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# THEORETICAL FRAMEWORKS RELATED TO RISK IDENTIFICATION AND MITIGATION IN PROJECT MANAGEMENT INTRODUCTION

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## ABSTRACT

The article discusses the imperative of effective risk management in project management due to demands for higher quality, reduced time, and costs. It highlights the proliferation of risk management models and techniques but stresses the need for clarity on their appropriate application. Theoretical frameworks for categorizing risk techniques based on risk management process phase, project life cycle stage, and corporate risk maturity are proposed. The analysis illustrates how risks affect project constraints and the importance of comprehensive risk management. The discussion delves into iterative risk identification processes and qualitative and quantitative risk analyses. Risk and Opportunity Response Planning are outlined, stressing their role in addressing identified risks. Finally, the study concludes by underscoring the indispensable role of risk management in project success, its contribution to informed decision-making, stakeholder confidence, and project resilience.

**Keywords:** risk management, project management, risk identification, risk mitigation, project constraints, project success, triple constraint model, risk analysis.

## INTRODUCTION

The demand for increased quality alongside reduced time and costs places significant importance on effective risk management in projects. Consequently, numerous models and techniques have been developed and implemented in both literature and practice. However, there is a crucial need to clarify the circumstances under which each model or technique should be applied. Simultaneously, the importance of knowledge about risk management is escalating to effectively navigate the complexities of projects. Nevertheless, communication and knowledge creation present challenges, particularly in the face of uncertainty, leading to fragmented decision-making and a lack of a comprehensive perspective on a project's goals, opportunities, and threats.

With the objective of offering guidance for selecting risk techniques, considering the key aspects characterizing the managerial and operational context of a project, there is a



theoretical framework for classifying such techniques. According to existing literature of criteria used to categorize risk techniques, three dimensions are established: the phase of the risk management process, the stage of the project life cycle, and the corporate maturity regarding risk.

## LITERATURE REVIEW

Risk is characterized as an unpredictable event or condition that, should it manifest, could yield either positive or negative consequences for project objectives [8; 10]. Currently, effective risk management is a pivotal factor influencing project success due to heightened attention to variations in actual quality, time, and cost performance compared to anticipated outcomes. This heightened focus is a result of increasing pressure to reduce both time and costs. Research has substantiated that failure to address risk adequately is a primary contributor to budget overruns, project delays, and failure to meet performance targets [3:28]. This challenge is exacerbated in industries such as construction and information and communication technology, where projects characterized by substantial investments, protracted execution processes, numerous resources and stakeholders, and unstable economic and political environments introduce a high level of complexity [7:2726].

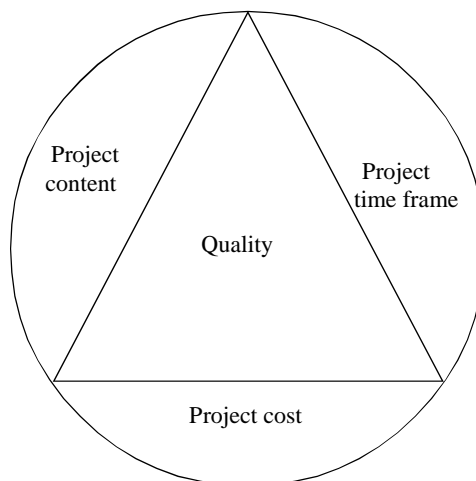
Hence, there is a compelling need to evaluate and control risk throughout all phases of a project. Diverse perspectives, attitudes, and requirements have resulted in varied definitions and approaches to risk management. Specifically, risk management processes and supporting techniques have been extensively developed and implemented in both academic literature and practical contexts. The diversity of these methods necessitates guidance on when each should be adopted. Criteria for choosing among risk techniques have been identified, yet these criteria often fail to consider a comprehensive set of a project's unique characteristics and its surrounding environment, as well as an organization's attitude towards risk. The classification is grounded in the significant features of the context of analysis derived from an extensive literature review on project and risk management [10; 12:97]: phase of the risk management process, phase of the project life cycle, and corporate maturity towards risk. This contribution enhances the understanding of how to address risky events and, in turn, improves the risk knowledge management process to enable risk management processes to yield anticipated benefits. The research focuses on projects according to their general definition provided by the Project Management Institute: "A project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated



because its objectives will not or cannot be met, or when the need for the project no longer exists" [10].

## ANALYSIS

Risks affect the main constraints of the project ("triple limitation", "iron triangle").



**Pic. 1. Triple project limitation and risks**

Source: Adopted from Project risk management, V. E. Shkurko, 2014

The triple constraint (**Pic. 1.**) says that just as a triangle cannot change one side without changing at least one more, so in a project it is impossible to change one parameter without affecting the others. For example, if we reduce the duration of a project, this entails a change in the scope and/or cost of the project.

Risks affect all major project constraints. Therefore, risk management is the management of all significant project parameters. The triple constraint method is one of the simplest ways to evaluate the success of a project.

According to a study by The Standish Group International, respondents classified 29% of projects as successful, 53% as unsuccessful (one of the project goals was not achieved), and failed (projects were not completed at all or were completed, but their results are not used) - 18 %. One of the main reasons for project failure is the lack of project risk management.

A project risk is an uncertain event that, if it occurs, has a positive or negative impact on at least one of the project objectives (for example, schedule, cost, scope or quality).

Let's analyze the above definition of project risk.

1. In this definition, the interpretation of risk includes not only the negative side, but also the positive one. The fact is that

In English, risk is understood as "chance".

2. An uncertain event is an event that can happen with some probability. If we know for sure that an event will happen, then it is not a risk. Likewise, if we know for sure that an event will not happen, then this is also not a risk.

3. Project risk affects project goals. If an event (for example, an earthquake on another continent) does not affect the goals of the project, then it is not a risk.

Any risk has two parameters: impact and probability of occurrence.

$$\boxed{\text{Magnitude of risk}} = \boxed{\text{Impact}} \times \boxed{\text{Probability of occurrence}}$$

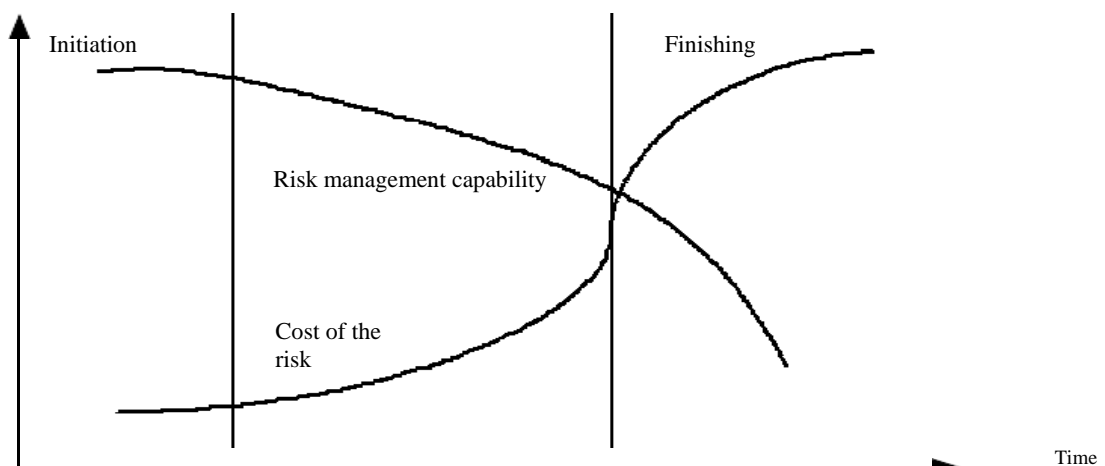
**Pic. 2. Magnitude risk**

Source: Adopted from Project risk management, V. E. Shkurko, 2014

In the literature devoted to risk management, a significant number of approaches have emerged that consider risks based on the nature of their occurrence, the period of manifestation, etc. Classifications of risks have been proposed by various domestic and foreign researchers [1; 2; 4; 5; 6; 9; 11].

We can manage risk throughout the entire project (Pic.3.). But the closer a project gets to completion, the more difficult it is to manage risk. In this case, an analogy with archery would be appropriate. When we aim, we can control the trajectory of the arrow. But when the arrow has already been released and is flying, we practically cannot control its flight.

Risk and cost



**Pic. 3. Possibilities management risks and damage from risks**

Source: Adopted from Project risk management, V. E. Shkurko, 2014

With damage resulting from a risk event, the opposite is true: for most projects, damage increases towards the end of the



project. As for positive risks, the positive effect, on the contrary, decreases as the end of the project approaches. For example, there is a positive risk of a decrease in the cost of purchased raw materials. If this reduction occurred at the beginning of the project, then the positive effect is high, if at the end, then the effect will be lower.

The risk management cycle includes the following processes:

- 1) risk management planning;
- 2) identification of risks;
- 3) qualitative risk analysis;
- 4) quantitative risk analysis;
- 5) risk response planning;
- 6) monitoring and risk management.

Risk management planning is the process of determining approaches and planning activities to manage project risks.

To develop a risk management plan, documents such as a project scope statement, a project cost management plan, a project schedule management plan, a project communications management plan, enterprise environmental factors, and organizational process assets are required.

## DISCUSSION

Risk identification is an iterative process because as the project progresses through its life cycle, new risks may be discovered. The frequency of iteration and the composition of participants in each cycle may be different in each case. Project team members should participate in this process so that they develop a sense of ownership and responsibility for risks and actions to respond to them. Project participants who are not part of the project team can provide additional objective information.

When identifying risks, it is necessary to analyze documents. When analyzing documentation, the following methods of collecting and processing information can be used:

- ✓ Brainstorm;
- ✓ Delphi method;
- ✓ Nominal group method;
- ✓ Crawford cards;
- ✓ Analysis of strengths and weaknesses, opportunities and threats;
- ✓ Checklist analysis;
- ✓ Analogy method;
- ✓ Analysis of assumptions;

Qualitative risk analysis is usually a quick and inexpensive way to set priorities in the risk response planning process and, if necessary, serves as a basis for conducting quantitative risk analysis. A qualitative risk analysis is subject to refinement throughout the project life cycle and should reflect all changes related to project risks.

Quantitative risk analysis is a quantitative analysis of the potential impact of identified risks on the overall objectives of the project. Quantitative analysis is carried out in relation to those risks that, during the qualitative risk analysis process, were qualified as potentially or significantly affecting the project. In the process of quantitative risk analysis, the effect of such risk events is assessed and such risks are assigned a numerical rating. This analysis also presents a quantitative approach to decision making under uncertainty. During this process, methods such as sensitivity analysis, scenario analysis, Monte Carlo simulation and others can be used, which will be discussed in detail in the next chapter.

Risk and Opportunity Response Planning is the process of developing ways and identifying actions to increase opportunities and reduce threats to project objectives. This process begins after conducting a qualitative and quantitative risk analysis. It involves identifying and appointing one or more responsible individuals (“risk responders”) who are responsible for responding to each agreed and budgeted risk. Risk response planning addresses risks according to their priorities; New resources and activities are added to cost, schedule, and project management plans as needed.

Effective risk management is indispensable in the project management process as it serves as a proactive strategy to anticipate and address uncertainties that could jeopardize project success. Risks, whether in the form of unexpected events or conditions, have the potential to disrupt project timelines, exceed budgets, and compromise overall objectives. By systematically identifying, assessing, and managing risks, project managers can safeguard project outcomes, minimize budget overruns, and ensure adherence to schedules. Moreover, a well-executed risk management process enhances decision-making by providing critical information for informed choices, ultimately boosting stakeholder confidence and fostering a positive project environment. It enables project teams to allocate resources efficiently, comply with regulations and standards, and meet stakeholder expectations. Overall, risk management contributes to project resilience, allowing teams to adapt to changing circumstances, mitigate threats, and capitalize on opportunities, thereby enhancing the likelihood of project success.

## CONCLUSION

In conclusion, effective risk management is paramount in project management, particularly amidst the growing demand for enhanced quality within constrained timeframes and budgets. The theoretical frameworks surrounding risk identification and mitigation provide valuable insights into navigating uncertainties inherent in projects. Through a comprehensive understanding of risk techniques and their applicability within the project context, project managers can proactively address potential threats and capitalize on opportunities. However, challenges persist in communication and knowledge dissemination, hindering the comprehensive management of risks. By integrating risk management processes into project lifecycles and corporate strategies, organizations can mitigate the adverse effects of risks and foster a culture of resilience and innovation. The triple constraint model illustrates the interconnectedness of project parameters and the impact of risks on project success, highlighting the need for effective risk management throughout all project phases. Furthermore, the risk management cycle, encompassing planning, identification, analysis, response planning, and monitoring, provides a structured approach to managing risks and maximizing project outcomes. Ultimately, effective risk management enhances decision-making, stakeholder confidence, and project resilience, positioning organizations for success in today's dynamic business environment.

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## IJTIMOYIY-HUQUQIY DAVLAT KONSEPSIYASI VA UNING FUQAROLIK JAMIYATI TARAQQIYOTIDA TUTGAN O'RNI

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### ANNOTATSIYA

O'zbekistonda aholini ijtimoiy himoya qilish masalasi tobora dolzarblik kasb etar ekan, bu borada yuzaga kelayotgan yondashuvlar ham institutsional ahamiyat kasb etmoqda. Sababi, ijtimoiy-huquqiy davlatda ijtimoiy himoyaga muhtoj aholi qatlamlarini manzilli qo'llab quvvatlash, bu toifaga kiruvchi insonlar hamda oilalarni aniqlash mexanizmlarini takomillashtirish ehtiyoji hayotiy zaruriyatga aylandi. Shu ma'noda, Davlat ijtimoiy himoya siyosatini samarali amalga oshirishda qonunchilik ustuvorligini ta'minlash kerakligini nazarda tutadi. Qonunchilik ustuvorligini ta'minlash orqali davlat ijtimoiy himoya siyosatining natijadorligiga erishish mumkin bo'ladi.

Maqolada ijtimoiy-huquqiy davlatning tarixiy ildizlari va nazariy asoslariga chuqurroq kirib, uning har tomonlama ijtimoiy farovonlikni ta'minlashda an'anaviy huquqiy paradigmalarning cheklanishiga javob sifatida paydo bo'lishi ko'rib chiqiladi. Maqolada amaliy tadqiqotlar va qiyosiy huquqiy asoslarni tahlil qilish orqali turli xalqlar ijtimoiy-huquqiy davlat konsepsiyasini o'zlarining noyob ijtimoiy-siyosiy sharoitlariga moslashtirish uchun amalga oshirish va moslashtirishning xilma-xil usullarini ta'kidlaydi.

Bundan tashqari, maqola ijtimoiy-huquqiy davlat va mustahkam fuqarolik jamiyatini tarbiyalash o'rtasidagi uzviy bog'liqlikni ta'kidlaydi. Unda ta'kidlanishicha, ijtimoiy jihatdan xabardor huquqiy baza nafaqat shaxs huquqlarini himoya qiladi, balki fuqarolarning huquq va erkinliklarini oshirish va jamoat sohasida ishtirok etishiga ham faol yordam beradi. Maqolada davlat va fuqarolik jamiyati o'rtasidagi simbiotik munosabatlarni o'rganish orqali ijtimoiy-huquqiy davlat ijtimoiy hamjihatlikni, fuqarolarning faolligini va jamoa farovonligini oshirishni qanday katalizlashini tushuntiradi.

Annotatsiyada lug'aviy va stilistik xatolar uchraydi. Maqola mazmunini aniq ifodalab bermaydi. Ijtimoiy huquqiy davlat konsepsiyasi va uning fuqarolik jamiyatini barpo etishdagi roli masalasi yetarli ochib berilmagan.

**Kalit soʻzlar:** davlat, ijtimoiy-huquqiy davlat, qonun ustuvorligi, huquq ustuvorligi, fuqarolik jamiyati, davlat boshqaruvi, ijtimoiy himoya siyosati, kambagʻallikni qisqartirish, ijtimoiy davlat modeli.

### ABSTRACT

Since the issue of social protection of the population in Uzbekistan is becoming more and more relevant, the forming approaches in this regard are also acquired by institutional significance. The reason is that in a socio-legal state, the need to provide targeted support to the population who needs social protection, as well as improving the mechanisms of identifying persons and families belonging to this category, has become a vital necessity. In this sense, the state provides for ensuring the priority of legislation in the effective implementation of the social protection policy. Having ensured the priority of the legislation, it will be possible to achieve the effectiveness of the state policy of social protection.

The article delves into the historical roots and theoretical foundations of the social-legal state, examining its emergence as a response to the limitations of traditional legal paradigms in ensuring comprehensive societal well-being. By analyzing case studies and comparative legal frameworks, the article highlights the diverse ways in which different nations implement and adapt the social-legal state concept to suit their unique socio-political contexts.

Furthermore, the article underscores the intrinsic link between the social-legal state and the cultivation of a robust civil society. It contends that a socially aware legal framework not only protects individual rights but also actively contributes to the empowerment and participation of citizens in the public sphere. Through an exploration of the symbiotic relationship between the state and civil society, the article elucidates how the social-legal state catalyzes social cohesion, civic engagement, and the advancement of collective welfare.

**Keywords:** state, social and legal state, legal state, the rule of law, civil society, state administration, social protection policy, reduction of poverty, model of the state of universal well-being.

### KIRISH

Bugungi kunda demokratik huquqiy davlat hamda erkin fuqarolik jamiyatini barpo etish masalasi Oʻzbekiston davlat siyosatida dolzarb ahamiyat kasb etmoqda. Sababi, Oʻzbekiston



Respublikasi o‘z davlat boshqaruvini tarixiy-milliy tajribaga asoslanib, xalqaro huquqiy standartlarga muvofiq amalga oshirmoqda. Ilg‘or rivojlangan davlatlar tajribasi shuni ko‘rsatadiki, ijtimoiy-huquqiy davlat konsepsiyasini amaliyotda qo‘llash orqali umumxalq manfaatlarini to‘la to‘kis ifoda etish va davlat boshqaruvida tizimli boshqaruvni samarali yo‘lga qo‘yish mumkin. Umumxalq manfaatlarini to‘la to‘kis ifoda etish inson huquqlari, erkinliklari va ularning qonuniy manfaatlarini ro‘yobga chiqarishni nazarda tutsa, davlat boshqaruvida tizimli samarali boshqaruvni yo‘lga qo‘yish xalq manfaatlarini ifoda etishda hal qiluvchi o‘rin tutuvchi davlat mexanizmini takomillashtirishga xizmat qiladi. Shu nuqtai nazardan yangi tahrirdagi O‘zbekiston Respublikasi Konstitutsiyasida ham mazkur masalaga alohida e‘tibor qaratiladi. “O‘zbekiston — boshqaruvning respublika shakliga ega bo‘lgan suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat” [1]. Ushbu konstitutsiyaviy huquqiy norma mazmun mohiyatiga ko‘ra, milliy va xalqaro miqyosda ochiq siyosat olib boruvchi hamda ijtimoiy yo‘naltirilgan huquqiy demokratik davlat barpo etishni ko‘zda tutadi.

Bizga ma‘lumki, ijtimoiy, demokratik huquqiy davlat umuminsoniy qadriyatlarga asoslangan, tenglik va adolat tamoyillarini o‘zida namayon etadigan siyosiy-huquqiy tashkilot hisoblanadi. Shu ma‘noda, ijtimoiy, demokratik huquqiy davlatning ustuvor vazifalari sifatida fuqarolik jamiyatida sog‘lom, huquqiy barqaror muhit yaratish, aholining ijtimoiy himoyaga muhtoj qatlamlarini manzilli bir tarzda qo‘llab quvvatlash, aholi o‘rtasida ijtimoiy muhtojlik va kambag‘allikni qisqartirish, inson va fuqarolarning huquqlaridan foydalanishlarida, davlat organlari va ularning mansabdor shaxslarini huquqni qo‘llash borasida huquqiy ustuvorlik prinsipini kafolatlash, davlat va jamiyat boshqaruvida qonun ustuvorligini ta‘minlash kabilarni ta‘kidlab o‘tish mumkin [2].

O‘z navbatida ta‘kidlab o‘tish kerakki, huquqiy davlat doktrinasini bir qator huquqshunos olimlar tomonidan ilmiy jihatdan o‘rganilgan. Misol uchun Yuridik fanlar doktori, professor A.A.Azizxo‘jayevning “Davlatchilik va ma‘naviyat” nomli maqolalar to‘plamida ma‘naviyat - O‘zbekistonda barpo etilayotgan huquqiy davlatning asosiy poydevorlaridan biri ekanligi har tomonlama asoslab berilgan; demokratiya, huquqiy davlatchilik, davlat hokimiyati tizimlari tushunchalari atroflicha tahlil qilingan [3, 112-bet.]. Akademik M.Sharifxojayevning “Formirovanie otkritogo grajdanskogo obshegvo v Uzbekistane” monografiyasida yuksak huquqiy madaniyatga ega bo‘lgan fuqarolik jamiyatini shakllantirishda huquqiy davlatning belgilari va ularning ahamiyati, shuningdek, huquqiy davlatning ijtimoiy-iqtisodiy asoslari bilan bog‘liq jihatlar ilmiy nuqtai nazardan asoslab berilgan [4, 81-91-betlar.]. F.Musayevning “Demokratik davlat qurishning falsafiy- huquqiy asoslari” asarida

O'zbekistonda fuqarolik jamiyati va huquqiy davlatni barpo etishning o'zaro bog'liqligi, ularni bir-biridan ajralmas holda barpo etish mumkin emasligi asoslab berilgan, huquqiy davlat doktrinasining konstitutsiyaviy asoslari, asosiy prinsiplari tahlil etilgan [5, 85-96-betlar.]. B.U.Tajixanovning nomzodlik dissertatsiyasida huquqiy davlat barpo etishda davlat huquqiy islohotlarining obyektiv zarurati, huquqiy davlat prinsiplariga oid masalalar ilmiy jihatdan o'rganilgan [6, 28-bet.]. Bundan tashqari, huquqiy davlat tushunchasi va uning tashkiliy-huquqiy mexanizmlari masalasida A.X.Saidov, X.T.Odilqoriyev, F.A.Muhitdinova, M.A.Ahmedshayeva, Sh.A.Sadullayev kabi huquqshunos olimlarimizni alohida e'tirof etib o'tishimiz kerak.

## MATERIAL VA METODLAR

Ijtimoiy-huquqiy davlat konsepsiyasi, shuningdek, farovonlik davlati sifatida ham tanilgan, siyosiy va ijtimoiy nazariya bo'lib, shaxs ehtiyojlari va butun jamiyat ehtiyojlarini muvozanatlashtirishga intiladi. Uning negizida davlat fuqarolarning farovonligini ta'minlashga mas'uldir, u o'z resurslaridan muhtojlarga ijtimoiy va iqtisodiy yordam ko'rsatish uchun foydalanishi kerak.

Ijtimoiy-huquqiy davlat ijtimoiy va iqtisodiy adolat asoslarini yaratish orqali fuqarolik jamiyatini rivojlantirishda hal qiluvchi rol o'ynaydi. U tengsizlik va qashshoqlikni kamaytirish, barcha fuqarolar uchun ta'lim, sog'liqni saqlash va boshqa muhim xizmatlardan foydalanishni ta'minlashga qaratilgan. Bu orqali u har bir inson taraqqiyot va jamiyatning ijtimoiy va iqtisodiy hayotida to'liq ishtirok etish imkoniyatiga ega bo'lgan yanada adolatli va inklyuziv jamiyatni yaratishga yordam beradi.

Ijtimoiy-huquqiy davlat, shuningdek, shaxslarning huquq va erkinliklarini himoya qilishga, ularning qonuniy vakillikni amalga oshirishni ta'minlashga, kamsitish yoki adolatsizlik holatlarini qoplash mexanizmlarini ta'minlashga yordam beradi. Bu qonun ustuvorligini mustahkamlashga, fuqarolarning faolligi va ishtiroki madaniyatini yuksaltirishga yordam beradi.

Ijtimoiy-huquqiy davlat konsepsiyasi va uning fuqarolik jamiyati rivojidagi o'rni bo'yicha tadqiqot olib borishda xulosalarning asosligi va ishonchligini ta'minlash uchun tegishli metodlar, metodologiya va tadqiqot obyektlaridan foydalanish muhim ahamiyatga ega.

Ijtimoiy-huquqiy davlat va uning fuqarolik jamiyatiga ta'siri bo'yicha mavjud adabiyotlarni atroflicha ko'rib chiqish, konsepsiyaning nazariy asoslari va tarixiy konekstini tushunishda birinchi muhim qadamdir. U tadqiqot uchun asos yaratadi va sohadagi asosiy tushunchalar, nazariyalar va munozaralarni aniqlashda yordam beradi.



Turli mamlakatlar yoki mintaqalardagi ijtimoiy-huquqiy davlatni tahlil qilish uchun qiyosiy yondashuvdan foydalanish ijtimoiy-huquqiy siyosatni amalga oshirish modellari va yondashuvlarining xilma-xilligi haqida qimmatli tushunchalarni berishi mumkin. Turli huquqiy tizimlar va ularning fuqarolik jamiyatiga ta'sirini solishtirish ilg'or tajribalar va takomillashtirishning potensial yo'nalishlarini aniqlashga yordam beradi.

Ijtimoiy-huquqiy davlat konsepsiyasini va uning fuqarolik jamiyatini rivojlantirishdagi rolini o'rganish usullari, metodologiyasi va tadqiqot obyektlarini tanlash tadqiqot maqsadlariga, tadqiqot savollarining mohiyatiga va o'rganilayotgan o'ziga xos konkestga asoslanadi.

### TADQIQOT NATIJALARI

Ijtimoiy-huquqiy davlat konsepsiyasi va uning fuqarolik jamiyatini rivojlantirishdagi roli bilan bog'liq bo'lgan asosiy ko'rsatkichlar dinamikasini baholashda bir nechta asosiy omillarni hisobga olish mumkin. Ushbu ko'rsatkichlar quyidagilarni o'z ichiga olishi mumkin:

1. Iqtisodiy tenglik: Tadqiqot jamiyatdagi iqtisodiy tenglik darajasini tahlil qilish, daromad taqsimoti, qashshoqlik darajasi va asosiy xizmatlardan foydalanish kabi ko'rsatkichlarni o'rganishi kerak. Ushbu ko'rsatkichlar dinamikasi iqtisodiy nomutanosibliklarni bartaraf etish va fuqarolik jamiyatida inklyuzivlikni rag'batlantirishda ijtimoiy-huquqiy siyosatning samaradorligini ko'rsatishi mumkin.

2. Huquqiy imkoniyatlarni oshirish: Tadqiqot qonunchilik asoslari shaxslar va jamoalarga qanchalik vakolat berishini baholashi kerak, bunda odil sudlovdan foydalanish, qonuniy vakillik va huquqlarni ta'minlash kabi ko'rsatkichlarni hisobga olish kerak. Ushbu dinamikani tahlil qilish ijtimoiy-huquqiy davlatning fuqarolar huquqlarini oshirishga ta'sirini yoritishi mumkin.

3. Ijtimoiy hamjihatlik: tadqiqot ijtimoiy hamjihatlik va birdamlik bilan bog'liq ko'rsatkichlarni, masalan, ko'ngillilik, fuqarolik ishtiroki va ijtimoiy ishonchni o'rganadi. Ushbu ko'rsatkichlar dinamikasini o'rganish fuqarolik jamiyatida jamoaviy mas'uliyat va o'zaro yordam tuyg'usini rivojlantirishga ijtimoiy-huquqiy siyosatning ta'sirini ko'rsatadi.

Ijtimoiy-huquqiy davlat konsepsiyasi va uning fuqarolik jamiyatini rivojlantirishdagi rolini baholashda ilmiy-amaliy natijalar tahlili, ularning samaradorligi va haqqoniyligi bilan bir qatorda hal qiluvchi ahamiyatga ega. Ushbu baholash topilmalarning ahamiyati va ishonchliligini, shuningdek, ularni real sharoitlarda qo'llash imkoniyatlarini aniqlashga qaratilgan. Maqolada keltirilgan ilmiy natijalar ijtimoiy-huquqiy davlat konsepsiyasi va uning fuqarolik jamiyati uchun ta'sirini har



tomonlama tushunganini ko'rsatadi. Tadqiqot nazariy asoslarni, empirik ma'lumotlarni va fanlararo istiqbollarni o'z ichiga oladi, bu ishonchli va yaxshi ma'lumotga ega tahlilga yordam beradi. Adabiyotlarni o'rganish, qiyosiy tahlil qilish, amaliy tadqiqotlar, huquqiy tahlillar va ekspert maslahatlari mavzuga ko'p qirrali qarashni taklif qilish, tadqiqotning ilmiy ishonchligini oshirishga xizmat qiladi.

## TADQIQOT NATIJALARI TAHLILI

O'zbekiston Respublikasi ijtimoiy, demokratik huquqiy davlat sifatida qonunchilik ustuvorligi hamda ijtimoiy adolat prinsiplariga muvofiq tarzda o'z faoliyatini tashkil etmoqda. Shu nuqtai nazardan kelib chiqqan holda ta'kidlab o'tish kerakki, **“hozirgi kunda O'zbekiston ijtimoiy davlat va adolatli jamiyat qurish sari dadil bormoqda. Shu sababli «Yangi O'zbekiston - ijtimoiy davlat», degan tamoyilni konstitutsiyaviy qoida sifatida muhrlashning vaqti-soati yetdi”.**(2) Ijtimoiy davlat, axoli uchun munosib turmush tarzini yaratishga xizmat qiladigan, ijtimoiy tengsizlik holatlarini muayyan davlat islohotlari yordamida bartaraf eta oladigan, davlat boshqaruvida qonuniylik va ijtimoiy adolat prinsipiga asoslanadigan davlat modelidir. Ushbu model aholi uchun iste'mol savatchasi darajasi hamda miqdorini aniq belgilash, aholi bandligini kafolatlash, inson va fuqarolarni munosib ish haqi bilan ta'minlash, adolatli mehnat sharoitlarini yaratish, aholini ishsizlikdan himoya qilish, aholi o'rtasida kambag'allikni qisqartirish bo'yicha puxta ishlab chiqilgan strategiyalarga ega bo'lish, yoshlarni sifatli ta'lim bilan qamrab olishni yo'lga qo'yish, malakali tibbiy xizmatdan foydalanish imkoniyatlari ko'lamini yanada kengaytirish kabi maqsad hamda vazifalar bilan xarakterli hisoblanadi. Bu masalada O'zbekiston Respublikasi ham bir qator ijobiy islohotlarni amalga oshirganini ko'rish mumkin. Jumladan, “kambag'allikni qisqartirish va bandlik vazirligi”, “monomarkaz”lar faoliyati yo'lga qo'yildi. Bundan tashqari, inson va fuqarolarni tizimli ijtimoiy himoya qilish maqsadida, yoshlar, ayollar, temir daftarlar mexanizmlari ishlab chiqilib amaliyotga tatbiq qilindi.

O'z o'rnida ta'kidlab o'tish kerakki, yuqorida e'tirof etilgan ijtimoiy himoya islohotlarini samarali amalga oshirish uchun bevosita huquqiy davlatning ahamiyati nihoyatda katta. Sababi, huquqiy davlat konsepsiyasini samarali yo'lga qo'ymasdan turib, ijtimoiy davlat maqomiga erishib bo'lmaydi.

Bizga ma'lumki, huquqiy davlat tushunchasi g'oyasining muhim jihati bu inson huquqlarini ifodalashda huquq hamda qonun ustuvorligini ta'minlashni kafolatlashdir. Ya'ni, huquq va qonun ustuvorligi ta'minlangan davlatlarda huquqiy barqarorlikka erishish mumkin bo'ladi. Shu nuqtai nazardan huquqiy davlat tushunchasini ilmiy jihatdan chuqurroq o'rganish zarurati kelib chiqmoqda. Bir guruh olimlar ijtimoiy-huquqiy



davlat tashkil etishda qonun ustuvorligini eng muhim element sifatida baholashsa, ikkinchi bir guruh olimlari esa, mamlakatda qonun ustuvorligini samarali yo'lga qo'yish bilan birgalikda huquq ustuvorligini mustahkamlash ham ijtimoiy-huquqiy davlat barpo etishning muhim tarkibiy qismi hisoblanadi deb tushuntirishadi. Mantiqan olib qaraganimizda, yuqorida keltirilgan ikki yondashuv ham bir birini to'ldirish xususiyatiga ega bo'lgan mulohazalar hisoblanadi. Ya'ni, davlatda qonun ustuvorligini ta'minlamasdan turib huquq ustuvorligiga erishib bo'lmaydi. Shuning uchun ham bu muhim ikki elementsiz ijtimoiy-huquqiy davlatni mazmun mohiyatini tushunib olish bir qancha murakkabliklarni keltirib chiqaradi. Qaysi ma'nodaki, huquq ustuvorligi va qonun ustuvorligi huquqiy davlat boshqaruvining ustuvor jihatlari sanaladi.

Xorijiy olimlardan esa, huquqiy davlatning tizimi, prinsiplari, funksiyalari bilan bog'liq jihatlar X.I.Kaytaeva, V.M.Palamarchuk, Ye.V.Efimova, M.M.Magomedrasulov, N.A.Karpova, V.V.Ershov, F.M.Gorodines, V.V.Strelyaeva, P.S.Nazarov kabi olimlar tomonidan ilmiy-nazariy tadqiq etilgan.

Ijtimoiy-huquqiy davlat tashkil etishning ilmiy-nazariy jihatlarini o'rganar ekanmiz, dastlab bu borada bildirilgan huquqshunos olimlarning mulohazalarini tahlil etishimiz talab etiladi.

Professor Z.M.Islomov huquqiy davlatni ommaviy-siyosiy hokimiyatni tashkil etish va uning faoliyatining, hamda inson va fuqaro huquq va erkinliklari egasi, huquq suyektlari sifatidagi individlar bilan o'zaro munosabatining huquqiy shakli sifatida ta'riflaydi [7, 119-bet.].

Huquqiy davlatni tashkil etishda bevosita siyosiy hokimiyatning barqarorlik darajasi katta rol o'ynaydi. Siyosiy hokimiyatning barqarorligi huquqiy davlatni samarali tashkil etishning bosh omili hisoblanadi. Ya'ni, huquqiy davlat siyosiy huquqlarning erkin ta'minlanishi maxsuli o'laroq shakllanadi. Siyosiy hokimiyatning davlat boshqaruvida regulyar jarayonga ega bo'lishi ijtimoiy-huquqiy davlat modeli asoslarining mustahkamlanishiga xizmat qiladi.

Professor M.A.Ahmedshayevaning tushuntirishicha, huquqiy davlat bu shunday davlatki, unda insonning huquq va erkinliklari to'la ta'minlanadi, davlat faoliyati hokimiyatlar bo'linishiga asoslanib, hokimiyat suiiste'molli holatlari istisno etiladi, davlat va shaxs o'rtasida o'zaro huquq va majburiyatlarga asoslangan munosabat tizimi hamda huquq hukmronligi tarkib topadi [8, 157-bet.].

Davlat va fuqarolik o'rtasidagi huquqiy munosabatlar va bu munosabatlarni muayyan darajadagi huquqiy normalar va qonunlar orqali tartibga solish davlatning birlamchi, fundamental vazifalaridan biri hisoblanadi. Shuning uchun fuqarolar hamda davlatning o'zaro bir biri oldida mas'ul va javobgar ekanligi bu o'rinda nihoyatda muhim faktor sifatida



qabul qilinadi. Davlat hokimiyati organlari vakolatlarining o'zaro taqsimlanishi ijtimoiy-huquqiy davlat oldida turgan, aholini ijtimoiy himoya qilish bilan bog'liq bo'lgan vazifalarini maqsadli amalga oshirishga ulkan hissa qo'shadi. Bu ijtimoiy himoya masalasida jamiyatda yuzaga kelishi mumkin bo'lgan bahsli holatlarni oldi olinishiga xizmat qiladi.

Huquqshunos olim Sh.A.Sadullayevning ta'kidlashicha, huquqiy davlat - bu huquqiy asosda tashkil topadigan va jamiyat hayotining barcha sohalarida huquq ustuvorlik qiladigan davlat. Huquqiy davlat ayni paytda huquq ustunligi ta'minlangan, hokimiyatni taqsimlash prinsipi izchil amalga oshirilgan, shuningdek inson va fuqaro huquqlari va erkinliklari tan olingan va kafolatlangan demokratik davlat hamdir [9, 237-bet.].

Ijtimoiy-huquqiy davlatchilik g'oyasining bosh maqsadi jamiyatda huquq ustuvorligini kafolatlash sanaladi. Huquq ustuvorligini ta'minlash asosida ijtimoiy tengsizlik holatlarini imkon qadar bartaraf etish mumkin bo'ladi. Ya'ni, inson huquqlarini ta'minlash natijasida huquq ustuvorligining poydevori hisoblangan qonun ustuvorligiga erishish mumkin.

A.V.Malkoning fikr bildirishicha, turli darajadagi huquqbuzarliklar va qonunsiz hatti-harakatlarning oldini olish bo'yicha qonunchilik ustuvorligini ta'minlashga yo'naltirilgan davlat siyosatiga ega bo'lgan davlat huquqiy davlatdir [10, 40-bet.].

Mazkur fikr bo'yicha mulohaza yuritganda aytib o'tish o'rinli bo'ladiki, turli darajadagi huquqbuzarliklarni bartaraf etishda qonun ustuvorligini ta'minlagan davlat huquqiy davlatdir degan fikrni u darajada to'liq qo'llab quvvatlab bo'lmaydi. Boisi, ijtimoiy-huquqiy davlat konsepsiyasining bosh g'oyasi inson huquqlari, erkinliklari va ularning qonuniy manfaatlarini ifoda etishda qonun ustuvorligini kafolatlashni nazarda tutadi. Aytmoqchi bo'lganimiz, ushbu fikrda huquqiy davlatning birgina huquqbuzarliklarni bartaraf etish bilan bog'liq jihati tahlil etilgan. Huquqiy davlatning belgilari sifatida baholanadigan teng huquqlilikning ta'minlanishi, davlat hokimiyati organlari vakolatlarining taqsimlanishi, sud hokimiyatining mustaqilligi kabi jihatlar inobatga olinmagan.

A.F.Cherdansevning tahlil qilishicha, o'z faoliyatini mavjud qonunchilik asoslariga muvofiq tashkil etadigan, shu bilan birga inson va fuqarolarning huquqlari, erkinliklari va ularning qonuniy manfaatlarini belgilangan qonunchilik tizimi doirasida ta'minlaydigan davlat huquqiy davlatdir [11, 148-bet.].

V.A.Chetverninning yondashuviga ko'ra esa, inson va fuqarolarning huquqlarini ta'minlashda qonunchilik ustuvorligini kafolatlay oladigan davlat huquqiy davlatdir [12, 6-bet.].

Huquqiy davlat konsepsiyasi bo'yicha tahlil etilgan fikr va mulohazalarning mazmun mohiyatiga qaraydigan bo'lsak, mazkur yondashuvlarning bir birini to'ldiruvchanlik xususiyatlariga ega ekanliklarini ko'rishimiz mumkin bo'ladi. Shu nuqtai nazardan kelib chiqib huquqiy davlat tushunchasi bo'yicha quyidagicha ilmiy mualliflik ta'rifini taklif etamiz. Mavjud qonunchilikning amaliyotda ishlashini huquqiy mexanizmlar asosida kafolatlay oladigan, davlat va fuqarolarning bir-birlari oldida mas'ul va javobgar ekanliklarini konstitutsiyaviy-huquqiy normalar orqali tartibga soladigan, mustaqil sud hokimiyati tizimiga ega hisoblanadigan, shu bilan birga, xalqaro darajadagi standartlarga muvofiq o'z faoliyatini tashkil etadigan davlat, huquqiy davlatdir. Ilmiy mualliflik ta'rifidagi elementlarga e'tibor qaratadigan bo'lsak, yuksak ishonch bilan aytishimiz mumkinki, O'zbekiston Respublikasi ham ijtimoiy, demokratik, huquqiy davlat hisoblanadi. Shuningdek, ijtimoiy-huquqiy davlatni tor ma'noda, muayyan ijtimoiy davlat dasturlari asosida umumxalq manfaatlarini ifoda etadigan, umumnormativ-huquqiy hujjatlarga ko'ra, davlat hamda jamiyat ishlarida jamoatchilik nazoratini samarali yo'lga qo'ya oladigan davlat sifatida tushunish mumkin. Keng ma'noda esa, huquqiy davlat huquqiy asosda tashkil topadigan va jamiyat hayotining barcha sohalarida huquq ustuvorlik qiladigan davlatdir.

Qonunning ustuvorligi – huquqiy davlatning asosiy prinsipidir. Qonunlar hayotiy, amaliyot bilan uzviy bog'liq bo'lishi va undan kelib chiqmog'i lozim. Qonun bozor munosabatlariga o'tishning barcha amal qilishi kerak bo'lgan yetakchi prinsiplaridan biridir. U hayotning barcha sohalarida qonunning qat'iy hukmdorligini nazarda tutadi.

Huquqiy davlatning muhim xususiyati davlat va shaxs o'zaro munosabatlarining huquqiy tusda bo'lishidir. Shuni anglash joizki, shaxsning huquqi va erkinligi - bu insonning ajralmas bir qismi, ijtimoiy tuzumning mahsulidir. Bu jihatsiz, huquqiy davlatning asosi bo'lib qoladigan fuqarolik jamiyatiga erishib bo'lmaydi. Huquqiy davlat uchun huquqni qayta anglashgina zarur emas. Qonun yoki boshka normativ hujjatlar o'z mazmuniga ko'ra huquqiy bo'lishi kerak [13, 298-300-betlar].

Ijtimoiy-davlat konsepsiyasi va uning fuqarolik jamiyati rivojidadagi rolini o'rganish jarayonida fanda bir qancha to'siqlar va muammolar paydo bo'lishi mumkin. Bu esa tadqiqot jarayoniga ta'sir qilishi mumkin edi. Quyida ba'zi shu kabi to'siqlar va muammolarga ko'rib o'tamiz:

1. Konseptual murakkablik: Ijtimoiy-huquqiy davlati o'z nuqtai nazariga ko'ra murakkab bo'lib, turli huquqiy, ijtimoiy va siyosiy konsepsiyalarni o'z ichiga oladi. Tadqiqotchilar ushbu ko'p qirrali konsepsiyani ishlab chiqarish va amaliyotga tatbiq etishda bir



qancha muammolarga duch kelishlari mumkin, bu asosiy tadqiqot savollarini va ishlab chiqarish metodologiyalarini ishlab chiqarishda muhim ahamiyatga ega.

Shunga muvofiq, huquqiy davlat tushunchasi ham o'zida quyidagi belgilarni namayon etadi:

a) fuqarolarning huquq va erkinliklarini huquqiy va har tomonlama kafolatlanishi;

b) huquq va qonunning ustuvorligi;

v) qonunlarning to'g'ri amal qilishi;

g) fuqarolarning davlat oldidagi mas'uliyati va aksincha davlatning fuqarolar oldidagi mas'uliyati; hokimiyatlarning taqsimlanish prinsipini amaliyotga tatbiq qilinishi;

d) jamiyat tomonidan qo'llab-quvvatlanadigan, demokratiya, qonuniylik va konstitutsiyaviylik rejimlarining mavjudligi.

Huquqiy davlatning shakllanishi va faoliyat yuritishning muhim shart-sharoitlari quyidagi xususiyatlar orqali xarakterli sanaladi:

- mamlakatda fuqarolik jamiyatining shakllanganligi; jamiyatning barcha yoki ko'pchilik a'zolarining siyosiy va huquqiy ongining yuqori darajada ekanligi;

- ularning mamlakat ijtimoiy va siyosiy hayotida faol ishtirok eta olishi uchun umuminsoniy madaniyatga ega bo'lishi;

- mamlakatda bir-biriga zid bo'lmagan yagona qonunchilik tizimining mavjudligi.

Keyingi davrlarda O'zbekiston Respublikasida amalga oshirilayotgan davlat islohotlarida inson qadrini ulug'lash, ularning huquq va erkinliklarini ta'minlash masalasi mazkur islohotlarning mazmun mohiyatini tashkil etmoqda. Huquqiy davlat konsepsiyasining bosh g'oyasi ham inson huquqlarini ta'minlash bilan bevosita bog'liqdir.

Yuqorida bildirilgan fikr va mulohazalardan kelib chiqqan holda quyidagi xulosalarni ta'kidlab o'tish mumkin bo'ladi. Ijtimoiy-huquqiy davlat modeli jahon davlatlari tomonidan tan olinayotgan va amaliyotda samarali qo'llanilayotgan davlat boshqaruvi modeli sanaladi. Bugungi kunda Norvegiya, Daniya, Shvetsiya, Finlandiya, Germaniya, AQSh kabi davlatlar ijtimoiy-huquqiy davlat modeli orqali o'z davlat boshqaruvlarini tashkil etishmoqda. Jumladan, O'zbekiston Respublikasi ham mazkur davlat boshqaruvi modeli orqali tizimli boshqaruvni yo'lga qo'ydi. Qaysiki ma'noda, davlat hokimiyati organlari vakolatlari doirasida huquqiy muvozanat masalasi yuridik tartibga solindi. Davlat hokimiyati organlarining jamiyat hamda fuqarolar oldida mas'ulligi darajasi oshirildi. Qonunlar loyihalarini ishlab chiqishda jamoatchilik ishtiroki va jamoatchilik nazoratini ta'minlash bo'yicha huquqiy mexanizmlar ishlab

chiqildi. Sifatli qonun loyihalarini tayyorlash, va ularni xalq muhokamasiga taqdim etish bo'yicha qonunchilik jarayonlari huquqiy jihatdan mustahkamlandi. Umuman olganda, mamlakatda qonunchilik ustuvorligini kafolatlash bo'yicha bir qator islohotlar amalga oshirildi. Umumlashtirib aytganda, ijtimoiy-huquqiy davlat taraqqiyotida qonunchilik tizimini takomillashtirish, uni ijrosini huquqiy tartibga solish, huquqni qo'llash jarayonida davlat organlari faoliyati shaffofligini ta'minlash kabi barcha ishlar muhim ahamiyat kasb etadi.

## XULOSALAR

Xulosa o'rnida, ijtimoiy-huquqiy davlat qonunchilik jarayonlarini mukammallashtirishga xizmat qiluvchi ikki taklifni ilgari surmoqchimiz:

1. "Normativ-huquqiy hujjatlar to'g'risida"gi hamda "Qonun loyihalarini tayyorlash va O'zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasiga kiritish tartibi to'g'risida"gi qonunlarda: qonunchilik tashabbusi huquqi subyektlari qonun loyihalari palataga kiritishdan oldin ularning ta'sirchanligini baholashi va uning natijalarini taqdim etishiga oid normalarni mustahkamlash; normativ-huquqiy hujjatlarning predmeti va tartibga solish doirasini, qabul qilish asoslarini aniq belgilash; idoraviy normativ-huquqiy hujjatlar qabul qilish amaliyotidan bosqichma-bosqich voz kechish mexanizmiga doir normalarni aks ettirish maqsadga muvofiqdir.

2. Hokimiyat tarmoqlari o'rtasida muvozanatni qonun ijodkorlik ishlarini yagona siyosat doirasida amalga oshirish yo'li bilan ta'minlash, mazkur ishlarga jalb qilingan davlat organlarining qonun ijodkorlik faoliyatini muvofiqlashtirish, qonun ijodkorlik faoliyatini yagona qonunchilik texnikasini shakllantirish, shuningdek qonun loyihalari va amaldagi qonunlarning ta'sirchanligini baholashni tashkil etish maqsadida – "O'zbekiston Respublikasi Prezidenti huzurida Qonun ijodkorligi faoliyatini muvofiqlashtirish Kengashini tashkil etish to'g'risida"gi O'zbekiston Respublikasi Prezidenti qarorini qabul qilish maqsadga muvofiqdir.

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## ВАЖНОСТЬ ТВОРЧЕСКОГО МЕТОДА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

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### АННОТАЦИЯ

В данной статье подробно рассматривается формирование творческих способностей учащихся на уроке русского языка. Обучение русскому языку осуществляется не только на уроках литературы, но и по любой учебной теме и вне занятий, в свободном общении с учащимися; Живой русский язык становится универсалом школьной жизни. Основой формирования гражданской и культурной идентичности является русский язык.

**Ключевые слова:** креативность, способности, культурная идентичность, формирование гражданской идентичности, формирование учащихся, образовательная тема, свободное общение, занятия литературой.

### ВВЕДЕНИЕ

Среди многообразия проблем совершенствования высшего образования первостепенное значение в современных условиях имеет повышение качества подготовки специалистов, укрепление связей между высшим образованием и общеобразовательными школами. Современное общество ждет учителя с новым мировоззрением, высоким уровнем профессиональной педагогической культуры, способного ответственно и нестандартно действовать в изменяющейся образовательной среде, готового к инновационной деятельности, постоянного педагогического поиска, благодаря чему осуществляется творческий образовательный процесс.

### МАТЕРИАЛЫ И МЕТОДЫ

Для формирования собственного педагогического опыта недостаточно просто самостоятельной практической деятельности, необходим постоянный анализ и осмысление ее результатов. Формой деятельности, которая в ходе практики позволяет приобрести профессиональные навыки, является экспериментальная работа, способствующая реализации связи «школа-вуз». Для разработки наиболее эффективной методики, направленной на формирование и развитие лингвотворческих способностей студентов, нами была проведена специальная



поперечная работа, которая позволила диагностировать уровень сформированности и развития лингвотворческих способностей студентов. Нам предстояло решить следующие задачи:

- Определить, в какой степени учащиеся способны обнаруживать в речи акты словообразования и создавать лексические инновации;
- Выявить уровень сформированности и развития лингвотворческих способностей; узнать, как учащиеся осваивают основные способы словообразования и умеют использовать эти навыки в различных видах творческой деятельности.

## РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Изучение развития творческих способностей требует выявления условий, при которых происходит этот процесс, т.е. развивающей среды. Некоторые аспекты этой проблемы изучались в контексте исследований по «экологической педагогике» (С.Т. Шацкий), «социальной среде ребенка» (П.П. Блонский), «воспитательной среде» (Я.А. Коменский, Ж.Ж. Руссо), И. Г. Песталоцци, Д. Локк), «среда» (П. П. Блонский, З. Н. Гинзбург, А. С. Макаренко, С. М. Ривс, В. Н. Сорока-Россинский, С. Т. Шацкий и др.).

Важно научить ребенка не только объяснять значение нового слова, но и применять изученное на практике. Этому способствуют способы употребления слов – готовых фраз и предложений, которые можно прочитать, а затем записать. Преподавание на уроках русского языка должно основываться на необходимости развития у учащихся коммуникативных навыков и умений:

- Умение понимать тему сообщения, логику мышления.
- Получить необходимую информацию (полностью или частично).
- Чтобы понять смысл высказывания, нужно его слушать.
- Умение учащихся читать.
- Диалог и монологическое высказывание – навыки разговорной речи.
- Способность понять тему и основную идею высказывания.
- Планирование, использование разных типов речи.
- Составьте текст в определенном стиле.
- Выбор языковых инструментов.
- Улучшите произношение – пишите, говорите.

Два наиболее важных и широких навыка, которыми необходимо овладеть учащимся, непосредственно связаны со сферой коммуникативного действия:

- Коммуникация и взаимодействие (коммуникация), т.е. умение излагать и общаться письменно и устно, используя

средства речи для обсуждения и аргументирования своей позиции.

- Работа в группе (команде), т.е. е. установление рабочих отношений, эффективное сотрудничество и поощрение эффективного сотрудничества.

## ЗАКЛЮЧЕНИЕ

Подводя итог вышесказанному, следует отметить, что использование инновационных форм обучения в системе университетского образования приводит к повышению его качества в соответствии с потребностями общества и личности, а также установленными нормами, требованиями и стандартами. Использование инновационных форм обучения позволяет подготовить специалиста, обладающего не только теоретическими знаниями, но и практическими навыками, конкурентоспособного на рынке труда, ориентированного на успешное и эффективное решение профессиональных задач.

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## ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ИНТЕРАКТИВНЫХ МЕТОДОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

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### АННОТАЦИЯ

Интерес к активным и интерактивным методам вызван необходимостью улучшения современной дидактической системы. Интерактивные методы обучения обеспечивают решение образовательных задач в разных аспектах. Владение технологией интерактивного обучения способствует развитию у обучающихся качеств, отвечающих требованиям, прописанным в государственных стандартах нового поколения.

**Ключевые слова:** интерактивные методы обучения, диалоговое общение, классификация интерактивных методов, приемы интерактивных методов.

### ВВЕДЕНИЕ

Происходящие изменения в современном мире определили необходимость разработки новых подходов к обучению и воспитанию молодого поколения, внедрения и реализации новых государственных стандартов.

Одной из проблем, волнующей сегодня учителей, является вопрос, как активизировать познавательную деятельность студентов в процессе обучения. Учитель должен уметь организовывать образовательный процесс таким образом, чтобы обучающийся тоже задавался вопросом: «Чему и как мне нужно учиться?». Обучение должно строиться как процесс «открытия» конкретного знания. В конечном итоге ученик должен стать не пассивным слушателем, а критически мыслящей личностью. Этому могут помочь интерактивные методы обучения.

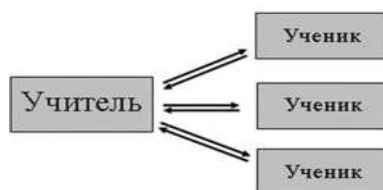
### МАТЕРИАЛЫ И МЕТОДЫ

Современный урок призван формировать универсальные учебные действия (УУД). Результатом такого урока является уже не объем изученного материала, не успеваемость, а приобретаемые обучающимися УУД, такие как умения применять знания, реализация собственных проектов, способность социального действия и



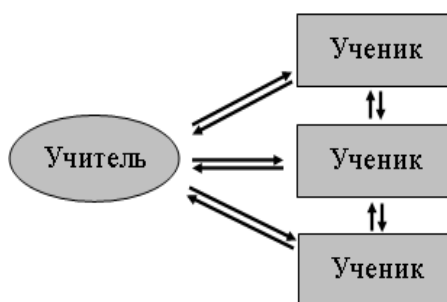
др. Федеральный государственный образовательный стандарт второго поколения требует не «давать знания, а «достигать понимания».

Схема 2 (активный метод)



При использовании пассивных методов педагог сам распределяет работу учеников по заранее составленному плану, предлагает готовую необходимую информацию. Активные методы обучения предполагают на уроке обсуждение проблем, диалоговый режим. Ученики уже не являются пассивными слушателями. Они задают вопросы, предлагают свои решения. На формулирование темы и решение задач на таких уроках происходит в форме совместного обсуждения. Но роль педагога остаётся ведущей.

Схема 3 (интерактивный метод)



Применение же интерактивных методов позволяет организовать в процессе урока самостоятельную познавательную деятельность обучающихся.

## РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Термин «интерактивность» (от латинского -«interactio», «inter» – «взаимный, между» и «actio» – действие) - означает взаимодействовать, находиться в режиме беседы, диалога с кем-либо. Интерактивные методы, в отличие от активных, ориентированы на мотивирование активности учащихся в ходе урока, на широкое взаимодействие обучающихся не только с учителем, но и друг с другом.

Применение интерактивных методов на уроках позволяет:

- приучать учащихся к самостоятельности,
- формировать интерес к изучаемому предмету,
- обогащать социальный опыт студентов,

- комфортно чувствовать себя на занятиях.

Интерактивная деятельность обучающихся на уроках способствует развитию диалогового общения, в ходе которого они учатся совместно решать общие, но значимые для каждого участника задачи. Интерактивное обучение исключает доминирование как одного выступающего, так и одного мнения над другими. Посредством диалогового обучения ученики приобретают опыт участия в дискуссиях, общения с другими людьми, учатся критически мыслить, на основе анализа соответствующей информации решать сложные проблемы, принимать продуманные решения. С этой целью на уроках организуются индивидуальная, групповая работа, работа в парах, создаются исследовательские проекты, идет работа с различными источниками информации, проводятся творческие работы. Учитель на таких уроках только регулирует деятельность учащихся, направляет ее на достижение целей урока.

Интерактивное обучение предполагает:

- взаимодействие обучающихся с преподавателем;
- процесс общения «на равных», когда все участники готовы обмениваться информацией, обсуждать проблемы, высказывать свои идеи, отстаивать свою точку зрения;
- обучение, основанное на реальных ситуациях окружающей действительности.

Можно назвать такие приемы интерактивных методов, как «Мозговой штурм», «Один – вдвоём – все вместе», «Пазлы», «Дерево решений», «Кластер», «Свеча», «Карусель», «Займи позицию», «С мира по нитке», «Аквариум», деловая игра, работа в парах, смысловые ассоциации, «Незаконченное предложение», «Анализ казусов», интервью и др.

## ЗАКЛЮЧЕНИЕ

Владение технологией интерактивного обучения и использование ее в образовательном процессе, в т.ч. и на уроках русского языка, несомненно, будет способствовать развитию у обучающихся качеств, отвечающих процессам, происходящим сегодня в жизни, и требованиям, прописанным в государственных стандартах нового поколения.

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# KARBAMIDO-FORMAL'DEGID OLIGOMERI VA KARBOKSIMETILTSELYULOZA ASOSIDA POLIMER-POLIMER KOMPLEKSLAR OLISH VA ULARNI MODIFIKATSIYALASH

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## ANNOTATSIYA

Maqolada karbomido-formal'degid oligomeri (KFO) va karboksimetiltselyuloza (KMTS) asosida tarkibi barqaror bo'lgan polimer-polimer komplekslarni (PPK) olingani va ularni modifikatsiyalarini olish haqida soʻv brogan. Olingan polimer komplekslarni va ularning modifikatsiyalarini elektron mikroskopiya usuli, IQ spektroskopiy usullarida oʻrganilganligi aytib oʻtilgan.

**Kalit soʻzlar:** PPK, KFO, KMTS, modifikatsiya.

## ABSTRACT

The article is devoted to the preparation of polymer complexes (PPCs) stable in composition based on urea-formaldehyde oligomer (CFO) and carboxymethylcellulose (CMC) and their modifications. It is mentioned that the obtained polymer complexes and their modifications are studied by electron microscopy and IR spectroscopy methods.

**Keywords:** PPC, CFO, CMC, modification.

## KIRISH

So'nggi yillarda modifikatsiyalangan polimer materiallarining yangi sinfini – polimer-polimer komplekslarini (PPK) yaratishda sezilarli yutuqlarga erishildi, bu polimerlarning fizik-kimyosi sohasidagi yangi yo'nalishlarni aniqlashga imkon berdi. PPK polimer komplekslarning yangi keng sinfidir, ular dispers tizimlarning (tuproqlar, tuproqlar, dispers jinslar) tarkibiy qismlari, yarim o'tkazuvchan membranalar, qoplamalar, tibbiy va biotexnologik materiallar, dorilar va boshqalar yani turlarini olishda amaliy qo'llaniladi [1]. Ushbu maqsadlar uchun tabiiy polimer-tsellyuloza modifikatsiyasining mahsuloti bo'lgan karboksimetiltselyuloza (KMTS) kabi ko'p miqdorli polimerlardan olingan PPK juda istiqbolli hisoblanadi [2]. Kompolimenter polimer sifatida KMTS, KFO bilan PPK hosil qilish qobiliyatiga ega. Asosiysi, ushbu mahsulotlarning narxi ularning arzonligi va arzonligi, shuningdek sanoat ishlab chiqarishining katta hajmi bilan bog'liq [3]. Ushbu PPK larni qishloq xo'jaligida keng miqyosda qo'llashning afzalliklari, masalan, tuproqning shamol va suv eroziyasini oldini



olish, shuningdek, uning agrofizik xususiyatlarini yaxshilash xossalriga ham egaligi aniqlangan [4]. Ushbu maqsadlar uchun bugungi kunga qadar sintetik karboxalqalipolimerlar asosida olingan interpolimer komplekslar kam foydaliligini ko'rsatdi, buni ularning kam bioparchalanishga egaligi va nisbatan yuqori narxga ega bo'lganligini keltirish mumkin [5].

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Yuqori mavjudlik va iqtisodiy maqsadga muvofiqligi, shuningdek agrokimyoviy xususiyatlarning mos majmuasi bilan birgalikda karbamid va formaldegidning polikondenzatsiya mahsulotlaridan foydalanish ularning sakrash reaktivligi tufayli sezilarli qiyinchiliklarga duch keladi. Ushbu mahsulotlarning uch o'lchovli o'zaro bog'lanish reaksiyalari ularning saqlash vaqtini sezilarli darajada cheklaydi, ya'ni "hayot-bu qobiliyat" va ulardan foydalanishda ko'pincha engib bo'lmaydigan qiyinchiliklarni keltirib chiqaradi [6].

Amaliy foydali va ekologik jihatdan zararsiz polimer komplekslarini yaratish muammosi, ular tarkibiy tuzilish xususiyatlari bilan bir qatorda amaliy foydalanish uchun etarli bo'lgan "hayotiylik" ga ega bo'lishi shubhasiz dolzarbdir [7].

PPK larni ikki xil usulda olish mumkin: kimyoviy va tarkibiy jihatdan iltifotli makromolekulalarning o'zaro ta'siri (tayyor polimer komponentlarining eritmalarini aralashtirish) [8] yoki monomerni reaksiya muhitiga oldindan kiritilgan makromolekula matritsasiga polimerizatsiya qilish (polikompleks ikkinchisining makromolekulalaridagi tarkibiy qismlardan birining zanjirlarining o'sishi jarayonida hosil bo'lganda matritsali polireaksiya) [9,10].

Oligomerlar, shu jumladan reaktiv va chiziqli polimerlar, shuningdek, to'r va chiziqli kimyoviy komplementar polimerlar tomonidan hosil bo'lgan interpolimer komplekslari ma'lum. Bunday tizimlar orasida amin o'z ichiga olgan reaktiv KFOlarga asoslangan PPKlar, birinchi navbatda, ularni keng miqyosda, shu jumladan agrosanoat majmuasida qo'llash uchun mo'ljallangan yangi yirik tonnajli polimer materiallarni - PPKlarni olish imkoniyati tufayli alohida o'rin tutadi [11]. Ushbu mulohazalar eng arzon, arzon va ekologik jihatdan qulay bo'lgan polimer komponentlarini tanlashni aniqladi. Tanlangan tizimlar fundamental tadqiqotlar nuqtai nazaridan shubhasiz qiziqish uyg'otadi. Bu, birinchi navbatda, ularning ko'p funktsionalligi va reaksiyon qobiliyati [12]. Polikationlar sifatida alin o'z ichiga olgan ionogen oligomerlar va polimerlar, birinchi navbatda, amin o'z ichiga olgan MFO ishlatiladi, bu uch o'lchamli o'zaro bog'liqlik va IPK hosil bo'lish reaksiyalariga qodir bo'lgan katta tonnajli, arzon, ko'p funktsiyali birikma hisoblanadi. Polianion sifatida tanlangan - KMTS ham ko'p funktsiyali va mavjud bo'lib, u katta tonnajli polimerlardan biridir [13,14].



KMTSdagi turli xil tabiatdagi funksional guruhlarning nisbati pH- muhitining o'zgarishi yoki almashtirish darajasi bilan farq qilishi mumkin [15].

Shunisi qiziqki, [16] matritsa usuli va tarkibiy qismlarning eritmalarini aralashtirish usuli bilan olingan komplekslar xususiyatlari va tarkibi jihatidan farq qiladi. Darhaqiqat, bir qator ishlar [17] turli yo'llar bilan olingan komplekslarning tarkibi va xususiyatlaridagi farqni ko'rsatadi. Polimetakril kislotasi (PMAC) va poli-n,n-dimetilaminoetil metakrilat (PDMAEM) o'rtasidagi komplekslarni ekvimolyar komponentlar miqdorini aralashtirish natijasida olingan [18] va suvli muhitda pdmaem matritsali polimerizatsiyasi jarayonida [19] PMAC ishtirokida taqqoslash shuni ko'rsatadiki, birinchi holda kislotali komponentning bir yarim baravar ko'pligini o'z ichiga olgan komplekslar hosil bo'ladi.. Shu bilan birga, matritsa polimerizatsiyasi bilan har doim ekvimolyar munosabatlarda tarkibiy qismlarni o'z ichiga olgan komplekslar hosil bo'ladi.

Kuchli polielektrolitlar orasidagi reaksiyani o'rganish shuni ko'rsatdiki [20] ushbu polielektrolitlarning ionli o'zaro ta'siri reaktiv komponentlarning nisbati va aralashtirish tartibidan qat'i nazar, stoxiometrik kompozitsion kompleksni beradi. Keltirilgan [21] ilmiy ishda qisman sulfatlangan (PVA-C) va aminoatsetillangan (PVA-AA) polivinol spirtining reaksiya mahsuloti tarkibiga nisbati, aralashtirish tartibi va shartlari, pH ning ta'siri o'rganildi. Polimer komponentlarini aralashtirish tartibi, aralashtirish tezligi polimer kompleksining tarkibiga ta'sir qilmasligi ko'rsatilgan.

Bu erda shuni aytishim kerakki, matritsali va tayyor komponentlarni aralashtirish orqali turli yo'llar bilan olingan komplekslar bir-biri bilan bir xil emas. Ular turli xil tarkibi va tuzilishiga ega.

Polimer-polimer komplekslaridagi heterojen makromolekulalar o'rtasidagi o'zaro ta'sirning kimyoviy tabiati har xil bo'lishi mumkin: vodorod [22], vandervals [6], koordinatsion aloqalar hali kam o'rganilgan, masalan, ushbu sinfga quyidagilar kiradi: donor makromolekulalari bo'lgan akseptor polimer komplekslari [3], shuningdek uch tomonlama polimer-metall komplekslari [6], elektrostatik (poliionik) komplekslar asosan makromolekulyar kislotalar va asoslar yoki ularning tuzlari orasidagi ion bog'lanishlari bilan barqarorlashadi [1] va hidrofobik o'zaro ta'sirlar [2].

Adabiy ma'lumotlarning yuqoridagi tahlilidan kelib chiqadiki, hozirgi vaqtda bizda polielektrolitlar o'rtasidagi o'zaro ta'sirning o'ziga xos xususiyatlari to'g'risida juda aniq fikrlar mavjud [1,2],

Ekvimolyar munosabatlarda tarkibiy qismlarni o'z ichiga olgan. Keyinchalik, polielektrolit komplekslari sohasidagi tadqiqotchilarning asosiy e'tibori ushbu birikmalardan uzluksiz polimer jismlarni olish va ularning tuzilishi va xususiyatlarini o'rganish usullariga qaratildi.

Kamroq darajada, olingan polielektrolit komplekslarining tuzilishi va xossalari o'rganish bo'yicha ishlar mavjud. Ushbu tadqiqotlar ushbu materiallarning xususiyatlarini bashorat qilish uchun zarur bo'lgan polielektrolit komplekslarining tarkibiy o'zgarishlariga xos xususiyatlarni aniqlashga olib keladi. Shuning uchun ushbu yo'nalishda olingan asosiy natijalarni ko'rib chiqish tavsiya etiladi.

Polimer materiallar tashqi ta'sirga juda sezgir, shuning uchun ularning xususiyatlarini yaxshilash masalalari doimo dolzarb bo'lib qoladi. Polimerlarga dispers plomba moddalarining kiritilishi hosil bo'lgan kompozitsion materiallarning fizik-kimyoviy va mexanik xususiyatlarida sezilarli o'zgarishlarga olib keladi, bu chegara qatlamlaridagi makromolekulalarning harakatchanligining o'zgarishi, plomba yuzasining yo'naltiruvchi ta'siri, polimerlarning u bilan o'zaro ta'sirining har xil turlari, shuningdek plomba moddalarining kimyoviy tuzilishga ta'siri va monomerlarning rad etilishi va polimerizatsiyasi paytida ularning ishtirokida hosil bo'lgan polimerlarning tuzilishi yoki oligomerlar.

Yuqorida aytib o'tilganidek, PPC lar uning asosida olingan yangi materiallarning xilma-xilligi bo'yicha polimerlar orasida etakchi o'rinlardan birini egallaydi [1,5]. Bu olingan materialning texnologik va operatsion xususiyatlariga sezilarli ta'sir ko'rsatadigan turli xil dispers plomba moddalarini kiritish orqali ushbu materialni o'zgartirishning keng imkoniyatlari bilan bog'liq. Ishda faol tarkibiy qismlarning molekulalararo bog'lanishlarining tabiatini o'zgartirish orqali KMTS va KFO asosida PPK xususiyatlarini tartibga solish imkoniyati haqida xabar berilgan [3].

## NATIJAR VA ULARNI MUHOKAMA

Dastlabki komponentlarning ekvimol nisbati bilan PPK hosil bo'ladi va tarkibiy qismlardan biri ortiqcha bo'lsa, polimer - polimer kompozitsion material (PPKM) hosil bo'ladi. Ushbu ishda PPKM tarkibiy qismlarining nisbati uchun ishlatilgan:  $KMTS : KFO = 0,4 : 0,6$  (KFO ning barcha bo'g'inlari uchun), ya'ni KFO ortiqcha. KMTS aralashmasida etishmovchilik bilan KFO polikondensatsiyasi sodir bo'ladi, bu erimaydigan uch o'lchovli KFO hosil bo'lishi tufayli loyqalik paydo bo'lishi bilan kuzatiladi. Bu shuni anglatadiki, PPK tarkibiga kiritilgan KFO polimerlari polikondensatsiyaning keyingi reaksiyalariga qodir emas, bu muqarrar ravishda erimaydigan o'zaro bog'langan polimerlarning paydo bo'lishiga olib keladi va mexanik kuch, suv o'tkazuvchanligini oshirishga qo'shimcha hissa qo'shadi va hosil bo'lgan ppcm hosil bo'lishini tartibga soladi fosfogips bilan. Bir qator tajribalar o'tkazildi, unda asosiy tarkibiy qismlarning doimiy nisbati (PPK-30 og'.q., qum-30 og'.q.) fosfogips tarkibi o'zgardi.



Bunday formulalar bo'yicha tayyorlangan namunalar kuch (siqish) va filtrlash qobiliyati (filtrlash koeffitsienti) uchun tekshirildi. PPKM tarkibidagi fosfogips tarkibining ko'payishi kompozitsiyaning kuchini oshiradi, ammo uning filtrlash qobiliyatini va suvga chidamliligini pasaytiradi, shuning uchun fosfogips optimal miqdorda kiritilishi kerak. Shuni ta'kidlash kerakki, kompozitsiyadagi qum tarkibining ko'payishi PPKM filtrlash koeffitsientini yaxshilaydi, ammo uning kuchini pasaytiradi, ish paytida qum yuviladi va hosil bo'lgan bo'shliqlar uzoq vayronagarchilik manbai bo'lib xizmat qiladi. Shuning uchun qum miqdori ham maqbul bo'lishi kerak. Kompozitsiyaning qatron tarkibini ko'paytirish kuchni oshiradi, ammo PPKM filtrlash qobiliyatini pasaytiradi. Kompozitsiyadagi polikompleks (PPK) tarkibi olingan materialning suv o'tkazuvchanligini oshiradi.

Bunday nisbatlarda tayyorlangan namunalar kuch (siqish) va filtrlash qobiliyati (filtrlash koeffitsienti) uchun tekshirildi. PPKM tarkibidagi fosfogips tarkibining ko'payishi kompozitsiyaning kuchini oshiradi, ammo uning filtrlash qobiliyatini va suvga chidamliligini pasaytiradi, shuning uchun fosfogips optimal miqdorda kiritilishi kerak. Shuni ta'kidlash kerakki, kompozitsiyadagi qum tarkibining ko'payishi PPKM filtrlash koeffitsientini yaxshilaydi, ammo uning kuchini pasaytiradi, ish paytida qum yuviladi va hosil bo'lgan bo'shliqlar uzoq vayronagarchilik manbai bo'lib xizmat qiladi. Shuning uchun qum miqdori ham maqbul bo'lishi kerak. Kompozitsiyaning qatron tarkibini ko'paytirish kuchni oshiradi, ammo PPKM filtrlash qobiliyatini pasaytiradi. Kompozitsiyadagi polikompleks (PPK) tarkibi olingan materialning suv o'tkazuvchanligini oshiradi. Ma'lumki [2], PPK hosil bo'lishida polimer-polimer komplekslari tarkibiy qismlarining nisbatiga qarab makromolekulalarda konformatsion o'zgarishlar yuz beradi. Ko'rinib turibdiki, KMTS eritmasiga KFO qo'shilganda, xuddi shunday jarayon sodir bo'ladi, o'zaro ta'sir qiluvchi makromolekulalar ikki tortuvchi glomerulyar tuzilmalar, PPK zarralari hosil bo'lishi bilan ixchamlashadi. Agar Ppkda fotosuratga ortiqcha miqdor mavjud bo'lsa, olingan materiallar heterojen tuzilishga ega.

KFO makromolekulalari uch o'lchamli KFO zarralarini hosil qiladi. PPK-KFO tizimlarida heterojen tuzilmalarning shakllanishi yukning notekis taqsimlanishiga olib keladi, ya'ni PPKda KFO ko'payishi bilan kuch birinchi navbatda ortadi, KFOning PPKga nisbatan maksimal 30 og'.q.dan o'tadi va keyin asta-sekin kamayadi, bu elastiklik modulining pasayishi bilan tasdiqlanadi [10].

Yuqoridagilardan kelib chiqqan holda, kompozitsiyadagi qumning optimal tarkibi 20:40 og'.q., 60 og'.q. oligomerga va 20:30 og'.q. PPK tashkil etadi, shuningdek,. 25-30 og'.q. PPK ni o'z ichiga olgan kompozitsiyalar eng yaxshi xususiyatlar to'plamiga ega ekanligi



aniqlandi. Shunga ko'ra, 20,30 va 40 og'.q. qumni o'z ichiga olgan uchta namunalar tayyorlandi. Namunalar quruq havo holatida saqlangan va vaqti-vaqti bilan bosim kuchi aniqlangan.

O'tkazilgan sinovlar natijalari, bu turli xil miqdordagi qumni o'z ichiga olgan namunalarning quruq havo holatida saqlash vaqtiga bog'liqligini ko'rsatadi. 20 og'.q. qumni o'z ichiga olgan namunalarning mustahkamligi, dastlab quruq havo holatida eng yuqori, keyin esa juda keskin pasayadi, shuning uchun bu namunalar tadqiqotdan olingan. Namunalarni ta'sir qilish jarayonida quruq havo namunalarning kuchiga salbiy ta'sir ko'rsatishi aniqlandi, chunki ular ishlab chiqarilganidan 20 kun o'tgach, obpazlarning kuchi barqaror bo'ladi. Bu, ehtimol, KFO polikondensatsiyasi bilan bog'liq. Ushbu kompozit uchun qum 30 og'.q. qum bo'lgan namuna eng maqbuldir.

## XULOSALAR

KMTS va KFO asosida suvda eriydigan PPKlarini davolash jarayonini turli xil tabiat va tarkibdagi dispers plomba moddalarini to'ldirish bilan maqsadli tartibga solish imkoniyati o'rnatildi. Dispers plomba moddalari (fosfogips, qum) sintez bosqichining faol ishtirokchilari bo'lib, ular tuzilganda suvda eriydigan PPKlarining funktsional guruhlarining reaktivligiga ta'sir qiladi. PPKMning tarkibiy shakllanish qonuniyatlari ishlab chiqilgan bo'lib, ular asosiy tarkibiy omillarga bog'liq. To'ldiruvchining o'ziga xos yuzasi 0,2 - 0,3 m<sup>2</sup>/g bo'lgan 2-3 to'ldirishning maqbul darajasi aniqlandi, karbamidga nisbatan polimer-polimer kompozitsiyalarni to'ldirish darajasining 10-20% ga oshishi aniqlandi; o'zgartirilgan kompozitsiyalarning mikroyapısını va "agregatni bog'laydigan" aloqa zonasining holatini yaxshilash, bu kompozitlarning ishlash xususiyatlarini oshirishga yordam beradi. PPKMlarining NaCl va "agressiv muhit" eritmalaridagi kimyoviy qarshiligi baholandi. PPKMlarning fizik - mexanik xususiyatlarini faol plomba moddalarini davolash tizimlariga kiritish orqali maqsadli ravishda yaxshilash imkoniyati ko'rsatilgan. Dispers namuna moddalarining PPKMlarning issiqlikka chidamliligini oshirishga sezilarli ta'siri aniqlandi. To'ldiruvchi sirtning polimer-polimer matritsasi bilan o'ziga xos o'zaro ta'siri to'ldirilgan kompozitsiyalarni yemrilish jarayoniga ta'sir qiluvchi hal qiluvchi omil ekanligi ko'rsatilgan.

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## ORONIMIYADA OBRAZLI ONOMASIOLOGIK MODELLAR

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### ANNOTATSIYA

Maqolaning maqsadi tog‘lar, qoyalar, toshlar va boshqa orografik obyektlarning metaforik nomlari shakllanadigan onomasiologik modellarni tavsiflashdan iborat. Bu ishni amalga oshirishda Qashqadaryo va Surxandaryo viloyatlarini o‘z ichiga oluvchi Janubiy O‘zbekiston mintaqasi oronimik materiallaridan foydalaniladi.

**Kalit so‘zlar:** toponimika, onomasologiya, metafora, obraz, oronim, orografik obyekt.

### ABSTRACT

The purpose of the article is to describe onomasiological models that form the metaphorical names of mountains, rocks, stones and other orographic objects. When performing this work, oronomic materials from the South Uzbekistan region, including the Kashkadarya and Surkhandarya regions, were used.

**Keywords:** toponymy, onomasology, metaphor, image, onym, orographic object.

### KIRISH

So‘nggi paytlarda toponimika sohasidagi onomasiologik tadqiqotlarga qiziqish sezilarli darajada oshdi. Bunday tadqiqotlarning dolzarbligi aniq: ular bizga ichki va tashqi lingvistik omillar bilan belgilanadigan murakkab nomlanish jarayoni mexanizmini yaxshiroq tushunishga imkon beradi.

Bu borada oronimiyadagi metaforik nomlar katta qiziqish uyg‘otadi: ular orasida juda ko‘p "juft" - o‘xshash obrazlarga asoslangan nomlar uchraydi. Bu holat u yoki bu turdagi obyektlar uchun majoziy nomlarni tanlashni belgilaydigan barqaror tendentsiyalar mavjudligini e‘tirof etishga asos beradi.

Metafora orografik obyektlarni nomlashning keng tarqalgan usuli bo‘lib, nomlar asosini tashkil etuvchi taqqoslash obrazlari arsenali juda boy. Misol uchun, tog‘larning nomlarini solishtiring: Qo‘tirtosh (Boysun, tog‘ tizmasi), Qiziltumshuq (Qamashi, tog‘), O‘tovtosh, Tuyatosh (Boysun, balandlik) va h.k.



Shu bilan birga, materialni o'rganish bizga nomlangan obyektlarning u yoki bu belgilarini anglashda yuzaga keladigan obrazlarning takrorlanishi haqida gapirishga imkon beradi. Shunday qilib, obyektning ajralgan, yolg'iz holda joylashganlik belgisi ko'pincha nomad yolg'iz odam bilan solishtirish orqali ifodalanadi: yetim: Yetimtog', Yetimcho'qqi, Yetimoq, Yetimtepa; bo'lak: Bo'lakqir (Koson, qir), Bo'lakshiram (Dehqonobod, balandlik) va b. Nisbatan tekis maydonda "tashqariga chiqadigan" orani belgilashda "kindik" modeli mashhur: Kindiktepa (Shahrisabz, tepa).

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

M.E. Rutning ta'kidlashicha, "obrazli nomlar go'yo inson va tabiat o'rtasidagi qarama-qarshilikning murakkabligini bartaraf etadi" va bundan tashqari, "toponimiyada obrazli nomlanishning rivojlanishi boshqa sohalarda kuchli bo'lgan dunyoni obrazli tasvirlashning umumiy modelini yuzaga chiqishiga yordam beradi"[6,75].

Ma'lumki, metafora bu ob'ektlarning o'xshashligi yoki individual xususiyatlari, joylashuvi va boshqalar asosida nomni bir obyektidan ikkinchisiga o'tishidir. N.D. Arutyunovanning ta'kidlashicha, metaforalashuv jarayonida mazkur ob'ekt bilan biron-bir jihatdan o'xshash bo'lgan boshqa bir ob'ektni tavsiflash yoki nomlashga xizmat qiladigan ob'ektlar va hodisalarning, harakatlar yoki belgilarning ma'lum bir sinfini bildiruvchi so'zlarning qo'llanishi kuzatiladi" [1,140].

Tadqiqot metodologiyasi tilshunoslikda kuzatilgan ma'lum bir tarixiy-ijtimoiy jarayondagi barcha hodisalar tarixiy va ijtimoiy hodisalardan ajratmasdan talqin qilishga asoslanadi.

Tadqiqotning ilmiy-nazariy asoslarini zamonaviy tilshunoslikning onomosologiya sohasida qo'llaniladigan ilmiy fikrlarni tahlil qilish usullari tashkil etadi.

Shuningdek, toponimlarning lingvistik tadqiqida jamoa va xususiylilik, mohiyat va hodisa, shakl va mazmun bilan uyg'unlashgan dialektik qonuniyatlarga asoslanadi.

Asosiy tadqiqot usuli sifatida qiyosiy-tarixiy, qayta tiklash, tuzilish va shakllanishiga ko'ra tahlil qilish, til faktlarini solishtirishdan foydalanilgan.

## NATIJALAR VA MUHOKAMA

Tog'larni nomlashda obyektida o'simlik yo'qligi belgisi ham barqaror metaforik tushunchani oladi. An'anaviy modellar "kal", "taqir" so'zlari orqali ifodalanadi: Kaltepa. Ko'pchilik metafora asosida yasalgan oronimlar shakl belgisiga asoslangan nomlardir. Bu nomlanadigan voqelikning o'ziga xosligi bilan izohlanadi: tog'lar, qoyalar va

toshlarning g'ayri tabiiy korinishlari inson tasavvurini osongina qo'zg'atadi, bu shakl belgisini metaforik tushunish bilan bog'liq turli xil modellarda ifodalanadi. Tahlillar eng ko'p ishlatiladigan modellarni aniqlash imkonini beradi:

1. Tog'ni bir kishi yoki bir guruh odamlar bilan taqqoslashni an'anaviy deb hisoblash kerak. Taqqoslashning bu turi "odam", "qari", "kelin" va hokazo barqaror modellar yordamida amalga oshiriladi: Odamtosh, Kelincho'qqi, Haftbachcha, Qaritepa, Qariqiz va b.

2. Tog'larning shaklini ma'lum bir hayvonning tashqi ko'rinishi bilan solishtirish juda keng tarqalgan: Tuyabosh, Lochintosh, Tuyabo'yin va b.

3. Orografik obyektlarning g'ayrioddiy shakli ko'pincha xalq fantaziyasi tomonidan ongida yaratilgan obrazlar bilan nomlash assotsiatsiyalarini uyg'otadi: Ajinazov. Fantastik mavjudotlar, epik va ertak dostonlari qahramonlari ularning eksklyuzivligi, g'ayritabiiy qobiliyatlari va g'ayrioddiy ko'rinishi g'oyasi bilan bog'liqligi sababli, taqqoslashning bunday turiga asoslangan nomlar ayniqsa ifodali.

4. Odamlar va hayvonlarning (kamroq qushlar) tana qismlari bilan taqqoslash juda keng tarqalgan. Quyidagi obrazlar eng keng tarqalgan: a) inson tanasi a'zolari – bel: Muzbel, Olabel (tog' tizmalari); bo'yin: Tuyabo'yin; og'iz/oviz: Birog'iz; qosh: Qoraqosh (tepa); qo'l: Oqqo'l. Zardaqqo'l; qovoq: Husanqovoq, Kattaqovoq; b) "hayvon tanasining qismlari": tumshuq: Tumshuqtog', Aylanatumshuq, Kattatumshuq; qangshar/qanshar: Qangshar (tog') va b.

Bel orografik termin-metafora sifatida tog'larda uncha baland bo'lmagan keng dovon; uzun cho'zilgan, qirralari sezilmaydigan do'nglik ma'nosida qo'llanadi [2,17].

O'zbek tilining izohli lug'atida ham uning geografiyaga oid so'z sifatida terminlik ma'nosiga egaligi qayd etilgan: «Bel geogr. Tog' va tepaliklarning egarsimon eng baland joyi» [7, 1, 219].

Burun orografik termin-metafora sifatida tog' burni, bo'rtib chiqqan do'nglik, yirik balandlikning qirrali tomoni, quruqlikning okean, dengiz, ko'llarga eng ko'p turtib kirgan uchli qismi kabi tushunchalarni ifodalaydi. Tog' burni birikmasi Maxmud Koshg'ariy lug'atida ham tog' burni shaklida izohlangan [3,379]. Tumshuq – tog' tizmasi yoki yirik balandliklar, cho'ziq qirlar bag'rida turtib chiqqan, bo'rtib turgan do'nglik [5,179].

E.M. Murzaev xalq terminologiyasi asosida yotgan anatomik leksika haqida so'z yuritib, quyidagilarni ta'kidlaydi, ma'no ko'chishi ma'lum bir qonuniyatga asoslanadi, termin-metaforalar bir xil turdagi qatorlarda qurilgan bo'lib, unda inson va hayvon tanasining qismlarini bildiruvchi so'zlarning geografik terminlarga aylanishining universal qobiliyati aniq kuzatiladi ..."[4,135].

5. Ko'p sonli modellar maishiy turmush buyumlari bilan taqqoslashga asoslangan. Ushbu guruh modellari orasida "bino", "turar joy" invariantlari ayniqsa mashhur, masalan: Qo'rg'ontosh (cho'qqi), Qizqo'rg'on (balandlik), Qo'rg'ontepa va b.

6. Obyektning turli belgi-xususiyatlariga o'xshatish asosida nomlanishi. Ularni quyidagi guruhlariga bo'lish mumkin:

1) holat belgisi asosida: berk: Bekdara – aslida Berkdara (Boysun,dara); ko'r: Ko'rqapchig'ay (Qamashi, dara). Ko'rdara (Dehqonobod, dara);

2) xarakter-xususiyat belgisi asosida: yomon: Yomontosh (Shahrisabz, dara) – qulab tushush havfi bo'lgan uchli, qirrali toshlari ko'p bo'lgan dara, bunday joylar chorva uchun xavfli bo'lgan; Buzuqtepa (tepa) – tepa shaklining noteksligiga ishora qilingan, Buzuqdara (dara) – o'tish uchun juda noqulay bo'lgan dara va b.

Tajriba shuni ko'rsatdiki, tog'lar, qoyalar va boshqa orografik obyektlarning nomlaridagi shakl xususiyati ko'p hollarda metafora shaklida namoyon bo'ladi va turli guruhlar sub'ektlari ko'pincha belgilangan obyektlarga bir xil yoki o'xshash nomlar berishadi. Bu tasodifiy emas: ma'lum bir shakldagi orografik obyektlarning an'anaviy majoziy nomlarida amalga oshirilgan barqaror modellarning mavjudligi idrokning taniqli stereotipini belgilaydi. Bunday holda, obyektning shakli qanchalik muntazam (geometrik) bo'lsa, stereotip omilining ta'siri shunchalik kuchliroq bo'ladi. O'tkazilgan tahlillarning ko'rsatishicha, oronimlarning insonning turli hayotiy faoliyati bilan bog'liq narsalarning obraziga o'xshatish asosida yasalişhini ko'rsatdi: beshik: Beshiktepa (Dehqonobod, tepa), dastor (salla): Dastortosh (Chiroqchi, Dehqonobod, balandlik), dumaloq: Dumaloqxorra (Qamashi, balandlik), do'g'ir (g'adir-budir): Do'g'irtosh (Denov, balandlik), zingir (toj. egar): Zingirak (Shahrisabz, cho'qqi), xumdon: Xumdonak (Boysun, balandlik), shox: Shokalon (Shahrisabz, adir), o'tov: O'tovtosh (Dehqonobod, adir), tova: Tovatosh (Boysun, balandlik); emchak (ko'krak): Qizilemchak (Shahrisabz, cho'qqi) va b.

Obyektning g'ayrioddiy shaklining xususiyatini metaforik tushunish bilan bog'liq bo'lgan nomlar guruhi alohida e'tiborni tortadi. Bu yerda ertak va fantastik obrazlar muhim ahamiyat kasb etadi. Bunday assotsiatsiyalarning tabiati ko'p jihatdan obyektning tashqi ko'rinishi nomlovchiga qanday taassurot uyg'otishiga bog'liq.

Bunday hodisalar inson ongida turli diniy tasavvurlar va tushunchalar obrazini gavdalandiradi. Bunday obrazlar aholi tomonidan oronimlar yasalişhida o'z ifodasini topadi: Ajinazov (Qamashi, balandlik), Bobotog' (Surxondaryo, tog'), Shaytonqoq (Kitob, adir), Duldulning izi (Yakkabog', qir).

G'ayrioddiy shakldagi obyektlarni belgilash uchun ko'pincha noyob yoki yo'q bo'lib ketgan hayvon bilan

taqqoslashga asoslangan modellardan foydalanilgan (masalan: Dinozavr, Ixtiyozavr, Dinozavr tuxumi, Kaltakesakning yelkasi, Dinozavr umurtqasi). Nazarimizda, bunday taqqoslashlarning asosi obyektning u yoki bu hayvonning tashqi ko‘rinishi bilan haqiqiy o‘xshashligi emas, balki bu turdagi mavjudotlar haqidagi fikrlarning umumiy xususiyatidir.

## XULOSA

Hozirgacha biz obyektning individual xususiyatlarini (bu holda, shakli) obrazli idrok etishda ma'lum bir stereotipning mavjudligi haqida gapirib kelmoqdamiz. Biroq majoziy otlardagi umumiy va xususiyning o‘zaro ta’siri murakkab. Tahlillar shuni ko‘rsatdiki, bir xil obyektning hatto uning xususiyatlarini o‘xshashligi asosida nomlanishida ham, nominatsiya ko‘plab variantlarni o‘z ichiga oladi.

Bitta belgi bilan bog‘liq va bir obyektga tegishli nomlar variantlarining paydo bo‘lish sabablarini tushuntirishda sub'ektiv omilni ham hisobga olish kerak. Nomlash jarayonida uing ta'siri, birinchi navbatda, turli xil assotsiativ qatorlarda qaysi obyekt taqqoslash uchun atovchiga uning yoshi, ruhiyati, kasbi kabi individual xususiyatlariga ko‘proq mos kelishi kabi nomlanishga asos bo‘lgan belgi mavjudligida namoyon bo‘ladi.

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## BO‘LAJAK GEOGRAFIYA FANI O‘QITUVCHILARINING PEDAGOGIK INNOVATSION FAOLIYATINI RIVOJLANTIRISH IMKONIYATLARI

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Chirchiq davlat pedagogika universiteti erkin izlanuvchisi

### ANNOTATSIYA

Maqola bo‘ljak geografiya fani o‘qituvchilarining pedagogik innovatsion faoliyatini rivojlantirish imkoniyatlari haqida mufassal ma‘lumot beradi. Unda zamonaviy ta‘lim paradigmalari, axborot-kommunikatsiya texnologiyalari va didaktik vositalar orqali o‘qitishning samarali mexanizmlari, shuningdek, oliy ta‘lim muassasalarida sifatni yaxshilash yo‘llari muhokama qilingan. Ta‘limda innovatsiya va novatsiyaning ahamiyati, ularning farqlari va ta‘lim tizimiga ta‘siri tahlil qilingan. Pedagogik faoliyatda innovatsion yondashuvlarni qo‘llash orqali ta‘lim sifatini oshirish va ta‘lim oluvchilarni zamonaviy jamiyat talablariga javob beradigan mutaxassislar sifatida tayyorlash zaruratini ta‘kidlangan.

Maqolada, shuningdek, oliy o‘quv yurtlarida pedagogik innovatsiyalarni joriy etishning turli yondashuvlarini, jumladan gnostik-dinamik, individual, ko‘p subyektli (dialogik), insonparvarlik va individual-ijodiy yondoshuvlarni tahlilga tortilib, pedagoglar tomonidan yangi pedagogik texnologiyalarni qabul qilish hamda qo‘llash imkoniyatlari, shu jumladan ta‘limning innovatsion metodlari, texnologiyalarining dars jarayonlariga integratsiyasi ham muhokama qilingan.

**Kalit so‘zlar:** pedagogik innovatsiya, ta‘lim texnologiyalari, axborot-kommunikatsiya texnologiyalari, didaktik vositalar, geografiya ta‘limi, oliy ta‘lim sifati, ta‘lim metodikasi, innovatsion yondoshuvlar.

### OPPORTUNITIES FOR DEVELOPING THE PEDAGOGICAL INNOVATIVE ACTIVITY OF FUTURE GEOGRAPHY TEACHERS

The article provides detailed information on the opportunities for developing the pedagogical innovative activity of future geography teachers. It discusses modern educational paradigms, the effective mechanisms of teaching through information and communication technologies and didactic tools, as well as ways to improve quality in higher education institutions. The significance of innovation and novelty in education, their differences, and their impact on the educational system are analyzed. The author emphasizes the necessity of applying innovative approaches in pedagogical activity to improve the quality of education and prepare learners as specialists who can meet the demands of modern society.

Furthermore, the article analyzes various approaches to implementing pedagogical innovations in higher education institutions, including the gnostic-dynamic, individual, multi-subject (dialogic), humanistic, and individual-creative approaches. The possibilities for educators to adopt and apply new pedagogical

technologies, including the integration of innovative educational methods and technologies into teaching processes, are discussed.

**Keywords:** pedagogical innovation, educational technologies, information and communication technologies, didactic tools, geography education, higher education quality, educational methodology, innovative approaches.

Bugungi kunda oliy ta'lim muassasalari sifatini bitiruvchilarning kompetensiya darajasi asosida baholash va pedagoglarda innovatsion kopetentlikni ta'limning zamonaviy texnologiyalari vositasida rivojlantirish, ta'limning yangi paradigmalarini ishlab chiqish, axborot-kommunikatsiya texnologiyalari va dasturlari orqali o'qitishning an'anaviy va zamonaviy usullaridan kompleks foydalanish hamda didaktik vositalarning integrallashgan interfaol ta'lim texnologiyalari, mantiqiy fikrlash qobiliyatlarini rivojlantirishning samarali mexanizmlari yo'lga qo'yilmoqda.

Shu sababli, mustaqil fikrlovchi va qaror qabul qila oluvchi, o'zgarlar fikrini tinglab, uni e'tiborga olgan holda xulosa chiqara oluvchi shaxsni tarbiyalash muhim ahamiyat kasb etmoqda. Jamiyatda sodir bo'layotgan bugungi kunning yangiliklari va iqtisodiy o'zgarishlari ta'lim tizimi mazmunini ilg'or xorijiy tajribani keng joriy etgan holda loyihalash hamda standartlashtirishni taqazo etmoqda. O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasida oliy ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, zamonaviy bilim va yuksak ma'naviy-axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish, oliy ta'limni modernizatsiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish vazifasi belgilab qo'yilgan[1]

Ta'lim berish jarayonida innovatsiyalardan foydalanish bugungi kunda davr talabiga aylanmoqda. Tadqiqotimizda qisqacha innovatsion ta'lim texnologiyalari tushunchasini yoritib beramiz. "Innovatsion ta'lim texnologiyalari" va "ta'lim innovatsiyalari" tushunchalarining mazmuni. Lug'aviy jihatdan "innovatsiya" tushunchasi ingliz tilidan tarjima qilinganda ("innovation") "yangilik kiritish" degan ma'noni anglatadi. "Innovatsiya" tushunchasi mazmunan aniq holatni ifodalaydi.

**Innovatsiya** – muayyan tizimning ichki tuzilishini o'zgartirishga qaratilgan faoliyat

"O'zbekiston Milliy ensiklopediyasi"da ko'rsatilishicha, innovatsiya quyidagicha mazmun va tushunchalarga ega:

"Innovatsiya (ingl. "innovations" – kiritilgan yangilik, ixtiro) – 1) texnika va texnologiya avlodlarini almashtirishni ta'minlash uchun iqtisodiyotga sarflangan mablag'lar; 2) ilmiy-texnika yutuqlari va ilg'or tajribalarga asoslangan texnika, texnologiya, boshqarish va

mehnatni tashkil etish kabi sohalaridagi yangiliklar, shuningdek, ularning turli sohalar va faoliyat doiralarida qo‘llanishi”[2].

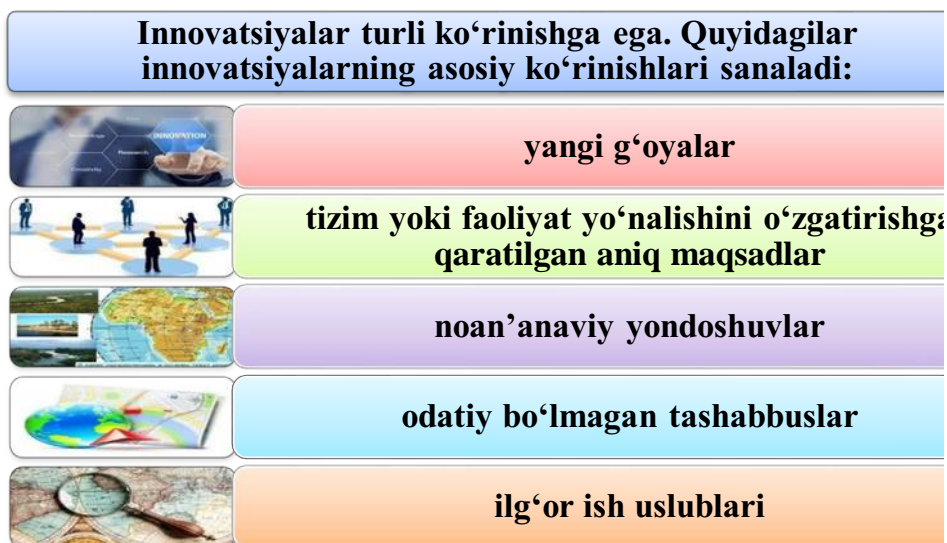
A.I.Prigojinning fikriga ko‘ra, innovatsiya maqsadga muvofiq ravishda muayyan ijtimoiy birlik – tashkilot, aholi, jamiyat, guruhga nisbatan munosabatga yangicha yondashish, bu munosabatni bir qadar turg‘un elementlar bilan boytib borish tushunilishi lozim. Bu o‘rinda anglanadiki, muallifning qarashlari bevosita ijtimoiy munosabatlar, ularga nisbatan iinovatsion yondashish mohiyatini ifodalaydi. Shundan kelib chiqqan holda har bir shaxs fuqaro, mutaxassis, rahbar, xodim, qolaversa, turli ijtimoiy munosabatlar jarayonining ishtirokchisi sifatida o‘ziga xos innovator faoliyatni tashkil etadi.

Amerikalik psixolog E.Rodjers o‘z tadqiqotlarida innovatsion xarakterga ega ijtimoiy munosabatlarning ijtimoiy-psixologik jihatlari, ijtimoiy munosabatlarga yangilik kiritish, bu jarayonda ishtirok etuvchi shaxslarning toifalari, ularning yangilikka bo‘lgan munosabatlari, yangilikni qabul qilish, mohiyatini anglashga bo‘lgan tayyorlik darajasi hamda muayyan shaxslar toifalari o‘rtasidagi innovatsion xarakterga ega ijtimoiy munosabatlarning tasnifi masalalarini o‘rgangan.

**Innovatsion ta’lim** (ingl. “innovation” – yangilik kiritish, ixtiro) – ta’lim oluvchida yangi g‘oya, meyor, qoidalarni yaratish, o‘zga shaxslar tomonidan yaratilgan ilg‘or g‘oyalar, meyor, qoidalarni tabiiy qabul qilishga oid sifatlar, malakalarni shakllantirish imkoniyatini yaratadigan ta’lim.

Innovatsion ta’lim jarayonida qo‘llaniladigan texnologiyalar innovatsion ta’lim texnologiyalari yoki ta’lim innovatsiyalari deb nomlanadi [3].

**Ta’lim innovatsiyalari** – ta’lim sohasi yoki o‘quv jarayonida mavjud muammoni yangicha yondoshuv asosida yechish maqsadida qo‘llanilib, avvalgidan ancha samarali natijani kafolatlay oladigan shakl, metod va texnologiyalar. Ta’lim innovatsiyalari “innovatsion ta’lim” deb ham nomlanadi.

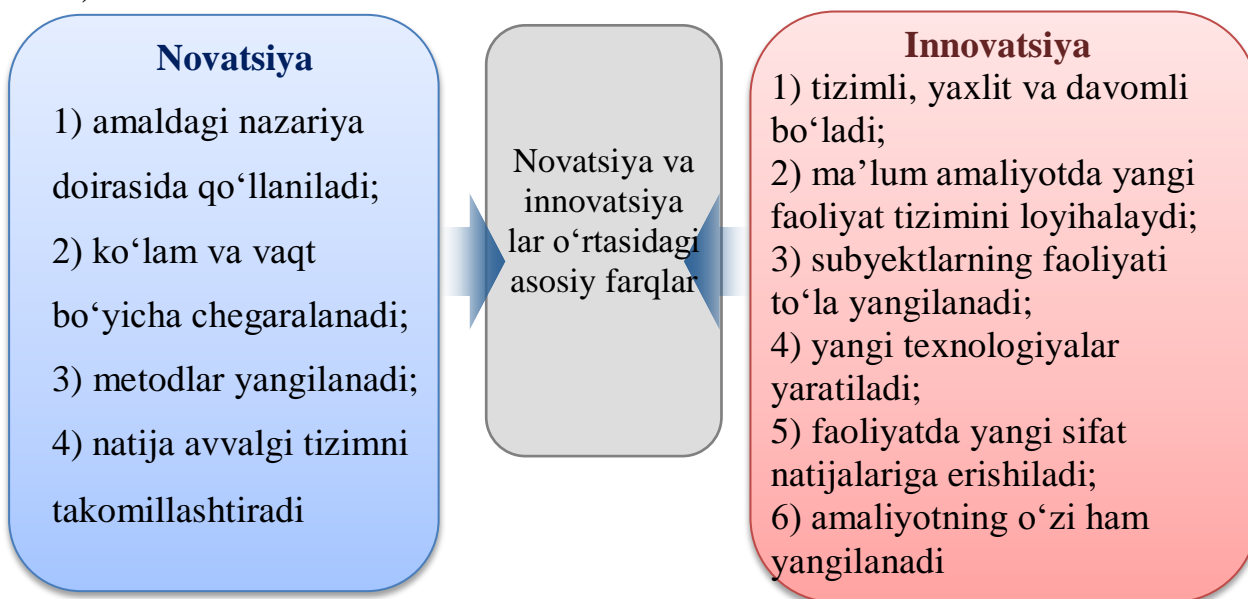




### 1-rasm. Innovatsiyalarning asosiy ko‘rinishlari

Ta’lim tizimida yoki o‘quv faoliyatida innovatsiyalarni qo‘llashda sarflangan mablag‘ va kuchdan imkon qadar eng yuqori natijani olish maqsadi ko‘zlanadi. Innovatsiyalarning har qanday yangilikdan farqi shundaki, u boshqarish va nazorat qilishga imkon beradigan o‘zgaruvchan mexanizmga ega bo‘lishi zarur. Barcha sohalarda bo‘lgani kabi ta’limda ham “novatsiya”, “innovatsiya” hamda ularning mohiyatini ifodalovchi faoliyat to‘g‘risida so‘z yuritiladi.

Ilmiy adabiyotlarda “novatsiya” (yangilanish, yangilik) hamda “innovatsiya” (yangilik kiritish) tushunchalarining bir-biridan farqlanishiga alohida e’tibor qaratiladi. Misol uchun, V.I. Zagvyazinskiyning e’tirof etishicha, “yangi”, “yangilik” tushunchasi nafaqat muayyan g‘oyani, balki hali amaliyotda foydalanilmagan yondoshuv, metod hamda texnologiyalarni ifodalaydi. Ammo bunda jarayon elementlari yaxlit yoki alohida olingan elementlaran iborat bo‘lib, o‘zgarib turuvchi sharoit va vaziyatda ta’lim va tarbiya vazifalarini samarali hal etish g‘oyalarini o‘zida aks ettiradi. Darhaqiqat, yangilik – vosita sanalib, u aksariyat holatlarda yangi metod, metodika, texnologiya va b. ko‘rinishida namoyon bo‘ladi. Mohiyatiga ko‘ra novatsiya va innovatsiya o‘rtasida muayyan farqlar mavjud. Ular quyidagilardir (2-rasm):



### 2-rasm. novatsiya va innovatsiya o‘rtasida muayyan farqlar

Zamonaviy ta’limga xos muhim jihatlardan biri – pedagog faoliyatining innovatsion xarakter kasb etishiga erishish sanaladi. Rivojlangan xorijiy mamlakatlarda pedagog faoliyatining innovatsion xarakter kasb etishiga erishish masalasi o‘tgan asrning 60-yillaridan boshlab jiddiy o‘rganila boshlagan. Xususan, X.Barnet, J.Basset, D.Gamilton, N.Gross, R.Karlson, M. Maylz, A.Xeyvlok, D.Chen, R.Edem, F.N.

Gonobolin, S.M. Godnin, V.I.Zagvyazinskiy, V.A.KanKalik, N.V.Kuzmina hamda V.A.Slastenin kabi tadqiqotchilar tomonidan olib borilgan ishlarda innovatsion faoliyat, pedagogik faoliyatga innovatsion yondashish, innovatsion g'oyalarni asoslash va ularni amaliyotga samarali tadbiiq etish, xorijiy mamlakatlar hamda respublikada yaratilgan pedagogik innovatsiyalardan xabaror bilish orqali pedagog faoliyatida ulardan faol foydalanish borasidagi amaliy harakatlar mazmunini yoritilgan. Mohiyatiga ko'ra innovatsiyalar munosabat yoki jarayonga yangilik kiritishning dinamik tizimi sanaladi.

R.N.Yusufbekova innovatsiyalarni pedagogik nuqtai nazardan ko'rib chiqishga e'tiborni qaratadi. Xususan, pedagogik innovatsiyalar muallif tomonidan ta'lim va tarbiya jarayonida avval ma'lum bo'lmagan, qayd qilinmagan holat yoki natijaga olib boruvchi pedagogik hodisaning o'zgarib turishi mumkin bo'lgan mazmuni ekanligi ta'kidlanadi. Rossiyalik olimlar – A.I.Prigojin, B.V.Sazonov, V.S.Tolstoy, N.P.Stepanov va b. esa innovatsion jarayon hamda uning tarkibiy qismlarini o'rganishga e'tiborni qaratgan. [4]

Bu o'rinda ular innovatsion jarayonning tashkil etilishiga nisbatan quyidagi ikki yondoshuv mavjud ekanligini e'tirof etadi:

1) yangilikning individual mikro darajasi (unga ko'ra qandayir yangi g'oyaga amaliyotga joriy etiladi);

2) alohida-alohida kiritilgan yangiliklarning o'zaro ta'sirini ifodalovchi mikro daraja (bu o'rinda alohida-alohida kiritilgan yangiliklarning o'zaro ta'sirlanishi, birligi, raqobati va birining o'rnini ikkinchisi tomonidan egallanishi ahamiyatli sanaladi).

Oliy ta'lim muassasalarida geografiya darslarida innovatsion jarayonlarni tashkil etishda o'ziga xos yondoshuvlar kuzatildi. Ular:

1. Gnostik-dinamik yondoshuv (unga ko'ra pedagoglar pedagogik innovatsiyalar, ularning turlari, yaratilishi, amaliyotga tadbiiq etilishi, xorij mamlakatlarida yaratilgan ilg'or pedagogik (ta'limiy) innovatsiyalar va ularni o'rganish, mahalliy shart-sharoitlarni inobatga olgan holda amaliyotda ulardan foydalanishga doir bilim, ko'nikma, malakalarni izchil o'zlashtiradilar, o'z faoliyatlarida pedagogik innovatsiyalarni faol qo'llash borasidagi tajribalarni o'zlashtiradilar).

2. Individual faoliyatli yondoshuv (bunda pedagoglar o'zlarining individual imkoniyatlari, qobiliyatlari, tajribalariga tayangan hola amaliyo faoliyatda pedagogik innovatsiyalarni qo'llashda muayyan izchillikka erishadilar).

3. Ko'p subyekтли (dialogik) yondoshuv (mazkur yondoshuv pedagogik jarayonda innovatsiyalarni hamkasblarning o'zaro, xususan, ko'p yillik ish tajribasi, kasbiy mahorat va tajribaga ega

pedagoglarning faoliyatlari bilan tanishish, ularning ta'lim innovatsiyalarini samarali, maqsadli va uzluksiz qo'llashga doir tavsiya hamda ko'rsatmalaridan foydalanishlarini ifodalaydi).

4. Insonparvarlik yondoshuvi (ushbu yondoshuv pedagogik jarayonda innovatsiyalarni qo'llashda ta'lim oluvchilarning imkoniyatlari, xohish-istaklari, qiziqishlari, bilim, ko'nikma va malakalari darajasini inobatga olish maqsadga muvofiqligini yoritishga xizmat qiladi).

5. Individual-ijodiy yondoshuv (unga ko'ra har bir pedagog faoliyatini o'rganilayotgan mavzu, o'quv materialining mohiyati, shuningdek, o'z imkoniyatlari, salohiyati, mahorati, ish tajribasidan kelib chiqqan holda ta'lim va tarbiya jarayonlarini ijodiy ishlanmalar asosida tashkil etadi).

**Innovatsion faoliyat** – yangi ijtimoiy talablarning an'anaviy meyorlarga mos kelmasligi yoki yangi shakllanayotgan g'oyalarning mavjud g'oyalarni inkor etishi natijasida vujudga keladigan majmual muammolarni yechishga qaratilgan faoliyat

Mohiyatiga ko'ra innovatsion faoliyat ilmiy izlanishlar, ishlanmalar yaratish, tajriba-sinov ishlari olib borish, fantexnika yutuqlaridan foydalanish asosida yangi texnologik jarayon yoki yangi takomillashtirilgan mahsulot yaratishdan iborat. Pedagogning innovatsion faoliyati quyidagilar bilan belgilanadi:

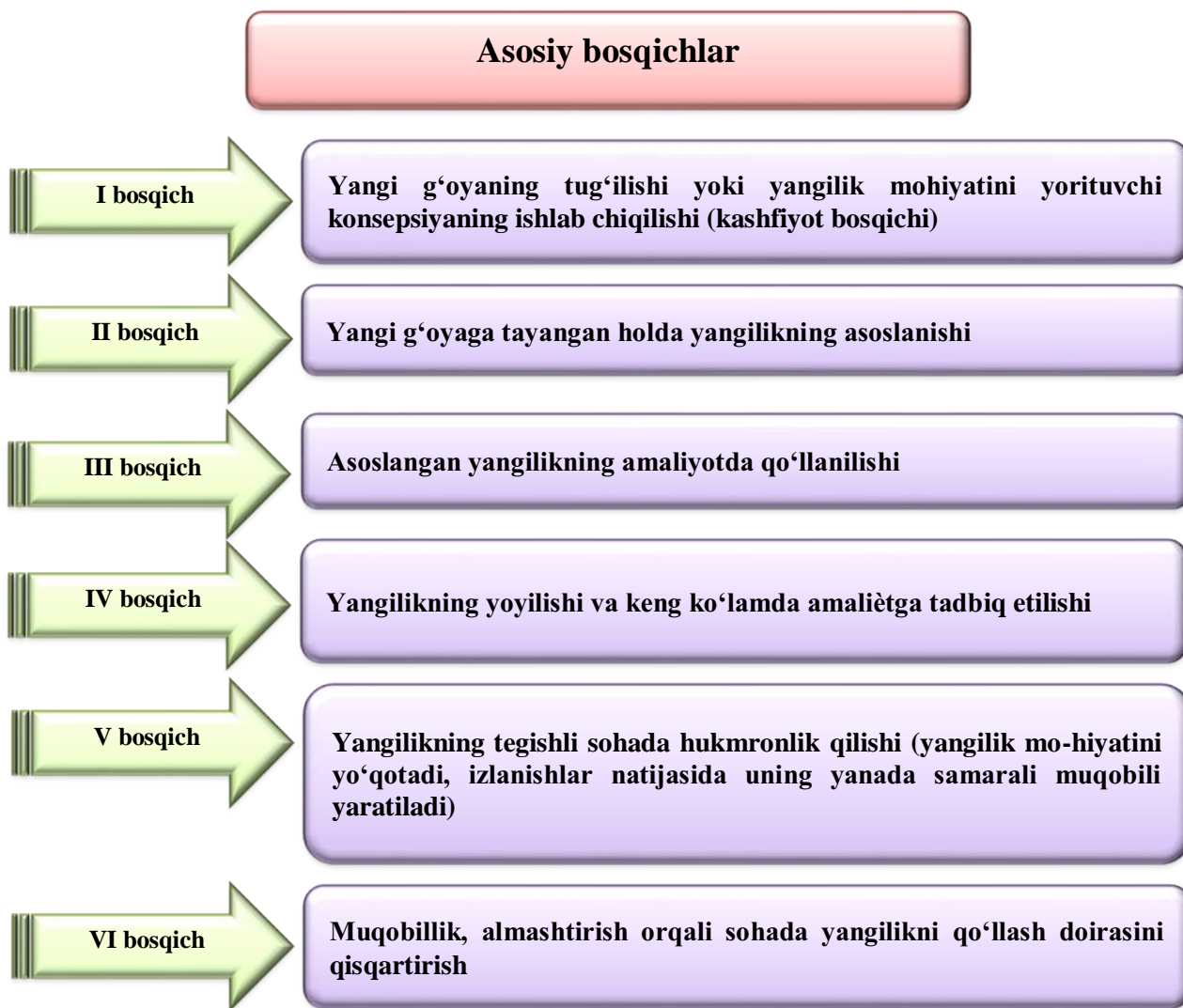
- yangilikni qo'llashga tayyorgarligi;
- pedagogik yangiliklarni qabul qilishi;
- novatorlik darajasi;
- kommunikativ qobiliyatning rivojlanganligi;
- ijodkorligi

Innovatsion faoliyat pedagogning ruhiy, aqliy, jismoniy kuchini ma'lum maqsadga yo'naltirish asosida nazariy bilim, amaliy ko'nikma va malakalarni egallash, amaliy faoliyatni nazariy bilimlar bilan to'ldirib borish, bilish, loyihalash, kommunikativ nutq va tashkilotchilik mahoratini rivojlantirishni talab etadi. M.Jumaniyozovanning e'tirof etishicha, pedagogik innovatsion faoliyati quyidagi belgilar asosida namoyon bo'ladi:

- ijodiy faoliyat falsafasini egallashga intilish;
- pedagogik tadqiqot metodlarini egallash;
- mualliflik konsepsiyalarini yaratish qobiliyati;
- tajriba-sinov ishlarini rejalashtirish va amalga oshira olish;
- o'zidan boshqa tadqiqotchi-pedagoglar tajribalarini qo'llay olish;
- hamkasblar bilan hamkorlik; - fikr almashish va metodik yordam ko'rsata olishlik;

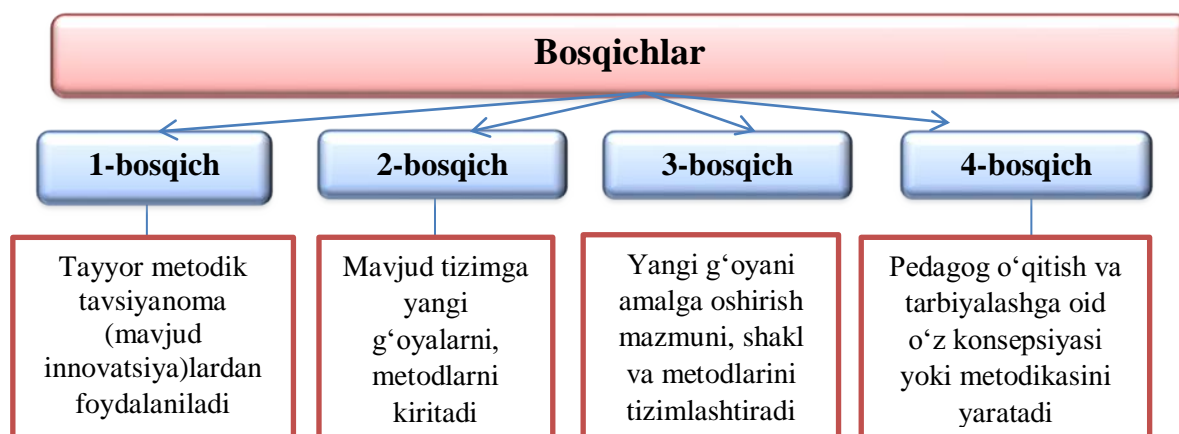
- ziddiyatlarning oldini olish va bartaraf etish; - yangiliklarni izlab topish va ularni o'z sharoitiga moslashtirib borish

Pedagogik innovatsiyalar tegishli sohada ijobiy o'zgarishlarni sodir etish, sifat jihatdan yuqori natijalarga erishish maqsadida qo'llaniladi. Bu turdagi innovatsiyalarni asoslash muayyan bosqichlarda kechadi. Ular (3 -rasm):



### 3-rasm. Innovatsiyalarni asoslash muayyan bosqichlarda

Bugungi kunda pedagoglarning innovatsion faoliyat ko'nikma, malakalariga ega bo'lishlari muhim ahamiyatga ega. Pedagoglar tomonidan innovatsion faoliyat ko'nikma, malakalarini o'zlashtira olishlarida ularning innovatsion yondoshuvga ega bo'lishlari talab etiladi. O'z mohiyatiga ko'ra pedagoglar tomonidan innovatsion faoliyat ko'nikma, malakalarining o'zlashtirilishi ularda innovatsion yondoshuvni qaror topishi asosida kechadi. Pedagoglarda innovatsion yondoshuvning qaror topishi ham murakab jarayon bo'lib, u bir necha bosqichda kechadi. Ya'ni (7-rasm): [3]



#### 4-rasm. Pedagoglarda innovatsion yondoshuvning 4 bosqichi

Shuning uchun oliy o'quv yurtlari malakali kasb egalarini tayyorlashda zamonaviy o'qitish metodlari-interaktiv metodlar, innovatsion texnologiyalarning o'rni va roli benihoyat kattadir. Bunda pedagogik texnologiya va pedagogik maxoratiga oid bilim, tajriba va interaktiv metodlar talabalarni bilimli, yetuk malakaga ega bo'lishlarini ta'minlaydi. Innovatsion texnologiyalar pedagogik jarayon xamda o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interaktiv metodlardan to'liq foydalaniladi.

Bugungi kunda ta'lim mazmunini modernizatsiyalash, ta'lim sifatini oshirish, ta'limda innovatsion texnologiyalarni keng joriy etishga yo'naltirilgan ko'plab innovatsiyalar yaratilmoqda va amaliyotga joriy etilmoqda. Mazkur innovatsiyalarning samaradorligi ko'p jixatdan ta'lim muassasasida amalga oshirilayotgan innovatsion faoliyatning to'g'ri tashkil etilganligiga bog'liqdir.

Agar o'qituvchining tayyorgarligi ya'ni uning bilimdonligi hamda pedagogik maxorati doimo talab darajasida hamda talabaning qiziqishi, diqqatini jamlash va eslab qolishi doimo yuqori darajada bo'lganda edi, ta'lim-tarbiya jarayonida istalgan usuldan foydalanganda ham yuqori natijaga erishish mumkin bo'lar edi. Lekin bu ko'rsatkichlar tez o'zgaruvchan bo'lib, pedagogik jarayonni ana shu o'zgarishlarni hisobga olgan xolda olib borish eng zarur shartlardan hisoblanadi. Aks xolda ta'lim-tarbiya jarayonidan ko'zlangan maqsadga erishib bo'lmaydi[5].

Oliy ta'lim muassasalarida geografiya ta'lim yo'nalishi Geografiya o'qitish metodikasi darslarida talabalarning texnik ijodkorlik qobiliyatlarini rivojlantirishda o'qitishning innovatsion ta'lim texnologiyalar, interfaol ta'lim tenologiyalari, kreativ texnologiyalar, zamonaviy vositalar yordamida tashkil qilish muhim ahamiyat kasb etadi.

Dars jarayonida innovatsion texnologiyalarni qo'llash talabalarda ilmiy izlanishga qiziqishni uyg'otadi, bunyodkorlik va ijodkorlik qobiliyatini rivojlantiradi. Natijada egallangan bilim, malaka va ko'nikmalar amaliy faoliyatda tadbiq etiladi.

Geografiya darslarida kompyuter, geoaxborot tizimlari va texnologiyalaridan foydalanib o'qitish jarayonini qiziqarli olib borish, har bir talabaga individual yondashish imkonini beradi. Axborot kommunikatsiya texnologiyalarining keng imkoniyatlari orqali talabalarga juda ko'p fakt, bilim va ma'lumotlarni yetkazish mumkin bo'ladi. Bundan tashqari talabaning innovatsion reja, o'y-fikr va g'oyalarini to'laqonli amalga oshirishlari yengil va samarali amalga oshiriladi. Bunday jarayonlar, ayniqsa, geografiya ta'limida asosiy o'rin tutadi.

Tadqiqot doirasida nafaqat ta'limning innovatsion vositasi, balki subyektlarning o'quv jarayonida o'zaro ta'sirlashuv xususiyati ham ko'rib chiqiladi. Ma'lumki axborotlashgan jamiyatda axborot hajmi ta'lim oluvchilar tomonidan ularni o'zlashtirish imkoniyatlaridan ancha yuqori, shu munosabat bilan, unda yashaydigan inson uchun muayyan muammoni hal qilish uchun zarur bo'lgan ma'lumotning hajmini mustaqil izlash va topish ko'nikmasi va undan foydalanish bo'yicha o'z faoliyatini to'g'ri tashkil etish, shuningdek natijalarning nazorati va tuzatishlarni amalga oshirishga asos bo'ladi.

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## 2-METIL-6-AMINOXINAZOLIN-4-ON SINTEZI

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### ANNOTATSIYA

Maqolada turli biologik faollikka ega bo'lgan bitsiklik xinazolin-4-onning 2 va 6 almashgan hosilalari sintezi va reaksiya jarayoniga tasir etuvchi harorat, moddalar mol miqdori hamda reaksiya davomiyligining mahsulot unumiga tasirlari organilgan. Sintez qilingan birikmalarning turli xil erituvchilardagi eruvchanligi va ayrim fizik-kimyoviy kattalıkları organilgan hamda zamonaviy fizik-kimyoviy tadqiqot usullari yordamida tahlil qilingan. Reaksiyaning borish jarayoni yupqa qavatli xromatografiya usuli yordamida nazorat qilingan.

**Kalit so'zlar:** xinazolin-4-on, geteroxalqali birikma, biologik faol, sintez, katalizator, xarorat, reaksiya davomiyligi, faollantirilgan ko'mir, xromatografiya, spektroskopiya, qayta kristallash.

### ABSTRACT

In the article, the synthesis of 2- and 6-substituted derivatives of bicyclic quinazolin-4-one with different biological activity and the effects of the reaction temperature, the amount of substances and the duration of the reaction on the yield of the product were studied. The solubility of the synthesized compounds in various solvents and some physico-chemical parameters were studied and analyzed using modern physico-chemical research methods. The progress of the reaction was monitored by thin-layer chromatography.

**Keywords:** quinazolin-4-one, heterocyclic compound, biologically active, synthesis, catalyst, temperature, reaction duration, activated carbon, chromatography, spectroscopy, recrystallization.

### KIRISH

Hozirgi vaqtda jahonda kimyo sanoatining nozik organik sintez tarmog'i tobora kengayib, undagi mahsulot ishlab chiqarish hamji keskin sur'atlar bilan ortib bormoqda. Xinazolin-4-on hosilalari organik kimyoda, nazariy va amaliy jihatdan muhim ahamiyatga ega hisoblanadi [1; 48-53 b., 2; 6042-6054 b.]. Sintetik dori vositalari bo'lgan xinazolin-4-on

va uning hosilalari tibbiyot, veterinariya va qishloq xo'jaligi preparatlari orasida son va miqdor jihatdan yuqori o'rinni egallaydi [3; 3430-3440 b., 4; 51-55 b., 5; 93-101 b.].

Hozirgi kunda jahonning yetakchi ilmiy markazlari va oliy ta'lim muassasalari olimlari tomonidan xinazolin-4-onning yangi hosilalari sintezi va olingan yangi moddalardan biologik faolligi yuqori bo'lgan birikmalarining texnologiyasini ishlab chiqish borasida keng qamrovli ilmiy tadqiqotlar olib borilmoqda [6; 33-36 b., 7; 18-27 b., 8; 451-472 b.].

## ADABIYOTLAR TAHLILI

Xinazolin-4-on hosilalari orasidan biologik faol moddalarni izlash va yuqori samaradorlikka ega bo'lgan birikmalarni amaliyotga joriy etish dolzarb vazifa hisoblanadi. Xinazolin-4-on hosilalariga asoslangan ko'plab dori vositalari tibbiyot amaliyotida yuqori terapevtik samaraga ega bo'lib, ular turli xil kasalliklarni davolash uchun keng qo'llaniladi [9; 435-491 b., 10; 337-343 b.].

Hozirgi kunga qadar xinazolin-4-on hosilalari orasida tibbiyotda og'riq qoldiruvchi, yallig'lanishga, rak, saraton hamda odam organizmida paydo bo'ladigan turli xil o'simta va toshmalarga shu bilan birgalikda xar hil virusli kasalliklarga, veterinariya amaliyotida antigelmint, qishloq xo'jaligida fungitsid, gerbitsid, antibakterial, antimikrob, shira va tripslarga qarshi kurashuvchi vositalar sifatida keng qo'llaniladigan yuqori biologik faollikni namoyon etgan birikmalar sintez qilingan [11; 831-845 b., 12; 1-15 b., 13; 413-420 b., 14; 607-609 b.].

Shu sababli organik kimyo sohasida olib borilayotgan ilmiy tadqiqotlar natijasida molekulasida benzopirimidin halqasini saqlagan geteroxalqali birikmalar sinteziga bo'lgan qiziqish ortib bormoqda.

## NATIJALAR

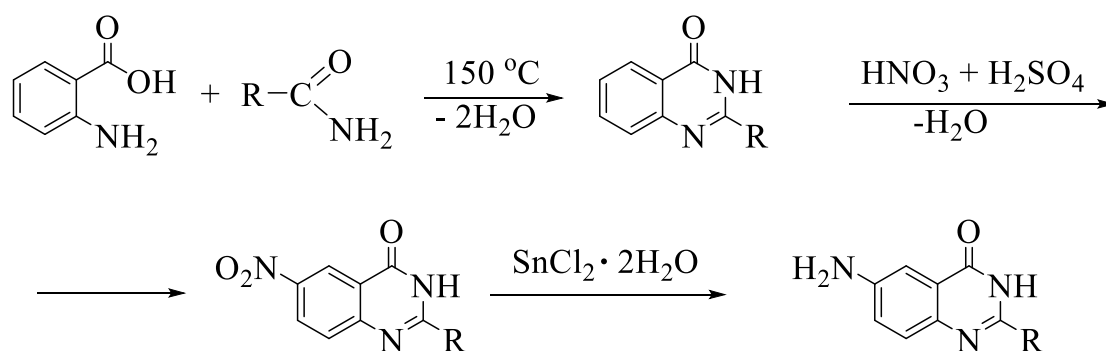
Ushbu tadqiqot ishida tarkibida turli xil funksional guruh saqlagan hamda biologik faollikka ega bo'lgan bisiklik 2-metilxinazolin-4-on va uning 6-holatida joylashgan harakatchan vodorod atomini nitrolovchi aralashma ishtirokida nitrolab hosil bo'lgan nitro guruhni  $\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$  ishtirokida amino- guruhgacha qaytarish reaksiyalari olib borildi. Reaksiya jarayonining borishi yupqa qatlamli xromatografiya (Sorbfil. Rossiya) usulida nazorat qilindi. Sintez qilingan birikmalarining suyuqlanish harorati «BOETIUS» (Germaniya) va MEL-TEMP (AQSH) uskunalarida aniqlandi.

Tadqiqotlar davomida reaksiya potensialini kengaytirish maqsadida, bir xil sharoitda antranil kislotaning amidlar bilan o'zaro ta'sirini o'rganilgan. Oldingi tadqiqot ishlarimizda





xinazolin-4-on sintezini Nimentovskiy usulida amalga oshirganimizda antranil kislota formamid bilan 130-140 °C da oson reaksiyaga kirishgan bo'lsa, xinazolin-4-onning 2-almashgan hosilalarini sintez qilishda amidlarning tarkibidagi uglerodlar sonining oshib borishi hisobiga reaksiya jarayonini yanada qattiqroq sharoitda, reaksiya davomiyligini ham uzoqroq vaqt davomida olib borish talab qilinadi. Bundan tashqari, yuqori haroratlarda jarayon antranil kislotaning sezilarli dekarboksillanishi bilan murakkablashadi [3; 3430-3440 b., 4; 51-55 b.]. Reaksiya mexanizmini batafsil o'rganish shuni ko'rsatadiki, u bir necha bosqichlarda boradi, so'ngra alohida bosqich natijalarini yaxshilash va reaksiyaga boshqa boshlang'ich komponentlarni kiritish mumkin bo'ladi [6; 33-36 b., 11; 831-845 b., 14; 607-609 b.]. Xinazolin-4-onning 2 va 6 almashgan hosilari quyidagi reaksiya tenglamasi asosida olib borildi.



### 1-rasm. Xinazolin-4-onning 2-6-almashgan hosilalarini sintez qilish reaksiyasi

Quyidagi jadvalda xinazolin-4-onning 2 va 6 almashgan hosilalarining turli xil erituvchilarda eruvchanligi xaqida ma'lumotlar keltirilgan.

1-jadval

#### Sintez qilingan birikmalarning ayrim erituvchilarda aniqlangan eruvchanligi

№	Erituvchilar	Erituvchi miqdori, g/100 ml			
		Harorat, °C			
		2-metilxinazolin-4-on		2-metilxinazolin-4-on	
		25-27 °C	45-47 °C	25-27 °C	45-47 °C
1.	Suv	эримайди	3,2	25,2	35,4
2.	Etanol	13,2	18,4	14,2	23,4
3.	Metanol	14,5	19,3	15,3	25,2
4.	Atseton	10,7	16,9	23,2	24,8
5.	Xloroform	5,4	6,3	17,2	19,4
6.	HCl ning 5% li eritmasi	erimaydi	erimaydi	5,9	7,1
7.	H <sub>2</sub> SO <sub>4</sub> ning 5% li eritmasi	erimaydi	erimaydi	6,3	7,8

## MUHOKAMA

Sintez qilingan 2-metilxinazolin-4-on va 2-metil-6-aminoxinazolin-4-ning tuzilishi IQ-spektroskopik usulda tahlil qilindi. Bunda 2-metilxinazolin-4-onning tarkibida 4-holatda joylashgan C=O guruhining valent tebranishi  $1580\text{ cm}^{-1}$  sohada, 3-holatda joylashgan NH guruhi  $3280\text{ cm}^{-1}$  sohada, C=N guruhi  $1612\text{ cm}^{-1}$ , va C–N guruhi  $1468\text{ cm}^{-1}$ , aromatik halqadagi C=C bog‘ining valent tebranishlari  $1558\text{ cm}^{-1}$  sohalarda, C–C bog‘ining valent tebranishlari esa  $1527\text{ cm}^{-1}$  sohalarda namoyon bo‘lishi kuzatildi.

Sintez qilingan 2-metil-6-aminoxinazolin-4-on birikmasining IQ spektri tahlili qilinganda (KBr,  $\nu$ ,  $\text{cm}^{-1}$ ): C=O guruhining valent tebranishi  $1535\text{ cm}^{-1}$ , NH guruhining valent tebranishi  $3147\text{ cm}^{-1}$ , (C=N) guruhining valent tebranishi  $1597\text{ cm}^{-1}$ , (C–N) guruhining valent tebranishi  $1465\text{ cm}^{-1}$ ,  $-\text{CH}_3$  guruhining valent tebranishi  $1437\text{ cm}^{-1}$ , ar.x. (C=C) guruhining valent tebranishlari esa  $1686\text{ cm}^{-1}$  sohalarda namoyon bo‘lishi kuzatildi.

Shuni ta’kidlab o‘tish lozimki, organik birikmalarning tuzilishini tahlil qilishda IQ-spektroskopiya usuli yordamida olingan natijalar ushbu birikmalarning tuzilishini kengroq tahlil qilish uchun yetarli hisoblanmaydi. Sintez qilingan birikmalarning tuzilishini to‘liqroq va ishonchli tarzda isbotlash uchun  $^1\text{H}$ ,  $^{13}\text{C}$  YaMR spektrlaridan foydalanish maqsadga muvofiq bo‘ladi. Shunday ekan, ushbu tadqiqot ishi davomida, yuqorida keltirilgan usullardan foydalangan holda xinazolin-4-on birikmasining  $^1\text{H}$ ,  $^{13}\text{C}$  YaMR spektrlari olindi.

Sintez qilingan birikmalarning  $^1\text{H}$  YaMR spektri tahlil natijalariga ko‘ra 2-metilxinazolin-4-onning 2-holatda joylashgan metil guruhi protonlari kuchli 3,14 m.u. sohalarda bir protonli tripletlar, aromatik H-2 protoni qiymati 7.79 m.u. sohada bir-protonli triplet triplet ( $J_1=1.27$ ,  $J_2=2.56$  Gs) ko‘rinishida kimyoviy siljish (KS) ni namoyon qildi, H-5 proton qiymati 8.20 m.u. sohada singlet holatda, N-6 protoni qiymati 7.36 m.u. sohada bir-protonli tripletlar tripleti ( $J_1=1.15$ ,  $J_2=2.21$  Gs) ko‘rinishida kuzatildi, H-7 protoni qiymati 7.71 m.u. sohada bir-protonli duplet ( $J=7.6$  Gs) ko‘rinishida kuzatildi, H-8 protoni qiymati 7.88 m.u. sohada bir-protonli duplet duplet ( $J=7.6$  Gs) ko‘rinishida namoyon bo‘lishi 2-metilxinazolin-4-on birikmasiga mos ekanligini, 2-metil-6-aminoxinazolin-4-on  $^1\text{H}$  YaMR spektri natijalari tahlil qilinganda 2-holatda joylashgan metil guruhi protonlari kuchli 2.92 m.u. sohalarda bir protonli tripletlar, H-3 (NH) protoni qiymati 9.79 m.u. sohada bir-protonli tripletlar tripleti ( $J_1=1.57$ ,  $J_2=2.83$  Gs) ko‘rinishida KS namoyon qiladi, H-5 proton qiymati 7.20 m.u. sohada singlet holatda, H-7 protoni qiymati 7.45 m.u. sohada bir-protonli tripletlar tripleti ( $J_1=1.15$ ,  $J_2=2.21$  Gs) ko‘rinishida kuzatildi, 6-holatdagi amino guruh tarkibidagi protonlar 7,58 m.u. sohada bir-protonli duplet duplet ( $J=7.41$  Gs)



ko‘rinishida kuzatildi, H-8 protoni qiymati 7.28 m.u. sohada bir-protonli duplet duplet ( $J=7.6$  Gs) ko‘rinishida namoyon bo‘lishi 2-metilxinazolin-4-on birikmasiga mos ekanligini tasdiqlaydi.

Sintez qilingan birikmalarning IQ spektrlari Perkin-Elmer firmasining IQ-Fure Sistema 2000 spektrometrida KBr li tabletkalarda, YaMR  $^1\text{H}$ ,  $^{13}\text{C}$ -spektrlari ishchi chastotasi 600 MGs bo‘lgan Jeol-600 uskunalarda (ichki standart GMDS,  $\delta$ -shkalasi) deuterillangan  $\text{CD}_3\text{COOD}$  eritmasida olindi.

## 2-jadval

## Sintez qilingan birikmalarning ayrim fizik-kimyoviy kattaliklari

№	Modda nomi	Brutto formulasi	Molekular massasi	Agregat holati	$T_{\text{suyuq.}}^{\circ\text{C}}$
1.	2-metilxinazolin-4-on	$\text{C}_9\text{H}_8\text{N}_2\text{O}$	160,173	Kristall	189-192
2.	2-metil-6-amino-xinazolin-4-on	$\text{C}_9\text{H}_8\text{N}_3\text{O}$	174,179	Kristall	248-249

Xinazolin-4-onning 2-almashgan ( $-\text{CH}_3$ ) hosilasi sintezi uchun qulay sharoit 150-155  $^{\circ}\text{C}$ , *o*-aminobenzoy kislotasi va metilformamidlarning o‘zaro nisbati 1:3, reaksiya davomiyligi 5 soat bo‘lganda ushbu geteroxalqali birikmani 80-85 % unumlarda sintez qilishga erishildi. Sintez qilingan 2-metilxinazolin-4-onni nitrolovchi aralashma ishtirokida nitrolab mos ravishdagi 2-metil-6-nitroxinazolin-4-on 70-74 % unumlarda sintez qilishga erishildi. Oraliq mahsulot hisoblangan 2-metil-6-nitroxinazolin-4-on tarkibidagi  $-\text{NO}_2$  guruh kislotasi sharoitda (HCl),  $\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$  yordamida qaytarilib 2-metil-6-aminoxinazolin-4-on 65-68 % unumlarda sintez qilindi. Sintez qilingan birikmalar etanolda qayta kristallandi.

## XULOSA

Xinazolin-4-onning 2-almashgan ( $-\text{CH}_3$ ) hosilasi sintezi uchun qulay sharoit 150-155  $^{\circ}\text{C}$ , *o*-aminobenzoy kislotasi va metilformamidlarning o‘zaro nisbati 1:3, reaksiya davomiyligi 5 soat bo‘lganda ushbu geteroxalqali birikmani 80-85 foiz unumlarda sintez qilishga erishildi. Sintez qilingan 2-metilxinazolin-4-onni nitrolovchi aralashma ishtirokida nitrolab mos ravishdagi 2-metil-6-nitroxinazolin-4-on 70-74 foiz unumlarda sintez qilishga erishildi. Oraliq mahsulot hisoblangan 2-metil-6-nitroxinazolin-4-on tarkibidagi  $-\text{NO}_2$  guruh kislotasi sharoitda (HCl),  $\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$  yordamida qaytarilib 2-metil-6-aminoxinazolin-4-on 65-68 foiz unumlarda sintez qilishga erishildi. Sintez qilingan birikmalar etanolda qayta kristallandi. Sintez qilingan birikmalarning biologik faolliklari o‘rganilmoqda.

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## THE THEME OF WAR IN ANCIENT LITERATURE: MYTHOLOGICAL THINKING AND HISTORICAL REALITY

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### ABSTRACT

This article is about the theme of war in ancient literature: mythological thinking and historical reality. The importance of this article is the social, political, cultural, philosophical consciousness and scientific-enlightenment thinking of the people formed over the centuries are reflected in these artistic monuments. In particular, the philosophy of war and peace, the ideas of the struggle for peace are also in the leading position.

**Keywords:** "antique", mythological thinking, allegorical representations, historical reality, cultural perspectives.

## ТЕМА ВОЙНЫ В ДРЕВНЕЙ ЛИТЕРАТУРЕ: МИФОЛОГИЧЕСКОЕ МЫШЛЕНИЕ И ИСТОРИЧЕСКАЯ РЕАЛЬНОСТЬ

### Аннотация

Данная статья посвящена теме войны в античной литературе: мифологическому мышлению и исторической реальности. Значимость данной статьи заключается в том, что в этих художественных памятниках отражено общественное, политическое, культурное, философское сознание и научно-просветительское мышление народа, формировавшееся веками. В частности, ведущее положение занимают также философия войны и мира, идеи борьбы за мир.

**Ключевые слова:** «античность», мифологическое мышление, аллегорические изображения, историческая действительность, культурные перспективы.

### INRODUCTION

It is known that the Latin word "antique" (antiguus) means "ancient". This term applies not only to Greco-Roman literature, but also to Eastern countries, which are the original cradle of culture. We know that the first literary monuments are a new socio-scientific reality created primarily in countries such as Egypt, Iran, China, India, Babylon (Babylonia). With this, the status of Greco-Roman literature will not fall, it will not be

lowered, of course. Greco-Roman literature, classical monuments will always be the first swallows of the world's artistic thinking.

The word "antique" applied to Greco-Roman society, art and literature is considered a European interpretation and concept. Since the European peoples were connected only with Greco-Roman culture in the way of their cultural development, they considered the spiritual wealth and literary monuments created by these peoples to be the most ancient. For example, Greek literature was not influenced by the literature of any nation, it is considered to be a literature that appeared independently. Perhaps, this is the result of God-given profound talent and artistic thinking of these peoples.

## MATERIALS AND METHODS

Ancient literature was also an expression of the psychological conditions, feelings and hopes of the Greco-Roman people who created this literature. The Greco-Roman peoples tried to solve age-old problems of humanity, including the attitude to wars, in their artistic creations, they praised and glorified the bravery, fighting spirit, patriotism, human power, and cursed terrible and senseless wars. On the other hand, the wars glorified the adventures of hardworking people, innocent servants, heroes who sacrificed themselves for the peace and development of the Motherland and the well-being of the population in an artistic form. They depicted brave warriors like Heracles and Odysseus as the epitome of virtue.

The theme of war in ancient literature often intertwines mythological thinking with historical reality, creating a complex tapestry of narratives that reflect both the cultural beliefs and the actual events of the time.

### *1. Mythological Thinking:*

Mythological thinking permeated ancient literature, where wars were often depicted as clashes between gods, heroes, and mythical creatures. These stories served not only as entertainment but also as explanations for natural phenomena and moral lessons for the audience. For example, in Greek mythology, the Trojan War, as narrated in Homer's "Iliad," portrays the conflict as the result of divine intervention and human folly, with gods and goddesses actively influencing the outcome of battles.

### *2. Allegorical Representations:*

Wars in ancient literature were frequently allegorical representations of broader themes such as the struggle between good and evil, the pursuit of glory, or the consequences of hubris. The characters and events in these stories often symbolize deeper philosophical or moral concepts. For instance, the wars described in the epic poem "The Mahabharata"

from ancient India not only recount historical battles but also explore themes of duty, honor, and the moral dilemmas faced by its characters.

### **3. Historical Reality:**

While ancient literature often embellished events with mythological elements, it also reflected historical realities. Many ancient texts contain accurate descriptions of warfare, military tactics, and the consequences of conflict. These accounts provide valuable insights into the political, social, and cultural dynamics of ancient societies. For example, Thucydides' "History of the Peloponnesian War" offers a detailed and analytical account of the conflict between Athens and Sparta, shedding light on the geopolitical tensions and power struggles of ancient Greece.

### **4. Cultural Perspectives:**

The portrayal of war in ancient literature varied depending on cultural perspectives and societal values. Some texts glorified conquest and military prowess, while others critiqued the horrors and tragedies of war. The "Epic of Gilgamesh," an ancient Mesopotamian poem, explores themes of friendship, mortality, and the consequences of warfare through the experiences of its legendary hero.

## **RESULT AND DISCUSSION**

As in the history of all developed cultural nations, Greek literature inevitably emerged on the ground of oral folk creativity. Although very few examples of Greek folklore have been preserved in the pages of history, it can be determined that in ancient times, in the primitive tribal times, the Greek people had a rich and colorful oral literature - tales, proverbs, riddles, songs. Including the existence of large epic and lyric-epic works is a proof of how strong the spiritual and aesthetic potential of the people of this land. The importance of this is that the social, political, cultural, philosophical consciousness and scientific-enlightenment thinking of the people formed over the centuries are reflected in these artistic monuments. In particular, the philosophy of war and peace, the ideas of the struggle for peace are also in the leading position. Of course, there is a thousand-year-old history of Greek mythology, which was formed in the distant steppes.

## **CONCLUSION**

In summary, the theme of war in ancient literature encompasses a rich tapestry of mythological thinking and historical reality, offering valuable insights into the beliefs, values, and experiences of ancient civilizations. These narratives continue to resonate with audiences today, serving as timeless reflections on the human condition and the enduring nature of conflict.





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## INTERRELATIONSHIP OF EXECUTIVE NETWORKS IN STATE MODERNIZATION

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### ABSTRACT

This article discusses the interrelationship of the executive branches in the modernization of the state, the origin of the term modernization, historical stages, the mutual cooperation of the branches of government in the modernization of the country and their mutual influence in carrying out activities. In the field of activities of state authorities and the importance of modernization, as well as its positive and negative aspects are analyzed.

**Keywords:** Power, political system, modernization, transit societies, pluralistic society, systematic analysis, liberalization, power networks.

### INTRODUCTION

Political modernization Today, as it has since the 1960s, it includes changes in politics and government in individual countries and states driven by major changes in technology. While the term is often used in the discourse of economic and political development, it is possible to understand more clearly what these changes in policy mean by keeping the framework in response to revolutions in technology. The latest stage of change is based on information science and knowledge of industry. Due to their growth, they have focused on new collaborative arrangements involving universities, the private sector, and government in computer science-based innovation. This term is the first time Comparative Politics of the 1960s emerged in the literature and was concerned with the influence of mass industry on politics and government, but it has taken on new life today in the changes taking place in high-income and developing countries.

Modernization (French moderne, the newest, modern) – update something, give it a modern touch, change it according to modern requirements. In modernization, machines, equipment, various technological devices, important discoveries are processed in accordance with the requirements of technical development.

Modernization is a "process" that arose from the "idea of progress" due to the French Enlightenment., "organizing society for change", "countering counter-revolutionary forces", paying special attention to the "economic side", political system and governance. Criticisms of modernization theory usually consist of equating it with Westernization, Eurocentricism, urbanization, and ethnocentrism. It is known that the concepts of economic, political, social and cultural modernization differ.

Among the urgent problems of civil society activity in the conditions of all kinds of modernization are corporate management of joint-stock companies, mutual relations between the state and society, legal institutionalization of civil institutions, mediation (reconciliation institute), civil control, development of student self-government, law enforcement There are cooperation bodies and others.

### CRITICAL ANALYSIS OF LITERATURE ON THE TOPIC

An integral part of most Asian forms of modernization are Eastern values that shape conservative modernism. According to Kanishka Jayasuriya, professor of political science and international relations at the University of Adelaide (Australia), bigoted modernism rejects philosophical and intellectual values such as individualism, universalism, and equality, and uses the products of modern civilization and related technological achievements (Jayasuriya K., 1998).

According to F. Fukuyama, transit societies will have to choose one of these "first - economic reforms" and "first - democracy" (F. Fukuyama, 1995). In fact, most countries, especially Asian countries, have achieved democracy through "autocratic" means. However, it would be absurd to suggest that the former communist regimes in Eastern Europe should cancel democratic changes until market reforms are implemented in the economy. The democratization and "modernization" of the Middle East will not solve the problem of terrorism, says F. Fukuyama in his article "I cannot accept neoconservatism in its current form". "Western politicians in the post-war period saw in secular nationalism the positive and fundamental essence of the savior political modernization for the Third World. Radicalism occurs because of the loss of equality that accompanies the transition to a modern, pluralistic society. Therefore, the spread of democracy in this region means the spread of "alienation", radicalism and terrorism. In addition, no matter how hard we try, the more active participation of Islamic groups in the political life of Middle Eastern countries is inevitable, and only in this way can the poison of Islamic radicalism be removed from the blood and tissues of Muslim societies. The times when our friendly authoritarian rulers ruled over submissive peoples have been completely forgotten" (F. Fukuyama, 1994).

What is the reason for the gradualness of the country's reform and modernization program?

Uzbekistan is without false revolutionary leaps from the beginning, announced that he chose the path of gradual-evolutionary development without revolutionary changes, step by step, protecting the interests of the broad classes of the population.

It is also appropriate to dwell on the form and stage of development of the system consisting of three branches of power after the liberalization-transition period.

## RESEARCH METHODOLOGY

In socio-philosophical literature, liberalization means the expansion of certain rights and freedoms, the free movement of a person, the abolition or reduction of restrictions on many types of activities, the process of "restricting the coercive power of any government", "allowing a person to freely exercise his abilities support conditions", "priority of private property" is understood.

It is interesting to observe the repetition of the balance of power in world history. For example, the "imperial reform" carried out in the late 15th - early 16th centuries, strengthening the unity of the Holy Roman Empire, allowed the empire to successfully compete with the nation-states of Western Europe to form a new balance of power between the emperor and the classes. The 1958 French Constitution was based on Charles De Gaulle's views on the country's state system, which envisages maintaining the principles of "separation and balance of power", democracy, and individual rights and freedoms. The State Council of San Marino elects two captain-governors (regents) who are the heads of state every 6 months. Regents are elected from opposing political parties to maintain a balance of power. In Israel, the appointment of judges by the Judicial Selection Commission, which consists of nine members, including three judges and the chairman of the Supreme Court, is classified as a violation of the balance of power in the state and a denial of the will of the Israeli electorate. According to the Russian Constitution, the balance between the branches of government is built in such a way that the Russian Federation is defined as a mixed republic (presidential-parliamentary, semi-parliamentary or semi-presidential). The balance between the branches of power is established in such a way that the right to form the government belongs neither to the president nor to the parliament.

## ANALYSIS AND RESULTS

Henri-Benjamin Constant de Rebecque (1767-1830), a French and Swiss writer, publicist, and political figure of the French Revolution, Bonapartism, and the Restoration, condemned any form of state with "excessive levels of authority." He wrote that public opinion,



as well as the division of power into three branches and their equality, are the guarantees of preventing such a defect. The division of power into independent branches and their equality occurs as follows: there should be "neutral power" headed by the head of state; the head of state prevents the emergence of conflicts between branches of power, ensures their coordinated operation. The head of state has the right to veto, dissolve the electoral chamber, pardon. The head of state does not have any interests "other than maintaining freedom and order" (B. Konstan, 2000).

And E. Toffler optimistically explains the process of establishing mutual cooperation and balance of power branches: "Legal inequality at one level can be corrected at another level. Therefore, the balance of power can exist between two or more objects, and even between the different subsystems that are part of them, there is legal inequality.. At the same time, the scientist considers the factors of absolutization of this phenomenon, "it is necessary to evaluate not only the balance of power, but also the "power of balance"" (E. Toffler, 2004).

According to American historian Arthur Schlesinger (1917-1907), who developed the thesis about the age of "imperial presidency", "the balance between the power of the president and the representative bodies provided for in the Constitution is disturbed in favor of the president." "Foreign policy is an area where this constitutional balance can be disturbed" (A. Shlezinger, 1992), says A. Shlezinger..

Methodological institutionalism is a non-classical method of social knowledge that closely ties scientific knowledge to specific social relations between separate and combined factors (DPFrolov, 2009).

"The balanced approach creates the idea that the elements of the system have only one main goal... to return to the starting point of balance or to move towards some new point of balance," says D. Easton. Moreover, "some elements of the system may sometimes perform actions that contribute to the disturbance of the previous state of equilibrium or maintain a permanent state of disequilibrium." Accepting the analysis of equilibrium states as a methodological basis, albeit in an imprecise form, makes it difficult to identify system goals that cannot lead to the achievement of an equilibrium state.

Systematic analysis, concludes D. Easton, "allows for the development of a more flexible and effective theoretical structure than the level of theoretical analysis that can be achieved within a well-developed balanced approach" (MAvasilik, 2000). The essence of the systematic analysis of the characteristics of the division of power is that power is studied as a complex of elements in connection with the environment - civil society and socio-economic relations.

When it comes to the balance of power networks, it is necessary to consider the external side as well. "Ultimately," says



H. Clinton, "there must be a balance of power." This is one of the main principles of the American government system. We have a balance of power, with an independent judiciary, a strong executive, and a very active legislature. But, in addition, there must be a balance of power between the government, the market economy and civil society. Only when this balance is disturbed should other parties intervene in this process" [usembassy.gov.].

## CONCLUSION

The purpose of systematic analysis is to organize the sequence of actions in solving large problems based on a systematic approach. In systems analysis, problem solving is defined as an activity that maintains or improves the performance of a system. Techniques and methods of system analysis aimed at promoting alternatives are problem solving, determining the level of uncertainty for each option and comparing options in terms of their effectiveness. The essence of analyzing the separation of powers on a systematic basis is that power is studied as a complex of elements, in connection with civil society and socio-economic relations. Systematic analysis allows for a complex and interrelated study of the separation of powers, taking into account the social foundations of politics and the negative effects of politics on social realities.

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## THE EVOLUTION OF PHRASEOLOGY: FROM EARLY NOTIONS TO A DISTINCT DISCIPLINE

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### ABSTRACT

This article delves into the world of phraseology and idioms, exploring their classification, cultural significance, and representation in dictionaries. Key concepts of the article are periphery, and dynamic areas of phraseology that are distinguished based on the regularity and composition of their components. Moreover, it classifies idioms based on their communicative function (e.g., qualifying, identifying) and compares to similar structures in other languages. The article stresses the importance of cultural connotation in phraseology. Phraseological units are seen as repositories of cultural knowledge, reflecting the historical, social, and symbolic experiences of a language community. Their figurative bases embody cultural concepts and stereotypes. Also, the article explores various approaches to presenting phraseological units and idioms in dictionaries. There's debate on whether to include them in separate entries or within entries for their component words. Different criteria for choosing the placement word within a phraseological unit are also discussed. Overall, the article provides a comprehensive overview of phraseology and idioms, highlighting their linguistic and cultural significance, along with the challenges of representing them in dictionaries.

**Keywords:** Phraseology, idioms, lexical-phraseological universals, cultural connotation, communicative function, lexicography.

### АННОТАЦИЯ

В данной статье рассматривается мир фразеологии и идиом, исследуя их классификацию, культурное значение и представление в словарях. Ключевыми концепциями статьи являются периферия и динамические области фразеологии, которые выделяются на основе регулярности и состава их компонентов. Кроме того, она классифицирует идиомы на основе их коммуникативной функции (например, квалифицирующей, идентифицирующей) и сравнивает с аналогичными структурами в других языках. В статье подчеркивается важность культурной коннотации в фразеологии.





Фразеологические единицы рассматриваются как хранилища культурного знания, отражающие исторические, социальные и символические опыты языкового сообщества. Их образные основы воплощают культурные концепции и стереотипы. Кроме того, в статье исследуются различные подходы к представлению фразеологических единиц и идиом в словарях. Идет дискуссия о том, включать ли их в отдельные статьи или внутри статей для их компонентов. Также обсуждаются различные критерии выбора размещения слова внутри фразеологической единицы. В целом статья предоставляет всесторонний обзор фразеологии и идиом, подчеркивая их языковое и культурное значение, а также вызовы представления их в словарях.

**Ключевые слова:** Фразеология, идиомы, лексико-фразеологические универсалии, культурная коннотация, коммуникативная функция, лексикография.

## 1. INTRODUCTION

The premises of phraseology theory are discerned in the works of Russian scholars A.A. Potebnya, A.A. Shakhmatov, and F.F. Fortunatov. The development of phraseology has also been significantly influenced by the ideas of the French linguist Ch. Bally, who first formulated the characteristics of stable word combinations and the principles of their classification, and introduced the term 'phraseology' to denote "a branch of stylistics studying connected word combinations" [18, p. 9; 29, p. 12].

The question of studying stable word combinations and their semantic and grammatical features in a specialized branch of linguistics was raised in the 1920s to 1940s by E.D. Polivanov, S.I. Abakumov, B.A. Larin, and L.A. Bulakhovsky, however, phraseology as a separate linguistic discipline was formalized in the 1940s [29, p. 11; 36, p. 560].

The emergence of phraseology as an independent discipline is associated with the name of the Russian scholar V.V. Vinogradov, whose works formulated the basic concepts, scope, and tasks of phraseology [10].

One of the important points in Vinogradov's works was his attitude towards the role of figurative content in the meaning of phraseological units, i.e., motivatedness [29, p. 12]. Seeking to distinguish completely reinterpreted stable word combinations from word combinations freely formed at the moment of speech organization based on a strictly 'meaningful' criterion, Vinogradov used the previously known criterion of 'uninferrability' of the meaning of the whole from the meanings of the constituent words in their 'usual' meaning, but at the same time attributed special importance to the phenomenon of motivatedness, which

found reflection in his differentiation between 'phraseological combinations' and 'unities' [10].

Another important achievement of Vinogradov's phraseological concept is the introduction of the category of meaning connectedness [40, p. 213; 29, p. 13]. According to Vinogradov, connected "lexical meanings can only manifest themselves in connection with a strictly defined circle of concepts and their verbal designations" [10, p. 26]. Thus, meaning connectedness should be understood as the "ability of a word to be realized only with a strictly defined word or set of words" [30, p. 57].

For N.N. Amosova, the fundamental distinction lies between meaning connectedness with a single word and meaning connectedness with a set of words [40, p. 215]. Depending on which of these two abilities a word possesses in an expression, Amosova distinguished between 'phraseemes' (where the connected meaning must have a single determining unit – e.g., grind one's teeth) and 'phraseoids' (where the connected meaning has a series of determining units – e.g., pay one's respects/a compliment/court to someone). Amosova generally excluded the latter type of expressions from the scope of phraseology, as the determining minimum upon which the meaning of the verb 'pay' depends is not constant [2, pp. 68–71]. From early notions to a distinct discipline like in idiomatics, this corpus can be divided into a core, periphery, and dynamic 'area'.

In the subsequent years, phraseology underwent an intensive period of its classical development, associated with the activities of a whole galaxy of phraseologists who affiliated themselves with V.V. Vinogradov's school (V.P. Zhukov, A.V. Kunin, A.I. Smirnitsky, N.M. Shansky). The main task of this school was to identify lexical-syntactic differences between phraseological units and free word combinations, and to distinguish the meanings of phraseological units as nominative units of language from the meanings of words. On this structural-semantic basis, the identification and classification of phraseological units – all stably reproducible combinations of words in a 'ready-made' lexical-grammatical composition – were carried out.

## 2. METHODS

V.V. Vinogradov's typology, developed on the material of the Russian language, included three types of phraseological units:

- phraseological combinations, or idioms – unmotivated units that act as equivalents of words (literally, "down the sleeves," as if not so);
- phraseological units – motivated units with a unified integral meaning arising from the merging of meanings of lexical components (to swim shallow, the first pancake is lumpy), including terms (holiday home, question mark);

○ phraseological collocations – expressions in which one of the components has a phraseologically connected meaning, manifested only in connection with a strictly defined circle of concepts and their verbal designations (fear takes, laughter takes).

According to N.N. Amosova, in order for "the degree of motivatedness of a phraseological unit to serve as the basis for the typological division of phraseological units, it would be important ... to develop strict and precise objective criteria for its definition" [2, p. 9]. Otherwise, the inclusion of any phraseological unit in a particular category would be arbitrary. In addition, critical remarks about Vinogradov's concept arise from the "wide and diverse composition of the category of phraseological units, including technical and scientific terms, idiomatic expressions, ... proverbs and sayings" [18, p. 23]. Another significant shortcoming of Vinogradov's classification is the different basis for defining types of phraseological units: motivatedness for the I and II groups, limited word compatibility for the III group.

A.I. Smirnitsky's phraseological concept is valuable because he raised questions about the structural types of phraseological units, about the differences in the composition of their components, about the variety of their functional types. Structurally, Smirnitsky divides phraseological units into 'single-top' and 'double-top' (or 'multi-top'), that is, consisting of either the combination of two or more meaningful words [27]. Thus, according to N.N. Amosova, "very large differences in the syntactic structure of phraseological units" are recognized [2, p. 10].

A.V. Kunin divided English phraseology into several sections depending on the types of meanings of phraseological units (from more complex to less complex): idiomatics, idiomaphrasematics, and phraseomatics. Kunin's classification of phraseological units complements the well-known typology of Vinogradov, as English phraseology does not fit into the three classes identified by Vinogradov. Idiomaphrasematics and a number of groups included in phraseomatics were first distinguished [18, p. 26].

### 3. RESULTS

In the section on idiomatics, A.V. Kunin includes proper phraseological units, or idioms, which he defines as "stable combinations of lexemes with fully or partially reinterpreted meanings" and which differ in structural types and can be both motivated and unmotivated [18, pp. 26–27]. A.V. Kunin proposes the following categorization of this group of phraseological units: phraseological units (burn one's fingers, all is not gold that

glitters) and phraseological combinations (kick the bucket, send smb. to Coventry) [18, p. 53].

The section on idio-phasemantics includes idio-phasematisms, that is, "stable word combinations, the first phrasematic variants of which have literal but complex meanings, and the second idiomatic variants have completely reinterpreted meanings, for example, chain reaction – 1) a scientific term; 2) a completely reinterpreted idiomatic variant. The second variant is a reinterpretation of the first, which serves as its prototype. The reinterpretation is metaphorical in nature" [18, p. 27].

In the phraseomatics section, A.V. Kunin includes phraseomatic units, or "phraseological units of a non-idiomatic nature but with a complex meaning" [18, p. 27]. This category is divided into the following groups:

Phrases with transformed meanings, whose semantic complexity lies in the fact that their meanings are not the sum of the meanings of their components but new meanings (good morning, good night).

- Phrases with additional-clarifying meanings (an affair of honor, first night).
- Phrases with additional-clarifying meanings indicating symbolic gestures or phraseological combinations (knit one's brows, nod one's head).
- Proverbs with literal meanings based on the identification or opposition of the meanings of the components (better late than never, a friend in need is a friend indeed).

Phrases with phraseomatically related meanings, where the meaning of the leading component can only be derived from the formations in which this component is used (to pay attention/heed/no mind, pay a call/a visit). This category tends to expand the compatibility of the leading element, so they approach variable word combinations [18, pp. 55–57].

A.V. Kunin does not include terms with terminological meanings (visual navigation, measuring instrument) in the phraseology, as well as phrases with a narrow meaning of the leading component (to launch a rocket). Both types of phrases are formed according to the generative model of variable word combinations [18, pp. 27–28].

In V.N. Telia's concept, the field of phraseology is also divided into several groups:

- PHRASEOLOGY 1 – a branch of linguistics that studies the idiomaticity of word combinations and their sign functions.
- PHRASEOLOGY 2 – a branch of linguistics that studies the category of meaning association (in its lexical and semantic, ... as well as lexical-grammatical aspects) and the sign functions of associated word meaning.

○ PHRASEOLOGY 3 – a branch of linguistics that studies the clichéd nature of speech.

○ PHRASEOLOGY 4 – a branch of linguistic stylistics that examines the characteristic ways of nomination for a particular direction, style, or individual author.

○ PHRASEOLOGY 5 – a branch of linguistics that studies proverbs.

○ PHRASEOLOGY 6 – a field of linguistics that collects aphorisms, maxims, or words perceived as "quotations" with the aim of creating encyclopedic dictionaries of winged words and expressions [29, p. 75]. Phraseology 1 and phraseology 2 constitute the main part of the total volume of phraseological units.

The central point in the process of idiom formation according to V.N. Telia is the involvement of word combinations in metaphor based on the similarity of the meaning underlying the nominative intent and what is denoted by the combination in its 'literal' meaning, and which is also included in a certain structure of knowledge about the world – a kind of 'scenario' or 'frame' [29, p. 60]. The typology of Russian phraseological units in V.N. Telia's view is based on the functional principle.

The core of phraseology 1, according to V.N. Telia, consists of idioms that are equivalent to words in performing both their and others' integral nominative functions (the ability of a name expressed by a combination of words to refer to an object correlated with a single denotation, ... none of whose features correlate with a separate name contained in the combination of words). For example, to beat around the bush, to poke one's nose in.

When considering idioms, it is necessary to focus separately on the category of idiomaticity and its components. The basic ideas of idiomaticity are 'reinterpretation' and 'opacity'. Reinterpreting one meaning of an expression as another meaning is an operation that transforms the first meaning into the second according to some principle. For example, the expression let the cat out of the bag is idiomatic based on the principle of reinterpretation, which involves a mechanism of metaphorization. Opacity should be understood as the property of a sign that prevents its value from being calculated due to the lack of a productive rule allowing it to be detected. For example, the expression to take the bull by the horns is opaque, because it can be considered that there are no standard rules allowing the actual meaning of the expression to be derived from the meanings of its components [8, pp. 52–55].

The blurred periphery of idiomatics consists of a group of phrases with residual and acquired lexical-semantic properties of individual components, which are called analytical, that is, one of the names in them always has an independent denotative correspondence, while the other indicates

its denotatum through this name. For example, to come to mind, on the fly [29, pp. 62–63].

Phraseology 2 includes phraseological combinations [10], or lexical collocations [38]. Under the influence of transformational grammar, the term restrictive combinations [40] began to be used. Despite the fact that in foreign linguistics the question of the association of meaning is ignored, V.N. Telia believes that it is essential for lexicography: collocations are formed by a narrow scope of meaning of one of the words or its 'association' [29, pp. 64–65].

The reasons for their reproducibility are as follows:

At least one of the components appears in a free meaning (primary or secondary) and performs the role of a semantic key, that is, it predetermines the semantic interpretation related to it in terms of both meaning and form of the other component(s) (e.g., "бурный восторг" = "общий и интенсивный восторг"). Semantically realized words allow for a sufficiently complete interpretation.

This interpretation is only possible for the semantically realized word when combined with this semantic key word.

These two features clearly distinguish lexical collocations with an analytical type of meaning from idioms and free word combinations [29, pp. 65–66]. As for the structural-semantic varieties, they are associated with the type of language and the type of meaning underlying them.

Like in idiomatics, this corpus can be divided into a core, periphery, and dynamic 'area'.

The core must possess both features and some other characteristics typical of analytism, such as nominative regularity in the face of irregular ways of fulfilling the nominative task. Nominal regularity, in V.N. Telia's work, refers to the ability, due to the 'related' meaning of the component word, to denote meanings that have a general categorical content, typical for aspectual and aspectual-temporal values, for meanings correlated with deep semantic 'cases' [32]. Irregularity is due to the use of lexical means not belonging to function words forming analytical forms, as well as to 'direct' ways of expressing evaluative or actant meanings [29, p. 66].

In a nominative approach to combinations in this area, analytical designations of elements of the 'subject series' should be included (generic-species and partial designations of existing objects, which are named according to specific features or the relationship between part and whole. For example, "белое вино" (white wine), "зелёный чай" (green tea), "носик чайника" (the spout of a teapot).

The periphery of the domain consists of combinations that tend towards proper analytical forms of the meaning of the key word (e.g., "оказать помощь" (to provide assistance), "большой

успех" (great success)); combinations in which the associated meanings tend to acquire their own denotation, that is, due to usage, they are still 'attached' to the semantic key word, but have already gained nominative 'specialization' (e.g., "приходить к решению" (to come to a decision), "поле деятельности" (field of activity)); combinations intermediate between idioms and analytical lexical collocations (e.g., "приходить в голову" (to come to mind), "выпустить в трубу" (to let out into the pipe)). Like idioms, all their components are completely reinterpreted, but together, the dominance of the nominal component is realized [29, p. 68].

The dynamic area of this class is represented by combinations (e.g., those that emerged during the period of restructuring) that are fully integrated into the regular nominative paradigm but are irregular in terms of the lexical expression of the meanings specified in the nominative 'matrix'. For example, "пирог власти" (the pie of power), "дитя застоя" (the child of stagnation), "коридоры власти" (the corridors of power).

Combinations included in the domain of phraseology 2, according to E.G. Borisova, are complemented by 'phraseems', which are a group of word combinations "one of whose components can only be used in combination with another component, which, in turn, is used quite freely..." For example, "щурить глаза" (to squint), "shrug shoulders" [9, p. 91].

D.O. Dobrovolsky's classification of idioms is based on a communicative-functional principle:

- Idioms in the qualifying (characterizing) function: "точить лясы" (to sharpen awls, denoting an action), "хоть пруд пруди" (in abundance, denoting a quantitative characteristic).

- Idioms in the identifying function: proper names ("Медный всадник" - "The Bronze Horseman"), terms ("адамово яблоко" - "Adam's apple"), object nominations ("чёрный ворон" - "black crow").

- Idioms in the function of modal operators: expressing evaluative meaning ("грешным делом" - "sinfully"), expressing emotional meaning ("Была не была!" - "Once upon a time!").

- Idioms in the function of utterances: "лёд тронулся" (the ice is broken), "жребий брошен" (the die is cast) [12, pp. 49–53].

R. Moon also considers English idioms from a functional aspect and distinguishes 5 groups based on their main functions: informational idioms (e.g., "to catch sight of something," "for sale," conveying information); evaluative idioms (e.g., "kid's stuff," "a different kettle of fish," conveying evaluation, the speaker's attitude); situational (e.g.,

"long time no see," "knock it off," reflecting context, responding to a situation); modalizing (e.g., "I kid you not," "you know what I mean," conveying true values); organizing (e.g., "by the way," "for instance," organizing text, denoting discourse construction) [37, pp. 496–497].

Polysemy in phraseology occurs when "the same unit, in the same sound structure and form, has meanings semantically related to its other meanings." For example, "odds and ends": 1) remnants, scraps; 2) bits of information, conversation [1, pp. 3–4, 131]. According to D.O. Dobrovolsky, "the following statistical regularity is noted: the wider the semantics of the phraseological unit, the less likely polysemy is to occur..." [11, p. 98].

An example of homonymy in phraseology is when "the meanings of the phraseological unit are incompatible." For example, "out of hand": 1) out of control; 2) immediately [1, p. 4, 120].

According to D.O. Dobrovolsky, phraseological synonymy (e.g., "play cards close to the vest" = "play cards close to the chest"; "put someone out to grass" = "put someone out to pasture") is much more common than lexical synonymy, to the extent of forming long chains of practically absolute phraseological synonyms, which in the domain of lexis is a rare exception [11, p. 98].

According to V.N. Telia, "cultural connotation is, in the most general sense, the interpretation of the denotative or metaphorically motivated, quasi-denotative, aspects of meaning in cultural categories. Applied to units of the phraseological composition of language as signs of secondary nomination, the characteristic feature of which is the figurative-situational motivation, which is directly related to the worldview of the people - the carriers of the language, the center of cultural connotation, its main nerve is this figurative basis" [29, p. 214]. Phraseological units emerge in national languages based on such a figurative representation of reality that reflects the everyday-empirical, historical, or spiritual experience of the language community, which is undoubtedly linked to its cultural traditions because the subject of nomination and speech activity is always a subject of national culture [30, p. 13].

The system of images fixed in the phraseological composition of the language serves as a kind of 'niche' for the accumulation of worldview and is somehow connected with the material, social, or spiritual culture of the given language community, and therefore can testify to its cultural-national experience and traditions. If language units have cultural-national specificity, then the latter must have its ways of reflecting it and means of correlating with it, that is, serve as a kind of 'link' connecting into a single chain the 'body of the sign' on the one hand, and concepts, stereotypes, benchmarks, symbols, mythologems, and other signs of culture on the other. The means



of embodying the cultural-national specificity of phraseological units is the figurative basis, and the way of indicating this specificity is the interpretation of the figurative basis in the sign cultural-national 'space' of the language community. Such an interpretation constitutes the content of cultural-national connotation [29, pp. 215–216].

The study of the cultural-national connotation of phraseological units should be conducted against the background of the problem of the relationship between language and culture as two semiotic systems [29, p. 228]. The system of language values correlates interpretatively with the cultural competence of language speakers [29, p. 230]. Only when the figurative content manifested in the 'literal' reading of phraseological units is correlated with the categories, concepts, mythologems, stereotypes, and benchmarks of national culture and interpreted in this space of material, social, or spiritual culture does the culturally significant meaning of the image itself open up [29, p. 231]. Against the background of this correlation, phraseological units themselves acquire the role of cultural stereotypes [29, p. 232].

Since the late 1970s, research in phraseology has paid special attention to more detailed aspects of the functioning of phraseological units: the phraseological activity of certain classes of words (e.g., nouns: [22]); the study of specific types of phraseological units (e.g., speech stereotypes and clichés: [48; 31]; paired phrases like "cake and ale," "neck and crop": [23]); the consideration of phraseological units in sentence structure [14] and their variability [26].

## CONCLUSION

Phraseology is a rich and complex system within language, encompassing various types of units with distinct characteristics. These units can range from fully idiomatic expressions (like "to kick the bucket") to those with more literal meanings but complex structures (like "good morning"). Their figurative nature and historical grounding connect them to the cultural experiences of a language community.

The analysis of phraseology considers multiple dimensions. These include categorization based on meaning and structure, the concept of idiomaticity, the functional roles these units play in communication, and the underlying cultural knowledge they represent. Understanding these different aspects is crucial for appreciating the full significance of phraseology in language.

Future research in phraseology appears to be moving towards a more detailed examination of specific areas. This includes exploring the behavior of particular word classes within phraseology, investigating specific types of phraseological units, and analyzing how these units' function within sentences and how their forms might vary. Additionally,

the field continues to explore the best ways to represent phraseological units in dictionaries.

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## HARBIY KADRLAR TAYYORLASH MASALASIDA O‘ZARO HAMKORLIK ALOQALARINI RIVOJLANTIRISHNING PEDAGOGIK JIHLATLARI

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### ANNOTATSIYA

Yangi O‘zbekistonda o‘tkazilayotgan dasturiy islohotlarning pirovard maqsadi, o‘z tarkibida davlat talablari darajasida tayyorlangan va mudofaa sohasida maxsus ta‘lim olgan, o‘z xalqi, Vatanining sha‘ni va qadr-qimmatini mardona himoya qila oladigan ofitser kadrlarni tarbiyalashdan iborat. Bu jarayon Qurolli Kuchlarni nafaqat professionallik asosida tashkil qilishni, balki harbiy-siyosiy, ijtimoiy-siyosiy va strategik xarakterdagi tayyorgarlikni samarali amalga oshirish uchun turkiy davlatlar bilan hamkorlik aloqalarini o‘rnatish muhim hisoblanadi.

Harbiy kadrlarni tayyorlash siyosati bu davlatimizning kadrlar tayyorlash va ularni o‘z o‘rniga qo‘yish strategiyasi bo‘lib, aynan davlat tashkilotlari tomonidan amalga oshiriladigan jarayondir. Shu bois, bugungi Yangi O‘zbekistonning Qurolli Kuchlarida amalga oshirilayotgan islohotlarda asosiy e‘tibor qo‘shinlarning tarkibiy tuzilishi, joylashuvi, kasbiy va jangovar tayyorgarligi, o‘quv-moddiy ta‘minotining takomillashuvi, ularni zamonaviy qurol-aslaha bilan ta‘minlash, harbiy infrastrukturani yaratish, mamlakatimiz iqtisodiyoti, sanoat imkoniyatlari safarbarligini moslashtirishga qaratilmoqda. Bunda boshqa turkiy davlatlar bilan hamkorlikni mustahkamlash va ularning erishgan yutuqlaridan samarali foydalanish ham nazarda tutiladiki, maqolada harbiy mutaxassis kadrlarni tayyorlashning turkiy davlatlar tajribasi nazariy-metodologik jihatdan taqiq etiladi.

**Kalit so‘zlar:** klaster, harbiy fan, kompetentlik, professionalizm, professiogramma, konseptual yondashuv, kompetensiya.

### ABSTRACT

The ultimate goal of the program reforms carried out in New Uzbekistan is the training of officers trained at the level of state requirements and who have received special education in the field of defense, capable of courageously defending the honor and dignity of their people. In this process, it is important not only to organize the Armed Forces on the basis of professionalism, but also to establish cooperative relations with Turkic countries for the effective implementation of military-political, socio-political and strategic training.

Military training policy is our country's strategy for training and deploying personnel in the field, and it is a process carried out

by government organizations. Therefore, in the reforms carried out today in the Armed Forces of the new Uzbekistan, the main attention is paid to the structural structure, deployment, professional and combat training of troops, improving training and material support, providing them with modern weapons, creating a military infrastructure, adjusting the mobilization economy and industrial potential of our country. In this regard, it is planned to strengthen cooperation with other Turkic countries and effectively use their achievements. The article theoretically and methodologically prohibits the experience of Turkish countries in training military specialists.

**Keywords:** cluster, military science, competence, professionalism, profессиogram, conceptual approach, competence.

### KIRISH

Jahonda klaster yondashuvi asosida oliy harbiy ta'lim muassasalarida pedagogik ta'lim transformatsiyalashuvini takomillashtirish uchun xavf va tahdidlarni mintaqaviy va global darajada doimiy tarzda monitoringini amalga oshirib, harbiy qudratni takomillashtirish bo'yicha turli pedagogik modellarni ishlab chiqishga doir qator tadqiqotlar olib borilmoqda [16, 17, 18, 19, 20, 21]. 2020 yilda dunyoda bo'lib o'tgan 56 ta harbiy nizolarda 38 davlat qatnashgan. U davlatlar 8 tasi bu nizolarni chinakam urush deb baholagan. Bu esa, klaster yondashuvi asosida oliy harbiy ta'lim muassasalarida pedagogik ta'limning transformatsiyalashuvini takomillashtirishni taqozo etadi. Венгрия, Turkiya (Türkiye Ulusal Güvenlik Stratejileri Merkezi Tusam), Ozarbayjon, Qozog'iston kabi davlatlarda transformatsiyalashuv jarayonida pedagogik ta'limning takomillashtirishga struktraviy-funksional yondashib, bunda ta'lim texnologiyasi potensial va real xavflarning tarkibini inobatga olgan holda harbiy texnologiya va harbiy-professionallik masalalari taktik hamda strategik darajalarda o'rganilib, jismoniy va moddiy-texnik yo'qotishlar sonini kamaytirishga yo'naltirilgandir.

Harbiy to'qnashuvlar tarixi[12, 124-394-bet] shuni ko'rsatadiki, mudofaa va hujum jangida qo'llanilgan taktik usullar, harbiy texnika va qurol-aslahalarni qo'llash tajribasi harbiy ta'limni takomillashtirish maqsadida doimiy tarzda:

taktik harakatlar elementlari, umumiy taktika doirasida;

qurol qo'llash, otish tayyorgarligi doirasida;

boshqa kuch va tuzilmalar bilan hamkorlikda harakatni amalga oshirish, harbiy boshqaruv;

harbiy xizmatni tashkil etish, har tomonlama ta'minot turlari kabi fanlar doirasida o'qitilishi lozim.



## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Mudofaani ta'minlash Qurolli Kuchlarning asosiy funksiyasi sanalib [13, 1136-bet], uning jangovar qudrati harbiy xizmatchilarni harbiy-professional tayyorgarligiga hamda harbiy texnika va qurol-aslahalarni zamonaviyligiga bog'liqdir deb ta'kidlaydi, general-mayor A.Ikramov. Qurolli Kuchlarning safida harbiy-professional tayyorgarligi – bazaviy harbiy-kasbiy kompetensiyasi mujassamlashganda har qanday tajovuzkor harakat va qurolli nizolarning oldini olishga, mamlakat hududining barqarorligini ta'minlashga qodir bo'ladi. Bu o'z navbatida, taktik harakatlar, qurol-aslaha va harbiy texnikaga doir bo'lgan texnologiyalarni harbiy ta'limga tatbiq etishni taqozo etadi.

Harbiy ta'lim jarayonida professional bilim va ko'nikmalarni o'zlashtirishga ishontirishni ta'minlash birinchi navbatda, harbiy pedagogdan chuqur harbiy-professional tayyorgarlikka ega bo'lishni talab etib, komandirlik tayyorgarligi, uslubiy tayyorgarligi harbiy pedagogning tajribasini kursantga etazishni ta'minlovchi vosita sanaladi. Bunda ishontirish algoritmi, harbiy-professionallikni egallashning substansiyasi sanaladi. Chunki, ommaviy tartibsizlikni bartaraf etishda "Dinamik" va "Yashirin" usullarni qo'llagan holda "Kamon", "Qaychi", "Ilmoq", "Yondosh", "Pona", "Burchak", "Ilon" kabi taktik harakatlarni kursant faqatgina harbiy ta'lim amaliyotida o'zlashtirib, harbiy psixologiya fanlarini o'zlashtirishda uni axloqiy-ruhiy jihatlarini ham bilib oladi.

Harbiy ta'lim tizimini zamonaviy harbiy to'qnashuvlar xarakterini inobatga olgan holda takomillashtirish harbiy kadrlarni tayyorlashning asosiy g'oyasi sanalishi lozim, O.N.Leuxin bu masalada "harbiy ta'lim muassasasi – qo'shinlar" tizimi tarzida munosabatda bo'lishni afzal ko'rib, qo'shinlardagi real vaziyat (talab, majburiyat, funksiyalar, qurol-aslaha va texnikalar bilan jihozlanganlik, ularni qo'llash tajribasi) harbiy ta'limda o'z ifodasini topishi lozim deb hisoblaydi [14, 47-bet]. T.S.Slavin va V.V.Tananayko SSSR harbiy ta'lim muassasalarining so'ngi yildagi holatini o'rganib [15, 48-51-bet], ta'limda asosan NATO bloki shartli dushman tariqasida tanlanib, harbiy tayyorgarlikni ularga qarshi kurashish tarzda olib borilganligini ko'rsatib o'tgan.

Hozirgi davrda amaliyotda mavjud kasblarning sifatlari, professiogrammalari ishlab chiqilgan bo'lsa-da, ammo mamlakatimiz Qurolli Kuchlari tizimida professional harbiy kadrlar professiogrammasi ishlab chiqilmagan [8, 23-26-bet]. Shuning uchun biz "professiogramma", "psixogramma", "professiya", "professionalizasiya" kabi tushunchalarga ta'rif berib, professional harbiy kadrlar faoliyatida nima uchun professiogramma zarurligi ko'rsatib o'tilgan.

Olimlar tomonidan oliy harbiy ta'lim muassasalari (bundan keyin OHTM tarzda ifodalanadi) uchun tayyorlangan darslikda professiogramma – aniq faoliyat, mehnatning texnik va axborot vositalari, sanitariya-gigiena va ijtimoiy sharoitlari to'g'risida, texnik, texnologik, ergonomik, fiziologik, psixologik, ijtimoiy-madaniy tavsiflar haqida axborot beruvchi ma'lumotlarni o'z ichiga olgan hujjatlar majmuidir[9, 464-bet] deyiladi. Harbiy professiogramma – insonning shaxsiy sifatlari, tafakkur yuritish imkoniyatlari, ushbu kasbni muvaffaqiyatli egallay olishi uchun zarur bo'lgan bilimlari, mahorati, ko'nikmalarini o'z ichiga olgan, harbiy kadrlarga qo'yiladigan talablar tizimidir.

O'zbekistonda ofitserlarning kasbiy sifatlari va professiogrammasini ishlab chiqish muammosi hozirgacha ilmiy tadqiq etilmagan bo'lsada, bir qator mavzuviy ishlar bajarilgan. Aynan shuning uchun OHTM (oliy harbiy ta'lim muassasalari) kadrlarni tayyorlashga doir turli davlatlarning tajribasini o'rganish va ahamiyatligini belgilash, milliy mudofaani ta'minlash uchun xizmat qiladi.

Harbiy kadrlarning professionalligi, safarbarlik va shaylikni amalga oshirish imkoniyatini rivojlantirish, bevosita harbiy kasbga doir bilim, ko'nikma va malaka asosida vujudga keladi. Yu.A.Lenev o'tkazilgan tadqiqotida uning algoritmini harbiy ta'lim va qo'shinlar faoliyatida aloqa tizimi tarzida ko'rib chiqib, harbiy ta'lim fan va texnika yutuqlariga tayanishi lozimligini ko'rsatib o'tgan[10, 277-bet]. Harbiy professionalizm, bu Vatan himoyachisining xizmat faoliyatini muvaffaqiyatli bajarish uchun zarur bo'lgan, bilim, ko'nikma, malaka va tajribalar majmui sanalib, doimiy tarzda takomillashuvni taqozo etadi. Harbiy xizmatni professional darajada o'tash, uning mazmunan yuqori darajada amalga oshirilishini nazarda tutadi. Harbiy professionalizm jamiyat rivoji uchun salohiyatli mehnat qilish, ijtimoiy boylik va ma'naviy qadriyatlarni bunyod qiluvchi kuchdir. Shuning uchun ham u harbiy mutaxassis xizmatini yuksaltiruvchi qadriyat bo'lib qoldi. Professionalizm murakkab ijtimoiy-falsafiy majmua ekanligi uchun olimlar uni turlicha izohlaydilar. N.Yu.Klochkning ta'kidlashicha, harbiy professionalizm:

mutaxassislikni mukammal egallash uchun zarur bo'lgan imkoniyatlar, mahorat va ko'nikmalar, shaxsga oid intellektual sifatlarning rivojlanishini nazarda tutadi:

malaka yuqori bo'lsa, harbiy mutaxassis xizmatining sifati, ijtimoiy ahamiyati fuqaro va mamlakatga kutilgan foyda keltiradi;

professionalizm, shaxsning xizmatida o'zi va boshqalar foydasi uchun rivojlanishning asosi, faoliyatning erkin namoyon bo'lishi va faol ijodiy mehnat uchun yuqori motivni shakllantirishga yordam beradi[11].

Harbiy kadr o'z kasbini bilish chegaralarini insoniyatning umumiy madaniyati boyligi talablari asosida kengaytirishga,





ijodiy vazifalarni echishga, tanlagan mutaxassisligining ko'nikma va mahoratini chuqur egallashga intiladi. Harbiy kadrlar professionalizmi, xizmatning sermahsulligi bo'lib qolmay, balki harbiy kadrlarni xizmatga bo'lgan shaxsiy munosabati, ruhiy holatining mavjudligi hamdir[1, 38-41-bet]. Harbiy kadrlarning professionalligi yangi harbiy texnologiyalarni boshqarish mahoratini egallash va amaliyotda qo'llay olishni bilishdir. Harbiy kadrlar professionalizmi baholanayotganida harbiy xizmatchining uni nima faollikka undashi, u qaysi qadriyatlarga suyanishi, nima uchun aynan shu faoliyat bilan shug'ullanishi kabi omillar e'tiborga olinadi[2, 25-33-bet]. Yangi texnologiyalar tizimini egallash izidan quvish oqibatida ba'zida, xizmatda texnika va qurol-aslahalarning mavjudligi, lekin ma'naviyat yo'qligiga duch kelamiz. Bir yoqlama, ya'ni texnokratik yondashuvning harbiy professionallar uchun xavfliligi tushuniladiki, E.A. Vorobev bu masalaga doir aniq misolni tankni qo'llash tarzida keltirib o'tgan[3, 22-bet].

## NATIJAR VA MUHOKAMA

Professional harbiy kadr kasbiga doir bazaviy komponentlarni mukammal o'zlashtirib, uni qo'llay bilish ko'nikmasiga ega bo'lib, harbiy xizmat faoliyatida o'zining o'rnini (professional mutaxassis sifatida) topib, harbiy jamoada obro'li mutaxassis ekanligini namoyish etishi lozimdir[4]. Kasbiy professionalizm qanday belgilanadi, uning tarkibiy qismlari qanday tasniflanadi degan savollar bugungi kun nazariyasi va amaliyoti uchun dolzarb, tadqiqiy masalalardan biri hisoblanadi. Kasbiy tizim doirasida o'zlarini mutaxassis sifatida namoyon etishlari uchun gohida ob'ektiv va sub'ektiv sabablar mone'lik qilayotganligini kuzatish mumkin. Mazkur masala amaliy ahamiyatga ega ekanligini inobatga olib, unga konseptual yondashish maqsadga muvofiqdir. Aynan konseptual yondashuv asosida harbiy nazariya va harbiy amaliyot birligi (harbiy ta'lim va qo'shinlar) tamoyili ta'minlanadi. Agarda, so'nggi yillardagi qurolli to'qnashuvlarda zamonaviy psixologik otryad (PsO)larning rivojlanishi va shakllanishi alohida tashkiliy tuzilmaga ega bo'lgan mustaqil operativ ta'minot tizimini ko'rishimiz mumkin. Tarkibi va tuzilishidan kelib chiqib, mazkur tuzilmalar shartli ravishda G'arbiy va Sharqiy deb nom olgan ikkita modeldan iboratligini, ularning har biri o'ziga xos tashkiliy shaklga ega deb ko'rsatilganligini inobatga olsak, harbiy ta'lim tizimini uzluksiz tarzda "harbiy ta'lim – qo'shin" konsepti asosida takomillashtirish lozim bo'ladi. Chunki, professionalizm real harbiy amaliyotda mudofaaviy vazifalarni aniq bajarib, maqsadga erishishni nazarda tutadi.

Harbiy-kasbiy professionalizmning tarkibiy qismlarini muloqot, moslashuvchanlik, ko'nikma va bilim kabi xossalar majmuasi tarkib toptirib, mutaxassisni kasbiy layoqatmandligini baholashda (ekspertli baholashda) asosiy omillar sifatida quyidagi muhim



ko'rsatkichlar majmuaviy tarzda inobatga olinishi lozim: - mutaxassisni ixtisoslikka egaligi haqida ma'lumot (diplom), kasbiy malakaga egaligi, umumiy xizmat staji, kasbiy stereotipi, psixofiziologik holati, xizmat sharoiti, xizmatga bo'lgan munosabati, harbiy-kasbiy bilimdonligi, harbiy-kasbiy tayyorgarligi, harbiy-kasbiy identifikasiya hodisasi, kasbiga sodiqligi, harbiy xizmat mahsuli va b.

Harbiy-ilmiy tadqiqotlarning natijalariga ko'ra[5, 434-bet], agarda, kasbiy layoqatga ega bo'lgan mutaxassislar kasbiy amaliyotda uni qo'llash uchun qiziqmasalar (manfaatdor bo'lmasalar), u shunday o'z holicha qolib ketadi[6, 18-bet]. Tahlillar shuni ko'rsatmoqdaki, quyidagi omillar, ya'ni shaharda jangni rejalashtirilishi, dushmanning jangovar-miqdoriy tarkibi va uning harakatlanish tasnifi, jang olib borish usuli va tavsifi, bo'linmalarning jangovar imkoniyatlari hamda dushmanning nishonlar tasnifi ta'sirida ish'ol tuzilmalarning tarkibi va tuzilishiga o'zgartirishlar kiritilishi talab etilgan. Natijada, quyidagi yangi elementlar, merganlar, to'siqlar ochish va qo'yish, buzish, razvedka qilish, maxsus vositalarni qo'llash guruhlar va boshqalar paydo bo'lgan. Bundan tashqari, yuqorida qayd etilgan omillar, ish'ol tuzilmalarni harakatlarini siklli: "razvedka – yakson qilish – siljish – tozalash – pozitsiyalarni mahkamlash" prinsiplial chizmasi asosida jangovar qo'llashni talab etgan.

Shu bois, harbiy kasbiy tizim doirasida (harbiy boshqaruv nuqtai nazaridan) mutaxassislar kasbiy faoliyati dinamikasini o'rganib borish tavsiya etiladi. Bu vazifani harbiy psixolog yoki sotsiolog amalga oshirishi maqsadga muvofiq, negaki individual harbiy-kasbiy professionalizmni namoyon etish yoki namoyon etmaslik o'z maqsadlariga ega bo'lishi mumkin.

Harbiy kasb muhitida individual kasbiy professionalizmning ifodalanishi quyidagi maqsadlarda kuzatiladi:

- egallagan kasbiy mahoratini ish joyiga moslashtirishga ishtiyoqmandligi;
- ish joyini (lavozimini) saqlash kafolati;
- kasbiy o'sish uchun aniq asoslarning mavjudligi;
- qo'shinlarga mutaxassis sifatida kirib borishi;
- yuqori pul ta'minotini olishning ta'minlanganligi;
- kasbiy jamoada shaxsiy nufuzini ko'tarish imkoniyatining mavjudligi;
- mutaxassislar tomonidan kasb ustasi sifatida e'tirof etilishi;
- an'anani davom ettirish va b.

Harbiy-kasbiy kompetentlik nafaqat harbiy jamoa, balki alohida mutaxassis faoliyatining (bu holat boshqaruvda yoki xizmat faoliyatida kuzatilishi mumkin) mahsuldorligini oshirishga xizmat qiladi. Shu bois, harbiy-kasbiy professionalizmni oshirish shaxsiy va jamoaviy ahamiyat kasb etadi. Harbiy-kasbiy professionalizmni oshirish deganda,



mudofaani ta'minlash amaliyotida samaradorlikni ta'minlash uchun tayanch hisoblangan shart-sharoitlarni yaratib, kasbiy ta'lim, kasb sohasi va yo'nalishini boshqarish, trening va seminarlar, namunaviy o'quv mashqlar yordamida strategiyani amalga oshirishni tushunish lozim bo'ladi.

## XULOSA

Xullas, harbiy to'qnashuvlar va harbiy siyosiy nizolarning dinamikasi harbiy kadrlarni tayyorlash tendensiyasini belgilab, P.I.Obrazsov va V.M.Kosuxinning ko'rsatib o'tishicha, harbiy didaktikaning asosiy tamoyillari asosida harbiy bilimlar kursantlarga berilishi lozim, harbiy-kasbiy bilimlarini, harbiy kasbning ko'nikma va malakasini shakllantirishda esa dala-o'quv mashqlari jarayonida olingan baho, mezon hisoblanishi lozim[7, 317-bet]. Shu tariqa, harbiy kadrlarni tayyorlash tendensiyasini nafaqat harbiy fan va harbiy texnikaning yutuqlari, balki harbiy to'qnashuvlar dinamikasi belgilab beradi. Bu harbiy-pedagogik va harbiy-tarixiy xususiyatlarni inobatga olib:

**birinchidan**, harbiy kadrlarni tayyorlash tarixiy davriylik asosida rivojlanib, harbiy to'qnashuvlarning takomillashuvi natijasida harbiy kasbning talablari shakllanib, ortib bormoqda. Bu o'z navbatida, "harbiy fan – harbiy ta'lim – harbiy amaliyot – harbiy-ilmiy faoliyat – harbiy pedagog – ilmiy-uslubiy manba – kursant - qo'shin" tarzida mantiqiy aloqadorlikni ta'minlashni;

**ikkinchidan**, o'tmishda harbiy kasb talablari har bir mintaqani geosiyosiy vaziyati va dushmanlarni real va potentsialligini inobatga olgan holda rivojlangan. Bugungi kunda, harbiy kadrlarni tayyorlashda umumiylik va xususiylik asosan qurol-aslahalar darajasida, kiyim-kechak va suvoriy usullarida kuzatiladi deb ko'rsatish mumkin. Agarda harbiy meros, harbiy-professional kadrlarni tayyorlash nuqtai nazari asosida o'rganilsa, milliy harbiy ta'lim tarixi tiklanib, harbiy xizmatchilarimizda milliy iftixor, milliy g'urur va sharaf ruhida shaxsiy va harbiy-professional darajada rivojlanadi.

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## TALABALARDA VATANPARVARLIK TARBIYASI ORQALI ULARDA VATANPARVARLIK TUYG‘USINI SHAKILLANTIRISH

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### ANNOTATSIYA

Ushbu maqolada yoshlarimizni vatanparvarlik ruhida tarbiyalashda xalqimizning tarixiy merosi, urf-odatlari va an‘analarini o‘rganish, ularning ongida Vatan, Vatanparvarlik tuyg‘ularini shakillantirish, ular o‘z vatan oldidagi burchini anglashi, Konstitutsiya va harbiy burchga sadoqatli bo‘lishi, ularda o‘z yurti va xalqining taqdiri uchun yuksak mas‘uliyat hamda javobgarlik kabi muhim xususiyatlarni shakillantirish va mustahkamlash, shuningdek harbiy-vatanparvarlik ruhida tarbiyalash tizimlari, zamonaviy va an‘anaviy usullaridan foydalanish ko‘zda tutilgan.

**Kalit so‘zlar.** Vatan, yoshlar, vatan tuyg‘usi, vatan tuyg‘usi shakllantirish, vatanparvarlik ruhida tarbiyalash, mustahkamlash.

### KIRISH

Hozirgi tahlakali va rivojlanish davrida davlatimizning ravnaqi, tinchligi va totuvligiga rahna solish, shuningdek davlatimiz yoshlarga buzg‘unchi va yod g‘oyalar targ‘ib qilib, ularni yo‘ldan og‘dirish hamda onggini zaharlashni maqsad qilganlar kun sayin ko‘payib bormoqda. Bugungi kunda yoshlarni vatanparvar qilib tarbiyalashda xalqimizning tarixiy merosi, urf-odatlari va an‘analarini o‘rganish katta ahamiyatga kasb etmoqda. Shu sababli, tarixiy merosni asrab-avaylash, o‘rganish va kelajak avlodlarga qoldirish davlatimiz siyosatining ustuvor yo‘nalishlaridan biriga aylandi.

Ma‘lumki, hozirda ilmiy texnikaviy taraqqiyot davri dadil olg‘a siljib borayotgan bir davrda, har bir inson faoliyati uchun qulay imkoniyat va shart-sharoitlar yaratib berilmoqda. Lekin hech birimiz unitmasligimiz lozimki, bugungi kunda halqimiz uchun eng oliy ezgulik tinch va osoyishta hayotdir. Bu esa bizni mustaqillikka erishgan yillarimizda halqimizning tinch va barqaror hayoti uchun erishilgan salmoqli natijalarni yanada teranroq anglashga chorlaydi. Mustaqillik yillarida barcha talablarga javob beradigan, mobil va tezkor, tashkiliy jihatdan mukammal va yaxshi qurollangan, zamonaviy texnika bilan jihozlangan armiyani shakillantirish jarayoni oson kechmadi. Ammo bugun O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev tashabbusi va rahnomoligida harbiy ta‘limni rivojlantirish milliy armiyamizni yigitlarimiz bilan ta‘minlashga katta e‘tibor qaratilayotganini bugun qat‘iy ta‘kidlashimiz joiz. Millati, tili va dinidan qat‘i nazar, shu zaminda voyaga yetgan va yashayotgan har bir inson milliy qadriyatlar ruhida tarbiyalanmoqda. Milliy istiqlolning barcha davrlarida barcha halqlar orasida asosiy



g'oyalaridan biri bu ma'naviy quvvat va vatanparvarlik g'oyasi bo'lgan. O'zbekistonda ro'y bergan siyosiy o'zgarishlar, hayotining iqtisodiy, ijtimoiy, madaniy, harbiy sohalarida amalga oshirayotgan turli islohatlar "Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash ishlari samaradorligini oshirish konsepsiyasi"da belgilab berilgan fuqarolarimizni vatanparvarlik ruhida tarbiyalashning butun tizimini qayta ko'rib chiqish va aniqlashtirishni taqazo etdi. Yoshlarni harbiy vatanparvarlik ruhida tarbiyalashning tizim va tamoyillari, usullari va shakllari, bosqichlari va yo'nalishlari, samaradorligini baholash tartibini belgilaydi.

O'zbekiston tarixida halq milliy – vatanparvarlik g'oyasi atrofida jipslashib, inqirozli hodisalarni ichki va tashqi dushmalarni yenggan, ijtimoiy-iqtisodiy islohatlarda ijobiy yechimlarga erishgan holatlari ko'p bo'lgan. Ulug' yengilmas, sarkarda asl strateg va jangovar taktika olimi, davlat arbobo Amir Temur o'z ichiga Mavarenaoksiona, Xorazm, Zakafkaziya, Eron va Panjobni o'z ichiga olgan ulkan saltanat yaratishga muvaffaq bo'lib, kuchli harbiy qudratga ega bo'lgan. Amir Temur o'z avlodlariga meros sifatida nafaqat ulkan qudrat, balki davlatni boshqarishda harakatga yo'l ko'rsatuvchi o'z asarlarini qoldirdi. "Temur tuzuklari" donishmand hukumdor tomonidan yozilgan qimmatli tarixiy hujjatning nomidir. U ikki qismdan iborat bo'lib, birinchisi buyuk amirning xatti harakatlarining aftobiografik tavsifi bo'lsa, ikkinchisi jamiyat a'zolarining hulq-atvor qoidalari huquq va majburiyatlarini aniq belgilab beruvchi qonunlar majmuidir. Bu qonunlar shtatdagi oddiy fuqarolardan tortib amaldor va hukumdorlarga mutlaqo barchaga taa'luqli edi [1].

O'zbekiston Respublikasi yoshlarini Vatanga sadoqat va milliy g'oya ruhida tarbiyalash, ularga Vatan himoyasi sharaflari va muqaddas burch ekanini, ularning qalbi va ongiga qadimiy tariximizni va madaniyatimizni chuqur singdirish, jonajon Vatanimizning mustaqilligi va ravnaqi yo'lida fidokorona kurashgan milliy qahramonlarimiz bilan faxrlanish, ularga munosib bo'lish tuyg'usini shakllantirish hozirgi kunda har birimizning vazifamiz va burchimiz hisoblanadi.

Hozirgi kunda yoshlar ongida Vatan, vatanparvarlik, harbiy vatanparvarlik tuyg'ularini shakllantirsak, ular o'z Vatan oldidagi burchini anglashi va uni himoya qilishga doim shay va hozir bo'lishadi.

Xususan, 2023 yil 29 iyunda e'lon qilingan "Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash ishlari samaradorligini oshirish konsepsiyasi"da yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash "Vatan – ulug', burch – muqaddas!" konseptual g'oya ostida tashkil etilib, unda yoshlarni vatanparvarlik ruhida tarbiyalash, har tomonlama rivojlantirish, qat'iy fikr va e'tiqodga ega shaxsni shakllantirish asosiy vazifalar etib belgilangan.

Insoniyat tug'ilib, ulg'aygan sari uning Vatan haqidagi tushunchalari kun sayin kengayib boradi. Yurtimizda tug'ilib o'sgan har bir inson "Vatanim" degan tushunchada o'z uyini, qishlog'ini,

shahrini yoki viloyatini emas, balki O‘zbekiston Respublikasini nazarda tutishi lozim. Men O‘zbekistonlikman, O‘zbekistondek buyuk davlatda dunyoga kelganman degan tuyg‘uni har bir inson his qilishi va baralla ayta olishi kerak.

**ADABIYOTLAR SHARHI. Vatan** – kishilarning tug‘ilib o‘sgan joyi, yurti, mamlakati; tarixan muayyan xalqqa tegishli hudud hamda uning tabiati, aholisi, o‘ziga xos taraqqiyoti, tili, madaniyati, turmushi va urf-odatlar majmui. Vatan ona kabi yagona, muqaddas. Vatan oldidagi qarzdorlik tuyg‘usi, mas’uliyati har bir yetuk insonga xos xususiyatdir. Vatanni sevish vatanparvarlikda namoyon bo‘ladi [2].

Jumladan, har birimizda Vatan tuyg‘usi – bu aziz va go‘zal yurtimizga hurmat va sadoqatli bo‘lishni ko‘zda tutadi. Vatan tuyg‘usi – bu Turon, Movarounnahr, Turkiston va hozirda O‘zbekiston deya atalgan zaminda yashab kelayotgan xalqimizning oltin merosini, uning tarixini o‘rganishga intilishdir. Vatan ozodligi uchun jonini fido qilgan To‘maris, Shiroq, Spitamen, Najmiddin Kubro, Jaloliddin Manguberdi, Temur Malik singari xalqimizning mard, jasur farzandlari biz uchun, o‘tib kelayotgan yosh avlod uchun o‘rnak va namuna timsolidir. Masalan, bobomiz Najmiddin Kubroning o‘chmas jasoratini esga olaylik. Bu jasorat zamirida ona Vatanga cheksiz muhabbat va sadoqat tuyg‘usi yotadi. O‘z davrida shoir va nosir, dramaturg va publitsist, tilshunos va adabiyotshunos, tarixchi va faylasuf, san‘atshunos va jamoat arbobi Abdurauf Fitrat “Yurt qayg‘usi” she’rida “Yurtim, Turonim, sendan ayrilmoq - mening o‘limim, sening uchun o‘lmoq - mening tirikligimdur”, deb yozgan edi. Bu so‘zlar zamirida vatanparvar insonning qalb nolalari ifodasini topgan.

Xususan, yosh avlodga vatanparvarlik tuyg‘usini singdirish muhim bir burch sifatida qarash kelajak talabi desak adashmagan bo‘lamiz. O‘z navbatida Vatanparvarlik tushunchasi to‘xtalsak, kishilarning ona yurtiga, o‘z oshyoniga muhabbati va sadoqatini ifodalaydigan tushuncha.

### ADABIYOTLAR SHARHI

**Vatanparvarlik** – barcha kishilar, xalq, millatlar uchun umumiy bo‘lgan, asrlar davomida sayqallanib kelgan umuminsoniy tuyg‘u, ma’naviy qadriyatlardan biri. Tarixiy jihatdan Vatanparvarlik kishilarning o‘z vatanlari taqdiri bilan bog‘liq ijtimoiy rivojlanish, xalqlarning o‘zlari yashayotgan hududning daxlsizligi va mustaqilligi yo‘lidagi kurashi jarayonida takomillashib kelgan his-tuyg‘ular jamlanmasi hamdir. Bu vatanning o‘tmishi va hoziri bilan faxrlanishda, uning manfaatlarini himoya qilishda namoyon bo‘ladi [3].

Vatanparvarlik insonning o‘z oilasiga, avlod-ajdodlarining or-nomusiga chuqur ehtiromi, vijdoniga, burchiga va o‘z so‘ziga sodiqligidir. Shuning uchun ham Prezidentimiz Shavkat Mirziyoyev “Yoshlarimizni vatanparvarlik ruhida tarbiyalash bo‘yicha uzluksiz olib boriladigan ishlar biz uchun dolzarb ahamiyatga egadir. Vatanparvarlik har bir davlat





hayotining ma'naviy asosi hisoblanadi va jamiyatni har tomonlama rivojlantirish borasida eng muhim safarbar etuvchi kuch sifatida namoyon bo'ladi", deya bu jarayonga yuksak baho bergan edi [4].

Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalashning maqsadi yoshlarda jamiyatning turli tarmoqlari, ayniqsa, harbiy soha bilan bog'liq bo'lgan davlat xizmati turlarida faollik ko'rsatish, Konstitutsiya va harbiy burchga sadoqatli bo'lish, ularda o'z yurti va xalqining taqdiri uchun yuksak mas'uliyat hamda javobgarlik kabi muhim xususiyatlarni mustahkamlashdan iborat [5].

Bugungi kunda o'sib kelayotgan yoshlarni, ya'ni Vatanimizning bo'lg'usi himoyachilarini vatanparvarlik ruhida tarbiyalash vazifamiz ekanligini unitmasligimiz lozim. Vatanparvarlik insonning o'z oilasiga, avlod-ajdodlarining or-nomusiga chuqur ehtiromi, vijdoniga, burchiga, o'z so'ziga va xizmatiga sodiqligidir. Agar insonni bolalik chog'idan o'z xalqiga, uning an'alariga, tili va madaniyatiga muhabbat hamda hurmat ruhida tarbiya qilmasak, unda vatanparvarlik hissi bo'lmaydi. Tarixga nazar tashlasak, buyuk saltanat egasi Zahiriddin Muhammad Bobur ijodi bunga yaqqol misol bo'la oladi. Buyuk davlat arbobo, sarkarda hukumdor, mo'g'ullar saltanatining asoschisi, iste'dodli yozuvchi, shoir va faylasuf, mashhur "Bobur-noma" ("Bobur eslatmalari") aftobiografik muallifi Zoxiriddin Muhammad Bobur. Ma'lumki, Bobur ma'rifatli va adolatli hukmdor, san'at, fan va madaniyat homiysi edi. O'zi iste'dodli shoir va yozuvchi bo'lib, u Agradagi (Hindiston) saroyi atrofida butun badiiy elitani to'pladi. Bobur o'z hukumdorligining qisqa yillarida mamlakatdagi siyosiy vaziyatni barqarorlashtirish, shaharlar infratuzilmasini rivojlantirish, halfaro savdo aloqalarini yaxshilash borasida ko'p ishlarni amalga oshirdi. Uning sharofati bilan karvonsaroylar, kutubxonalar qurilishi keng tus oldi, Hindiston me'morchiligi va san'atida Markaziy Osiyo uslubi mustahkam o'rin oldi. Buning ajablanarli joyi yo'q, chunki bunda hukmdorning o'zi ham bor edi [6]. Zahiriddin Muhammad Bobur barcha imkoniyatlari bo'la turib, tug'ilib o'sgan Vatandan olisda bo'lganligi uchun o'zini baxtiyor inson deb hisoblamagan. Vatan ravnaqi – milliy g'oyamizning yuksak tushunchalaridan biri bo'lib, u fuqarolarimizning bilimi va kamoliga bog'liq.

**Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash** – bu millati, tili va kasbidan qat'i nazar, yoshlarda Vatanga sadoqat tuyg'usini shakllantirish, ularni o'z fuqarolik burchi va konstitutsion majburiyatlarini bajarishga, jamiyat va davlat manfaatlarini himoya qilishga qodir shaxslar etib tarbiyalashga yo'naltirilgan davlat organlari, jamoat birlashmalari va boshqa tashkilotlarning ko'p bosqichli, tizimli, maqsadli va muvofiqlashtirilgan faoliyatidir.

Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash tizimi uzluksiz jarayon bo'lib, u bir-biriga bog'liq siyosiy-huquqiy, ijtimoiy-iqtisodiy, g'oyaviy-mafkuraviy, madaniy-ma'rifiy tadbirlar majmuasidan iborat [7].

Vatanparvarlik soʻzining asosi yunon tilidan **“pater”** yaʼni Vatan degan soʻzdan olingan. Vatanparvarlik deganda, Vatanga muhabbat, uning oʻtimishi va hozirgi kuni uchun gʻururlanish mazmunidagi maʼnaviy, siyosiy tamoyil va ijtimoiy hissiyot tushuniladi. Yoshlarni vatanparvarlik hissi avvallambor oiladan, maktabgacha taʼlim muassasasidan keyinchalik esa umumiy oʻrta taʼlim muassasalarida shakllantirilib, bu jarayon oliy taʼlim muassasalarida rivojlantiriladi. Vatanni maʼnaviy va tabiiy muhit sifatida aks ettiruvchi qadriyatlar interiorizatsiyasi, yaʼni vatanparvarlikning hissiy komponentlari tashkil topadi.

“Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash ishlari samaradorligini oshirish chora-tadbirlari toʻgʻrisida”gi konsepsiyada Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash tizimi belgilab berildi:

taʼlim-tarbiya jarayonida ijtimoiy-maʼnaviy ahamiyatga molik qadriyatlarni, Vatanga muhabbat va sadoqat ruhini shakllantirish va rivojlantirishga qaratilgan ishlarni amalga oshiradigan maktabgacha taʼlim, umumiy oʻrta taʼlim, kasb-hunar taʼlimi va oliy taʼlim muassasalari;

ommaviy va harbiy-vatanparvarlik ishlarini amalga oshiradigan davlat va nodavlat notijorat tashkilotlari, shuningdek, boshqa tashkilotlar.

Hamda yoshlarni harbiy-vatanparvarlik ruhida tarbiyalashda ilmiylik, tarixiylik, aniqlik va tezkorlik, muntazamlilik, faollik, taʼlim va tarbiya ishlarining uygʻunligi, tarbiya jarayonining izchilligi, harbiy-vatanparvarlik ruhida tarbiyalash sohasida erishilgan ijobiy natija va yutuqlarga tayanish kabi asosiy prinsiplari belgilab berildi [8].

Hozirgi globallashuv jarayonida yoshlarni harbiy vatanparvarlik ruhida tarbiyalashning zamonaviy va anʼanaviy usullaridan foydalanish mumkin. **Targʻibot qilish usulida** yoshlarga vatanparvarlikning tarbiyaviy axloqiy mazmunini, shuningdek mamlakatimizda olib boriladigan jarayonlarning nazariy hamda ilmiy asoslarini ochib berish orqali amalga oshiriladi. Jumladan, yoshlarga olib borilayotgan darslar jarayonida harbiy vatanparvarlik tuygʻusini lunda va sodda qilib tushuntirish, ularni yangi hayot va zamon talablariga javob beradigan shaxslar qilib tarbiyalash va voyaga yetkazishdan iborat. **Jamoaviylik usulida** Qurolli Kuchlar tarkibidagi barcha boʻlinmalarning jangovar shaylik darajasi bilan belgilanib, tuzilishidan kelib chiqib, qonun hujjatlarida belgilangan ijtimoiy guruhni belgilaydi hamda ular oʻrtasidagi oʻzaro munosabatlari va umumiy majburiyatlari, ichki tartib qoidalari, yashash tarzi, kundalik va maishiy sharoitlar ularni ishga joylashtirish hamda ularning xizmat olib borishi OʻR Qurolli Kuchlar umumharbiy nizomlariga asosan amalga oshirilishi belgilab berilgan. **Anʼanaviylik usulida** jangovar va maxsus vazifalarni bajarish, ularni har qanday boʻlishi mumkin boʻlgan vaziyatlarga tayyorlash, harbiy xizmatga bogʻliq boʻlgan, tarixan shakllangan, avloddan avlodga oʻtuvchi gʻoya qoida, urf-odat, xulq-atvor meʼyorlarida namoyon boʻladi. Harbiy faoliyat harbiy turmish, taʼlim-tarbiya va jangovar anʼanalari sohalarini oʻz

ichiga qamrab oladi. Qadriyatlar ustuvorligi usulida harbiy xizmatchilarda tariximizga, qadriyatlarimizga, an'analarimizga axloqiy tamoyillarimizga, madaniyatimizga hurmat va sodiqlik kabi insoniy fazilatlarni singdirmasdan turib ularda vatanparvarlik tuyg'usini shakllantirib bo'lmaydi. Maqsadimiz yoshlarimizni aqilli, mard, jasur, ma'nan yetuk va vatanparvarlik ruhida tarbiyalash bizning bosh maqsadimiz bo'lishi lozim. **Zamonaviylik usulida** har xil qiyinchiliklar, to'siqlar, nomutanosibliklar, hatto jinoiy harakatlarning oshib borishi ham sof vijdonli kishi qalbida vatan tuyg'usini, agar u chuqur e'tiqodga aylangan bo'lsa, uni xech kim xech qachon o'chira olmaydi. Hozirgi kunda rang-barang maqsad va manfaatlarga ega ijtimoiy guruhlar mavjud ekan, umummaqsadni turlicha talqin qilinishi, ularni goho bir-biriga zid tarzda idrok etishi saqlanib qolmoqda. Yosh avlodni tug'ulishi va yangi hayot sahnasiga chiqishi jamiyat oldiga yangi muammolarni keltirib chiqaradi. Aynan ushbu uzluksizlik, tadrijiylik ijtimoiy hayotning ham uzluksiz va tadrijiy davom etishini ta'minlab beradi.

Qurolli Kuchlar tarkibiga kiruvchi vazirlik va idoralar, Oliy ta'lim, fan va innovatsiyalar, Maktabgacha va maktab ta'limi, Madaniyat, Yoshlar siyosati va sport, Kambag'allikni qisqartirish va bandlik vazirliklari, Oila va xotin-qizlar qo'mitasi, Respublika Ma'naviyat va ma'rifat markazi, Yozuvchilar uyushmasi, Respublika "Nuroni" jamg'armasi, O'zbekiston yoshlar ittifoqi, O'zbekiston mudofaasiga ko'maklashuvchi "Vatanparvar" tashkiloti, harbiy-ma'muriy sektorlar yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash ishlarining asosiy subyektlari ekanligi ko'rsatib o'tilgan.

Maktabgacha ta'lim tashkilotlari tarbiyalanuvchilari, ta'lim muassasalari o'quvchi va talaba yoshlari, mahallalardagi uyushmagan, profilaktik hisobda turuvchi hamda tarbiyasi og'ir yoshlar, Mehribonlik uylari tarbiyalanuvchilari, Qurolli Kuchlar safida xizmat o'tayotgan yosh harbiy xizmatchilar (xodimlar) harbiy-vatanparvarlik ruhida tarbiyalash ishlarining asosiy obyektlari ekanligi ta'kidlangan.

Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash usullari yoshlarda zarur hayotiy bilim, ko'nikma, mahorat va mustahkam irodani, yuksak ma'naviy-axloqiy fazilatlarni shakllantirishga qaratilgan, ularning ongi, ruhiyati va faoliyatiga ta'sir ko'rsatadigan omillardan iborat.

Biz yoshlarni harbiy-vatanparvarlik ruhida tarbiyalashda ishonitirish, mashq qildirish va mustaqil ishlash, kuzatish, rag'batlantirish, o'rnak ko'rsatish va shaxsiy namuna usullaridan foydalanib amalga oshiramiz.

Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash turli shakllarda, jumladan, ilmiy-amaliy anjumanlar, savol-javob kechalari, kitobxonlik, o'yinlar, mashhur kishilar bilan uchrashuvlar tarzida tashkil etilmoqda. Ular ma'naviy-ma'rifiy ishlarning rang-barangligini ta'minlaydi, pirovard natijada jamiyatda sog'lom ijtimoiy-ma'naviy muhitni shakllantirishga xizmat qiladi.

Bunda quyidagi shakllar ustuvor ahamiyatga ega bo'ladi:



ma'ruza o'qish, savol-javob kechalari, yakka va jamoaviy suhbatlar;

boy hayotiy tajribaga ega bo'lgan harbiy xizmatchi va faxriylar, ilm-fan, madaniyat va sport sohalarida, turli musobaqa va tanlovlarda g'olib bo'lgan shaxslar bilan uchrashuvlar;

ilmiy-nazariy va amaliy konferensiyalar, seminar-treninglar, muayyan mavzuga bag'ishlangan kechalar, bahs-munozaralar, viktorinalar, davra suhbatlari;

to'plangan ilg'or tajribalarni o'rganish va ommalashtirish;

jamoatchilik fikri va harbiy jamoalardagi ma'naviy-ruhiy muhitni o'rganish;

teleko'rsatuv va radioyeshittirishlar, film va multfilmlar, badiiy va musiqiy asarlar, askar qo'shiqlari, ommaviy axborot vositalari, veb-saytlar va elektron o'yinlar va boshqa texnik vositalardan foydalanish;

urush va mehnat faxriylari, jangovar harakatlar qatnashchilari, davlat va nodavlat notijorat tashkilotlari vakillari bilan uchrashuvlar tashkil etish;

harbiy xizmatga chaqiriluvchilar kuni, mardlik saboqlarini o'tkazish va ekskursiyalar uyushtirish [9].

## XULOSA

Harbiy vatanparvarlik tarbiyasi yosh avlodda "Vatan" tushunchasini shakillantirish, jonojon o'lkamizga, Vatanimizga, xalqimizga, milliy an'analar va urf-odatlarimizga hamda boshqa millat vakillariga hurmat va muhabbatni tarbiyalash, har birini millati va Vataniga g'ururli qilib tarbiyalash, Mamlakatimizning yer usti va yer osti boyliklarini asrab avaylash, davlat ramzlarimizga bo'lgan hurmat, iftihar va g'urur tushunchalarini singdirish va kengaytirish, shuningdek ularni har doim ko'z qorachig'idek asrab avaylash demakdir.

Yoshlarni harbiy vatanparvarlik ruhida tarbiyalash esa – mustaqillik, erkin va farovon hayot masalasi hisoblanadi. Shuning uchun hozirgi kunda yoshlarimizni harbiy-vatanparvarlik ruhida tarbiyalash, ularning ongiga harbiy vatanparvarlikning komponentlarini chuqur singdirish ta'lim tizimi oldida turgan muhim masalalardan biri desak adashmagan bo'lamiz.

Harbiy vatanparvarlik tarbiyasining metodologiyasi va ilmiy asoslari insoniyat omiliga nisbatan qo'llaniladi. O'z navbatida bu tushunchaga insonning g'oyaviy, siyosiy, ijtimoiy, iqtisodiy, ma'naviy, jismoniy va boshqa fazillatlari yig'indisi kiradi. Talabalarda harbiy vatanparvarlik tarbiyasining nazariy va amaliy asoslarida O'zbekiston Respublikasi konstitutsiyasi, davlatimiz rahbarining vatanparvarlik va mustaqil Vatan himoyasi haqidagi salmoqli g'oyalari, Oliy majlisning qonunlari va qarorlari, Oliy va o'rta maxsus ta'lim vazirligi, Halq ta'limi vazirligi, Mudofaa vazirining buyruq va ko'rsatmalari, harbiy pedagogika va psixologiya, harbiy fanlar va boshqa qoida hamda huquqiy me'yoriy hujjatlar o'rin olgan.

Har bir mamlakat a'zosi qaysi sohada faoliyat olib borishidan qat'i nazar, vatanparvarlik tuyg'usini anglagan holda, o'zining ma'naviy kamoloti uchun mas'uliyatni his qilishi, shaxsiy manfaatlarini shu Vatan, shu xalq manfaatlarini bilan uyg'unlashtirib yashashi va mamlakatimizda o'sib kelayotgan yosh avlodni barkamol va komil inson qilib tarbiyalashi lozim. Shuning uchun ham davlatimiz rahbari Sh.M.Mirziyoyev "Vatanparvarlik har bir davlat hayotining ma'naviy asosi hisoblanadi va jamiyatni har tomonlama rivojlantirish borasida eng muhim safarbar etuvchi kuch sifatida namayon bo'ladi", deya bu jarayonga yuksak baho bergan edi.

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## XX ASR O‘ZBEK SHE‘RIYATIDA CHUSTIY IJODINING BADIY MAHORATI

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### ANNOTATSIYA

Mazkur maqolada sohibi devon Chustiy (Nabixon Xo‘jayev) ning “Hayotnoma”, “Sadoqat gullari” devonlari tarkibidagi she‘rlari badiiyat nuqtayi nazaridan atroflicha tahlilga tortilgan. Shuningdek, shoirning badiiy mahorati qirralari yoritilgan.

**Kalit so‘zlar:** ma‘naviy san‘atlar, lafziy san‘atlar, mubolag‘a, tashbeh, tamsil, tafriq, badiiy mahorat.

### ABSTRACT

In this article, the poems of the owner of the library Chustiy (Nabikhan Khojayev) contained in the libraries "Hayatnoma" and "Sadokat gullari" are analyzed from an artistic point of view. The high level of the poet's skill is highlighted.

**Keywords:** spiritual arts, verbal arts, exaggeration, allegory, metaphor, allegory, artistic skills.

### KIRISH

Adabiyotimizning yetuk namoyandalari qalamiga mansub ijod namunalarini o‘rganish ma‘naviy barkamollikka yetaklovchi muhim omillardan biri ekanligi shubhasiz. Darhaqiqat, ajdodlar merosiga munosib bo‘lgan yetuk inson o‘tmishni, kechmishni o‘ylashi, bugunini rostlashi zarur. Kelajak o‘tmishdan boshlanishi haqiqat. XX asr adabiyotining taraqqiyotiga namanganlik ijodkorlarning bebaho asarlari ham ulkan hissa bo‘lib qo‘shildi. Bir necha yildirki, xalqimiz diliga eng olijanob umumbashariy g‘oyalarni jo qilib, uning ma‘naviy-madaniy ravnaqiga xizmat qilib kelgan ana shu bebaho xazina mamlakatimiz uzra istiqlol quyoshi porlagan hozirgi ayyomda ham mustaqillik mafkurasi va axloqini shakllantirishga madad bermoqda, O‘zbekiston ahlini insonparvarlik, xalqparvarlik, xalqlar do‘stligi, ma‘rifatparvarlik, ezgu insoniy qadriyatlar ruhida tarbiyalashda ta‘sirchan vosita vazifasini bajarmoqda.

### ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Shuni ta‘kidlash jiozki, viloyatimizda ijod etgan XX asr yozuvchi va shoirlarining asarlari bir necha yillardan beri



o'rganilmoqda, ularning natijasi o'laroq bir qancha tadqiqotlar yuzaga keldi. Lekin shoirlar ijodi serqirralik va ko'lamdorlik kasb etgani tufayli bu izlanishlar hali yetarli emas. Shuning uchun mazkur davr ijodkorlarining badiiy salohiyati yaxlit, qoniqarli darajada o'rganilgan, deb xulosa chiqarish ham unchalik to'g'ri bo'lmaydi. Chunki bu davr ijodkorlari va ularning asarlari xususida umumiy ma'lumotlar berilgan bo'lsa-da, lekin har bir adib asarlari badiiyat nuqtai nazaridan yetarlicha o'rganilmadi. Chunonchi, Chustiy (Nabixon Xo'jayev) lirikasi poetikasi xususida ham yuqoridagi fikrlarni ayta olamiz. Ma'lumki, she'riyatni badiiyatga daxldor etuvchi narsa unda ifodalangan g'oya (mazmun) gina emas, bu o'rinda o'sha g'oyaning muvofiq va go'zal shaklda ifodalanishi yetakchi ahamiyat kasb etadi. Shu bois Chustiy ijodining badiiy qimmatini, uning milliy badiiy tafakkurimiz tadrijida tutgan o'rnini belgilash uchun shoir lirikasi poetikasini tadqiq etish bugungi adabiyotshunosligimizning dolzarb masalalaridan biri sanaladi. Shoirning barkamol asarlari hali o'z tadqiqotchilarini kutib turibdi, hali adabiyotshunosligimizda Chustiy ijodi, lirikasining badiiyati har tomonlama mukammal o'rganilgani, maxsus tahlil qilingani yo'q.

«Ma'lumki, she'riy san'atlar badiiy asarda ifodalangan g'oyalarning hayotiyroq, ta'sirchanroq ifodalanishiga, lirik va epik timsollarning yorqinroq gavdalantirilishiga, misralar, baytlar, bandlarning lafziy nazokati, musiqiyliigi, jozibadorligini ta'minlashga xizmat qilgan».

Chustiy she'riyatida, bir tomondan, unga qadar bo'lgan o'zbek she'riyatida mavjud bo'lgan poetik vositalarning yanada taraqqiy etganligini ko'rsak, ikkinchi tomondan, faqat shoir lirikasi orqali yuzaga chiqqan yangi usul va obrazlarning shohidi bo'lamiz. Biz mulohazalarimiz dalili uchun shoir ijodidagi ayrim san'atlardan tanlab olishga harakat qildik.

Ma'lumki, she'riy san'atlar ikki guruhga bo'linadi: ma'naviy va lafziy san'atlar. Ma'naviy san'atlar asardagi g'oyalarni yorqin ifodalash, lirik va epik timsollarni hayotiyroq gavdalantirish, ularning ma'naviy qiyofalari, his-tuyg'ularini ta'sirchanroq aks ettirishga xizmat qilgan.

Chustiy she'rlari badiiy qurilmasining mustahkam, ixcham, lo'nda, ta'sirchan va jozibali bo'lishida ma'naviy va lafziy san'atlarning o'rni beqiyos. Salafilar an'analaridan munosib bahramand bo'lgan shoir mubolag'a, tashbeh, husni ta'lil, tamsil, talmeh, tashxis, tajohuli orif, irsoli masal, istiora kabi she'riy san'atlarni o'z ijodida ko'plab istifoda etdi. Jumladan, mubolag'ali tasvirlar Chustiyning, ayniqsa, ishqiy g'azallarida ko'p uchraydi. Shoir ma'shuqa tavsifini mubolag'a vositasida berishda mohir san'atkordir. Bu haqda adabiyotshunos olim Sharif Yusupov quyidagicha yozadi: «Chustiy klassik she'riyatdagi an'anaviy obrazlarga murojaat qilganida, deyarli har



safar, bu obrazlarning o'zidan oldingi yirik ijodkorlar nigohidan pinhon qolgan biror yangi qirrasini ochishga, ularga yangicha ma'no va talqin berishga intiladi, ko'p hollarda o'quvchi kutmagan, favqulodda kuchli xulosalar chiqaradi».

Masalan,

*Yuzingni (ng) gulxanida tovlanib xoling kuyub qolmish,*

*Bu o'tdan bahrasizlar ta'na aylab ro'siyo derlar,-*

baytida shoir yor yuzidagi xolning qora bo'lib qolishiga sabab ko'rsatish orqali mubolag'a qo'llaydi. Mumtoz adabiyotimizdan ma'lumki, ma'shuqa yuzi nihoyatda go'zal va yana shu darajada nigohi o'tli tasvirlangan. Muallif talqinicha, mahbuba go'zalligining bir belgisi bo'lgan xol yor yuzining «gulxanida» tovlanib, go'yoki kuyub qolganmish.

Chustiyning tabiiylikka g'ayritabiiylik bilan yondashib, go'zal va yangi badiiy lavhalar yaratishi mana bu g'azalda yuksak mukammallik va ko'lamlilik kasb etgan:

*Labingdan rang o'g'irlay deb uzukka bo'ldi yoqut ko'z,*

*Tushib qo'lga qizardi, tiz bukib qildi tavallolar.*

*Tushib qadri seningdek bebaho oldida sarg'aygach,*

*Qulog'ingga osildi hasratin aytmoqqa tillolar.*

*Ikki qirg'og'ini daryo quloq aylab eshitmoqda,*

*Taloshib dur tishingning ta'rifin aytganda shaydolar*

*Labing bolin mazoqin shuhrati olamni tutmishdir,*

*Sabab shuldir do'konlarda sotilmay qoldi halvolar.*

Bu misralarda shoir tashxis va mubolag'a san'ati orqali she'rxonni hayratga soluvchi manzaralar kashf etadi. Yorning qizil labidan rang o'g'irlash niyatida yoqutning uzukka ko'z bo'lishi; bebaholikda yor oldida qadri tushgan tillalarning bu hasratlarini aytish uchun baldoq bo'lib ma'shuqa quloqlaridan joy olishi; oshiqlar yorning dur tishlari ta'rifini so'zlaganda, daryoning ikki qirg'og'ini quloq misoli tutib turishlari; ma'shuqaning shirinsuxanligi bois halvolarining do'konlarda sotilmay turib qolishi tasvirlari orqali muallif hayotiy lavhalarga badiiy libos kiydiradi.

## MUHOKAMA VA NATIJALARI

Chustiy yuqoridagi kabi oshiq iztiroblari va ma'shuqa latofatini mubolag'ali tasvirlar ekan, ularga o'quvchini ishontirish maqsadini ko'zlamaydi. Shoirning muddaosi oshiq kechinmalarining naqadar kuchli hamda yor go'zalligining nechog'li yuksak ekanligiga kitobxonda ishonch hosil qildirish, shuningdek, ularga estetik zavq bag'ishlashdir.

Chustiy sevgi, muhabbatni tarannum etib, mumtoz she'riyatdagi an'anaviy obrazlarga murojaat qilar ekan, har safar



bu obrazlarning o'zidan oldingi shoirlar e'tiboridan chetda qolgan qirralarini kashf etadi:

*Yuzin daryosida to'lqin kabi o'ynar ikki qoshi,  
Netay dil kemasi duch keldi bu to'lqin balosiga. («H.», 307)*

Birinchi misrada shoir ma'shuqa yuzini daryoga, uning goh chimirilib, goh sho'x-sho'x uchib o'ynayotgan ikki qoshini esa shu daryoning mavj urayotgan to'lqinlariga o'xshatadi. Ikkinchi misrada esa fidoyi oshiqning qalbi, dili kemaga o'xshatilib, u visol manzili tomon yo'lga chiqadi, lekin yuz daryosida to'lqin (ikki qosh) balosiga duchor bo'lib azoblanadi.

Chustiy quyidagi baytida tashbeh qo'llash bilan bog'liq holda o'tmishimiz urf-odatlarini ham kirita olgan:

*Ko'zimning yo'lidan senga yubordim ikki-uch yoshni,  
Qabul et, elchiga yo'qdir o'lim hech qaysi odatda. («S.G.», 25)*

Shoir baytda oshiqning ikki-uch yoshini elchiga qiyoslaydi, ya'ni oshiq ma'shuqa firoqida iztirob chekadi, yig'laydi va ana shu ko'z yoshlaridan ikki-uch tomchi yoshni yor huzuriga xabar, yangilik olib kelish uchun elchi qilib ko'z yo'llaridan jo'natib yuboradi, yor ularni (ikki-uch yoshni-elchilarni) rad etmasin deb, elchiga o'lim yo'qligini yoriga eslatib qo'yadi.

Mana bu misralarda ma'shuqaning yuqori va quyi labidagi ikki qora xolini bol talashayotgan ikki habash qorovulga o'xshatgan:

*Ikki labingda ko'rdim, ikki habash qorovul  
Qizg'ondi bir-biridan, la'lingda bol taloshmi («H.», 121)*

*Yuzingda xol emasdir, oyga qo'ngan elchimiz go'yo,  
U joydan xushxabarlar yetkazuvchi oshno bo'lmish, («H.», 318)*

Yuqoridagi baytda esa mahbuba yuzini oyga, undagi xolni oyga qo'ngan elchiga-u yerdan ma'lumot, xabar berib turuvchi kishiga qiyos etgan. Bu baytdan yana shu narsa ko'rinadiki, Chustiy she'rlarida davr, zamon yangiliklari ham o'z ifodasini topgan, ya'ni insoniyat qadamining oyga yetishi XX asr kashfiyotidir. Ijodkor mana shunday yangiliklardan ham o'z ijodida unumli foydalangan.

Chustiy o'z she'riyatida tamsil san'atiga ham tez-tez murojaat qilgan. "Tamsil (ar. misol keltirish, dalillash) - mumtoz adabiyotdagi she'riy san'at, she'rda ifoda etilgan fikrni hayotiy misollar yordamida dalillash, tasdiqlash, izohlash. Mohiyatan tamsil irsolu masal san'atiga o'xshash, faqat undan farqli o'laroq fikr tasdig'i uchun misol hayotning o'zidan olinadi ". Shoir bu san'atning ham eng go'zal namunalari yarata oldi.

Jon tanimda talpinur chiqmoqqa jonon oldiga,

Chiqqali go‘dak shoshur, albatta, mehmon oldiga («H.», 57),- baytda qo‘llangan tamsil san‘ati mehmon kelganda yosh bolalarning ular oldiga chiqishga shoshilishi hodisasi bilan birinchi misrada ifodalangan timsoliy ifoda: oshiq jonining ma‘shuqa oldiga chiqishga talpinishi hodisasi o‘rtasidagi o‘xshashlikka asoslangan. Oshiq joni bilan go‘dak, ma‘shuqa (jonon) bilan mehmon qiyoslanib, birinchi misradagi fikrning yorqin badiiy tasviriga erishilgan.

Tamsil, asosan, birinchi misradagi ifodani o‘xshatish yoki dalillash maqsadini ko‘zlaydi. Shoirning

Mehri ishqi mevasin tutdim yurakning bog‘idan,

Do‘sti dasturxon yozar yor-u qadrdon oldiga («H.», 57)

baytida ikkinchi misrada keltirilgan hayotiy hodisa – do‘stning o‘z yor-u qadrdonlari kelganda, albatta, dasturxon yozishi birinchi misradagi fikrning qiyosi emas, balki dalili, tasdig‘i bo‘lib xizmat qilgan.

Chustiy tafriq san‘atini qo‘llash orqali ham o‘z mahoratini namoyon qilgan. «Tafriq (farqlash) tasvirlanayotgan narsalar, tushunchalarni bir-biridan farqlash san‘atidir».

Yuzingni deydilar tashbeh etolmay mohitobondir,

Yuzing oldida oy yarmi kuyuk bir parcha shirmondir. («S.G.», 209)

Bu misralarda shoir ma‘shuqaning yuzini oydan ajratadi – farqlaydi.

Mana bu baytda ham shoir bu san‘atning yuksak namunasini yaratgan:

Qaro kokillarin oldida sunbul,

Chamanda aylanib qolgan tuguncha. («S.G.», 43)

Shoir ijodida shu kabi bir qancha she‘riy san‘atlar mavjud bo‘lib, shoir ularning yuksak namunalarini yaratdi. Ular Chustiy lirikasining badiiy go‘zalligini, shoir iste‘dodining serqirraligini yaqqol namoyon etgan.

## XULOSA

Chustiy lirikasida qo‘llangan badiiy san‘atlar jiddiy, chuqur va alohida o‘rganishni talab qiladi. Bunday tadqiqot XX asrda aruz vazni taraqqiyoti va unda she‘riy san‘atlarning o‘rni darajasini o‘rganishda muhim ahamiyat kasb etgan bo‘lar edi. Biz yuqorida Chustiy qo‘llagan she‘riy san‘atlarning ayrimlaridan misol keltirish va tahlil qilish bilan kifoyalidik.

Shoir ilmi bade‘ san‘atini puxta egallagan san‘atkordir. U har bir she‘rini badiiy barkamol bo‘lishiga intilgan va bunga erishgan, ma‘naviy va lafziy san‘atlardan unumli foydalangan, ularni ma‘lum darajada rivojlantirgan.

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## $F(x) = \lambda + x(1 - x)$ FUNKSIYA UCHUN MANDELBROT TO'PLAMINI TOPISH MASALASI

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### ANNOTATSIYA

Ushbu maqolada matematikaning zamonaviy va qiziqarli yo'nalishlaridan biri bo'lgan dinamik sistema sohasiga oid bo'lgan  $F(x) = \lambda + x(1 - x)$  funksiyaning dastlab qo'zg'almas nuqtalari, keyin Mandelbrot to'plamini, va nihoyat to'ldirilgan Julia, Julia va Fatu to'plamlarini topish masalasini ko'rib chiqdik.

**Kalit so'zlar:** Dinamik sistema, grafik, Mandelbrot to'plami, to'ldirilgan Julia, Julia to'plami, Fatu to'plami, qo'zg'almas nuqta, grafik analiz

### ABSTRACT

In three articles, the properties of the fixed points of the function  $F(x) = \lambda + x(1 - x)$  related to the dynamical system, which is one of the modern fields and interesting directions of mathematics, then Julia and Fatu sets, and finally we considered the problem of finding Mandelbrot sets.

**Keywords:** Dynamic system, graph, Julia set, Mandelbrot set, Fatu set, fixed point, graph analysis

### KIRISH

Biz ushbu maqolada "Dinamik sistema" deb ataluvchi matematikaning zamonaviy va ajoyib bo'limiga doir misollar va ularning grafklarini o'rganamiz. Dinamik sistema haqida dastlab qisqacha tushuncha keltirib o'tsak, koinotdagi yulduzlar va sayyoralar harakati dinamik harakatdir. Butun dunyoda ob-havo o'zgarishi, aholi sonining o'sishi va kamayishi dinamik harakatlarning yaqqol misollari hisoblanadi. Kimyo, biologiya va fizika, hattoki moliya sohasida dinamik harakatlarga ko'plagan misollar keltirish mumkin. Demak, dinamik sistemaga misollar ko'p.

### ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Dastlab misolimizni ishlash davomida foydalaniladigan to'plamlarga ta'riflarni qisqacha keltirib o'tmoqchimiz.

Dinamik sistemalarda turli xil trayektoriyalar mavjud bo'lib, shubhasiz, eng muhimlaridan biri qo'zg'almas nuqtadir.



Qo'zg'almas nuqta deganimiz  $F(x_0) = x_0$  shartni qanoatlantiradigan  $x_0$  nuqta bo'ladi va u simvolik ravishda quyidagicha belgilanadi:

$$fix\{f\} = x_0$$

1-ta'rif. Haqiqiy sonlar to'plamidan  $F(x)$  orqali trayektoriyalar cheksizlikka intiladigan nuqtalar to'plami Fatu to'plami deyiladi va  $F(F) = \{x : F^n(x) \rightarrow \infty\}$  kabi belgilanadi.

2-ta'rif. Haqiqiy sonlar to'plamidan  $F(x)$  orqali trayektoriyalar cheksizlikka intilmaydigan nuqtalar to'plami to'ldirilgan Julia to'plami deyiladi va  $K(F) = R \setminus F(F)$  kabi belgilanadi.

3-ta'rif. To'ldirilgan Julia to'plamining chegarasi Julia to'plami deyiladi va  $J(F) = \partial K(F)$  kabi belgilanadi.

4-ta'rif. Agar to'plamning ixtiyoriy ikkita nuqtasini tutashtiruvchi kesma shu to'plamga tegishli bo'lsa, u holda to'plam chiziqli bog'lamli deyiladi.

5-ta'rif. Parametrga bog'liq funksiyalarda to'ldirilgan Julia to'plami bog'lamli bo'ladigan barcha parametrlar to'plami Mandelbrot to'plami  $M$  deyiladi.

Keling,  $F(x) = \lambda + x(1 - x)$  funksiya dinamikasini o'rganamiz, buning uchun Julia, Fatu va Mandelbrot to'plamlarini topish masalasini ko'raylik. Dastlab Mandelbrot to'plamini topamiz:

$$F(x) = \lambda + x(1 - x) = \lambda + x - x^2$$

Funksiya grafikni tasavvur qilishimiz uchun dastlab parabola uchlarini aniqlab olamiz

$$x_0 = \frac{-1}{2 \cdot (-1)} = \frac{1}{2} \quad y_0 = -\frac{1}{4} + \frac{1}{2} + \lambda = \frac{1}{4} + \lambda$$

Demak, bu parabolamiz shoxlari pasga qaragan va uchi  $(\frac{1}{2}, \frac{1}{4} + \lambda)$  nuqtada joylashar ekan. Endi qo'zg'almas nuqtalarini aniqlab olishimiz kerak. Buning uchun quyidagi tenglamani yechamiz:

$$\lambda + x - x^2 = x$$

$$-x^2 + \lambda = 0$$

$$x^2 = \lambda$$

$$x = \pm\sqrt{\lambda}$$

Endi biz bu yechimlarning ichidan kattasini ya'ni  $\sqrt{\lambda}$  ni tanlab olamiz. Va uni grafik analiz usulida ko'rib o'tganimizdek, shu nuqta  $y_0$  nuqtadan oshib ketganda bu nuqtalar itaruvchi bo'la boshlaydi. Shuning uchun bu yechimni  $y_0$  ga tenglaymiz:

$$\sqrt{\lambda} = \frac{1}{4} + \lambda$$

$$\lambda = \frac{1}{16} + \frac{\lambda}{2} + \lambda^2$$

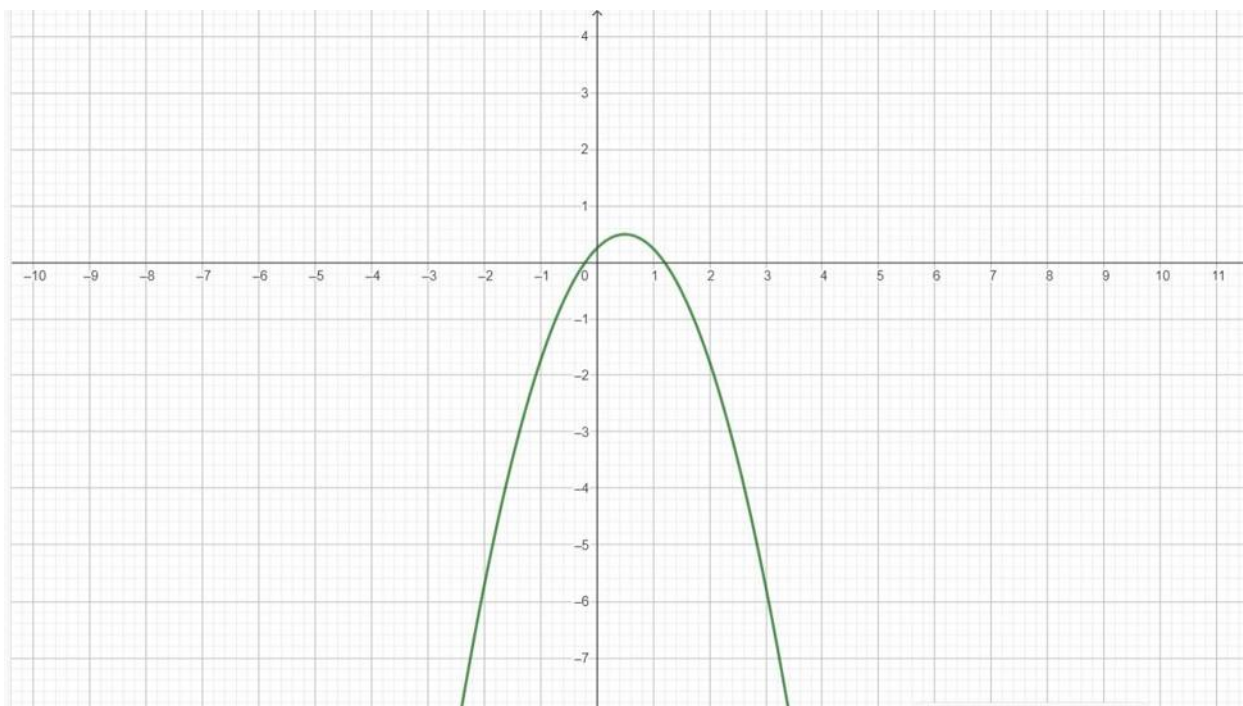


$$\left(\lambda - \frac{1}{4}\right)^2 = 0$$

$$\lambda = \frac{1}{4}$$

### NATIJA

$\lambda \geq 0$  ekanligini hisobga olsak, Mandelbrot to'plami  $\left[0, \frac{1}{4}\right]$  oraliq ekanligini topishimiz mumkin. Endi bu funksiya uchun Julia to'plami  $\{-\sqrt{\lambda}, \sqrt{\lambda}\}$  va to'ldirilgan Julia to'plami esa  $[-\sqrt{\lambda}, \sqrt{\lambda}]$  bo'ladi, chunki funksiya bu oraliqda grafik analiz bo'yicha cheksizlikka qarab ketmaydi. Endi Fatu to'plami esa  $(-\infty, -\sqrt{\lambda}) \cup (\sqrt{\lambda}, \infty)$  bo'ladi ekan. Quyida ushbu funksiya grafigini  $\left[0; \frac{1}{4}\right]$  oraliqdagi grafigini ko'ramiz:



### XULOSA

Xulosa qilib aytadigan bo'lsak,  $F(x) = \lambda + x(1-x)$  funksiya uchun Mandelbrot to'plamini topish masalasi grafik analiz usulida yaqqol ko'rish mumkin. Agar  $\lambda < 0$  bo'lganda, Mandelbrot to'plami mavjud emas.  $\lambda > 0$  bo'lganda esa Mandelbrot to'plami  $\left[0, \frac{1}{4}\right]$  oraliqda ekanligini ko'rishimiz mumkin. Xuddi shu kabi boshqa funksiyalarda ham umumiy holda Mandelbrot to'plamlarini topishimiz mumkin.

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## QORAQOLPOG'ISTONDA TURIZM JOZIBADORLIGINI OSHIRISH VA YANGI YO'NALISHLARNI TASHKIL QILISH IMKONIYATLARI

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### ANNOTATSIYA

Mamalakatimizda amalga oshiralayotgan turizm islohotlari mavjud madaniy meros ob'yektlar bo'yicha ilmiy tadqiqotlar olib borishga undaydi. Qoraqolpog'istonning boy tarixini, milliy madaniyati, o'ziga hos urf odatlarini namoyon qilish, mavjud arxilogik, etno, turizm ob'yekt targ'ib qilinmoqda va bu ko'p sonli turistlar oqimini oshishiga sabab bo'lishi kutilmoqda.

**Kalit so'zlar:** Qoraqolpog'iston Respublikasi, hududlar, mehmonxona xizmatlari, xizmatlar sifati, turizm turlari, tarixiy ob'yektlar.

### ABSTRACT

Tourism reforms implemented in our country encourage scientific research on existing cultural heritage objects. Karakalpakstan's rich history, national culture, unique traditions, existing archeological, ethno-tourism objects are being promoted, and this is expected to increase the flow of tourists.

**Keywords:** Republic of Karakalpakstan, regions, hotel services, quality of services, types of tourism, historical objects.

### KIRISH

Turizmning rivojlanishi va sohani rivojlanishi har bir davlatning iqtisodiy-ijtimoiy jarayonlariga yoki global iqtisodiyotga kuchli ta'sir ko'rsatadi. Turizm sohasidagi islohotlar va rivojlanish, mamlakatning tanilishi, madaniyatini, ekologiyasini va turistik salohiyatini kuchaytirishi bilan birga, tavar mahsulotlar va xizmatlar eksportini yengillashtirishi mumkin. Bu esa ishlab chiqarish, kasb-hunar yoki xizmatni ko'rsatish sohasida innovatsiyalarni kengaytirish va yetishib kelyotgan yosh avlodni qo'llab-quvvatlash imkonini beradi. Turizm sohasidagi rivojlanish va daromad oshishi mamlakatda, yangi ish o'rinlari yaratishga, turmush tarzi infrastrukturasi va xizmat



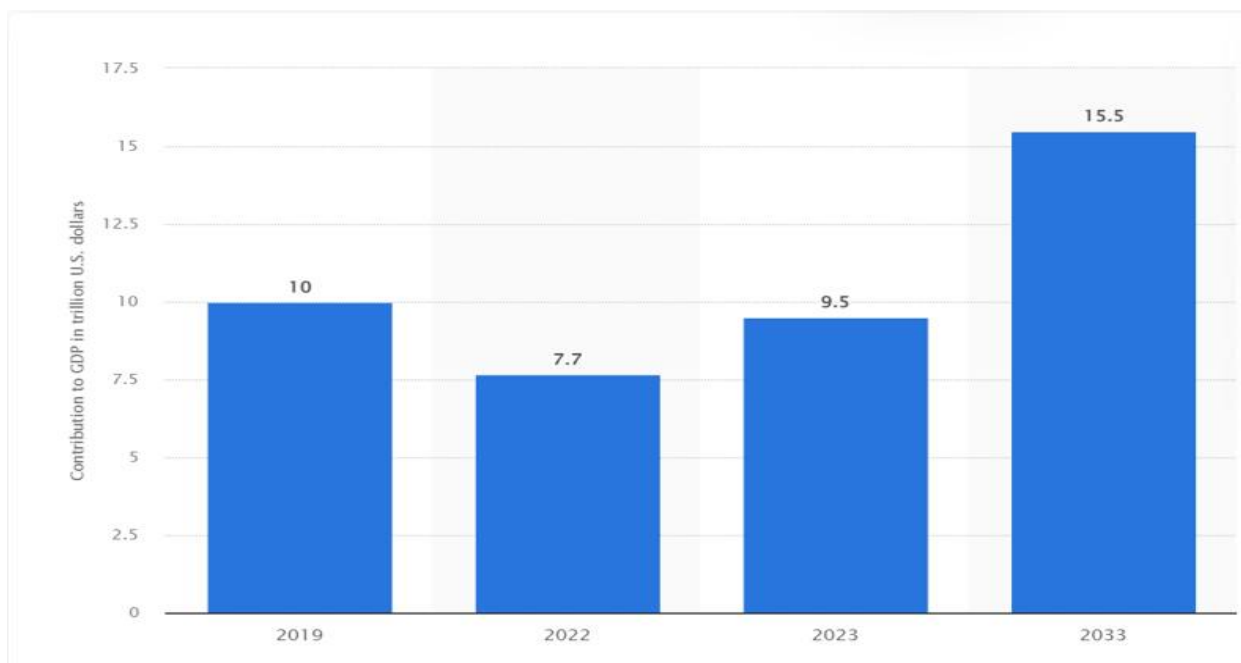
ko'rsatish sohasi rivojlantirishga imkon beradi. Rivojlangan mamlakatlarda turizm sanoati "iqtisodiyot drayveri" sifatida qaraladi. Bunga sabab sohani ravnaqi barcha boshqa turdosh sohalarni ham rivojiga imkon yaratadi. Oqibatda tarixiy ananalar, etnografik o'ziga hos milliy liboslar, udumlar, madaniy meros ob'yektlarini saqlash ularni turizm bozoriga targ'ib etishga ko'proq e'tibor qaratiladi. Bu esa mamlakatning jahondagi imiji oshishi, obro'-e'tibori mustahkamlanishiga turtki beradi.

### ADABIYOTLAR TAHLILI VA METODOLOGIYA

Dunyo turizm sanoati 2022-yilda sayohat va turizmning global yalpi ichki mahsulotga (YaIM) qo'shgan umumiy hissasi koronavirus (COVID-19) pandemiyasi boshlanishidan bir yil oldingi 2019-yilga nisbatan 23 foizga kam bo'ldi. Umuman olganda, sayohat va turizm 2022-yilda jahon yalpi ichki mahsulotiga 7,7 trillion AQSh dollari hissa qo'shgan. Bu ko'rsatkich 2023-yilda taxminan 9,5 trillion AQSh dollariga yetishi va pandemiyadan oldingi darajadan besh foizga past bo'lishi prognoz qilinmoqda.

So'nggi yillardagi tadqiqotlar shuni ko'rsatmoqdaki turizmga ta'sir qiluvchi asosiy omillardan ba'zilari globallashtirish, raqamlashtirish, barqaror rivojlanish va koronavirus (COVID-19) pandemiyasi bo'ldi. Harakatning qulayligi, yangi yo'nalishlar haqida xabardorlikning ortishi va axborot, tijorat manbai sifatida Internet turizm bozorning eksponentsial o'sishiga olib keldi. Turistlar sonini o'sish bilan birga, uning atrof-muhitga ta'siri haqida jamoatchilik tashvishi kuchaymoqda, bu esa iste'molchilarning yashil sayohatga bo'lgan talabni ortishiga olib keladi. Pandemiya davridan so'ng sog'liqni saqlash sohasidagi jiddiy inqirozdan so'ng, turizm sanoati asta-sekin tiklanmoqda. Global turizm bozorining kelajagini olimlar fikri o'rganilganida shunday hulosalar berilgan; sayohatda mobil qurilmalardan foydalanishning o'sishi, yangi texnologiyalarning o'zlashtirilishi va biznes, dam olish sayohatlari o'rtasidagi unchalik sezilmaydigan farq pandemiyadan keyingi davrda iste'molchilar manfaatlarining o'zgarishiga misol bo'la oladi.

Global turizm bozorining 2019 - 2022 yillarda butun dunyo bo'ylab yalpi ichki mahsulotga (YaIM) turizmning umumiy hissasi, 2023 va 2033 yillarga prognoz ko'rsatgichlari



**1-rasm “Dunyo turizm bozorining 2019 va 2022 yillardagi dunyo bo'ylab yalpi ichki mahsulotga (YaIM) turizmning hisyasi va 2023-2033 yillardagi prognoz ko'rsatgichlari.”**

1 rasmda keltirilgan prognoz ko'rsatgichlarini tahlil qilganimizda, 2023 yilda YAİM dagi turizm ulushi 2019 yilga nisbatan 0.5 ga kam bo'lishi prognoz qilingan edi. Haqiqatda esa turizmning global yalpi ichki mahsulotga (YaIM) qo'shgan umumiy hisyasi 2019-yilga nisbatan 23 foizga kam ko'rsatgichni ko'rsatdi. 2033 yilga prognoz ko'rsatgichi bo'yicha turizmning global yalpi ichki mahsulotga (YaIM) qo'shgan umumiy hisyasi 15,5 trillion dollar bo'lishi prognoz qilinmoqda. Huloqa qilish mumkinki Global turizm bozorida hizmatlar sifati ortib, yangi turizm yo'nalishlariga bo'lgan e'xtiyoj ortadi.

Jahon turizm bozorida raqobatbardoshlikka ega bo'lish uchun xizmatlar sifati yaxshilash, yangi turizm yo'nalishlarini targ'ib qilish muhim ahamiyatga ega.

## MUHOKAMA VA NAIJALAR

Mamlakatimizda 7 mingdan ziyod nodir tarixiy yodgorlik va ulug'vor hamda betakror arxitektura namunalari mavjud. Yurtimizning boy va rang-barang tabiati, so'lim qo'riqxonalar va milliy bog'lari har qanday kishida ijobiy taassurot uyg'otadi. Xalqimiz milliy madaniyat, san'at va hunarmandchilikning ko'p asrlik an'alarini avaylab-asrab kelayotgani, jahonga mashhur milliy taomlarimiz va pazandachilik sohasidagi an'alarimiz saqlanib qolgani dunyo ahlini o'ziga rom etib, katta qiziqish uyg'otib keladi. Shu bois, mamlakatimizda sayyohlik tizimini jahon andozalari darajasida taraqqiy ettirish, sohani davlat tomonidan qo'llab-quvvatlash, tarmoq korxonalariga turli imtiyozlar yaratib berish,

infratuzilmani shakllantirish borasida keng ko‘lamli ishlar amalga oshirilmoqda.

O‘zbekistonning turizm salohiyati Samarqand, Buxoro, Xiva turistik yo‘nalishlari orqali jahonga mashhur. Yangi turizm yo‘nalishlarni yaratish, turistlarga sifatli mehmonxona xizmatlarini ko‘rsatish barcha hududlar uchun birday zarur. Har bir turist mamlakat hududida ko‘proq mablag‘ va kun sarf etishi hududning iqtisodiy-ijtimoiy jihatdan yuqori foydaga ega bo‘lishi uchun zamin yaratadi. Bu borada Qoraqalpog‘iston Respublikasida mavjud turizm salohiyatidan samarali foydalanib, ichki va xalqaro turistlar uchun yangi marshrutlarni taklif etish mumkin.

Qoraqalpog‘iston respublikasi dunyoga “Orol dengizi”ni ekologik fojiasi bilan ko‘plab xalqaro tashkilotlarni jumladan: UNESCO, UNICEF, UNDP va boshqa tashkilotlarni o‘ziga jalb etgan.

Nukus shaxrida joylashgan “Sahro luviri” nomi bilan mashg‘ur bo‘lgan arxiologik Savitskiy muzeyiga, Ellikqala tumanida joylashgan “Ayoz qala”, “Tuproqqala ” tarixiy arxiologik yodgorligi ham Italiyalik, Germaniyalik sayyohlar tashrif buyurishadi.

Qoraqalpoqlar turkiyzabon xalqlar turkumiga kiradi. Ularning ko‘p asrlar davomida shakllangan tarixi qadimgi Orolbo‘yi mintaqasining ko‘chmanchi qabilalaridan boshlanadi. Markaziy Osiyo xalqlari madaniyatlarining mashhur tadqiqotchisi S.P.Tolstovning fikricha, Orol dengizining janubiy qirg‘og‘ida yashagan sak va massaget qabilalari (orol va botqoqlik massagetlari), qoraqalpoqlarning eng qadimgi ajdodlari hisoblanadi. Ular baliqchilik, chorvachilik va dehqonchilik bilan shug‘ullangan yarim ko‘chmanchi qabilalar hisoblanishgan.

O‘rta asrlarda qoraqalpoq xalqining asosiy etnik o‘zagini pecheneg va o‘g‘uz qabilalari tashkil etgan. Ular nafaqat Amudaryoning quyi oqimi bo‘ylari va Orol dengizining qirg‘oq hududlarida, balki orol bo‘yi mintaqasidan volgagacha bo‘lgan keng hududlarda istiqomat qilishgan. Keyinchalik, ularning taqdiri XI asrda Irtishdan kelgan qipchoqlar bilan bog‘liq bo‘lgan. Ular mog‘ullar istilosidan oldin va keyin ushbu qabilalarning bir qismi bo‘lgan. Qipchoqlarning qaqshatqich hujumlari ostida pecheneglarning bir qismi g‘arbga ko‘chib o‘tadi. Rus yilnomalarida ular “qora qalpoqlar” (XII-XIV asr) yoritilgan. Orol dengizi qirg‘oqlariga joylashgan boshqa qismi esa sharqiy manbalarida “qavmi kulahi siyah” (qora qalpoq kiygan qavm) nomi bilan qayd etilgan. Qoraqalpoq hududini rivojlantirish uchun yangi investitsion loyihalarni tashkil qilish, aholini yashash sharoitlarini yaxshilash uchun davlatimiz tomonidan ham Qoraqalpog‘iston Respublikasida turizmni, qishloq hujaligini, tadbirkorlik faoliyatini yaxshilash va rivojlantirish uchun qator hukumat qarorlari qabul qilinmoqda. Misol tariqasida “O‘zbekiston Respublikasining 2022-2026-yilgi turizm salohiyatini rivojlantirish bo‘yicha chora-tadbirlar tugrisida”gi O‘zbekiston

Respublikasi Vazirlar Makamasining qarori qabul qilindi. Qarorga muvofiq, Qoraqalpogiston Respublikasining Mo'ynoq, Xo'jayli, Taxtako'pir, Ellikqala tumanlarining ijtimoiy-iqtisodiy rivojlanishi va turizm ob'ekt'larini targ'ib qiluvchi matnli, video materiallarni qoraqalpok, o'zbek, rus va ingliz tillarida qayta ishlash. Ommaviy axborot vositalari orqali targ'ib qilish, taniqli blogerlar ishtirokida infoturlar tashkil qilinib, tarixiy ob'yektlar haqidagi videoroliklar, tarixiy ma'lumotlar va mavjud imkoniyatlar yoritib borilishi ko'zda tutilgan edi. Yuqoridagi keltirilgan vazifalarni amalga oshirish va turistlar oqimini oshirish masadida O'zbekiston Respublikasi Ekologiya, atrof-muhitni muhofaza qilish va iqlim o'zgarishi vazirligi huzuridagi Turizm qo'mitasi va Qoraqalpog'iston Respublikasi Vazirlar Kengashi hamda turizmni rivojlantirishda hamkor idoralar bilan birgalikda qator ishlar amalga oshirildi:

- turizm salohiyatini oshirish maqsadida chora tadbirlar rejasi sihlab chiqildi;
- Ellikqal'a tumanida 21 ta, Xujayli tumanida 13 ta, Taxtako'pir tumanida 14 ta, jami 48 ta turistik ob'yektlar tug'risida ma'lumotlar bazasi yaratildi;
- hududlarda mavjud turizm salohiyatini oshirish uchun yangi yo'nalishlar yaratildi;
- turistik ob'yektlar tug'risida ma'lumotlar bazasi qoraqalpok, rus, fransuz, turk, arab, ispan, nemis, yapon tillariga tarjima qilindi.

Hududning turizm imkoniyatlarini kengaytirish va yangi turizm obyektlarini ishlab chiqish maqsadida bir qancha loyihalar ham amalga oshirilmoqda. Jumaladan: "Qoraqalpog'iston Respublikasi Ellikqal'a tumanida Tuproqqal'a etno-muzeyini tashkil qilish" mavzusidagi maqsadli innovatsion loyiha"si ishlab chiqilmoqda. Loyiha davomida Qoraqalpog'iston muzeylari faoliyati etnik jihatdan o'ziga hosligi, kiyinish madaniyati, milliy ananalari o'rganildi va muzeylar salohiyati tahlil qilindi.

Qoraqalpog'istonda mavjud muzeylar faoliyati o'rganish davomida shunday hulosalar qilindi:

- Qoraqalpog'iston Respublikasi I.V.Savitskiy nomidagi davlat san'at muzeyi jami 99 840 ta muzey ashyolari saqlanmoqda, shulardan 55 122 tasi asosiy fond, 32 871 tasi ilmiy yordamchi fond, 11 847 tasi vaqtincha saqlanadigan fond ashyolar hisoblanadi. Ashyolarning 12 995 tasi ta'mirlab ahvolda. Hozirda 736 ta eksponat ekspozitsiya zaliga qo'yilgan.

- Qoraqalpog'iston Respublikasi tarixi va madaniyati davlat muzeyi va 3 ta filial (Muynoq Ekologiya muzeyi, Muynoq Orol dengizi tarixi muzeyi hamda Ellikqal'a tumani arxeologiya va tarix muzeyi) hisoblanadi. Muzeylarda jami 83 479 ta muzey ashyolari saqlanmoqda, shularning 32 779 tasi asosiy fond, 32 779 tasi ilmiy yordamchi fond, 17 921 ta

vaqtincha saqlash fondidagi ashyolari hisoblanadi. Ashyolarning 2266 tasi ta'mirtalab ahvolda.

- Berdaq nomidagi Qoraqalpoq adabiyoti tarixi davlat muzeyida jami 10469 ta muzey ashyolari saqlanmoqda, shulardan 6659 tasi asosiy fond, 2032 tasi ilmiy yordamchi fond, 1778 tasi vaqtincha saqlash fondidagi ashyolar hisoblanadi. Ashyolarning 3500 tasi ta'mirtalab ahvolda. Hozirda muzey ashyolarining 825 tasi ekspozitsiyaga qo'yilgan. Muzeylarga tashrif buyuyrgan Xorijiy va mahalliy turistlar soni ham tahlil qilindi(1-jadval)

1-jadval

**Qoraqalpog'iston Respublikasi davlat muzeilariga  
2022-yil davomida tashrif buyuruvchilar haqida ma'lumot**

№	Muzey nomi.	Tashrif buyuruvchilar soni	Xorijiy	Mahalliy
1.	Qoraqalpog'iston Respublikasi I.V.Savitskiy nomidagi davlat san'at muzeyi	<b>73 906</b>	<b>7255</b>	<b>66 651</b>
2.	Qoraqalpog'iston Respublikasi tarixi va madaniyati davlat muzeyi	<b>31484</b>	<b>355</b>	<b>31129</b>
3.	Muynok Ekologiya muzeyi	<b>4641</b>	<b>421</b>	<b>4220</b>
4.	Orol dengizi tarixi muzeyi	<b>3561</b>	<b>877</b>	<b>2684</b>
5.	Ellikqal'a tumani arxeologiya va tarix muzeyi	<b>2554</b>	<b>21</b>	<b>2533</b>
6.	Berdaq nomidagi Qoraqalpoq adabiyoti tarixi davlat muzeyi	<b>10400</b>	<b>42</b>	<b>10358</b>

1- jadval ma'lumotlardan shunday hulosalar qilishimiz mumkin Qoraqalpog'iston Respublikasi I.V.Savitskiy nomidagi davlat san'at muzeyida targ'iboti va ekspozitsiyalari mashg'urli tufayli hooijiy va mahalliy turistlar soni jami **73 906 tani tashkil qiladi**. Qoraqalpog'iston Respublikasi tarixi va madaniyati davlat muzeyi imkoniyati yuqori bo'lishiga qaramasdan tashrif buyuruvchilar soni **31484 tani tashkil qiladi**. **Tashrif buyuruvchilar soni** I.V.Savitskiy nomidagi davlat san'at muzeyiga nisbatan 2,3 barobarga kam. Davlat tomonidan ham, turizm faoliyatini yurutuvchi tashkilotlarda ham asosiy e'tibor I.V.Savitskiy nomidagi davlat san'at muzeyiga qaratilgan boshqa muzeylarga asosan maktab o'quvchilari tashrif buyurishi aniqlandi. Qoraqalpog'istonga tashrif buyuruvchi aksariyat sayyohlar Muynoq va I.V.Savitskiy nomidagi davlat san'at muzeyiga, Ellikqala tumanidagi "Ayoq qala" arxologik abyecktga tashrif buyurushadi. Sudochu ko'li, Tuz ko'li, Aqchako'l, Qorateran ko'llariga ham turistlar sonini oshirish bo'yicha qator ishlar malaga oshirilmogda.

## XULOSA

Yo'llarda turizm infrastrukturasi yaxshilansa asosiy obyektlarday boshqa tabiiy lanshaftga ega bo'lgan hududlarda ham turistlar oqimini oshirish mumkin. Bunda hududning turizm jozibadorligini oshirish va yangi yo'nalishlarni tashkil qilishda nafqat davlat tashkilotlarni, yoki tur firmalar hamkorligi hamda amalga oshirish mumkin balki mahalliy aholinning istak- xohishi va o'zlarini rivojlantirishga bo'lgan yangicha qarashlari muhim hisoblanadi. Sayyohlarga doimiy xizmat ko'rsatuvchi sifatida mahalliy aholi o'zining hush muomilasi, bilimi, ishtiyoqi bilan hududda yaratilgan yangi imkoniyatlardan foydalanishni o'rganib olishlari kerak bo'ladi. Tarqaaiyot asrida chekka hududlarda yashovchi aholining bilim va ko'nikmalarini rovojlantirish orqali yangi turizm biznes va yangi xizmat ko'rsatish turlari tashkil qilish imkoniyati vujudga keladi. Shunday ekan turizmni rivoji uchun barcha birday ma'sul aynaqsa mavjud tarixiy obidalarni avaylash asrashda, atrif-muhitni muhofaza qilishda, chiqindilardan saqlashda uchun hamma birdek masuliyatni his qilishi zarur. Davlat tashkilotlari qanchalik harakat qilishmasin agar mahalliy aholida qiziqish bo'lmasa, barcha sain harakatlar natijasi kutilgandek bo'lmaydi.

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## XORIJIY TILLARNI SAMARALI O'RGATISHDA HISOBGA OLINISHI KERAK BO'LGAN OMILLAR VA ENG KO'P QO'LLANILADIGAN USULLAR

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### ANNOTATSIYA

Ushbu maqola til o'qituvchilari uchun keng qamrovli manba bo'lib xizmat qiladi va turli tillarni o'rgatish usullari va ularning qo'llanilishi haqida tushuncha beradi. U o'qituvchilarning turli ehtiyojlarini qondirish uchun ta'lim usullarini moslashtirish muhimligini ta'kidlaydi va samarali til o'rgatish usullarini izlayotgan o'qituvchilar uchun qimmatli ma'lumotnoma beradi.

**Kalit so'zlar:** tabaqalashtirilgan yondashuv, eskirgan ta'lim tizimi, yangi metodlar, ingliz tilini o'qitish, noan'anaviy mazmun, samarali o'qitish usullari, fanga qiziqishni oshirish.

### АННОТАЦИЯ

Эта статья служит комплексным ресурсом для учителей языка и дает представление о различных методах преподавания языка и их применении. В нем подчеркивается важность адаптации методов обучения для удовлетворения разнообразных потребностей учащихся и предоставляется ценный справочник для учителей, которые ищут эффективные методы преподавания языка.

**Ключевые слова:** дифференцированный подход, устаревшая система образования, новые методы, преподавание английского языка, нетрадиционное содержание, эффективные методы обучения, повышение интереса к предмету.

### ABSTRACT

This article serves as a comprehensive resource for language teachers, offering insights into different language teaching methods and their applications. It highlights the importance of adapting instructional approaches to meet the diverse needs of students and provides a valuable reference for educators seeking effective language teaching techniques.

**Keywords:** differentiated approach, the outdated education system, new methods, teaching English, non-traditional content, effective teaching methods, increasing interest in the subject.



## KIRISH

Chet tillarini o'qitishning barcha zamonaviy yondashuvlarini ikkita asosiy guruhga bo'lish mumkin: muloqot paytida intuitiv assimilyatsiyaga asoslanganlar ("kommunikativ" usullar deb ataladi) va til qoidalari, lug'at va grammatikani ongli ravishda o'zlashtirishga urg'u beradiganlar (an'anaviy usullari deb nomlanadi). Xorijiy tillarni samarali o'rgatish muammosi bugun har qachongidan ham dolzarbdir. Taniqli rus tilshunosi va akademigi L.V. Shcherba hamma uchun yagona yoki universal usul yo'q deb hisoblardi. Har bir usul qo'llanilishi kerak bo'lgan qimmatli elementlarga ega, ammo tarixda yangi usullar mavjud muammolarni to'liq hal qiladigan holatlar kam uchraydi.

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Usulning samaradorligiga individual talabalar o'rtasidagi sezilarli farqlar, jumladan, ularning tabiiy xususiyatlari, kognitiv va lingvistik qobiliyatlari, shaxsiy xususiyatlari, kontekstual omillari, qiziqishlari va ijtimoiy mavqei ta'sir qiladi. Bundan tashqari, o'qituvchining fazilatlarini, kuchli va zaif tomonlari ham usulni amalga oshirishga ta'sir qiladi. Ushbu omillarni hisobga olish o'quv jarayonida samarali hamkorlikni rivojlantirish uchun juda muhimdir.

## NATIJALAR

Ingliz tilini o'rgatishning eng yaxshi usulini aniqlash juda qiyin, chunki u o'quvchilarning yoshi va malaka darajasi, shuningdek, o'qitilayotgan mazmun kabi omillarga bog'liq. Ko'pgina o'qituvchilarning fikriga ko'ra, kommunikativ yondashuv, audio-lingual yondashuv va vazifaga asoslangan o'qitishning kombinatsiyasi ko'p hollarda ijobiy natijalar beradi. Til o'rganishning turli usullari, shu jumladan Ingliz tilini ikkinchi til sifatida o'qitish usullari bilan tanish bo'lish o'qituvchilarga o'zlarining ta'lim usullarini turli vaziyatlarga moslashuvchan tarzda moslashtirish imkonini beradi.

## MUHOKAMA

Usul va yondashuv o'xshash tushunchalar, ammo sezilarli farqlar mavjud. Yondashuv biror narsa bilan shug'ullanishning umumiy uslubini anglatadi, usul esa vazifa yoki muammoni hal qilish uchun qilingan muayyan jarayonlar yoki qadamlarni o'z ichiga oladi. Tarix davomida til o'rganishning 30 ga yaqin ommabop yondashuvlari mavjud bo'lib, ulardan 10 ga yaqini vazifaga asoslangan o'rganish, kommunikativ yondashuv, grammatika-tarjima va audio-lingual yondashuv kabi keng tan olingan. Hozirgi vaqtda kommunikativ yondashuv ayniqsa mashhur.





Vazifalarga asoslangan ta'limda talabalarning maqsadli tildan foydalangan holda real vazifalarni bajarishlarini o'z ichiga oladi. Bu usul vazifani bajarish orqali o'quvchilarning ishonchini oshirish va xatolarni to'g'ridan-to'g'ri tuzatishni minimallashtirish orqali ravonlikni rivojlantiradi. Vazifalar uchta toifaga bo'linadi: axborot bo'shlig'i, fikrlash bo'shlig'i va fikr bo'shliqlari. Vazifalarga asoslangan ta'limda amaliyotda qo'llaniladigan sinf vazifalariga misol qilib, berilgan mavzular bo'yicha taqdimotlar, suhbatlar o'tkazish, plakatlar yaratish va dolzarb voqealar bo'yicha qisqa taqdimotlar o'tkazish kiradi.

Komunikativ yondashuv til ta'limida hozirda til o'rgatishning eng mashhur usullaridan biri hisoblanadi. Bu ikkinchi tilni samarali o'rgatish uchun o'zaro ta'sir va muloqotga urg'u beradi. Talabalar tanishish suhbatlari, takliflar berish, taklifnomalar berish, shikoyatlar bildirish yoki vaqt va joyni muhokama qilish kabi maqsadli tilda duch kelishi mumkin bo'lgan kundalik vaziyatlarda qatnashadilar. O'qituvchilari faqat grammatik o'zlashtirishga e'tibor qaratishdan ko'ra, talabalarning maqsadli tilda muloqot qilish qobiliyatini rivojlantirishga qaratilgan fasilitator sifatida ishlaydi. Rol o'yinlari, suhbatlar, guruhda ishlash, fikr almashish va kommunikativ o'yinlar odatda birlashtirilgan faoliyatdir.

Audio-lingual yondashuv o'quvchilarni na'muna mashqlari va dialoglar orqali til o'rganish odatlarini rivojlantirishga undaydi. Ushbu yondashuv o'qish va yozishdan oldin tinglash va gapirish qobiliyatlarini birinchi o'ringa qo'yadi, maqsadli tilni faqat sinfda qo'llaydi. Ushbu usuldagi dialoglar takrorlash, fleksiya, almashtirish va takrorlashni o'z ichiga oladi, bu o'quvchilarga til tuzilmalarini mashq qilish va yodlashda yordam beradi. Ba'zi onlayn til o'rganish dasturlari audio-lingual yondashuvga amal qiladi, bu esa uni masofadan va mustaqil til o'rganish uchun qulay variantga aylantiradi.

Nutq ko'nikmalarini o'rgatishda Talabalarning faolligi va motivatsiyasining yetishmasligi kabi umumiy muammolarni hal qilish uchun Audio-Lingual metoddan foydalanish mumkin. U talaffuz, so'z boyligi, grammatika, ravon so'zlash va dialoglar orqali tushunishga qaratilgan.

## XULOSA

Mavjud usullarning ko'pligiga qaramasdan, tilni o'rgatish uchun yagona o'lchovli yechim yo'q. Buning o'rniga, samarali til o'rgatish moslashuvchanlikni, moslashishni va o'quvchilarning individual ehtiyojlarini, afzalliklarini va o'rganish uslublarini chuqur tushunishni talab qiladi. O'qituvchilar o'qitish usullarini tanlash va amalga oshirishda yosh, malaka darajasi, mazmuni va sinf dinamikasi kabi omillarni hisobga olishlari kerak.



Bundan tashqari, tilni muvaffaqiyatli o'rgatish nafaqat tanlangan uslubga, balki o'qituvchining sifat va mahoratiga ham bog'liq. O'qituvchilar o'rganishni osonlashtirish, yo'l-yo'riq ko'rsatish va tilni o'zlashtirish uchun qulay muhit yaratishda hal qiluvchi rol o'ynaydi.

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## ARTIFICIAL INTELLIGENCE BASED METHODS OF IDENTIFICATION AND AUTHENTICATION BY FACE IMAGE

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### ABSTRACT

A facial recognition system is a technology that can match a human face from a digital image or video frame to a database of faces. Such a system is typically used to authenticate users through identity verification services and works by accurately defining and measuring facial features from a given image. In the 1960s, development began on similar systems, which began as a form of computer application. Since its inception, facial recognition systems have recently become more widely used in smartphones and other forms of technology such as robotics. This paper explores the classical and artificial intelligence-based methods of face image identification and authentication, identifies the existing barriers to face recognition, and presents several methods to overcome them. The article proposes several methods for building a facial image-based authentication system and improving its effectiveness. Methods such as artificial neural networks, machine learning algorithms, etc. are widely used in the construction of the proposed system. The created system helps to improve the efficiency of biometric authentication systems based on facial images.

**Keywords:** facial recognition, authentication, identification, artificial intelligence, machine learning.

### INTRODUCTION

Facial recognition systems are used by governments and private companies around the world today. Their effectiveness varies, and some systems have previously been abandoned due to ineffectiveness. The use of facial recognition systems has also sparked controversy, with claims that the systems violate citizens' privacy, commonly misidentify,



encourage gender norms and racial profiling, and fail to protect sensitive biometric data [1]. The emergence of fake media such as Deepfakes has also raised concerns about its security. These claims have led to bans on facial recognition systems in several cities in the United States. Growing social concerns led social networking company Meta Platforms to shut down Facebook's facial recognition system in 2021, deleting the face scan data of more than a billion users. This change is one of the biggest changes in the use of facial recognition in the history of technology [2].

Because computerized facial recognition involves measuring a person's physiological characteristics, facial recognition systems are classified as biometric. Although the accuracy of facial recognition systems as a biometric technology is lower than iris recognition and fingerprint recognition, it is widely used due to the contactless process. Facial recognition systems have been used in advanced human-computer interaction, video surveillance, and automatic image indexing [3].

## LITERATURE ANALYSIS AND METHODOLOGY

Facial recognition is a family of biometric software that maps a person's facial features and stores the data as a facial copy. The software uses deep learning algorithms to verify an identity by comparing a live captured image with a stored facial print. Image processing and machine learning are the backbone of this technology. Due to human activity found in various security applications such as airport, crime detection, face tracking, forensics, etc., facial recognition has received much attention from researchers [4]. The relevance of research in this direction is confirmed by many works of Russian and foreign scientists. The study of various aspects of facial biometrics problems is devoted to the researches of G.A. Kukhareva, I.N.Spiridonova, O.S.Ushmayeva, P.Viola, M.J.Jones, Anil K.Jain, A.Ross, D.Zhan and other foreign scientists. However, the problem of recognizing and confirming the authenticity of the authentication object has not been fully resolved [5].

Volkova Svetlana Sergeevna studied the following in her dissertation entitled "Methods for improving the efficiency of biometric authentication systems for users of information systems based on facial images".

1. A method to improve the accuracy of authentication by improving the sub-system of facial image recognition and processing.
2. A method of increasing the accuracy of authentication by using several images of a person, a method of grouping people's faces in a video stream, a method of optimal selection of the required number of images.
3. Methodology for assessing the accuracy of localization of control points of the face.

4. Methods of combating fraud attacks that allow to increase the resistance of biometric systems of user authentication to spoofing attacks based on facial images in the biometric data entry module [6].

Detecting facial liveliness using artificial intelligence techniques: In this paper, researchers Smita Khairnar, Shilpa Gite, Ketan Kotecha, and Sudeep D. Thepade conducted a systematic review using the PRISMA approach by exploring the most relevant electronic databases. Conceptual analysis examined data from selected articles. The study discusses face spoofing attacks, various feature extraction strategies, and artificial intelligence approaches to facial liveliness detection. The study discusses artificial intelligence-based methods, including Machine Learning and Deep Learning algorithms used to detect the liveliness of a face [7].

Challenges of Face Image Authentication and Suggested Solutions: In this article, researchers Zahraa Aqeel Salih, Rasha Thabit, Khamis A. Zidan, and Bee Ee Khoo provide a brief review of facial image manipulation techniques and their detection, followed by methods for detecting manipulation that may be encountered provided a summary of the limitations and challenges. Next, the paper presents some suggestions that may be considered for future research on this interesting and intriguing research topic [8].

## RESULTS

Image processing and machine learning are the backbone of this technology. Compared to other biometrics like iris, fingerprint, etc., facial biometrics may not be bothersome. Facial recognition involves capturing facial images from a video or surveillance camera [9]. They are compared to the stored database. Face recognition involves training certain images, classifying them with certain classes, and then storing them in a database. When a test image is given to the system, it is classified and compared with the stored database.

Image processing and machine learning. Image processing by computers includes the process of Computer Vision. It deals with high-level understanding of digital images or videos. The requirement is to automate tasks that human visual systems can do. So a computer should be able to recognize things like a human face or even a statue. The computer reads any image as a range of values from 0 to 255. There are 3 primary colors for any color image - red, green and blue. A matrix is created for each primary color and these matrices are then combined to provide pixel values for the R, G, B colors. Each element of the matrix provides information about the intensity of pixel brightness [10].

Machine learning. Every machine learning algorithm takes a set of data as input and learns from the data, which basically

means that the algorithm learns from the input and output provided as data. It detects patterns in the data and provides the required algorithm. For example, several things can be considered as patterns to determine whose face is in a given picture: [11].

- Face height and width - Height and width may not be reliable because the image can be resized to a smaller face or grid. However, even after resizing, the proportions that remain unchanged are the ratio of the height of the face and the width of the face.

- Face color;

- Width of other parts of the face like lips, nose, etc.

There is a pattern - different faces have different sizes as above. Similar faces have similar sizes. Machine learning algorithms only understand numbers, so it's very difficult. This digital representation of a "face" (or an element in the training set) is called a feature vector. A feature vector consists of different numbers in a certain order [12].

Machine learning serves three main functions in facial recognition technology. These are listed below: [13].

1. Feature vector extraction: It is difficult to enumerate all the features manually because there are so many of them. A machine learning algorithm can intelligently define many such features. For example, a complex feature can be the ratio of the height of the nose to the width of the forehead.

2. Matching Algorithms: After the feature vectors are obtained, the machine learning algorithm must match the new image with the set of feature vectors available in the corpus.

3. Facial recognition operations: Technology systems can vary when it comes to facial recognition. Different software uses different methods and tools for facial recognition. The step-by-step method is as follows:

Face detection: To begin with, the camera detects and recognizes a face. Face detection works best when a person is looking directly at the camera, as this makes it easier to recognize the face. As technology advances, this improves to where a face can be detected with only slight changes in the position of the face facing the camera.

Many quality cameras are recommended for both recording and identification. In face studies, it is recommended that the distance between the two eyes of a face in a video or image is 50 pixels, 75 pixels and more for very good face recognition systems. This distance should be natural, that is, the size of the image should be reduced. The minimum image size for image recognition and registration is 640x480 pixels. Images of this size can be taken using a web camera or smartphone without affecting the quality [14].

Facial analysis: A picture of the face is then taken and analyzed. Many people rely on 2D images rather than the familiar 3D face recognition because it is easier to match the database. Facial recognition software analyzes the distance between your eyes or the shape of your cheekbones [15].

Convert image to data: Now it is converted into a mathematical formula and these facial features are converted into numbers. This digital code is a known face print. Just as each person has a unique fingerprint, they also have a unique facial imprint.

Matching: The code is then compared to another database of face prints. This database contains photos with comparable identification. The technology then determines the match for your specific characteristics in the provided database. It comes back with matching and attached information such as names and addresses, or depending on the information stored in the person's database.

Checking face images for reflection. The process may fail if face detection is performed using mirrored images, but face detection succeeds when using non-reflected images. Many cameras and devices are configured to capture reflected images that are used during registration and identification. Considering that all images can be natural or reflected, it is important to check face images for reflections [16].

Based on the conclusions, knowledge, concepts and analysis obtained above, the article presents the process of building a facial image recognition system software tool. Neural networks, machine learning algorithms and several software tools are used in the construction of the proposed face recognition system software. Below is information about one of the important components, the Resnet50 neural network.

Image classification is a method of digitally extracting image class information. In short, it was used to classify images. Image classification can be supervised (each image is labeled) or unsupervised. As mentioned above, this article uses Resnet50 layers, one of the CNN architectures. In summary, the CNN flow is as follows:

- Convolution layer (extraction feature with filtering)
- Steps (moving pixels over the input matrix)
- Filling
- Rectified linear unit (ReLU) (linear to network (insert absence))
- Fill layer (reduce the number of parameters)
- Fully connected layer (align the matrix to a vector and make it fully send to the connected neural network layer.)

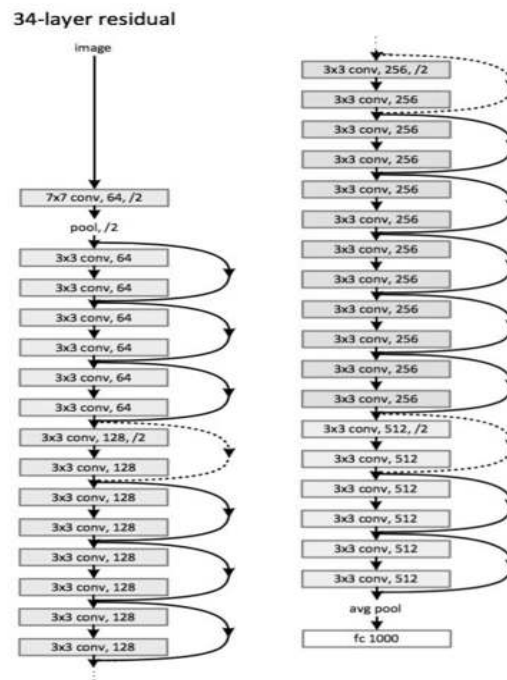


Figure 1. Resnet50 architecture with 34 layers of residuals

Machine learning algorithms ML.NET were used in the construction of the facial image recognition system software tool proposed in the article. The working process of the facial image detection software package is as follows: more than 20 state images of facial images of two different classes are entered into the program, the program identifies these selected facial images using 2 different features and displays the obtained result, i.e., the degree of compatibility and accuracy of the facial images.

## DISCUSSION

The use of artificial intelligence-based systems and the Computer Vision process in the analysis of facial images helps to prevent errors in image recognition and eliminate existing shortcomings. As a result of several articles studied and analyzed, attention is paid to the study and analysis of ways to improve the effectiveness of biometric authentication systems for users of information systems based on facial images. Also, several methods were proposed to build a facial image-based authentication system and improve its effectiveness.

## CONCLUSION

At the end of the article, based on the conclusions, concepts, and analysis, the existing problems and shortcomings in the identification of face images were identified, and several recommendations were made to eliminate these problems. Also, as a result of research, it was possible to



increase the effectiveness of biometric authentication systems in recognizing facial images. To do this, it was proposed to create a software tool using neural networks and machine learning algorithms. The created system helps to improve the efficiency of biometric authentication systems based on facial images.

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## ДРЕВНИЙ ВАВИЛОН. ОТ ПЕРВЫХ РЕФОРМ К ЗАКОНАМ ХАММУРАПИ

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### АННОТАЦИЯ

Статья посвящена анализу развития и становления первых законодательных памятников Древней Месопотамии, от реформ Урукагины вплоть до последних законов древнего Вавилона «Законов Хаммурапи». Влияние оказанное на народ в следствии принятия законов.

**Ключевые слова:** Месопотамия, Древний Вавилон, реформы Урукагины, Законы Ур-Наму, Законы Липит Иштар, Законы Эшнуны, Законы Хамурапи.

### ВВЕДЕНИЕ

Южная Месопотамия(современный Ирак) древний регион на территории которого располагались две реки Тигр и Евфрат сыгравшие большую роль в развитии царства **Вавилон**-возникшее в начале 2-го тысячелетия до н.э.

Общество древнего Двуречья в южной и центральной частях прошло в своей первоначальной истории две стадии в связи с тем, что южная часть была заселена шумерами племенем пришедшем с восточных гор, а средняя часть семитским племенем аккадийцев пришедших вероятнее всего с запада.

### АНАЛИЗ ЛИТЕРАТУРЫ И МЕТОДОЛОГИЯ

Основатели Вавилонии, семитский народ амореи, как раз таки унаследовали культуру предыдущих царств древнего Двуречья-Шумера и Аккада. Государственным языком

Вавилонии считался письменный аккадский, а шумерский язык вышел из употребления, однако сохранялся как культовый.

Огромное значение имеет географическое положение на историческое развитие государства, то в какой области станет развиваться будь то культура, экономика, письменность и многое другое, выбрать оседлый образ жизни и заняться земледелием или же наоборот стать кочевым народом в поисках водоемов и пищи.

Засушливый аридный климат в условиях которого выживает небольшое количество растений и деревьев, а именно на территории Вавилона основная флора это-финиковые пальмы которые росли в стенах этого прекрасного и величественного города. За не имением большого количества деревьев соответственно развитие письменности не могло пойти по тому же течению, что и в Древней Греции, Египте и Риме где в основу легла кора дерева. Тут же было сформировано искусство, а иначе это не назвать, как глиняные таблички, для того, что бы набить на них что-либо приходилось проходить через различны этапы для их формирования.

Зависимость землевладельцев от искусственного орошения подтолкнула к созданию системы каналов, что сам по себе трудоёмкий процесс, однако в те времена угрозу могли принести сами реки, неконтролируемые приливы и отливы грозили катастрофой, дома из сырцового кирпича, скот, а так же урожай всё это в одночасье могло смыть водой и нанести огромный вред населению города.

Однако за исключением редких войн, стихийных бедствий-засух, прорыв плотины, набеги саранчи и т.п. могли вызвать голод. Народ не бедствовал и пища их была разнообразна, искусственное оплодотворение пальмовых рощ, присутствие в рационе фиников и муки обладающих питательной ценностью, изобилие рыбы в реках, развитие животноводства, а так же обмен излишков урожая на другие необходимые товары, на всё это, население вполне могло прокормиться.

Открытие древнего Вавилона связывают с именем одного из крупнейших немецких археологов занимавшихся ближневосточной археологии - **Роберта Кольдвее**, он возглавлял экспедицию Германского восточного общества вместе с исследователями **Вальтером Андре**, **Оскар Ройтером**, **Фридрихом Ветцелем**, **Георгом Буддензингом**. Раскопки проводились с 1899 по 1917 года, за этот период учёным удалось установить, что Вавилон в период своего расцвета

представлял собой крупный и благоустроенный город с очень, для того времени мощной **фортификацией**, развитой архитектурой и высоким уровнем культуры в целом. Он был окружён тройным кольцом стен и рвом, а так же дополнительной внешней стеной. В плане город представлял почти правильный прямоугольник периметром 8150 м. и площадью около 4 км<sup>2</sup>. Имел обустроенную, мощённую набережную, множество каналов, снабжавших городские кварталы водой, 8 мостов посредством которых город соединялся со внешним миром, также имелось два моста-стационарный и понтонный, которые соединяли половины города между собой, дворцы, огромное количество храмов, а так же грандиозные сооружения - зиккурат **Этеменанки(Вавилонская башня)** и второе чудо Света-**Висячие сады Семирамиды**. Многие постройки имели облицовку глазурированным кирпичом, барельефами, фризами; ярусы зиккурата были окрашены в разные цвета. Река Евфрат разделяла город на 2 части -Западную и Восточную.

**Геродот**, побывавший там в V веке до н. э., назвал Вавилон самым красивым из всех городов, которые он знал.

«Помимо школьной системы знаний, были еще две области высоких достижений древних вавилонян: медицина и измерение времени (астрономия, хронология, календарь). В Месопотамии был распространен календарь, основанный на лунном годе из 12 лунных месяцев, содержащих поочередно 29 и 30 дней.

Специфическим явлением была шумеро-вавилонская математика, хотя этот термин тоже неточен. Вероятно, более правильно, но менее удобно говорить о системе счисления. Система эта была необыкновенно сложной: непозиционная десятирично-шестидесятеричная шумерская система счисления впоследствии наложилась на десятиричную вавилонскую. Еще сложнее была система именованных чисел, имевших свои особые цифровые обозначения для каждой системы единиц мер (длины, площади, веса и т.д.), причем отдельные разряды в такой системе могли и не быть кратными 10 или 60. Ноль же был введен только поздневавилонскими астрономами. Вычисления, проводившиеся с помощью такой системы, были непростым делом и требовали определенного навыка, но при этом позволяли добиваться значительных результатов. Пережитком шестидесятеричной системы является деление окружности на 360°, градуса на 60 минут и минуты на 60 секунд, часа на 60 минут и т.д. Еще в



отсутствие абстрактной (специальной) терминологии были разработаны алгоритмы решения сложных планиметрических, стереометрических и алгебраических задач. В сохранившихся задачниках встречаются задачи на системы уравнений с двумя, тремя, а иногда и с четырьмя неизвестными второй и даже третьей степени, однако приводится лишь конкретное описание хода вычислений без какого-либо теоретического обобщения. В то же время это «чистая теория», так как исследователям, несмотря на поиски, так и не удалось найти задачи, которые требовали бы от древнего «экономиста» или «инженера» решения полного квадратного уравнения.».

**Реформы Урукагины** (около 2318 года до н. э.) восходят ещё к **Раннединастическому периоду** - являясь одним из старейших текстов цивилизации Месопотамии, заложившим один из первых кирпичиков в создании структуры современных законов, в построении которым присущ законодательный характер, найденные при раскопках сохранившееся на трёх терракотовых конусах представляют собой записанное архаическим диалектом шумерского языка изложение законов принятых правителем Урукагины. На одном из конусов идёт изложение реформ разработанных для устранения беспорядков и злоупотреблений.

Была упразднена **полиандрия**. В основу реформ легло то, что правитель хотел защитить бедную и слабую часть населения, которую старался продолжить каждый последующий правитель в плоть до царя Хаммурапи.

Около 2104—2095 годов до н. э. произошло преобразование Реформ Урукагины они изменили своё название и формат, теперь Законы Ур-Наму обнаруженные при раскопках священного города и центра Шумера-**Ниппура**, имевшие преимущественно нормативно-правовой текст благодаря чему по праву считаются **древнейшим известным законодательным актом**, был написан на шумерском языке, имел определённую систему начинающуюся с пролога далее шёл сам текст законов из которых до наших дней сохранилось 87 строк и заканчивалось эпилогом, что как раз таки легло в основу классической структуры древних правовых памятников, упоминается особая правовая формула **«справедливость»**. Текст Законов включал нормы о наказаниях за преступления против жизни и свободы, нормы семейного права, правила о разводе, наследовании, о договоре сельскохозяйственной аренды и др.

Практически основная часть норм была сформулирована в **казуистической манере** диспозиция начиналась с условия «если», после чего следовала санкция «то»; наказания в основном сводились к штрафам, за исключением убийства и других тяжких преступлений, которые неминуемо карались смертью.

Следующие закон были доработаны царём Липит Иштаром в честь которого и были названы **“Законы Липит Иштар”**, в котором более сильно проявлялся законодательный характер, открытые в начале XX века экспедицией археологов Пенсильванского университета, были изданы в 1919 году, но переведены лишь в 1948 году.

Обнаруженный при раскопках памятник был написан на шумерском языке на котором было высечено 1200 строк из которых сохранилось примерно треть-пролог, около 40 статей и небольшая часть эпилога.

Большая часть статей была посвящена положению рабов. Кража со взломом каралась смертью - виновный зарывался заживо на месте преступления, другие разновидности кражи наказывались многократным возмещением стоимости украденного. Правом наследования обладали лишь сыновья, между которыми делилось движимое имущество отца, тогда как недвижимость оставалась по общему правилу неделимой; дочери имели право на наследство только в том случае, если они были храмовыми жрицами. Законы знают принцип талиона: за ложное обвинение грозит то же наказание, которое мог понести обвиняемый.

В 1790 годы до н.э. наступает время **“Законов Эшнуны”** иногда их именуют **“Законы Билаламы”** в честь царя с правлением которого их связывают. Найденные при раскопках в 1945-1947 годы в Ираке(Шадуппум) археологом **Тахой Бакиро** уже в 1948 году были переведены ассириологом **А.Гётце**.

## РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

В современной науке их автором признаётся царь **Дадуша** в виде двух глиняных табличек-дубликатов. Одна из них была сильно повреждена, вторая сохранилась почти полностью. Учёные предполагают, что найденные таблички представляют собой упражнения учеников дворцовых писцовых школ, скопировавших их с более древней копии, на старовавилонском диалекте аккадского. По сей день эти таблички находятся в Иракском музее в Багдаде.

Большинство преступлений карались денежными штрафами (в размере серебра), но некоторые серьезные преступления, такие как кража со взломом, убийства и сексуальные преступления, карались смертью.

Законы Эшнуны стали предшественниками последних законов Древнего Вавилона **“Законов Хаммурапи”**. Английский археолог **Остин Генри Лейард** при раскопках обнаружил клинописную табличку на которой было высечено имя царя Хаммурапи.

Удивительное открытие сделал крупный ассириолог Фридрих Делич, за три года до открытия Законов Хаммурапи он первый связал законы из библиотеки Ашурбанипала с именем царя Хаммурапи, но по аналогии дал им название **“Кодекс Хаммурапи”** сравнивая их с **«Кодексом Наполеона»**, подчёркивал их влияние на древневосточное право.

Хаммурапи, шестой царь I династии Вавилонии, как и египетский фараон, обладал неограниченной личной властью, его подданными считались все жители страны. Даже жрецы во всём подчинялись воле правителя, так как полагалось, что сами боги свыше даровали ему страну и власть. Хаммурапи был выдающимся государственным деятелем, расчётливым дипломатом, храбрым полководцем, талантливым законодателем и умелым организатором. Вельможи и чиновники составляли аппарат управления вавилонским обществом, они собирали налоги и следили за населением в городах.

Взойдя на трон молодым, искусный политик и полководец Хаммурапи правил Вавилоном 43 года. Это была эпоха развития и порядка.

Возобновив войны с соседями и грамотно побеждая в них, он до предела расширил границы Вавилонского королевства. Был ли Хаммурапи диктатором? Да, но властью не злоупотреблял. Интересно, что у рабов Вавилона эпохи царя Хаммурапи был свод прав: они могли копить приданое, иметь мужа или жену любого социального и финансового статуса, начать свое дело и приобрести свободу. Что немаловажно, закон защищал их от жестокого обращения.

Продолжая традиции своих предшественников - царей-законодателей, Хаммурапи считал целью создания **«Законов»** претворение в жизнь ключевого принципа: **«Чтобы сильный не притеснял слабого»**.

В период правления Хаммурапи многое было сделано для развития земледелия. По всему царству в порядок были приведены оросительные каналы, а также было расчищено русло



Евфрата, что предотвратило наводнения и привело к увеличению урожайности на полях.

Причиной принятия Законов Хаммурапи XVIII в. до н.э. стали противоречия в экономической и социальной сфере, что привело к противостоянию бедных и богатых слоёв населения. Принятие нового крупного нормативно правового акта в то время позволило бы:

- укрепить общественный порядок(правопорядок);
- содействовал правовой защите государственно-политического режима.

Законы Хаммурапи были обнаружены французскими археологами в 1901 году и первым переводчиком был французский учёный **В.Шейл**, который выделил 282 статьи из которых сохранились 247 статей. Современный исследователь **Д.Шарпен** склоняется к выводу, что всего их было около 275.

Конусообразный монумент из чёрного базальта высотой в 2,25 метра, в основании окружностью 1,90 метра, а вершине 1,65 метра, весом в 4 тонны вот, что собой представляет стела с Законами Хаммурапи. Учёные которые до сих пор изучат периоды составления этих законов считают, что они датируются 1755-1752 годами до н.э. практически в самом конце правления Хаммурапи.

В верхней части лицевой стороны барельефа, изображены две фигуры, по мнению исследователей та, что сидит из-за спины которой исходят солнечные лучи, представляет собой бога солнца, света и оракулов **Шамаша**, который протягивает в правой руке жезл и кольцо, обозначающие прямоту и завершённость, иначе говоря право и справедливость, стоящему перед ним царю Хаммурапи, который должен смиренно и почтительно служить божественной воле.

В те времена, население города в большей степени было безграмотным и не могло разобрать текста высеченного на ней. Барельеф на вершине служил доказательством того, что на всё воля божества, а люди лишь должны безоговорочно подчиняться. Скорее она была для устрашения народа, ибо за не соблюдением законов следовало неминуемая кара богов.

Изучая монумент учёные выяснили, что лицевая часть была оформлена знаками которые располагали слева на права, однако из неудобства нанесения на обратной стороне привели к тому, что знаки вписывали справа налево.

Текст частично поврежден: часть лицевой стороны столба была выскоблена. Очевидно, эламиты захватили столб с «Законами» во время одного из своих набегов на Месопотамию и вывезли в свою столицу, а эламский царь-победитель приказал стереть часть текста, чтобы начертать на освободившемся месте победную надпись.

Хаммурапи ставил себе в заслугу прежде всего водворение справедливого порядка в созданной им империи, а саму свою победу (в самом деле небывалую) рассматривал как явный божественный мандат на устройство такого порядка.

Анализируя законы Царя Хаммурапи, специалисты указывают на попытки законодателя регламентировать и детализировать вопросы ответственности и наказания за причинение вреда здоровью; начали зарождаться близкие к принципу презумпции невиновности правила распределения бремени доказывания в процессе производства по уголовным делам.

Хаммурапи издавал указы для своих чиновников как руководство к действию в определённых вопросах, таких как процедуры в судебных процессах, разрыв контракта и т.п. Эти царские указы были чёткими письменными инструкциями и не означали закон как некую абстракцию. Некоторые учёные даже утверждают, что Законы содержат не столько указы, сколько собрание решений для конкретных случаев.

Законы свидетельствуют о резком социальном делении людей царства на две группы – на привилегированных, господствующая рабовладельческая прослойка и на тех кто занимает по отношению к первым подчиненное место. Верхушка состояла из двух категорий – **мар-авелим** (сыны мужа) члены царского рода, царские сановники, царские торговые агенты, жрецы храмов и **мушкенум** (склоняющиеся перед кем-то) связан с царским хозяйством, с обязательной царской службой за которое получал в условное владение участок земли.

По своему составу сборник законов Хаммурапи распадается на три части – введение, статьи законодательства и заключение. Почти всё введение посвящено перечислению титулов Хаммурапи.

Хотя законы не были разделены на определённые главы, но у них была определённая последовательность и учёные систематизировали статьи выделив определённые главы:

**1.Оправление правосудия (1-5): (§ 1)** Если человек клятвенно обвинил человека, бросив на него обвинение в убийстве, но не доказал его, то обвинитель его должен быть убит. **(§ 2)** Если человек бросил на человека обвинение в колдовстве и не доказал этого, то тот, на которого было брошено обвинение в колдовстве, должен пойти к Божеству Реки и в Реку погрузиться; если Река схватит его, его обвинитель сможет забрать его дом. Если же Река очистит этого человека и он останется невредим, тогда тот, кто бросил на него обвинение в колдовстве, должен быть убит, а тот, кто погружался в Реку, может забрать дом его обвинителя. **(§ 3)** Если человек выступил в суде для свидетельства о преступлении и слово, которое он сказал, не доказал, а это дело — дело о жизни, то человек этот должен быть убит.

**2.Охрана собственности царя, храма, общинников и царских людей (6-25) (§ 6)** Если человек украл имущество бога или дворца, то этот человек должен быть убит; а также тот, который принял из его рук краденое, должен быть убит. **(§ 7)** Если человек купил из рук сына человека или раба человека либо серебро, либо золото, либо раба, либо рабыню, либо вола, либо овцу, либо осла, либо же что бы то ни было без свидетелей или договора или же принял на хранение, то этот человек — вор, он должен быть убит **(§ 10)** Если покупатель не привел продавца, продавшего ему эту вещь, и свидетелей, перед которыми он ее купил, а хозяин пропавшей вещи привел свидетелей, знающих его пропавшую вещь, тогда покупатель — вор, он должен быть убит, а хозяин пропавшей вещи может свою пропавшую вещь забрать. **(§ 11)** Если хозяин пропавшей вещи не привел свидетелей, знающих его пропавшую вещь, то он — лжец, он возвел напраслину и должен быть убит. Если продавец умер, то покупатель может взять в доме продавца сумму иска этого дела в пятикратном размере. **(§ 14)** Если человек украл малолетнего сына другого человека, то он должен быть убит. **(§ 15)** Если человек вывел за городские ворота либо дворцового раба, либо дворцовую рабыню, либо раба мушкенума, либо рабыню мушкенума, то он должен быть убит **(§ 22)** Если человек совершил ограбление и был пойман, то этот человек должен быть убит. **(§ 23)** Если грабитель не был схвачен, то ограбленный человек может показать перед богом все свое пропавшее, а община и староста, на земле и территории которых было совершено ограбление, должны ему возместить все его пропавшее.

### 3. Охрана имущества, полученного от царя за службу (26-41) (§ 26)

Если редум или же баирум, которому было приказано идти в царский поход, не пошел или нанял наемника и послал его взамен себя, то этот редум или баирум должен быть казнен, а его наемник может забрать его дом. (§ 33) Если сотник или десятник взял человека, не подлежащего призыву, или же он принял для царского похода наемника и послал его в качестве замены, то этот сотник или десятник должен быть убит. (§ 41) Если человек обменял поле, сад и дом, принадлежащие редуму, баируму или несущему подать и дал приплату, то редум, баирум или несущий подать возвращается к своему полю, своему саду и своему дому, а приплату, которая была ему дана, он берет себе.

**4. Операции с недвижимостью и деликты в отношении недвижимости (42-87) (§ 42)** Если человек арендовал поле для обработки и не вырастил на поле зерна, то его следует уличить в невыполнении необходимой работы на поле, а затем он должен будет отдать хозяину поля зерно в соответствии с урожаем его соседей. (§ 43) Если он вовсе не обработал поле, а забросил его, то он должен отдать владельцу поля зерно в соответствии с урожаем у его соседей, а поле, которое он забросил, он должен разбить, вспахать, взборонить и затем вернуть хозяину поля. (§ 63) Если это залежная земля, то он должен произвести работу на поле и вернуть его хозяину поля, а за один год он должен отмерить по 10 гуров зерна за каждый бур площади. (§ 64) Если человек отдал садовнику свой сад для возделывания, то садовник, пока он держит сад, должен из дохода отдавать хозяину сада  $\frac{2}{3}$ , а он может взять  $\frac{1}{3}$ . (§ 65) Если садовник сад не возделывал и сократил доход, то садовник должен отмерить доход от сада, как его соседи. (§ 66) Если человек взял деньги у тамкара и тамкар этот прижимает его, а ему нечем заплатить долг, и он отдал тамкару свой сад после опыления и сказал ему: «Финики, сколько их будет в саду, ты заберешь за свое серебро», то тамкар не должен согласиться; только хозяин сада должен забрать финики, сколько их будет в саду, и серебро с его процентами, согласно его документу, он должен уплатить тамкару, а остальные финики, которые будут в саду, должен забрать только хозяин сада. (§ 71) Если он человек отдает зерно, серебро или другое добро за дом повинности, принадлежащий дому его соседа, который он купил, то все, что он отдал, он теряет, а дом он должен вернуть его хозяину. Если же это не дом повинности, то он может

его купить: за этот дом он может отдавать зерно, серебро или другое добро. (§ 73) Если... жилец полностью заплатил хозяину дома арендную плату за год, а хозяин дома приказал жильцу выехать до истечения его полного срока, то так как хозяин дома выселил из своего дома жильца до полного истечения его срока, серебро, которое жилец дал ему, он теряет.

**5. Торговые и иные коммерческие операции, включая деликты в этой области (88-126) (§ 88)** Если тамкар дал зерно как процентный долг, то он может взять за один гур  $\frac{1}{5}$  зерна как проценты, если он дал серебро как процентный долг, то за один сикль серебра он может взять  $\frac{1}{6}$  сикля и 5 ше как проценты. (§ 89) Если человек, взявший в долг под проценты, не имеет серебра для возвращения долга, а имеет только зерно, то, следуя царскому уставу, тамкар должен взять в качестве процента 100 ка на 1 гур одним зерном. (§ 90) Если тамкар откажется и превысит процент в 100 ка зерна на 1 гур или серебром  $\frac{1}{6}$  сикля и 6 ше на 1 сикль и взыщет повышенный процент, то он теряет все, что дал в долг (§ 125) Если человек отдал свою вещь на хранение, а там, куда он отдал, его вещь пропала вместе с вещами домохозяина, либо из-за подкопа, либо из-за пролома, то домохозяин, который был небрежен и потерял вещь, которую ему дали, должен ее восполнить, а затем возместить хозяину имущества; домохозяин может разыскивать свои вещи и забрать у своего вора. (§ 126) Если человек, у которого ничего не пропало, сказал: «Нечто мое пропало», и заставит собраться свой квартал, то его квартал должен его уличить перед богом в том, что ничего его не пропало, и все, что он требовал, он должен удвоить и отдать своему кварталу.

**6. Семейное и наследственное право (127-194) (§ 127)** Если человек указал пальцем на энтум или жену другого человека<sup>139</sup>, но не уличил ее, то этого человека должно избить перед судьями и половину его головы должно обрить. (§ 128) Если человек взял жену и не заключил с ней договора, то эта женщина — не жена. (§ 129) Если жена человека была схвачена лежащей с другим мужчиной, то их должно связать и бросить в воду. Если хозяин жены пощадит свою жену, то и царь пощадит своего раба. (§ 130) Если человек насильно овладел женою другого человека, которая еще не познала мужчину и которая еще проживала в доме своего отца, и возлежал на ее лоне, и его схватили, то этот человек должен быть убит, а женщина должна быть оправдана. (§ 193) Если приемный сын евнуха или же приемный сын зикрум узнал

дом своего родного отца и возненавидел приемного отца, воспитавшего его, и приемную мать, воспитавшую его, и ушел в дом родного отца, то ему должны вырвать глаз. (§ 194) Если человек отдал своего сына кормилице, а этот сын умер на руках у кормилицы, и кормилица без согласия его отца и его матери подменила его другим, то ее должны уличить, и, так как она без согласия его отца и его матери подменила ребенка, ей должны отрезать груди.

Хотя эти пункты и были призваны защищать жён и вдов, следует помнить что женщины не обладали такими же правами, как и мужчины. В патриархальном обществе женщины и дети всегда считались ниже по положению чем мужчины и считались собственностью глав семейств, которые могли распоряжаться ими по своему усмотрению. Их положение было несколько выше положения домашних рабов и немного ниже положения свободных, но не обладавших властью мужчин. Неправомерно было бы судить о Законах Хаммурапи, записанные 4 тысячи лет тому назад, исходя из современных реалиях-особенно прав женщин. Несомненно было заложено начало законности и общественного порядка, отличающие цивилизованное общество от варварского.

**7.Преступления против личности (195-214) (§ 195)** Если сын ударил своего отца, то ему должны отрубить руку. (§ 196) Если человек выколол глаз сыну человека, то должны выколоть ему глаз. (§ 197) Если он переломил кость человеку, то должны переломить ему кость. (§ 198) Если он выколол глаз мушкенуму или переломил кость мушкенуму, то он должен отвесить 1 мину серебра. (§ 199) Если он выколол глаз рабу человека или же переломил кость рабу человека, то он должен отвесить половину его покупной цены. (§ 200) Если человек выбил зуб человеку, равному ему, то должны ему выбить зуб. (§ 201) Если он выбил зуб мушкенуму, то он должен отвесить 1/3 мины серебра. (§ 202) Если человек ударил по щеке человека высшего по положению, чем он сам, то он должен быть отхлестан в собрании воловьей плетью 60 раз. (§ 203) Если сын человека ударил по щеке сына человека, равного ему, то он должен отвесить 1 мину серебра. (§ 212) Если эта женщина умерла, то он должен отвесить 1/2 мины серебра. (§ 213) Если он побил рабыню человека и причинил ей выкидыш, то он должен отвесить 2 сикля серебра. (§ 214) Если эта рабыня умерла, то он должен отвесить 1/3 мины серебра.

**8.Операции с движимым имуществом, а также деликты в этой области (215—282) (§ 215)** Если лекарь сделал человеку тяжелую операцию бронзовым ножом и спас человека или же он вскрыл бельмо у человека бронзовым ножом и спас глаз человеку, то он может получить 10 сиклей серебра. **(§ 216)** Если это сын мушкенума, то лекарь может получить 5 сиклей серебра. Если это раб человека, то хозяин раба должен дать лекарю 2 сикля серебра. **(§ 280)** Если человек купил в чужой стране раба или рабыню другого человека, а когда он явился в свою страну, хозяин раба или рабыни опознал своего раба или свою рабыню, то, если это раб и рабыня — дети страны, им должна быть предоставлена свобода безвозмездно. **(§ 281)** Если они — сыны другой страны, то покупатель должен сказать перед богом количество серебра, которое он отвесил, а хозяин раба или рабыни может отдать тамкару серебро, которое тот отвесил, и выкупить своего раба или свою рабыню. **(§ 282)** Если раб сказал своему господину: «Ты — не мой господин», то он должен уличить его в том, что он — его раб, а затем его господин может отрезать ему ухо.

## ЗАКЛЮЧЕНИЕ

При Хаммурапи и его приемниках к военной службе продолжали широко призываться низшие слои городского и сельского населения. Тем кто пытался послать наёмника вместо военнообязанного, грозила смертная казнь. Составлялись точные списки всех годных к военной службе мужчин. Хотя и делались исключения для граждан отдельных городов или представителей некоторых профессий. Ядро постоянной армии составляли вероятно «профессиональные воины». Жалованье солдаты получали натурой. Города были обязаны осуществлять определённые поставки для армии и так же вероятно вносить некоторую денежную сумму на уплату жалованья солдатам.

За службу им давался участок земли, который не передавался по наследству, однако если дети так же поступали в армию то участок условно переходил в их владение.

Как велел сам Хаммурапи: «...будущем временам навеки! Царь, который будет в стране, да соблюдает справедливые слова, написанные мною на моей стеле, да не изменит он судебных решений страны, как решались они мною, приговоров страны, как постановлялись они мною, да не разрушит моих

предначертаний». Они легли в основу не только всей правовой жизни государств Двуречья, но в течении многих сотен лет оказывали исключительно большое влияние на правовые воззрения других народов древнего Востока.

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# YOSH SUZUVCHILARNING KO'KRAKDA KROLL SUZISH USULI TEXNIKASINI TAKOMILLASHTIRISH MUAMMOLARINI PEDAGOGIK TAHLILI

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## ANNOTATSIYA

Maqolada yosh suzuvchi o'quvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish bo'yicha soha mutaxassislari, tajribali pedagoglar va mahoratli sportchilarning anketa savollariga javoblari hamda ularni tahlili bo'yicha ma'lumotlar keltirilgan.

**Kalit so'zlar:** yosh suzuvchilar, kroll suzish usuli, anketa o'tkazish, konkordatsiya koeffitsienti.

## KIRISH

Jismoniy tarbiya va sport amaliyotida, aniqroq aytadigan bo'lsak, suzish sohasiga yangi-yangi va yosh istiqbollarni kashf va katta sportga jalb qilishda mamlakatimiz miqyosida faoliyat olib borayotgan ta'lim muassasalarining o'rni, ahamiyati va roli beqiyosdir. Bunday sport muassasalari mahg'ulotlarida shug'ullanuvchilarning o'quvchiiqishini oshirish, mashg'ulotlar saviyasi va yoshlarni imkon qadar ommaviy jalb etilishi, shuning bilan birga mazkur sport guruhlarini faoliyatining samaradorligini oshirish masalalari bevosita mamlakatimiz va millatimiz sporti kelajagi bilan bog'liqligini o'zi mavzuni naqadar dolzarbligini ko'rsatadi [1, 4]. Shunday ekan, yosh suzuvchi o'quvchilarning texnik tayyorgarlik darajasini xarakterlaydigan qobiliyatlarini rivojlantirish muammolari, xususiyatlari, istiqbollari, bu sohadagi yutuqlar va kamchiliklar to'g'risidagi soha yetakchi mutaxassislari, tajribali murabbiylar, pedagog-olimlar va yuqori mahoratli sportchilarining fikr-mulohazalarini o'rganish katta o'quvchiiqish uyg'otadi va albatta dolzarb hisoblanadi [2, 3, 5].

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Yosh suzuvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish holati, xususiyatlari va muammolarini ekspert baholash usuli orqali o'rganish.



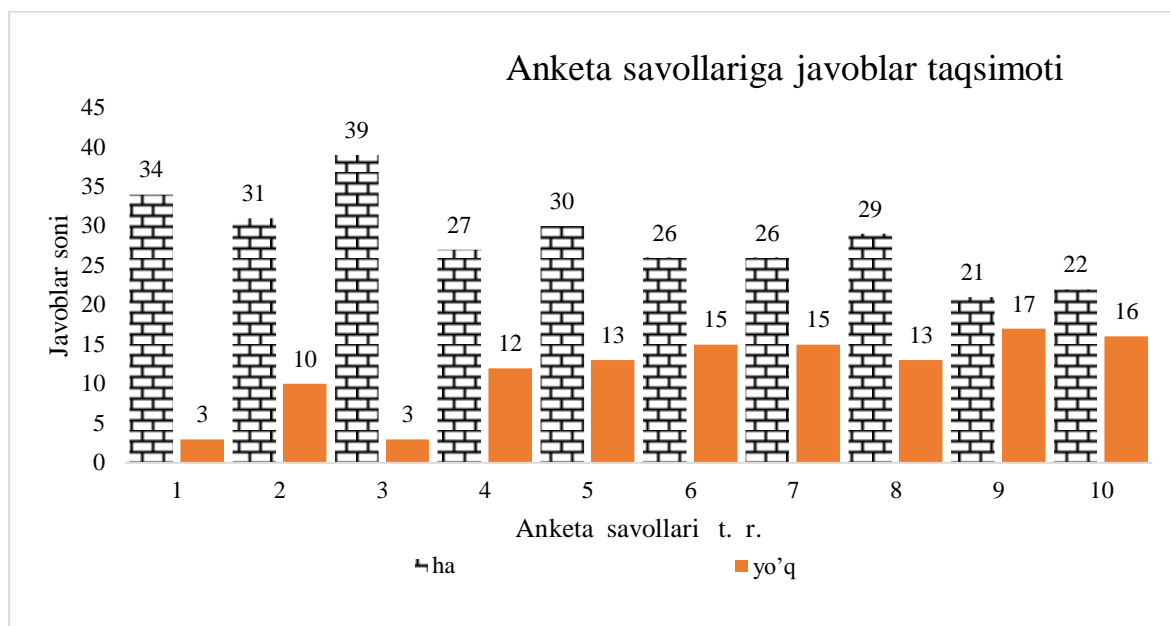
Yosh suzuvchi o'quvchilarning texnik tayyorgarlik darajasini xarakterlaydigan qobiliyatlarini rivojlantirish bo'yicha adabiyotlarda chop etilgan materiallarni umumlashtirish va tahlil qilish, ushbu sohada faoliyat olib borayotgan malakali mutaxassislar va mahoratli sportchilarning fikr mulohazalarini jamlash maqsadida anketa savollari ishlab chiqish va anketa o'tkazish usuli bilan o'rganish.

Tadqiqot davomida ilmiy-uslubiy adabiyotlar materiallarini umumlashtirish va tahlil qilish, pedagogik kuzatish, anketa ishlab chiqish va uni o'tkazish, ekspertlar fikrining o'zaro moslik darajasini hisoblash usullaridan foydalanildi. Sohaning yetakchi mutaxassislaridan iborat bo'lgan ekspertlar guruhiga oldindan ishlab chiqilgan anketa savollariga javob berishlari taklif etildi. Bunda tajribali murabbiylardan 16 kishi, yetuk pedagoglardan 15 kishi va yuqori malakali sportchilardan 14 kishi, jami 45 nafar respondentlar ishtirok etishdi.

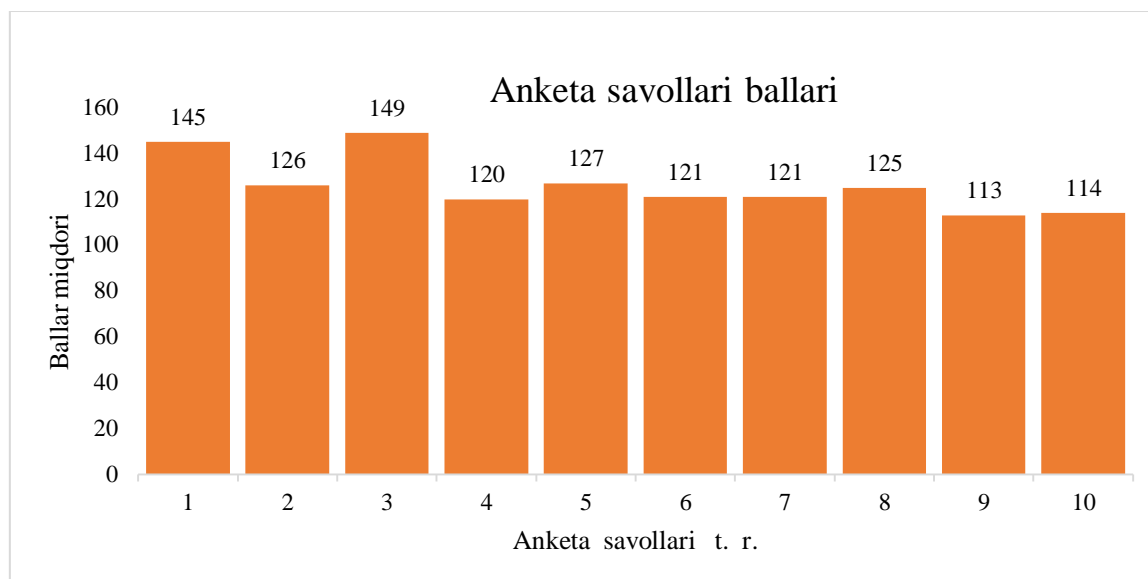
Respondentlarga avvaldan ishlab chiqilgan to'liq tasdiqlovchi, ya'ni "Ha", to'liq inkor etuvchi, ya'ni "Yo'q" va noaniqlik toifasidagi "aniq bilmayman" singari javoblar beriladigan 10 ta savollar taklif etildi. Savolarning javoblari tahlil qilindi va har bir javobning ahamiyati ballarga aylantirilib baholandi.

## NATIJALAR VA MUHOKAMA

Ekspertlarning anketa savollariga javoblarini umumlashtirish va tahlil qilish quyidagilarni aniqlash imkonini berdi: so'rovnomada ishtirok etgan soha mutaxassislari va yuqori malakali sportchilardan tashkil topgan ekspertlarning fikr-mulohazalariga ko'ra hozirgi kundagi mamlakatimiz ta'lim tizimida faoliyat olib borayotgan sport ta'lim muassasalarida "Yosh suzuvchi o'quvchilar sport faoliyatida texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini tarbiyalash foydali deb bilasiz mi?" va "Yosh suzuvchi o'quvchilarning texnik tayyorgarlik darajasini xarakterlaydigan qobiliyatlarini rivojlantirish zarurligi va uning dolzarbligi" to'g'risidagi ma'lumotlar eng ahamiyatli ekanligi ta'kidlangan. Jumladan, eng ahamiyatli sifatida qayd etilgan ushbu savollarning birinchisiga 39 ta respondent (ularning umumiy sonini 85,19 foizi) ijobiy, ya'ni "ha" deb, atigi uchta (5,56 foiz) salbiy, ya'ni "yo'q" deb va yana beshta (9,26 foizi) "aniq bilmayman" deb javob berishgan bo'lib, bu savol eng yaxshi, ya'ni eng yuqori, ya'ni, 149 ballga ega bo'lgan. Ularning ikkinchisi keying o'rinda bo'lib, unga 34 ta respondent (ularning umumiy sonini 81,48 foizi) ijobiy, ya'ni "ha" deb, atigi uchta (5,56 foiz) salbiy, ya'ni "yo'q" deb va yana yettita (12,96 foizi) "aniq bilmayman" deb javob berishgan bo'lib, bu savol eng yaxshi, ya'ni eng yuqori, ya'ni, 145 ballga ega bo'lgan (1-jadval hamda 1- va 2-diagrammalarga qarang).



**1-diagramma. Anketa so'rovnomasiga kiritilgan 10 ta savollar bo'yicha ijobiy javoblar dinamikasi (respondentlarning grafikda keltirilmagan qismi noaniqlik toifasidagi "aniq bilmayman" deb fikr bildirishgan).**



**2-diagramma. Anketa so'rovnomasiga kiritilgan savollar bo'yicha ballar taqsimotini o'zgarish dinamikasi.**

Ahamiyatligiga ko'ra so'nggi o'rinlarga "Ta'lim muassasalaridagi suzuvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish ishlarini tashkil etilishi bo'yicha uslubiy adabiyotlar yetarli mi?", "Ta'lim muassasalarida suzuvchi o'quvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish tizimini ta'minoti oldingi yillarga nisbatan qanday o'zgargan?", "Yosh suzuvchi o'quvchilarni nufuzli musobaqalarda ishtirok etish natijalari

oldingi yillarga nisbatan yaxshilanib boryaptimi?” va “Sport ta’lim muassasalari faoliyatida suzuvchi o’quvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish ahvoli oldingi yillarga nisbatan yaxshilanib boryaptimi” savollari qo’yilgan bo’lib, ularga, mos ravishda, 22 ta, 26 ta, 29 ta va 27 ta ijobiy javob olingan hamda ularning ballari 120, 127, 121 va 125 ballni tashkil etgan. O’rganilgan 10 ta omillar bo’yicha ballarning o’rtacha arifmetik qiymati 126,1 ballni, 10 ta omillar ballarining o’rtacha arifmetik qiymatdan og’ishlari kvadratlarini yig’indisi esa 126,1 ga tengligi aniqlandi.

## 1-jadval

**Yosh suzuvchi o’quvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirishga oid anketa savollariga respondentlarning javoblari (soni va foizlarda)**

Savol t.r.	Javoblar soni			Javoblar %			Ball
	Ha	Yo’q	Aniq bilmayman	Ha	Yo’q	Aniq bilmayman	
1.	44	3	7	81,48	5,56	12,96	145
2.	31	10	13	57,41	18,52	24,07	126
3.	46	3	5	85,19	5,56	9,26	149
4.	27	12	15	50,00	22,22	27,78	120
5.	30	13	11	55,56	24,07	20,37	127
6.	26	15	13	48,15	27,78	24,07	121
7.	26	15	13	48,15	27,78	24,07	121
8.	29	13	12	53,70	24,07	22,22	125
9.	21	17	16	38,89	31,48	29,63	113
10.	22	16	16	40,74	29,63	29,63	114

O’tkazilgan so’rovnomada ishtirok etgan ekspertlarning fikr-mulohazalariga ko’ra hozirgi kundagi mamlakatimiz ta’lim tizimida faoliyat olib borayotgan sport ta’lim muassasalarida olib borilayotgan ta’lim-tarbiya jarayonida zamonaviy axborot texnologiyalarni qo’llanishi ahvolini oldingi yillarga nisbatan ijobiy tomonga o’zgargan deb ularning 21 tasi (38,89 foiz), bundan biroz kamroq, ya’ni 17 kishi (31,48 foiz) o’zgarmagan deb va yana 16 kishi (29,63 %) bu o’zgarishni salbiy tomonga deb bilgilashgan. Deyarli shunday vaziyat respondentlarga berilgan yosh suzuvchilarni ta’lim-tarbiya jarayonida zamonaviy axborot texnologiyalarning ta’minotining ahvolini oldingi yillarga nisbatan ijobiy tomonga o’zgargan deb ularning 22 tasi (40,74 foiz), bundan biroz kamroq, ya’ni 16 kishi (29,63 foiz) o’zgarmagan deb va yana shunchasi o’zgarishni salbiy tomonga deb baholagan. Shuning bilan birga o’tkazilgan so’rovnoma natijalari asosida hisoblangan konkordatsiya koeffitsienti, ya’ni



respondentlar fikrlarining o'zaro mos keluvchanligi 0,267 ga teng bo'ldi va bu 54 ta respondent ishtirok etgan so'rovnoma uchun o'rtacha darajadagi fikrlar mosligi safatida baholanishi mumkin.

Shunday qilib, soha mutaxassislarinig fikr-mulahazalarini tahlil qilish sport ta'lim muassasalarida suzuvchi o'quvchilarning texnik tayyorgarlik darajasini xarakterlaydigan qobiliyatlarini rivojlantirish bo'yicha faoliyat jarayonida eng katta e'tibor qaratilishini talab qilayotgan omil – bu ushbu muassasalaridagi o'qish davomida yosh sportchilarning texnik ko'rsatkichlarini tarbiyalash foydali ekanligini (respondentlarning baholari asosida hisoblangan ballari yig'indisi 149 ni tashkil etdi) va ushu ko'rsatkichlarni dolzarbligini (145 ball) e'tirof etishganligi bo'lsa, e'tibor berilishi zarur bo'lgan yo'nalish esa, respondentlar fikriga ko'ra, ta'lim-tarbiya jarayonida zamonaviy axborot texnologiyalarni qo'llanishi ahvolini oldingi yillarga nisbatan o'zgarishi (113 ball) va ularning ta'minoti (114 ball) ekanligi aniqlandi.

## XULOSA

So'rovnomada ishtirok etgan respondentlarning fikriga ko'ra, Ahamiyat va e'tibor berilishiga muhtoj bo'lganlar orasida keying o'rinlarda ushbu suzuvchi o'quvchilarning texnik tayyorgarlik darajasini xarakterlaydigan qobiliyatlarini rivojlantirish borasidagi faoliyatini yetarlicha bilmaslik, ushbu jarayonda zamonviy vosita va usullardan foydalanishga yetarli emasligi, yosh suzuvchilarni nufuzli musobaqalarda ishtirok etish natijalarini oldingi yillarga nisbatan ijobiy o'zgarmayotganligi hamda suzuvchilarning texnik tayyorgarlik darajasini ifodalaydigan qobiliyatlarini rivojlantirish borasida zamonaviy axborot texnologiyalari qo'llanilishi zamon talablaridan ortda qolayotganligi ta'kidlab o'tilgan.

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## PROCESSING THE UZBEK LANGUAGE CORPUS TEXTS

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### ABSTRACT

This paper investigates the application of various text processing techniques within the realm of artificial intelligence, with a particular focus on natural language processing (NLP) for the Uzbek language. It discusses methods such as Bag-of-Words, CountVectorizer, TF-IDF, Co-Occurrence Matrix, Word2Vec, CBOW, Skip-Gram, GloVe, ELMO, and BERT, and evaluates their advantages and disadvantages in the context of text representation. The paper highlights the importance of discrete numerical representations of text for simplicity, ease of implementation, and interpretability, and emphasizes the significance of distributed text representation algorithms for complex NLP tasks.

**Keywords:** Uzbek language corpus, text processing, Word2Vec, CBOW, Skip-Gram, GloVe, ELMO, BERT.

### INTRODUCTION

Natural language processing (NLP) is an essential subfield of artificial intelligence that enables machines to understand and analyze human language. Central to NLP is the task of transforming words into numerical representations to identify patterns in natural language. This process, known as text representation, involves preprocessing raw text from language corpora and converting it into machine-readable formats. The preprocessing steps include tokenization, de-wording, punctuation elimination, stemming, lemmatization, and more, which help remove noise from the data. The cleaned data is then structured into various formats suitable for NLP applications and machine learning models. This paper discusses common terms in NLP text processing, such as corpus, vocabulary, document, and word, and illustrates the process of converting a corpus matrix into different input formats for machine learning models.

### LITERATURE REVIEW

#### *A. Text Processing Categories*

Text processing, an iterative endeavor, holds significant importance for machine learning models/algorithms. Textual representations can be broadly categorized into two types:



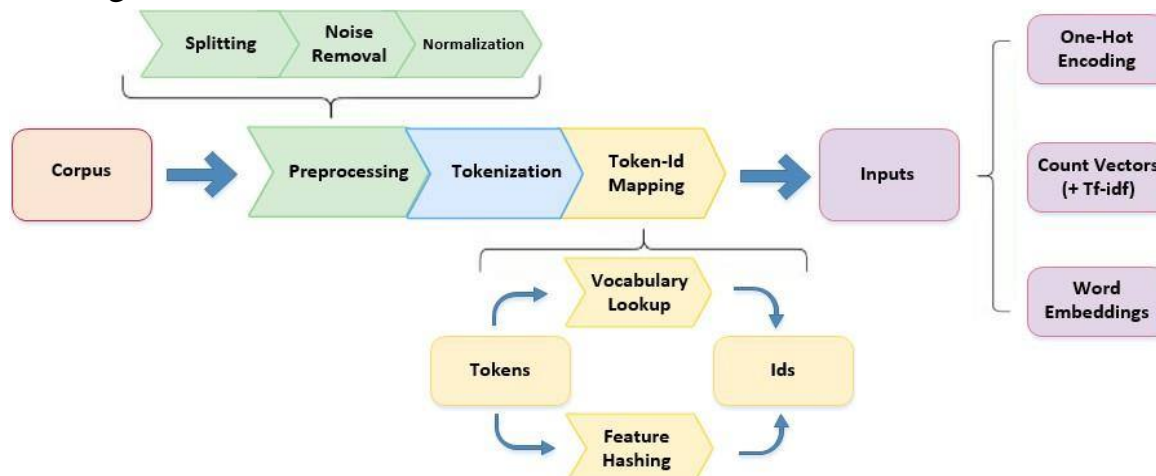
1. Discrete Text Representations
2. Distributed/Continuous Text Representations

This paper primarily concentrates on discrete text representations, presenting text-processing techniques utilizing the Python library **Sklearn**.

### *B. Discrete Text Representations*

In the discrete representation of corpus texts, words within the corpus are depicted independently of each other. Under this paradigm, words are encoded using indexes corresponding to their positions within the corpus vocabulary. Methods falling under this category include

- One-Hot Encoding
- Bag-of-Words (BOW)
- CountVectorizer
- TF-IDF
- Ngram



**Fig. 1. Stages of initial processing of language corpus texts**

### *C. One-Hot Encoding Method*

One-Hot encoding assigns a binary vector comprising 0s and 1s to each word in the corpus. In this encoding scheme, only one element in the vector is assigned a value of 1, indicating the category of the element. The resultant binary vectors, termed "hot vectors" in NLP, assign a unique hot vector to each word in the corpus. This facilitates individual word recognition by the machine learning model based on its vector representation. For example: The vector values corresponding to the sentence " Men matematikani yaxshi ko'raman " are expressed as follows for each word in the sentence:

Men  $\rightarrow$  [1 0 0 0], matematikani  $\rightarrow$  [0 1 0 0], yaxshi  $\rightarrow$  [0 0 1 0], ko'raman  $\rightarrow$  [0 0 0 1]



$$\begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & 1 \end{bmatrix}$$

In this position, the sentence is expressed numerically as follows:

sentence = [ [1,0,0,0],[0,1,0,0],[0,0,1,0],[0,0,0,1] ]

In One-Hot encoding, each bit represents a possible category, and if a given variable does not belong to more than one category, one bit is sufficient to represent it. By this method, the words "Men" and "men" are matched with different vectors. By applying lowercase to all words in word processing, it is possible to match the same vector to uppercase and lowercase letters. In this method, the size of the one-dimensional vector is equal to the size of the dictionary.

So, sentences in the corpus, in turn, become a matrix of size (p, q). In this,

- "p" is the number of tokens in the sentence;
- "q" is the size of the dictionary.
- The size of the digital vector corresponding to the word in the One-Hot encoding method is directly proportional to the dictionary size of the corpus.

So, with the increase in the size of the case, the size of the vector also increases. This method is not useful for large corpora, which may contain up to 100,000 or more unique words. We implement the One-Hot encoding method using the **Sklearn** package:

```

0s ✓ from sklearn.preprocessing import OneHotEncoder
import itertools

# 4 ta namunaviy hujjat
docs = ['Men NLP bilan ishlayman', 'NLP juda ajoyib texnologiya',
'Tabiiy tilni qayta ishlash', 'Zamonaviy texnologiyalar bilan ishlash']

# hujjatlarni tokenlarga ajratish
tokens_docs = [doc.split(" ") for doc in docs]

# tokenlar ro'yxatini umumlashtirish va so'zni identifikatoriga moslashtiradigan lug'atni yaratish
all_tokens = itertools.chain.from_iterable(tokens_docs)
word_to_id = {token: idx for idx, token in enumerate(set(all_tokens))}

# tokenlar ro'yxatini token-id ro'yxatlariga aylantirish

token_ids = [[word_to_id[token] for token in tokens_doc] for tokens_doc in tokens_docs]
# token-id ro'yxatlarini umumlashtirish

vec = OneHotEncoder(categories="auto")
X = vec.fit_transform(token_ids)

print(X.toarray())

[[1. 0. 0. 0. 1. 0. 0. 0. 0. 0. 1. 0. 0. 1.]
 [0. 1. 0. 0. 0. 0. 0. 1. 1. 0. 0. 1. 0. 0.]
 [0. 0. 0. 1. 0. 1. 0. 0. 0. 1. 0. 0. 1. 0.]
 [0. 0. 1. 0. 0. 0. 1. 0. 0. 0. 1. 0. 1. 0.]]

```

**Fig. 2. Implementing the One-Hot encoding method using the Sklearn package**

ADVANTAGES:

- Simple to get it and execute

**DISADVANTAGES:**

- On the off chance that the number of categories is exceptionally huge, an expansive sum of memory is required;
- The vector representation of words is orthogonal, and the relationship between distinctive words cannot be decided;
- The meaning of the word within the sentence cannot be decided; an expansive number of computations are required to speak to a high-dimensional inadequate framework

**EXPERIMENTAL DESIGN***A. Bag-of-words method*

In the bag-of-words (BOW) technique, words extracted from the corpus are pooled into a "bag of words," and the frequency of each word is tallied. This method disregards word order or lexical nuances in text representation. Algorithms utilizing the BOW approach consider documents containing similar words as equivalent, regardless of the arrangement of these words.

The BOW method translates a text segment into fixed-length vectors, facilitating comparison between documents. It finds utility across various NLP applications, including thematic modeling, document classification, and email spam detection. Below is the BOW vector corresponding to 2 Uzbek sentences.

1-sentence: *“Adirlar ham bahorda lola bilan go‘zal, chunki lola – bahorning erka guli”*.

2-sentence: *“Lola ham shifokorlik kasbini tanladi”*.

	ADILAR	BAHORDA	LOLA	GO‘ZAL	BAHORNING	ERKA	GULI	SHIFOKORLI	KASBINI	TANLADI
1-gap	1	1	2	1	1	1	1	0	0	0
2-gap	0	0	1	0	0	0	0	1	1	1

*B. CountVectorizer Method*

The CountVectorizer technique operates by computing the frequency of word occurrences within a document. This method involves constructing a matrix of words derived from multiple sentences within the corpus, with each cell populated by the frequency of the respective word in the sentence.

It is implemented using the Sklearn package in Python. This approach emphasizes the significance or "weight" attributed to a word within a sentence, corresponding to its frequency. These weights are instrumental in training machine learning models and serve various analytical purposes. CountVectorizer offers configurable parameters such as lowercase, strip\_accents, and preprocessor, which can be adjusted to achieve specific desired outcomes.

```
0s ✓ ▶ from sklearn.feature_extraction.text import CountVectorizer

text = ["Men NLP bilan ishlayman. NLP juda ajoyib."]

vectorizer = CountVectorizer()

# Tokenizatsiyalash va lug`atni yaratish vectorizer.fit(text) print(vectorizer.vocabulary_)
# hujjatni kodlash
vector = vectorizer.fit_transform(text)

# kodlangan vektorni umumlashtirish
print(vector.shape)
print(vector.toarray())

(1, 6)
[[1 1 1 1 1 2]]
```

**Fig. 3. Implementing the CountVectorizer method using the Sklearn package**

Advantages:

- Facilitates the determination of word frequencies within the text.
- The length of the encoded vector matches the size of the dictionary.

Disadvantages:

- Disregards word location details, hindering the interpretation of word meanings.
- Erroneously implies that high-frequency words offer more significant information for the text, which may not always hold true, especially with ambiguous words like "with," "and," "however," etc.
- Loss of positional information regarding the word's placement within the sentence.

### C. TF-IDF Method

To discern high-frequency words while disregarding low-frequency ones, it's essential to normalize the "weights" of words accordingly. This normalization task is effectively accomplished through the employment of the TF-IDF method. The TF-IDF value can be calculated using two factors: TF(wd), which is the frequency of word "w" in document "d," and IDF(w), which is calculated based on the total number of documents and the frequency of documents containing the word "w."  $IDF(w) = \log\left(\frac{N}{df(w)}\right)$ . The TF-IDF method

assigns values based not only on word frequency but also on their occurrence across the entire corpus. To compute the TF-IDF value, the IDF score is multiplied by the CountVectorizer value, as previously mentioned. The resulting values indicate relatively high scores for words occurring frequently in the corpus, such as meaningless words, while words with minimal frequency, often termed as "noisy" words, receive lower scores.  $TF - IDF = TF(w, d) * IDF(w)$  We implement the TF-IDF method using the Sklearn package in Python.

```

from sklearn.feature_extraction.text import TfidfVectorizer

text1 = ['Men NLP bilan ishlayman',
         'NLP juda ajoyib',
         'NLP - bu mashinalarga tabiiy tilni qayta ishlashga imkon berishdir',
         'bu misol nlp texnikasiga namuna']

tf = TfidfVectorizer()
txt_fitted = tf.fit(text1)
txt_transformed = txt_fitted.transform(text1)
idf = tf.idf_
print(dict(zip(txt_fitted.get_feature_names_out(), idf)))

```

```

{'ajoyib': 1.916290731874155, 'berishdir': 1.916290731874155, 'bilan': 1.916290731874155, 'bu': 1.5108256237659907, 'imkon': 1.916290731874155,

```

**Fig. 4. Implementing the TF-IDF method using the Sklearn package**

```

{'ajoyib': 1.916290731874155,
'berishdir': 1.916290731874155, 'bilan':
1.916290731874155, 'bu':
1.5108256237659907, 'imkon':
1.916290731874155, 'ishlashga':
1.916290731874155, 'ishlayman':
1.916290731874155, 'juda':
1.916290731874155, 'mashinalarga':
1.916290731874155, 'men':
1.916290731874155, 'misol':
1.916290731874155, 'namuna':
1.916290731874155, 'nlp': 1.0, 'qayta':
1.916290731874155, 'tabiiy':
1.916290731874155, 'texnikasiga':
1.916290731874155, 'tilni':
1.916290731874155}

```

Let's note the weight of the word "NLP" within the result. Since it is displayed in all sentences, it is given a low weight of 1.0. Essentially, the insignificant word "va" is given a moderately low weight of 1.22 since it shows up in 3 out of 4 given words.

Comparable to the CountVectorizer strategy, the TF-IDF strategy has different parameters that can be changed to realize the required comes about. A few imperative parameters



incorporate lowercase, strip\_accent, stop\_words, max\_df, min\_df, norm, ngram\_range, and sublinear\_tf. The impact of these parameters on the yield weight isn't considered inside the scope of this article.

**ADVANTAGES:** Straightforward, justifiable and simple to execute; Common words and moo frequency words within the corpus can be distinguished.

**DISADVANTAGES:** The positional data of the word isn't spared; TF-IDF is exceptionally subordinate on the corps. A high-quality instructive foundation is required; The semantic highlights of the words are not recorded. Within the logical article "Calculating the TF-IDF factual list for writings of the Uzbek dialect corpus" composed by B. Elov, Z. Husainova and N. Khudaiberganov, the method of sorting archives within the Uzbek dialect corpus by utilizing the TF-IDF strategy concurring to the keyword was considered and 5 stages of TF-IDF esteem calculation were displayed:

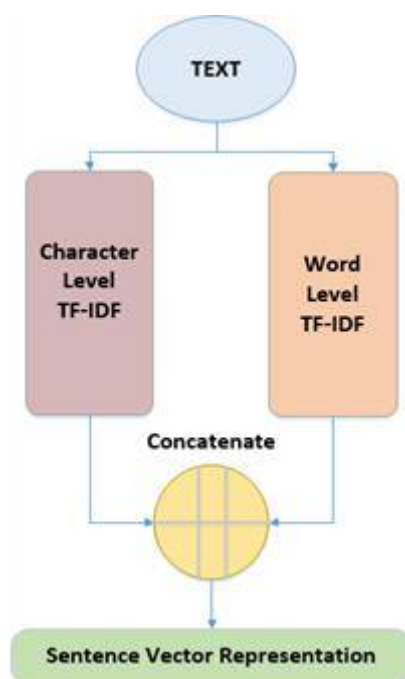


Fig. 5. TF-IDF value calculation

A number of logical conclusions and recommendations are given based on the calculations and analyzes carried out by the creators. In specific, it is famous that the utilize of the TF- IDF strategy is viable in recognizing reports *reasonable for questions made in large-scale dialect corpora*.

#### *D.Ngram method*

The Ngram approach resembles the Bag of Words (BoW) model, with the key distinction lying in the calculation of frequencies. Instead of tallying the occurrence of individual words, it computes the frequency of word combinations appearing together in the corpus, known as bigrams

(two words) or trigrams (three words), depending on the number of words grouped together in the text.

```
15 ✓ text = ['Men NLP bilan ishlayman', 'NLP juda ajoyib', 'NLP juda qiyin', 'NLP keng ommabop']
    from sklearn.feature_extraction.text import CountVectorizer
    cv = CountVectorizer(ngram_range=(2,2))
    bow = cv.fit_transform(text)
    print(cv.vocabulary_)
    print(bow[0].toarray())

{'men nlp': 4, 'nlp bilan': 5, 'bilan ishlayman': 0, 'nlp juda': 6, 'juda ajoyib': 1, 'juda qiyin': 2, 'nlp keng': 7, 'keng ommabop': 3}
[[1 0 0 0 1 1 0 0]]
```

Fig. 6. Using Bag of Words method with CountVectorizer

### E. Distributed /continuous text views

A distributed text representation refers to a numerical portrayal of words that isn't tied or restricted to one another, and their arrangement typically reflects various signals and ideas within the data. Here, details about each word are spread across its respective vector. Unlike discrete representation where each word is considered distinct and unrelated to others, distributed text representation ensures each word is unique in its own right. The prevailing distributed text representations in current usage encompass:

- Co-Occurrence matrix
- Word2Vec
- GloVe

### F. Co-Occurrence matrix method

The Co-Occurrence matrix technique considers the proximity of objects occurring together. These objects could be individual words, bigrams ( $n=2$ ), or phrases. Essentially, each word is utilized to compute matrix values for a given corpus, aiding in comprehending the associations among various words within the corpus. To illustrate, let's transform the example provided in the previously mentioned CountVectorizer method into a continuous form.

**ADVANTAGES:** The ngrams approach grasps the semantic essence of a sentence and facilitates the identification of connections among words.

**DISADVANTAGES:** Words that are Out-of-Vocabulary (OOV) are not handled or analyzed; If the words are absent from the dictionary, the connection or semantic significance between them is not established.

### G. Word2Vec

Word2Vec is a popular technique that utilizes neural networks to learn word embeddings. It consists of two main models: Continuous Bag of Words (CBOW) and Skip-Gram. Both models aim to predict words based on their context, but they differ in their approach. CBOW predicts a target

word based on its surrounding context words, while Skip-Gram predicts the context words given a target word.

### *H.GloVe*

Global Vectors for Word Representation (GloVe) is another method for obtaining distributed word representations. It combines the advantages of matrix factorization and context window methods by using a co-occurrence matrix and factorizing it to obtain dense word vectors. GloVe captures both global statistics and local context information of words in the corpus.  $v_i^T v_j = \log P(i|j)$  or  $v_i^T v_j = \log P(X_{ij}) - \log P(X_i)$

```

1m import gensim.downloader as api

# 2 milliard tvitning 25 o'lchamli GloVe tasvirini yuklab olish
twitter_glove = api.load("glove-twitter-25")
# O'xshash so'zlarni topish print(twitter_glove.most_similar("book", topn=10))
# 25D vektorlarni olish
print(twitter_glove['book'])
print(twitter_glove.similarity("book", "school"))

[=====] 100.0% 104.8/104.8MB downloaded
[ 0.21621  0.056781  0.82955 -0.1424  0.82832 -0.87341  1.699
 -0.25702  0.65303 -0.82435  0.26496  0.4612 -4.0463 -0.044556
 0.15648 -0.083655  0.72399  0.20802 -0.27561 -0.024987 -0.83992
 -0.92536 -0.95454  0.42348 -0.14709 ]
0.7545484

```

**Fig. 7. Using of GloVe vectors based on pre-trained models of large volumes of text**

Therefore, denoting  $P(i|j)$ ,  $V_i$  and  $V_j$  represent the values of the word vectors. These vectors collectively embody the overall statistics within the co-location matrix. Details regarding the objective function in the GloVe approach will be elucidated in forthcoming scientific publications. The creation and application of GloVe vectors using pre-trained models on extensive text corpora are outlined.

## DISCUSSION

### *A. Modern approaches*

#### *1) ELMO*

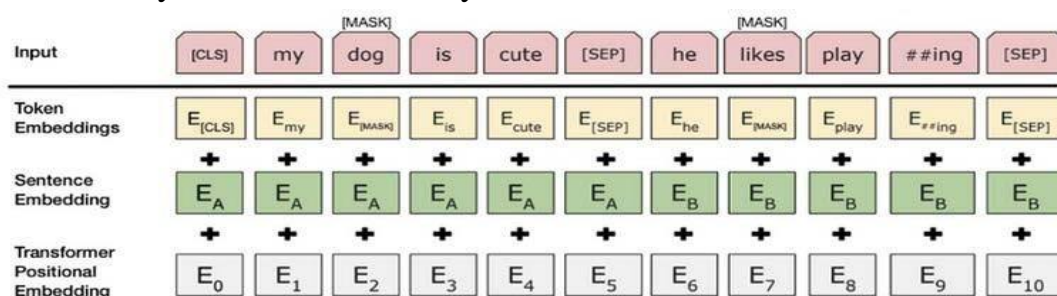
Embeddings from Language Models (ELMO) is a deep contextualized word representation approach. It utilizes a bidirectional LSTM (Long Short-Term Memory) model to generate word embeddings that consider the entire context of a word within a sentence. ELMO embeddings are dynamic and change based on the surrounding words, providing a rich representation of word meanings.

#### *2) BERT*

Bidirectional Encoder Representations from Transformers (BERT) is a powerful technique for generating contextualized word embeddings. BERT employs the Transformer architecture to



process words in parallel and capture the context of a word from both the left and right sides of a sentence. BERT has achieved state-of-the-art results in various NLP tasks and is widely used in the industry.



**Fig. 4. BERT method architecture.**

### 3) Digital text display applications/ Applications of digital display of text

The numerical text models discussed in this article are applicable to various NLP tasks, including:

- Text Classification: Text classification tasks necessitate converting text into vector form for initial processing.
- Topic Modelling: Effective topic modeling relies on presenting text in the appropriate format for modeling diverse topics.
- Autocorrect Model: Correcting spelling errors in text involves employing an autocorrect model, which requires text to be formatted in the specified numeric format.
- New Text Generation (Text Generation): Probabilistic numerical text formatting is essential for generating new text.

Before training a machine learning model, it's crucial to represent text in a specific format. The complexity of the format directly impacts the accuracy of the model and the quality of results. Effective text representation is fundamental to every NLP application involving textual data.

Each of these distributed text representation techniques offers unique advantages in capturing semantic relationships between words and improving the performance of NLP models. The choice of technique depends on the specific requirements of the NLP task and the characteristics of the dataset.

## CONCLUSION

Through discrete text representation methods, each word within the corpus is treated as unique and transformed into a numerical format using various techniques outlined earlier. The article outlines several advantages and disadvantages of these methods, which we summarize collectively. Methods that produce discrete numerical representations of text are straightforward to comprehend, implement, and interpret. Techniques like TF-IDF



aid in filtering out trivial and nonsensical words, thereby accelerating model training and generalization. However, a drawback of these methods lies in the direct correlation between vocabulary size and corpus size, potentially leading to memory constraints with larger dictionaries. Moreover, in all these methods, words in the corpus are assumed to be independent, resulting in sparse vectors with non-zero values that fail to capture word context or semantics.

Discrete text representations find extensive application in classical machine learning techniques and deep learning approaches for addressing NLP tasks such as document similarity assessment, sentiment analysis, spam detection, and topic modeling.

For more complex NLP tasks, distributed text representation algorithms offer solutions. These algorithms enable a deeper understanding of language corpora, such as exploring word relationships within a corpus. Distributed text representations are widely adopted in the development of supervised learning models to tackle intricate NLP challenges like question answering systems, document categorization, chatbots, and named entity recognition (NER). Presently, these methods are integrated into modern NLP applications leveraging Convolutional Neural Networks (CNNs) and Long Short-Term Memory networks (LSTMs).

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## LINGUOCULTURAL ASPECTS AND CLASSIFICATION OF PROVERBS AND SAYINGS

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### ABSTRACT

This article provides a comprehensive exploration of linguocultural aspects and classification of proverbs and sayings. We analyze various linguistic and cultural dimensions, such as syntax, semantics, pragmatics, and sociocultural influences, to demonstrate the rich diversity and complexity of proverbs and sayings. It discusses the relevance of proverbs and sayings in understanding cultural values, beliefs, customs, and social interactions, highlighting their enduring significance in oral traditions and communicative practices.

**Keywords:** creation, linguocultural, cultural dimensions, syntax, semantics, pragmatics, sociocultural influences, social interactions, metaphorical, figurative language, analogies, linguo-culturalology, linguocultureme and so on.

### INTRODUCTION

Every culture is recognized to own a collection of wise sayings that provide guidance on how to live your life. These remarks are known as "progressives." People have taken into consideration the advantages and disadvantages of popular wisdom. A proverb is a brief, well-known phrase that frequently has a metaphorical meaning. It conveys a fundamental truth or practical guideline that is drawn from human experience as well as the unique characteristics of a people and their culture throughout history.

We observe that a few scientists' perspectives were documented in this study project. Proverbs are a kind of straightforward speech with unique characteristics that help us speak clearly and fluently. They have a direct connection to language and expand on the meanings of individual words and word combinations. Proverbs are significant in language. They want us to be well-behaved, truthful, courteous, and industrious.



## THEORETICAL BASIS

The linguistic and cultural aspects of proverbs and sayings are closely intertwined, and a comprehensive understanding of these forms of verbal expression requires consideration of both dimensions. By exploring the linguistic features, cultural contexts, and varied classifications of proverbs and sayings, we can gain valuable insights into the rich tapestry of human expression and the diversity of human experience across different cultures.

We examine the structural and semantic characteristics of proverbs in the context of speech acts. We analyze works of Galperin I. R, Arnold I. V, Galperin, Koonin A.V, Smith L, Ashurova D.U, Galieva M.R that how proverbs are used in communication and the impact they have on the meaning and effectiveness of speech acts.

## RESULTS AND DISCUSSION

We discussed theoretical ideas of researchers and scientists about proverbs and it was categorized:

### *I. Structural Characteristics of Proverbs in Speech Acts:*

A. Form and Syntax: We will explore the typical form and syntax of proverbs and how they are integrated into speech acts. This will involve examining the grammatical structure and word order of proverbs.

B. Length and Complexity: We will discuss the length and complexity of proverbs in relation to their use in speech acts. This will involve analyzing whether shorter or longer proverbs are more effective in different speech contexts.

### *II. Semantic Characteristics of Proverbs in Speech Acts:*

A. Meaning and Interpretation: We will delve into the meaning of proverbs and how their interpretation can vary in different speech acts. This will involve studying the cultural and contextual implications of proverbs.

B. Pragmatic Functions: We will investigate the pragmatic functions of proverbs in speech acts, such as their role in persuasion, advice-giving, or expressing emotions.

### *III. Effectiveness of Proverbs in Speech Acts:*

A. Impact on Communication: We will assess the impact of proverbs on the effectiveness of speech acts, including their ability to convey meaning, evoke emotions, and influence the perception of the speaker.

B. Cross-Cultural Considerations: We will consider the cross-cultural effectiveness of proverbs in speech acts, examining how proverbs are understood and utilized in different cultural contexts.

### *IV. Case Studies and Examples:*

A. Analysis of Proverb Usage: We will analyze real-life examples of proverbs used in speech acts, including case studies of their impact on communication and the interpretation of speech acts.

B. Comparison of Proverb Usage: We will compare the usage of proverbs in different speech acts and contexts to understand their varying effects on communication.

This part aims to provide a comprehensive understanding of the structural and semantic characteristics of proverbs in speech acts and their overall effectiveness in communication.

At the intersection of sociolinguistics, ethnolinguistics, linguistics, and cultural studies lies the quickly developing area of linguo-culturology. It addresses the "deep level" of semantics and correlates the ideas of national and global cultures with language meanings. The definition of linguistic units that are significant to culture is one of linguoculture's primary goals. An analysis of the linguistic literature reveals that phraseological units, anthroponyms, mytholegemes, non-equivalent lexicon, paronimia, speech formulae of etiquette, and other word groupings include culturally distinctive units. Every language has distinct lexical groupings with a great potential for cultural uniqueness. Our findings have demonstrated that the stylistic and culturally particular characteristics of language units are frequently correlated.

For instance, there are many new terms, inventions, brand names, and commercial idioms pertaining to many facets of the consumer sector and advertising in American English, which is heavily impacted by "consumer culture." The trend of American popular literature becoming "commercialized" is particularly intriguing. Numerous word combinations, such as "Marlboro man," "Palmolive complexion," and "Telfon politician", best capture this trend. National-cultural specificity refers to linguistic units that are culturally and nationally identifiable and that convey sociocultural, artistic, affective, and evaluative information. As a result, they represent national worldviews, traditions, values, and stereotypes. It should be recognized, then, that culturally relevant notions may be examined through linguistic units.

As stated in the phrase "*sabr kosasini to'ldiradigan so'nggi tomchi*"—the last straw that breaks the camel's back. Etymology: Arabic *jamal* (full version: "It is the last straw that broke/breaks/ the camel's back") is connected to Old English *camēlus*, which is derived from Latin *camēlus*, from Greek *kamēlos*, of Semitic ancestry. It is clear that the proverb's cultural significance has something to do with the fact that Arab bedouins spend nearly all of their days riding camels. Another contemporary adage that has been adopted into worldwide English from American English is "Time is money,"

which captures the most important aspect of American culture: money. Therefore, we may conclude that language components, such as proverbs, that describe certain cultural facts, events, or attitudes as well as language units and cultural conceptions unique to a particular culture belong to these units.

## CONCLUSION

Thus, linguoculturemes are language units that serve as carriers of cultural information, need to be specifically mentioned. A linguocultureme is an intricate, multilevel language unit that represents the relationship between a verbal sign's form, semantic content, and cultural meaning. It is a dialectical unit comprising linguistic and extralinguistic elements. Many different language forms, such as words, word combinations, phraseological units, stylistic devices, syntactical structures, text fragments, and even the entire text, can be used to communicate linguistic cultures. A linguocultureme's sources of cultural knowledge are unique to each culture and include realia, notable individuals, myths, pictures, beliefs, customs, and traditions.

Linguocultural aspects and classification of proverbs and sayings involve the study of the relationship between language and culture, and the systematic categorization of these traditional forms of expression. Proverbs and sayings are often deeply rooted in the culture and language of a particular community, reflecting its beliefs, values, and customs. The study of these linguistic phenomena helps to unveil the intricacies of human communication and the transmission of cultural knowledge. Moreover, classifying proverbs and sayings based on their thematic, grammatical, or cultural attributes provides insights into the diversity and universality of these expressions across different societies. Understanding the linguocultural aspects and classifications of proverbs and sayings is essential for appreciating the rich tapestry of human experience and communication.

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## OLIY TA'LIM MUASSASALARINING XORIJIY TIL VA ADABIYOTI: NEMIS TILI YO'NALISHI TALABALARIGA TIL TARIXI FANINI O'QITISHDAGI MUAMMO VA YECHIMLAR

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### ANNOTATSIYA

Ushbu maqolada Oliy ta'lim muassasalarining Xorijiy til va adabiyoti: nemis tili yo'nalishi talabalariga til tarixi fanini o'qitishdagi muammo va uning yechimlariga batafsil to'xtalgan. Bu yo'nalish talabalarga Nemis tilining tarixi, fonetikasi, grammatikasi, leksikasi, va adabiyoti haqida o'qishni o'z ichiga oladi. Quyidagi maqolada muammolar va ularning yechimlari misol sifatida ko'rsatilishi mumkin.

**Kalit so'zlar:** til tarixi, interaktiv darsliklar, audiolaboratoriyalar, fonetikasi, grammatikasi, leksikasi, va adabiyoti.

### ABSTRACT

In this article, the problem of teaching history of language to students of foreign language and literature: German language of higher educational institutions and its solutions are discussed in detail. This course involves students studying the history, phonetics, grammar, lexis, and literature of the German language. The following article provides examples of problems and their solutions.

**Keywords:** language history, interactive textbooks, audio labs, phonetics, grammar, lexicon, and literature.

### KIRISH

Ta'lim jarayonida interaktiv metodlar innavotsion texnologiyalarini o'quv jarayoniga qo'llashga bo'lgan qiziqish, e'tibor kundan kunga kuchayib bormoqda, bunday bo'lishning sabablaridan biri shu vaqtgacha a'naviy talabalar faqat tayyor bilimlarni egallashga urgatilgan bo'lsa, zamonaviy texnologiyada esa ularni egallayotgan bilimlarini o'zlari qidirib topishlariga mustaqil urganib tahlil qilishlariga hato hulosalarni o'zlari keltirib chiqarishlariga o'rgatadi. Pedagog bu jarayonga shaxsning rivojlantirishi, shakllanishi, bilim olish va tarbiyalanishga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yunaltiruvchilik funksiyasini bajaradi. Ta'lim jarayonida talaba asosiy figuraga aylanadi [1, 1703]. Til tarixini o'rganish jarayonida, talabalar



ko'plab ma'lumot manbalari, metodlar va mashg'ulotlar orqali o'rganishlarini kuchaytirishlari, shuningdek, belgilangan mavzularda muhokama va ilmiy tadqiqotlar olib borishlari muhimdir.

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Nemis tili darslarida turli mavzularga oid osondan murakkabga qaratilgan har xil topshiriqlarni ishlab chiqish mumkin. Bu topshiriqlar talabani zerktirmasligi, uni fanga bo'lgan qiziqishini orttirishi hamda topshiriqlar o'tilgan mavzular bo'yicha bo'lishi kerak. Darslarda lug'atlardan samarali foydalanish kerak. Topshiriqlarni bajarishga bo'lgan qiziqish talabani lug'atdan foydalanishga majbur qiladi. Agar talaba notanish so'z tarjimasini o'zi izlab topsa, bu so'zni u xotirasida uzoq vaqt saqlaydi. Chunki u lug'atdan o'sha so'zning tarjimasini topguncha beixtiyor shu so'zning yozilishiga bir nechabor qaraydi va takrorlaydi. Bu esa o'sha so'zning yodda qolishiga sabab bo'ladi. O'qituvchining galdagi vazifasi esa shu so'zni qisqa gaplarda va matnlarda qo'llashni o'rgatishdir.

Nemis tili yo'nalishi talabalariga til tarixi fanini o'qitishga doir bir qancha izlanishlar olib borilgan. Sh. U. Sobirova, T.R.Xamidova, S.S.Shukurova shular jumlasidandir. O'qishni, yozishni, gaplar va matnlar tuzishni oson o'zlashirayotgan har qanday o'quvchining tilga bo'lgan ishtiyoqi yanada ortadi. Endi u o'zi xohlab o'qituvchidan topshiriqlarni so'raydi. So'ngra esa o'zi mustaqil ravishda vazifalarni bajaradi [94]. Talabalarning asosiy o'rganilayotgan til (nemis tili) fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, darsda yangi informatsion-pedagogik texnologiyalarni tatbiq qilish muhim ahamiyatga egadir.

## TAHLIL VA NATIJALAR

Chet tili dunyoqarashni tarix, geografiya, adabiyot, san'at, musiqaga oid ma'lumotlar bilan boyitadi, o'rganilayotgan til mamlakatlari hayoti bilan tanishtiradi. Nemis tili yo'nalishida "O'rganilayotgan til nazariy aspektlari (til tarixi)" fanini o'qitishda talaba ham o'qituvchi ham muammolarga duch kelishi mumkin, va bunda yechimlar ishlab chiqiladi. Nemis tili tarixi kursining universitetlar va institutlar, nemis filologiyasi (tili) fakultetlari va bo'limlaridagi vazifalari:

- nemis tilini hozirgi holatga olib kelgan jarayonlarni tushuntirish;
- tilning tarixiy o'zgarishidagi jarayonlar tizimli (sistemali) xarakterini hamda uning fonetik va grammatik tuzilishidagi o'zgarishlarning o'zaro bog'liqligini ochib berish;
- nemis tilining tarixiy rivojlanish qonunlarini ochib berish;



- til tarixi va shu tilda so'zlashuvchi jamiyat tarixi o'rtasidagi aloqani kuzatishda bir qator muammolarga duch kelishi mumkin. Bu yo'nalish talabalarga Nemis tilining tarixi, fonetikasi, grammatikasi, leksikasi, va adabiyoti haqida o'qishni o'z ichiga oladi. Quyidagi muammolar va ularning yechimlari misol sifatida ko'rsatilishi mumkin:

1. Muammo: Talabalar Nemis tilining tarixida birinchi va ikkinchi til qoidalari, fonetik va fonologik o'zgarishlar, va ko'pgina kelib chiqqan o'zgarishlar haqida tushuncha olishda qiyinalishlari mumkin.

Yechim: O'qituvchilar talabalarga til tarixining muhim bosqichlarini aniqroq o'rgatish uchun qisqa, ma'lum bir davrda tufayli yuzlab yillik tarixni o'rganish va mustaqil o'qitish usullaridan foydalanishlari kerak.

2. Muammo: Leksikani o'rganishda qiyinliklar. Nemis tilida o'zga tillardan kirib kelgan ko'p so'zlar, so'z birliklari va so'z joylashuvi mavjud.

Yechim: O'qituvchilar talabalarga leksika o'rganishda ko'plab so'zlar va ularning ma'nolari, ko'rsatmalar, va matnni tahlil qilish bo'yicha ko'mak berishadi.

3. Muammo: Adabiyotning qo'lga kiritilishi. Nemis adabiyoti tarixi bo'yicha o'rganish talabalarga oldingi zamonlardan ko'rinib turgan matnlarni tushunishda qiyinlik tug'diradi.

Yechim: O'qituvchilar tarixiy Nemis adabiyotini tushunishda, yetakchi yozuvchilar, ularning asarlarini, ularning asarlarining mohiyatini, va ularning jamiyatga o'tkazgan ta'sirini o'rganish uchun qo'llanadilar.

4. Muammo: Tarixiy matnlar bilan bog'liq mualliflik va mualliflik tushunchalarini anglash. Tarixiy Nemis tilining mualliflik tushunchalari va ularning asarlarining ko'rsatmalari talabalar uchun qiyin bo'lishi mumkin.

Yechim: O'qituvchilar talabalarga Nemis tilining mualliflik tushunchalarini o'rganishda qisqa darsliklar, taqrizlar va tahlillar yaratishadi, shuningdek, talabalar asarlar va mualliflar haqida mustaqil tadqiqotlar olib borishadi.

## XULOSA

Bu muammolar va ularning yechimlari, o'qituvchilar va o'quv markazlari uchun belgilangan darsliklar, maqolalar va dasturlar orqali hal qilinadi. Shuningdek, interaktiv darsliklar, audiolaboratoriyalar va ijodiy darsliklar ham o'rganish jarayonini muvaffaqiyatli qilishda yordam berishi mumkin.

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## САХАРНЫЙ ДИАБЕТ И ЕЕ ПОСЛЕДСТВИЯ

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и спорта

### АННОТАЦИЯ

Предметом нашего исследования будет отклонения в обмене глюкозы или же гормона инсулина точнее болезнь, которую в народе еще называют **Белой смертью**. Для нашего исследования мы привлекли людей разного возраста и образа жизни, наше исследование будет проводиться в 4 этапа а в заключение мы сравним результаты всех исследуемых нами людей Неслучайно ученые со всего мира уделяют большое внимание сахарному диабету. В настоящее время численность больных сахарным диабетом растет в геометрической прогрессии и проблема в том что его численность растет не только среди взрослых, но и среди молодежи как результат неправильного питания и образа жизни и поэтому работа посвящена изучению и анализу причин неуклонного роста заболеваемости данной патологией, высокого риска развития тяжелых осложнений, сопутствующих заболеваний и летальных исходов, причин роста распространенности заболевания среди детей и взрослых.

**Ключевые слова:** Сахарный диабет, классификация патологии обмена глюкозы, нормальный уровень сахара в крови, инсулинозависимые и независимые типы сахарного диабета

### ВВЕДЕНИЕ

Проблема сахарного диабета – это проблема более 463 миллиона человек, не просто так распространенность сахарного диабета называют глобальной эпидемией. СД одно из самых распространенных заболеваний 21 века. Поэтому я считаю что необходимо вводить различные профилактические беседы со школьниками о правильном питании, о правилах здорового образа жизни, стрессоустойчивости так как это основная причина развития диабета.

### АНАЛИЗ ЛИТЕРАТУРЫ И МЕТОДОЛОГИЯ

#### История сахарного диабета

Сахарный диабет патологическое состояние, характеризующееся выделением больших количеств мочи и некоторых химических веществ, образующихся в организме в процессе обмена веществ. Термин Диабет был впервые применен греч. Врачом

Аретеем Каппадокийским (81-138) который этим названием хотел подчеркнуть, что у больных данным заболеванием принятая внутрь жидкость не остается в теле, а проходит сквозь него выделяясь в больших количествах с мочой. В описании заболевания, оставленном этим врачом, имеются как признаки сахарного диабета так и несахарного, Термин «диабет» входит в название ряда заболеваний, ни этиологически, ни патогенетически не связанных между собой, при которых вода или другие хим. веществ и выделяются с мочой в больших количествах. Несмотря на все достижения цивилизация, это заболевание остается очень серьезным. И хотя современные методы лечения привели к увеличению продолжительности жизни страдающих им, количество больных из года в год неуклонно растет. Если учесть, что, заболевая, человек не излечивается до своего последнего дня, то сегодня актуальным становится не столько медицинские, сколько социальные проблемы этого страдания, известного с древнейших времен.

### **Классификация**

Первый тип – инсулинозависимый диабет. В результате различных факторов поджелудочная железа начинает вырабатывать недостаточное количество гормона или вовсе перестает вырабатывать в последствии чего возникает патологическое состояние, классифицируемое как диабет 1 типа. Причины поражения тканей поджелудочной железы, ответственных за синтез гормона инсулина, могут быть различными, но механизм заболевания сводится к одному – гормон не вырабатывается. У детей этот тип сахарного диабета называется еще ювенильным

Второй тип – инсулинонезависимый. По ряду причин может возникнуть невосприимчивость клеток мишеней к молекулам гормона. В результате чего поджелудочная железа вырабатывает нужное или даже избыточное количество гормона, но ее клетки становятся невосприимчивыми к нему. Итог этого сбоя тот же – повышение уровня глюкозы в крови. Так как проблема заключается не в недостатке инсулина, его введение в организм не влияет на течение или же лечение болезни.

## **ОБСУЖДЕНИЕ И РЕЗУЛЬТАТЫ**

### **Причины развития патологии**

После каждого приема в пищу в наш организм попадают ряд питательных веществ в том числе и глюкоза. За синтез которого ответственность несет гормон инсулин вырабатываемый бета клетками островков Лангерганса поджелудочной железы, и если в результате каких то сбоев в нашем организме утилизация глюкозы не совершилась возникает сахарный диабет. Результатом нарушения служит значительное и хроническое повышение уровня глюкозы в крови. И у каждого сбоя в нашем организме есть причины приводящие к таким патологиям

- **Генетическая предрасположенность**, как правило гены хранят много важной информации в том числе и патологические процессы тоже могут быть запечатаны в наших генах, и могут передаваться по наследству. Чем больше родственников болели диабетом, тем больше риск заболеваемости этой патологией

- **Ожирение**: в последнее время проблема с ожирением растет все больше и больше и это составляет огромную угрозу для людей так как лишние липиды в нашем организме создают благоприятные условия для развития сахарного диабета

- **Воспалительные процессы**: инфекционные и воспалительные процессы протекающие в нашем организме могут привести к поражению поджелудочной железы и нарушение ее секреторной функции.

- **Отравление организма токсинами и тяжелыми металлами**: осложнением таких отравлений может стать также нарушение секреторной функции поджелудочной железы, или же нарушить рецепторную восприимчивость клеток к инсулину .

- **Неправильное питание и нездоровый образ жизни**: Могут привести к дисфункциям ряда важных органов ответственных за метаболизм в нашем организме

- **Алкоголизм**: также поражает важные органы в частности поджелудочную железу

- **Стресс**: приводит к серьезным сбоям в обмене глюкозы в нашем организме, особенно сильно опасна сильная стрессовая ситуация.

- **Возраст**: Для одного из типов диабета есть второе название « старческий», на самом деле не само старение приводит к этой патологии а многие факторы, которые косвенно приводят к нарушению глюкозного обмена.

- **Беременность** : никому не новость что во время беременности организм еще более уязвим всем вредным факторам и токсинам, как результат серьезной нагрузки и может временно перегрузить углеводный обмен. После родов способность усваивать глюкозу обычно восстанавливается.

### Симптомы

Наиболее распространенные симптомы сахарного диабета связаны с гипергликемией. Проблема в том что легкая гипергликемия протекает незаметно в ранних стадиях сахарного диабета из за чего и сложно диагностировать эту патологию еще в самом начале а вот уже более тяжелая гипергликемия вызывает глюкозурию и тем самым – осмотический диурез, что приводит к учащению мочеиспускания, развитию полиурии и полидоскопии, прогрессирование которых может привести к ортостатической гипотонии и обезвоживанию, Резкое обезвоживание сопровождается слабостью, утомляемостью и изменениями психического здоровья. Симптомы могут колебаться в зависимости уровня глюкозы в крови

## Обследование на сахарный диабет

У лиц с высоким риском сахарного диабета 1 типа (например, сиблингов и детей пациентов с сахарным диабетом 1 типа) можно определять антитела к островковым клеткам или к глутаматдекарбоксилазе, появление которых предшествует клиническому началу заболевания. Однако эффективность профилактических мероприятий у лиц группы высокого риска остается недоказанной, и поэтому скрининг обычно проводят лишь с исследовательскими целями.

- возраст старше 35
- избыточный вес
- малоподвижный образ жизни
- сахарный диабет 2 го типа у родственников
- артериальные гипертензия
- случаи сс заболеваний
- жировая болезнь печени
- ВИЧ инфекции
- синдром поликистозных яичников

Всех пациентов с сахарным диабетом 1 типа через 5 лет после установления диагноза необходимо обследовать с целью выявления осложнений. При сахарном диабете 2 типа такой скрининг начинают сразу после установления диагноза. Типичный скрининг на осложнения включает в себя

- осмотр конечностей в частности стоп
- офтальмоскопия
- анализ мочит на протеинурию
- уровень креатинина и липидный профиль сыворотки

## Лечение сахарного диабета

- Диета и физические нагрузки
- При сахарном диабете 1 типа – инсулин
- При диабете 2 типа – пероральные сахаропонижающие препараты, инъекционные агонисты рецептора глюкагоноподобного пептида-1 (ГПП-1), инсулин или их комбинация
- Во избежание осложнений часто используются блокаторы ренин-ангиотензин-альдостероновой системы (ингибиторы АПФ или блокаторы рецепторов ангиотензина II) и статины

## ЗАКЛЮЧЕНИЕ

Ключевыми элементами лечения для всех пациентов являются обучение пациентов, диета, физические упражнения, снижение веса и мониторинг контроля уровня глюкозы.

Пациенты с диабетом 1-го типа нуждаются в инсулине. Некоторые пациенты с сахарным диабетом 2-го типа могут избежать лечения при помощи препаратов или прекратить его, если они способны поддерживать уровень глюкозы в плазме крови с помощью диеты и физических упражнений. Пациентов с нарушенной регуляцией гликемии необходимо информировать о риске развития сахарного диабета и о важности изменения образа жизни для профилактики этого заболевания. Им следует тщательно следить за возможным появлением симптомов сахарного диабета и уровнем глюкозы в плазме. Оптимальная продолжительность наблюдений не установлена, но целесообразно, по-видимому, обследоваться ежегодно или 1 раз в 2 года.

Для профилактики диабета были исследованы различные препараты. Метформин является безопасным и экономически эффективным препаратом и имеет самые убедительные доказательства в отношении профилактики диабета. Его можно принимать, если диета и образ жизни не дают результатов, особенно у пациентов с высоким риском развития диабета (ИМТ  $\geq 35$  или гестационный диабет в анамнезе). И конечно же эффективным методом лечения диабета является диета. Диета включает в себя исключение ряда фруктов и глюкозосодержащих продуктов.

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