акс этганлиги ва сирли кулолчилиги ўрта асрлар санъатининг бошқа турлари билан стилларини ўзаро алоқалари ва муносабатлари ва Яқин ва Ўрта Шарқнинг сополсозлиги санъатида Ўрта Осиёлик кулолчилик мактабларининг масаласини аниқлаш. Шунингдек, Моворауннаҳрнинг ўрта асрлар амалий санъатининг халқона йўналиши муаммолари масаласини ёритишдан иборат бўлган.

IX-X аср бошлари Самарқанд сирли кулолчилиги ифодавийлиги нуқтаи назардан янги ва сифати бўйича юқори бўлган. Мана шу даврда "Афросиёб кулолчилиги" деб номланган кулолчилик пайдо бўлган ва унинг ҳамма турларини ривожланишига туртки бўлган.У IX аср давомида ва XIII аср бошларида кулолчилик буюмлари сирларининг тўртта тури билан қопланган. IX-X асрларда Самарқанд –Моварауннаҳрнинг йирик иқтисодий шаҳари бўлган. Унинг худудида кўплаб ҳунармандчилик устахоналари жойлашган бўлиб, уларнинг маҳсулотлари вилоятдан ташқаридан келтирилган.

XI-XII асрларда шаҳар Афросиёбнинг ҳозирги худудига сиғмаган ва у икки қисмдан ташкил топган: шаҳри-дарун (ички шаҳар) ва шаҳри-бирун (ташқишаҳар). Бу вақтда шаҳарни қорхонийлар бошқарар эди ва улар салжуқийларга бўйсунар эдилар, кейин қорахитойлар бошқарганлар.

XI аср охири XII асрларда Самарқанд Хоразмшохлар таркибига кирган. Археологик қазишма вақтида IX-XII асрларда Самарқанд худудидаги алоҳида кварталларда кулолчилик устахоналари фаолият кўрсатганлиги аниқланган. У ерларда сирли кулолчилик маҳсулотлари ишлаб чиқарилган ва ўша вақтда ушбу маҳсулотлари ниҳоятда сифатлилиги билан алоҳида ажралиб турган. Буўз навбатида биринчи рўйхатда турган бадиий мактаб учун йўл очишга имконият берган. Бу санъатни илмий жихатдан 1950-1960 йилларда Афросиёбдаги шаҳарчада археологикқазиш ишлари олиб борилганда, XI асрнинг биринчи ярмига тегишли кулолчилик устахоналари очилган. У ерда кулолчилик ишлаб чиқариш жараёнини тиклаш имкони бўлган. Ўша давр сирли кулолчилик ишининг техникаси ва технологияси устида Ўзбекистон халқ рассоми, сулолавий уста М.К. Раҳимовтомонидан тадқиқот ишини олиб бориши ўзининг ижобий самарасини берган. Кулолларнинг турли хил ашёларини, унинг кимёвий ва кулолчилик сифатларини аниқлаш учун Ўзбекистон Фанлар Академиясининг геология институтидаги лабораториясида лойни, бўёқларни, ангобни, сирларни кимёвий таркибини аниқлаш мақсадида тадқиқотлар ўтказилди. Уста М.К. Раҳимовнинг устахонасида Афросиёб сирли кулолчилиги идишлари типини таҳлилини

олиш учун экспериментлар олиб борилган. Ушбу экспериментлар натижасида шу нарса аниқландики, яъни у вақтда қадимги усталар лойини таркибига имкони борича табиий ашёлар қўшган ҳолда, унинг мустаҳкамлигини ошириш мақсадида лойга обдон ишлов беришган. Қуйида ана шу лойнинг кимёвий таркиби ва уни тайёрлаш жараёнини тушунтириш мақсадида маълум кетма-кетлиги ҳақида маълумот берилган. Самарқанд кулолчилигида қуйидаги хом ашёлардан фойдаланилган: лой, ангоб, бўёқлар.

Лой – Юпқа деворли идиш олиш учун, тоза лессалик оғир, иккиламчи аралашмани қўллаганлар. Яъни дарё қирғоғидан аста-секин ювилган ва йиғилиб борилган, кераксиз қаттиқ тошлардан тозалангандан сўнг, ёпишқоқлиги оширилган. Шу бажарилган кетма-кетликлар натижасида юпқа деворли идишни қоплаш мумкин бўлган. Қуйида X аср муаллифи Абу Бакр Муҳаммад ар-Рози(855-925й.) "донолик лойи"ни тайёрлаш йўлини маълум қилган:"Тоза қизил ва оқ лойни олинг, у ёпишқоқ елимлибўлиши шарт. У ҳар хил керакмас тошчалардан холи, тоза жойга қўйиб ва бир неча марта сув сепинг, у нам бўлсин ва уни қисман аралаштиринг, бироқ унга қўлингиз тегмасин. Сўнгра уникуритишга қўйинг. Ундан кейин уни ғўла билан эзинг ва уни кулоллар қандай қилишса, шундай тўр билан элаб олинг. Кейин яна иккинчи марта эзиб, қалин сочли элак билан элакдан ўтказинг". Лойга обдон ишлов берилади ва тиндирилади.Кейин ундан доиравий5-15 смли шарчалар тайёрланади.Кўринишича шарчалар олдиндан мўлжалланган идишларнинг ўлчамидан келиб чиқиб тайёрланган.Демак, кулоллар аввалдан турли хил ўлчамдаги ва бозор талабига кўра шунча идишларни билишган.Бу хол пиширувчи хумдонларнинг ўлчамига ҳам боғлиқ бўлган.Идишларни улар оёқда, тез айланадиган тошдан қилинган доирали дастгоҳда қолиплашган. Мўлжалланган идишларнинг сиртларини сирлаш учун, уларни айлантириш жараёнида сув билан силлиқлашган.Қолиплашдан сўнг идишлар қуритилган ва ангоб билан қопланган.

Ангоблаш турфа хил бўлиб, унинг таг заминига (фонига) боғлиқ бўлган. IX-Хасрларда оқ-заминли идишлар икки марта ангобланган.Хомроқ идишлар қуригандан сўнг ангобланган, оқиш ранг пиширишдан сўнг берилган.Иккинчи бор унча давом этмаган қуришдан сўнг,идишлар иккинчи марта лой ангоб билан қопланган. Бу жараён эзилган кварцит билан аралаштирилган ва ун билан қопланган.

Ўша илк ўрта асрларда сопол буюмларни бўяш учун махсусс бўёқ ҳам ишлатилинган. Бўёқлардан ёрқин ёки тўқ қизил заминни олиш учун, заминни гульбата билан қоплашган, сўнг жўш (қизил ангоб) билан тўғридан-тўғри хом шаклга туширишган. Қора фон олиш учун "қора"ангобни хом шаклга туширилган. Унинг кимёвий таҳлили бўёқларда олинган.

Сирлаш(глазурлаш) учун шаффоф қўрғошинли қуйидаги сирли кимёвий таркибда қўлланилган. Қўрғошинли глазурга окис мис қўшилган (17%гача), натижада шаффоф яшил рангли сир ҳосил бўлган. Ҳира сир олиш учун, қўрғошинли глазурга қўшишган (замонавий кулоллар уни 20% гача қўшишади). Қадимий ва замонавий буюмларни таққосланганда шуни сезиш мумкинки, яъни сирнинг ҳиралилигининг даражаси қадимги идишларда кўп. Биринчи спектрал таҳлил шуни кўрсатадики, яъни қадимий кулоллар 20% дан кўп фойдаланишган. Кўринишича, бу 1/3 қисм қадимий сирнинг ҳамма оғирлигидан кўп. Қўрғошинли сирлашни қачон ўтказса, шу вақтда унга қалай ва окис мис қўшилган, натижада, феруза рангли ҳира сир олинган. Қўрғошинли сир сифати бўйича биринчи ўринни эгаллаган.

Нақш шаклларини унча узоқ давом этмаган қуритишдан сўнг, турли хил номлардаги бўёқлар билан нақш ишлатишган. Уларярқираган ва нақшга баъзи бир чуқурликлар берилган. Бўяшнинг сири шундаки, бўёқларнинг таркибига қадимги кулоллар, унча кўп бўлмаган миқдорда қўрғошинли руҳини киритганлар, люстра кўринишидаги идишларнинг бўёқларига кўп миқдорда окис темирни (26%ча) киритишган. IX ва X аср бошларида Самарқанд кулолчилигида қўрғошинли сир билан сирлаш амал қилинган. Улар қуйидаги гуруҳларга бўлинган: 1) эпиграфик безаклари билан; 2) ўсимликсимон нақшинкорлик билан; 3) холлардан иборат нақш билан.

Самарқанд сирланган кулолчилик буюмларида безак сифатида нақшларнинг ишланиш усулларининг турли хиллари қўлланилган:

1. Эпиграфик ва ўсимликсимон нақшлар;

2. Нафис чизиқли нақш.Усграфитто техникасида очиқ шаклларда бажарилган.Бу холатда у тирнаб идишнинг бўйнигача чизилган ва бу чуқурлашган чизиқларни пишириш жараёнида сир оқган ва тўқ тусчаларни берган.Бу техникадан кўпинча бадиий металлдан сирли кулолчиликка ўтишда V-VIII асрларда сирли ўйиб ишлаш катта ўринни эгаллаган. Шуни алоҳида таъкидлаш лозимки, тирнаб ишлаш техникаси кулолчиликда безатиш усули сифатида аввалдан антик даврдан маълум бўлган.

3. Икки чизиқлар ва нуқталар билан тўлдирилган ва сариқ, сафсар, қора бўёқлар сояли чизиғи эффектини берган. Мутахассисларнинг фикрича ушбу техникаметаллга ўйишга тақлиддир. Бу даврда мазкур усул қўрғошинли-қалайли глазур идишлартагида қўлланилган.

4. Доғлар билан нақшлар, яъни яшил оқишлар билан, сариқ, сафсар ва қора бўёқлар билан қўллаш усулидир. Бу усул олдинроқ қадимги Миср усталарига маълум бўлган, аммо тезлик билан Ўрта Осиёдаги кулоларига ҳам ва ХитойнингVII аср чинниларига ҳам етказилган ва Ўзбекистон кулолчилик санъатида то бизнинг кунгача сақланган. Ана шу ҳамма тип безаклар, ўйиб

ишлашдан ташқари, сирли кулолчиликнинг очиқ ва ёпиқ шаклли безаги учун қўллаганлар. Ҳаммадан кўп очиқ ҳар хил ўлчам ва шаклларга катта эътибор билан ишлов берганлар.Уларда ишланган нақшлар ниҳоятда бадиий дид ва даврнинг эстетик қарашлари акс этган. Шунинг учун очиқ идишларга ишлов беришга кўп эътибор ажратишган[2].

Ҳозирги кунда Ўзбекистоннинг қадимги кулолчилигининг турли марказларида яратилган буюмлар дунёнинг турли мамлакатларидаги музейларида сақланади. Уларда қўлланилган эпиграфик ёзувларнинг асосий мавзуси ва мазмуни бир-бирига яқин ва кўп холарда бир-бирини такрорлайди. Масалан, олим А. Кучанитомонидан эълон қилинган идишнинг эпиграфик ёзувининг мазмуни "хўжайинга соғлиқ, омад" тилаган. 1950-1960 йилларда Афросиёб шаҳарчасида, олиб борилган археологик ишлар келгусидаIX-X асрлар идишлари шаклининг ҳар хиллиги ҳақидаги тасоввурларини кенгайтириш имконини берган.Кўриб, ўрганиб, таҳлил қилиб чиқилаётган Афросиёб кулолчилигида қўлланилган эпиграфик ёзувлар ўша давр сополсоз усталарнинг диди нозик ва шу билан бирга ўзи томонидан яратилаётган кулолчилик буюмининг ундан фойдалинишни бошлаган инсонга қандайдир маънавий озиқа бера оладиган даражада мазмундор бўлишига алоҳида эътибор берганлар.

Шу даврда ишланган Самарқанд кулолчилик буюмлариқуйидагилар бўлган: кўзалар, ликопчалар, лаганлар.IX-X асрларда Самарқанд кулолчилигида ишланган кўзаларнинг кўриниши қуйидагича бўлган. Ясситагликдан кўтарила бориб, юқорига томон ўсиб боради, тобора кенгая туриб, чўзилган деворча, оҳиста айлана елкага ўтади, ундан кейин унча катта бўлмаган бўйчага чиқади. Кўза ҳайкалли – ифодавий, таққослаганда мутаносиб кенг таглик унга турғунликни беради, юмалоқланган елкалар эса, бир мунча чўзилган қомат-келишган, адл тикликка эга. Омадли топилган қисмларнинг мутаносибликлиги ва тагликка, қоматни мос тушиши – бўйин пластик ашёлар хусусиятларини-ниҳоятда кўп қўлланганлиги шаклга такрорланмас ва қоматига мос бадиий гўзалликни баҳш этган. Мазкур кўзанинг маълумотлари бизнинг ҳозирги кунгача Хитойнинг чинни кўзаларида ва Ғарбий Европада ишлаб чиқариладиган чинни кўзаларида сақланиб қолинган. Ундаги чизиқларнинг эгилувчанлиги ва шаклларнинг яҳлитлиги, холли нақшлар билан яхши уйғунлашган идишнинг хусусиятини ҳосил қилган. Рангдор нақш ва юқори эмоционал ифодавийлиги, кўзани

[2]Ташходжаев Ш.С.Художественная поливная керамика СамаркандаIX-начала XIIIвв. - Ташкент:"Фан",1967. – 75б.

бадиий шаклининг таъсирчанлигини ниҳоятда нафислик билан ўзига сингдира олган.

Яна шу даврда, Афросиёбда кулолчилик буюмлариданликопча ва лаганлар ҳам ишлаб чиқарилган. Уларнинг нафислиги бошқа худуд (Тошкент, Фарғона, Хоразм) кулолчилигига ҳам ўз таъсирини кўрсатган. Бу идишлар ўзининг ўлчамлари билан фарқланган. Идишлар юз томондан икки режали бўлган:биринчиси ясси тагликдан юқорига ва ён томонларига аста- секин кўтарилган. Шу билан буюмнинг яҳлитлиги ва профилнинг қулайлигини ҳосил қилган.Баъзи шаклларда профил чизиғи билан бир ва икки кескинқисмларга ажратилган. Шаклларнинг чеккалари пропорционал муносабатга амал қилинган. Қирғоғининг кенглиги ёруғ кескин синишлар конуссимон аниқ мақсадларга амал қилинган. Ҳамма томони бир хил баландликда унга тенг тақсимлашўта силлиқланган. Унинг юза қисмлари билан муносабатда жойлашган.Тагининг ички қисми соддалаштирилган ва кўпроқ ифодали ҳарактерни эгаллаган. Идишлар маиший ишларга ишлатишга енгил ва қулай бўлган[3].

Очиқ шаклдаги идишлар, асосан яримсфериклигига эгалиги, турли хиллиги ва турли мақсадларга мўлжалланганлигидадир. Тадқиқотчи Ш.С.Ташходжаев ёзган китобида "шароб"ичиш учун идишни ёдга солибқадах "идиш" маъносини берган. Умар Хайём шаробни "жомдан"ичиш мумкинлигини кўп бор такрорлаган.

Аввалдан маълумки, кўплаб адабий ёдгорликлар, шунингдек миниатюраларда шаропхўрлик ҳақида маълумотлар сақланган. Бу анънана Самарқанд вилоятининг туманларида ҳозирда ҳам амал қилинади. Уйда тайёрланган шароблар катта очиқ шаклдаги жомларда берилади. Идишлар ўлчами меҳмонларнинг сонига боғлиқ. Унга шароб қуювчига ишонган инсон уни катта пиёлада қуяди. Унинг бундай холатида "сўз", "гап" деган ибора қўлланилади ва "шаропхўрлик" маъносини англатади. Сирли очиқ шакллиидишлар,кўринишича, уларнинг шакли бўйича ва нақшланиши бўйича, шароб узатиш учун мўлжалланган. Идишнинг қуйиш қисми идишнинг ичига эгилган. Бунинг сабаби, ундан шароб қуйилаётган вақтда чайқалиб, тарқалиб ёки сачраб кетмаслигидан сақлаш мақсадида шундай қилинган. Бу идишда энг кам меёрда, уни мутлақо бўшаб қолиш холати идишдаги безакларни меёрини намоён қилувчи безаклар сифатида қабул қилинган.

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[3]Ташходжаев Ш.С. К истории изучения средневековой поливной керамики Афрасиаба // НРС. - Ташкент: "Фан", 1961. - Кн. 2. – 206-268 б.

Хулоса қилиб айтганда, IX-XIII асрларда Афросиёб сирли кулолчилик санъати жуда катта ютуқларга эга бўлган. Ривожланишнинг энг юқори чўқисига чиққан десак хеч муболаға бўлмайди. Унинг ютуқларини ўша даврда ишлаб чиқарилган кулолчилик буюмларида кўришимиз мумкин бўлади. Уларнинг нафислиги, сифатлилиги, нақшларининг бежиримлилиги, эпиграфик ёзувларини такрорланмаслиги нафақат Самарқанд кулолчилик санъатига балки, бошқа худудлар кулолчилик санъатига ҳам ўз таъсирини кўрсатганлигида кўришимиз мумкин бўлади. Яна шу даврда бошқа худуд кулолчилигида қўлланилмаган хом ашёларини тайёрланганлигига амин бўлишимиз мумкин бўлади. Демак,сирли кулолчилик идишини яратаётган Самарқандлик кулол усталари уни шунчаки номига, бозор учун тез сотилиб кетиши учунгина яратмай, аксинча шу буюм санъат даражасида бажарилишига, эстетик жиҳатдан гўзал буюм бўлишига ва ундан узоқ йиллар давомида фойдаланишига катта аҳамият беришган. Унга меҳр билан муносабатда бўлишларини ҳисобга олган ҳолда иложи борича ижодкорлик маҳоратини ишга солганлиги сезилади.

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PHONETIC ELEMENTS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article examines the phonetic elements of English and Uzbek, highlighting both differences and similarities between the two languages. It provides a detailed comparison of their consonant and vowel inventories, noting the presence of unique sounds in each language. The article discusses stress and intonation patterns, showing how English has more complex and variable stress compared to the predictable stress patterns in Uzbek. It also covers phonotactics, indicating that English allows more complex consonant clusters than Uzbek. Additionally, the article explores phonological processes like assimilation and elision, demonstrating their occurrence in both languages albeit with different frequencies and contexts. Overall, this comparison underscores the distinct phonetic characteristics rooted in the linguistic heritages of English and Uzbek, while also recognizing shared phonetic processes.

Annotatsiya: Ushbu maqola ingliz va o'zbek tillarining fonetik elementlarini o'rganib, ikki til o'rtasidagi farq va o'xshashliklarni ko'rsatib beradi. Unda har bir tilda o'ziga xos tovushlar mavjudligi qayd etilgan holda ularning undosh va unlilar inventarlari batafsil qiyoslanadi. Maqolada urg'u va intonatsiya ko'rib chiqilib, o'zbek tilidagi urg'u naqshlariga nisbatan ingliz tilida qanday qilib murakkabroq va o'zgaruvchan urg'u borligi ko'rsatilgan. Shuningdek, u fonotaktikani ham qamrab oladi, bu esa ingliz tili o'zbek tiliga qaraganda murakkabroq undoshlar klasterlariga ruxsat berishini ko'rsatadi. Bundan tashqari, maqola assimilyatsiya va eliziya kabi fonologik jarayonlarni o'rganadi, ularning har xil chastotalar va kontekstlarda bo'lsa ham, ikkala tilda paydo bo'lishini namoyish etadi. Umuman olganda, bu taqqoslash ingliz va o'zbek tillari lingvistik merosida ildiz otgan o'ziga xos fonetik xususiyatlarni ta'kidlab, umumiy fonetik jarayonlarni ham tan oladi.

Key words: Phonetic elements, English language, Uzbek Language, consonants, vowels, stress patterns, intonation, phonotactics, assimilation, elision, linguistic comparison, phonological processes, sound system.

Kalit so'zlar: Fonetik elementlar, ingliz tili, o'zbek tili, undoshlar, unlilar, urg'u qoliplari, intonatsiya, fonotaktika, assimilyatsiya, eliziya, lingvistik taqqoslash, fonologik jarayonlar, tovush tizimi.

INTRODUCTION

Phonetics, the study of speech sounds, provides a fascinating lens through which to examine and compare languages. English and Uzbek, belonging to the

Germanic and Turkic language families respectively, offer distinct phonetic characteristics. This article explores the phonetic elements of these two languages, highlighting their differences and similarities.

Consonants: English boasts a rich array of consonants, with sounds that are both voiced and voiceless. Some common consonants in English include:

Plosives: /p/, /b/, /t/, /d/, /k/, /g/

Fricatives: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/

Affricates: /tʃ/, /dʒ/

Nasals: /m/, /n/, /ŋ/

Liquids: /l/, /r/

Semivowels: /w/, /j/ [1. p 112-114]

Uzbek, while having a slightly simpler consonantal system, also includes both voiced and voiceless sounds:

Plosives: /p/, /b/, /t/, /d/, /k/, /g/, /q/

Fricatives: /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /x/, /ɣ/, /h/

Affricates: /tʃ/, /dʒ/

Nasals: /m/, /n/, /ŋ/

Liquids: /l/, /r/

Semivowels: /w/, /j/

A notable difference is the presence of the uvular plosive /q/ and the velar fricative /x/ in Uzbek, which do not exist in English. Conversely, English features the dental fricatives /θ/ (as in "think") and /ð/ (as in "this"), which are absent in Uzbek [2. p 165-166]

Vowels: The vowel systems in English and Uzbek also exhibit notable differences. English vowels are characterized by their extensive use of diphthongs and a distinction between tense and lax vowels:

Monophthongs: /i/, /ɪ/, /e/, /æ/, /ɑ/, /ɒ/, /ɔ/, /ʊ/, /u/, /ə/, /ʌ/

Diphthongs: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /oʊ/, /ɪə/, /eə/, /ʊə/

Uzbek, on the other hand, has a simpler vowel system, comprising mainly of:

Monophthongs: /i/, /e/, /æ/, /ɑ/, /o/, /u/

Uzbek vowels do not exhibit the same level of diphthongization seen in English. Additionally, vowel length is not as phonemically significant in Uzbek as it is in English [3. p 75-76]

Stress: In English, stress is a critical phonetic feature, influencing both word meaning and sentence structure. English words often have primary and secondary stress (e.g., 'record as a noun vs. Re'cord as a verb), and sentence stress can highlight the most important part of a message.

Uzbek, while also using stress, does not employ it in as complex a manner as English. Stress in Uzbek words is typically more predictable, often falling on the last

syllable of the word. This regularity in stress patterns makes Uzbek prosody less variable compared to English [4. p 42-43]

Intonation: Intonation patterns in English are varied and play a significant role in conveying different types of sentences (statements, questions, commands) and emotional nuances. Rising and falling tones can significantly alter the meaning of a sentence.

Uzbek intonation, while still important, is generally more straightforward. Statements usually end with a falling intonation, and questions with a rising intonation, similar to English. However, the range and variation in pitch may not be as pronounced in Uzbek as in English [5. p 155-157]

Phonotactics: Phonotactics refers to the rules governing the possible phoneme sequences in a language. In English, complex consonant clusters are common, both at the beginning (e.g., "str-" in "street") and at the end of words (e.g., "-nkts" in "links"). This flexibility allows for a vast array of syllable structures.

Uzbek phonotactic rules are more restrictive, especially concerning consonant clusters. Consonant clusters at the beginning of words are rare, and syllable structures tend to be simpler, typically alternating between consonants and vowels [6. p 95-96]

Phonological Processes. Assimilation: Both languages exhibit assimilation, where a sound becomes similar to a neighboring sound. In English, this can be seen in phrases like "input" [ˈɪnpʊt], where the /n/ assimilates to the following /p/. Uzbek also shows assimilation, such as in the word "bir-bir" [birˈbir] ("each other"), where the first /r/ influences the second.

 Elision: Elision, the omission of sounds, occurs in both languages but is more prominent in English. For example, "I am going to" often becomes "I'm gonna" in casual speech. In Uzbek, elision occurs but is less common, generally limited to rapid or informal speech [7. p 214-216]

CONCLUSION

The phonetic elements of English and Uzbek highlight both differences and similarities rooted in their distinct linguistic heritages. English, with its complex consonant clusters, diphthongs, and variable stress patterns, contrasts with the more straightforward phonotactic and prosodic characteristics of Uzbek. However, both languages share fundamental phonetic processes like assimilation and elision. Understanding these elements enriches our appreciation of each language's unique sound system and offers insights into their respective linguistic structures.

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GANCH ORNAMENTS OF UZBEKISTAN OF THE XI-XII CENTURIES

MRDI named after K. Behzod
"Applied decorative art"
department teacher S.S. Abdudaeva
"Art pottery and repair"
department teacher A.R. Matyazov

Annotation: This article is about ganch ornaments of Uzbekistan of XI-XII centuries. The pride of our art of engraving is an incomparable and priceless treasure. There is no doubt that its in-depth study is of scientific and practical importance. The art of Ganch carving has evolved over the centuries with a unique style. If we examine and study the development of this art in the oldest, middle ages and the 20th century, the ganch carvings of these periods are completely different from each other.

Key words: Ancient monuments, restoration, engraving, conservation, history, engraving, deep engraving, flat engraving, carving, zami mirror engraving, zami colored engraving, drawing decoration, lattice carving, zanjira, archeology, repairman.

ГАНЧЕВЫЕ ОРНАМЕНТЫ УЗБЕКИСТАНА XI-XII ВЕКОВ

Аннотация: Статья посвящена ганчевым орнаментам Узбекистана XI-XII веков. Гордость нашего искусства гравюры – несравненное и бесценное сокровище. Не подлежит сомнению, что ее углубленное изучение имеет научное и практическое значение. Искусство резьбы по Ганчу развивалось на протяжении веков и приобрело уникальный стиль. Если рассмотреть и изучить развитие этого искусства в древнейшем, средневековом и XX веке, то резьба по ганчу этих периодов совершенно не похожа друг на друга.

Ключевые слова: Древние памятники, реставрация, гравюра, консервация, история, гравюра, глубокая гравюра, плоская гравюра, резьба, зеркальная гравюра зами, цветная гравюра зами, рисунок декора, решетчатая резьба, занджира, археология, мастер-ремонтник.

Ganchkor is one of the ancient art forms, which is reflected in the architecture of the world, including the architecture of Central Asia, Iran, Turkey, Arabia, Afghanistan and other Eastern countries. In particular, the works created in Central Asia are distinguished by their unique artistic composition and processing style. Nowadays, the ganch serkuyosh is honored and carefully protected in Uzbekistan, giving beauty and beauty to many monuments. It was used in the construction and

decoration of historical monuments in Samarkand, Bukhara, Tashkent, Ko'kan, Margilon, Khiva, Shahrisabz and other cities. Ganch compound is easy to cut when fresh, and can be carved and shaped as desired, but after it hardens, it becomes like a solid stone. Our craftsmen have been using this wonderful feature since ancient times. Thus, until now, this craft has been developing as a historical tradition from generation to generation. Generosity is the pride of our art, an incomparable and priceless treasure. There is no doubt that its in-depth study is of scientific and practical importance. When decorating any building, it is important in itself to choose and use the type of ganch carving suitable for its structure. For a small room, a small flat carving and the type of decoration corresponding to it are used, and for large hotels (halls), a large carving and a unique ganch carving are used. It consists of Ganch carving, large carving, deep carving, flat carving, cutting, ground mirror carving, ground color carving, drawing decoration, lattice carving, chain, volume carving. In addition, the types of ganch carving are divided into ground and groundless carvings. Ganch compound is easy to cut when fresh, and can be carved into any desired shape, but once it hardens, it becomes like hard rock. Our masters have been using these wonderful properties since ancient times. Thus, until now, this craft is developing as a historical tradition from generation to generation. The pride of our art of engraving is an incomparable and priceless treasure. There is no doubt that its in-depth study is of scientific and practical importance. The art of Ganch carving has evolved over the centuries with a unique style. If we examine and study the development of this art in the oldest, middle ages and the 20th century, the ganch carvings of these periods are completely different from each other. Ancient hanch carvings are voluminous and based on realistic images. Images of people, animals, and birds were often used in them. Already in the first centuries of our era, people learned that ganache has wonderful properties and began to decorate castles, caravanserais and other places. As a result of the battles, they were destroyed, and only their remains remained. In the 3rd century, the magnificent palace hotels of Tuproqkala were decorated with carved ganch. In the town of Varakhsha, a very important example of ganch carving, made in the III-IV centuries BC, was found. It has floral motifs, palmette, and geometric motifs made of ganch. An example of a carved ganch can be shown in a particularly high-relief fish image. Among the finds in Varakhsha, examples of the remains of the Bukhara palace of the VII-VIII centuries were found. In these finds, one can see birds, animals, fishes, carved examples of plant and geometric shapes. After the Arab conquest of Central Asia, Islam became the dominant religion, which forbade the depiction of living creatures. This can be seen from the architectural monuments of Central Asia. In particular, various examples of this art were preserved in the palaces of the rulers of the VII-VIII centuries in Varakhsha. In the mausoleum of Ismail Somonii in Bukhara,

examples of ganch carving were found with wavy patterns. It has a lot of floral motifs. In the 10th-11th centuries, painting, wood, stone and ganch carving were more developed. Patterns that reflect a complex abstract image appeared. Ganch carving works are also placed in the interior of the house and the part that is not touched by the bathroom. Various geometric shapes of bricks have been developed. As a result of archaeological excavations in Afrosiyob, remains of palaces built in the 10th-11th centuries were found.

In particular, an izora (panel) ganchi was found, in which deep carvings of geometric and plant-like patterns were used. The depth of engraving is 2-3 cm, the pattern is clearly visible with a dark shade of white. Ganch was plastered thickly on the wall, and the image of the pattern was carved directly on the surface of the wall. Masters of that time did not use akhta (pattern). On the outside of the buildings, ganch work was done on the basis of casting. Complex patterns appear in the 3rd century. The masters stylized the images of plants and animals from nature and used them in ganch carving. The depth of the engraving on these walls did not exceed 7 mm. Ganch carving was used on the exterior of the houses, on the pillars and gables. In the 12th century in the Fergana valley, various tile-shaped carved ganch samples were used as decorative ornaments. This indicates that the decoration of buildings with ganch was widespread. Uzgan's monuments are conventionally called northern, middle, southern mausoleums interior, wall pediments, archways are decorated with very elegant carvings. In Mavorounnahr, the art of carving, especially flourished, rose to the level of the main decoration of architecture. In it you can see images of fantastic animals. The art of ganch carving in the tombs of Termiz can be said to be the peak of that period. In the 12th century, muqarnas were created and began to be used in many buildings. Muqarnas are more complex than simple ganch carvings. It began to be used as a decoration in Takhmon and other places. Muqarnas made on the interior parts of the buildings are especially distinguished. During the excavation of the palace of the rulers of Termiz, the remains of a ganch fence, colored glass, and a picture painted on ganch were found. The palace has been renovated several times. In the 12th century, the interior of the hall was decorated with ganch carvings, and the walls were decorated with images of mythical creatures. In 1220, Termiz was besieged by Genghis Khan's troops, due to strong resistance, the palace was destroyed along with many other buildings, the ruins were not preserved.

The Palace of the Termizshahs was a large building surrounded by high walls built in the 11th century. The palace complex covers a large area (7 hectares) and is built on a square plot. On the main facade of the palace, a large gate leads to a quadrangular courtyard. In the middle of a large yard surrounded by buildings, there was a 8.5x8.5-meter pool supplied with water from ceramic pipes, and in front of the hotel (a large hall with a corridor) there was a porch with 4 square columns.

Opposite the main door is an oblong reception hall with a front porch, surrounded by two-story domes on three sides, and the front is open. This side is covered with an expensive curtain. The king's throne stood in this oblong room.

In the 12th century (1129-1130), Sultan Abdul Muzaffar Bahromshah of Ghazni decorated the reception hall of the palace with new decorations, and the reception hall was decorated with ganch carvings.

The building is skillfully made of bricks, selected on the basis of a kind of grid, and the base (poli) is laid with hard bricks.

In 1220, Termiz was besieged by Genghis Khan's troops. Due to the fierce resistance of the Termizites, the palace, along with many other buildings, was destroyed during the reconstruction. Remains of building materials, paint and ganch containers are proof of this. The ruins are not preserved. The Palace of the Termiz Shahs was built in three periods and was a unique and unique example of medieval architecture.

In many places, it is found together with geometric patterns and plant patterns. In this, too, we will witness that Termiz ganchkors are highly skilled craftsmen. Each pattern is unique,

it is distinguished by its perfection and clear workmanship. Visitors to the lobby were struck by a painting of unusual animals on the south wall. Because these unusual animals are very skillfully carved. Undoubtedly, the carvings of the lobby had a strong psychological impact on the guests. On the one hand, the beauty of the

reception hall and the elegance of the paintings have a mysterious effect on the guest, on the other hand on the other hand, the image of unusual animals increased this mystery and increased impressiveness. On top of that, the light coming from the lattice arch decorated with different colored bottles on the roof of the reception hall gave the hall more mystery.

The guests were surprised by the grandeur and beauty of the palace. Despite the fact that the appearance and interior decoration of the lobby have been largely eroded over the centuries, they have not lost their original impressiveness.

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STRUCTURAL TYPES OF SENTENCES IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article explores the structural types of sentences in English and Uzbek, emphasizing their differences and similarities. It begins by outlining the four main types of sentences in English: simple, compound, complex, and compound-complex. Each type is defined and illustrated with examples. The article then presents the corresponding sentence types in Uzbek, highlighting the parallel structures while noting the unique features of each language. Key differences, such as word order (SVO in English vs. SOV in Uzbek), use of conjunctions, and tendencies in sentence length and complexity, are discussed. The conclusion underscores the value of understanding these aspects for improved language learning and communication.

 Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi gaplarning strukturaviy turlari o'rganilib, ularning farq va o'xshash tomonlariga urg'u beriladi. U ingliz tilidagi to'rtta asosiy gap turini ko'rsatishdan boshlanadi: oddiy, qo'shma, murakkab va qo'shma-murakkab. Har bir tur aniqlangan va misollar bilan tasvirlangan. So'ngra maqolada o'zbek tilidagi tegishli gap turlari ko'rsatilgan, har bir tilning o'ziga xos xususiyatlari qayd etilgan holda parallel tuzilmalari yoritilgan. Asosiy farqlar, masalan, so'z tartibi (ingliz tilida SVO va o'zbek tilida SOV), bog'lovchilardan foydalanish, gap uzunligi va murakkabligi tendentsiyalari muhokama qilinadi. Xulosa til o'rganish va muloqotni yaxshilash uchun ushbu jihatlarni tushunish muhimligini ta'kidlaydi.

Key words: Sentence structure, English language, Uzbek language, simple sentences, compound sentences, complex sentences, compound-complex sentences, word order, conjunctions, language comparison, grammatical structure, language learning, communication differences.

Kalit so'zlar: Gap tuzilishi, ingliz tili, o'zbek tili, sodda gaplar, qo'shma-murakkab gaplar, murakkab gaplar, qo'shma gaplar, so'z tartibi, bog'lovchilar, til. Taqqoslash, grammatik tuzilish, til o'rganish, muloqot farqlari.

INTRODUCTION

Language is a complex system of communication, and one of the fundamental aspects of any language is its sentence structure. Understanding the structural types of sentences is crucial for mastering both English and Uzbek. This article delves into

the various types of sentences in these two languages, highlighting their differences and similarities.

Sentence Structure in English: In English, sentences can be categorized based on their structure and function. Structurally, sentences are divided into four main types:

Simple Sentences: A simple sentence consists of a single independent clause with a subject and a predicate. Example: "She reads."

Compound Sentences: A compound sentence contains two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon. Example: "She reads books, and she writes essays."

Complex Sentences: A complex sentence consists of one independent clause and one or more dependent clauses connected by subordinating conjunctions (because, although, since, etc.). Example: "She reads books because she loves to learn."

Compound-Complex Sentences: This type combines elements of both compound and complex sentences, having at least two independent clauses and one or more dependent clauses. Example: "She reads books because she loves to learn, and she writes essays to share her knowledge." [1. p 165-166]

Sentence Structure in Uzbek: Uzbek language spoken in Uzbekistan, also classifies sentences into different structural types:

Oddiy Gaplar (Simple Sentences): Like in English, a simple sentence in Uzbek consists of a single independent clause with a subject and a predicate. Example: "U kitob o'qiydi." (She reads a book.)

Qo'shma Gaplar (Compound Sentences): A compound sentence in Uzbek comprises two or more independent clauses, often joined by coordinating conjunctions like "va" (and), "yoki" (or), and "lekin" (but). Example: "U kitob o'qiydi va maqola yozadi." (She reads books and writes essays.) [2. p 112-114]

Murakkab Gaplar (Complex Sentences): These sentences contain one independent clause and one or more dependent clauses, connected by subordinating conjunctions such as "chunki" (because), "agar" (if), and "lekin" (although). Example: "U kitob o'qiydi chunki u o'rganishni yaxshi ko'radi." (She reads books because she loves to learn.)

Murakkab Qo'shma Gaplar (Compound-Complex Sentences): This type involves at least two independent clauses and one or more dependent clauses, mirroring the structure found in English. Example: "U kitob o'qiydi chunki u o'rganishni yaxshi ko'radi, va u maqola yozadi bilimini baham ko'rish uchun." (She reads books because she loves to learn, and she writes essays to share her knowledge.) [3. p 75-76]

Differences and Similarities. Word Order: One of the key differences between English and Uzbek sentence structures is word order. English predominantly follows a Subject-Verb-Object (SVO) order: Example: "She (subject) reads (verb) a book (object)."

Uzbek, however, generally follows a Subject-Object-Verb (SOV) order: Example: "U (subject) kitob (object) o'qiydi (verb)." (She reads a book.) [4. p 265-266]

Use of Conjunctions: Both languages use conjunctions to form compound and complex sentences, but the specific conjunctions differ. English uses "and," "but," "or," etc., while Uzbek uses "va" (and), "yoki" (or), and "lekin" (but). Similarly, for complex sentences, English employs "because," "although," "since," etc., whereas Uzbek uses "chunki" (because), "agar" (if), and "lekin" (although) [5. p 88-90]

Sentence Length and Complexity: English tends to use shorter, more concise sentences, whereas Uzbek often allows for longer, more complex sentences, particularly in formal or literary contexts. This can be attributed to the agglutinative nature of the Uzbek language, which often adds suffixes to words to convey additional meanings and grammatical relations [6. p 95-96]

CONCLUSION

Understanding the structural types of sentences in both English and Uzbek reveals both the commonalities and unique features of these languages. Both languages share similar fundamental sentence types: simple, compound, complex, and compound-complex sentences. However, they differ in word order, conjunction usage, and sentence length preferences. Recognizing these differences and similarities enhances our comprehension and appreciation of both languages, facilitating better communication and language learning.

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PRIMARY AND SECONDARY PARTS OF SENTENCE IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article provides a comparative analysis of the primary and secondary parts of sentences in English and Uzbek languages. It examines similarities and differences in sentence structure, word order, agreement, case marking, verb morphology, vocabulary, idiomatic expressions, formality, and register between the two languages. Through examples and explanations, the article offers insights into how sentences are constructed and how language elements function in each linguistic context. Understanding these differences enhances comprehension and proficiency in both English and Uzbek languages.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi gaplarning bosh va ikkinchi darajali qismlari qiyosiy tahlil qilingan. Unda ikki til o'rtasidagi gap tuzilishi, so'z tartibi, kelishik, hol belgisi, fe'l morfologiyasi, lug'at, idiomatik iboralar, rasmiyatchilik va registrdagi o'xshashlik va farqlar o'rganiladi. Misollar va tushuntirishlar orqali maqola jumlalar qanday tuzilganligi va har bir lingvistik kontekstda til elementlari qanday ishlashi haqida tushuncha beradi. Bu farqlarni tushunish ingliz va o'zbek tillarini tushunish va malakasini oshiradi.

Key words: Sentence structure, English language, Uzbek language, primary parts, secondary parts, word order, agreement, verb morphology, idiomatic expressions, comparative analysis.

Kalit so'zlar: Gap tuzilishi, ingliz tili, o'zbek tili, bosh bo'laklar, ikkinchi darajali bo'laklar, so'z tartibi, kelishik, fe'l morfologiyasi, idiomatik iboralar, qiyosiy tahlil.

INTRODUCTION

Understanding the structure of a sentence is essential for effective communication in any language. In both English and Uzbek languages, sentences are composed of primary and secondary parts, each serving distinct functions. However, differences in grammar and syntax between the two languages contribute to variations in sentence structure. This article explores the similarities and differences in the primary and secondary parts of sentences in English and Uzbek languages.

Primary Parts of a Sentence:

Subject: English: The subject is the doer of the action or the entity being described in the sentence. It usually precedes the verb. Example: "John (subject) eats (verb) pizza." [1. p 112-114]

Uzbek: The subject functions similarly to English, indicating the doer of the action. Example: "John (subject) pishiradi (verb) pizza."

Verb: English: The verb expresses the action or state of being in the sentence. Example: "She (subject) is (verb) singing."

Uzbek: Verbs in Uzbek carry out the same function as in English but might vary in conjugation and structure. Example: "U (subject) o'ynayapti (verb)."

Object: English: The object receives the action of the verb. Example: "John (subject) loves (verb) Mary (object)."

Uzbek: Objects in Uzbek function similarly to English, receiving the action of the verb. Example: "John (subject) Mary (object) ni sevadi (verb)." [2. p 165-166]

Secondary Parts of a Sentence:

Adjective: English: Adjectives modify nouns or pronouns, providing additional information about them. Example: "The (article) beautiful (adjective) flowers (noun) bloomed."

Uzbek: Adjectives in Uzbek function similarly to English, describing nouns or pronouns. Example: "Chiroyli (adjective) gullar (noun) chamlab chiqdi."

Adverb: English: Adverbs modify verbs, adjectives, or other adverbs, providing information about time, manner, place, or degree. Example: "She sings (verb) beautifully (adverb)."

Uzbek: Adverbs in Uzbek also modify verbs, adjectives, or other adverbs, indicating various aspects such as time, manner, place, or degree. Example: "U (subject) chiroyli (adverb) o'ynayapti (verb)." (3. p 42-43]

Preposition: English: Prepositions show the relationship between nouns or pronouns and other words in a sentence. Example: "She is sitting (verb) on (preposition) the chair (object)."

Uzbek: Prepositions function similarly to English, indicating spatial or temporal relationships between elements in a sentence. Example: "U (subject) o'rin (object) ustida (preposition) otiradi (verb)."

Similarities: Both English and Uzbek languages have primary parts of sentences, including subjects, verbs, and objects. Adjectives, adverbs, and prepositions serve as secondary parts of sentences in both languages, providing additional information about nouns, verbs, or other elements.

Differences: While the basic structure of sentences is similar, variations exist in grammar, syntax, and word order between English and Uzbek languages. Conjugation patterns and sentence construction differ, leading to nuanced distinctions in expressing ideas [4. p 115-116]

Word Order: English typically follows a subject-verb-object (SVO) word order in declarative sentences, while Uzbek often follows a subject-object-verb (SOV) word order. Example in English: "She (subject) reads (verb) books (object)." Example in Uzbek: "U (subject) kitoblar (object) o'qiydi (verb).

Agreement: English verbs agree with the subject in person and number (e.g., "He runs," but "They run"), while Uzbek verbs may agree with the subject in person, number, and gender. Example in English: "He (singular subject) eats (singular verb) apples." Example in Uzbek: "U (singular subject) olma (singular object) yeydi (singular verb)."

Case Marking: Uzbek is an agglutinative language, which means that case endings are added to nouns and pronouns to indicate their grammatical role in a sentence (e.g., nominative, accusative, genitive). Example in Uzbek: "U (nominative subject) kitobni (accusative object) o'qidi (verb)."

Verb Morphology: Uzbek verbs often undergo various morphological changes to indicate tense, aspect, mood, and voice. Example: "o'qish" (infinitive "to read") can be conjugated as "o'qaman" (I read), "o'qasan" (you read), "o'qadi" (he/she/it reads), etc.

Vocabulary and Idioms: While both languages share some vocabulary due to historical and cultural influences, they also have distinct idiomatic expressions and colloquialisms. Example: English expression "kick the bucket" has no direct equivalent in Uzbek; it would be translated more literally as "o'rin olish" (take a place).

Formality and Register: Both languages exhibit differences in formality and register, with English often employing more formal language in certain contexts compared to Uzbek. Example: English may use "shall" or "would" for polite requests, while Uzbek might use honorific forms or deferential speech [5. p 95-96]

CONCLUSION

Understanding the primary and secondary parts of a sentence is crucial for mastering both English and Uzbek languages. Despite some differences in grammar and syntax, the fundamental components remain consistent, facilitating effective communication across linguistic boundaries. By recognizing these similarities and differences, learners can navigate both languages with confidence and proficiency.

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FINITE AND NON-FINITE VERBS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article provides a comparative analysis of finite and non-finite verbs in English and Uzbek languages. It explores their functions, forms, and usage within sentences, highlighting similarities and differences between the two languages. While both languages distinguish between finite and non-finite verbs, English exhibits extensive verb inflection, whereas Uzbek relies more on suffixation and context. The article aims to aid learners in understanding the grammar and sentence structure of both languages effectively.

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi chekli va cheksiz fe'llarning qiyosiy tahlili berilgan. U ularning vazifalari, shakllari va jumlalar ichida qo'llanilishini o'rganadi, ikki til o'rtasidagi o'xshashlik va farqlarni ko'rsatadi. Har ikki tilda ham chekli va cheksiz fe'llar farqlansa-da, ingliz tilida fe'lning keng ko'lamli fleksiyasi namoyon bo'ladi, o'zbek tili esa ko'proq qo'shimcha va kontekstga tayanadi. Maqola o'quvchilarga ikkala tilning grammatikasini va jumla tuzilishini samarali tushunishga yordam berishga qaratilgan.

Key words: English language, Uzbek language, grammar, sentence structure, inflection, tense, person, number, infinitives, participles, gerunds, comparison, linguistics.

Kalit so'zlar: Ingliz tili, O'zbek tili, grammatika, gap tuzilishi, tuslanish, zamon, shaxs, son, infinitiv, kesim, gerund, taqqoslash, tilshunoslik.

INTRODUCTION

Verbs are the backbone of any language, serving as the action words that convey meaning within a sentence. In both English and Uzbek languages, verbs can be categorized into finite and non-finite forms, each playing distinct roles in sentence structure and grammar. In this article, we will explore the similarities and differences between finite and non-finite verbs in English and Uzbek languages.

Finite Verbs: Finite verbs are those that are inflected for tense, person, and number, indicating when an action takes place and who is performing it within a sentence. In English, finite verbs are essential for constructing grammatically correct sentences. For example: "She writes novels" , "They are singing" [1. p 165-166]

In these sentences, "writes" and "are singing" are finite verbs, as they indicate present tense and agree with the subject in person and number.

In Uzbek, finite verbs also play a crucial role in indicating tense and subject agreement. However, Uzbek verbs do not inflect for person and number to the extent that English verbs do. Instead, subject pronouns are often omitted because the verb endings provide sufficient information about the subject. For instance: "U o'qiyapti." (He/she is reading.), "Biz yuryapmiz." (We are walking).

Here, "o'qiyapti" and "yuryapmiz" are finite verbs that convey present tense without the need for additional subject pronouns [2. p 235-237]

Non-Finite Verbs: Non-finite verbs, on the other hand, do not show tense, person, or number, and they cannot function as the main verb in a sentence. Instead, they serve various functions such as expressing ongoing actions, infinitive forms, or participles. In English, non-finite verbs include infinitives ("to" + base form of the verb), gerunds (verb + "-ing"), and participles (verb forms used as adjectives or to form verb phrases). For example: "She likes to read." (Infinitive), "They enjoy swimming." (Gerund), "The book, written by a famous author, is on the shelf." (Participle).

In Uzbek, non-finite verbs also encompass infinitives and participles, but the language lacks gerunds. Infinitives in Uzbek are formed by adding the suffix "-moq" to the verb root, while participles are formed by adding the suffixes "-gan," "-ayotgan," or "-adigan" to the verb root, depending on the tense and aspect. For instance: "U o'qimoqni istaydi." (She wants to read.), "Yozilgan kitobni o'qiyman." (I am reading the written book.) [3. p 112-114]

Similarities and Differences: Both English and Uzbek languages distinguish between finite and non-finite verbs, albeit with some differences in form and usage. Some similarities include:

Functionality: Finite verbs express tense, person, and number, while non-finite verbs do not [4. p 77-80]

Sentence Structure: Both languages use finite verbs as the main predicates in sentences, with non-finite verbs serving auxiliary roles.

Infinitives and Participles: Both languages utilize infinitives and participles as non-finite verb forms.

However, some differences exist, such as: Inflection: English verbs undergo extensive inflection for tense, person, and number, while Uzbek verbs rely more on suffixation and context. Gerunds: English includes gerunds as a non-finite verb form, while Uzbek does not have an equivalent form [5. p 115-116]

CONCLUSION

While English and Uzbek languages share similarities in their categorization of finite and non-finite verbs, there are also notable differences in their inflectional patterns and the presence of certain verb forms. Understanding these distinctions is

crucial for learners of both languages to grasp their grammar and sentence structure effectively.

Understanding these concepts not only facilitates language learning and proficiency but also fosters cross-cultural communication and appreciation. By recognizing the similarities and differences between English and Uzbek verb systems, learners gain a deeper appreciation for the complexity and richness of language as a dynamic and evolving phenomenon.

Moreover, the exploration of finite and non-finite verbs highlights the interconnectedness of language with cultural, historical, and sociolinguistic factors. This interdisciplinary approach underscores the importance of context and perspective in studying language, encouraging learners to embrace linguistic diversity and engage with languages as vibrant expressions of human experience.

Ultimately, the study of finite and non-finite verbs serves as a gateway to deeper exploration and understanding of language structure, usage, and evolution. As language learners navigate the intricacies of grammar and communication, they embark on a journey of discovery that transcends linguistic boundaries, enriching their understanding of the world and the diverse cultures that inhabit it.

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ADJECTIVE AND IT'S TYPES IN TWO DIFFERENT LANGUAGES.

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Annotation: This article explores the similarities and differences in the usage of adjectives between English and Uzbek languages. It outlines the basic functions of adjectives and their various types in both languages, including descriptive, demonstrative, possessive, quantitative, and interrogative adjectives. While highlighting differences in adjective formation and structure, such as possessive adjectives and comparative/superlative forms, the article emphasizes the shared fundamental roles of adjectives in modifying nouns. Understanding these similarities and differences can aid learners in effectively navigating the nuances of adjectival usage in both languages.

Annotatsiya: Ushbu maqolada ingliz va oʻzbek tillari oʻrtasidagi sifatlarning qoʻllanilishidagi oʻxshashlik va farqlar oʻrganiladi. Unda sifatlarning asosiy vazifalari va ularning har ikki tildagi turli turlari, jumladan, aniqlovchi, koʻrsatuvchi, egalik, miqdor va soʻroq sifatlari koʻrsatilgan. Maqolada sifatlarning shakllanishi va tuzilishidagi, masalan, egalik qo'shimchalari va qiyosiy ustun shakllar kabi farqlarni ta'kidlash bilan birga, otlarni o'zgartirishda sifatlarning umumiy asosiy rollari ta'kidlanadi. Ushbu o'xshashlik va farqlarni tushunish o'quvchilarga ikkala tilda sifatlardan foydalanishning nuanslarini samarali boshqarishda yordam beradi.

Key words: Adjectives, English language, Uzbek language, similarities, differences, types, descriptive, demonstrative, usage, formation, structure, comparison, noun.

Kalit so'zlar: Sifat, ingliz tili, oʻzbek tili, oʻxshashlik, farq, turlar, tavsiflovchi, koʻrgazmali, qoʻllanish, shakllanish, tuzilish, qiyoslash, ot.

INTRODUCTION

An adjective is a word that modifies or describes a noun or pronoun by providing additional information about its qualities, characteristics, or attributes. Adjectives play a vital role in both English and Uzbek languages, adding depth and detail to descriptions. While they serve similar purposes in both languages, there are notable differences in their usage and types. In this article, we will explore the characteristics of adjectives in English and Uzbek languages, as well as their similarities and differences.

In both languages, adjectives are words that modify or describe nouns or pronouns, providing additional information about their qualities, characteristics, or

attributes. For example, in English, we can say "a beautiful flower," where "beautiful" is the adjective describing the noun "flower." Similarly, in Uzbek, we might say "chiroyli gul" (чиройли гул), where "chiroyli" serves as the adjective for "gul" (гул), meaning "beautiful flower."

Function: Adjectives serve to provide more detail or information about nouns or pronouns in a sentence. They help to answer questions such as "What kind?", "Which one?", "How many?", or "How much?"

Placement: Adjectives can appear before or after the noun they modify, depending on the language and context. In English, adjectives typically come before the noun (e.g., "red car"), while in some languages like French and Spanish, they often come after the noun (e.g., "voiture rouge" in French, meaning "car red").

Comparison: Adjectives can express degrees of comparison to indicate differences in qualities. The three degrees of comparison are positive (e.g., "big"), comparative (e.g., "bigger"), and superlative (e.g., "biggest").

Types: Adjectives can be classified into various types based on their functions, including descriptive, demonstrative, possessive, quantitative, and interrogative adjectives. Each type serves a specific purpose in modifying nouns or pronouns.

Formation: Comparative and superlative forms of adjectives are often formed by adding suffixes ("-er" and "-est") or using the words "more" and "most" in English. However, different languages may have unique rules for forming comparative and superlative forms.

Agreement: Adjectives often agree in gender, number, and case with the nouns they modify in languages that exhibit agreement. For example, in languages like Spanish and French, adjectives must match the gender and number of the noun they describe.

Flexibility: Adjectives are versatile and can be used in various grammatical contexts, including attributive use (before a noun), predicative use (after linking verbs), and adverbial use (modifying verbs or other adjectives) [1. p 251-299]

Types of Adjectives:

Descriptive Adjectives: Descriptive adjectives are used to provide more information about the qualities or characteristics of the noun they modify. In English, examples include words like "beautiful," "big," "happy," etc. In Uzbek, descriptive adjectives function similarly, providing details about the noun's attributes.

Demonstrative Adjectives: Demonstrative adjectives are used to point out specific nouns or indicate their proximity. In English, these include words like "this," "that," "these," and "those." Uzbek also has demonstrative adjectives to indicate proximity, such as "bu" (бу) for "this" and "u" (у) for "that." [2. p 112-114]

Possessive Adjectives: Possessive adjectives indicate ownership or possession. In English, examples include "my," "your," "his," "her," "its," "our," and "their." Similarly, Uzbek possesses possessive adjectives, such as "mening" (менинг) for "my," "sening" (сенинг) for "your," and so on.

Quantitative Adjectives: Quantitative adjectives specify the quantity or number of nouns. In English, these include words like "one," "two," "many," "few," "some," "several," etc. Uzbek also has quantitative adjectives, such as "bir" (бир) for "one" and "ko'p" (ко'п) for "many." [3. p 177-179]

Interrogative Adjectives: Interrogative adjectives are used to ask questions about nouns. In English, examples include "which," "what," and "whose." Similarly, Uzbek has interrogative adjectives like "qaysi" (қайси) for "which" and "nimasi" (нимаси) for "what."

Differences: While the basic functions and types of adjectives are similar in both English and Uzbek languages, there are some differences in their usage patterns and forms. One notable difference is the structure of possessive adjectives. In English, possessive adjectives come before the noun (e.g., "my book"), while in Uzbek, they come after the noun (e.g., "kitobim" (китобим) for "my book") [4. p 420-426]

Another difference lies in the formati on of comparative and superlative forms of adjectives. In English, comparative and superlative forms are often formed by adding suffixes (-er and -est) or using the words "more" and "most." In Uzbek, comparative and superlative forms are created by using additional words or phrases rather than suffixes [5. p 42-43]

Similarities: Despite these differences, both English and Uzbek languages share many similarities in the use and function of adjectives. Both languages utilize adjectives to modify nouns, indicating qualities, quantities, possession, and more. Additionally, the basic types of adjectives—descriptive, demonstrative, possessive, quantitative, and interrogative—are present in both languages [6. p 143-163]

CONCLUSION

Adjectives play a crucial role in both English and Uzbek languages, enriching descriptions and providing essential details about nouns. While there are differences in their usage patterns and forms, the fundamental functions and types of adjectives remain similar across languages. Understanding these similarities and differences can help learners of both languages grasp their nuances more effectively.

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O'SMIRLARNING PUL HAQIDAGI IJTIMOIY TASAVVURLARINI ETNOPSIXOLOGIK ASOSLARI

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Annotatsiya: Ushbu maqolada o'smirlar ma'naviyatini shakllantirishning ijtimoiy psixologik ahamiyati sohasida olib borilgan izlanishlar asosida to'plangan ma'lumotlarga tayangan holda ilmiy mushohada yuritilgan bo'lib, asosan xorij psixolog olimlarining bu boradagi psixologik qarashlari o'rtasidagi aloqadorlik tahlil qilinadi, muammoni o'rganishga oid tadqiqot metodi asosida olingan natijalar bo'yicha xulosa beriladi. Shunindek, O'smirlarning pul haqidagi ijtimoiy tasavvurlarini etnopsixologik asoslari haqida fikr yuritildi.

Kalit so'zlar: o'smir xulq-atvori, ma'naviyat, ahloqiy normalar, qadriyat.

Shaxsning axloqiy jihatdan intensiv tarkib topishi, axloqiy ongining shakllanishi, hatti-harakatlarning etik normalarini o'zlashtirishi o'smirlik yoshining muhim psixologik xarakteristikalaridandir. O'smirlik yoshi - o'z hatti-harakatlarida suyana boshlaydigan dunyoqarashning, ma'naviy e'tiqod, prinsip hamda ideallarni baholash mulohazalari tizimining tarkib topish davridir. Agar bola kichik maktab yoshi davrida kattalarning, o'qituvchilarning va ota-onalarning bevosita ko'rsatmalari bilan yoki o'zining tasodifiy, impulsiv istaklari ta'siri bilan harakat qilgan bo'lsa, endilikda uning uchun o'z hatti-harakatlarining prinsipi, o'zining qarashlari, e'tiqodlari asosiy ahamiyat kasb etadi. O'qituvchi va tarbiyachi shuni nazarda tutishi lozimki, xuddi ana shu yoshda axloqiy ong taraqqiyotiga zamin qo'yiladi. O'smirning qanday axloqiy tajriba orttirishiga, qanday axloqiy faoliyatni amalga oshirishiga qarab uning shaxsi ham tarkib topa boshlaydi. Shuni esdan chiqarmaslik kerakki, o'smirlik yoshi axloqiy jihatdan intensiv rivojlanish yoshi bo'lganligi tufayli ko'pincha o'smir ongida, tarbiyachi o'quvchi ongiga singdirmoqchi bo'lgan hislatlarga qarama-qarshi axloqiy tushunchalar tarkib topishi mumkin. Biz bolani mehnat bilan jazolash mumkinmi, deb tez-tez muzokara qilamiz. Bu muammoni o'smirga nisbatan ko'yadigan bo'lsak, u yanada ortikroq ahamiyat kasb etadi. Chunki, xuddi o'smirlarda axloqiy maslaklarning ma'lum tizimi ham, shu jumladan mehnatga munosabat ham tarkib topa boshlaydi. Ba'zi odamlar mehnat bilan jazolash mumkin deb qaraydilar va bu holatni oqlashga harakat qiladilar. Ammo, kishilarga va mehnatga bo'lgan munosabat tarkib topa boshlagan o'smir bu masalani tushunishga urinib ko'radi. U o'z tajribasidan biladiki, katta kishilar hech qachon biron yaxshi narsa bilan jazolanmaydilar. Modomiki, jazolar ekanlar, demak biron yoqimsiz narsa bilan jazolaydilar. Agar mehnat bilan

jazolasalar, unday paytda o'smirning ongida mehnat qandaydir mudhish narsa degan ma'lum tasavvur yuzaga kela boshlaydi. Biz o'smirning ongiga mehnat shon-sharafdir, mardlik va qahramonlikdir degan tasavvurni singdirishimiz kerak deb hisoblaymiz. Lekin bu so'zlar quruq gap bo'lib qoladi, o'smirlar ongida boshqa maslaklar mustahkamlanib qoladi. Psixologlar o'z oldilariga o'smirlar ma'naviy ongining mazmunini, ularning axloqiy tushunchalari va tasavvurlarini o'rganish vazifasini ko'yganlar. Psixologik tadqiqotlardan ma'lum bo'lishicha, o'smirlar ma'naviy ongining yuksak darajada ekanligini ko'rsatadi. O'smirlarning ko'pchilik qismi yoshlariga munosib ma'naviy tushunchalarni to'gri tushunadilar. E'tiqod va dunyoqarashning tarkib topishi bilan chambarchas bog'langan holda o'smirlarning axloqiy ideallari xam yuzaga kela boshlaydi. Bu ideallar yetarli darajada chuqur mazmundor, faoldir va bu ideallar o'ziga xos axloqiy namuna bo'lib xizmat qiladi, o'smir esa hatti-harakatlarini ana shu namuna bilan tenglashtiradi. Kichik yoshdagi o'smirlar uchun odatda qandaydir bir kishi ideal bo'ladi. Bu odam o'smir yuksak darajada baholaydigan sifatlarni o'zida gavdalantirgan bo'ladi. Ko'pincha bunday ideal ota-onalar, o'qituvchilar yoki yaxshi ko'radigan kitobidagi va kinofilmidagi qahramonlardir. Katta yoshdagi o'smirlarda ideal sifatlar majmui umumlashgan obrazlar ideallar sifatida yuzaga chiqa boshlaydi.

Shungdek bugungi kunda o'smirlar o'rtasida pulga nisbatan quydagich munosabatda bo'lish kuzatilmoqda.

Puldek kuchli narkotik yo'q dunyoda!

Moddiy boylik bu har bir insonning o'zi erishgan yutuqlari va yaxshilik qilish kuchi (allohdan qo'rqish) dir. Va haqiqiy boylikning kulingizdagi rasmi bor qog'ozning ko'pligi va kamligiga hech aloqasi yo'qdir.

Inson bola bo'lib tug'iladi so'ng voyaga yetib er bo'ladi, ayolga aylanadi. Bu er va ayol ota -onaga aylanishadi. Insonning mana shu davrlarida pulga munosabat ham o'ziga xos bo'lar ekan.

Pul - yashash uchun kerak.

Pul - almashinuv vositasi.

Pul - hayotiy tajriba maydonidir.

Pul –sababli yoshlar o'rtasida ijtimoiy qatlamni paydo qiladi. Pulni yig'ish bir ijtimoiy qatlamida uvol qilmaslik deb baholansa, boshqa ijtimoiy qatlamda saxiy emaslik deb baholanadi. (Eh, qog'oz pul aybdor, uvolmi, saxiy emasmi?)

Pulsizlik kambag'allikmikan?

●Psixotip 1: «Pul-yaxshilik va erkinlik deb hisoblaydigan insonlar.

Pulga haqgo'ylik, javobgarlik, erkinlik deb munosabat bildirishadi.

●Pul munosabatlarida nizo paydo qilmaydilar. Pul - erishish, rivojlanish va mehr degan qadriyatlarga ega bo'ladi.

●Pulni yaxshilik va erkinlik yo'lida ishlatuvchilar "pul bilan urishmaydilar!", depressiyaga kirmaydilar va pul bilan depressiyadan chiqishmaydi.

●Pul ular uchun maqsad emas balki maqsad uchun vositadir.

●Kerak maqsadga pulsiz yetishning iloji bo'lsa, bu insonlar uchun qadri tushib ketadi.

Pul munosabatida javobgarlik va mehnat mahsuli pulga hurmat yuzasidan qarashadi.

●Psixotip 2: Pul - bu yomonlik, erkinlikni yo'qolishi, pulga qaramlik deguvchilar. Pul yolg'onni boshlanishi, munosabatlarni buzuvchi, nohaqlikni boshlanishi deb hisoblaydigan insonlar.

●Pul munosabatida o'zimniki deyish, "menga ko'proq" deyish psixologiyasi munosabatlarda nizolashish paydo bo'lsa qadriyatni tanlashadi. Ammo bu tanlovlari tagida o'zini va o'zgalarni ayblash va kechira olmaslik kabi negativ hissiyotlar paydo bo'lishi mumkin.

●"Boy bo'lish ham og'ir" deb ko'p mashaqqatli mehnat qilishadi. Doimiy pul yetishmasligi va bu haqda nolish xususiyati xos.

●Psixotip 3: Pul bu nohaqlik, pulsizlik ulim bilan teng, pulsizlik karamlik, pulga bandalik degan fikrli insonlar. Pul bu prinsip, nohaqlik va haqiqatni qaror topishi va oxir oqibat pulsiz hech narsa bitmaydi deyishadi.

● Ayrim yoshlarni pul bo'lmasa kayfiyat chatoq, pulsiz siyosat sayoz, pulsiz bel ham bodga chalinadi degan fikrli insonlar.

●Maqsad qo'yishdan oldin pulni taxlab olishadi. Pul topish yo'llarini yaxshi bilishadi. Pul oldi berdisida albatta muammoga duch keladilar. Chunki pullik muammoning boshi xam oxiri xam o'zlari-yu!

● O'smirlar o'rtasida pul ishlash jarayonida harom yo'llarni bosib utilganida ichki ayblash,"o'zini o'zi yomon ko'rib vijdoni qiynalishi" holatining bo'lishi kuzatiladi.

● Ba'zi yoshlar puli bo'lsa ham halovati yo'q insonlar doimo "yaxshi-yomon kun"ga atab pul yig'averishadi. Pul sarflashga judayam xasislarcha yondashadilar. O'ziga pul sarflashga eng oxirgi o'ringa kuyib, o'zini xo'rlangan, azoblangan deb hisoblayverishadi.

●Pul bor-u mavqe yo'q, siyosat yo'q xilidan. Hamma joyda pul bilan yutuqqa erishadilar. Insonlarni puli bilan o'ziga karam qilish evaziga ishlatishga moyillik buladi. Xulq-atvorida egoizm, manmanlik, kibr, qay yo'l bilan bo'lsa-da g'oliblikka erishish maqsadi ustun turadi.

●Bu insonlarning qadriyati "boshliklik", "kuch", "xavfsizlik"deganda pulni tushunishadi.

●Pul masalasida insonlar bilan munosabat tortishuv va agressiyaga asoslanadi.

●Pulga tortishish tagida doimiy uni yetmasligi his qilish kuchsizligi yotadi. Bu insonlar ichidagi nizo nafaqat pul oldi berdisiga, mehr yetmasligini xam pulsizlikka taqashi yotadi.

● O'smirlar bir birlarini pul munosabatlarida judayam ko'p adashadilar.

●O'ziga pul ishlatib kuysa, o'zini aybdor his qilishadi. Boshqalarniyam ko'p pul sarflashda ayblaydilar.

Psixotip 5: «Pul bilan qadriyat o'rtasidagi aloqani paydo qilmagan insonlar. Pul muomalasi qadriyatiga ta'sir qilmaydi.

• Pul ular uchun sabr-bardosh va javobgarlik tarzidir.

• "Haqiqat" va "Yolg'onchilik", "Lafz" va "belafzlik" o'rtasidagi chegaraga uncha ham e'tibor bermaydilar.

• Ba'zi o'smirlar pulni erkinlik beruvchi vosita sifatida qabul qilishadi. Pul bu mavqe, "pulsiz rivojlanib bo'lmaydi" degan shiori bor insonlar. Shu bilan bir qatorda javobgarlikni his qiladilar.

• Pulga, moddiy boylikka bog'liqlik darajasi o'rta miqdorda. Pulni "hayot va mamot" deb hisoblamaydi, ammo, pulsiz hech bir qadam yo'q!" deb hisoblaydilar.

• Pulni ishlatishga yaxshi malakasi bor.

Psixotip 6: Pul bu yomonlik va erkinlik deb baho beradiganlar. Pul muomalasida nohaqlik, besabrlik, ochko'zlik, belafzlikni qo'rqmay ishlatuvchi insonlar.

• Hayotiy ehtiyojlari ichida pul birinchi o'rinda turadi.

• Pul bu insonlar uchun pastkashlik, yolg'on, nohaqlik va shu orqali erkinlik hamda rivojlanish deydigan insonlar.

• Pul yig'ishga va uni ko'paytirishga malakasi yetmaydi. Pul muomalasida reja, sabr, uzoqni ko'ra bilish kabilardan yiroq insonlar.

Psixotip 7: Ba'zi yoshlar dunyoni pul bilan o'lchaydigan insonlar. Otasiyam pul, onasiyam pul bu insonlar uchun. Hech bir qadriyat, rahm, uyat degan narsa ishlamaydi. Shunchalik ham pul muomalasida qattiqlik qilishadi. Faqat olishsa-yu, ular uchun boshqalar xarajat qilsa.

Etnopsixologiya (xalqlar psixologiyasi, etnik psixologiya) psixologiyaning turli irq va xalqlar ruhiy tuzilishining o'ziga xos xususiyatlarini o'z predmeti sifatida qaraydigan sohalaridan biri; ijtimoiy psixologiyaning asosiy sohasi. Ikki fan — madaniy antropologiya va psixologiya kesishmasida paydo bo'lgan fanlararo bilim sohasi.

Xulosa qilib aytadigan bo'lsak, o'smirlarni ma'naviy-ahloqiy tarbiyalash ularning o'zlarini o'zlari taribyalashga yo'naltirish bilqn qo'ib olib borilgandagina yuqori samarali bo'lishi mumkinligi haqidagi faraz ham o'z tasdig'ini topdi. Shaxsning ma'naviy ahloqiy rivojlanishi jarayoni uning ma'naviy ehtiyojlari doirasi kengayishi, ideallari va qadriyatlari yuksalishi bilan uyg'un tarzda kechadi. Shuning

uchun o'smirlarning ma'naviy-ahloqiy ehtiyojlarini shakllantirish va mavjudlarini yuksaltirish orqali ma'naviy ahloqiy tarbiya samaradorligini oshirishga erishish mumkin. O'smirlarni ma'naviy-ahloqiy jihatdan tarbiyalashga kirishdan avval ularning shu jihatlarini aniqlash bo'yicha psixodiagnostika tadbirlari o'tkazish mutlaqo zarur. Psixologik tashxis natijalariga qarab o'smirlarni ma'naviy ahloqiy tarbiyalash bo'yicha aniq reja va dastur tuzish mumkin. Ma'naviy-ahloqiy tarbiya jarayonidan ko'zdangan maqsadlarga faqat tarbiyani o'zini-o'zi tarbiyalash jarayoni bilan uyg'unlashtirilganda erishish mumkinligini hisobga olib, o'smir o'zini-o'zi tarbiyalashga yo'naltirish birinchi darajali ahamiyat kasb etadi. Bunga erishish uchun o'smirlar ongida ma'naviy ahloqiy qadriyatlar ustuvor ahamiyatga ega bo'lishini ta'mnlaydigan tadbirlarni amalga shirish maqsadga muvofiq. Jumladan, tarbiya jarayonida o'smir irodasini va empatiya tuyusini rivojlantirishga qaratilgan samarali tadbirlar amalga oshirish tavsiya etiladi.

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BUILDING STUDENTS' CULTURAL AWARENESS THROUGH PROJECT-BASED LEARNING

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Abstract. In an increasingly interconnected world, cultivating cultural awareness in students is crucial for developing global citizens who can navigate diverse perspectives, appreciate different values, and contribute positively to a multicultural society. Project-Based Learning (PBL) offers a dynamic and engaging approach to education that effectively fosters this crucial skill. By immersing students in authentic, real-world projects that explore diverse cultures, PBL empowers them to gain deeper insights, challenge stereotypes, and develop empathy and understanding. This article explores the significance of cultural awareness, examines how PBL provides a powerful framework for cultivating it, delves into practical implementation strategies, and outlines the substantial benefits for students. Through authentic projects, student voice, collaboration, inquiry, and ongoing assessment, PBL creates a learning environment where students can challenge their own biases, develop communication skills, cultivate empathy, and develop a broader worldview. This article ultimately advocates for the integration of PBL as a strategic tool for building cultural awareness in students, preparing them for success in an increasingly globalized and diverse world.

Key words: *PBL(project based learning), cultivating cultural awareness, developing global citizens, multicultural society, dynamic and engaging approach, authentic projects, real-world projects*

Аннотация. В условиях глобализации, где мир становится все более взаимосвязанным, развитие культурной осведомленности у учащихся приобретает первостепенное значение. Это необходимо для формирования глобальных граждан, способных ориентироваться в многообразии культур, уважать различные ценности и вносить позитивный вклад в многокультурное общество. Проектно-ориентированное обучение (ПОО) предлагает динамичный и привлекательный подход к образованию, который эффективно способствует развитию этого ключевого навыка. Погружая учащихся в

аутентичные реальные проекты, исследующие различные культуры, ПОО позволяет им получить более глубокое понимание, оспаривать стереотипы и развивать эмпатию и взаимопонимание. В статье рассматривается важность культурной осведомленности, анализируются возможности ПОО для ее развития, предлагаются практические стратегии реализации и описываются значительные преимущества для учащихся. Благодаря аутентичным проектам, активному участию учащихся, кооперации, исследовательской работе и непрерывной оценке, ПОО создает учебную среду, где учащиеся могут оспаривать собственные предрассудки, развивать коммуникативные навыки, воспитывать эмпатию и формировать более широкий взгляд на мир. В заключение, статья призывает к интеграции ПОО как стратегического инструмента для развития культурной осведомленности у учащихся, подготавливая их к успеху в условиях глобализации и многообразия современного мира.

Ключевые слова: *Проектно-ориентированное обучение (ПОО), развитие культурной осведомленности, многокультурное общество, динамичный и привлекательный подход, аутентичные реальные проекты*

Annotasiya. Xalqaro aloqalar kuchayib borayotgan dunyoda talabalarda madaniy ongni rivojlantirish turli jabhalarni ochib bera oladigan, turli qadriyatlarni qadrlay oladigan va ko'p madaniyatli jamiyatga ijobiy hissa qo'sha oladigan global fuqarolarni rivojlantirish uchun juda muhimdir. Loyihaga asoslangan ta'lim (PBL) ta'limga dinamik va jozibador yondashuvni tadbiq etib, ta'kidlangan muhim mahoratni samarali tashkil etadi. Talabalarni turli madaniyatlarni o'rganuvchi hayotiy, real loyihalarga jalb qilish orqali PBL ularga chuqurroq tushunchaga ega bo'lish, stereotiplarga qarshi kurashish, xayrixohlik va anglashni rivojlantirish imkonini beradi. Ushbu maqola madaniy ongning ahamiyatini, PBL uni rivojlantirish uchun qanday kuchli asosni taqdim etishni, amalda qo'llash strategiyalarini o'rganadi va talabalar uchun katta foyda keltiradi. Hayotiy loyihalar, talabalar ovozi, hamkorlik, so'rovnomalar va davomiy baholash orqali PBL talabalar o'zlarining noto'g'ri qarashlarga ega ekanligini tushunib yetishlari, muloqot madaniyatini rivojlantirishlari, xayrixohlik va kengroq dunyoqarashni rivojlantirishlari mumkin bo'lgan o'quv muhitini yaratadi. Xulosa qilib aytganda, ushbu maqola talabalarda madaniy ongni shakllantirish, ularni tobora globallashib borayotgan va rang-barang dunyoda muvaffaqiyatga tayyorlash uchun strategik vosita sifatida PBL integratsiyasini qo'llab-quvvatlaydi.

Kalit so'zlar: *PBL (loyihaga asoslangan ta'lim), madaniy ongni rivojlantirish, global fuqarolarni rivojlantirish, ko'p madaniyatli jamiyat, dinamik va qiziqarli yondashuv, hayotiy loyihalar*

In today's increasingly interconnected world, fostering cultural awareness among students is essential for developing global citizens who can navigate diverse perspectives, appreciate different values, and contribute positively to a multicultural society. Project-Based Learning (PBL) offers a dynamic and engaging approach to education that can effectively cultivate this crucial skill. By immersing students in authentic, real-world projects that explore diverse cultures, PBL empowers them to gain deeper insights, challenge stereotypes, and develop empathy and understanding. This article will delve into the power of PBL in fostering cultural awareness, exploring its key principles, practical implementation strategies, and the benefits it offers to students.

Cultural awareness goes beyond simply knowing about different customs and traditions. It encompasses the ability to understand and appreciate the complexities of diverse cultural backgrounds, including their values, beliefs, perspectives, and experiences. Cultivating cultural awareness in students equips them with the following essential skills:

Critical thinking: Students learn to analyze and challenge their own biases and assumptions, leading to a more nuanced understanding of different cultures.

Communication: By interacting with individuals from diverse backgrounds, students develop stronger communication skills, adapting their language and communication styles to promote understanding.

Problem-solving: Students learn to approach complex issues from multiple perspectives, fostering creative solutions that consider diverse needs and values.

Empathy: Through exposure to different cultural perspectives, students develop greater empathy and sensitivity towards others, recognizing the shared human experience.

Global citizenship: Students develop a broader worldview, recognizing the interconnectedness of cultures and their responsibility to contribute to a more inclusive and equitable society.

Project-Based Learning offers an ideal framework for fostering cultural awareness through its focus on authentic, real-world challenges and its emphasis on student inquiry and collaboration. Key principles of PBL that enhance cultural awareness include:

Authentic Projects: PBL projects are rooted in real-world problems or issues that connect to students' lives and communities. These projects can explore cultural diversity through themes like:

Global Issues: Climate change, poverty, human rights, and access to education can be investigated through the lens of different cultural perspectives.

Local Community: Projects focused on understanding the cultural heritage and contributions of diverse groups within the community promote local cultural awareness.

Artistic Expression: Exploring traditional music, dance, art, literature, and cuisine from different cultures provides a rich avenue for cultural understanding.

Student Voice and Choice: PBL encourages student agency, allowing them to contribute their perspectives, choose topics of interest, and shape their learning experiences. This empowers students to investigate cultures that resonate with them, fostering deeper engagement and ownership of their learning.

Collaboration and Communication: PBL emphasizes teamwork and communication, encouraging students to interact with peers from diverse backgrounds, build relationships, and learn from one another. This fosters cross-cultural communication skills and promotes empathy and understanding.

Inquiry-Based Learning: PBL encourages students to ask questions, research, and seek out information from various sources. This deepens their understanding of cultural complexities, challenges stereotypes, and promotes critical thinking.

Assessment for Learning: PBL focuses on ongoing assessment, providing students with feedback throughout the project. This allows them to reflect on their learning, identify areas for growth, and refine their understanding of cultural perspectives.

To effectively implement PBL for fostering cultural awareness, educators can consider these practical strategies:

Choose Relevant and Engaging Projects: Align project topics with student interests and local community contexts. For example, a project exploring the impact of cultural exchange programs on local businesses could engage students in research and community outreach.

Introduce Diverse Perspectives: Integrate resources and materials that represent a range of cultural viewpoints, ensuring that students encounter diverse interpretations and experiences. Use primary sources like oral histories, art, and literature to bring authenticity to the project.

Facilitate Cross-Cultural Communication: Encourage students to interact with individuals from different cultural backgrounds through online collaboration platforms, guest speakers, or cultural events. This allows them to learn directly from diverse perspectives and build relationships.

Develop Cultural Competence: Integrate activities that help students understand cultural differences, such as learning about cultural norms, communication styles, and nonverbal cues. This promotes respectful interaction and avoids misunderstandings.

Encourage Reflection and Critical Analysis: Provide opportunities for students to reflect on their own biases and assumptions, identify areas for growth, and challenge stereotypes. This ongoing process of self-reflection promotes a deeper understanding of cultural awareness.

By integrating cultural awareness into PBL projects, students reap numerous benefits. Students gain a deeper understanding of different cultures, challenging stereotypes and developing a more nuanced perspective. Through interaction with diverse peers and research into different cultures, students develop stronger communication and collaboration skills. By analyzing cultural issues from multiple perspectives, students develop critical thinking and problem-solving skills that equip them to address complex global challenges. Through exposure to diverse cultural experiences, students cultivate empathy and compassion for individuals from different backgrounds, promoting a more inclusive and equitable society. Students develop a broader worldview, recognizing their role in contributing to a global society characterized by understanding, respect, and collaboration.

Conclusion. Project-Based Learning offers a powerful approach to fostering cultural awareness in students, empowering them to become responsible, compassionate, and informed global citizens. By embracing authentic projects, student voice, collaboration, inquiry, and ongoing assessment, PBL provides a dynamic and engaging learning environment that cultivates critical thinking, communication skills, empathy, and a deeper understanding of diverse cultural perspectives. By implementing PBL effectively, educators can contribute to the development of students who are equipped to navigate the complexities of a multicultural world and contribute to a more inclusive and just future.

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BOLANING KAMOL TOPISHIDA OTA-ONALAR VA PEDAGOGLARNING O'RNI VA AHAMIYATI

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Toshkent viloyati Zangiota tumani MMTB tasarrufidagi
9-sonli umumiy o'rta ta'lim maktabi psixologi

Annotatsiya: Ushbu maqolada o'smir yoshdagi avlod organizmining anatomik fiziologik va jismoniy jihatdan rivojlanish davrlarining asoslari, o'smirlarning hayot tarzi xususiyatlari bayon etilgan.

Kalit so'zlar: Fiziologik, psixologik , jismoniy, muhim, faoliyat, o'qish, muloqot, ruhiy, ma'naviy, xususiyatlar, a'zolar, o'zgarishlar, tashqi qiyofa , jinsiy balog'at, jiddiy munosab, qarama-qarshiliklar, yetuklik.

KIRISH

Bola kamolotining bu davrini ko'pincha «qiyin», «murakkab», «muhim» davr deyiladi. Ota-onalar hamda hali tarbiyaviy ish sohasida yetarli tajribaga, shuningdek o'smirlik yoshidagi bolalarning yosh va individual xususiyatlari haqida zarur bilimlarga ega bo'lmagan yosh pedagoglar, odatda o'smirlarni tarbiya-lash juda qiyin deb o'ylaydilar. Lekin hozirgi kunda o'smirlarni tarbiyalashni o'ziga xos xususiyatlari, qonuniyatlari, imkoniyatlari, xatti harakat motivlarining ifodalanishi va vujudga kelishining murakkab mexanizmlari fanga ma'lumdir. O'smirlik davri o'zining taqlidchanligi, muhim nuqtai nazarning shakillanmagani, hissiyotga beriluvchanligi, mardligi, tantiligi bilan farqlanadi. Bu o'smirlarga xos xususiyatdir. Shuning uchun tashqi ta'sirlarga beriluvchan o'smir o'g'il- qizlarga alohida e'tibor berish talab qilinadi.   Bu yoshda o'smir rivojida keskin o'zgarishlar ro'y beradi. Bu o'zgarishlar biologik, fiziologik hamda psixologik o'zgarishlardir.

Fiziologik o'zgarish jinsiy yetilishning boshlanishi va bu bilan bog'liq ravishda tanadagi barcha a'zolarning mukammal rivojlanishi va o'sishi, xujayra va organizm tuzilmalarining qaytadan shakllana boshlashidir. Organizmdagi o'zgarishlar bevosita o'smir endokrin sistemasining o'zgarishlari bilan bog'liqdir. O'smirlik yoshida bolalikdan kattalikka o'tish jarayoni sodir bo'ladi. O'smirda psixik jarayonlar keskin o'zgarishi bilan aqliy xususiyatida ham burilishlar sodir bo'ladi. Bu o'zgarishlar jarayonida qiyinchiliklar tug'iladi. Bular, avvalo, ta'lim jarayonida ro'y beradi: yangi axborot, ma'lumotlarni bayon qilish shakli, uslubi va uslublari o'smirni qoniqtirmay qo'yadi. Ko'pgina o'smirlarda o'zidan qonikmaslik holati kuzatiladi. Shuningdek, o'zi hakidagi mavjud fikrlarining bugun unda sodir bo'layotgan o'zgarishlarga to'g'ri kelmayotganligi o'smirni asabiylashishiga olib

keladi. Bu esa o'smirda o'zi haqida salbiy fikr va qo'rquvni yuzaga keltirishi mumkin.

Ana shunga o'xshash o'zgarishlar ko'pincha o'smir ruhiyatiga o'z ta'sirini o'tkazadi. U tajangroq, ba'zida huda-behudaga injiqlik qiladigan, serzarda, gap ko'tarmas bo'lib qoladi. O'smirlik davrida yetakchi faoliyat- bu o'qish, muloqot hamda mehnat faoliyatidir. O'smirlik davri muloqotining asosiy vazifasi bu – do'stlik, o'rtoqlikdagi elementar qoidalarni aniqlash va egallashdir.O'smirda psixik jarayonlarning keskin o'zgarishi bilan aqliy faoliyatida ham burilishlar seziladi. Shuning uchun shaxslararo munosabatlarda, o'quvchi bilan o'qituvchi muloqotida, kattalar bilan o'smirlarning muomalasida qat'iy o'zgarishlar jarayonida qiyinchiliklar paydo bo'ladi, bular avvalo ta'lim jarayonida ro'y beradi, yangi axborotlar, ma'lumotlarni bayon qilish shakli, uslubi va usullari o'smirni qoniqtirmay qo'yadi.

Butun a'zolarida keskin fiziologik o'zgarishlar sodir bo'ladi. Unda o'pka, yurak, jigar, taloq, buyrak hajmlari kattalashadi. Bundan tashqari gavda tuzilishi ham o'zgaradi. Kattalarning o'smir yoshidagilarga ta'sir ko'rsatishi, tarbiya berishi uchun eng qulay sharoit bu- mehnat bilan shug'ullanishidir. Agar kichik yoshdagi bolalar yordamchi bo'lish rollaridan qoniqsalar, o'smirlar, ayniqsa katta o'smirlar kattalar bilan teng ravishda faoliyat ko'rsatayotganlaridan, lozim bo'lganda ularning o'rinlariga ham ishlay olishlaridan qoniqadilar. Endi o'smirlar o'yin faoliyatiga kamroq vaqtlarini ajratgan xolda ko'prok o'qish faoliyati va jiddiy ishlar bilan shug'ullana boshlaydilar va ularning bilish jarayonlari jadal rivojlana boshlaydi.O'smirning psixik o'sishini harakatga keltiruvchi kuch uning faoliyatini vujudga keltirgan yangi ehtiyojlar bilan ularni qondirish imkoniyatlari o'rtasidagi qarama-qarshiliklar tizimining namoyon bo'lishidir. Vujudga kelgan ziddiyatlarni psixologik kamolotni ta'minlash, faoliyat turlarini murakkablashtirish orqali o'smir shaxsida yangi psixologik fazilatlarni tarkib topdirish bilan asta-sekin yo'qotish mumkin.O'smir o'quvchi ruhiy dunyosida paydo bo'ladigan bunday holatlar balog'at davri o'tishi bilan bir me'yorga kelib qoladi. Lekin farzand o'stirayotgan har bir ota-ona bolaning o'sishi to'g'risida, uning o'ziga xos xususiyati haqida zarur tushunchaga ega bo'lsalar foydadan holi bo'lmaydi, albatta.

Shu narsani alohida ta'kidlash kerakki, bu yoshdagi o'smirlar o'ta ta'sirchan, ayniqsa tashqi ta'sirga, tashqi voqealarga beriluvchan bo'ladilar. Ishqiy kitoblar o'qish, shunga o'xshash kinofilmlarni tomosha qilishga juda qiziqadilar. O'zlarining tashqi qiyofalariga ko'prok e'tibor bera boshlaydilar. O'g'il bolalarda soch qo'yish, durustroq kiyinish ishtiyoqi tug'iladi, qizlar esa oynaga ko'prok qaraydigan bo'lib qoladilar. Ular o'zlariga oro berishni, malikalarday go'zal ko'rinishni istaydilar, orasta ko'rinishga urinadilar. Bu tabiiy holdir.Yuqori sinf o'quvchilari o'zlarining ma'naviy xususiyatlari bilan boshqa yoshdagi bolalardan

keskin farq qiladilar. Ular ham jinsiy, ham jismoniy, ham aqliy jihatdan yetilgan bo'ladilar. Shu tufayli ular vazmin tabiatli, mulohazali, kattalarga hurmat-ehtirom bilan qaraydilar.Ota-onalar farzandlar bilan muomala qilishda ularning shaxsiy xususiyatlari, yosh davrlari hislatlarini hisobga olgan holda ish tutsalar, oilada O'zaro tushunish, totuvlik, hamjihatlik, umuman yaxshi ma'naviy vaziyat vujudga keladi. Otaning onaga yoki onaning otaga qilgan munosabatlari ham shu vaziyat shart-sharoitlariga mos tushishi kerak. Chunki ota-onaning o'zaro totuv hayot kechirishlari, inoq va barqaror, mustahkam oilaning bosh omilidir.

O'smirlik yoshining o'ziga xos xususiyatlari kattalardan ularga nisbatan jiddiy munosabatda bo'lish lozimligini taqozo qiladi. Kattalar ular faoliyatini nazorat qilishlari, faoliyat motivlarini doimo e'tibordan chiqarib qo'ymasliklari lozim, aks holda o'smir hayotida noxush xususiyatlarning paydo bo'lishi ham mumkin. Shuning uchun o'smirlik yoshi bola taraqqiyotida muhim ahamiyatga ega.

O'smirning jismoniy jihatdan o'sishida jinsiy balog'atga yetish katta rol o'ynaydi, jinsiy balog'atga yetish o'smir organizmi faoliyatida jiddiy o'zgarishlar yasaydi. Jinsiy balog'at natijasida o'smirlarda o'ziga xos psixik holat vujudga keladi. Shuning uchun bu davrda maktab va oilada ta'lim- tarbiya ishlari to'g'ri yo'lga qo'yil- masa, o'smirning yosh fiziologik xususiyatlari xisobga olinmasa, uning xulq atvoridagi salbiy sifatlar ortib borib, bola xarakterining tarkib topishiga salbiy ta'sir ko'rsatishi va keyingi hayoti davomida ham o'zgartirish qiyin bo'lgan chuqur iz qoldirishi mumkin.O'qituvchilar, tarbiyachilar, sinf rahbarlari dastavval shuni chuqur anglashlari lozimki, jinsiy yetilish organizmning jismoniy taraqqiyotga ta'sir qilishdan tashqari o'smirning psixik taraqqiyotiga ham albatta ta'sir qiladi. O'smirlarda jinsiy yetilish munosabati bilan shu paytgacha ularga noma'lum bo'lgan va qandaydir ma'noda ular uchun kutilmagan jinsiy moyillik va tegishli fikrlar, xislar, kechinmalar, qarama-qarshi jinsga spetsifik qiziqish, ma'lum mazmundagi kitoblarga, kinofilmlarga, kattalarning gaplariga bo'lgan qiziqishlarning paydo bo'lishi mutlaqo zarur, tabiiy va me'yoriy holdir.   Jinsiy tarbiyaning muhim vositalaridan biri o'smirlar diqqatini odamlar o'rtasidagi intilish munosabatlar doirasidan boshqa ob'ektlarga ko'chirishdir. Bu o'smirlar diqqatining jinsiy kechinmalar ustida to'rejaishini ozaytiradi.O'smirning hayot kechirish tarzi va uning psixik taraqqiyotga ta'siri**. Kichik yoshdagi o'quvchilardan farqli ravishda o'rta yoshdagi o'quvchilarning hayot kechirish tarzida jiddiy o'zgarishlar ro'y beradi. Oilada, maktabda va o'quvchilar jamoasida o'smirning mavqei sezilarli darajada o'ziga xos xususiyatlarni yuzaga keltiradi. O'smirlarning oila a'zolari bilan ham yangicha munosabat o'rnatishlari lozim bo'ladi.   O'smir shaxsining takomillashuvi va shakillanishiga turtki bo'lgan omillardan biri o'quv faoliyati motivlaridagi sifat o'zgarishlardir. O'smir endi faqat bilimlar tizimiga ega bo'lish, o'qituvchining maqtovini eshitish va «5» baholarni ko'paytirish uchun emas, balki

tengqurlari orasida ma'lum ijobiy mavqeni egallash, kelajakda yaxshi odam bo'lish uchun o'quv motivlari ustuvor bo'lib boradi, lekin o'quv faoliyati motivlari orasida bilish, yangi bilimlarga ega bo'lish motivi kuchsiz bo'lgani sababli, ular maktabga borgisi kelmaydi, o'qishga og'rinib kelib, salbiy xis tuyg'ular va xavotirlik xislarini boshdan kechiradi. Kattalar tomonidan o'smirning yurish turishi, xulqiga javob berish talab qilinadi. O'smirga uning ilgari qondirilib kelinayotgan ehtiyoj va xohishlari endi qondirilmasligi, ularning ko'pidan voz kechish lozimligi uqtiriladi. O'smir qiyinchilik bilan bo'lsada, o'zining yangi mavqeini tushuna boshlaydi, o'z xulqini o'zgartirib unga moslasha boradi.

Maktabda o'smirning mavqei yanada keskin o'zgaradi. Uni endi bir necha o'qituvchi o'qitadi. O'smir oldida har bir o'qituvchining o'ziga xos metod va usullariga moslashish, ularning talablarini anglab, bilib olish kabi murakkab vazifa turadi. Endi o'smir ko'pgina yangi o'quv fanlarini o'rganib olishi kerak bo'ladi. O'smirning bolalar jamoasiga bo'lgan munosabati ham murakkablashadi. O'smirga o'zining o'qishi, mehnati va xatti- harakatlariga mas'uliyat bilan qarash jamoat topshiriqlarini aniq bajarish, bilim va ko'nikmalarni egallashda reja bo'yicha sistemali ravishda ko'tarila borish kabi avvalgidan ko'ra jiddiyroq talab quyiladi. O'smirning oiladagi mavqeining o'zgarishi, maktabda o'qishning yangi sharoiti, bolalarning ijtimoiy hayotida murakkab munosabat-lar o'rta yoshdagi o'quvchilar oldiga ko'pgina yangi talablar qo'yadi va ularning butun psixik hayotida yangi qiyinchiliklar tug'diradi.Avval mustahkam o'rnashib qolgan ko'nikma va malakalar yangi hayot kechirish tarziga ko'p jihatdan mos kelavermaydi. Shuning uchun o'smirlarning psixik jihatdan normal hayot kechirishi va o'sishini ta'minlash uchun o'smirlik yoshining o'ziga xos psixologik xususiyatlari e'tiborga olingan ta'lim-tarbiyaviy tadbirlar qo'llanilishi zarur.

O'smirlik davri qarama-qarshiliklarga boy davrdir. Uni ba'zi olimlar « krizislar » « tanazzullar » davri ham deb ataydilar. Sababi o'smir ruhiyatida shunday inqiroziy holatlar ro'y beradiki, u bu inqirozni bir tomondan o'zi hal qilgisi keladi, ikkinchi tomon-dan, o'zi hal qilishga imkoniyati, kuchi va aqli yetmaydi.

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РОЛЬ БИОЛОГИЧЕСКИХ АКТИВНЫХ ДОБАВОК В ОРГАНИЗМЕ ЧЕЛОВЕКА

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Аннотация

БАДы появились 100 лет назад. Первую в мире люцерновую добавку к пище создал американский химик Карл Ренборг. Сегодня применение биодобавок стало обычным делом, а с приходом пандемии спрос на них вырос в десятки раз. Витамины и БАД принимают для профилактики, во время разных болезней, в периоды восстановления.

Ключевие слова: нутрицевтики, парафармацевтики, эубиотики

В Россию БАДы пришли в конце прошлого века. Сегодня практически в каждой домашней аптечке можно найти баночки с биодобавками. Их рассматривают как альтернативу средствам народной медицины. Биодобавками люди пытаются лечиться, но не всегда выбирают правильную комбинацию компонентов. Что такое БАДы, как их правильно принимать — читайте в нашей статье.

БАД — биологически активная добавка, дополнение к пище. Полезные вещества поступают вместе с едой, однако компенсировать все потребности одними продуктами сложно. При хроническом недостатке витаминов, микроэлементов, макроэлементов, биосорбентов, микронутриентов нарушается гомеостаз, а вместе с ним — работа отдельных органов и систем. Кроме того, существуют вещества, которые организм не может вырабатывать, но остро в них нуждается. Биологически активные добавки — это источник веществ для восполнения потенциального пищевого дефицита. Дополняя свой рацион БАД, можно восстановить и поддержать некоторые функции организма. По данным научных исследований, регулярное применение биодобавок снижает риск развития дефицитных состояний на 80%.

Виды добавок

Биологически активные добавки делят по составу и направленному действию на три большие группы — нутрицевтики, парафармацевтики, эубиотики.

К нутрицевтикам относят витамины и витаминоподобные средства — предшественники витаминов, аминокислот, макро и микроэлементов, полиненасыщенных жирных кислот, углеводов (моносахаридов и

дисахаридов), клетчатки, некоторые ферментов. Их действие направлено на профилактику болезней, торможение старения организма, увеличение продолжительности жизни, поддержание работоспособности органов и систем, общее улучшение состояния здоровья. Нутрицевтики работают по принципу накопительного эффекта. Для достижения результата биоактивное средство нужно пит длительное время. Однако после окончания приема их концентрация в организме сохраняется еще дольше.

В группу парафармацевтиков включены биосредства, содержащие такие компоненты

пептиды;

продукты пчеловодства (мед, прополис, пчелиное маточное молочко);

органические кислоты;

растительные антиоксиданты (биофлавоноиды);

гликозиды;

эфирные масла;

азотсодержащие органические соединения (алкалоиды);

желчь.

Несмотря на то, что парафармацевтики обладают фармакологической активностью, они не относятся к лекарственным препаратам, которые назначают для лечения тех или иных заболеваний.

Эубиотики — это БАД-пробиотики и пребиотики на основе живых микроорганизмов и/или их метаболитов. Основная задача таких пищевых добавок — восстановление и поддержание бактериального состава микрофлоры желудочно-кишечного тракта.

Когда нужны биодобавки?

Область применения биологически активных средств практически не ограничена. К основным показаниям можно отнести:

низкий иммунный статус;

снижение внимания, памяти;

общая слабость, повышенная утомляемость;

беременность;

интенсивные нагрузки, необходимость мобилизации организма;

нарушение микрофлоры ЖКТ;

хронические заболевания;

постоперационный период;

восстановление после болезни;

пожилой возраст;

психоэмоциональная нестабильность;

менопауза.

Перед применением биоактивного средства нужно внимательно изучить его состав и назначение. В идеале — обсудить прием полезной добавки с врачом.

Отличие БАДов от лекарств

Биологически активные добавки продаются в аптеках, однако на каждой упаковке указано, что это не лекарственное средство. Между фармакологическими препаратами и пищевыми добавками существуют три отличия:

Состав. Большинство лекарств — это ксенобиотики — вещества, чужеродные для организма. Они действуют эффективно, но созданы искусственно. БАДы состоят из натуральных компонентов. Они совместимы с клетками, тканями, биохимическими процессами.

Действие. Медицинские препараты оказывают направленное действие — лечение заболевания, уничтожение инфекционных агентов, раковых клеток и т.д. При этом работают они достаточно агрессивно, поэтому нередко вызывают побочные эффекты. Биодобавки улучшают здоровье в целом, восполняя недостаток необходимых веществ. Они не токсичны, действуют мягко, не провоцируют побочных проявлений.

Область законодательства. Лекарственные средства проходят клинические исследования, государственную регистрацию. Чтобы препарат стал лекарством, Минздрав должен признать его эффективным, безопасным. Регистрация БАД входит в компетенцию Роспотребнадзора, который также проводит исследования, но доказывает и гарантирует только безопасность пищевой добавки. БАДы, можно сказать, приравниваются к продуктам питания.

Биологически активными добавками не лечат заболевания. Они предназначены для поддержания здоровья.

Как подобрать биологически активную добавку?

Выбор средства зависит от области применения. Сегодня можно найти биологически активные добавки на все случаи жизни. Весной и осенью, когда организму нужна помощь, чтобы противостоять сезонным инфекциям, можно использовать БАДы для повышения иммунитета. Если же избежать болезни не удалось, быстрее выздороветь помогут БАДы при простуде. Перед тем, как принимать биодобавку вместе с лекарствами, нужно проконсультироваться с врачом. БАД может ускорить выведение препарата или ухудшить (замедлить) его всасывание, что чревато снижением лечебного эффекта.

При интенсивных физических нагрузках, занятиях спортом повысить выносливость помогут средства для активного образа жизни. Многие из них

содержат таурин — аминокислоту, которая устраняет крепатуру, мышечные спазмы.

Для людей с хроническими заболеваниями или предрасположенностью к ним разработаны комплексы направленного действия:

для мочеполовой системы;

для улучшения работы желудочно-кишечного тракта;

для сердечно-сосудистой системы.

При артритах, артрозах, проблемах с суставами можно использовать БАДы для опорно-двигательного аппарата. Они часто содержат кальций для укрепления костей, глюкозамин, хондроитин или сабельник — для суставов.

Поддержать и улучшить когнитивные функции можно с помощью пищевой добавки для улучшения памяти. В периоды повышенного психоэмоционального напряжения, при стрессах организм нуждается в дополнительном магнии. Пополнить резервы можно с помощью биодобавок на основе магния. Некоторые из них содержат дополнительные компоненты (калий, витамин B6).

Поскольку у взрослого человека и ребенка разные нормы суточного потребления питательных веществ, для детей и подростков предусмотрены отдельные витамины. Еще одна группа — БАДы для наружного применения, представленные мазями, кремами, гелями, бальзамами.

Дозировка

Каждую упаковку сопровождает инструкция с указанием дозировки. Взрослому человеку достаточно 1-2 капсул (таблеток) в день. Пить желательно в одно и то же время, чтобы сохранять постоянную концентрацию активного вещества в крови. Принимать добавку до еды или после — зависит от состава. Некоторые БАДы выпускаются в форме капель. Также есть детские варианты биодобавок в виде жевательных конфет.

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THE ROLE OF BIOLOGICALLY ACTIVE ADDITIVES IN MODERN MEDICINE

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Vitamins and minerals are necessary for the proper functioning of the body. But if the diet is unbalanced, the person feels it. The symptoms are drowsiness, loss of strength, poor concentration. The use of dietary supplements helps to improve well-being and restore strength

Annotation

Dietary supplements appeared 100 years ago. The world's first alfalfa food supplement was created by American chemist Carl Renborg. Today, the use of dietary supplements has become commonplace, and with the advent of the pandemic, the demand for them has increased tenfold. Vitamins and dietary supplements are taken for prevention, during various diseases, during recovery periods.

• * **Keywords:** probiotics; minerals; amino acids

Today, in almost every home medicine cabinet, you can find jars with dietary supplements. They are considered as an alternative to traditional medicine. People try to be treated with dietary supplements, but they do not always choose the right combination of components. What are dietary supplements, how to take them correctly — read our article.

Not everyone knows what dietary supplements are, and their effect on the body is unknown. Dietary supplements are biologically active additives. It contains natural raw materials. These are vegetable, animal, and mineral substances.

When using dietary supplements, it is recommended to eat well. Fresh fruits and vegetables are needed, especially those grown without the use of herbicides and growth hormones. They supply the body with natural vitamins and minerals. Dietary supplements are not recommended to be consumed uncontrollably. The consultation of the attending physician is required.

Classification

It is generally believed that only vitamins − these are dietary supplements. But there are many more substances in the composition of these food additives.

Therefore, dietary supplements include:

• probiotics;
• Minerals;

• Amino acids;

• protein supplements for athletes;

• dietary fiber;

• immunomodulators.

Experts divide them into:

1. Nutraceuticals. Their composition is designed specifically to adjust the chemical composition of human food. Such products include vitamins, minerals, amino acids, dietary fiber, protein in different concentrations.

2. Parapharmaceuticals. These drugs are used to support the functional activity of organs (probiotics). They consist of living microorganisms that affect the normalization of the biological activity of the microflora of the gastrointestinal tract.

It is recommended to combine different types of food additives correctly. Iron and calcium should not be taken together. Be sure to monitor the amount of drugs used, their compatibility and side effects.

How to choose

Dietary supplements are purchased when the body lacks vitamins and minerals. Dietary supplements are not medicines. Therefore, it is impossible to replace medicines with them.

The choice of a high-quality food supplement depends on many things. Be sure to pay attention to the composition. It contains only natural substances (herbal preparations, remedies based on vegetable oils and fish oil, chitosan).

Choose manufacturers who guarantee the quality of their products. Some dietary supplements contain substances that are allowed to be used only in potent medicines. Sometimes dietary supplements cause allergies when taken, so the composition is very carefully checked for the presence of appropriate components.

Are dietary supplements safe?

There are versions that the unique composition of supplements cures cancer, affects rapid weight loss, etc. Improper intake of dietary supplements can cause serious harm to health.

Reasons why they may be unsafe:

1. Different plants in the composition. Manufacturers often add as many natural ingredients as possible to the composition without thinking about the consequences. But extracts of medicinal plants are not always beneficial, especially if used without special knowledge.

2. Conscientious manufacturers are very attentive to the composition of dietary supplements. Especially where and under what conditions the plants grew. After all, the concentration of harmful substances in one plant often varies in different batches. And therefore, the same dietary supplement is both beneficial and harmful.

3. There are minimum requirements for the registration and production of dietary supplements (unlike medicines).

4. Most supplements do not go well with medications. And this is seriously harmful to health. Therefore, when prescribing treatment, inform the doctor about taking all medications, including dietary supplements.

They are advised to take them only according to the instructions. It lists all the daily doses of supplements that are allowed to be taken. The instructions are especially strictly followed if a child takes dietary supplements.

Dietary supplements for weight loss

These are popular biologically active substances. Manufacturers claim that such products contribute to weight loss. They use natural ingredients as active substances that remove fluid from the body.

Such dietary supplements give a laxative and diuretic effect. And it seems that a person quickly loses a few extra pounds. Although this has nothing to do with real weight loss and fat burning.

It cannot be said that dietary supplements are a medicine. These are excipients that can help with vitamin deficiency. Proper intake of dietary supplements affects the improvement of well-being and strengthening of the immune system.

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СТАНДАРТ НАДЛЕЖАЩЕЙ АПТЕЧНОЙ ПРАКТИКИ СОВРЕМЕННОГО УЗБЕКИСТАНА ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

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Аннотация. Одним из обсуждаемых вопросов стало внедрение в аптечные организации соответствия стандарту GPP (Надлежащая аптечная практика). Этот стандарт, наряду с повышением роли фармацевта в обществе, изменит суть реализации лекарственных средств и качество предоставляемых фармацевтических услуг. Внедрение и строгое следование стандарту станут ключевым моментом в совершенствовании системы здравоохранения и содействии повышению уровня здравоохранения в Республике Узбекистан. Также рассмотрено внедрение стандарта GPP для аптечных организаций Республики Узбекистан и его влияние на качество фармацевтических услуг. Внедрение данного стандарта будет способствовать совершенствованию системы здравоохранения и повышению уровня здоровья населения. GPP акцент при тестировании делается на три момента: порядок приема лекарств, условия хранения и фармацевтические рекомендации.

Ключевые слова. GPP, СОП, документация, технологические процессы, самоконтроль. GxP, фармацевтика, фармацевтическое производство. ISO. GDP. GMP.

Цель исследования: Рассмотреть современное состояние аптек и их филиалов с целью реализации требований стандарта и получения сертификата GPP.

Материалы и методы исследования: изучение литературы и документов по теме исследования, анализ полученной информации, наблюдение, анализ и обобщение деятельности аптеки.

Результат исследования: Главный принцип GPP таков: все, что делается в аптеке, должно быть идеально документировано. Поэтому для каждой операционной процедуры должны быть разработаны стандарты, в которых четко указано, что это за процедура, на основании каких нормативных документов она проводится, где именно, каким сотрудником и в течение какого времени. Это подробный алгоритм, отражающий все обстоятельства действия. Соответствующие изменения должны быть внесены и в должностные инструкции работников аптек. Одним из важнейших требований хорошей аптечной практики является необходимость информирования

покупателей об ассортименте лекарств, начиная с самого дешевого сегмента. Недостатки и обеспечение полного соответствия требованиям стандарта GPP были даны следующие рекомендации: 1. Разработать и внедрить Руководство по качеству и Стандартные операционные процедуры (СОП) для аптеки. Это позволит документировать отдельные процессы и определять взаимосвязи между ними в форме СОП. Одним из важных аспектов является информирование потребителей о доступных лекарствах, начиная с наиболее доступного сегмента.

Основными задачами Центра являются:

-организация работ по внедрению международных стандартов надлежащих практик (GxP) на предприятиях и в организациях, осуществляющих деятельность в фармацевтической отрасли;

-проведение фармацевтических инспекций с целью сертификации соответствия требованиям надлежащих практик (GxP);

-обеспечение гармонизации местных стандартов лекарственных средств, изделий медицинского назначения и медицинской техники, производимых в Республике Узбекистан, с международными стандартами;

-координацию международного сотрудничества в области внедрения международной системы менеджмента качества "ISO" и Правил надлежащих практик (GxP) в процессы создания, производства, регулирования обращения, контроля качества, технического регулирования лекарственных средств, изделий медицинского назначения и медицинской техники;

-проведение инспекций системы качества в зарубежных фармацевтических производственных площадках и выдача заключения в процессе государственной регистрации лекарственных препаратов в установленном порядке.

Кроме того, в соответствии с Указом Президента Республики Узбекистан от 21.01.2022 года за №УП-55 «О дополнительных мерах по ускоренному развитию фармацевтической отрасли Республики в 2022-2026 годах», установлено, что:

-с 1 апреля 2022 года новые производственные предприятия, организации оптовой и розничной торговли в фармацевтической отрасли создаются в соответствии с требованиями «Надлежащей производственной практики» (GMP), «Надлежащей дистрибьютерской практики» (GDP) и «Надлежащей аптечной практики» (GPP);

-с 1 января 2023 года в тендерах по государственным закупкам фармацевтической продукции разрешается участвовать исключительно организациям, организовавшим производство лекарственных средств — по стандартам «Надлежащей производственной практики» (GMP), изделий

медицинского назначения и медицинской техники — по стандартам «ISO: 13485», а также организациям оптовой реализации, внедрившим стандарты «Надлежащей дистрибьютерской практики» (GDP).

-Также, настоящим Указом предусмотрено следующие меры по поддержки организаций, занимающихся производством лекарственных средств в соответствии с требованиями «Надлежащей производственной практики» (GMP) со стороны Министерства инвестиций и внешней торговли с привлечением Агентства по продвижению экспорта:

-предоставление на срок до 1 января 2025 года субсидий для покрытия до 50% перевозки автомобильным и железнодорожным транспортом (без учета транспортных расходов) при экспорте фармацевтической продукции во все страны, включая сопредельные соседние государства, в размере, не превышающем 5% экспортной стоимости продукции (при перевозке автомобильным транспортом) и 7% (при перевозке железнодорожным транспортом);

-предоставление револьверных кредитов на пополнение оборотных средств фармацевтических организаций-экспортеров при экспорте ими товаров сроком до 1 года по ставке 4% годовых (с учётом маржи банка) с условием отсрочки платежей и в размере стоимости экспортируемой продукции в эквиваленте не более 3 миллионов долларов США.

Основными требованиями GMP, GDP и GPP являются:

-управление качеством;

-требования к персоналу;

-требования к зданиям и оснащениям, помещения и оборудование;

-документация;

-технологические процессы;

-контроль качества

-деятельность, передаваемая для выполнения другой организации (аутсорсинг)

-претензии, дефекты качества и отзывы продукции (претензии, возврат, подозрения в фальсификации и отзыв лекарственных средств и изделий медицинского назначения из обращения);

-транспортировка;

-самоинспекция.

Ключевыми преимущества внедрения надлежащих практик (GDP, GMP, GPP) включают в себя:

-предотвращение импорта некачественной продукции;

-обеспечение населения качественными, безопасными и безвредными лекарственными препаратами;

-четкое определение ответственности за обеспечение безопасности фармацевтической продукции;

-обеспечение своевременного и качественного выполнения работниками своих обязанностей;

-изменение подхода к обеспечению качества и безопасности фармацевтической продукции, что снижает потери от возникновения брака и отзыва продукции;

-документальное подтверждение уверенности в безопасности фармацевтической продукции;

-создание системы качества, отвечающей международным требованиям;

-устранение технических барьеров в процессе реализации;

-открыть широкий путь для экспорта отечественной продукции в зарубежные страны, а также обеспечение конкурентоспособности отечественной продукции;

-предупреждение попадания фальсифицированных некачественных лекарственных препаратов в цепь поставок;

-обеспечение доставки фармацевтической продукции до потребителя, без изменения её свойств;

-участие в тендерах по государственным закупкам фармацевтической продукции.

Выводы: Внедрение GPP будет способствовать снижению риска появления на рынке контрафактных и поддельных лекарственных средств. Благодаря строгим нормам и требованиям фармацевтические организации будут обязаны контролировать качество и подлинность лекарств. Кроме того, переход на Национальный стандарт надлежащей аптечной практики будет способствовать повышению доверия населения к фармацевтическим организациям. Пациенты будут знать, что получают качественные и безопасные лекарства, что снизит риск нежелательных побочных эффектов и осложнений. Это способствует повышению стандартов фармацевтической практики и улучшению доступа населения к качественным лекарствам.

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THE STANDARD OF MODERN UZBEKISTAN PROBLEMS AND PROSPECTS

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Annotation. One of the issues discussed was the introduction of compliance with the GPP (Good Pharmacy Practice) standard in pharmacy organizations. This standard, along with increasing the role of the pharmacist in society, will change the essence of the sale of medicines and the quality of pharmaceutical services provided. The implementation and strict adherence to the standard will be a key moment in improving the healthcare system and contributing to improving the level of healthcare in the Republic of Uzbekistan. The implementation of the GPP standard for pharmacy organizations of the Republic of Uzbekistan and its impact on the quality of pharmaceutical services was also considered. The implementation of this standard will contribute to the improvement of the healthcare system and increase the level of public health. GPP testing focuses on three points: the order of taking medicines, storage conditions and pharmaceutical recommendations.

The purpose of the study: To consider the current state of pharmacies and their branches in order to implement the requirements of the standard and obtain a GPP certificate.

Research materials and methods: the study of literature and documents on the topic of the study, the analysis of the information received, observation, analysis and generalization of pharmacy activities.

Key words. GPP, SOP, documentation, technological processes, self-inspection. GxP, pharmaceutical, pharmaceutical production

Result of investigation: The main principle of GPP is that everything that is done in a pharmacy should be perfectly documented. Therefore, standards should be developed for each operational procedure, which clearly indicate what kind of procedure it is, on the basis of which regulatory documents it is carried out, where exactly, by which employee and for how long. This is a detailed algorithm that reflects all the circumstances of the action. Appropriate changes should be made to the job descriptions of pharmacy employees. One of the most important requirements of good pharmacy practice is the need to inform customers about the range of medicines, starting with the cheapest segment. Disadvantages and ensuring full compliance with the requirements of the GPP standard, the following recommendations were given: 1. Develop and implement Quality Guidelines and

Standard Operating Procedures (SOP) for the pharmacy. This will allow you to document individual processes and determine the relationships between them in the form of a SOP. One of the important aspects is to inform consumers about available medicines, starting from the most affordable segment.

The main objectives of the Center are:

-organization of work on the implementation of international standards of good practices (GxP) at enterprises and organizations operating in the pharmaceutical industry;

-conducting pharmaceutical inspections in order to certify compliance with the requirements of good practices (GxP);

-ensuring the harmonization of local standards of medicines, medical devices and medical equipment manufactured in the Republic of Uzbekistan with international standards;

-coordination of international cooperation in the field of implementation of the international quality management system "ISO" and the Rules of Good Practices (GxP) in the processes of creation, production, regulation of circulation, quality control, technical regulation of medicines, medical devices and medical equipment;

-conducting inspections of the quality system at foreign pharmaceutical production sites and issuing an opinion in the process of state registration of medicines in accordance with the established procedure.

In addition, in accordance with the Decree of the President of the Republic of Uzbekistan dated 01/21/2022 No.UP-55 "On additional measures to accelerate the development of the pharmaceutical industry of the Republic in 2022-2026", it was established that:

-from April 1, 2022, new manufacturing enterprises, wholesale and retail trade organizations in the pharmaceutical industry are created in accordance with the requirements of "Good Manufacturing Practice" (GMP), "Good Distribution Practice" (GDP) and "Good Pharmacy Practice" (GPP);from January 1, 2023, only organizations that have organized the production of medicines — according to the standards of "Good Manufacturing Practice" (GMP), medical devices and medical equipment — according to the standards of "ISO: 13485", as well as wholesale organizations that have implemented the standards of "Proper distribution practices" (GDP).

-Also, this Decree provides for the following measures to support organizations engaged in the production of medicines in accordance with the requirements of "Good Manufacturing Practice" (GMP) by the Ministry of Investment and Foreign Trade with the involvement of the Export Promotion Agency:

-provision of subsidies for a period up to January 1, 2025 to cover up to 50% of transportation by road and rail (excluding transportation costs) when exporting

pharmaceutical products to all countries, including neighboring neighboring states, in an amount not exceeding 5% of the export value of products (when transported by road) and 7% (when transportation by rail);

-provision of revolving loans to replenish the working capital of pharmaceutical exporting organizations when they export goods for up to 1 year at a rate of 4% per annum (taking into account the bank's margin) with deferred payments and in the amount of the value of exported products in the equivalent of no more than 3 million US dollars.

The main requirements of GMP, GDP and GPP are:

-quality management;

-personnel requirements;

-requirements for buildings and facilities, premises and equipment;

-documentation;

-technological processes;

-quality control

-activities transferred to another organization (outsourcing)

-claims, quality defects and product reviews (claims, refunds, suspicions of falsification and withdrawal of medicines and medical devices from circulation);

-transportation;

- self-inspection.

The key benefits of implementing good practices (GDP, GMP, GPP) include:

-preventing the import of low-quality products;

-providing the population with high-quality, safe and harmless medicines;

-a clear definition of responsibility for ensuring the safety of pharmaceutical products;

-ensuring timely and high-quality fulfillment of their duties by employees;

-changing the approach to ensuring the quality and safety of pharmaceutical products, which reduces losses from defects and product recalls;

-documentary evidence of confidence in the safety of pharmaceutical products;

-creation of a quality system that meets international requirements;

-elimination of technical barriers in the implementation process;

-to open a wide path for the export of domestic products to foreign countries, as well as ensuring the competitiveness of domestic products;

-prevention of counterfeit low-quality medicines entering the supply chain;

-ensuring the delivery of pharmaceutical products to the consumer, without changing its properties;

-participation in tenders for public procurement of pharmaceutical products.

Conclusions: The introduction of GPP will help reduce the risk of counterfeit and counterfeit medicines appearing on the market. Due to strict regulations and

requirements, pharmaceutical organizations will be required to control the quality and authenticity of medicines. In addition, the transition to the National Standard of Good Pharmacy Practice will help to increase public confidence in pharmaceutical organizations. Patients will know that they are receiving high-quality and safe medicines, which will reduce the risk of undesirable side effects and complications. This helps to raise the standards of pharmaceutical practice and improve public access to quality medicines.

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