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МОДЕРНИЗАЦИЯ ТЕХНОЛОГИИ НАПРАВЛЕННЫЕ НА ВЫПОЛНЕНИЕ
ПЛАНИРУЕМЫХ ГОРНОТЕХНИЧЕСКИХ ПОКАЗАТЕЛЕЙ В АНГРЕНСКИЙ
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SECTION: CULTURAL STUDIES

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OMMAVIY BAYRAM VA TOMOSHALAR REJISSURASIDA XUJJATLI HAMDA BADIY MATERIALLAR SINTEZI

Hujjatlarga murojaat etish – bu g'oyani amalga oshirish uchun badiiy vositalarga murojaat qilishdir. Bu narsani rassomning turli buyoqlarga bo'lgan murojaati bilan taqqoslash mumkin. Agar buyoqlar, o'z-o'zlaricha kartina yaratadigan bo'lganlarida edi, unda turli buyoqlar surib tashlangan kartina palitrasi eng zo'r kartinaga aylangan bo'lar edi. Xuddi shunday, hujjatlar qancha ko'p bo'lsa, o'ziga-o'zi badiiylik strukturasi vujudga keltirib, san'at tilida gapiradi, deb o'ylash ham noto'g'ri fikrdir.

Hujjatlarning o'zida – tayyor dramatik struktura bo'lmaydi. Hujjatli, tarixiy materiallarni badiiy adabiyotda – pesa yoki ssenariyda – qo'llashning o'zi etarli emas. Bo'lajak hujjatli asarni yaratish, g'oyaviy va badiiy masalalarni topish va hujjatli materialni topish va tanlash jarayonida boshlanadi. Faqat bo'lajak asarlarni g'oyasi bo'lsagina, muallif u yoki bu materialni qaerda, qanday ishlatish, auditoriyaga qanday ta'sir qilishini ko'rib chiqishi mumkin bo'ladi. SHundan so'nggina, qaysi hujjat asarning (pesa yoki ssenariyning) g'oyasiga to'g'ri kelishi yoki uning boshlang'ich yo'nalishiga muallifning qayta ishlashi, yordami kerak bo'ladimi, bu ijodiy jarayonda aniqlanadi.

Hujjatli materialni soxtalashtirish umumiy g'oyani buzilishiga olib keladi.

Biz avvalambor “dalil” va “hujjat” atamalarining tushunchasini aniqlab olishimiz lozim. Ko'p mualliflar “adabiy dalil” va “adabiy hujjat” tushunchalarini bir ma'noli deb qaraydilar. “Dalil” va “hujjat” sinonim sifatida qaraladi. SHu sababli ko'p chigalliklar paydo bo'ladi. Biz shuni aniq bilishimiz kerakki, tarixiy materiallarni qaytarib bo'lmaydi. Hujjatli asarda biz dalil bilan emas, balki dalil obrazi bilan uchrashamiz. Bu obraz xarakteri muallifning dalillarni ko'ra olishi, bilimi, uddaburonligi, xullas, uning pozitsiyasiga bog'liqdir. [1, 161-162 b.]

Hujjat – o'tkir quroldir. Uning haqqoniyligi asarning ishonchlilik effektini vujudga keltiradi. Lekin hujjatlarning haqqoniyligi tarixiy asar haqqoniyligiga, ob'ektivligiga kafolat bo'la olmaydi. Asarning jarangdorligi, hujjatning ma'nosi, asarning kontekstiga bog'liq holda o'zgarib, ijtimoiy davr kontekstiga qarab (sharhlash, boshqa hujjatlar bilan birgalikda kelishi) o'zgarishi mumkin.

Hujjatli asarda tasvirlanayotgan kartinaning ob'ektivligiga, haqqoniyligiga, muallif pozitsiyasining ob'ektivligi, fuqarolik haqqoniyligi va uning etarli darajadagi tayyorgarligigina kafolat bo'la oladi. Hujjat bilan ishlaydigan muallif, ayniqsa dramaturgning turli hujjatlarni montaj qilishi - asosiy ijod uslubi hisoblanadi.

Ikkita hujjatni birga kelishi o'z mazmuniga (ma'nosiga) ega bo'lib, yangi mazmuni (ma'noni) vujudga keltirib, bu qo'shiluvchilarning ikkalasida ham bo'lmagan, o'ziga xos "uchinchi ma'no" paydo bo'ladi.

Tarixiy-hujjatli dramaturgiya to'liq badiiy adabiyot, ya'ni "to'qima adabiyot" hisoblanadi. Faqat "to'qimalik", ayni damda katta tasavvur va fantaziyani talab qiladi.

Ommaviy bayram va tomoshalar ssenariysida, hujjatli materialning mutanosibliги keskin o'sib, hukmronlik qiladi. Ommaviy bayramlarda aniq hujjatlarni jaranglashi, hujjatli eksponatlarning ishlatilishi, bayram bilan qishloq, tuman, shaharni minglab iplar bilan bog'lab turgan real hayot ishtirokchilarining qalbida chuqur iz qoldiradi.

Aniq tarixiy tajribaga hujjatli yondoshish va kundalik hayotni badiiy-obrazli echim bilan birligi, kengaytirilgan ta'sirchan vositalar ommaviy bayramlarning rivojiga hissa qo'shmoqda. Ayniqsa, mahalliy materialdan to'g'ri foydalanish bayramning ta'sirchanligini oshirib, emotsional ta'sir qilishga katta yordam beradi. [1, 163 b.]

Bayram qilinayotgan hodisaning aniqлиги ko'plab daliliy materiallarini taqdim etib, real qahramonlarning nomlarini tilga oladi.

D.M. Genkin yozganidek: – "Ommaviy bayramlar dramaturgiyasi va rejissurasining o'ziga xosлиги bu hujjatlilikdir. Ommaviy tomoshani sahnalashtirishning asosiy prinsipi bu – hayotiy materialni dramaturgik qayta ishlab, real hayotni teatrlashtirishdir. Ommaviy tomoshalar dramaturgiyasi va rejissurasi ikki yo'nalish bo'yicha – hujjatli publitsistika va badiiy obrazlilik – rivojlanib, ssenariyga masshtablilik va ta'sirchanlikni baxsh etadi". [2, 90 b.]

Ommaviy tadbirlardagi hujjatlilik harakat bilan o'tadigan joyni tanlash bilan uzviy bog'liqdir. Mahalliy material tomoshabinga yaqin va tushunarli bo'lib, boshqalardan ko'ra unga emotsionalroq ta'sir qiladi. SHuning uchun rejissyor-ssenarist mahalliy hujjat va omillarni yaxshilab, to'liq o'rganishi kerak. Ssenariy ustida ishlash jarayonida, ssenariyning ilk g'oyasi, bir necha bor qayta ishlanishi mumkin. Ba'zida bitta yangi hujjat, epizodning yo'nalishini butunlay o'zgartirib yuborishi mumkin. Bu juda uzoq mehnat talab qiladigan murakkab ishdir.

Ommaviy tomoshalar ssenariy muallifi doimo oliy maqsad haqqida o'ylab, xayolan bo'lajak tomoshaning kompozitsion qurilishini taxminiy tuzib, daliliy materiallar dengiziga g'arq bo'lishi kerak emas. Hujjatlar to'plangach, montaj jarayoni boshlanadi.

Hujjatli material bilan badiiy fikr o'rtasidagi, reallik bilan teatrlashtirish o'rtasidagi nisbat, ularning bir-biriga qo'shilishi, asosiy omil bo'lib xizmat qiladi.

Ommaviy tomoshalarda faqatgina hujjatlar, kino-videomateriallar, real raqam va materiallargina qo'llanib qolmay, balki tomoshada hikoya qilinayotgan voqealarning real qatnashchilari, qahramonlari ham ishtirok etishlari mumkin. Tomoshada real qahramonlarning qatnashishi esa katta emotsional ta'sir kuchiga egadir. Aniq montaj qilingan, ustalik bilan badiiylashtirilgan hujjat, ssenariyni sahnalashtirishdagi eng harakatchan, samarali vosita hisoblanadi.

Badiiy kompozitsiya ssenariysini yaratish jarayoni juda qiyin jarayon bo'lib, rejissyordan keng fikr qila olishni, tarixni yaxshi bilish, tanlangan materialdan to'g'ri foydalana olish kabi mahoratni talab qiladi. Bu ishga yuzaki qaralsa, xuddi oson ishga o'xshaydi, lekin har bir rejissyor shunday ish bilan ro'baro' kelsagina, qanday mushkul ishligni tushunib etadi. Biron hujjatni yoki dalilni noto'g'ri talqin etish oqibatida, minglab odamlarni namoyish etilgan tarixiy

voqealarga bo'lgan fikrlarini noto'g'ri yo'lga burib yuborishi mumkin. SHuning uchun material chuqur o'rganilganidan keyingina ssenariy ustidagi ishni boshlash mumkin.

YUqorida aytib o'tganimizdek "montaj" so'zi fransuz tilidan olingan bo'lib "yig'ish, birlashtirish" degan ma'noni bildiradi. Lekin montaj faqatgina texnik uslubgina bo'lib qolmay, balki badiiy fikr qilish, xayotdagi g'oyaviy –falsafiy aloqalarni izlash uslubi. [1, 167 b.]

Adabiy-badiiy kompozitsiya ommaviy tomoshalarning turi bo'lib, o'ziga xos rejissuraga ega. "Adabiy-badiiy kompozitsiya" deb, adabiyotning bitta janriga asoslanib yaratilgan asarga aytiladi. "Adabiy montaj" deb, adabiyotning turli janrlaridan yaratilgan asarga aytiladi.

SHunday qilib rejissyor adabiy-badiiy kompozitsiyani "nimaga", "nima uchun?" va "qanday?" namoyish etish kerakligi bo'yicha muallif matnini ishlab chiqadi. Matn ustida ish olib borganda, psixologiyaning quyidagi qonuniga amal qilish lozim:

- harakatga qo'yilgan asarda, insoning eshitish qobiliyati yanada jamlanadi. Bu adabiy kompozitsiyani bir asar bo'yicha yaratishda, uning dramaturgik asosiga ko'proq e'tiborni qaratish kerak degani.

- dramaturgiyaning asosi - harakat bo'lib, harakat qarama-qarshiliklarda qurilgan bo'lib, qarama-qarshiliklar esa voqealar sistemasida namoyon bo'ladi. Bu voqealar badiiy adabiyotda syujetni vujudga keltiradi. SHundan kelib chiqib aytishimiz mumkinki, adabiy kompozitsiyaning yashovchanligi - mustahkam syujet asosidadir.

Adabiy kompozitsiyaning asosiy talabi - dramatik qurilish, ya'ni-ekspozitsiya, tugun, voqealar rivoji, kulminatsiya va echim bo'lishi kerak. Dramaturgiyaning bu bo'laklari kompozitsiyaning yaxlitligi va tugallanganligini ta'minlaydi. Adabiy-badiiy kompozitsiya rejissurasida «adabiy montaj» eng asosiy ishlardan biri hisoblanadi. Bunday montajda turli matn bo'laklari, ma'lum mutanosiblikda bir butun asar shakliga keltiriladi.

FOYDALANILGAN ADABIYOTLAR

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SECTION: ECONOMICS

**Жўраев Бехруз Комил ўғли, Тоҳиров Адҳам Зоҳид ўғли,
Ҳақбердиев Илҳомжон Рустам ўғли
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(Қарши, Ўзбекистан)**

САНОАТ КОРХОНАЛАРИДА ИННОВАЦИЯ ВА ИНВЕСТИЦИЯЛАРНИ САМАРАЛИ БОШҚАРИШ.

Аннотация. Мамлакатимизнинг иқтисодий таянчи бўлган саноат корхоналарида ишлаб чиқаришни жадал суратлар билан ривожлантириш, унинг тармоқларида истиқболли инновацион ва инвестицион лойиҳаларни амалга ошириш орқали янги замонавий техника, дастгоҳ ва ускуналар, технология ва янгилликларни жорий этиш, энг аввало самарали иқтисодий фаолиятни ташкил этишни ва тўғри йўналтирилган саноат сиёсатини олиб боришни тақозо этмоқда. Мақолада саноат корхоналарини инновация ва инвестицияларини самарали бошқариш масалалари назарий жиҳатдан таҳлил қилинган.

Калит сўзлар: Инновация, диверсификация, инвестиция, стратегия, технология, интеллектуал, ишлаб чиқариш.

Аннотация. Требуется быстрое развитие производства на промышленных предприятиях, являющихся экономической основой нашей страны, реализация перспективных инновационных и инвестиционных проектов в ее отраслях, внедрение нового современного оборудования, инструментов и оборудования, технологий и инноваций, организация производственной хозяйственной деятельности и проведение правильно ориентированной промышленной политики. В статье теоретически проанализированы вопросы инноваций и эффективного управления инвестициями промышленных предприятий.

Ключевые слова: Инновация, диверсификация, инвестиция, стратегия, технология, интеллектуальный, производство.

Annotation. It requires rapid development of production at industrial enterprises that are the economic basis of our country, the implementation of promising innovative and investment projects in its industries, the introduction of new modern equipment, tools and equipment, technologies and innovations, the organization of industrial economic activities and the implementation of a properly oriented industrial policy. The article theoretically analyzes the issues of innovation and effective investment management of industrial enterprises.

Key words: *Innovation, diversification, investment, strategy, technology, intellectual, production.*

Кириш.

Бугунги кунда кўплаб ривожланган ва жаҳон иқтисодиётида етакчи ўринда турадиган мамлакатлар тажрибаси шуни кўрсатадики рақобатбардошликка эришиш ва дунё бозорларига чиқиш биринчи навбатда иқтисодиётни изчил ислоҳ этиш, таркибий жиҳатдан ўзгартириш ва диверсификация қилишни чуқурлаштириш, юқори технологияларга асосланган янги корхона ва ишлаб чиқариш тармоқларининг жадал ривожланишини таъминлаш, фаолият юритаётган қувватларни модернизация қилиш ва техник янгилаш жараёнларини тезлаштириш ҳисобидан амалга оширилиши мумкин. Ўзбекистоннинг ҳалқаро иқтисодиётда ўзига хос барқарор мавқеига эга бўлиши бевосита инновация ва инвестициялар фаолиятига боғлиқдир. Шу жиҳатдан Республикамызда ҳам янги қурилмалар, технологиялар ва воситаларни ишлаб чиқаришга жорий этиш соҳаси бўлган инновация фаолиятига ҳам алоҳида эътибор қаратилмоқда. Инновацион янгиликларни иқтисодимиз таянчи бўлган саноат корхоналарини ижтимоий иқтисодий ривожланишида яратилиши эса бугунги кунда устувор йўналишлардан бири десак муболага бўлмайди.

Мавзуга оид адабиётлар таҳлили:

Мамлакатни ишлаб чиқаришда инновация ҳиссасининг юқори улуши бўлган бўлган бозор иқтисодиётига, замонавий ва глобал бозорда рақобатбардош саноатга, шунингдек қулай инвестицион ва ишбилармонлик муҳитига эга жадал ривожланаётган мамлакатга айлантиришимиз лозим. 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясида аҳоли фаровонлигини тубдан ошириш ва турмуш сифатини яхшилаш, жамият ва давлатни ҳар томонлама ҳамда жадал ривожлантириш, мамлакатни модернизация қилиш ва ҳаётнинг барча соҳаларини либераллаштириш бўйича аниқ мақсадлар белгилаб олинди. Қўйилган мақсадларга инновацион моделга тўлиқ ўтмасдан туриб эришиш қийин албатта. Бунинг учун инновацион фаолият иқтисодиётнинг устувор тармоғи бўлиши ва инновацион ғоялар, ишланмалар, технологияларни амалда жорий қилишни рағбатлантиришнинг самарали тизимини яратишни тақозо этмоқда.

Ўзбекистон Республикасининг “Инновацион фаолият тўғрисида”ги қонуни 2020 йил 7 апрелда Қонунчилик Палатаси томонидан қабул қилинганлиги ҳам мамлакатимизда инновацион фаолиятнинг эркинлиги ва давлат томонидан ҳуқуқий жиҳатдан тартибга солинишига ҳам асос бўлди.

Илмий адабиётларда инновация сўзи инглиз тилидаги “innovation” сўзидан олинган бўлиб “янгилик” ва “янгилик киритиш” деган манога келиши таъкидланган. Бу янгилик замирида янги тартибни, янги одатни, янги услубни, кашфиётни тушуниш лозим. Янгиликни пайдо бўлиши ва уни ҳаётга татбиқ этилиши ораллигида вақт “инновацион лойиҳа” деб аталади. Давлатимиз раҳбари Шавкат Миромонович Мирзиёев “Ўзбекистон Республикасини янада ривожлантириш бўйича ҳаракатлар стратегияси тўғрисида”ги ПФ-4947 сонли Фармонидаги 4-қисмда “Илмий тадқиқот ва инновация фаолиятини рағбатлантириш, илмий ва инновация ютуқларини амалиётга жорий этишнинг самарали

механизмларини яратиш олий ўқув юртлари ва илмий тадқиқот институтлари ҳузурида ихтисослаштирилган илмий-экспериментал лабораториялар, юқори технология марказлари ва технопаркларни ташкил этиш керак” деб таъкидлайдилар.

Бу берилган тарифларда асосий эътибор ушбу илмий изланишларга қандай мақсадлар қўйилганлигига қараб саноат корхоналарида инвестицион ва инновацион фаолиятларни самарали бошқариш учун инновацион ривожланиш йўлини “стратегия” деб ҳисобласа бўлади.

Бунда саноат ишлаб чиқаришида юқори технологиялар яратилади, янги рақобатбардош саноат маҳсулотлари ишлаб чиқариш ҳажми ошириб борилади. Ўзлаштириб олиш стратегиясида миллий инновацион салоҳиятдан самарали бошқариш жараёнида ривожланган давлатларда ишлаб чиқариладиган саноат маҳсулотларини ишлаб чиқариш ўзлаштирилади.

Инвестиция кенг маънода янги технологиялар, турли маҳсулотлар ва хизматлар, ташкилий – техник ва ижтимоий иқтисодий қарорлар шаклида ишлатилиши тушунилади. Янгиликнинг тузилиши, яратилиши ва тарқалиш жараёни “инновациянинг ҳаётий цикли” дейилади. Саноат корхоналарида инновацион бошқарувнинг устувор мақсадлари инновацион фаолиятни фаоллаштириш асосида ташкилотни ўсиши ва ривожланиши, янги товарлар ва янги технологияларни бозор томонга фаол ҳаракатлантириш, иқтисодий тараққий этиш ва янги жаҳон бозорларига киришни фаол ўсини учун ишлаб чиқаришни янада ихтисослаштирилган ва ҳар томонлама ривожлантириш имкониятларидан иборатдир.

Тадқиқот методологияси. Илмий изланиш натижалари бўйича илмий мақолани ёритишда саноат корхоналарини бошқаришда инновация ва инвестицияга қаратилган Ўзбекистон Республикасининг қонунлари, Ўзбекистон Республикаси Вазирлар Маҳкамасининг Қарорлари, иқтисодий, ижтимоий, соҳалардаги чет эл ва мамлакатимизнинг таниқли олимларнинг илмий асарлари ўрганилди. Саноат корхоналарини ривожлантириш ва соғлом ишбилармонлик муҳитини яратишни ифодаловчи асосий кўрсаткичлар илмий таҳлил қилинди. Шу билан бирга, тадқиқот жараёнида ушбу мавзуга оид назарияларни ўрганишда мантиқий фикрлаш, тизимли ёндашув, илмий мушоҳада, статистик ҳамда қиёсий таҳлил каби усуллари фойдаланилди. Мавзуни тайёрлаш ва ёритишда илмий техникавий ахборот манбаларидан, мавзуга оид дарсликлар, ўқув қўлланмалар, хорижий адабиётлар, даврий матбуот, илмий-амалий анжуман тўпламлари ва интернет маълумотларидан фойдаланилди.

Таҳлил ва натижалар:

Республикамиз саноат корхоналарининг фаолиятини тўғри ташкил этиш ва самарали бошқаришда инновация ва инвестицияларни қўллашга кенг имкониятлар яратиб бермоқда. Саноат корхоналарида инновацион фаолликни таъминлаш, инновацион жараёнларни самарали бошқариш тамойиллари ҳамда инновацион фаоллигини баҳолаш услуги саноат корхоналари ўртасида соғлом рақобат вужудга келишини таъминлайди.

Олимларнинг фикрича, “миллий иқтисодиётни ривожлантиришда инвестицион ва инновацион жараёнларни бошқариш муҳим ҳисобланади. Саноат корхоналаридаги

моддий-техник базани янгилаш, ишлаб чиқариш объектларини ривожлантириш, янги фаолият турларини ўзлаштириш, корхоналарда инновацион муҳит яратиш каби асосий вазифалардан биридир.

Бу йўналишдаги илмий изланишларимиз натижалари кўрсатишича, инвестицион ва инновацион соҳада иқтисодий муҳит ўзгаришини белгилловчи қуйидаги бир қатор асосий мақсад вазифаларни ҳисобга олиш зарур:

- инновацион стратегик режани ишлаб чиқиш;
- инновацион лойиҳалар ва дастурларни шакллантириш ва фаолиятнинг йўналишларини аниқлаш;
- ташкилот тизими ҳамда инновацияларни бошқариш тизими ишлаб чиқилиши;
- ишлаб чиқариш жараёнларини ва инновацион маҳсулотлар реализациясини режалаштириш;
- рақобатчиларнинг илғор ютуқларини ва прогрессив тажрибасини баҳолаш ва улардан фойдаланиш;
- инновацион дастурларда кооперацияни ташкил қилиш;
- кадрларни танлаш ва жойлаштириш, HR ва KPI тизимини жорий қилиш.
- ишларни тақсимлаш ва уларни назорат қилиш;
- ижод қилиш муҳитини яратиш ва интеллектуал меҳнатнинг юқори мотивация билан таъминлаш.

Олиб борилган таҳлил натижасида, саноат корхоналарида янгиликларни жорий этиш ёки ўзлаштириш орқали инновацион бошқарувнинг қуйидаги асосий масалалари ҳал қилинишига эришиш кутилмоқда:

- саноатни инновацион ривожлантиришда ишлаб чиқариш, фан ва таълим интеграциясини такомиллаштириш йўналишлари.
- янги технологияларни жорий қилиш ва инновацион маҳсулотларни ишлаб чиқариш мақсадида саноат корхоналарининг ўзаро ҳамкорлигини янги шакллари йўлга қўйиш чора-тадбирлари.
- ҳудудлар инновацион салоҳиятини оширишнинг муҳим омили сифатида саноат зоналарини ривожлантириш имкониятлари.
- саноат корхоналарининг инновацион фаоллигини баҳолаш услубиёти каби масалалар ўрин олган.

Хулоса ва тақлифлар.

Илмий изланишларимиз натижалари шуни кўрсатадики, саноат корхоналари йўлида муаммоларни ҳал этиш бугунги кунда долзарб ҳисобланади. Ҳозирги вақтда амалга оширилаётган ислохотлар натижасида саноат корхоналарини ривожлантириш бу соҳадаги муаммоларни ўз вақтида ҳал этиш ва тегишли чора-тадбирларини кўриб бориш ҳар қандай ҳолатда ҳам тизимли амалга ошириб борилиши шарт. Таҳлил натижаларига асосан, саноат корхоналарини ривожлантириш ва уларни эркин фаолият кўрсатишлари учун инновацион муҳитни янада қулайлаштириш мақсадга мувофиқ бўлади. Ҳар бир менежер корхонани ривожлантиришда новатор бўлиши ва янгиликни ўз вақтида олиб келса, мамлакатимизда ва саноат корхоналарида ҳам албатта ривожланиш бўлади.

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SECTION: HISTORY SCIENCE

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QO'QON XONLIGINING BOSHQARUV TIZIMI VA HARBIIY MANSABLARI

Anotatsiya. Maqolada Qo'qon xonligidaning boshqaruv tizimi va yangi joriy etilgan mansablar hamda harbiy siyosiy boshqaruv tizimining tashkil etilishi, hukmdorlarning boshqaruv sohasida hamda harbiy sohada o'tkazgan siyosati haqida ma'lumotlar yoritiladi.

Kalit so'zilar: Beklik, viloyat, Sarkorlik, Umaro, Ulomo, Voliy, Hokim, Xonzoda, Mirzoda, Amirzoda, To'ra, Mingboshi, Kengash, Mehtar, Qo'shbegi, Amir ul-umaro, Qo'rboshi, Amirlashkar, Qal'abon, Botirboshi.

Аннотация. В статье описывается система управления Кокандским ханством и вводимые должности, а также организация военно-политической системы управления, политика правителей в административной и военной сферах.

Ключевые слова: Беклик, Провинция, Командующий, Umaro, Ulema, Губернатор, Губернатор, Ханзода, Мирзода, Амирзода, Тора, Мингбоши, Кенгаш, Мехтар, Кошбеги, Амир уль-Умаро, Корбоши, Амирлашкар, Калабон, Ботирбоши.

Annotation. The article describes the governing system of the Kokand Khanate and the newly introduced positions, as well as the organization of the military-political system of governance, the policy of the rulers in the administrative and military spheres.

Keywords: Beklik, Province, Commander, Umaro, Ulema, Governor, Governor, Khanzoda, Mirzoda, Amirzoda, Tora, Mingboshi, Kengash, Mehtar, Qoshbegi, Amir ul-Umaro, Qorboshi, Amirlashkar, Qalabon, Botirboshi.

Qo'qon xonligi tarixi masalalari bo'yicha turli davrlarda tadqiqot olib borgan tarixchi olimlar o'z tadqiqotlarida ushbu davlatning chegarasi va buning ma'muriy-hududiy bo'linishi xususida ham qisman to'xtalib o'tganlar Qariyib ikki asr hayot surgan Qo'qon xonligi murakkab va ziddiyatli siyosiy jarayonlarni boshdan kechirdi. Qo'qon xonligining dastlabki tashkil topgan davridagi hududi hokimyatni boshqargan turli salohiyatli uzoqni ko'zlagan hukmdorlarning harakatlari natijasida kengayib bordi. Zero, davlat hududi va unda yashagan aholi uning mavjudligini ko'rsatuvchi belgilardan hisoblanadi. Davlat tashkil topgan dastlabki davrlaridanoq moddiy, tabiiy homashyo manbayi bo'lgan hududini kengaytirish va boshqarishni tashkil etishga katta e'tibor qaratiladi. Qo'qon xonligida davlatchiligida ham bunga kata e'tibor berildi. [2]

Ma'lumotlarga ko'ra, ming urug'ining boshlig'i, taxminan 1669-1670 yillarda tug'ilgan Shohruhbiy ibn Ashur Muhammad (1709-1721 yy.) Chodak xo'jalari qo'lida bo'lgan siyosiy hokimiyatni kuch bilan tortib olib, 1709-1710- yilda Farg'ona vodiysidagi minglar sulolasi hukmronligiga asos soldi. Ammo, uning hokimiyati hali ashtarxoniyatlardan to'la yoki batamom mustaqil emas edi. Chunki manbalarda Shohruhbiyning nomi ashtarxoniy Abulfayzxonidan so'ng tilga olinib, Shohruhbiyga Buxoro xoni tomonidan otaliq unvoni berilgani eslatiladi. Bu haqda tadqiqotchilarning ham fikrlari munozaralidir. Nima bo'lganda ham, Shohruhbiy Buxoro xonligidan mustaqil ravishda (nisbatan bo'lsa ham) siyosat olib borishga harakat qilib, minglar sulolasi tasarrufidagi yerlarni kengaytira boshladi. Shohruhbiy hukmronligi davrida Qo'qon, Namangan, Marg'ilon, Konibodom, Isfara va ularning atroflaridagi qishloqlar minglar sulolasi qo'lida bo'lgan. Qo'qon xonligi vujudga kelishi hukmdorlarining o'ziga yarasha mardonovor kurashi natijasida o'z mustqilligini mustahkamlab oldi. Mustaqillikka erishgandan so'ng davlat boshqaruv ishlariga katta e'tibor qaratdi, chunki bu juda muhim edi. Ichki tartibni mustahkamlamay turib tashqi dushmanga qarshi kurasholmas edi.

Davlatni idora qilish uchun ma'muriy va mahalliy boshqaruvda katta islohatlar o'tkazdilar. XIX asr manbalarida Qo'qon xonligi **beklik, ba'zan viloyat va sarkorlik** sifatida tilga olingan ma'muriy hududiy qismlarga bo'lingan hamda ularni xon tomonidan tayinlanadigan beklar, hokimlar va sarkorlar boshqargan. Ayrim manbalar (A. Kun) Qo'qon xonligidagi 15 ta beklarning nomini keltiradi. Bular: Qo'qon va uning atrofi, Marg'ilon, Shahrixon, Andijon, Namangan, So'x, Mahram, Buloqboshi, Aravon, Baliqchi, Chortoq, Navkat, Koson, Chust va Bobodarhon. "Turkestanskiye vedomosti" (1876, №13) to'plamida esa Asaka, Marg'ilon, Baliqchi O'sh, So'x, Koson va O'zgan sarkorlik sifatida ham tilga olinadi.

Hokimlar va hududiy bo'linma boshliqlari xon oilasi a'zolari, unga yaqin guruhlar, yuqori tabaqa vakillari hamda yetakchi qabilalar sardorlari orasidan tayinlangan. Misol uchun, Xudoyorxon davrida yettita beklilik xonning o'g'illari va yaqin qarindoshlari tomonidan boshqarilgan. O'z navbatida hokimlar viloyat hududlarini o'zlarining farzandlari va qarindoshlariga bo'lib berganlar. Qo'qon xonligining ma'muriy-hududiy boshqaruv tizimida bek (hokim, voliy) va uning o'rdasi alohida o'rin egallagan. Xon tomonidan tayinlangan hokim va qozi ko'plab vakolatlarga ega bo'lgan. Bek o'rdasida ham xon saroyidagidek yuzlab amal va unvonlar joriy etilgan bo'lib, ular mahalliy aholidan yig'iladigan soliq hamda to'lovlar hisobidan kun kechirishgan. Beklar xonning itoatkor vassallari bo'lib, mamlakatni idora etishida uni qo'llab-quvvatlashlari, zarur bo'lganda unga yordam berishlari, uning hurmat-izzatini joyiga qo'yishlari, kerakli vaqtda o'z qo'shinlari bilan harbiy yurishlarda ishtiroq etishlari va sovg'a-salomlar yuborib turishlari lozim bo'lgan. Qo'qon xonligida Qo'qon, Toshkent, Andijon, Namangan, Marg'ilon, Chimkent, Jizzax, O'sh, Xo'jand, O'rtepa kabi aholisining soni jihatidan katta, hunarmandchilik va savdo rivojlangan, mamlakat ijtimoiy-siyosiy, iqtisodiy, madaniy hayotida muhim ahamiyatga ega bo'lgan o'nlab shaharlar mavjud bo'lgan. Xonlikning poytaxti Qo'qon shahri bo'lib, u mamlakatning siyosiy, ijtimoiy-iqtisodiy va madaniy markazi edi.

XIX asrda xonlikning chegara hududlarini bir necha qal'a va istehkomlar muhofaza qilgan. Ular jumlasiga Oqmasjid, Avliyoota, Pishpak, To'qmoq, Qurtka, Niyozbek, Mahram kabilarni kiritish mumkin. Chu vodiysi bo'ylab bunyod etilgan istehkomlar esa nafaqat chegara muhofazasi uchun, balki ularning atrofidagi shahar va qishloqlarni itoatda ushlab turish uchun ham xizmat qilgan. Ushbu shahar va qal'alarda harbiy qism hamda ularga boshliq bo'lgan

botirboshilar bo'lgan. Qo'qon xonligining markaziy boshqaruv tizimi Buxoro va Xiva xonliklari boshqaruv tizimiga nisbatan kam o'rganilgan. Qo'qon tarixining u yoki bu masalalariga doir tadqiqotlarda xonlik boshqaruvining umumiy holatda o'rganib kelingan. Biroq ularda xonlik boshqaruv tizimi to'liq aks ettirilmagan. Xonlikning boshqaruv tizimi va unda faoliyat yuritgan mansablar va mansabdorlar to'grisida o'sha davrda yaratilgan manbalarda keltirilgan. Bu ma'lumotlarni qiyosiy o'rganish, tahlil etish va umumlashtirish orqali mazkur masalaga oydinlik kiritish mumkin. Qo'qon xonligida davlatning ma'muriy boshqaruv tizimida muhim mansablarni egallagan amaldorlarni ikki toifaga bo'lish mumkin. Bular dunyoviy hamda diniy amallar egalari bo'lib, dunyoviy ishlarga ma'sul amaldorlar umaro, diniy vazifadagilar ulamo deb yuritilgan. Shuning uchun ham manbalarda davlatning ma'muriy boshqaruv tizimida umaro va ulamo atamaları ko'p uchraydi. Muhammad Hakimxon to'ra – Muntaxab ut- tavorix asarida xonlik markaziy boshqaruvida beshta vazir bo'lganligini, bu vazirlar XIX asrning o'ninchi yillariga qadar xonlikning boshqaruv tizimida faoliyat ko'rsatib, davlatning siyosiy, ijtimoiy-iqtisodiy hayotida islohatlarni amalga oshirishga ma'sul bo'lganligini, vazirlardan biri devonbegi ed deb qayd etadi.

Mazkur ma'lumotdan davlatning markaziy boshqaruv tizimida beshta asosiy vazir bo'lganligi va ulardan biri devonbegi mansabini egallaganligi ma'lum bo'ladi. Xonlik markaziy boshqaruv tizimidagi besh vazirdan yana biri qushbegi bo'lib, bu xususida ham «Muntaxab ut-tavorix asarida ma'lumot beriladi. Fikrimizcha, uchinchi vazir inoq unvonigaega bo'lgan mansabdorlar bo'lsa kerak. Olimxon 1806 yilning may oyida O'ratepaga qilgan harbiy yurishida g'alabaga erishib, mazkur viloyatga Qadam inoqni hokim etib tayinlaydi. Hukmdorlar markaziy boshqaruvga yuqori mavqeidagi va o'ziga yaqin mansabdorlarni viloyatlarga hokim etib tayinlangan.

Muntaxab uttavorix asarida Qo'qon xonlari Olimxon, Umarxon va Muhammad Alixon hukmronlik qilgan davrni kengroq yoritilgan va xonlik markaziy boshqaruviga oid bir qancha ma'lumotlar keltirilgan. Bu ma'lumotlarga ko'ra, davlat boshqaruvidagi turli mansab va amallarga oliy hukmdorni buyrug'i bilan turli amaldorlar tayinlangan. Buni asar muallifi 1815 yilda Umarxon bir necha shaxslarni sadr, devonbegi, mirzaboshi, qushbegi, parvonachi, - etib tayinlaganligini keltirib o'tgan. Bular haqida Qo'qon xonligining markaziy boshqaruv tizimidagi mansabdorlarning faoliyatini o'rganish orqali oydinlik kiritish mumkin. Davlat boshqaruvida oliy hukmdordan keying o'rinda bosh vazir turgan, u mingboshi nomi bilan atalgan. Qo'qon xonligi bosh vaziri bo'lgan mingboshi va uning faoliyati xususida V. Nalivkin, – ...ushbu amaldor davlatning barcha ichki ishlarini boshqarib, ... shu bilan birga tashqi siyosiy ishlarda ham xonning bosh maslahatchisi bo'lgan Shu o'rinda xonlik tarixiga oid manbalarda Umarxon davrigacha mingboshi nomi uchramaydi. Bu mansab Umarxon tomonidan ta'sis etilib, 1810-yilda unga Shohi Marg'iloniy ismli shaxs tayinlanganligi bir necha manbalardan ma'lum. Lekin bu bilan Qo'qon xonligida, Umarxon hukmronligiga qadar bosh vazir vazifasini vazifasini bajaradigan mansabdor bo'lmagan degan xulosaga kelmaslik kerak. Muntaxab ut -tavorix asarida keltirilgan Norbo'tabiy hukmronligi davrida bosh vazir to'grisidagi ma'lumot bu masalaga oydinlik kiritadi. Mazkur asarda Xo'jand viloyati xokimi Abdurahmon Bahodirning qo'shbegi mansabida faoliyat yuritgan ukasi Norbo'tabiyning bosh vaziri bo'lganligiga ishora qilinadi. Xon avlodlari **xonzoda, amirzoda, mirzoda, shahzoda, to'ra** deb atalganlar. Xonlikdagi davlat nizomi mutlaq yakka hokimlik bo'lib, xonning o'zi cheklanmagan hokimiyatga

ega bo'lsa-da, ma'lum tarixiy davrlarda uning salohiyati va hokimiyati cheklanib, saroy amaldorlari hamda qo'shin boshliqlarining xonga ta'siri kuchli bo'lgan.

Xon va uning qarindoshlari, saroy ahli va ma'muriyat, qo'shinlar va qo'shin boshliqlari asosan soliqlar hisobidan rag'batlantirilgan. Manbalar ma'lumotlariga ko'ra, xon saroyida **mingboshi** boshchilik qiladigan **Kengash** tuzilgan bo'lib, bu kengash saroydagi davlat ahamiyatiga molik muhim ishlarni ko'rib chiqqan. Dasturxonchi, risolachi va boshqa muhim amaldorlar a'zo bo'lgan ushbu kengash davlat boshqaruvida muhim ahamiyatga ega edi. Qo'qon xonligida asosan Olimxon, Umarxon va Muhammad Alixonlar davrida (1798-1842 yy.) davlat boshqaruvi va davlatchilik ichki va tashqi siyosat ancha barqaror hamda nisbatan tinch rivojlangan. Qo'qon xonligida unvonlar va mansablar ular ijrochilarining vazifalari hamda martabalariga qarab **harbiy, harbiy-ma'muriy, saroy unvon va mansablari hamda ma'muriy vazifalari, diniy mansab va unvonlar hamda diniy qozixona** amallariga bo'linar edi. [11]

Xon saroyida quyidagi harbiy mansab va unvonlar joriy etilgan:

- Amir ul-umaro amirlar amiri. Xon tomonidan keng vakolatlar berilgan (davlatdagi muhim ishlar, amaldorlarni amalga qo'yish va olish, davlatdagi ichki tartibni saqlash, saroydagi tartib intizom kabilar) shaxs bo'lib, xondan keyingi eng yuqori mansab hisoblangan;

- Amirlashkar amir ul-umarodan keyingi mansab. Qo'qon xonligida mingboshi harbiy unvonining vazifalari, darajasi amirlashkarlikka teng bo'lgan;

- Mingboshi ma'mur sifatida ming nafar otlig askar beradigan mulkning hokimi. Bu unvondagi shaxs harbiy yurishlar vaqtida qo'shinni boshqarib, lashkarboshi unvonini olgan. Bu unvonning egasi vazirlikka ham da'vogar bo'lgan. Bu unvon SHeralixon davrida (1842-1844 yy.) yuqori darajadagi vazifaga aylanib ketgan;

- Botirboshi botir bahodirlar boshlig'i. Besh yuz kishidan ko'p lashkarga boshchilik qilgan. Viloyatlarda botirboshi harbiy va qo'shin ishlariga mas'ul edi. Botirboshi ba'zan qurilish hamda sug'orish ishlariga ham boshchilik qilgan. (Ulug' nahr arig'i, Otabek botirboshi).

- Qo'shbegi harbiy qo'shinning boshlig'i. Bu mansab yurish va jang vaqtlarida berilib, uning egasi mingboshi unvonini olishga da'vogarlik qilgan hamda alohida viloyatga ham hokim bo'lishi mumkin edi.

- Voli yoki voliy (noib, muovin) tobe etilgan viloyat va tumanlarda xonning o'rinbosari. Viloyatlarda lashkar unga itoat etgan hamda u viloyatning harbiy ma'muriy ishlariga boshchilik qilgan.

- Qal'abon yoki kutvol Qo'qon xonligining chegeralarida joylashgan qal'a va istehkomlarining hokimi bo'lib, shu hududlarning harbiy-ma'muriy, xiroj va boj olish ishlariga javobgar bo'lgan. Harbiy maqsadga ko'ra, qal'abon vazifasiga dodxohdan qushbegigacha bo'lgan shaxslar tayinlangan.

- Qo'rboshi qo'rxona ya'ni aslahaxona boshlig'i. Bu mansab egasi xon va mingboshiga itoat etgan. Qo'rboshi qo'rxona, miltiqxona, to'pxonalarga boshchilik qilib, xomashyo topib kelishdan tortib to tayyor mahsulot ishlab chiqarish va ularni xon qaroriga binoan tarqatib berish jarayoniga javobgar bo'lgan.

- Yofar soqchilar boshlig'i. Bu mansab egasining guruhi yuz nafar askardan iborat bo'lgan. Yofar o'z guruhining hisob-kitobi, yillik xarajatini askarlari uchun xazinadan olib bergan. Manbalarda yofarlar g'allagir (g'alla oluvchi), javgir (bug'doy oluvchi) va sarmo oluvchi sifatida ham qayd etilgan.

- To'pchiboshi to'pchilar, zambarakchilar guruhi boshlig'i.
- To'qsabo o'zlarining tug'iga ega bo'lgan harbiy guruhning boshlig'i.
- Ponsadboshi besh yuz nafar askardan iborat guruh rahbari.
- Yuzboshi yuz kishilik harbiy dasta boshlig'i.
- Panjohboshi ellikboshi, ellik nafarli harbiy guruh boshlig'i.
- Dahboshi o'n kishilik harbiy guruh boshlig'i.
- Qorovulbegi soqchilar va qorovullar boshlig'i.

Harbiylar qatoriga askar, sarboz, nukar, sipohi, mergan, mahram, botur, to'pchi, zanbarchi, qo'rchi, qorovul kabilar ham kirib, qo'shin safida, nog'orachi, surnaychi, to'g'chi (bayroqdor) kabilar ham xizmat qilganlar. Bu harbiy unvonlar orasida mingboshidan ponsadboshigacha bo'lganlari oliy unvonlar, qo'rboshidan qorovulboshigacha bo'lganlar o'rta unvonli mansablar, qolganlari esa past unvonlar hisoblangan. Elikboshidan mingboshigacha bo'lgan harbiy lavozimdagi amaldorlar o'z xizmatlariga mulozimlar olganlar. Ponsadboshidan yuqori mansabdagi harbiylarga yana mirzolar va munshiylar ham hizmat qilgan. Manbalarda harbiylarga saroydan yiliga turli hajmdagi maosh berilganligi qayd etilgan.

Xulosa qilib aytadigan bo'lsak Qo'qon xonligi boshqaruvi monarxiya edi.

Asosiy hal qiluvchi qarorni hukmdor chiqarar edi. Boshqaruvda xon o'ziga yaqin kishilarni hamda davlat oldida xizmat ko'rsatgan shaxslarni yuqori lavozimga tayinlar edi. Xonlik boshqaruv tizimidagi maslahat organi 'Oliy Kengashning mavjudligi Qo'qon hukmdorlari xonlikni tarixiy vorisiylik, o'zbek davlatchiligi an'analari asosida olib borganligini ko'ramiz. Davlatchiligimiz tarixida muhim o'rin tutgan Qo'qon xonligi o'zining ma'muriy va siyosiy boshqaruv tizimining o'ziga xos tomonlari bilan qo'shni xonliklardan farq qilgan.

Buni shundan ham bilish mumkinki Qo'qon xonligida ma'muriy boshqaruv tizimidagi mansablar turli xonlar davrida o'zgarib turgan yoki yangi mansab bilan almashtirilgan. Chunonchi Qo'qon xonligi tarixshunosligida keltirilgan ma'lumotlarga asosanib shuni aytish mumkinki „mingboshi“ lavozimi Umarxon61 davridan boshlab bosh vazir vazifasini bajargan. Undan oldin bu lavozimda „Qo'shbegi“ mansabidagi shaxs faoliyat yuritgan. Boshqaruv tizimidagi amaldorlarga asosan o'zining boshqaruv tizimidan kelayotgan daromatdan maosh olgan. Ma'lumotlarga qaraganda har bir mansabdor shaxs o'zining ko'rsatgan mehnatiga yarasha haq olgan.

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PAHLAVON MAHMUDAN SO'RADIM MADAD

Annotatsiya. Ushbu maqolada kuragi yer ko'rmagan pahlavon, javonmardlik tariqatining davomchilaridan biri, "Puryoyi Vali" laqabi bilan dunyoga tanilgan muhtaram zot Pahlavon Mahmud hayotining eng muhim qirralari, ruboiylarining xususiy tahlili, ijodining falsafiy yo'nalishi haqida ma'lumotlar berilgan.

Kalit so'zlar: Xorazm, Xiva, "Puryoyi Vali", "Qitoliy", "Polvonpir", Pahlavon Mahmud, ruboiy, falsafa, javonmardlik tariqati, qofiya, she'riy san'atlar, lirik she'r, lirik qahramon.

O'tmish saboqlaridan oziq olib turmaslik jamiyatni pirovard natijada ildizsizlikka olib keladi. Ildizsiz daraxtning qismati esa yaxshi ma'lum. Pahlavon Mahmud ana shunday muqaddas ildizlarimizdandir. Adib o'zining ijodiy, ijtimoiy faoliyati va bu faoliyatning muayyanligi hamda natijaliligi bilan avliyolik masnadiga munosib zot bo'lgan. Ul zot bu darajaga hech qachon tirmashmagan, bu darajadan hech qachon tushmagan, balki bu darajada mangu barqaror siymodir. Suyukli adib ruboiylari asosida vatanimiz kelajagi bo'lgan yosh avlod yuragini ezgulikka to'ldirib, yovuzlikka o'rin qo'ymaslik biz ustozlarning asosiy burchimizdir. Dars jarayonida bunday savobli ishni amalga oshirish uchun har bir muallim dars o'tishning innovatsion usul turlari bilan yaqindan tanish bo'lmog'i darkor. "Pahlavon Mahmud hayoti va ijodi" mavzusida zamonaviy usullarda ishlangan darsimni e'tiboringizga havola qilmoqchiman.

"Pahlavon Mahmud" hujjatli filmidan parcha namoyish qilinadi

O'qituvchining kirish so'zi:

Kuyladim, fazoga naqlim yetmadi,
O'yladim, dunyoga aqlim yetmadi.
Qay ishga qo'l urdim, shaxdim yetmadi,
Pahlavon Mahmuddan so'radim madad.

Qadim va navqiron allomalar yurti bo'lgan, Ko'hna Xiva qal'asini o'z bag'riga jo qilgan Xorazm – qomusiy allomalar, buyuk shoirlar, iste'dodli san'atkorlar, kuragi yer ko'rmagan tengsiz pahlavonlar yurti. Bugungi darsimizda siz bilan mashhur faylasuf olim, insonparvar shoir, Xorazmda Najmiddin Kubrodan boshlangan javonmardlik tariqatining davomchisi, Sharqda nomi chiqqan pahlavon va pahlavonlarga ustozlik qilib, "Puryoyi Vali" ("aziz va mukarram") laqabini olgan Polvonpir – Pahlavon Mahmud hayoti va ijodi, ruboiylarining xususiy tahlili bilan tanishamiz. Ularning qilgan amallari, bosgan izlari biz uchun hamisha o'rnak bo'lmog'i lozim.

Ilohim, ularning ruhlari shod bo'lsin!

Reja:

1. Dunyoni mahliyo aylagan diyori... 2. Xorazmdir asli marldlar diyori.
3. Aqlidagi qudrat, qudratdagi aql... 4. Qaydagi xoki pok, tavof qildim men,

Xokimni mening endi tavof kim qilgay. 5. G'ofil va o'jizga bu zolimlar o'ch,
Hushyor va kuchli bo'l, bo'lak haq yo'q!

Tayanch tushunchalar: 1. Tasavvuf 2. Javonmardlik tariqati 3. Ruboiy 4. Taronaiy ruboiy
5. Xosa ruboiy 6. Hikmat.

Dars turi: Kichik guruhlar bilan ishlash.

Dars usuli: Baholash va taqqoslash.

Dars ikki shart asosida olib boriladi:

1 – shart: "Fikrlar hujumi"

2 – shart: "Tafakkur va talqin"

Aziz o'quvchilar, Puryoyvali, Polvonpir nomlari bilan shuhrat, dovruq qozongan bobomiz o'z ruboiylarida insonparvar, mard, mehr – muruvvatli, saxovatli insonlarni mevali daraxt timsoli orqali tasvirlashni xush ko'rgan. Shuning uchun ham men sizlarni turli mevalar orqali uchta guruhga ajratib olaman. Negaki mevalar inson organizmiga quvvat beruvchi eng zarur ozuqa bo'lsa, bobomiz ruboiylari bizga ma'naviy ozuqa beruvchi tengsiz qudratdir. O'quvchilar olma, nok, anor mevalari bilan uch guruhga ajratiladi: 1 – guruh: "Olma"; 2 – guruh: "Nok"; 3- guruh: "Anor"

Guruh sardorlari tayinlanadi. Har bir guruh a'zolari shu mevalarning foydali tomonlarini gapirib (biologiya fani bilan bog'lanamiz) o'tadilar.

1- Shart: "Fikrlar hujumi"

Har bir guruh uchun Pahlavon Mahmud hayoti va ijodi bilan bog'liq sahna ko'rinishidan parcha qo'yib beriladi. Ana shu sahna ko'rinishlarini guruhlar adib hayoti, polvonligi, shoirligiga bog'lab davom ettirishadi va shu qirrasida daraxtdagi mevalarda yashiringan 5 ta muammoli vaziyat orqali izchillikda yoritiladi:

1. "Olma" guruhi uchun Pahlavon Mahmud hayoti bilan bog'liq sahna ko'rinishi namoyish qilinadi.

2. "Nok" guruhi uchun Pahlavon Mahmudning pahlavonligi bilan bog'liq sahna ko'rinishi namoyish qilinadi.

3. "Anor" guruhi uchun Pahlavon Mahmudning iste'dodli shoirligi bilan bog'liq sahna ko'rinishi namoyish qilinadi.

Misol tariqasida "Olma" guruhi uchun berilgan topshiriq va o'quvchilar ning to'g'ri javobini ko'rsatib o'tmoqchiman: "Olma" guruhi uchun Pahlavon Mahmud hayoti bilan bog'liq sahna ko'rinishidan parcha namoyish qilinadi. Guruh a'zolariga parchani davom ettirish topshirig'i beriladi (1 – sahna ko'rinish: Pahlavon Mahmudning dunyoga kelishi haqidagi rivoyatdan parcha namoyish qilinadi)

Salomlarim senga, ey ko'hna dunyo,

Salomlarim senga, bobo yurt!

Tizginsiz xayollar moziyga boshlar,

Rivoyatim sirli tarixdan so'ylar!

Uzun tuya karvoni ortib og'ir yukini,

Ko'p yaxshi niyatlarda bosib o'tib yo'lini,

Ko'hna Urganch tomondan Xiva sari yo'l oldi

Yo Rabbim in'om aylab hayot ishqini soldi...("Olma" guruhi a'zolari rivoyatning davomini og'zaki bayon qiladilar va savollarga quyidagicha javob berishadi:

“Olma” guruhining savollarga bergan javoblari:

1. Puryorvaliy qaysi mamlakatlarda kurash tushib “kuragi yer koʻrmagan pahlavon” nomini oldi? 1. Oʻrta Osiyo 2. Hindiston 3. Eron

2. Pahlavon Mahmud nima uchun “Qitoliy” taxallusi bilan ham ijod qilgan?

Pahlavon Mahmud Qitoliy taxallusi bilan ham ijod qilgan. Ushbu taxallus pahlavonlik bilan bogʻliq. “Qitol”ning maʼnosi “bir – biri bilan jang qilmoq, kurashmoq” demakdir.

3. “Futuvvatnomai sultoniyy” asarida koʻrsatilishicha, kimni pahlavon deyish mumkin?

1) baquvvat, jussa – gavdali; 2) shirin tilli; 3) qoʻrqmas, yurakli; 4) yetuk aqlli;

5) sabrli; 6) barkamol ilmi; 7) doimiy jiddiy jahd qiluvchi, yaʼni harakatchan, xushahloq, haromdan hazar qiluvchi, saxiy, noz – neʼmat dasturxonchi ochiq odam

4. Qitoliyning kuragi yer koʻrmagan bahodirligini koʻrsatadigan 3 ta hikoyani batafsil naql qiluvchi asar va uning muallifi qanday nomlanadi?

Husayn Fanoiyning “Majolis ul – ushshoq” asari

5. Dunyodagi eng kuchli inson deganda qanday insonni tushunasiz?

Kuchlilik kurashda yiqitish emas, gʻazabi kelganda oʻzini bosib olishdir; kuchlilik nafsni tiyishdir; boylik mol – u dunyoning koʻpligi bilan emas, nafsning toʻqligi bilandir.

Izoh: 1 – shart boʻyicha uchta guruhning ishi yakunlanadi, gʻolib guruhlar tagdirlanadi.

2 – shart: “Tafakkur va talqin”

Aziz oʻquvchilar! 2 – shart uchun men sizlarni yangidan gullar bilan 4 ta guruhga ajratib olaman. Negaki gullar – bahor elchilari. Bahor – fasllar kelinchagi. Bahor – yangilanish, yasharish fasli. Tabiat xasis emas, u tikandan gul, zahardan bol yarataveradi. Gullar – goʻzallik malikasi. Gul koʻzlarga quvonch, dillarga orom bagʻishlaydi. (Toʻrt turdagi: chinnigul, atirgul, kala, nastarin gullari oldindan taxt qilib qoʻyiladi) Oʻquvchilar oʻzlari sevgan gullarni tanlab oladilar va bir turdagi gulni tanlagan talabalar bitta guruh aʼzolari boʻlib birlashadilar. Oʻquvchilar oʻzlari tanlagan gullarning inson hayotidagi foydali tomonlarini lirik chekinish qilib soʻzlaydilar. Guruhlar Pahlavon Mahmud taxalluslari bilan qayta nomlanadi: 1. Chinnigul guruhidagilar – Puryorvaliy 2. Atirgul guruhidagilar – Qitoliy 3. Kala guruhidagilar – Polvonpir 4. Nastarin guruhidagilar - Pahlavon

Guruhlarga quyidagi jadvallar toʻldirish uchun beriladi: 1. Puryorvaliy guruhi uchun: “Gurkiragan olov” ruboiysini 8 turda xususiy tahlil qilish. 2. Qitoliy guruhi uchun: “Nomard it kabidir”, “Yomon bilan ulfat boʻlma” hikmatlarini 5 turda xususiy tahlil qilish. 3. Polvonpir guruhi uchun: “P. Mahmud ruboiylarini U. Xayyom, Ibn Sino, Navoiy, Bobur ruboiylari bilan venn diagrammasi asosida taqqoslang”. 4. Pahlavon guruhi uchun: “P. Mahmud merosini oʻrganish”, “P. Mahmud maqbarasining qurilish tarixi” jadvallarida berilgan muammoli vaziyatlarning yechimini topadilar.

Guruhlarning ishi yakunlanib, oʻquvchilar baholanadi.

1 - guruh: Puryorvaliy guruhi uchun Ruboiyni xususiy tahlil qiling

**Gurkiragan olov – dilim yo'ldoshi,
To'lqin urgan daryo – ko'zlarim yoshi.
Ko'zagarlar yasayotgan har ko'za –
Ko'hna do'stlar xoki – qo'li yo boshi**

Ruboiy (a. to'rtlik)
To'rt misradan iborat bo'lib, hazajning axrab va axram shajarasida yoziladigan axloqiy, falsafiy mavzulardagi she'r.

Mavzusi:

Hayot falsafasi

Nasriy bayoni:

Sho'ring o'qib qurilgan olov kabi aytibdi.
Bunday yirik qo'llar uchun qat'iyat bo'lgani
emas. Ko'zlagi yosh ana shunga shora.
Ammo u ham tasodifiy emas. Bu o'tirib o'tirib
mas'umiyatning a'loq qismini: har o'tirib
yo'qil o'qimga o'tib tushib yotadi. Ana shu
hayotiy mazmun o'ziga ko'ra misrada aniq
ifodlangan. Sho'raningda ko'zagarlar
qo'llag'i tushib o'tgan qo'lladimning ismi
turlig'i aylangan tana a'zolaridan bo'shga
tana emas. Bu yerda hayotiy o'tirib bo'lgan
"Nasriy bayoni" haqida ba'zi
tushunchalar.

Lug'at:

**Xok – (f) 1.Tuproq
2.Tuproqqa yoki
kulga aylangan
inson jasadi**

Qofiyasi:
yo'ldoshi,
yoshi,

—
boshi
sxemasi:
a – a – b - a

She'riy san'atlari:

- 1.Tashbihlar: ajmushabbih, ko'ngil, ko'z yoshi, inson tanasi, o'ymushabbihun bil, olov, daryo, tuproq yoki
- 2.Sifatlashlar: gurkiragan olov, to'lqin urgan daryo, ko'zagarlar yasayotgan har ko'za, ko'hna do'stlar.
- 3.Tanosib: ko'zlarim yoshi, do'stlarning xoki, qo'li, boshi.

Radifi:

—

G'oyasi:

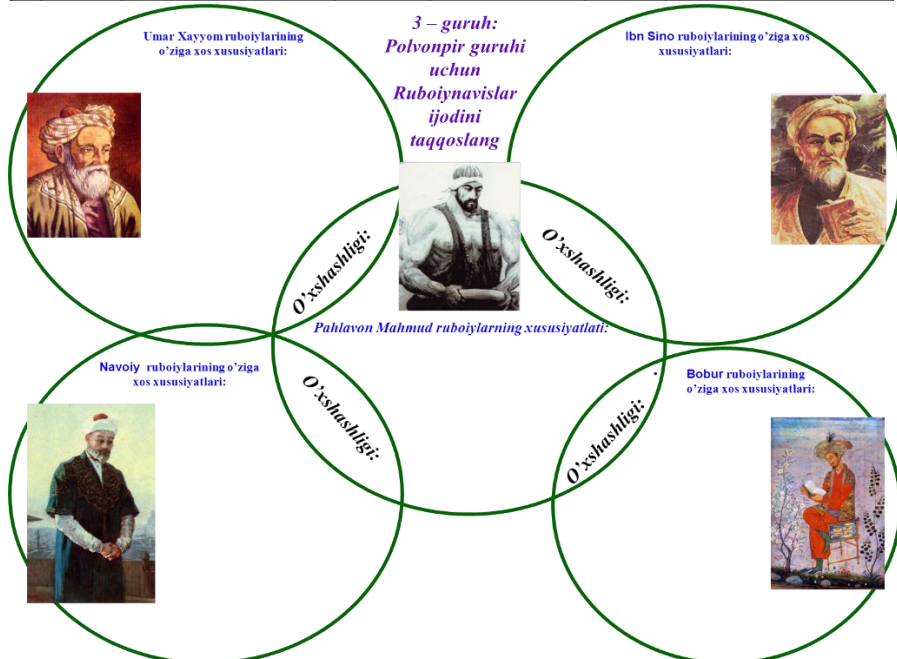
Umr insonga berilgan imkon ekan, uni g'aflatda o'tkazmaslik lozim.

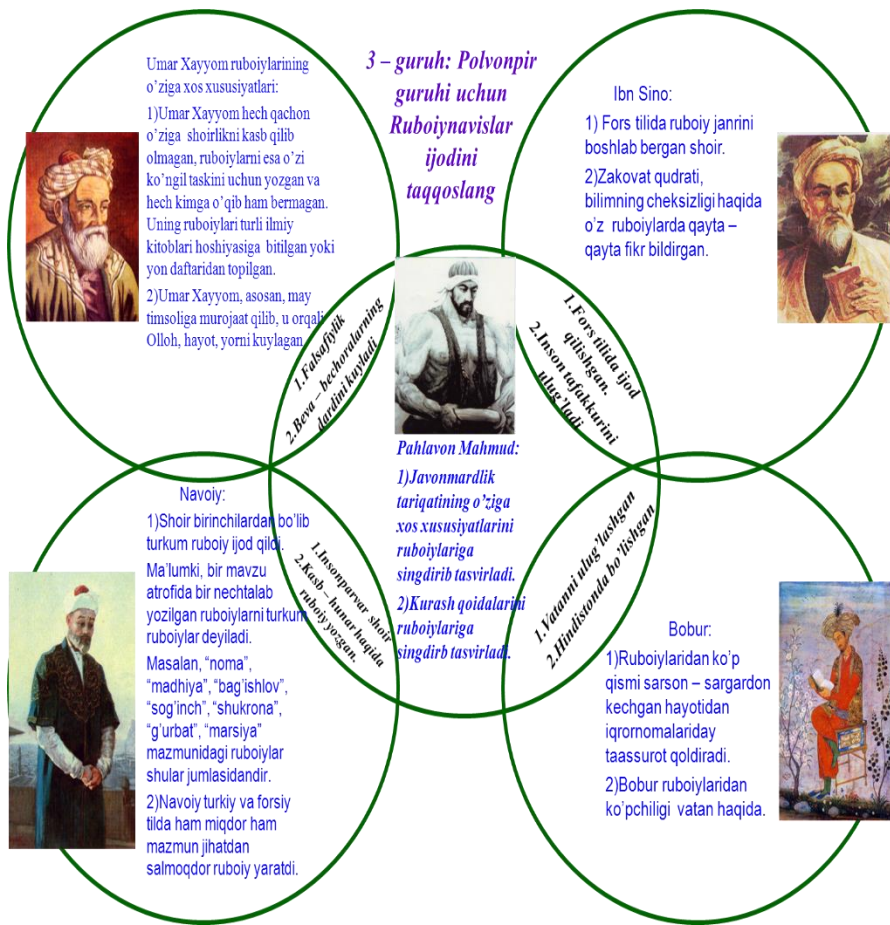
Vazni:

Aruz vaznidagi she'r.
Hazaj bahrining axrab va axram shajaralari- da yozilgan

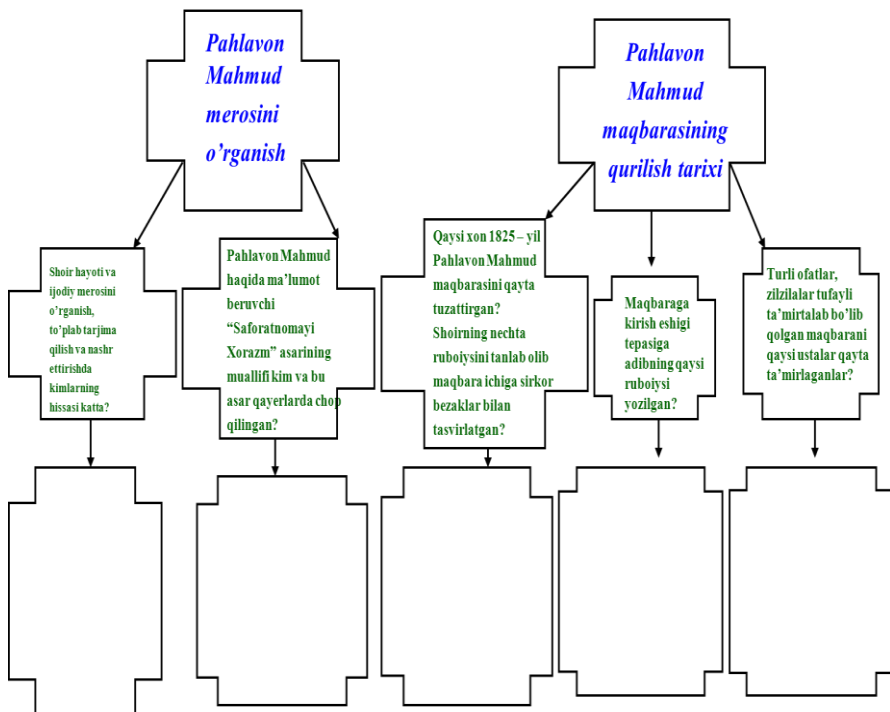
2 – guruh: Qitoliy guruhi uchun
Pahlavon Mahmud hikmatlarini toping va xususiy tahlil qiling

<i>Nb</i>	<i>Mavzusi</i>	<i>Hikmat</i>	<i>G'oyasi</i>	<i>She'riy san'atlari</i>	<i>Vazni</i>	<i>Lug'ati</i>	<i>Nasriy bayoni</i>
1	<i>Nomardlik va mardlik xislati</i>	Nomard it kabidir, mard – bir daryo, Daryo it damidan nopok bo'lmas.	Insonlarni nomard bo'lmaslikka, nomardlardan yiroqda bo'lishga, doimo mard, jasur bo'lib yashashga chaqiradi.	1. Tashbihlar: a) mushabbihlar: nomard, mard b) Mushabbihiy biihlar: it, daryo. 2. Tazod: nomard – mard 3. Qaytarish: daryo	Aruzda yozilgan. Hazaj bahrining axrab va axram shajaralarida yozilgan	Nopok – (f) 1. toza emas; iflos. Nopok kiyim. 2. ko'chma. Harom ishlardan qaytmaydigan. Nopok odam.	Hayotdagi nomard, pastkash, baxil, hasadgo'y insonlar itga, mard, saxiy, oliyihimmat insonlar daryoga o'xshatiladi. Razzil insonlar har qancha chirannasini, saxovatpesha, oliyihimmat insonlarning hayotiga, yo'lga, boshlagan ishlariga to'g'anoq bo'la olmaydi.
2	<i>Yomon bilan ulfat bo'lishning oqibati</i>	Yomon bilan ulfat bo'lma, yur yiroq, Yo'lingga don sochib, qo'yadi tuzoq	Yomon fe'l – atvori kishilardan uzoq bo'lishga chorlaydi.	1. Tanosib: don, tuzoq 2. Tazod: yomon – ulfat (yaxshi, do'st)	Aruzda yozilgan. Hazaj bahrining axrab va axram shajaralarida yozilgan	Ulfat – (a) 1. shubhat, ziyofatlard a, birga bo'ladigan kishilar orasidagi do'stlik. 2. do'st, jo'ra, hamsulbat.	Yomonlik hiylakorlik va aldovga tenglashtirilmoqda. U yo'lga don sochib, tuzoq o'xshaydi. Yaxshi xulqli odam yomonlikdan o'zini asramog'i kerak.

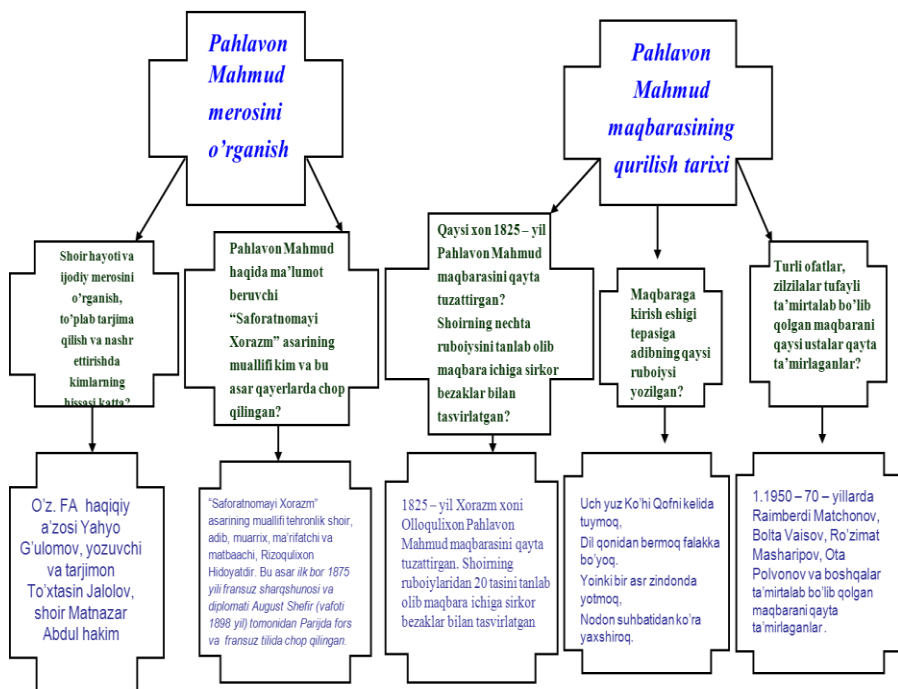




*4 – guruh: Pahlavon guruhi uchun
Qaydagi xoki pok, tavof qildim men,
Xokimni mening endi tavof kim qilg'ay.*



*4 – guruh: Pahlavon guruhi uchun
Qaydaki xoki pok, tavof qildim men,
Xokimni mening endi tavof kim qilg'ay.*



O'qituvchining so'nggi so'zi:

Pahlavon Mahmud o'zining ijodiy, ijtimoiy faoliyati va bu faoliyatning muayyanligi hamda natijaliligi bilan avliyolik masnadiga munosib zot bo'lgan. Ul zot bu darajaga hech qachon tirmashmagan, bu darajadan hech qachon tushmagan, balki bu darajada mangu barqaror siyomdir. P. Mahmud o'zini miskin va g'ariblarning oyog'i ostiga tashlab yashadi, shu boisdan ham hukmdorlar o'zlarini shoirning poyiga dafn etishlarini vasiyat etib, vatanimizdan eliga qilgan – qilmagan zulmlari uchun mangu kechirim so'rab yotibdilar.

Yillar o'tar, o'tar asrlar,

Dunyoga keladi ne – ne nasllar.

Lek tarix yodidan chiqmagay zinhor

Elim deb yashagan buyuk ajdodlar

SECTION: MEDICAL SCIENCE

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INNOVATIVE AND TRADITIONAL APPROACHES TO LEARNING OF STUDENTS IN THE DEPARTMENT OF ANATOMY AND CLINICAL ANATOMY OF SAMARKAND STATE MEDICAL INSTITUTE

Introduction. The modern educational process is unthinkable without the search for new, more effective technologies designed to promote the development of creative abilities of students. Anatomy is considered to be the most important discipline in any medical and biological University. Without knowledge of the structure of the human body is impossible to study any clinical discipline. But anatomy is also one of the most difficult subjects for all medical students. That is why high-quality teaching of this course is crucial for the release of worthy professionals. At the present stage, the training of competent specialists in any field of medicine involves the use of innovative technologies. An innovative approach to the educational process, in which the purpose of training is to develop students' opportunities to learn new experiences on the basis of purposeful formation of creative thinking, role and simulation.

Material and methods of research: analyze the experience of the teaching staff of the Department of anatomy to improve the educational process, including the introduction of modern teaching methods and technologies.

Results. The activity of the Department was aimed at improving the lecture course, the organization of controlled independent work (CIW) of students, the organization of test control of knowledge. The first lecture, which is given to students coming to the Department of anatomy, is an introductory installation lecture, which gives a definition of the discipline, the main stages of development of anatomy, indicates its place in the system of training a doctor, describes the main types and forms of work at the Department, presents the scientific achievements of its employees. The introductory lecture should have an emotional and intellectual impact on the audience, to form the necessary psychological attitude of students in the study of the subject.

Overview lectures in anatomy are read when studied private sections ("Innervation of internal organs and vessels", "Blood supply of the chest, abdomen and pelvic cavities", etc.). Therefore, to make the lecture more informative and attractive for students, the lecturer has to use the data of related theoretical sciences, as well as to look for new original forms of presentation of educational material. As you know, the form of presentation of lectures are

divided into traditional and active. The development of such lectures imposes a number of requirements on the lecturer: careful selection of lecture material, its compliance with the discipline program, clarity of wording and definitions, consistency and consistency of presentation, high quality of illustrative material, high informative text and illustrative parts. Controlled independent work, i.e. planned educational and scientific work of students, carried out under the guidance of the teacher, but without his direct participation, allows students to develop the need to acquire knowledge, forms the creative activity of the individual. Test control of students' knowledge is an important part of our work. Employees of the Department created tests in all sections of human anatomy, designed to assess the level of knowledge in the interim control of knowledge of students of all faculties, which meet the requirements for the test tasks (validity, reliability, representativeness and standardization). For a more objective assessment of students' knowledge of anatomy, should be combined with testing of practical skills, for example, the ability to position the body relative to itself, showing its structural elements, to demonstrate on dummy vessels, nerves, etc.

Conclusion. Thus, in our opinion, to teach and control knowledge of human anatomy should be used as modern technology: controlled independent work, test control of knowledge, and traditional methodological techniques in the form of oral questioning, interviews, seminars and oral exams.

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ROLE OF PALLIATIVE CARE FOR PATIENTS WITH SEVERE AND CHRONIC TUBERCULOSIS

Annotation. *Palliative care is an approach aimed at improving the quality of life of patients and their families with life-threatening disease-related problems. The aim of the study was to determine the need for palliative care in patients with severe and chronic forms of tuberculosis. This study involved 43 patients with severe or moderate tuberculosis. We used the HADS scale to help determine the level of anxiety and depression in patients, the Charlson scale to determine the level of comorbidity in patients with long-term follow-up, and the Visual Analog Scale (VAS) to assess chronic pain. In summary, treatment of patients with severe and chronic forms of tuberculosis requires palliative care, including medical and psychological interventions.*

Keywords: *palliative care, severe and chronic forms of tuberculosis, patients, scale.*

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РОЛЬ ОКАЗАНИЯ ПАЛЛИАТИВНОЙ МЕДИЦИНСКОЙ ПОМОЩИ ДЛЯ БОЛЬНЫХ С ТЯЖЕЛЫМИ И ХРОНИЧЕСКИМИ ФОРМАМИ ТУБЕРКУЛЁЗА

Аннотация. *Паллиативная помощь - это подход, направленный на улучшение качества жизни пациентов и их семей с опасными для жизни проблемами, связанными с болезнями. Целью исследования было определение необходимости паллиативной*

помощи пациентам с тяжелыми и хроническими формами туберкулеза. В этом исследовании приняли участие 43 пациента с тяжелым или умеренным туберкулезом. Мы использовали шкалу HADS, чтобы помочь определить уровень тревоги и депрессии у пациентов, шкалу Чарльсона, чтобы определить уровень сопутствующей патологии у пациентов с длительным периодом наблюдения, и визуально-аналоговую шкалу (VAS) для оценки хронической боли. Таким образом, лечение пациентов с тяжелыми и хроническими формами туберкулеза требует паллиативной помощи, включающая медицинские и психологические вмешательства.

Ключевые слова: паллиативная помощь, тяжелые и хронические формы туберкулеза, больные, шкала.

Relevance. According to the World Health Organization (WHO), palliative care is an approach aimed at improving the quality of life of patients (adults and children) and their families with life-threatening illnesses. It alleviates and alleviates the suffering of patients through early diagnosis, accurate assessment and treatment of pain, as well as addressing physical, mental or psychosocial problems [2]. The prevalence of multidrug-resistant tuberculosis (MDR-TB) and multidrug-resistant tuberculosis (XDR-TB) led to the formation of the WHO Declaration on Palliative Care in Tuberculosis. In December 2010, the International Conference on Tuberculosis Control adopted a declaration on palliative care for TB patients. It states that "patients with MDR-TB / XDR-TB forms should receive palliative care in the event of an ineffective outcome despite receiving two full courses of controlled chemotherapy" [5]. The postulate was later supplemented with "or two denials of treatment." The emergence of new drugs such as bedaquiline and delamanid, as well as the adoption of the END TB strategy, have left phthysiologists somewhat confused, downplaying the palliative care options previously widely discussed internationally [3, 7].

An increase in the number of patients with MDR-TB / XDR-TB, insufficient adherence to treatment, a limited range of anti-tuberculosis drugs, and the co-occurrence of tuberculosis and HIV infections all lead to the development of incurable forms of tuberculosis [6-9]. In some patients, even TB cannot be removed surgically. In such cases, prescribing anti-tuberculosis drugs for chemotherapy is not only ineffective, but leads to the development of total stagnation of all anti-tuberculosis drugs. In this regard, in 2012, the international community of phthysiologists adopted a declaration on the provision of palliative care. It states that "palliative care should be provided to patients with MDR-TB / XDR-TB forms. The main criterion for the transfer of patients to palliative care is that the course of treatment prescribed to them does not give a positive result twice, or the course of treatment is interrupted" [5].

Purpose. To determine the need for palliative care in patients with severe and chronic forms of tuberculosis.

Materials and inspection methods. The study involved 43 patients with severe or moderate conditions being treated in the treatment departments of the Samarkand Regional Center for Tuberculosis and Pulmonology in 2020. Such patients were not included in the study because of the severity and difficulty of communicating with patients with tuberculous meningitis. A.S., which helps determine the level of anxiety and depression in patients. Sigmond and R.P. We used the HADS scale developed by Snaith, the Charlson scale to determine the

degree of comorbidity in patients with long-term follow-up, and the Visual Analog Scale (VAS) to assess chronic pain.

Inspection results and their discussion. The mean age of the patients was 42.1 ± 3.4 . The incidence of clinical forms of tuberculosis is as follows: fibrous-hollow tuberculosis in 27 (62.7%) patients, diffuse tuberculosis in 12 (27.9%) patients (including generalized form), and caseous in 4 (9.4%) patients. zotiljam was observed. HIV infection was detected in 9 (20.9%) patients. All patients received chemotherapy with main and reserve drugs. Seven patients also received antiretroviral therapy.

Shortness of breath as well as signs of respiratory failure were observed as the leading clinical symptom in 29 (67.4%) patients. Pain syndrome was reported in 15 patients, and 7 (16.3%) patients reported that the syndrome predominated in them. Dull pain was observed in 4 patients, burning pain in 2 patients, acute pain in 2 patients, puncture pain in 6 patients, and pressure pain in 1 patient. Two patients were diagnosed with persistent pain and 13 patients with recurrent pain. Patients reported pain-enhancing factors: physical activity (4), changes in body position (3), deep breathing and coughing (9), fever (1), and taking anti-tuberculosis medications (2). The following factors were reported as pain relievers: lying on your back (5), taking painkillers (6), and taking cough suppressants (8). Two patients reported that no remedy relieved the pain.

The next clinical sign was cough (13 (30.2%) patients described it as a "painful cough"), anorexia, malaria, insomnia, and weakness. In rare cases, symptoms of diarrhea, constipation and nausea were observed. Almost all patients (41 (95.3%)) reported relief of symptoms after hospitalization. Most patients had concomitant comorbidities requiring simultaneous treatment: gastrointestinal disease (18 (41.8%) patients), severe chronic obstructive pulmonary disease (11 (25.6%)) patients), viral hepatitis C (16 (37.2%) patients), kidney and urinary tract diseases (9 (20.9%) patients), nervous (8 (18.6%) patients) patients) and diseases of the cardiovascular system (7 (16.2%) patients), diabetes mellitus (3 (6.9%) patients), other diseases (7 (16.2%) patients). Charlson's comorbidity index averaged 2.7 points and was not higher than that of other chronic diseases [1,4]. Because patients with tuberculosis were younger than patients with other diseases, the comorbidity index did not help to draw a definitive conclusion.

All patients needed symptomatic medication and treatment of comorbidities. During the last hospitalization, patients received sputum transporters (41 (95.3%) patients), hepatoprotectants (37 (86%) patients), proton pump blockers (34 (79.1%)) in addition to anti-tuberculosis treatment. patients), nonsteroidal anti-inflammatory drugs (24 (55.8%) patients), antiemetics (19 (44.1%)), antispasmodics (17 (39.5%)), antihistamines (16 (37.2%)), bronchodilators and broad-spectrum antibiotics (15 (34.8%)), antidiarrheal drugs (12 (27.9%)) and laxatives (11 (27.9%)), hemostatics (10 (23.2%)), diuretics (10 (20.9%)), glucocorticoids (9 (20.9%)).

Almost all patients (41 (95.3%)) asked, "Do you need help from a psychologist?" they answered in the negative. According to the HADS scale, which helps determine the level of anxiety and depression, significant anxiety was detected in 14 (32.5%) patients and depression in 18 (41.8%) patients. The average score on the depression scale was 15 ± 7.8 . In 28% of cases, patients were found to suffer from both anxiety and depression. Several patients reported that

they did not have relatives to care for them. In addition, it was found that the attitude of the medical staff to patients was high (average 4.75 points).

From the above, it is clear that patients with severe and chronic forms of tuberculosis often need the help of several specialists. The following is a clinical example:

Patient K., 43 years old, group II disability due to tuberculosis. Diagnosis: Inflammatory stage of fibrous-hollow tuberculosis of the upper and middle part of the right lung, tuberculosis (ST) +, chronic pleural empyema with bronchopleural effusion, isoniazid, rifampicin, streptomycin, ethambutol, kanamycin, protionamide, resistance to capreomycin and levofloxacin; Type 1 diabetes mellitus, severe course, decompensation period; chronic viral hepatitis C; HIV infection. Charlson's comorbidity index is 7 points. Clinical anxiety and depression were identified on the HADS scale. In such cases, the treatment of the patient requires the help of several specialists, including a phthisiologist, an infectious disease specialist, an endocrinologist, a chest surgeon, and a psychotherapist.

Conclusion. Patients with severe forms of tuberculosis need the help of several specialists at the same time, namely, a therapist, an infectious disease specialist, a cardiologist, an endocrinologist, a surgeon, a neurologist due to the comorbidities they have. Such patients may also need the help of a psychotherapist because of the obvious development of anxiety and depression. In summary, treatment of patients with severe and chronic forms of tuberculosis requires palliative care, including medical and psychological interventions.

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BUYRAK FUNKSIYASINING BUZILISHI

Annotatsiya. *Siydik va tanosil a`zolar tizimi odamda tuzilishi va vazifasi hilma-hil, lekin rivojlanishi nuqtai nazardan bir biriga bog`liq ikki siydik ajratish va tanosil a`zolar tizimini o`z ichiga oladi.*

Siydik a`zolari tizimi qanday siydik ajratuvchi (buyrak) siydikni buyrakdan olib ketuvchi (buyrak kosalar, buyrak jomi, siydik nayi) siydikni to`plovchi (qovuq) va organizmdan chiqarib yuboruvchi (siydik chiqaruv nayidan iborat)

Kalit so`zlari: *Hefroz, glomerulonefrit, buyrak tosh kasalligi, buyrak o`smalari.*

Kirish. Ushbu maqolada eng ko`p uchrayotgan kasalliklaridan biri. Buyrakda o`zgarishlar, insonlarning etiborsizligi oqibatida kelib chiqadigan og`ir patologiyasi haqida qisqacha va aniq ma`lumotlar keltirib o`tilgan.

Asosiy qism: Buyrak funksiyasining buzilishi ajratayotgan siydik chiqarish ritmining o`zgarishlari bilan kelib chiqadi va boshlang`ich kasalliklarning klinik belgilari va patologiyasi rivojlanishni boshlaydi.. Buyrak kasalliklarida eng avvalo siydik ajratish ritmida o`zgarishlar paydo bo`ladi. Mo`tadil xolatda sutka davomida ajraluvchi siydik miqdori 1,5-2,5 litrni tashkil etadi.

Patologik holatlarda ko`pincha diurez miqdori va tarkibi o`zgarishini boshlaydi. Diurezning ko`payishi pomuriya deyiladi. Pomuliya ko`p hollarda modda almashinuvi buzilganda qandli diabetda.gipertoniya kasalligida buyrak yallig`lanishida uchraydi. Siydik ajralishining kamayishiga amituria deyilib, gipotoniya isitmada tosh kasalligida, jarrohlik aralashuvidan keyin qattiq og`riqda uchraydi.

Nefroz deb buyrakning diktrofik o`zgarishlariga aytiladi. Bunda buyraklar orqali ko`p miqdorda siydik va oqsillar ajraladi. Hloridlar va aksincha ushlanib qoladi. Nekrotik nefrozda anuri, azotemus bo`lib qon bosimi ko`tarilishi mumkin. Buyrak kasalliklari orasida glomerulonefrit muxim axamiyatga ega bo`lib u o`tkir va surunkali keladigan kasallik hisoblanadi. Kasallikning kelib chiqishida streptokol asosiy rol o`ynaydi.

Glomerulonefrit ko`proq pnevmoniya, angina, skarlatina kabi kasalliklar va haddan

tashqari sovuq qotish oqibatida boshlanadi. Rasallikda buyraklarda qon aylanishi buziladi. Bunda buyrak faoliyati, buziladi proteinuriya, gemoturiya, gepertoniya kuzatiladi. Surunkali turida jarayon asta sekin boshlanib, koptokchalarda atrofiya rivojlanib, ular o'rnida chandiqlar paydo bo'ladi. Natijada buyrak po'stlog'ida botiqchalar hosil bo'lib buyrak kichrayib ikkilamchi bujmaygan buyrak rivojlanadi. Bundan tashqari yiringli va uchaqli nefrit turlari ham bo'ladi.

Nefretlar ko'pincha yuqumli kasalliklarda yiringli jarayonlarda rivojlanib gemoturiya, proteinuriya bilan kechadi. Buyrak tosh kasalligi toshning jomchasida, kosachalarida, siydik yo'lida va qovuqda paydo bo'lishi bilan tariflanadi. Kasallik avjlanish davrlari bilan bitgalikda surunkali kechadi. Kasallik sabablarida mineral moddalarning buzilishi, vitaminlar yetishmovchiligi, buyrak yallig'lanishi kiradi. Tosh bir yoki ikkala buyrakda hosil bo'lishi mumkin. Nosh kattalashib siydik yo'lini berkitib, siyishni qiyinlashtiradi. Natijada, pielonefrit va gidronefroz rivojlanadi. Buyraklar perenhimosida atrafiya rivojlanib (tosh ikkala buyrakda bo'lsa) buyraklar funksiyasining yetishmovchiligi kuzatiladi. Kasallik qattiq og'riq, gemoturiya, oligauriya va onuriya paydo bo'lishi bilan harakterlanadi.

Buyrak o'smalarida nekroz va qon oqimlari kuzatiladi shuningdek o'smalar buyrak tomirlarining qon oqimini buzadi. Natijada o'smalar bag'rida bo'shliqlar paydo bo'ladi. Buyrak o'smasida bemorlarning umumiy axvoli yomonlashib, ishtaha yo'qoladi. Usma kasalligida inson asta sekin ozadi. Harorati biroz ko'tariladi va qon bosimi oshadi. Og'riqsiz gemoturiya kuzatiladi. Keyinchalik belda va buyrakda og'riq paydo bo'ladi.

Surxondaryo viloyatida uchraydigan buyrak kasalliklari tumanlar kesimida taxlil.

- Termiz shahar
- Termiz tumani
- Angor tumani

Klimnik ko'rsatkichlar P-100. Ko'proq profilaktikasi.

Xulosa.

Buyrak patologik jarayonlarini vaqtdan oldinroq aniqlash yo'llaridan yana biri buyrak faoliyati buzulganda filtratsiya reabrorbiya va sekritsiya ham birgalikda buziladi. Bu buzilishlarni aniqlash uchun eng soda usullardan biri bu siydik zichligini vs miqdorini 3 soatlik qisimlarda aniqlashga asoslangan. Sutka davomida sog'lom buyraklar orqali qabul qilingan suvning 80% ajralib chiqariladi. Ayrim qismlarda zich moddalarning miqdori, zichligi 1008-1035 gacha o'zgatib turadi. Shuningdek siydikni kunduzi va kechasi ajralishini –deurezni tekshirishni ham ahamiyati katta. Sog'lom odamlarda diurez kechasi sezilarli kamayadi. Siydikning konsentratsiyasi oshadi.

Buyrakning faoliyati yetishmagan bemorlarda kechasidan diurez kunduzgidan farq qilmaydi, bazi hollarda kuchayadi. Bunda siydikning zichligi biroz o'zgaradi.

FOYDALANILGAN ADABIYOT

1. “Terapiya ichki kasalliklar”

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РІВЕНЬ ДЕСТАБІЛІЗАЦІЇ МІКРОБІОМУ ВУЛЬВОВАГІНАЛЬНОГО ВМІСТУ У ЖІНОК ДІТОРОДНОГО ВІКУ ІЗ НЕПЛІДНІСТЮ ПЕРШОГО ТИПУ

Abstract. *In the vulvovaginal contents of women of childbearing age with type 1 infertility there is a deficiency of autochthonous obligate for this biotope anaerobic bacteria of the genera Lactobacillus, Bifidobacterium, Propionobacterium and contamination of the vulvovaginal contents by pathogenic and opportunistic bacteria S. aureus, N. gonorrhoeae, Peptostreptococcus and fungi genera Candida. The latter persist in the vulvovaginal contents in the form of different associations (2-4 species). The population levels of the most important in the vulvovaginal microbiome of women of childbearing age bacteria of the genus Lactobacillus were decreased by three orders of magnitude, Bifidobacterium - by one order, Propionobacterium - by almost one order. The increasing of population level, quantitative dominance, and Escherichia coli and yeast-like fungi also were found. Pathogenic and opportunistic bacteria S. aureus, N. gonorrhoeae also reach a high population level.*

Key words: *infertility of the first type, vulvovaginal contents, microbiome.*

Проблема неплідності у розвинутих країнах зайняла в останні десятиліття одне з ключових місць у медицині та в демографічній ситуації. Статистика розвинутих країн фіксує суттєвий ріст неплідності у жінок фертильного віку, що є логічним наслідком корінної зміни способу життя і ломки динамічних стереотипів, які формувалися протягом століть. Лавиноподібний процес урбанізації, стрімкий розвиток промисловості і пов'язане з цим забруднення навколишнього середовища, широке поширення стресових ситуацій, масове використання у виробництві та у побуті синтетичних засобів, використання у постійно зростаючих масштабах лікарських препаратів, у тому числі контрацептивів, різної дії – такий, далеко не повний перелік джерел формування набутого імунодефіцитного стану у жінок дітородного віку, який асоціюється з природним фоном. [1, 2].

У більшості жінок в основі неплідності першого типу (НПТ) лежить трубоперитонеальна форма інфертильності, якій передував інфекційно-запальний процес репродуктивних органів (матки, придатків) [2]. Еволюційний процес НПТ в кінці 20 і на

початку 21 століття характеризується стабільною тенденцією до змін як мікробіому людини, так і мікробіомів локальних біотопів, включаючи біотоп репродуктивних органів, який формується на фоні імунодефіцитного стану у жінок, що призводить до зростання інфекційно-запальних процесів репродуктивних органів [3, 4].

Мікробіом вульвовагінального вмісту посідає третє місце і містить понад 10% мікробіому організму жінки, який відіграє суттєву роль у підтримці її здоров'я і репродуктивної функції [5].

Таксономічний склад, популяційний рівень і мікроекологічні показники мікробіому вульвовагінального вмісту знаходяться у динамічній рівновазі мікроекологічної системи «макроорганізм-мікробіом». Будь які порушення у макроорганізмі, у тому числі неплідність можуть призвести до порушень мікробіому і навпаки, порушення видового, популяційного складу і показників екосистеми можуть сприяти формуванню неплідності. Актуальність проблеми зберігається і сьогодні про що засвідчує велика кількість публікацій з приводу неплідності першого типу. Проведено бактеріологічне і мікологічне обстеження вульвовагінального вмісту у жінок з неплідністю у порівняльному аспекті із практично здоровими жінками відповідного віку.

Для розкриття механізмів колонізації слизової оболонки піхви використовували екологічний метод, який дозволив здійснити характеристику співіснування представників екологічної системи «макроорганізм (хазяїн)-мікробіом» і прослідкувати спрямованість динамічних змін мікроекології вульвовагінального вмісту за дестабілізації мікробіому [5].

Типологію домінант проводили на підставі визначення індексу постійності. При цьому, домінуючими таксонами вважали мікроби з індексом постійності 50% і вище, додатковими – від 25 до 50% і випадковими за значенням показника менше 25%. Для характеристики різноманіття мікробіоценозу вульвовагінального вмісту вираховували індекс видового багатства Маргалєфа і видового різноманіття Уїттекера, як своєрідних рейтингів біотопу, які характеризують просторово-харчові ресурси та умови середовища існування асоціації мікроорганізмів, рівень видового домінування визначали за індексами Сімпсона і Бергера-Паркера [6, 8].

У практично здорових жінок за індексом постійності, частотою поширення, індексом видового багатства Маргалєфа, видового різноманіття Уїттекера та індексами видового домінування Сімпсона і Бергера-Паркера головна мікробіота представлена бактеріями роду *Lactobacillus*, додаткова – бактеріями роду *Bifidobacterium*. Інші мікроорганізми (*Propionobacterium*, *Peptostreptococcus*, *Staphylococcus*, *Enterococcus*, *Escherichia*, *Corynebacterium* і дріжджоподібні гриби роду *Candida*) відносяться до випадкових.

У жінок із НПТ головна мікробіота вульвовагінального вмісту представлена умовно-патогенними дріжджоподібними грибами роду *Candida*, бактеріями роду *Staphylococcus* і найпростішими *Trichomonas*. Додаткову мікробіоту у вульвовагінальному вмісті у жінок із НПТ представляють бактерії роду *Lactobacillus*, *Peptostreptococcus*. Характерною особливістю мікробіому вульвовагінального вмісту у жінок із НПТ є зменшення у 3,8 рази виявлення бактерій роду *Lactobacillus*, *Bifidobacterium* – у 2,35 рази. *Propionobacterium* – в1,77 рази та *S.epidermidis* - в 1,55 рази.

На такому фоні настає контамінація і колонізація вульвовагінального вмісту *S. aureus*, *N. gonorrhoeae*, *T. vaginalis*, *E. coli*, *C. albicans*.

У більшості (96,67%) жінок із НПТ у вульвовагінальному вмісті персистують асоціації патогенних та умовнопатогенних мікроорганізмів. У більшості (84,27%) жінок у вульвовагінальному вмісті виявлено асоціації, що склалися із двох або трьох видів мікроорганізмів, що належать до дев'яти різних таксономічних груп, які є представниками патогенних або умовно-патогенних для людини мікроорганізмів.

Монокультура патогенних та умовно-патогенних мікроорганізмів виявлена у вульвовагінальному вмісті лише в 3,37% жінок, у всіх інших випадках виявлялися асоціації різних видів, що відносяться до дев'яти таксономічних груп. Найчастішою була асоціація мікроорганізмів у вульвовагінальному вмісті (19,10%) у жінок з НПТ, яка складалася із трьох різних видів мікроорганізмів: *C. albicans*, *S. aureus*, *T. vaginalis*. Інші асоціації за частотою поширення та індексом постійності у вульвовагінальному вмісті у жінок з НПТ склалися з двох видів: *C. albicans* та бактерій роду *Peptostreptococcus* та *C. albicans* і *S. aureus* (у 16,85%), та асоціація, що складалася з чотирьох видів: *C. albicans*, *S. aureus*, *E. coli* та бактерій роду *Peptostreptococcus* – у 6,74 % пацієнток.

Різноманіття якісного складу асоціацій, що персистують у вульвовагінальному вмісті жінок з НПТ зумовлено, з нашої точки зору, не тільки з особливістю структури слизової оболонки, яка визначає її функцію та механізми індивідуальної колонізації конкретними таксонами, а також тропністю кожного таксона до зміненої функціональної активності органа, що призводить до оптимальних умов середовища для існування певних асоціацій мікроорганізмів. Гормоноактивні зміни в жінок із НПТ асоціюються зі зміною спектру імунних порушень (формується набутий імунодефіцитний стан, змінюється активність ферментів, що продукуються клітинами слизових оболонок і персистуючими патогенними та умовно-патогенними мікроорганізмами), що у кінцевому результаті, призводить до створення сприятливих умов середовища для росту та розмноження патогенних та умовно-патогенних мікроорганізмів у вульвовагінальному вмісті [6, 8]. Популяційний рівень при цьому змінюється як контамінованих умовно-патогенних мікроорганізмів, так і в автохтонних облигатних бактерій. Ці зміни ілюструє популяційний рівень автохтонних облигатних, найважливіших за представництвом у складі вульвовагінального мікробіому жінок дитородного віку та за мультифункціональною роллю з підтримки мікробіологічного гомеостазу піхви, це бактерії роду *Lactobacillus*. У практично здорових жінок основу мікробіоценозу складають бактерії родів *Lactobacillus* значно менша (в 4,02 рази) роль у цьому біотопі відведена бактеріям роду *Bifidobacterium*.

За популяційним рівнем, коефіцієнтом кількісного домінування та значущості провідну роль у мікробіомі відіграють умовно-патогенні *S. aureus* і дріжджоподібні гриби роду *Candida* (на 29,34% і на 28,14%), значно менша роль у мікробіомі вульвовагінального вмісту у жінок із НПТ належить бактеріям роду *Lactobacillus*.

Неплідність I типу супроводжується зниженням популяційного рівня лактобактерій на 51,69% (на три порядки), біфідобактерій – на 25,17% (на один порядок), пропіоновокислих бактерій – на 19,75%. Популяційний рівень умовно-патогенних

пептострептококів зростає на 75,84% (на два порядки), ешерихій – у 2,16 рази (на три порядки), дріжджоподібних грибів роду *Candida* – на 55,02% (майже на два порядки).

Умовно-патогенні мікроорганізми (*S. aureus*, *N. gonorrhoeae*) досягають у вульвовагінальному вмісті у жінок з НПТ ($5,01 \pm 0,38$ lg КУО / мг, $-7,03 \pm 0,41$ lg КУО / мг) популяційного рівня. Таким чином, НПТ характеризується негативними змінами таксономічного складу і популяційного рівня автохтонної облигатної і факультативної, анаеробної та аеробної грампозитивної та аеробної грампозитивної і грамнегативної мікробіоти вульвовагінального вмісту.

Висновки

1. У вульвовагінальному вмісті жінок дітородного віку з неплідністю I типу спостерігається дефіцит автохтонних облигатних для біотопу анаеробних бактерій родів *Lactobacillus*, *Bifidobacterium*, *Propionobacterium* та контамінація вульвовагінального вмісту опортуністичними патогенними та умовно-патогенними бактеріями: *S. aureus*, *N. gonorrhoeae*, рогу *Peptostreptococcus* та дріжджоподібними грибами роду *Candida*, останні формують у більшості (96,63%) пацієток асоціації, що складаються із двох видів (у 42,70% пацієток), із трьох (у 41,57%), а в 12,36% жінок асоціації досягають чотирьох таксонів умовно-патогенних мікроорганізмів.

2. У жінок із НПТ у вульвовагінальному вмісті понижується популяційний рівень найважливіших за представництвом у складі вульвовагінального мікробіому жінок дітородного віку та за мультифункціональною роллю у підтримці мікроекологічного гомеостазу жінки бактерій роду *Lactobacillus* (на три порядки), *Bifidobacterium* – (на один порядок), *Propionobacterium* – (майже на один порядок). На цьому фоні зростає популяційний рівень, коефіцієнти домінування і значущості в *E. coli*, та дріжджоподібних грибів роду *Candida*. Патогенні та умовнопатогенні бактерії *S. aureus*, *N. gonorrhoeae*, що контамінують біотоп, досягають високого популяційного рівня ($5,01 \pm 0,38$ lg КУО/мг, $-7,03 \pm 0,41$ lg КУО/мг).

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SECTION: PEDAGOGY

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MAKTAB O`QUVCHILARIDA INGLIZ TILIGA BO`LGAN QIZIQISHLARINI O`STIRISH UCHUN YANGI METODIKALAR

Annotatsiya. Bugungi kunda mamlakatimizda chet tillarini o`rganish dolzarb masalalardan biri bo`lib bormoqda. Ko`plab yoshlarimiz katta e`tiborini ingliz tilini o`rganishga bel bog`lagan. Shu o`rinda yuzlab o`quv markazlari va repetitorlik xizmatlari ingliz tili o`quv kurslarini taklif qilmoqda.

Kalit so`zlar: *Lingualeo, Puzzle English, WordBook, 15 000 Useful Phrases, English Grammar in Use, Rememba, Voxy, Rosetta Stone, LearnEnglish Grammar, Words, easy ten, BBC Learning English, Memrise, Poliglot 16, Duolingo*

Hozrgi kunda bizning bilimdon bolalarimiz judayam elektronikaga berilgan. Bizning maktabidagi tizimlar yaxshi lekin zamon o`zgaryapti demak tizimni xam o`zgartirish vaqtti keldi. Bolalarni ingliz tili faniga qiziqishlari uchun mobil ilovalardan foydalanamiz. Men sizga 15ta eng yaxshi ilovalarni maslahat beraman. Ushbu dasturlarni iOS yoki Android smartfoningizga o`rnatib va istalgan vaqtda, istalgan joyda yangi tilni bemalol o`rganish imkoniga ega bo`ling.

Ingliz tilini o`rganish uchun 15 ta eng yaxshi ilova:

1. Lingualeo

Ilova ommabop xizmatni turli xil mashg`ulotlar bilan birgalikda taklif qiladi. Bu mashqlar so`z boyligini kengaytirishga, shuningdek, o`qish, yozish va tinglash ko`nikmalarini rivojlantirishga yordam beradi. Mashqlar gamifikatsiyaga asoslangan bo`lib, ingliz tiliga qiziqishni yo`qotmasdan, doimo intilishga undaydi.

2. Puzzle English

Mavjud ko`nikmalarga qaramasdan, ingliz tilini o`rganish uchun video va audio jumboqlar, shuningdek, boshqa qiziqarli topshiriqlarni taklif qiluvchi qiziqarli dastur. O`quv dasturi foydalanuvchi maqsadiga qarab individual ravishda tuziladi.

3. WordBook

Dastur shunchaki lug`at emas, haqiqiy xazina endi sizning smartfoningizda: 150 ming so`z, imlo tekshiruv va anagramlarni yaratish uchun so`zlarni qidirish imkoniyati. Bundan tashqari, ilova har kuni sizga taqdim etadigan so`zlarini yodlab borasiz. Lug`at oflayn rejimda ishlaydi.

4. 15 000 Useful Phrases

Muloqot jarayonida ko'p ishlatiladigan 15,500 dan ortiq qiziqarli iboralarni o'z ichiga olgan ilova-lug'at. Shuningdek, bu ibora va so'zlarni professional ish muhitida ham bemaol qo'llashingiz mumkin.

5. English Grammar in Use

Cambridge University Press'dan grammatikani rivojlantirishga qaratilgan ilova. English Grammar in Use yordamida yordamida siz artikllar, noto'g'ri fe'llar va otlarni avtomatik ravishda ishlatishingiz mumkin bo'ladi.

6. Rememba

Yangi iboralarni yodlash va so'z boyligini kengaytirish uchun maxsus yaratilgan oddiy va qulay dastur. O'qish jarayoni kartochka usuliga asoslanadi, ular o'zlashtirishga qarab kamroq yoki tez-tez namoyish etiladi. So'zlarni o'zingiz qo'shishingiz yoki tayyor lug'at to'plamidan foydalanishingiz mumkin.

7. Voxy

Ushbu ilovaning boshqalaridan asosiy farqi shundaki, u real vaqtda sizning ehtiyojlaringiz va xohishlaringizga moslashadi. TOEFL'ga tayyorlanishni xohlaysizmi? Yoki sayohat paytida kerak bo'ladigan iboralarni o'rganib olmoqchimisiz? Balkim, ingliz tilidagi suhbatga tayyorgarlik ko'rayotgandirsiz? Marhamat! Bunda ingliz tilida so'zlashadigan malakali murabbiylar sizga yordam berishadi.

8. Rosetta Stone

Ushbu ilova, asosan, yangi so'zlarni yodlashga e'tibor qaratadi. Shu bilan borgan, talaffuzni baholash dasturi o'rganilgan so'zlarni to'g'ri talaffuz qilishga yordam beradi. Ilova bepul taqdim etiladi, ammo pullik materiallar ham mavjud.

9. LearnEnglish Grammar

Bu ingliz tilini takomillashtirishni istaganlar uchun Britaniya Konsulligi tomonidan taklif qilingan ilovadir. Nomidan ham ko'rinib turibdiki, u grammatikani o'rganishga qaratilgan bo'lib, istalgan darajaga erishishda yordam beradi. Mashq qilasiz, test savollariga javob berasiz va turli mavzulardagi iboralar tuzilishini kuzatib borish orqali boy tajribaga ega bo'lasiz.

10. Words

Ushbu ilova App Store'ning "Ta'lim" sohasidagi eng yaxshi dasturlar kategoriyasiga tasodifan tushib qolmagan. Dasturning ma'lumotlar bazasida 8 mingdan ortiq so'z mavjud va undan oflayn rejimda foydalanish mumkin. Asosiy afzalligi: ilova foydalanuvchi darajasiga moslashadi va vazifalarda ilgari qiyinchilik tug'dirgan so'zlarni aniqlaydi, keyingi mashqlarda o'sha so'zlar siz eslab qolmaguncha berib boriladi.

11. easy ten

Ushbu dastur yordamida siz har kuni berilgan leksik mashqni bajarish orqali 10 ta yangi so'z yodlaysiz. Ilova ko'p vaqtni talab qilmaydi: kuniga 20 daqiqa vaqt ajratish kifoya. Dastur 20 mingdan ortiq so'zlarni o'z ichiga oladi, shuningdek, talaffuzni yaxshilashga ko'maklashuvchi maxsus mashqlar ham mavjud. Bundan tashqari, yangi so'zlarni tematik ro'yxatlarga ajratishingiz va qo'shimcha motivatsiya uchun progressingizni kuzatib borishingiz mumkin.

12. BBC Learning English

Ushbu dastur BBC'ning rasmiy ilovasi bo'lib, unda ingliz tilini o'rganish uchun radio va turli eshittirish korporatsiyalarining teledasturlarida chiqqan materiallar yig'ilgan.

Audiokontentdan tashqari, grammatikani o'rganish, iboralar tuzish va yangi so'zlarni o'zlashtirish imkonini beruvchi turli xil mashqlar mavjud.

13. **Memrise**

Memrise - ingliz tilini zavqlantiruvchi mashg'ulotga aylantiruvchi va yangi so'zlarni yodlashni osonlashtiradigan o'yin ko'rinishidagi yana bir dastur. Memrise sarguzasht olamining kuratori sizni sirlarga boy olam bo'ylab sayohatga chorlaydi. Bu sayohat davomida sizni sirli topshiriqlar va dushman agentlari kutib turadi. Bu yo'lda sizga ajoyib yordamchilar ko'maklashib boradi.

14. **Poliglot 16**

Ushbu ilova xuddi shu nomdagi kurs muallifi, taniqli poliglot Dmitriy Petrovga tegishli. Uning so'zlariga ko'ra, dastur atigi 16 ta darsda ingliz tilini bazaviy darajada o'zlashtirishga imkon beradi. Kuniga kamida 15 daqiqa ajratish orqali, siz grammatika qoidalarini o'rganasiz, kerakli so'zlarni eslab qolasiz va erkin muloqot uchun iboralar tuzishni o'rganasiz.

15. **Duolingo**

Ilova kuniga bir necha daqiqa sarflash orqali ingliz tilini o'yin shaklida o'rgatadi. Oldin oddiy fe'llar va iboralardan boshlaysiz, sekinlik bilan mashqlar grammatikaga asoslanib boradi.

Quyda yozilgan ilovalarni ataga 3tasini o'z hayotingizda sinab ko'ring, mening ishonchim komil sizda ingliz tilini o'qishga ihtiyoj uyg'onadi.

Xulosa. Tilni o'rganish odamlarning idrok etish va idrok etish qobiliyatiga ega bo'lish jarayonidir til (boshqacha qilib aytganda, tildan xabardor bo'lish va uni tushunish qobiliyatiga ega bo'ling), shuningdek ishlab chiqarish va ishlatish so'zlar va jumlalar muloqot qilish. Bola tilini egallashga qiziqqan tilshunoslar ko'p yillar davomida tilni qanday o'rganish haqida savol berishadi. Lidz va boshq. davlat "Demak, ushbu tuzilmalarni qanday qilib qo'lga kiritish masalasi, o'quvchining kirishdagi sirt shakllarini qanday qabul qilishi va ularni mavhum lingvistik qoidalar va vakolatxonalarga aylantirishi haqidagi savol sifatida yanada to'g'ri tushuniladi." Vaqt bilan sinalgan maqolni bir eslatib qo'yimoqchi man hurmatli o'quvchi «Ish bilganga 1tanga, til bilganga 1000tanga»

FOYDALANILGAN ADABIYOTLAR RO'YHATI:

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MUSIQA TA'LIMI DARSLARI JARAYONIDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Anatatsiya. Mazkur maqolada umumiy o'rta ta'lim maktablarida "musiqqa madaniyati" darslarini o'qitilishi bilan bog'liq ayrim muammolar va ularning echimlarini ta'minlash yo'llarini bayon qilingan. Maqolada "musiqqa madaniyati" darslarini o'qitishda pedagogik texnologiyalarni qo'llashning metodik jihatlari o'z aksini topgan.

Kalit so'zlar: pedagogik texnologiya, konsert, viktorina, konkurs, intervyu darslari.

Abstract. In it to clause the questions of a problem and some methods at lessons "musical cultures" at average schools are investigated. In clause the methodical bases pedagogical technology are investigated during a lesson to music.

Key words: pedagogical technology, at lessons a concert, competition, interview

Respublikamizda amalga oshirilayotgan o'lgan bunyodkorlik ishlari jamiyat ijtimoiy sohasining ustuvor bo'g'ini hisoblanmish ta'lim tizimida ham o'ziga xos yangilanish va sifat o'zgarishlari yuz berishiga olib kelmoqda. Chunki, amalga oshirilayotgan ishlarning markazida yuqori malakali kadrlar tayyorlashga bo'lgan ehtiyoj va talablar alohida o'rin tutadi.

Musiqqa madaniyati fanining boshqa aniq fanlardan farqli tomoni shundaki u doimo zamon bilan hamohang holda olib borishni o'qituvchidan uzluksiz ijodiy faoliyatni talab etadi. [1, 14-b.].

Har bir fan (dars) ning o'ziga xos xususiyati bo'lishi tabiiydir. Musiqqa o'qitishning ham o'ziga xoslik tomonlari ko'p albatta. Bu uning tashkiliy tuzilishi va amaliy ijrochilik bilan bog'liq ko'rinishlarida yaqqol namoyon bo'ladi. SHuning uchun darsning har bir faoliyat turida ilg'or pedagogik texnologiyalardan samarali foydalanish mumkin. Darsda olib boriladigan o'qituvchini turli faoliyat shakllari ma'ruza, hikoya, tushuntirish, namoyish qilish, ko'rsatish, tinglantirish, suhbat, savol – javob, jamoa bo'lib kuylash, ovoz sozlash mashqlari kabilarni har birini mazmun va mohiyati mavjud shart – sharoit, o'qituvchi va o'quvchilar imkoniyatiga muvofiq tarzda texnologiyalarni tadbiiq etish mumkin. Bunda musiqqa o'qituvchisining ham o'ziga xos xususiyatlari namoyon bo'ladi. Musiqqa san'atiga muhabbat, qiziqish, darsni emotsional ko'tarinki ruhda o'tkazish, bolalarni sevish, ulardagi musiqiy qobiliyat va qiziqishlarni e'tiborga olish ularni ro'yobga chiqarishga intilish shular jumlasidandir.

Agar o'qituvchida mavjud xususiyatlar bo'lmasa har qanday pedagogik texnologiyalar ham quruq, mazmunsiz va qiziqarsiz, samarasiz bo'lib qolishi ham hech gapmas. Chunki har qanday ta'lim shakli, modeli, turi o'qituvchining pedagogik mahorati, bilimi, malakasi va artistlik iqtidorisiz kutilgan natijani bermasligi aniq.

Ma'lumki, musiqqa o'qituvchisi o'quv tarbiya ishlari baravariga olib boradi. O'quvchilarni musiqqa san'ati orqali tarbiyalashda o'qituvchining yaxshi sozandalik mahorati,

yaxshi ovozga ega bo'lishi, nota o'qish, turli vositalardan oqilona va o'rinli foydalana olishi, so'z mahorati, o'quvchilarni qobiliyatlarini oshira bilishi muhim. [1, 62-b.].

Musiqqa o'qituvchisi bulardan tashqari darslarni kuzatib borishi lozim. Doimiy kuzatishlar sababli o'qituvchi pedagogik mahoratini oshirib boradi. U vaziyatni baholashga, o'quvchilarni ichki tuyg'u, qiziqish va qobiliyatlarini sezishga o'rganadi. Kuzatish birinchi sinfdan - ettinchi sinfga qadar davom etadi. Bunda qo'llanilayotgan usul, shakl va pedagogik texnologiyalarning ham samaradorlik, qulaylik, bolalar uchun qiziqarli va o'ng'aylik jihatlari aniqlanib boriladi. [2, 66-b.].

Musiqqa ta'limining o'ziga xosligi tashkiliy tuzilishi, amaliy ijrochilik faoliyatlari, shuningdek o'qitish usullari, ularning samaradorligini ta'minlovchi omillar, vositalar tahlili va ularni umumiy ijodiy – ijobiy jihatlarni umumlashtirish musiqqa ta'limini o'zigagina xos bo'lgan yangi turlarini ishlab chiqish imkonini berdi. Bular ham o'z maqsadi va bajaradigan vazifasi mazmun va mohiyatiga ko'ra pedagogik texnologiya bo'lib, ularni musiqqa mashg'ulotlariga tadbiiq etish yaxshi natija bermoqda. Bunday darslar o'quvchilarda yaxshi kayfiyat, jo'shqinlik, ko'tarinki ruh va intilishni kuchaytirmoqda. Maktab o'quvchilarining musiqqa san'atiga qiziqtirish va ta'lim samaradorligini ta'minlashda bir qancha o'yin metodlari va ta'lim usullari mavjud. Ular qatoriga hozirgi kunda ilg'or, tashabbuskor o'qituvchilar tomonidan keng qo'llanilayotgan quyidagi texnologik darslarni alohida ko'rsatishimiz mumkin:

- ♪ konsert darslar;
- ♪ viktorina darslari;
- ♪ intervyu darslari;
- ♪ konkurs darslari;
- ♪ quvnoqlar va zukkolar darslari;
- ♪ bahs – munozara darslari va h.k.

Bu darslarning har biri o'z tuzilishi, vazifasi, maqsadi va metodik asoslariga egadir. [2, 32-b.]. Boshlang'ich sinflarda musiqqa darslarini o'yin tarzida (qo'shiqlarni, o'yin orqali, tashkil etish, musiqaga raqsga tushish "chigil yozdi o'yin"lari) olib borilganda o'quvchilarning faolligi oshadi va ular berilgan topshiriqlarni nisbatan oson bajaradilar. Mana shu aytib o'tilganlarning o'ziga ham musiqqa darslarini o'z tabiatiga ko'ra yangi – yangi o'ziga xos va zamonaviy interfaol usullardan foydalanishida keng imkoniyatlariga ega ekanligini ko'rsatadi va shu o'rinda musiqqa o'qituvchisining zukkoligi, mahorati, tajribasi va qanday texnologiyalardan, qanday faoliyat mavzularini o'tishda, pedagogik shart –sharoit va o'quvchilarning qiziqishi va imkoniyatlarini hisobga olgan holda tanlashi va qo'llashi hal qiluvchi ahamiyat kasb etadi.

Masalan, **konsert darslarini** o'quvchilarda sahna madaniyatini shakllanishiga, o'zlarini ko'pchilik oldida ko'rsatish, yaxshi imkoniyatlarini namoyish etish, o'zini artistlardek tutish xislatlarini o'sishiga, **viktorina darslari** o'quvchilarda topqirlik, izlanuvchanlik, tez fikrlash, eslab qolish qobiliyat va ko'nikmalarini rivojlanishiga, **bahs – munozara** darslari ham o'quvchilarni mustaqil fikrlash, hozirjavoblik, mavzu va masalalarga ijobiy yondoshish, nutqlarini teranlashib borishiga ijobiy ta'sir etadi.

Quvnoqlar va zukkolar darsida o'quvchilar o'zlarining topqirlik, zukkolik, xushyorlik, maqsad sari intilish kabi sifatlarini namoyish etadilar. **Tahlil darsida** musiqqa savodi, musiqqa

tinglash, qo'shiq kuylash jarayonlarida o'tilgan asarlarni mukammal tahlil qilishga e'tibor qaratiladi, bunda o'quvchilarni nazariy savodxonlik malakalari muhim rol o'ynaydi.

Musiqi madaniyati darslarini tashkiliy tuzilishi va shakllariga ko'ra yana keng qo'llaniladigan quyidagi turlarini ham ko'rsatib o'tish mumkin:

1. Tashkiliy darslar;
2. Aralash darslar;
3. Dominantali (darsdagi biron bir faoliyat turi qo'shiq kuylash, musiqi tinglash, musiqi savodxonligi, musiqiy ijodkorlik boshqalaridan ustunroq bo'ladi) darslar;
4. Umumlashgan darslar;
5. Intervyu darslar;
6. YAKunlovchi darslar.

Ta'limga texnologik yondashuv pedagogik jarayonga faol ta'sir etuvchi va uning samaradorligi, bir butunligi, muvaffaqiyatini belgilab beruvchi vositalardandir. [3, 45-b.].

Hozirgi vaqtda ilg'or pedagogik texnologiyalar asosida o'qitish haqida turli – tuman fikr, qarash, yondashuvlar mavjud. Bu ham tasodifiy emas albatta. Zamonaviy, ilg'or pedagogik texnologiya asosida o'qitishni yo'lga qo'yish, ta'lim jarayonini o'quvchilar uchun tushunarli va qiziqarli sohalarini yaratish uchun tinimsiz izlanish o'qituvchining muhim vazifasi bo'lib qolmoqda.

Umumta'lim maktablari "musiqi madaniyati" darslarida ilg'or pedagogik texnologiyalardan foydalanib darslarni tashkil etish asosida o'quvchilarning musiqiy – nazariy bilimlari, amaliy ijrochilik ko'nikma va malakalarini shakllantirishga qaratilgan tadqiqot izlanishlar, amaliy ishlarning samarali natija berishi yuqorida ta'kidlab o'tilgan xulosaviy fikrlar bilan izohlanadi.

O'qituvchi bunday ta'lim texnologiyalarini qo'llashi natijasida o'quvchilarning ushbu darslarga qiziqishi yanada ortadi, ularning diqqatini jalb qiladi va xotirasini mustahkamlaydi. [4, 12-b.]. Dars jarayonida o'qituvchi tomonidan to'g'ri tanlangan ilg'or pedagogik texnologiyalar o'quvchilarga bilim berishda, ularni ma'naviy tarbiyalashda o'z samarasini ko'rsatadi. Qayd etilgan pedagogik texnologiyalar o'qituvchi tomonidan musiqi madaniyati darslari jarayonida qo'llanilsa maqsadga muvofiq bo'ladi.

Xulosa qilib aytganda, o'qituvchi tomonidan o'zi o'qitayotgan musiqi fanning har bir mavzusi, har bir dars mashg'uloti bo'yicha tuzilgan yuqoridagi kabi pedagogik texnologiyalarni tadbiiq etish, ta'lim metodlaridan samarali foydalanish, unga fan predmetini yaxlit holda tasavvur etib yondoshishga, tushunishiga yaxlit o'quv jarayonining boshlanishi, maqsadidan tortib, erishiladigan natijasiga ko'ra ta'lim samaradorligini oshirishiga yordam beradi.

Ushbu muammolarni ijobiy hal etish umumta'lim maktablarida musiqi madaniyati mashg'ulotlarida ta'lim texnologiyalari bilan o'quvchi - yoshlarni har tomonlama chuqur tanishtirib borish, ularda musiqi san'atiga hurmat, mehr -muhabbat, ularni o'rganishga ishtiyoqini kuchaytirishga va shu orqali ularni tarbiyalash ishlarini samarali kechishiga imkoniyat yaratadi.

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THE ROLE OF FAMILY AND EDUCATIONAL INSTITUTIONS IN INCREASING THE CIVIL LITERACY OF STUDENTS

Annotation. *The article talks about the issues of increasing students' civil literacy, citizen, civil society and civil literacy, as well as the acquisition of the skills necessary for the implementation of students' civil conduct, the subject of civil behavior and activities.*

Base phrases: *democratic legal state, civil society, civil literacy, state symbols, social activity, legal culture, educational upbringing.*

It is known that a person is born in a family and here he is perfected. Legal education, such as social education and upbringing, also begins for the first time from the family. The upbringing given by parents or other adult family members in the family is the basis for the formation of the consciousness of the individual. At the same time, the family environment has a different, that is, positive or negative impact on the socialization of the individual. The initial stage of legal education is formed in the family. Since the family is the main unit of society, the child is formed as a person and in the future is considered the main foundation in the development of the child as a person, having found its place in society and becoming a spiritually harmonious person.

The knowledge given in educational institutions is important in the growth of the legal culture of the students of our country. As the number of learners of legal knowledge increases year by year, the level of legal culture of the population in our country is also increasing. Secondly, legal literacy is the direct participation of students in the legal and political life of society.

Each schoolboy expresses his own views on legal relations, conversations on legal topics, meetings, events. Such communication and relationship affect the consciousness of the individual, creating favorable conditions for the formation of a legal culture. For this, it is necessary to pay attention to their future specialty in providing legal education to students. In addition to giving them general legal knowledge, it is necessary to give them legal knowledge, which at the opportunity level is subordinated to their specialty.

For example, if you will be a professional College of finance or an institute Ti, you should pay more attention to the areas of financial law and economic law. In today's education system, legal education is conducted at the following stages.

It is necessary to give legal education to our sons and daughters from the earliest age.

It is a sign of legal culture that students fully understand their right, obey the law and respect it, fully fulfill their legal duty and obligations, do not violate the limits of the law and are uncompromising against the offenders.

In our opinion, for the formation of legal culture in our readers, special attention should be paid to the following: - understanding the rule of Law, regular study of a number of laws, decrees and decisions adopted in our country; - getting acquainted with the Constitution and

existing laws; – regular reading of legal newspapers and magazines; – participation in events held in the neighborhoods; – monitoring of legal broadcasts and broadcasts on television and radio serves as an important tool for increasing legal culture.

Each of the components of the student's civil literacy will perform specific functions and they will be most flexible on account of the connection between its components. Based on the functions, the precise component content is enriched with another component content.

Lack of legal culture leads to an offense, which has its own proof in life practices. Factors that lead to delinquency:

1. Improper upbringing of children and the negative impact on them of parents and other older persons;
2. An adult's indifference to the children's ill-intentioned deeds of society;
3. Shortcomings in educational processes in school;
4. The inability of students to master the sciences and lack of involvement in science circles;
5. Uncontrolled and neglected stay of children;
6. The fact that cooperation between the Family, Educational Institutions, Health, neighborhood system is not well established.

For the formation of legal culturalism, literacy should be increased. Legal literacy is a proper understanding of the right. In order to increase legal literacy in students, it is necessary to establish the following works. First, students will be able to increase their level of knowledge with their participation in various fields of Education. They are also aware of the sciences that provide legal knowledge along with knowledge in various fields of science.

In conclusion, it is important to regularly enrich the legal culture, to carry out consistent legal work. We aim to further improve our country from the legal point of view and take its place in the ranks of developed countries, for this purpose, each of us should take an active part in the implementation of measures aimed at the regular enrichment of legal culture. The future of our country is in the hands of youth. We believe that young people will make their contribution to the formation of the constitutional legal framework of our all-round developing legal democratic state.

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RIVOJLANISHDA NUQSONI BOR BO'LGAN BOLALAR KORREKSION ISHLARNI OLIB
BORISH

Annotatsiya. Maqolada rivojlanishda nuqsoni bor bo'lgan bolalar korreksion ishlarni olib borish haqida ma'lumotlar keltirilgan.

Kalit so'zlar: korreksiya, jismoniy rivojlanish, kompensatsiya, rivojlanishda nuqsoni bor, jismoniy adaptatsiya, anomal o'quvchilar, psixofiziologik rivojlanish.

Korreksiya (*yunoncha - tuzatish*) bolaning psixik va jismoniy rivojlanishdagi nuqsonlarni tuzatish, yo'qotish va pasaytirishni nazarda tutadi. Korreksion-tarbiyaviy ishlar kategoriya sifatida shaxsning anomal rivojlanishi xususiyatlariga ko'ra umumiy pedagogik ta'sir ko'rsatish chora-tadbirlari tizimidan iborat. Korreksion-tarbiyaviy masalalarida sinf va sinfdan tashqari ishlarning barcha tur va shakllaridan foydalaniladi.

Korreksion-tarbiyaviy ishlar anomal bolalarni o'qitish jarayonida amalga oshiriladi va mehnat tarbiyasini samarali tashkil etish uchun katta imkoniyatlar yaratadi. Mehnat ta'limi jarayonida faqat kasbiy malakalari emas, balki o'z ishlarini rejalashtirish ko'nikmalari, og'zaki ko'satmalarga amal qilish malakasi, ishning sifatini tanqidiy baholash va boshqa malakalari tarbiyalanadi. Kamchiliklarini tuzatish yordamida anomal bolalarning normal rivojlangan bolalar bilan aloqalari uchun sharoitlar yaratish muhimdir. Bir qator hollarda anomal bolalar uchun davolash-korreksion tadbirlar (davolash jismoniy mashqlari, masala artikulyar va nafas olish gimnastikasi, dori-darmonlar qabul qilish va boshqalar)ni tashkil etish zarur bo'ladi.

Kompensatsiya (*yunoncha "compensatio" – o'rnini to'ldirish, tenglashtirish*) organizmni buzilgan yoki rivojlanmagan funksiyasini o'rnini to'ldirish yoki qayta qurishdir. Kompensatsiya jarayoni oliy nerv faoliyatining zahira imkoniyatlariga tayanadi.

Ijtimoiy rehabilitatsiya (*yunoncha "rehabilitas"-layoqati, qobiliyatini tiklash*) tibbiy pedagogik mazmunida anomal bolaning psixofiziologik imkoniyatlari darajasida ijtimoiy muhitda ishtirok etishi uchun sharoit yaratish, uni ijtimoiy hayoti va mehnatiga jalb etishni anglatadi. Bu korreksion pedagogika nazaryasi va amaliyotida asosiy vazifa hisoblanadi.

Rehabilitatsiya nuqsonlarini yo'qotish va yumshatishga yo'naltirilgan maxsus tibbiy vositalar hamda maxsus ta'lim, tarbiya va kasbiy tayyorlash yordamida amalga oshiriladi. Rehabilitatsiya jarayonida kasallik oqibatida buzilgan funksiyalarning o'rnini to'ldiriladi. Rehabilitatsiya vazifalari anomal bolalarning turli kategoriyalari uchun maxsus o'quv muassasalari tizimida hal etilib, unda o'quv jarayonini tashkil etish xususiyatlari bolalarning anomal rivojlanishi xususiyatlariga qarab belgilanadi.

Ijtimoiy adaptatsiya (*yunoncha "adapto" - moslashish*) – anomal bolalarning individual va guruhli xulqlarini jamoatchilik qoidalari va qadriyatlari tizimiga mos kelishini ta'minlash. Anomal bolalar uchun ijtimoiy munosabatlarni tashkil etish qiyin, sodir bo'layotgan o'zgarishlarga mos ravishda javob qaytarish qobiliyati past, shu bois murakkab talablarni

bajarishga ularning layoqati yetmaydi. Ijtimoiy adaptatsiya bolalarga ijtimoiy foydali mehnatda faol ishtirok etishi uchun imkoniyat yaratadi.

Oilaviy tarbiya reabilitatsiyani samarali tashkil etish omili. Oila va maktabning hamkorlikdagi harakatlari anomal bolani ijtimoiy faoliyatga jalb etish, uning mehnat qobiliyatlarini aniqlash va imkoniyat darajasida kasb ko'nikmalarni shakllantirishni ta'minlaydi.

Anomal bolalar bilan olib boriladigan korreksion ishlarining asosiy yo'nalishlari.

Psixofiziologik rivojlanishi va xulqida nuqsonlar bo'lgan bolalarni o'qitish, tarbiyalash va rivojlantirish – murakkab ijtimoiy-pedagogik muammo hisoblanadi. Rivojlanishida nuqsoni bo'lgan bolalar bilan korreksion ishlar quyidagi yo'nalishlarda olib boriladi:

1. Bolalarning rivojlanishi va xulqidagi nuqsonlar tabiati va mohiyatini aniqlash, ularning yuzaga kelishi sabablari va sharoitlarini o'rganish.

2. Rivojlanishi va xulqida nuqsonlar bo'lgan bolalar bilan korreksion-pedagogik faoliyatning tashkil etish va rivojlanishi tarixini o'rganish.

3. Bolalarning rivojlanish va xulqidagi nuqsonlarning oldini olishga xizmat qiluvchi ijtimoiy-pedagogik shart-sharoitlar va psixofiziologik rivojlanishi etimologiyasi (sabab-oqibatli asoslari)ni aniqlash.

4. Rivojlanishida kamchilik va xulqida nuqsonlar bo'lgan bolalarga korreksion-pedagogik ta'sir ko'rsatish texnologiyasi, shakl, metod va vositalarini ishlab chiqish.

5. Ommaviy umumiy o'rta ta'lim manbalari sharoitlarida rivojlanishi va xulqida nuqsonlar bo'lgan bolalarning umumiy va maxsus ta'limi mazmunini tahlil qilish.

6. Bolalarni reabilitatsiya va himoya qilish markazlari, maxsus muassasalarining maqsadi, vazifa va asosiy yo'nalishlarini aniqlash.

7. Anomal bolalar bilan korreksion-pedagogik faoliyatni tashkil etuvchi o'quvchilarni tayyorlashda zarur o'quv-metodik bazasi yaratish.

Korreksion-tarbiyaviy ishlar anomal bolalarning rivojlanishidagi kamchiliklarni yo'qotishyoki kamaytirishga qaratilgan maxsus pedagogik chora-tadbirlar tizimidir. Korreksion-tarbiyaviy ishlar faqat alohida nuqsonlarni tuztishga yo'naltirilgan bo'lmay, balki umumiy rivojlantirishga qaratilgan.

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KELISHIK QO'SHIMCHALARINING USLUBIYATINI FANLARARO BOG'LAB O'RGANISH

Annotatsiya. *Ushbu maqolada ona tili darslarini tabiat, geografiya, tarix, etnografiya, matematika, chizmachilik, adabiyot kabi boshqa fanlar bilan bog'lab o'tishning o'quvchilar tafakkurini, dunyoqarashini rivojlantirishdagi ahamiyati haqida fikr yuritilgan.*

Kalit so'zlar: *kelishiklar, O'zbek tiliga Davlat maqomi berilishining tarixi, o'zbek tilining taraqqiyot bosqichlari, Al-Xorazmiy, Beruniy, Ibn Sino, Forobiy, Bobur kabi buyuk siymolarimizning umrboqiy meroslari.*

O'zbek tiliga Davlat tili maqomining berilishi faqat o'zbeklar uchungina emas, balki Respublikamizda yashayotgan barcha elat vakillari uchun ham katta ahamiyatga ega. Agar Davlat tili haqidagi Qonun bandlarini o'zga millat va elat vakillari ongiga singdira olmasak, o'zbek tilining millatlaro muomala til mavqeyiga ko'tarilishi qiyin. Mustaqillik sharofati bilan biz jahon hamjamiyatiga a'zo bo'ldik. Jahonda millatlararo muomala vositasi ingliz tilidir. Mamlakatimizga turli maqsadlar bilan kirib kelayotgan xorijiy davlat fuqarolari tobora ko'paymoqda. Bu esa suni ko'rsatadiki, ingliz tili muomala jarayonida asosiy mavqe qozonib, millatlararo muomala vositasiga aylanishi ehtimolidan holi emas. Biz, yoshlar, ingliz, fransuz va yana juda ko'p chet tillarini bilishimiz kerak. Biroq inson ona tilida tafakkur qiladi, ona tilida yig'laydi. Shunday ekan, odam o'z ona tilini sevishi, qadriga yetishi kerak. Sevimli adibimiz O'. Hoshimov ona tiliga bo'lgan mehr –muhabbatini shunday deb ta'riflagan edi: "O'z onasini sevmagan odam qo'shni kampirni yaxshi ko'raman desa, ishonmayman. O'z ona tilini, madaniyatini hurmat qilaman desa ishonmayman. Onaday aziz bo'lgani uchun tilimizni ona tilim deymiz".

**Garchi zug'um qilganlarni yoqtirmadim,
She'r yozdim – u, bo'lak ishni qotirmadim,
Tilim turib o'z tilimda gapirmadim,
Bir eslasam, eziladi bag'ri – dilim,
Ona tilim, kechir meni, ona tilim.**

O'zbek tili Davlat tili maqomida mustahkam turishi uchun ham jahon xalqlari ichida mustahkam o'zin egallashi lozim. Buning uchun, avvalo, davlat tili siyosatini "kelajagi buyuk davlat" nuqtayi nazarini anglab yetishimiz zarur. O'zbek tili Davlat tili maqomida ustuvor turishi uchun uni jahon xalqlariga tanitish lozim, jahon xalqlari ham uni tan olishi muhimdir. Hozirgacha xorijdan kelgan mutaxassislar O'zbekistonni, asosan, rus tili orqali kashf etmoqda. Xorijdan kelgan mehmonlar O'zbekistonni o'zbek tili orqali tanishi, o'zbek tilini o'rganib ketishi yoki kelib o'rganishi bizning davlat siyosatimizga bog'liq. Jahon mamlakatlarida ona tilimizni xorijiy til sifatida o'qitilishiga endilikda davlat miqyosida alohida e'tibor bermog'imiz lozim. Bu ulkan yo'nalishning tizimi, dasturlari, qo'llanmalari, tegishli lug'atlari ishlab chiqilishi hozirgi dolzarb vositalardir. Ona tilimizning jahon mamlakatlarida o'qitilishi jahonning mamlakatimizga

e'tiborini kuchaytiradi va ayni paytda Vatanimizning jahon hamjamiyatidagi mavqeyini oshiradi. Inshoolloh, shunday bo'lajak.

Ona tilimizning bebaho boyliklarini boshqa fanlar bilan bog'lab o'rgatishga bag'ishlangan darsimni havola qilaman.

Ustozlarni eshikning ikki tomonida turib qo'llariga gullar berib kutib olamiz (4 xil turdagi gullar). Mehmonlar istagan joylariga o'tirib olishadi.

1-b: Assalom, turkiy zabon,

Dilga chin ruh beribsiz.

Assalom, aziz mehmon,

Vohaga xush kelibsiz.

2-b: Qutlug' bo'lsin anjuman,

Til bilib el bilibsiz.

Xorazmday gul chaman,

Vohaga xush kelibsiz.

1-b: Aziz ustozlar, munis muallimlar!

Anjuman sabab siz bilan go'zal Xorazm vohasida diydorlashuv muborak!

2-b: Qadim va navqiron allomalar yurti bo'lgan, Kohna Xiva qal'asini o'z bag'riga jo qilgan Xorazm san'atkorlar yurtiga ilk bora nasib etgan tashrifingiz muborak!

1-b: Gul jannatdin hadya bir ne'mat erur,

Guldin kishilar yuziga yog'ilur nur.

Ammo bilmam gulfurush gulini sotib,

Puliga yaxshiroq ne ola bilur?

(K. Mirvaziy)

2-b: Fasli navbahor o'ldi, ketibon zimistonlar,

Do'stlar, g'animatdur, sayr eting gulistonlar.

1-b: Tabiat xasis emas, u tikandan gul, zahardan bol yarataveradi. Gullar – go'zallik malikasi. Gul ko'zlarga quvonch, dillarga orom bag'ishlaydi. Bilasizmi, gullar nima tanlamaydi?

2-b: Gullar yurt, elat, millat, til tanlamaydi. Lekin ular nima tanlaydi?

1-b: Gullar joy tanlaydi. Gul sevgi, ishq, muhabbat ramzidir. Shuning uchun ham qadim-qadimdan oshiq o'z ma'shuqasiga bo'lgan muhabbatini gul bilan izhor etgan. Gullar poklik, tinchlik, totuvlik, do'stlik, diydorlashuv ramzidir. Shuning uchun biz bugungi tanishuv, diydorlashuv ramzi sifatida gulni tanladik.

2-b: Qalbi quyosh, mehribon ustozlar! Tanishuv ko'ngillarni yana-da yaqinroq bog'laydi. Keling, bir-birimiz bilan yaqindan tanishib olsak.

1-b: Bir turdagi gul egalari bir guruh bo'lib bir stol atrofidan joy oladilar.

2-b: O'z qo'lingizdagi gulni guldonga solishdan oldin o'zingizning ism va sharifingiz, manzilgohingiz bilan tanishtirsangiz. Qo'lingizdagi gul haqida qanaqa she'r, qo'shiq yoki gullarning tabobatdagi xosiyati, o'rni haqida bilgan bilimlaringizni namoyish qilsangiz, biz bilan o'rtoqlashsangiz, marhamat.

1-b: 1-stolga Chinnigul egalari o'tiradilar. 2-stolga Lola gul egalari o'tiradilar.

2-b: 3-stolga Kala gul egalari, 4-stolga Atirgul egalari o'tiradilar (Gul haqida ma'lumot beradilar).

1-b: Har millatning o`z sevgan guli bo`lar ekan. O`zbeklar atirgulni, arablar nilufar gulini, yaponlar xrizantemani yaxshi ko`rishar ekan.

2-b: Gullarning hayotimizdagi o`rni juda katta. Gullardan sovun, atir, dori, efir yog`i olinadi.

1-b: Tabobatda roza guli dizenteriya, ya`ni ich ketishiga davo ekan.

2-b: Mana, ustozlar, ona tili fanidan biz botanika, biologiya, tabobat olami bilan ham bog`lanib bilimimizni yana-da chuqurlashtirdik.

1-b: Aytilmagan bir qo`shiqsan,
Jayxundirsan, Sayxundirsan.
Sen-da Sug`dsan, sen-da Shoshsan,
Ko`hna Turon-Ona tilim.

2-b: Jaloliddin Manguberdi,
“Yurtim” dedi, “tilim” dedi.
Chingizxon ham ming havasda:
“Shunday bo`lsa o`g`lim”, dedi!
Sug`d yozuvi, o`z yozuvim,
Turkiy tilim, o`zbek tilim.

1-b: Tarixga “Kompyuter asri” nomi bilan kirgan ushbu asr nafaqat bizning O`zbekistonda, balki butun jahonda o`chmas iz qoldiradi.

2-b: Keling, texnika faniga murojaat qilib, Ona tilimizning o`tmishiga bir nazar tashlasak... O`zbek tilining mavqeyini ko`tarish ajdodlarimizdan bizga merosdir:

- 1277- yil elxoniyalar davrida;

- XV asrda Navoiy taklifi bilan Husayn Boyqaro davrida;

- 1989- yil 21 -oktabrda Prezidentimiz Islom Karimov tomonidan o`zbek tiliga Davlat maqomi berildi.

1-b: O`zbek tili quyidagi taraqqiyot bosqichlarini o`z boshidan kechirdi:

1. Qadimgi turkiy til: miloddan oldingi yillardan X asrgacha.

2. Eski turkiy adabiy tili: XI – XIV asrlar.

3. Eski o`zbek adabiy tili: XV- XIX asrlar.

4. Hozirgi o`zbek adabiy tili: XX asrdan boshlab hozirgacha bo`lgan davrni o`z ichiga oladi.

Til-millat belsidir. O`zbek tili borligi uchun millatimiz o`zbek millati, Vatanimiz O`zbekiston deya ataladi:

Tug`ilgan joy-menga Vatan, Ona tilim jonimdir,

Til va Yurtdan ayrilsam gar, shu kun o`lgan onimdir.

1-b: Bugun bizning yig`ilishimizdan maqsad “Ona tili darslarini fanlararo bog`lab o`rganish” mavzusini muhokama qilish ekan, siz bu muammoni qay usullar orqali yechmoqdasiz?

2-b: Biz har bir guruhga marker, plakatlar beramiz. Shu muammo va qo`shimcha beriladigan muammoga har bir guruh ma`lum vaqt ichida bahslashib, javob topib yozma javoblarini himoya qilishlari kerak.

Izoh: Har bir guruhga asosiy va qo'shimcha muammo yozilgan tarqatmalar beriladi. Tayyorlanish uchun 10 daqiqa vaqt beriladi.

1-guruh: 1. Ona tili darslarini fanlararo bog'lab o'rganish, sizningcha, qay usullarda olib borilgani ma'qul? 2. O'quvchilarning so'z boyligini oshirish imkoniyatiga qanday usullar orqali erishmoqdasiz?

2-guruh: 1. Ona tili darslarini fanlararo bog'lab o'rganish, sizningcha, qay usullarda o'quvchilarga yetkazilgani ma'qul?

2. O'quvchilarning tafakkurini, shaxsiy fikrlash qobiliyatini o'stirishda qanday usullarni qo'llash maqsadga muvofiqdir?

3-guruh: 1. Ona tili darslarini fanlararo bog'lab o'rganish, sizningcha, qay usullarda olib borilgani ma'qul?

2. O'quvchilarning ifodali o'qish mahoratini qaysi usullardan foydalangan holda oshirmoqdasiz?

4-guruh: 1. Ona tili darslarini fanlararo bog'lab o'rganish, sizningcha, qay usullarda olib borilgani ma'qul?

2. O'quvchilar ongiga milliy qadriyat, ajdodlarimizga bo'lgan hurmatni singdirish muammosini qaysi usullardan foydalanib yechish va maqsadga erishish mumkin?

Izoh: Guruhlar o'z muammolarini ma'lum vaqt ichida yechadilar, doskaga o'z plakatlarini ilib qo'yib, o'z fikrlarini o'rtoqlashadilar. Ma'lum xulosaga keladilar.

1-b: Biz siz bilan "Kelishik qo'shimchalari uslubiyati" mavzusini fanlararo bog'lab o'rganamiz.

REJA:

1-b: Kelishik qo'shimchalari bilan tanishish. (Bu topshiriq fikrni davom ettirish usuli orqali olib boriladi)

2. Kichik guruhlar bilan ishlash: videofilm asosida kinossenariy yaratish.

Juda qadim zamonda, O'zbekiston tomonida,

6 ta zo'r pahlavon yashar ekan yonma-yon.

Ot va otni bog'lashda, ot va fe'lni bog'lashda,

Ular jon kuydirishar, tinmay zahmat chekishar.

Qarashlilik, yo'nalishni, harakat o'tganlikni,

O'rin-payt, qiyoslashni, butunning bir qismini,

Bildirar, uqtirishar, tinmay xizmat qilishar.

1-topshiriq:

Kelishik qo'shimchalari bilan quyidagi usulda tanishamiz:

1-guruh: Berilgan she'rda qaysi kelishiklar borligi, ularning qo'llanishini aniqlaydilar.

2-guruh: She'rning nasriy mazmunini ilmiylik asosida izohlaydilar.

3-guruh: She'r mazmunini rus, ingliz, nemis, franstuz, turkman tiliga tarjima qilish mashqi beriladi...

4-guruh: Shu she'rdagi tarixiy shaxsni izohlash mashqi topshiriladi.

Izoh: Ona tili darsi chet tillari va tarix fani bilan bog'lanadi.

Ushbu topshiriq quyidagi she'r asosida bajartiriladi:

Temurxon naslidin Sulton Ulug'bek,

Ki olam ko'rmadi, Sulton aningdek.

Bilib bu nav ilmi-osmoniy,
Ki andin yozdi "Ziji Ko`ragoniy".
Qiyomatda dekinchi ahli ayyom,
Yozurlar oning ahkomidin ahkom.

Izoh: Har bir guruhga kelishiklar mavzusida muammoli savollar berib boriladi. 1) Qaysi kelishiklar she'riyatda omonim shaklda uchraydi? 2) Qaysi kelishik boshq kelishiklar bilan sinonim bo'la olmaydi? 3) Qaysi kelishiklar kesim vazifasida kela olmaydi? 4) Tushum kelishigining qisqargan holatlari qanday shakllarda uchraydi? (-n, -i) 5) Qaysi kelishiklar ko'makchilar bilan sinonim bo'la oladi?

1-b: 2-topshiriq:

"Videofilm asosida kinossenariy yaratish" topshirig'ini bajaramiz. Kinossenariy yaratishdan oldin "Al -Xorazmiy" videofilmidan parcha tomosha qilasisiz.

Yo`qdan Beruniylar binolar qilgan,
Mashrabni mashhuri dunyolar qilgan,
Husaynni –Ibn Sinolar qilgan,
Abdullohning tilin burrolar qilgan,
Ilon o`ynatgandyek, so`z o`ynatgan kim?
Oddiy muallim-da, oddiy muallim.

2-b: Tuproqdek xokisor bezovta jonlar,

Ammo qanoatda tog`dek ulugvor,
Hatto Temurdayin Sohibqironlar
Pirim deb etagin o`pgan zotlar bor.
Qaysar Jahongirga yo`l ko`rsatgan kim?
Oddiy muallim-da, oddiy muallim.

1-b: Al-Xorazmiydek buyuk siymolar hayoti haqida videofilmning kinossenariysini yaratish topshirig'ini bajaramiz. Har bir guruh kinossenariy yaratish uchun quyidagi 4 ta topshiriqni bajarishi kerak:

1-topshiriq: Har guruh o`z chekiga tushgan alloma hayotidan ilmiy, mo`jizaviy esse yaratadi.

Izoh Guruhlar mavzulari:

1-guruh: Beruniy hayotidan geografiyaga oid esse yaratish.

2-guruh: Ibn Sino hayotidan tibbiyotga oid esse yaratish.

3-guruh: Bobur hayotidan tarixga oid esse yaratish

4-guruh: Forobiy hayotidan huquqqa oid esse yaratish.

Geografiya, tibbiyot, tarix, adabiyot, astronomiya fanlari mavzusida tuzilgan matnlar ona tili fani mavzusiga bog`lab sharhlanadi. Matnlardan kelishik qo`shimchalari toptirilib,uslubiyati sharhlanadi.

2-topshiriq: Shu allomalar qadamjoylari Yer yuzi xaritasidan oyoq bilan yurib borib toptiriladi. Buning uchun qo`lda yasalgan yer yuzi xaritasi 5 metrli ochiq maydonga joylashtiriladi. Har bir allomaning qadamjoylari 4 xil rangdagi iplar bilan belgilangan holatda toptiriladi va ularning ona tili taraqqiyotiga qo`shgan hissalarini, ona tilining sofligini saqlab qolishdagi sa'y-harakatlari eslatiladi. Har bir topshiriqda kelishik qo`shimchalarning uslubiy xususiyatlari so`rab boriladi.

Izoh:

I. Beruniy qadamjoylari:

1. Urganch 2. Eron: Ray, Bog'dod. 3. Hindiston: Peshovar, Jaylam, Lohur, Mo'lton. 4. Afg'oniston: Balx, Jurjon, Gurgon, G'azna.

II. Ibn Sino qadamjoylari:

1. Buxoro: Afshona qishlog'i. 2. Afg'oniston: Obivard, Qazvin. 3. Eron: Ray, Gurgon, Isfahon, Hamadon

III. Bobur qadamjoylari:

1. Andijon. 2. O'sh. 3. Axsikent. 4. Marg'ilon. 5. Toshkent. 6. Ohangaron. 7. O'ratepa. 8. Samarqand. 9. Qarshi. 10. Afg'oniston: Qobul, Qandahor. 11. Hindiston: Dehli, Agra.

IV. Forobiy qadamjoylari: 1. Sirdaryo: Forod qishlog'i. 2. Toshkent. 3. Samarqand. 4. Buxoro. 5. Bog'dod. 6. Damashq. 7. Xalad. 8. Misr.

Izoh: Bobur ta'sirida Hindistonga sabzi, xurmo so'zlari o'tganligi, kursi so'zining hind va o'zbek tillarida bir xil ishlatilishi eslatiladi.

3-topshiriq: allomalar yaratgan badiiy asarlar xronologik jadvalini tuzish va tuzgan gaplardan kelishik qo'shimchalarini topish topshiriladi.

4-topshiriq: Allomalar haqida she'r aytib, she'rdan kelishiklar uslubiyati toptiriladi.

Izoh: Guruhlarga ish davomida "Kelishiklarning uslubiyati" mavzusida savollar berib boriladi:

1-savol: "Qaratqich kelishigi qaysi kelishik bilan sinonim bo'la olmaydi?"

2-savol: "Tushum kelishigi qanday holatlarda belgili qo'llanadi?"

3-savol: "Qaratqich kelishigi qanday holatlarga belgisiz qo'llanadi?"

4-savol: "Qaysi kelishik qiyos ma'nosini beradi?"

XULOSA: Guruhlarga o'z gullarining shaklida qirqilgan rangli qog'ozlar beriladi. Ular shu qog'ozlarga o'z taassurotlarini, ezgu tilaklarini va manzilgohlarini yozadilar, shu gulning konturi chizilgan plakatga yopishtiriladi. Bu esa do'stona xayrlashuv belgisi hisoblanadi.

Tan olish kerakki, bugungi tezkor asrda millatning dunyoga tanilishi, nufuzi ortishi bevosita uning sport, san'at va tabiiyki, ona tiliga bo'lgan munosabati bilan ham belgilanmoqda. Modomiki, biz O'zbekistonimizni olamga tarannum etmoqchi, uning qadimiy tarixi va yorug' kelajagini ulug'lamoqchi bo'lsak, Qonun bilan shahodatlanib berilgan tilimizning – "Qoshg'ariydan qolgan til sadolari"ning bemsil imkoniyatlari, go'zalliklari, betakror ma'no tovlanishlari mohiyatini teran idrok etishimiz, qadriga yetishimiz lozim.

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MAKTABGACHA TA'LIM TASHKILOTIDA DIDAKTIK O'YINLARNING BOLA PSIXIKASIGA TA'SIRI

Annotatsiya. *Ushbu maqolada maktabgacha ta'lim tashkilotida bolaning faoliyatida o'yin asosiy o'rinni egallashi, u bola hayotining uzviy qismi ekanligi, maktabgacha ta'lim tashkilotida bolalarning aqliy va jismoniy faoliyatini tashkil qilishda didaktik o'yinlarning ahamiyati, bola psixikasini o'rganish, maktabgacha ta'lim tashkilotlarida didaktik o'yinlar bolalarning xususiyatiga ko'ra tashkil etilishi, didaktik o'yinlarning qo'llanilish tasnifi hamda maktabgacha ta'lim tashkilotlarida didaktik o'yinlarni tashkillash jarayonida musiqaning ham o'rnini va uning bola psixikasiga ta'siri haqida so'z boradi.*

Kalit so'zlar: *maktabgacha ta'lim tashkiloti, bola psixikasi, didaktik o'yinlar, musiqa, "Ishoralor" o'yini.*

Maktabgacha ta'lim tashkilotida bolaning faoliyatida o'yin asosiy o'rinni egallaydi. O'yin ularning eng sevimli mashg'uloti bo'lib, ular har qanday mashg'ulotni o'yin bilan uyg'unlashtirishga harakat qiladilar. Shunday ekan, o'qituvchi o'quvchi faoliyatidan ularning sevimli mashg'uloti - o'yinni siqib chiqarmasdan, undan maqsadga muvofiq foydalanish bilan ta'lim jarayonining samaradorligini oshirishga imkon beradi.

O'yin - bola hayotining uzviy qismidir. O'yin orqali bola atrof - muhit, tabiat hodisalari, manzaralari, buyumlar, o'simliklar, hayvonlar dunyosi bilan tanishadi.

Maktabgacha ta'lim tashkilotida bolalarning aqliy va jismoniy faoliyatini tashkil qilishda didaktik o'yinlar alohida ahamiyatga ega.

Maktabgacha ta'lim tashkilotida didaktik o'yinlarning bola psixikasiga ta'sirini tahlil qilishdan avval, bola psixikasi avval qanday o'rganilishiga e'tiborni qaratsak.

Bola psixikasini o'rganishda tadqiqotchi bir qator prinsiplar – qoidalarga tayanishi, ularga rioya etishi lozim bo'ladi. Bu prinsiplar quyidagilardan iborat:

1. Obyektivlik prinsipi - tadqiqotchidan ma'lumotlar bilan ularning talqinini aralashtirib yubormaslikni talab qiladi.

2. Sababiylik prinsipi - bola shaxsi va ongida yangi sifatning hosil bo'lishini ta'minlovchi barcha shart-sharoit va omillarni imkon qadar o'rganishni talab qiladi.

Misol uchun maktabga tayyorgarlik ko'rayotgan bolalarning matematika darslarida didaktik o'yinlardan foydalanish bolalar zehni o'stirish, tez hisoblash ko'nikmalarini oshirishda muhim ahamiyatga ega.

Didaktik o'yinlar jarayonida bolalar o'yin qoidalariga qat'iy rioya qilishga o'rganadilar, inoqlik his - tuyg'ulari, dunyoqarashlari shakllanib boradi.

Maktabgacha ta'lim tashkilotlarida didaktik o'yinlar bolalarning xususiyatiga ko'ra tashkil etilishi kerak. Bu esa ularga bilim berishni yengillashtirishga, ko'rgazmalilikni ta'minlashga qaratilgan bo'lib, bolalarni toliqtirmaslik, zeriktirmaslik imkonini yaratadi.

Maktabgacha ta'lim tashkilotlarida qo'llaniladigan didaktik o'yinlar 2 xil tasnifga egadir. Mazmuniga ko'ra:

1. Tinch o'yinlar.
2. Harakatli o'yinlar.
3. Aralash turdagi.

Amalga oshirish shakliga ko'ra:

1. Musobaqa o'yinlar
2. Sahnali o'yinlar

Didaktik o'yinlarni xilma-xil tarzlarda tashkil qilish mumkin. Qo'g'irchoqlar, o'yinchoqlar, rasmlar va tarqatmalar, turli geometrik shakllardan ham foydalanish mumkin. Didaktik o'yinlar maqsadiga ko'ra 4 omilni o'z ichiga oladi:

1. O'yinning vazifasi.
2. O'yinning harakati.
3. O'yinning qoidasi.
4. O'yinning yakuni.

Har bir didaktik o'yinni boshlashdan oldin bolalarga o'yinning qoidasi, mazmuni, yakuni nimadan iborat ekanini tarbiyachi tomonidan tushuntiriladi. Bolalar uni tushunib, anglab, shu asosda harakat qiladilar.

Masalan, "Ishoralar" o'yini.

O'yinning maqsadi. Bir amalli masalalarni og'zaki yechish ko'nikmalarini rivojlantirish.

O'yin jihozi: "-", "+", "=" belgilari.

O'yinning borishi. Tarbiyachi masalani o'qiydi, bolalar esa masalani qaysi amal bilan yechish kerak bo'lsa o'sha "ishora"ni ko'rsatadilar.

Bundan tashqari, maktabgacha ta'lim tashkilotlarida didaktik o'yinlarni tashkillash jarayonida musiqaning ham o'rnini kattadir va u bola psixikasiga ijobiy ta'sir o'tkazadi, uning fikrlarini bir me'yorga soladi, estetikasini va hissiyotlarini rivojlantiradi, uni sokin tuyg'ular olamiga olib ketadi.

Demak, musiqa san'ati va ta'lim-tarbiyasi boladagi insoniy fazilatlarini rivojlantirib, ruhiy poklanish va yuksalishga da'vat etadigan, uning ichki olamini boyitadigan, iymon-e'tiqodini, irodasini mustahkamlaydigan, ijodini uyg'otadigan qudratli botiniy kuch – ma'naviyatning yuksalishini ta'minlaydi. Musiqa yordamida uning badiiy idroki o'sib, hissiyotini yanada boyitib boradi. Bolalarda musiqaviy idrokni o'stirmay, ularning musiqaga mehr-muhabbatini yetarli darajada qiziqitirmay turib, har tomonlama jismoniy boy, ma'naviy va qat'iy ahloqiy sifatlarni tarbiyalab bo'lmaydi.

Yuqoridagilardan kelib chiqqan holda shuni aytish mumkinki, maktabgacha ta'lim tashkilotida didaktik o'yinlar, ularning samarali tashkil etilishi albatta, bolalar psixologiyasiga katta ijobiy ta'sir ko'rsatadi. Eng asosiysi, ularni mustaqil fikrlashga undaydi, dunyoqarashlarini rivojlantiradi.

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МЕТОДОЛОГИЯ ИСПОЛЬЗОВАНИЯ ОБУЧЕНИЯ ПО ПРОГРАММИРОВАНИЮ В ПРАКТИЧЕСКИХ УРОКАХ ТЕХНОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ

Аннотация. В работе разработана методика использования программных средств обучения, направленных на виртуализацию образовательного процесса высшего образования. Студентам предлагается использовать графические программы, такие как NanoCAD, Discreet 3DS Max, Animation Master, направленные на развитие навыков шитья и дизайна.

Ключевые слова: программные средства обучения, программы компьютерной графики, виртуальная практика, творческий подход, инновационная деятельность, дизайн, моделирование.

ВВЕДЕНИЕ. Сегодня цифровизация образования - это организация учебного процесса в виде виртуальных (наглядных) уроков с использованием компьютерных программ, широкое осмысление содержания науки в сознании учащихся, углубление демократических изменений в реализации концепция гражданского общества, творческого мышления, инновационной науки и технологий - Потребность в обучении персонала растет день ото дня. Инновационные приемы и технологии - это педагогический процесс, а также нововведения, изменения творческой деятельности учителя и ученика, реализация которых в основном заключается в использовании программных средств обучения [1].

В реализации вышеперечисленных стратегических задач важную роль играет виртуальная (визуальная) организация образовательных процессов на основе современных технологий по направлению ВУЗ 5112100-Технологическое образование. Целью является изучение текущей ситуации, повышение инновационной активности студентов с использованием компьютерных программ при решении задач материально-технической базы учебных мастерских, учебных пособий.

ОСНОВНАЯ ЧАСТЬ. Учет психологических и физиологических особенностей студентов при разработке программных средств обучения занимает особое место. Способы разработки и внедрения усовершенствованных методов использования программных средств обучения для проверки и развития практических навыков на основе инновационных знаний в реальной практике можно увидеть на примере предмета «Мастерская технологического образования» в общенаучном блоке учебной программы. 5112100-Технологическое образование.

Будут разработаны методические указания к практической работе, которые будут включать: цель работы, необходимые теоретические сведения о работе, требования к результатам, задания. Студенты используют методические рекомендации и компьютерные программы для проведения практических работ по разработке дизайнерских чертежей деталей одежды.

Компьютерное программное обеспечение играет важную роль в современном дизайне, поскольку это одна из самых актуальных задач с точки зрения развития инновационных технологий. Компьютерные программы основаны на самостоятельном направлении и визуальной обработке информации (компьютерная графика, WEB-страницы) [2].

Методика использования программных средств обучения в практических занятиях

План занятия практическое занятие по предмету «Технологический образовательный практикум»

Тема: Подготовка образца женского национального платья.	Развивать умение выполнять практическую работу на основе компьютерных программ.
Отведенное время - 2 часа	Количество студентов - 16
Форма обучения	Практическое занятие
План практических занятий:	
<ol style="list-style-type: none"> 1. Отрежьте образцы в соответствии с направлением нити, оставив необходимые стежки. 2. Подготовка переда, спинки кокеток, рукавов, воротников, юбок переда и спинки. 3. Сшейте все детали вместе. 	
<p>Цель обучения: Виртуальная организация обучения на основе программного электронного учебного пособия по теме «Технология учебной мастерской (услуги)». Развивайте творческие знания учащихся с помощью программных инструментов. Организация анимационных выставок технологических процессов, формирование у студентов практических навыков, формирование у них навыков самостоятельной и творческой работы посредством реальных выставок.</p>	
<p>Обязанности учителя:</p> <ol style="list-style-type: none"> 1. Дать теоретические сведения по дизайну женского национального платья, способам пошива и пошива деталей. 2. Анимация, виртуальная организация таких процессов, как подготовка передних и задних кокеток, обработка воротников, раскрой и обработка рукавов, обработка юбок, стыковка всех деталей. 3. Анализ результатов виртуальных экспериментов. 	<p>Результаты обучения:</p> <p>Студенты должны знать</p> <ol style="list-style-type: none"> 1. Иметь теоретические и практические знания по теме. 2. Женщины смогут увидеть анимационный реализм компьютерного моделирования на основе компьютерных программ и приобретут навыки самостоятельной практической работы. 3. Самостоятельно выполнять практическую работу с использованием виртуальных процессов, закреплять свои знания с помощью запрограммированных нестандартных тестов, контролировать и анализировать.
Методы и технологии обучения	Метод Creative flight (творческий полет). Коллективное, индивидуальное.
Форма организации обучения	
Дидактические инструменты	
<p>Электронное руководство по программированию, комплект электронного обучения (практические занятия, презентации, видео, анимация, нестандартные запрограммированные тесты, ключевые слова и фразы), дидактические раздаточные материалы, учебники</p>	

Условия организации обучения	Демонстрируемое, программируемое учебно-методическое оборудование, оснащенное техническими средствами.
Контроль и оценка	Самостоятельная работа, вопрос-ответ, тест.

Технологическая карта занятия

Этапы и сроки работы	Содержание деятельности	
	Учитель	Студент
Шаг 1. (Фаза испытания) (20 минут)	1.1. Описывает содержание, план, цель и ожидаемые результаты практического обучения.	1.1. Слушает, записывает, смотрит, выполняет
Шаг 2. (Фаза понимания) (40 минут)	2.1. Проверяет выполненную работу самостоятельно с помощью технологии Three-stage training (Трёх-ступенчатое обучение) 2.2. Практические занятия проводятся с использованием программного обеспечения. 2.3. Анализируются результаты ассимиляции.	2.1. Они последовательно выполняют практическую работу. 2.2. Проверяют свою работу самостоятельно через программу. Анализируйте результаты и делайте выводы.
Шаг 3. (Фаза обдумывания) (20 минут)	3.1. Новая тема усилена с помощью метода Creative flight (творческий полет)	3.1. Обогащает и дополняет ваше воображение. Они выполняют задания самостоятельно и оцениваются.

Курс практических занятий

Цель работы: Развивать у учащихся творческие знания в изготовлении выкройки национальной одежды с использованием программных учебных пособий.

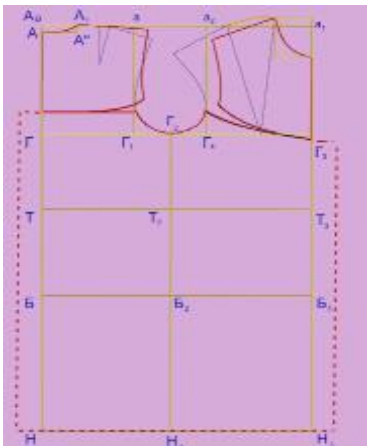
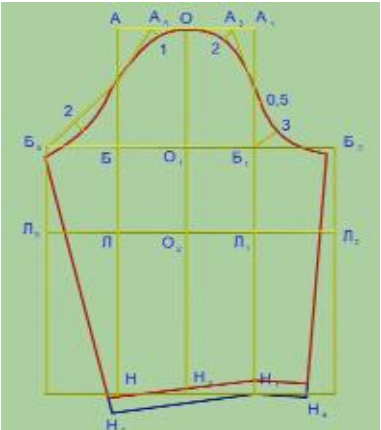
Практические навыки, приобретенные в процессе обучения:

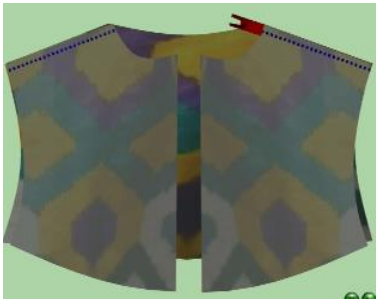

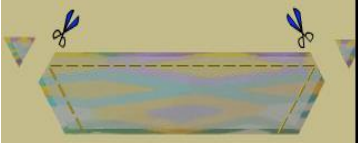
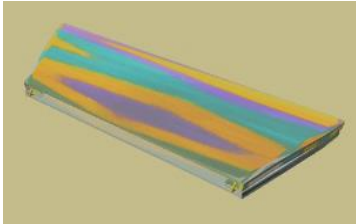
- Самостоятельное рисование эскиза рубашки с помощью программы;
- изготовление передних и задних кокеток;
- умеют сделать воротник;
- прикрепить воротник к кокетке;
- подготовка большей части;
- обработка юбки;
- Собирать все детали по программе.




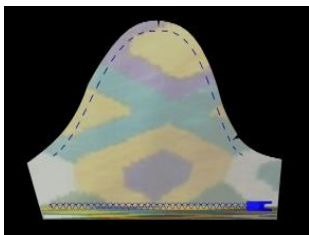
Креативные знания развиваются на основе программирования при выполнении технологических операций:

- градация измерений в зарисовке (снятие разных мерок);
- моделирование деталей рубашек разными методами;
- Вышитая техника шитья.

Технологическая карта дизайна национальной рубашки на основе программных средств обучения

<p>Порядок этапов практической деятельности</p>	<p>Необходимое оборудование, инструменты и приспособления</p>	<p>Образцы из чертежного практикума</p>	<p>Порядок выполнения технологических операций на базе программного обеспечения</p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Технология изготовления шаблона рубашки</p>			
<p>Нарисуйте эскиз кокетки спереди и сзади, спереди и сзади рубашки по стандартным меркам.</p>	<p>Линейка, см, мм бумага, карандаш</p>		<p>Студенты самостоятельно выполняют практическую работу по программе. Рисуют конструктивный чертеж рубашки на стандартной бумаге на бумаге мм.</p>
<p>Большая часть работы - это разработка эскиза и подготовка шаблона.</p>	<p>Линейка, см, мм бумага, карандаш</p>		<p>мм на бумаге нарисуйте рисунок большей части рубашки отдельно по меркам</p>

Технология обработки кокетки			
Пошив и пошив кокетки по готовой выкройке.	Настольный, утюг, ножницы, универсальный станок		Правильный и наоборот материал определяется и гладится. По выкройке вырезают переднюю и заднюю кокетки и соединяют погоны.
Технология обработки воротника			
Пошив и пошив воротника по выкройке.	Настольный, утюг, ножницы, универсальный станок		Основываясь на виртуальном процессе, нижняя обратная часть воротника соединяется с верхней возвратной частью обратным стежком.
Обработка углов хомута	Рабочий стол, ножницы		Пришитый воротник срезается от углов, не доходя до пришитого шва 0,1-0,2 см.
Определение правильной и наоборот обработки швов воротника	Рабочий стол, утюг		Сшитый воротник закатываем вправо, гладим и готовим.

<p>Прикрепляем воротник к кокетке</p>	<p>Рабочий стол, ножницы, универсальный станок, утюг</p>		<p>Процесс крепления готового воротника к кокетке выполняется.</p>
<p>Технология крепления кокетки к сумке</p>			
<p>Обработка сумки и кокетки на рубашке</p>	<p>Рабочий стол, ножницы, универсальный станок, утюг</p>		<p>К сумке рубашки прикрепляется готовая кокетка.</p>
<p>Обработка жестяной детали</p>	<p>Рабочий стол, ножницы, универсальный станок, утюг</p>		<p>Юбка пошита обратной строчкой.</p>
<p>Обработка большей части</p>	<p>Рабочий стол, ножницы, универсальный станок, утюг</p>		<p>По шаблону большая часть детали вырезается и моделируется прямым стежком, основная часть сшивается соединительным стежком.</p>

<p>Коллекция деталей национальных рубашек</p>	<p>Рабочий стол, ножницы, универсальный станок, утюг</p>		<p>Готовые детали соединяются последовательно, излишки пряжи обрезаются, проглаживаются и выкройка рубашки готова.</p>
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Использование графических программ, таких как NanoCAD, Discreet 3DS Max, Animation Master, которые направлены на развитие у студентов инновационного творческого подхода к профессиональной деятельности, такой как дизайн и моделирование, является примером создания инновационной среды обучения.

Хотя перспективы моделирования с использованием программного обеспечения для компьютерной графики удивительны, роль дизайнера в создании новых моделей в дизайне не уменьшается [3, 4]. Компьютер никогда не заменяет дизайнера, он остается в руках создателя только как инструмент (например, ручка или кисть), ускоряя и упрощая некоторые этапы проектирования. Самое главное, он не может создавать новые идеи и принципы, лежащие в основе сущности и смысловой ценности дизайна компьютерной графики [4].

Заключение. Виртуальная организация тренингов на базе программных средств обучения - это система преодоления важнейших методических проблем в системе развития творческих способностей студентов, подготовки их к профессиональной деятельности.

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SECTION: PHILOLOGY AND LINGUISTICS

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DIFFERENT VIEWS TOWARDS UNDERSTANDING OF STANDARD AND NON-STANDARD VARIETIES OF ENGLISH

Abstract. *Nowadays, English has become one of the international languages in which is widely spoken. However, sociolinguists have different views on the difficulty of the current English varieties in terms of standardization. Although, there is little agreement about Standard English's preferences, there exists a common belief among people who work with English. In this article, I will throw light on the definition of the terms Standard English and non-standard English. I will contrast both of them and will state you the difference in their scenarios and settings where each one of this is used. This paper also aims to identify the perspectives and challenges on the classification of English as standard and non-standard varieties in terms of words in use. Also, the article shows how words are treated as colloquial, slang, common, formal or informal. Along with a number of examples, the paper contributes useful deal towards differentiating Standard English and Non-standard varieties.*

Keywords: *Common English, English Varieties, Standard English, Non-standard English, International language, Sociolinguists.*

Introduction

In today's world English is considered to be one of the most widely spoken languages in the globe. It is also clear that immigration around the world has led to English-speaking countries becoming more diverse. This diversity has contributed to the fact that speakers of English have a greater similarities of contacting and interacting with other speakers of English who use different varieties of English than those in ancient time. These different varieties accrue from the fact that spoken language is inherently variable on dimensions of pronunciation, grammar, and vocabulary (Dragojevic, Giles, & Watson, 2013). Besides, spoken language varies for every speaker in terms of the speakers' sounds, patterns, words, intonation, and even sentence structure. The study of "varieties of English around the world", the "New Englishes" or "World Englishes" appeared at the intersection of dialectology, sociolinguistics and historical linguistics in the early 1980s and has been among the most important sub-fields of English linguistics in recent years (Mair, 2016b). English language received a high recognition as the international lingua franca, and used for varieties of purposes, social advancement, procurement of new innovation, and training (Zughoul, Abdul-Fattah 2003). As of 2019, there

were 55 sovereign states and 27 non-sovereign entities where English was an official language (Wikipedia.com). As a result of historical prospective of English speaking countries (England, Wales, Scotland and other British Isles), it is clear that most European countries settled in those places which supported language to be shared globally.

Furthermore, Crystal (2012) gave his opinions about publications of eighties about the future of English language which was not clear. As he construes that the momentum of growth of English amidst the other languages in the globe “has become so great that there is nothing likely to stop its continued spread as a global lingua franca, at least in the foreseeable future” (p.1). Henceforth, there is a strong interest in maintaining certain standards of correctness through features of accent and grammatical forms of English.

Linguistic features such as accent can serve as an important cue to group categorization (e.g. Shuck, 2004) and one impact of this is that attitudes can influence intergroup social relationships. Since language is a social force that conveys more than the intended verbal meaning (Coso & Bogunovic, 2017; Hogg & Giles, 2012), an accent can be an indication which points that language user is not native speaker on a particular language, irrespective of the language fluency and competence (Derwing & Munro, 2009; Kinzler, Dupoux & Spelke, 2007; Lindemann, 2002). Due to the language influence on social relationships, social evaluations of accents are not only based on the use of language but are a reference to the normative and dominant accent in the country where the communication occurs (e.g. Anisfeld, Bogo, & Lambert, 1962). In fact, the presence of a speaker’s accent and the fluency of speech influence the listener’s evaluation (e.g., Ryan, Carranza & Moffie, 1977). Thus, scholars’ interests are growing in communication, sociology, psychology, and linguistics in evaluating these language attitudes, particularly in multicultural settings (e.g. Dragojevic & Giles, 2014).

English as a Global Language

Language may be accepted as a global language when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of ‘special role’ has many facets. Such a role will be most evident in countries where large numbers of the people speak the language as a mother tongue – in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of other territories. Yet, not every language can be used by a mother-tongue majority in more than a number of countries (Spanish leads, in this respect, in some twenty countries, chiefly in Latin America). That means if first language use cannot give language global status.

The historical account traces the movement of English around the world, beginning with the pioneering voyages to the Americas, Asia, and the Antipodes. It was a spread which continued with the 19th colonial developments in Africa and the South Pacific, and which passed significant further step when it was adopted in the mid 20th century as an official or semi-official language by many newly independent states. English is now represented in every continent, and in islands of the three major oceans – Atlantic (St Helena), Indian (Seychelles) and Pacific (in many islands, such as Fiji and Hawaii). It is this spread of representation which makes the application of the label ‘global language’ a reality.

The socio-cultural explanation looks at the way people all over the world, through their life paths, have come seen influence of English on their economic and social well-being. The

language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. The convenience of having a lingua franca available to serve global human relations and needs has been appreciated by millions. So many domains, as we shall see, have come to be totally dependent on it – the computer software industry being a prime example. A language's future seems assured when so many organizations come to have a vested interest in it.

The present-day world status of English is primarily the result of two factors: the expansion of British colonial power, which happened towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century. In fact, the USA has nearly 70 per cent of all English mother-tongue speakers in the world (excluding creole varieties). Such power, with its political/economic underpinnings, currently gives America a controlling interest in the way the language is likely to develop. How then may we summarize this complex situation? The US linguist Braj Kachru has suggested that we think of the spread of English around the world as three concentric circles, representing different ways in which the language has been acquired and is currently used (in Kachru, 1988: 5).

'I have undertaken to write a grammar of English', says John Wallis in the preface to his *Grammar of the English language*, 'because there is clearly a great demand for it from foreigners, who want to be able to understand the various important works which are written in our tongue.' And he goes on: 'all kinds of literature are widely available in English editions, and, without boasting, it can be said that there is scarcely any worthwhile body of knowledge which has not been recorded today, adequately at least, in the English language' (Author's preface, John Wallis, *Grammatica Linguae Anglicanae*, xxiii (Kemp (1972: 105)).

"A language has traditionally become an international language for one clear reason: the dominance of its people – especially their political and military power" was construed by Crystal (2012, p. 9). Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they conquered.

Understanding the importance of Standard and Non-standard English Lexical Varieties for Second Language Researchers and Learners?

In today's modern world we can see the need of English language in our life if we intend to get high salary jobs in Europe or to have proper education. However, people should not confuse standardized English with its non-standard varieties as one can be used in formal context while another is in informal situation. From this respect, categorising academic and non-academic lexicon is important for EFL researcher, learners, teachers, and material designers. For researchers identifying non-standard variety is important because there is lack of research on it and also they will be required to be consistent in using a particular variety when they are writing academically. And as result of wide used of social media and various means through which a language is acquired like watching movies and news those researchers may find it difficult to differentiate between varieties of English.

One more reason is closely related to features of English used by the learners who accept it as a second language which is difficult to identify the difference they are using because of the place they were brought up and the regional variety of English speak therein. There is tendency for those second language users of English to use particular variety peculiar

to them while writing academically for the international audience like journal publication. For material designers, it is important for them to know different English usages in order to be steady on a particular varieties of English. However, certain reading materials might be based on a particular variety, let say British English or American English, the teachers and the context may be another ways through which the students acquire more vocabulary more often.

Another problem is that finding standard on itself is difficult because different models were devised by different scholars in deciding which variety is standard and which is not, like for example new Englishness like Malaysian English, Singaporean English, Jamaican English in some extent they are all called variety of English on themselves as Mair (2016a), distinguishes between Standard Jamaican English and Jamaican Creole and between standard Nigerian English and Pidgin. However, it is important for those students majoring in English to know such variations (Hamzah Faleh Migdadi, Kamariah Yunus, Abdul-Fattah Al.Garni, *A Global View towards Understanding of Standard and NonStandard Varieties of English*, - 2020:6)

Standard vs. Non-standard English

The formal type of English language that is widely used to speak and written in government agencies and environments is called Standard English. Except from government institutions, Standard English is also engaged in media conversations, school announcements and international communications.

Standard English is not an alien language but is very similar to normal English language that we use in our daily life. The major difference between the two is that Standard English makes use of complicated terms which are otherwise not very common in our everyday communications. This makes this language very formal and perfect for settings like government authorities, media and international dealings.

In other words, one can say that Standard English is the language that is used by educated speakers in their speeches, researches, interviews or any other kind of public discourse.

Non-Standard English

In contrast, non-Standard English is the vice verse of Standard English. It is used in daily life by anyone from a child to a 80 year old person with basic words that are common and easily understandable by the local community. Non-Standard English does not make use of complex terms and is sometimes missing the proper punctuation as well.

One major difference between Standard English and non-Standard English is that standard English does not have differences depending on the area or community it is spoken in and is used in the same way through the world. Whereas non-Standard English has word preferences depending on the area and the locals that it is spoken by.

Examples:

We won the game and everyone was over the moon. (**Non-Standard English**)

Manchester United won the game and the team was contented. (**Standard English**)

Both these examples clearly represent the contrast in the formality of sentences. The non-standard English sentence is very informal and is used to convey news about won game to someone close. Whereas, the Standard English sentence is more formal, contain complex terms and complete information about the won game and the team's behavior.

Standard English is not a clearly defined concept in itself, its meaning varies accordingly geographical location and social context while slang and other non-standard varieties of English are even harder to define. Another issue to consider in defining non-standard may be reductive according to Coleman (2014) to he refers to technical usage of particular profession or interest groups that groups jargon (register) usage which is geographically restricted on a sub-national level (dialect). Biber and Conrad (2009, p. 6) define register as “a variety of associated with a particular situation of use, including particular communicative purposes”. This is usage that enjoys a temporary high profile in the media, informal language used within families (family language), and informal language characteristic of particular social classes (sociolects or social dialects) or informal that is used by a single individual (idiolect). The meaning of slang and colloquial as well as their examples remain entirely dependent on the context (Coleman, 2014).

The use of Standard English is a kind of social convention with no deep thinking about its dialectal preferences (Crystal, 2012). On the other hand, Trudgill and Hannah (2017) identify several grammatical features that make Standard English comparable with non-standard English dialects. First, Standard English uses the same past tense for the auxiliary verb (to do) and the main verb (to do). It uses (did) form for both forms. On the other hand, non-standard English dialects distinguish between the two forms of verb. They use (did) as the past tense of the auxiliary and use (done) for the past tense of the main verb, for example, (You done it, did you?).

Second, Standard English does not have negative agreement, while non-standard English dialects have as these agreements. For instance, it is acceptable in non-standard English to say “*I couldn't find none nowhere*”, but it is absolutely not acceptable in Standard English, and it is acceptable to say “*I couldn't find anyone anywhere*”.

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LANGUAGE LEARNING IN EDUCATION IS A REQUIREMENT OF THE AGE

Annotation. *This can be clearly seen in issues such as reforming and improving modern education, training modern staff and knowledge of the language. When we talk about the education system of our country, first of all, the more we think about the night, the present and the future of language education, the less it seems.*

Keywords: *phrases; Modern education, teaching, language, education, worldview, human capital, faith.*

In the process of teaching, we have entered a very large world of information, and whoever takes the initiative in this, the finish line is his. Along with the study of foreign education, we bring examples from world experience to education and study the language, beliefs, spirituality. Underlying innovative approaches to educating world-minded young people lies an important educational process.

The President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized that "the school is the foundation of human resources development, the main place for young people to form the foundations of knowledge, worldview and spirituality, and increasing investment in" human capital "is a requirement of the times." Today, the transformation of "human capital" into a criterion that determines the fate of humanity, each state, is determined by the creativity in the process of personal upbringing and education.

New stage of reforms Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated February 7, 2017 "On the Strategy of further development of the Republic of Uzbekistan" PF-4947, September 5, 2018 "On measures to introduce new principles of governance in the public education system" -3931, as well as the priorities set by the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" pay more attention to the education of harmoniously developed generation is an indication that

Consequently, the focus on education is the focus on the future. The potential of any country is determined by the consciousness of its people, the mastery of modern knowledge, in short, the high intellectual potential. Today, the achievements of science and technology show that the state of human geography is the most important factor in an environment where the geographical and strategic potential of the state has become and globalization is spreading around the world.

On the one hand, the implementation of modern high development, acceleration of production and creative work; on the other hand, the formation of strong ideological immunity against the threat of various alien ideas and ideologies, the expression of the viable potential of our national mentality is fully realized due to the development of young people into full-

fledged and mature professionals. There is a saying among our people: "Knowing the language leads to knowing the language." Language communication tool. When we communicate with people of different nationalities, we become aware of their culture, art and traditions.

This is how mutual relations and friendships are strengthened. The high attention paid to the Uzbek language, which is the invaluable spiritual wealth of the nation, increases the sense of pride in all of us. The mother tongue is the soul of the nation. Language is a symbol of the state, property. Preservation and development of the language means the rise of the nation.

The Constitution of the Republic of Uzbekistan legally enshrines the status of the state language. Thus, the Uzbek language has become a symbol of the sacred state, which is protected by law, along with the flag, coat of arms, anthem, which are the symbols of our state.

At the time of the first steps towards independence, on October 21, 1989, the issue of granting the Uzbek language the status of the state language was put on the agenda by our first President, and this work was successfully carried out. It has become an unforgettable historical event not only in the life of our country, our compatriots and our people.

In order to radically reconsider the content of training, to create the necessary conditions for the training of specialists with higher education at the level of international standards, the President of the Republic of Uzbekistan issued a decree on April 20, 2017 "On measures to further develop the higher education system." Resolution No. 2909 was adopted. In 2018, 13 new higher education institutions were established in the country, including branches of foreign universities.

Based on the above, the Alisher Navoi University of Uzbek Language and Literature, specializing in our native language, was established for the first time in our country. Everyone was pleased that this happened on the basis of the special attention of the leadership of our country.

Along with strengthening the material and technical base of educational institutions, construction of new educational institutions, reconstruction and overhaul of existing ones, large-scale measures are being taken to provide them with modern teaching and laboratory equipment, computers, teaching aids.

From the above, we can conclude that the competitiveness of any country today depends primarily on its level of education and science. The current state of economic and social development places more demands than ever on the level of professionalism and vocational training of human activities.

The requirements for assessing the level of suitability of a modern educator for his position are constantly changing and strengthening. Not only professional knowledge, skills and abilities, but also logical thinking, initiative, resourcefulness, free thinking, ability to learn and cooperate with world experience, knowledge and other qualities are important as language competence.

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ПРОСТЫЕ И ЛЕГКИЕ СПОСОБЫ ВЫУЧИТЬ ИНОСТРАННЫЙ ЯЗЫК

Аннотация. *Поскольку потребность в изучении языка растет день ото дня, все возрасты - он приступил к одинаковому изучению старого иностранного языка. В настоящее время современные технологии придают большое значение самостоятельному изучению иностранных языков.*

Ключевые слова: *Ошибки иностранного языка, которые следует делать при обучении*

Язык влияет на повседневную жизнь представителей любой расы, вероисповедания и региона мира. Язык помогает выражать наши чувства, желания и запросы к окружающему миру. Слова, жесты и тон используются в союзе для изображения широкого спектра эмоций. Уникальные и разнообразные методы, которые люди могут использовать для общения посредством письменной и устной речи, в значительной степени позволяют использовать нашу врожденную способность формировать прочные связи друг с другом; отделяя человечество от остального животного царства. Важность общения часто упускается из виду. Несмотря на наше мастерство в общении, недопонимание и неправильный перевод - обычное дело. Это высокомерно полагать, что можно путешествовать по миру и ожидать, что все человечество поймет его или ее родной язык. Чтобы путешествовать по миру, будь то по делам или для удовольствия, необходимо желание и готовность адаптироваться к новым культурам и методам. Адаптивность, конечно же, включает в себя способность общаться с новыми людьми на разных диалектах.

Прямое общение с новыми клиентами и компаниями на их родном языке - один из первых шагов к установлению прочных и стабильных международных деловых отношений. Возможность сделать это автоматически ставит любого многоязычного человека на много миль выше своих сверстников в борьбе за рабочие места и престижные должности. Язык является таким ключевым аспектом для подготовки детей к успеху в их будущей профессиональной деятельности, что в средних школах по всей стране и почти во всех западных странах требуется как минимум два года владения иностранным языком. Влияние многоязычия можно проследить в еще большем количестве областей. Врач, который может общаться со своим пациентом на его родном языке, с гораздо большей вероятностью сможет успешно диагностировать его. Ученый или инженер, способный объяснить свои открытия и идеи своим коллегам, сможет ускорить и усовершенствовать их работу, даже если его коллеги не могли понять его на его родном языке. Любой менеджер по найму в любой компании в мире скажет вам, что умение говорить на иностранном языке - это ценный товар. Я думаю, что важно изучать другие языки, другие формы общения помимо нашего, потому что это помогает нам

узнавать о других народах и культурах. Однако самое важное, что мы можем выучить, - это наш родной язык, поскольку это одна из основных составляющих нашей идентичности. Если бы мы, например, потеряли свой язык, если бы мы выросли в стране, которая нам не принадлежит, где-нибудь, не являющееся нашим домом, на мой взгляд, мы бы потеряли часть себя.

Ниже приведены некоторые методы легкого изучения иностранного языка. Като Ломб, один из первых синхронных переводчиков в мире, без труда перевел с 8 языков, хотя его изначальной специальностью была химия, и он мог свободно общаться на 16 языках. Его «Как мне выучить язык?» Бестселлер «Простые и легкие способы выучить иностранный язык» основан на 10 правилах.

Напоминание 1. Язык требует времени. Уделите время языкам, которые вы изучаете. Проводите время, возясь с языком каждый день - если времени больше нет, то хотя бы до 10-минутного монолога. Особенно ценны в этом отношении утренние часы: ранние пташки ловят слово! - Като Ломб.

Напоминание 2. Энтузиазм может угаснуть. Помните, есть много путей к успеху. Послушайте песню, подкаст, найдите книгу для чтения. Найдите способы любить и получать удовольствие от работы. Если ваш энтузиазм к изучению флагов слишком быстро, не форсируйте проблему, но и не прекращайте совсем. Перейдите к какой-либо другой форме обучения, например, вместо чтения слушайте радио; вместо написания заданий копаться в словаре и т. д. - Като Ломб.

Напоминание 3. Запоминать каждое спряжение глаголов сложно. Выучить отдельные слова неэффективно. Сосредоточьтесь на фрагментах языка и фразах. Никогда не изучайте отдельные единицы речи, а лучше изучайте слова и грамматические элементы в контексте. - Като Ломб.

Напоминание 4. Делайте много заметок, особенно о тех словах, которые я хочу запомнить. Используйте их в [Anki Flashcards](#). Напишите фразы на полях текста и используйте их как «готовые элементы» в своих разговорах. - Като Ломб.

Напоминание 5. Вспомните восторг, который вы испытываете, когда узнаете язык, которого раньше не знали. Позвольте этому побудить вас продолжать читать, слушать, говорить и писать. Даже уставший мозг находит отдых и расслабление в быстрых, импровизированных переводах вспыхивающих рекламных щитов, цифр над дверными проемами, фрагментов подслушанных разговоров и т. д. Просто для собственного развлечения. - Като Ломб.

Напоминание 6. Ты студент. Совершать ошибки - это нормально, но убедитесь, что это правильно, прежде чем использовать интервальное повторение для сохранения в памяти. Запоминайте только то, что исправил учитель. Не продолжайте читать написанные вами тексты, которые не были проверены и исправлены, чтобы ошибки не укоренились в вашей голове. Если вы занимаетесь самостоятельно, каждый сегмент, который нужно запомнить, должен быть такого размера, который исключает возможность ошибок. - Като Ломб.

Напоминание 7. Первое лицо единственного числа - это первое место, с которого нужно начинать с выражений. Всегда запоминайте идиоматические выражения от

первого лица единственного числа. Например: «Я только дергаю тебя за ногу». - Като Ломб.

Напоминание 8. Этот запрос - один из моих любимых. Чем больше информации я получу, тем больше буду отказываться от нового языка. Подкасты, Netflix, носители языка, блоги, книги, песни. Продолжайте. Иностраный язык - это замок. Желательно осаждать его со всех сторон: газеты, радио, фильмы без дубляжа, технические или научные статьи, учебники и посетитель у соседа. - Като Ломб.

Напоминание 9. Ошибки - важная часть обучения. Не бойтесь их. Используйте их, чтобы стать лучше. И будьте милы, когда кто-то поправляет вас. Это одолжение. Не позволяйте страху сделать ошибку мешать вам говорить, но попросите собеседника поправить вас. Самое главное, не сердитесь, если он или она действительно вас обязывает - во всяком случае, маловероятная возможность. - Като Ломб.

Напоминание 10. Мое самое любимое напоминание. Я гений. Будьте твердо уверены, что вы лингвистический гений. Если факты говорят об обратном, возложите вину на надоедливый язык, которым вы хотите овладеть, словари или эту книгу, а не на себя. - Като Ломб.

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SECTION: PHILOSOPHY

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ENLIGHTENMENT AGAINST IGNORANCE

Annotation. *This article gives young people an overview of enlightenment and information so that they do not fall under the influence of ideological ideas.*

Keywords: *Ideological gap, enlightenment, ignorance, intellect, knowledge.*

*Who knew, who didn't
He made the world,
Man made man,
The light of enlightenment
(Mahmud Toir)*

Enlightenment is the sum of the concepts of science, intellect, perception, and common sense. The concept of enlightenment is always intertwined with the concepts of spirituality and culture. An enlightened person is free to express his ideas and thoughts in any situation. Such people fight ignorance with their level of knowledge. The definition of ignorance is this: Ignorance means backwardness, ignorance, lack of culture. It is clear from these words that an ignorant man cannot understand what is happening in the environment because of his ignorance, he is always skeptical of innovations and developments, they think that a woman should not have a place in society. As the opinions of such people, society is in crisis because the ideological gap in such people brings them closer to ignorance.

In fact, in ancient times, women were treated like this: they were buried with their husbands after their husbands died. In fact, women play the most important role in society, a woman is a respected person who is engaged in child rearing. If women in society are not educated enough, the children they raise will one day suffer from ignorance. Scientists point out that when a child is in the mother's womb, what the mother does and the books she reads determine the child's interest in future learning. For example, if a mother reads a lot of books during this period or is interested in solving problems in chemistry and mathematics, her child will surely amaze others with her level of knowledge from an early age.

Let's imagine how women can find answers to their children's questions if they don't know, and how they can answer them for things they don't know. After all, "Bringing up a new

¹ Ona yurtimiz baxt-ukamoli iqbol va buyuk kelajagi yo'lida xizmat qilish –eng oily saodatdir/ I.A. Karimov; - Toshkent: "O'zbekiston" NMIU, 2015. 235 b

generation means educating the nation." It is easy to deceive and convince people with ideological gaps. Their belief in any word can lead to the collapse of society. Moreover, a person with an ideological gap is more dangerous than an atomic bomb. When an atomic bomb explodes, it harms a certain place, the people who are there, but because of ignorant, indifferent people, the whole nation, society, people are in decline. That is why it is said that we must fight ignorance with enlightenment. Clearly, ignorance can only be overcome with knowledge. For example, only if the sun spreads its light everywhere will it benefit the gaps and shine better, so if we spread the knowledge we have acquired to others, the knowledge we receive will benefit us.² "There is no emptiness in this world, neither in nature nor in society. If there is a gap somewhere, no doubt someone will try to fill it. "

As our first president said, there are always people trying to fill the gap. They try to instill foreign ideas into the minds of others in order to carry out their nefarious plans, and a person who does not have enough knowledge becomes a victim of such cunning tricks. To prevent such threats, we must be able to think rationally, we can create the peaceful land we dream of.

³"In a democracy, children are brought up to think freely."

If children do not learn to think freely, the effectiveness of education will inevitably be low. Having an independent and healthy mind is a great asset. The only key to this wealth is to read a book, not just a flying book, but a book that encourages us to increase our knowledge, to develop our culture, to draw the right conclusions.

"Development and high spirituality cannot be achieved without books. There is no future for a person or a nation without reading books."

The President of the Republic of Uzbekistan Shavkat Mirziyoyev, in order to increase the scientific potential of young people, provides them with sufficient knowledge and creates all the conditions for them to study the field of their interest. A vivid example of this is the Republican contest "Young Reader", adopted in 2017. Competitions among young readers, the winners are valuable awarding the winners awarding prizes and covering it on TV is a project designed to strengthen the love of our young people for books and to make everyone interested in reading. It is obvious that the fight against ignorance has already begun in our independent Uzbekistan. Even in the most developed countries of the world, it is difficult to find such opportunities for young people, because we do not have an illiterate person. The most important thing I want to say we students are also fighting against ignorance now because we are learning we have our own views and opinions i.e. we have ideas against ideas, ideas against ideas and of course we can fight ignorance with the knowledge we are getting. As the future of Uzbekistan, we must be a generation worthy of our ancestors. How much knowledge our children have depends on how much knowledge we have now. The President of the Republic of Uzbekistan Shavkat Miziyojev said in vain: "Our young people should grow up to be independent-minded people with high intellectual and spiritual potential, who will not be idle to their peers in any field in the world. We will mobilize all the forces and capabilities of our

² Yuksak ma'naviyat-yengilmas kuch. I. Karimov.-T.: "Ma'naviyat", 2008. - 12 b

³ Баркамол авлод орзуси, Ш. Курбонов, Х. Саидов, Р. Ахлиддинов. - Т.: "Ўзбекистон миллий энциклопедияси" Давлат илмий нашриети, 2000. - 17 б

state and society for the sake of peace,” he said. Therefore, we must use the opportunities wisely and protect the people from ignorance. I remember the words of Yusuf Khas Hajib: "Where there is learning, there is greatness, where there is knowledge, there is greatness." So let us strive for greatness and overcome ignorance with enlightenment.

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SECTION: POLITICAL SCIENCE

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THE PLACE AND ROLE OF THE ISLAMIC FACTOR IN MODERN WORLD POLITICS

Annotation. *The article discusses the impact of the ideas of "extremism" and "terrorism" on world politics, which threaten the world community, as well as the fight against emerging religious and political parties. It was also stated that the influx and spread of political, religious extremism, fanaticism and other evil currents in Central Asia, which are completely alien to the nature of our people, can pose a great threat to peace and tranquility, the future of our children.*

Keywords: *Qur'an, hadith, war, jihad, Islamic worldview, tradition, Islam, terrorism, extremism, Islamophobia, peace.*

In world politics, "politicized Islam" continues to pose a serious threat not only to the security and stability of North Africa, the Middle East and Central Asia, but also to the rest of the world. For this reason, a comprehensive study of the impact of political Islam on the foreign policy and geopolitical processes of the states in the Muslim world remains a requirement of the time.

At the same time, it is important to study this topic in detail:

First, historical truths about Islam are artificially distorted in research conducted on the basis of negative attitudes toward our sacred religion during the geopolitical changes taking place in the Arab and Muslim worlds at the present stage. In this sense, an objective study of history and the place of Islam in geopolitical processes is a requirement of the times;

Secondly, the current problem of combating the ideas of "extremism", "terrorism" and religious and political parties, which pose a threat to Uzbekistan and the world community, increases the need for comprehensive research in this area. It is also necessary to inculcate in the minds of the people that the infiltration and spread of political, religious extremism, fanaticism and other evil currents in our region, which are completely alien to the nature of our people, can pose a great threat to peace and tranquility and the future of our children⁴. After all, "it is possible to argue with an idea only against an idea, against an idea only against an idea, against ignorance only with enlightenment"⁵;

⁴ Rahimjonov, D. (2019). The importance of social rehabilitation of people who have fallen under the influence of extremist ideas in the process of globalization. *The Light of Islam*, 2019(1), 12.

⁵ Karimov I.A. "Tafakkur" jurnali bosh muharriri savollariga bergan javoblaridan // *Tafakkur*. – Tashkent, 1998. – № 2. – B.6.

Thirdly, the essence of the concept of politicization of religions, the impact of politicized Islam on geopolitical processes and the purpose of destructive ideas, scientific analysis is one of the urgent tasks in the study of the fact that all religions, especially Islam, from the earliest times promoted the ideas of peace and religious tolerance. Because "religion never leads mankind astray. Religion reminds us of the transience of this world and the Hereafter, and urges the human being to be vigilant, to walk away from filthy ways, to be good, to leave a good mark"⁶. In the words of President Sh.M. Mirziyoev, "We consider the most important task to convey the true human nature of Islam to the whole world community. We cherish our sacred religion as an expression of our eternal values. We strongly condemn those who equate our sacred religion with violence and bloodshed, and we can never reconcile with them. "Islam calls us to goodness and peace, to the preservation of true human qualities."⁷

Fourth, the war in the Qur'an and hadiths, the interpretation of jihadist teachings in the spirit of militancy, the distortion of the Islamic worldview and traditions, and the unjustified association of Islam with terrorism and extremism are among the factors influencing the development of Islamophobia. The scientific analysis of the verses allows for a more in-depth study of the issues of peace and tolerance and helps to better understand the position of Islam in this regard. In fact, "Anyone who knows the Qur'an well knows that this divine book promotes humanity, peace, tranquility, and a tolerant attitude towards other religions."⁸ President Sh.M. Mirziyoev said, "Listening to the Qur'an is a high spirituality, enlightenment. The Qur'an never calls for evil. If we can hear the Qur'an, it will be a success. Light will come to our people."⁹

In the current era of globalization, interstate relations are also gaining momentum. However, such processes as shifting the balance of relations in their favor, putting their own national interests above the interests of other nations (in the sense of "trampling"), raise not only the national sovereignty of some states, but also global problems facing humanity. damages the solution system. In particular, it is necessary to study on a scientific basis both the threat of interference in the internal affairs and sovereignty of other states through the "export" ("mask of democracy") of democracy, which is a universal value of their national interests, and its negative consequences.

It should be noted that the scenarios of these revolutions, which began in late 2010 in North Africa and later became known as the "Arab Spring", continue to this day. This way of "exporting" democracy is a means to achieve the geopolitical goals of the world's aspiring states, and we can see that various non-governmental organizations, religious extremist groups and the opposition are using them in every possible way.

The degree of influence of the Arab Spring on the socio-political processes in the Arab countries varied. Conditionally, the socio-political upheavals of the Arab Spring left a deep mark on the nature of the political processes in Tunisia, Egypt, Yemen, Bahrain, Libya, Syria and

⁶ Karimov I.A. Istiqlol yo'li: muammolari va rejalari. – T.: O'zbekiston, 1992. – B.23.

⁷ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 19 sentabr kuni BMT Bosh Assambleyasining 72-sessiyasida so'zlagan nutqi. <http://www.uza.uz/oz/politics/zbekiston-prezidenti-shavkat-mirziyeev-bmt-bosh-assambleyasi-20-09-2017>

⁸ Karimov I.A. Istiqlol va madaniyat. – T.: O'zbekiston, 1994. – B.114.

⁹ O'zbekiston axborot agentligi <http://uza.uz/oz/society/albarga-uzur-k-ngillarga-surur-ba-ishlagan-musoba-a-27-04-2018>

countries such as Morocco, Jordan, Lebanon, Algeria, Kuwait, Saudi Arabia, Oman, which were affected only superficially¹⁰. In the first group of countries, the "wave of democratization" led to the overthrow of political regimes and the fall of the regime of Ben Ali in Tunisia, Hosni Mubarak in Egypt, Gaddafi in Libya, and finally a military coup in 1989 on April 11, 2019. Sudanese President Omar al-Bashir, who came to power and ruled the country for 30 years, was overthrown.

During the Arab Spring, there were cases of self-immolation of citizens in countries with previously high socio-economic requirements: Tunisia (Muhammad Buazizi), Egypt (Abdul Munim Kamal), Yemen (F. Sultan). Such self-immolation has not been observed in countries where the insurgents came out only with political demands.

However, the process of socio-political transformation has had an impact on other countries in the region. Inspired by the uprisings in Egypt, Algerian opposition forces, for example, began to make political demands. However, the current political regime in Algeria is due to the fact that President Butafliga has not been in power for as long as the presidents of neighboring countries. Second, Algerian society experienced a war in the 1990s and is characterized by the importance of stability, not radical change, for society. Third, another important aspect is that Islamic parties play a key role in Algerian political life.

The revolution in Sudan took place during the thousands of protests that have been going on in the country since December 19, 2018, involving about 30 cities. Mass rallies were initially aimed at lowering the price of bread and other food items, but later protesters also began demanding the resignation of the president. This intensified clashes with security forces, who began using tear gas, batons and firearms against the population - killing about 50 people. In these clashes, the army sided with the population and defended the protesters. The Interior Ministry later disbanded, saying it would not take part in the crackdown¹¹.

By February 2019, al-Bashir was forced to declare a state of emergency in the country for the first time in 20 years. To overcome the crisis, a number of high-ranking officials, including the heads of all provinces, were replaced. The president addressed the nation, blaming the armed opposition in the western province of Darfur for the unrest. But these measures did not save him.

All political prisoners were reportedly released immediately after the revolution. However, Omar Zayn, chairman of the military council's political committee, said former President Omar al-Bashir would not be extradited to the International Criminal Court - he would be tried in Sudan.

Indeed, the International Criminal Court in The Hague issued an arrest warrant for al-Bashir in 2009. Omar al-Bashir is accused of brutally suppressing a military conflict in Darfur province and personally ordering the firing on civilians. Of the 7 charges, 5 show that he was involved in crimes against humanity and 2 in war crimes¹².

¹⁰ Isaev L.M. Faktori destabilizatsii arabskix respublikanskix rejimov v xode Arabskoy vesni // Sotsiologiya globalnix protsessov, transformatsii i razvitiye. – M.: Noviy vzglyad, 2013. – C. 1448.

¹¹ Kun.uz sayti. Sudanda davlat to'ntarishi: Afrikada eng uzoq hukm surgan diktatorning ag'darilishi tafsilotlari <https://kun.uz/news/2019/04/13/sudanda-davlat-tontarishi-afrikada-eng-uzoq-hukm-surgan-diktatorning-agdarilishi-tafsilotlari>

¹² Kun.uz sayti. Sudanda davlat to'ntarishi: Afrikada eng uzoq hukm surgan diktatorning ag'darilishi

It should be noted that the military conflict that began in 2003 in Darfur, the western province of Sudan, rich in natural resources, led to one of the worst genocides in human history. According to the UN, about 300,000 people have died as a result of ethnic and political clashes. According to other estimates, the death toll ranges from 178,258 to 461,520. As a continuation of this conflict, a second civil war broke out in Chad, and in 2011 an independent South Sudan state was formed.

For the past decade after a Hague court order in 2009, al-Bashir has only traveled to countries that have guaranteed him not to go to trial.

The transformations that North African countries have experienced and are experiencing have led to different changes depending on the specifics of each state, i.e. what stage of national and state-building these states are going through:

- The process of democratization - the emergence of new elements in the political systems of countries such as Tunisia and Egypt, the overthrow of the current regime and the introduction of constitutional changes;

- The process of accelerating liberal-democratic reforms - the implementation of reforms without strong shocks for countries and other republican systems, such as Morocco and Jordan, but with practical results;

- The process of slow liberalization - the introduction of elements of liberalization for the Gulf monarchies, while maintaining the existing power;

- The process of political disintegration (disintegration) or semi-disintegration (semi-disintegration) - a period of aggravation of the situation for countries such as Libya, Yemen, Syria and uncertainty in determining the political future of the country. In this period, the balance of power formed by regional hegemony (SAP, Turkey, Iran) and the world's leading countries (Russia, China, USA, France) plays an important role in determining the political prospects of these countries.

At the same time, changes in the socio-political situation within each state in the region have a direct impact on neighboring states. The changes that have taken place in the Arab world in recent years have created a more difficult and interconnected situation, leading to a shift in the ratio of security and stability not only in neighboring regions but also in the world.

Based on the above analysis, it is worth noting that the foundations of the socio-political situation in the region have been developing over the past decade in the form of internal conflicts, interstate political, economic and armed struggles, interfaith, various clans and national-ethnic, religious-ethnic conflicts. This trend continues. The latest developments in the Arab Spring, the localization of various regions in Libya, the clashes between the population of major cities, the intensification of terrorist and extremist activities in North and East Africa are in the spotlight of the world community.

Second, the hidden reasons that led to the transformation of the political regimes of the Arab states, especially Tunisia and Egypt, are related to the ideas of democratization of the region. Democratization in the region has been seen by foreign players such as NATO, the EU, and the United States as one of the areas of their foreign policy. However, the democratization

of the region has been hampered by resistance from states with strong authoritarian regimes in the region.

Third, re-establishing a strong border for illegal immigrants is a difficult task, as it has been in Egypt, Tunisia and Libya in the past. Illegal immigrants from African and Middle Eastern countries are becoming a major problem for Europe and the Gulf monarchies, which have high living standards.

Fifth, the nature of the color revolutions that took place in the Arab states in 2011 cannot be explained by the short-term internal problems. On the contrary, the deterioration of the social, economic and political situation in these countries over the years has led to social explosions in society, in public administration. This situation served as an opportunity for external forces influencing the socio-political processes in the region to take advantage of internal instability, to create political instability in the region by organizing revolutions.

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SECTION: SCIENCE OF LAW

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TO THE LEGAL NATURE OF STATE POWER

***Abstract.** The author analyses the phenomenon of public power in society in the context of modern democratic transit. A study conducted on the grounds and forms of expression of the legal nature of power and the means of limiting it. Compliance with the requirements of the legitimacy of the State and its functions recognized as a condition of the rule of law. The institutions of power function in the context of specific political regimes, where their interaction with the institutions of civil society is included in the mechanism of legal restrictive imperatives.*

***Keywords:** State power; legal nature of power; legal limitations of power.*

The ontological constant, which restores the legal nature of state power and its transformation into socially valuable institutions, maintains a constant interest in achieving a programmatic focus and functional direction of power, an arsenal of resources for the establishment and maintenance of law and order in the private and public spheres of society. Such an order should be potentially suitable for national security, stability and sustainable development in any public sphere.

The search for models and algorithms for the formation and consolidation of public order includes the best legal means of organizing the system of public authority, as well as the forms, ways and means of its implementation. They define the limits of State power, the powers of its institutions and the forms of control over it, depending on the characteristics of the state-legal regime – autarky or democracy. Such a regime becomes a marker of the legitimacy or illegality of control over power, and if political realities preclude such a possibility, the problem of legal restrictions of power will remain within the realm of philosophical and legal discourse. The motivation of knowledge of the nature of public power is focused on its aspects - decision-making (real domination), functional (realization of power and management resources), communicative (understanding the meaning of power prescriptions as the activity of power through formal legal means).

Perceptions of the characteristics of power that can legally influence the behaviour of individuals and social groups provide that the measure of freedom legitimately imposed by coercion recognized and protected by authority. Such position is noted in «resistance theories» (D. Cartwright, J. French, B. Raven), «Sharing of resources» (P. Blau, D. Dixon, K. Heinites),

«Sharing of zones of influence» (D. Rong). Neither interpretation is universal. However, the generalization of philosophical orientations and sociological research makes it possible to identify those basic features and properties of power that reflect its nature and purpose. Any public authority must have public-law expression, the legal form of its institutions and its legal resources as a legal organization.

These characteristics dominate modern public power. They legally confer power with attributes that consist in the legal establishment of the limits of State intervention in the public sphere, the use of power resources and the legitimate measure of their use.

Power, as a product of society, generated by the social interaction of people as normative entities. It manifests itself in (normative and institutional) pre-political, asymmetrical (State), social and other forms that reflect the specificities of its legal and regulatory framework, organization and functioning. Power objectified in socially significant, relatively stable, typical social relationships, not one-off, random, situationally.

The institutions of power regulate political, economic, ethno cultural and other social systems and subordinate them to legal means in order to create and maintain a model of legal order capable of achieving sustainable development. The State uses legal instruments to ensure the rule of law. However, the range of such means varies according to the type of state-legal (political) regime, from autarky to democracy, where society is able or unable to control public power. At the same time, the authorities rely on legal (legitimate) coercive measures and use legal sanctions against subjects in order to provide an algorithm of positive legal behavior. At the same time, the authorities shall use the resources of the forced correction of conduct by means of legitimate coercion to the extent and to the extent supported and provided by public power and suitable for it under various political regimes, whether clerical or secular, authoritarian or democratic. Means of peremptory or recommendatory influence become appropriate to the extent and by the means that are justifiable and permissible in relations of a public or private nature, depending on the interest, which the authority protects, provides and restores.

The democratic model of public power functions in the format of the legal regime, the meaning and content parameters of which constitute «positive» and «negative» duties of the state. They delegated to the state by international legal standards for the promotion, protection and defense of human rights. The yardstick of a political regime is the legal boundaries and legally defined areas in which public authorities may exercise power. At the same time, the highest legal expression of the restriction of power at the national level takes the form of constitutional and legal responsibility [1, pp. 63-66].

In democratic transit, the processes of transformation of the State and political power capture attention and encourage scientific research, especially in the area of legal forms and methods of organization of the institutions of power and rational the legal, constitutional definition of its legal boundaries (limits). The focus remains on the legal forms of the exercise of public authority, the procedural procedure and the manner of the exercise of the functions of public authorities, and the political and legal status of State bodies, The entire hierarchy of the civil service and subjects of civil control and oversight (public control, auditing, monitoring, public scrutiny of power decisions and other forms of public power activity of the State). Beyond their activities, any activity of public power institutions falls into the zone of

uncontrolled and risk of going beyond the legal framework. This distinguishes the legal parameters of the organization and exercise of power in a democratic regime from the other non-legal state of power.

The legal science constantly maintains the legal and legitimate constitutional bases of state power and the typical manifestations of shadow illegitimate power in state institutions, the problem of their abuse of power as a way of going beyond legal imperatives or abusing public rights by public authorities.

The legal nature of power considered in the modern management trend of «ethicization» of public service, public administration for which appropriate «ethical infrastructure» [2, pp. 21-23]. Ethical requirements are a multiplier of meaning that determines the content of the moral dimension and the criterion of the legal limitations of the organization and functioning of power, directs the formation of a system of ethics-legal principles and standards of conduct and legal responsibility of subjects of authority [3; 4; 5, pp. 194-199].

The understanding of modern State power and the hierarchy of its attributes, institutions, functions and forms must begin with the analysis and identification of its legal nature, since it derived from human existence. Power is anthropologically a consequence of the social nature of man himself, a logical extension of his natural rights. The latter define a priori the legal boundaries of the exercise of power and the responsibilities of its subjects, including State and local authorities, which do not have natural rights but whose activities determined by them.

The recognition of the legal nature of public power stems from the priori and predominance of the idea of natural law over positive law, the phenomenology of which is the concentrated expression of the idea of legal limitation of State power. Let us recall, according to Cicero, first there arises a natural right corresponding to justice, social order, ancestral customs, and then the state and written law [6, pp. 158].

The denial of the legal nature of public power, and in particular of its natural legal prerequisites in modern society, has the potential to lead power into disorganization and dysfunction, and society – to the loss of the decisive criterion of meaning, its perception and evaluation as power legitimate. To deny this proposition would mean the unsubstantiated dominance of an ethanistic (positivist) judgment about the nature, boundaries, destination of power, its subjects, who exercise authority and perform public functions solely based on any arbitrarily proclaimed law, outside the legal principles and natural legal requirements for its adoption and content.

Power is a form of expression and a genetic extension of natural law by means of understandable arguments. 1. The source of primary power impulses is the individual. 2) Anthropological power in society arises independently of political structures (state, parties, etc.). 3) People's social activities include the characteristics of public power relations and it formed long before the State was established. 4) Natural law is essentially a system of natural existence and human development, so the right to public power must be recognize as a sine qua non of civilized forms of social life. 5. The normal development of the modern human being, society and the State is impossible outside the realization of this right. 6. Recognition of the natural legal basis for the exercise of public power is enshrined in the international legal standards of civilization. Art. 1-3. 21 The Universal Declaration of Human Rights affirms the

right of everyone to participate in the administration of the State "directly or through freely chosen representatives», indicates the right of everyone to have equal access to public service, affirms the will of the people as the basis of representative power. Attests to the natural character of the primary source of public power). 7. The positive expression of public power in the constitutions in force in modern States does not invalidate or negate its natural legal basis, but legally provide for it. The Constitutions enshrine the principle of popular sovereignty, according to which the people are the only natural source and holder of power in a democratic society and provide for the exercise of power by the people.

Public power and the interests of society in the sphere of legal communication find themselves in two typological models of their interaction: power (despotism and modern totalitarianism) and legal (legal statehood). The legal basis of power, its legislative and constitutional procedures adjust the system of internal and external factors of political and legal globalization, which transform and legally restrict the sovereign rights of States [7, pp. 373-379; 8, pp. 123-130].

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INCRIMINAREA ACȚIUNILOR DE SEPARATISM ÎN REPUBLICA MOLDOVA

Adnotare. Separatismul nu este un fenomen nou pentru omenire, însă dinamica răspândirii în lume, riscurile și amenințările acestuia asupra mediului de securitate existent, ridică noi probleme de fond și de formă în materie care necesită o atenție specială din partea statelor, și care prin lege dispun de prerogative în domeniul elaborării și implementării unor mecanisme eficiente de prevenire și combatere a amenințărilor la adresa securității statului. Potrivit Constituției, Republica Moldova este un stat suveran și independent, unitar și indivizibil, iar în contextul când autoritățile constituționale nu dețin un control efectiv în regiunea transnistreană de trei decenii, iar din alte localități sensibile ale țării tot mai des se conturează tendințe separatiste, evaluarea necorespunzătoare a pericolului generat de către fenomenul separatismului este extrem de periculoasă. Fiind afectată de fenomenul separatismului Republica Moldova necesită pe lângă măsurile economice, diplomatice, politice sau de altă natură mai multe instrumente juridico-penale de prevenire și combatere a amenințărilor la adresa ordinii constituționale. Prin urmare, reieșind din necesitatea stringentă de a cerceta fenomenul de separatism în altă lumina decât a avut loc să fie până la moment, fiind omisă studiarea acestuia prin prisma dimensiunii juridico-penale, or legea penală a Republicii Moldova nu conține o definiție pentru separatism, și respectiv, până în prezent nu a fost atrasă nici o persoană la răspundere pentru atare acțiuni, considerăm că cercetarea aprofundată a problemei abordate va permite fundamentarea propunerilor privind perfecționarea cadrului penal național pe măsură să ocrotească suveranitatea, independența, unitatea și indivizibilitatea Republicii Moldova.

Cuvinte-cheie: separatism, integritate teritorială, infracțiune, incriminare, suveranitate, securitate, conflict armat, violență.

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ИНКРИМИНИРОВАНИЯ СЕПАРАТИСТСКИХ ДЕЙСТВИЙ В РЕСПУБЛИКИ МОЛДОВА

Аннотация. Сепаратизм - не является новым явлениям для человечества, но динамика его распространения в мире, риски и угрозы для существующей среды безопасности поднимают новые существенные и формальные проблемы, Требующие особого внимания со стороны государств, которые обладают законными прерогативами в области разработки и внедрения эффективных механизмов для предотвращения и противодействия угрозам государственной безопасности. Согласно Конституции, Республика Молдова является суверенным и независимым государством, унитарным и неделимым, но в условиях когда конституционные власти эффективно не контролируют

приднестровский регион страны в течение трех десятилетий, а сепаратистские тенденции все чаще проявляются и в другие чувствительные регионы в этой связи, неадекватная оценка рисков, исходящих от сепаратизма, чрезвычайно опасна. Будучи затронутой феноменом сепаратизма, Республика Молдова нуждается, помимо экономических, дипломатических, политических или других мер, в дополнительных правовых и уголовных инструментах для предотвращения угроз в адрес конституционного строя и для эффективной борьбы с указанными явлениями. Следовательно, в связи с острой необходимостью исследовать феномен сепаратизма в ином свете, чем это было до сих пор, вне уголовно-правового измерения, или же уголовное право Республики Молдова не предусматривает ответственность за сепаратизм, и соответственно, до настоящего времени ни один субъект не был привлечен к ответственности за такие действия, полагаем, что углубленное изучение вышеуказанного вопроса позволит обосновать предложения по совершенствованию национальной уголовной нормативной базы для защиты суверенитета, независимости, единства и неделимости Республики Молдова.

Ключевые слова: сепаратизм, территориальная целостность, преступление, инкриминирование, суверенитет, безопасность, международные практики, вооруженный конфликт, насилие.

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THE CRIMINALIZATION OF SEPARATIST ACTIONS IN THE REPUBLIC OF MOLDOVA

Annotation. Separatism is not a new phenomenon for humanity, but the dynamics of its spread in the world, its risks and threats to the existing security environment, raise new objective and formal issues that require a special attention from states and which by law have prerogatives in the field of elaboration and implementation of effective mechanisms for preventing and combating threats to state security. According to the Constitution, the Republic of Moldova is a sovereign and independent state, unitary and indivisible, and in the context when the constitutional authorities do not have effective control in the Transnistrian region for three decades, and separatist tendencies are increasingly emerging in other sensitive localities of the country, inadequate assessment of the danger posed by the phenomenon of separatism is extremely dangerous. Being affected by the phenomenon of separatism, the Republic of Moldova requires, in addition to economic, diplomatic, political or other measures, several legal and criminal tools for preventing and combating all threats to the constitutional order of the country. Therefore, arising from the urgent need to investigate the phenomenon of separatism in a different light than it has been so far, omitting its study in terms of the legal-criminal dimension, or the criminal law of the Republic of Moldova does not contain a definition for separatism, and respectively, so far no person has been held accountable for such actions, we believe that the in-depth investigation of the issue will substantiate the proposals for

improving the national criminal framework to protect the sovereignty, independence, unity and indivisibility of the Republic of Moldova.

Keywords: *separatism, territorial integrity, crime, criminalization, sovereignty, security, international practices, armed conflict, violence.*

The phenomenon of separatism can be seen throughout the history of mankind. In the fourth century before Christ, during his analysis of ancient Greek cities, Aristotle, found that each city forms as a part of the only, but segmental, society which, although non-statal in itself, was strong enough to constitute an obstacle to full development of state forms in the city as a supreme entity [7, p. 32].

Mighty empires of the ancient and medieval world were built, and then were destroyed through the discord of separatism [8, p. 68]. In modern times, the destructive nature of separatism has become exponentially more dangerous. Such movements can spark armed conflicts, territorial disintegration, economic stagnation, and damage international security. No longer are nations largely disconnected from one another, the problems of one nation can quickly affect neighboring nations, entire regions, and even generate worldwide consequences. Modern examples of the achieved destabilizing effects of separatist movements can be found in the crisis in Ukraine, the secessionist movements in Nagorno-Karabakh, exacerbation the developments in Catalonia (Spain), and the revival of separatist movements in Italy [5, p. 41].

According to some opinions, separatism is the creation of a state through the use of force or the threat of force without the consent of the former sovereign. At the same time, it is admitted that secession can also be achieved by peaceful means, but for this is necessary an international act, political or legal acts of withdrawal of the territory from an existing state [10, p. 4].

Other authors share the views that separatism is a legitimate and illegitimate movement simultaneously. It is always illegitimate in the state's view, coming in contradiction with official legislation and legitimate, awakening compassion towards the "weak peoples dominated by powerful states", justifying it as an adequate response to the actions of the state through the realization of historical right to self-determination [9, p. 4].

Modern instigators of separatism use international law regarding the human right to self-determination as the primary justification for their movements. In this regard, even a brief analysis of the law, applied to the situation(s) in question, shows that many separatist groups are willfully misinterpreting the law in an attempt to justify their true goals [6, p. 39]. The principle of self-determination does not authorize isolation from the commonwealth, and cannot be used as an instrument to enable the territorial and political disintegration of sovereign states. This principle is fundamental, and has international legal precedents determined via multiple notorious cases. Influential decisions and reports concerning self-determination, such as the report concerning the status of the Aaland Islands in 1921 and the Badinter Commission opinions concerning the former Yugoslavia in the 1990's, and other examples of state practice have been consistent in the view that a successful claim for self-determination must at least show that (a) the secessionists are a "people;" (b) the state from which they are seceding seriously violates their human rights; and (c) there are no other effective remedies under either domestic law or international law [12].

The Republic of Moldova is currently entangled in exactly such a situation, where separatists in the Transnistrian region are engaged in separatist movements under the guise of self-determination [5].

Given the extreme social, economic, and political danger posed by the phenomenon of separatism, many states around the world have proactively criminalized separatist actions that could endanger the lives of its citizens, as well as destabilize peace and prosperity. Ukraine, the Russian Federation, Georgia, Kazakhstan, Belarus, Uzbekistan, Finland, Latvia, Poland, Norway, the People's Republic of China, the Kingdom of Thailand, Turkey, and Pakistan are just a few relevant examples, of states that have instituted laws and various others measures (diplomatic, economic, social, and others) to actively safeguard the nation from separatist movements [4].

The phenomenon of separatism has affected to a large extent the Republic of Moldova. The Republic is dealing with multiple separatist movements throughout: the Transnistrian conflict, separatist actions in the east and south of the country, illegal referendums, anti-government movements, and disobedience towards central authorities [11].

Currently, the Criminal Code of the Republic of Moldova does not criminalize general separatist actions, with the exception of those whose objective is achieved through violence, or incites violent action (for example: article 340. *Armed Rebellion* and article 341. *Calls for the Overthrow or for a Violent Change in the Constitutional Order of the Republic of Moldova* [3]. Many other circumstances where prosecution has been attempted have been severely limited due to the complexities of the situations, and some ambiguity of current national law. Taking into account the current legal framework, and the need for stronger legal action, we do not support the current position of legislators within the nation in that: any separatist activity is legal, if it is not aimed at the change of the constitutional regime by violence and does not violate its integrity.

In contrast to many other states around the world, the Republic of Moldova's criminal law does not criminalize the majority of separatist actions. Actions such as: organization and holding of separatist referendums, public appeals to implement separatist actions, including releasing, preserving, and distributing separatist materials (without the incitement of violence), the public justification of separatism, the financing of separatist actions, use of political slogans with separatist content, providing support to foreign states or organizations to effectuate separatist actions, et cetera.

The case for the criminalization of separatist action must begin with a strong foundation, and none can be stronger than the very foundation of the Republic of Moldova itself, the Constitution. Paragraph (1) article 1 of the Constitution explicitly stipulates: that the *Republic of Moldova is a sovereign and independent state, unitary and indivisible* [1]. The state is indivisible in the sense that it can not be divided in whole, or in part, into multiple state units, rejecting the formation of a federal state. Indivisible character results from the unitary character of the state, and the inclusion of this explicit notion in the constitutional text serves to reinforce the character of unitary state [2, p. 15].

Conclusions:

The legal foundation provided by the Constitution of the Republic of Moldova, provides a clear path forward towards the criminalization of separatist actions within Moldova that falls well within the framework of the ECHR. The seditious movements not only jeopardize the

integrity and sovereignty of the nation, but they encroach upon the freedom of the people. Actions outside of the peaceful democratic process erode the foundation of the principals and laws that even the separatists attempt to use to justify their destructive agenda. Many states and nations around the world have already criminalized elements of separatism in order to safeguard their sovereignty and integrity.

Thus, it is both opportune and legal to strengthen the national legal framework by reevaluating the effectiveness of criminal norms with reference to actions of separatism, in order to protect the sovereignty and territorial integrity of the Republic of Moldova.

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SECTION: TECHNICAL SCIENCE. TRANSPORT

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МОДЕРНИЗАЦИЯ ТЕХНОЛОГИИ НАПРАВЛЕННЫЕ НА ВЫПОЛНЕНИЕ ПЛАНИРУЕМЫХ ГОРНТЕХНИЧЕСКИХ ПОКАЗАТЕЛЕЙ В АНГРЕНСКИЙ БУРОУГОЛЬНЫЙ МЕСТОРОЖДЕНИЙ

1.1. Направление развития горных работ.

Последствия оползневых процессов, произошедших на разрезе Ангренский в 2012 году оползень «Центральный» и в 2019 году оползень «Северный», привели к сокращению фронта горных работ по добыче угля с 3000 метров до 1800 метров.

На юге граница отработки проходит примерно параллельно ПК2, на севере по ПК20.

Южная граница обусловлена сохранностью охранного целика по углю от влияния реки Ангрэн, северная – невозможностью выполнения разгрузки оползня «Северный» на современном этапе в полном объеме. Только призма активного давления в головной части оползня составляет около 1,6 млн.м³, этот объем необходимо рассматривать как дополнительные вскрышные работы к плановой вскрыше Северного борта разреза Ангрэнский.

Сопоставление изогипс кровли Юры Ангрэнской с горизонталями поверхности, и последующие построения изогипс мощности покрывающих пород внешней вскрыши показывает увеличение мощности вскрышных пород с юга к северу месторождения.

В связи с вышеизложенным, приняты решения:

- о сужении фронта горных работ по почве Мошного Комплекса между ПК2 и ПК20;

- о выполнении пригрузки северного борта разреза Ангрэнский с целью стабилизации оползня «Северный», с последующей разгрузкой части призмы активного давления путем террасирования головной части оползня на площади распространения оперяющих трещин, на горизонтах +1145 м и 1130 м, что составит по горизонту +1145 м 970 тыс.м³, а по горизонту +1130м 610 тыс.м³.

Выполнение данного решения позволит:

- снизить коэффициент вскрыши, за счет благоприятного рельефа южной и центральной части прибортового массива;

- приблизить внутренние отвалы к фронту горных работ и сократить расстояние транспортирования автомобильным транспортом;

- образовать дополнительную емкость отвалообразования на северном борту разреза Ангренский объемом около 80 млн.м³;
- стабилизировать состояние северного борта разреза Ангренский, путем пригрузки;
- упорядочить водоприток из четвертичных отложений;
- в последствии, развернуть фронт горных работ вкрест плоскостей скольжения, образованных тектоническими нарушениями;
- восстановить железнодорожные заезды на часть уступов от станции «Карьерная».

Отрицательной стороной принятого решения является:

- сохранение короткого фронта очистных работ на значительный период;
- короткий фронт внутреннего отвалообразования на значительный период;
- увеличение коэффициента вскрышных работ после вовлечения в отработку запасов угля за ПК20, за счет увеличения высотных отметок рельефа, в северной части прибортового массива.

1.2. Система разработки

Залегание угольных пластов в основном полого-наклонное. При построении технологических схем учитывался средневзвешанный угол падения пластов, который составляет в среднем от 4 до 6 град, на отдельных ограниченных участка до 20 град. К отработке приняты Мощный и Верхний угольные комплексы пластов угля. Глубина отработки участка составит до 380 м.

В «Стратегии развития ...» применена существующая на данный момент транспортная система разработки.

По транспортной технологии предусматривается отработка вскрышных пород с погрузкой в автомобильный, железнодорожный и конвейерный транспорт. Часть вскрышных пород предусматривается перегружать с автомобильного на конвейерный и железнодорожный транспорт. Отработка угля предусматривается с погрузкой в автомобильный транспорт.

Подготовку коренных пород к выемке предусматривается осуществлять с применением буровзрывного способа с бурением скважин станками вращательного бурения и без применения буровзрывных работ, в зависимости от категории пород.

Эксплуатация горной массы будет осуществляться с применением канатных электрических экскаваторов типа «прямая лопата», гидравлических экскаваторов типа «обратная лопата» и шагающих экскаваторов.

Вскрышные породы предусматривается складировать на внешнем и внутреннем отвалах.

Уголь предусматривается транспортировать на промежуточный угольный склад, далее по системе конвейеров на ПСК «Джигристан».

- горизонты +1110 и до +1185 м, обрабатываются с погрузкой на автотранспорт, ввиду удаленности отвалов, автомобильный транспорт доставляет горную массу в бункера для перегруза на железнодорожный транспорт с транспортированием на внешние отвалы;

- железнодорожные коммуникации, в виду ограничений по уклонам, могут развиваться до горизонта +1095 м. (южное направление ст. Канал) и +1035 м. (северное направление ст. Карьерная), нижняя граница обоих направлений +960 м, то есть горизонты +1095 м - +960 метров обрабатываются с погрузкой на железнодорожный транспорт и транспортировкой на внешние отвалы;

- таким образом, железнодорожная вскрыша охватывает объемы с горизонта +1185м по горизонт +960 м;

горизонты +945 м – 940 м, относятся к отработке ЦПТ, однако, практическое бездействие этого направления тормозит развитие горных работ, принято решение о выводе из работы межступенных перегружателей и переходе на технологическую схему экскаватор – автосамосвал – приемный бункер – экскаватор - дробилка – конвейер, (или на грунтах 5 и ниже групп по ШНК, минуя дробилку, в конвейер), соответственно транспортирование осуществляется во внутренние отвалы до заполнения основной емкости (Таблица 16), после чего необходимо переориентировать грузопотоки ЦПТ на внешние отвалы, необходимо отметить, что не все объемы указанных горизонтов отгружаются на конвейера, а только около 10 млн.м³/год, что соответствует работе трех ЭКГ-16,5 при погрузке на конвейер, остальные объемы транспортируются автотранспортом для перегрузки на ж.д.;



- породы внутренней вскрыши размещены на горизонтах с +960 м по +690 м, в виду невозможности возобновления работы ст. Штольня и соответственно I породного направления, вся толща будет обрабатываться на автотранспорт с транспортировкой во внутренние отвалы до заполнения основной емкости (Таблица 16), после чего необходимо переориентировать грузопотоки на внешние отвалы, приемная емкость

внутренних отвалов ограничится фронтом подвигания вслед за отходом рабочего борта (около 3,5-4 млн.м³/год).

Распределение объемов горной массы по горизонтам, видам грузоперевозок, направлениям отвалообразования, до заполнения основной емкости внутреннего отвала и после, приведено ниже, в таблице 24.

В связи с коротким фронтом очистных работ по углю 1800м. (ПК2-ПК20) при значительных объемах добычи 5,0 млн.т. и вскрыши 42 млн.м³ (средние значения), необходимость подвигания фронта работ по углю в период до 2025 года составит в среднем 43 метра в год. Таким образом блочная отработка, предложенная в техническом задании, не позволит выровнить борт разреза Ангренский (что важно для формирования устойчивого угла откоса борта), а так же полноценно использовать емкость внутренних отвалов, образующуюся за счет подвигания рабочего борта, после заполнения основной емкости.

По этой причине, в данной «Стратегии...» рассматривается сплошная отработка без разделения на блоки с выполаживанием угла наклона рабочего борта до регламентированного в техническом задании 17°.

1.3. Добычные работы

Выемочно-погрузочное оборудование на добычных работах выбрано из условия оснащения предприятия существующим оборудованием и наиболее полного извлечения запасов угля.

Вскрытие, подготовку и добычу угля предусматривается осуществлять по транспортной технологии с применением канатных электрических экскаваторов типа «прямая лопата» ЭКГ-4у, ЭКГ-5у, ЭКГ-8ус с погрузкой горной массы в автосамосвалы. Возможно применение других марок экскаваторов из имеющегося парка на разрезе "Ангренский".

1.4. Буровзрывные работы.

На бурении скважин при взрывной подготовке пород к выемке применяются буровые станки СБШ-250 и СБШ-250МНА-32 (№4, №1547, 1548), БТС-150Б №1 и ДХА-165 №2.

В качестве бурового инструмента используются трёхшарошечные долота типа ТЗ-ПВ и ТК-КЗ 215,9; 244,5 и 269,9 мм, а также буровые коронки 150 мм. Диаметры взрывных скважин принимаются: 150 мм, 216 мм, 245 мм, 270 мм.

В качестве взрывчатого вещества применяется МОНФО-4, в качестве средства взрывания Аммонит БЖВ, в качестве комплекта не огневого инициирования зарядов комплекты Rionel MS, Реанель DDX 17/500, а так-же ЭД, ДШ и ПВ различных производителей.

В процентном отношении, породы крепостью 5 и выше, подлежащие взрыванию на рыхление, составляют в среднем 22,5% от всей вскрышной массы

1.5. Карьерный транспорт

Карьерные самосвалы вскрышного направления

БелАЗ-75131 (130т).

БелАЗ-75135 (110т).

Карьерные самосвалы угольного направления.

БелАЗ-7540В (30т).

БелАЗ-75473 (45т).

Howo Sinotruck (40т).

MAN TGS 33.360 (20т).

Автосамосвалы		
БелАЗ 75135		
Габариты (длина)	Мм	11500
Габариты (ширина)	Мм	6400
Габариты (высота)	Мм	5900
Грузоподъемность	Тонн	110
Мощность двигателя	л.с.	1200
Объем кузова (геометрический)	м ³	45.5
Объем кузова (с "шапкой" 2:1)	м ³	71.2
Радиус поворота (по переднему наружному колесу)	М	13



MAN TGS 40.400 (25т).

БелАЗ 75131		
Габариты (длина)	Мм	11500
Габариты (ширина)	Мм	6400
Габариты (высота)	Мм	5900
Грузоподъемность	Тонн	136
Мощность двигателя	л.с.	1600
Объем кузова (геометрический)	м ³	45.5
Объем кузова (с "шапкой" 2:1)	м ³	71.2
Радиус поворота (по переднему наружному колесу)	М	13



БелАЗ 7555D		
Габариты (длина)	Мм	8890
Габариты (ширина)	Мм	5080
Габариты (высота)	Мм	4630
Грузоподъемность	Тонн	55
Мощность двигателя	л.с.	709
Объем кузова (геометрический)	м ³	50
Объем кузова (с "шапкой" 2:1)	м ³	57.9
Радиус поворота (по переднему наружному колесу)	М	9



СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Методические указания по определению углов наклона бортов, откосов уступов и отвалов строящихся и эксплуатируемых карьеров. (ВНИМИ. 1972г.)
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