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KULOLCHILIK BUYUMLARINING TURLARI VA ULARNI YASASH TEXNOLOGIYASI

Annotatsiya. Ushbu maqolada Xorazm kulolchiligi san'ati namunalari haqida qisqacha ma'lumotlar beriladi va sopol tayyorlash texnologiyasi xususida so'z yuritiladi. Shuningdek kulolchilik buyumlarining o'ziga xos xususiyatlari bilan tanishtirib o'tilgan.

Kalit so'zlar: Kulolchilik, ko'zalar va xumlar, sopol, bodiya, ko'za, tavoq, qopshirma, tuncha qozon, dosh chiroq, sham chiroq, xum, loy ko'za.

Go'zallik dunyosini yaratishda kulol ustaning mehnati va zahmati beqiyos. Uning bebaho san'ati tufayli oddiy tuproqdan zarrin va mushkin, gulnoriy va gulbandiy, nilufariy va niliy, shaffofu sirkor bezaklar va kulolchilik buyumlari yaratiladi va ular go'zallik dunyosiga aylanadi. Kulol usta asarlariga jilo berish bilan jon bag'ishlaydi. Chunki kulolchilik san'ati oddiy tuproq va suvdan turli bo'yoqlarda bezalgan ajib kulolchilik buyumlarini dunyoga keltiradi.

Kulolchilik hunari loydan piyola, kosa, tavoq, ko'za kabilarni tayyorlaydigan soxa bo'lib, u uzoq tarixga ega. Maxsus tuproqni o'ta qizdirganda toshsimon bo'lib pishishini, undan har xil idishlar tayyorlashni odamlar juda qadimdan bilganlar.

O'zbek tuprog'idagi arxeologik qazilmalardan ma'lumki, odamlar eramizdan ilgari ham kulolchilik sirlaridan voqif bo'lib, loydan turli shakldagi sopol buyumlar yasab o'zlarining kundalik turmushida foydalanib kelishgan. Asrlar o'tishi bilan insonlar asta-sekin suv saqlash uchun foydalaniladigan ko'zalar, xonani yoritish uchun zarur bo'lgan shamdonlar, ovqatlanishda kerak bo'lgan kosa-tavoqlarni yasab ularga bezak bera boshlashgan. Avvalo qo'pol idish-tovoqlar, ko'zalar va xumlar yaratishgan bo'lsa bora-bora bu sopol buyumlar nozik engil go'zal va nafis shakllarga keltirilgan.

Sopol, safol-loydan ishlanib, olovda pishirilib tayyorlanadigan kulolchilik mahsuloti, tarkibi bir jinsli, rangi ham bir xil bo'lgan maxsus tuproq dastlab oftobda quritiladi, maydalanadi, elanadi, so'ng undan loy qoriladi, bu loyga mahsulot turiga qarab ishlov beriladi, yaxshilab pishiriladi, keyin zuvala olinib, unga qo'lda yoki kulolchilik charxida shakl beriladi, quritilib sopol tayyorlanadi. Sopol mahsulotlarining turi juda ko'p bo'lib, asosan, ro'zg'orda (oziq-ovqat mahsulotlari, suv saqlanadigan ko'za, oftoba, xurma, guppi, xum, piyola, kosa, tavoq, lagan, shuningdek, shamdon, guldon kabi va boshqalar), me'morchilikda (sopolak, koshin, quvir va boshqalar), sanoatda (metallurgiya korxonalarida o'tga chidamli sopol qoliplar) ishlatiladi; bolalar o'yinchoqlari, ayrim bezak buyumlari (haykalcha) ham sopolan tayyorlanadi.

Xorazmda bu qadimiy san'at avlodan-avlodga an'ana tariqasida o'tib hozirgi kunda ham rivojlanib, takomillashib kelmoqda.

Mukammallashgan Xorazm kulolchilik buyumlarining shakllariga ko'ra uch turga bo'linadi. Birinchi turga kichik xajmli va yotiq shaklli buyumlar- bodiya, chanoq, chuqur chanoq, katta bodiya, chuqur bodiya va tog'ora kiradi. Ikkinchi turga bo'yi uzun va katta hajmli buyumlar- xum, guppi, digir (suv tegirmonlari uchun idishlar), katta xum va boshqalar kiradi. Uchinchi turni tik, lekin kichik hajmdagi guldon, an'anaviy bosh kiyimi cho'girmani tayyorlashda ishlatiladigan sopol qolip, gul tuvaklar, xumsimon ibrik(suv uchun idish) va chorquloq (sut mahsulotlari uchun), tuzdon kapshirma (oziq-ovqatlar uchun) tashkil qiladi. Hozirgi kunda ham eng mukammal texnologiyalar bilan yasaliy, bezatilib turmushimizda chinni buyumlarga nisbatan kamroq bo'lsada foydalaniladigan bodiya, ko'za, tavoq, qopshirma, tuncha qozon, dosh chiroq, sham chiroq xum kabi kulolchilik buyumlarining o'ziga xos xususiyatlari bilan tanishib chiqamiz.

Kosa - turli xil taomlar solish uchun foydalaniladigan uy-ro'zg'or idishi; dastlab sopol qo'lda dag'alroq qilib ishlangan. 1-rasm Kulolchilik charxi paydo bo'lgandan so'ng kosa ishlash yanada takomillashgan. Kosa shakli (yumaloq kosa, dukki kosa va b.), hajmli (kosacha, shokosa, nimkosa, miyona kosa va b.)ga ko'ra turli xillarga bo'linadi. Xorazm shevasida xalq ichida "lavobkosa" deb ataladi. Kosalar loydan tashqari xilma-xil ashyolardan yasaladi, masalan, zarang kosa, chinni kosa, mis kosa, yog'och kosa va b.



Bodiya - cho'li biyobon, dasht ma'nosini anglatadi. U tagi dumaloq va baland, qirg'og'i tik chuqur shaklga ega bo'lgan sopol idish. Bodiya ham turli shakldagi kompozitsiyalari bilan bezatiladi va sirlanadi. Uni ayniqsa, Xorazm kulollari ko'p ishlaydilar va qadimdan keng tarqalgan kichikroq shakldagisini «chanoq bodiya» ham deb ataydilar. Bodiyaning yangi-yangi nusxalarini Madirlik kulol Reayimbergan Matchanov yaratgan.



2-rasm

Tavoq-idish - taom va oziq-ovqat mahsulotlari solishda foydalaniladi. Uning ham katta, kichik, yalpoqroq chuqur va chuqurroq xillari mavjud. Kulollar tavoqni yalpoqroq qilib yasab, unga unchalik bezak ishlamaydilar, shunday bo'lsada sirlaydilar.



3-rasm

Qopshirma - chuqur shaklga ega bo'lgan qopqoqli idish hisoblanadi. U ham taom va oziq-ovqat saqlash uchun keng qo'llanilib kelinadi.

Tuncha qozon - o'rtacha chuqurlikka ega bo'lib, asosan sho'rva pishirish uchun mo'ljallangan.

Dosh chiroq - qadimdan kechqurunlari yorug'lik berish uchun qo'llanilib kelingan sopol buyum

Sham chiroq - sham o'rnatilib qo'yiladigan sopol taglik. Dastlab, sopoldan, keyinchalik, oltin, kumush, mis va boshqa materiallardan turli shakllarda nafis qilib naqsh solib ishlanib kelinadi.

Gul tuvak - gul o'rnatilib o'stiriladigan chuqur sopol idish.

Xum - og'zi torroq sopol idish; suv va oziq-ovqat mahsulotlari saqlanadi. Bo'yi 1,5 metrgacha keladigan,



4-rasm

shakli o'ziga xos idish bo'lib, ko'pincha yuqori (og'zidan belga qadar) qismi bezatilgan; ishlatilishiga qarab ichi ba'zan sirlangan. Keyinga paytlarda ichi ham, tashqarisi ham (beligacha) sirlanadigan bo'lindi. Ko'tarishga qulay bo'lishi uchun ikkita, ba'zan katta xumlarda to'rtta dasta ishlanadi.

Ko'za-idish asosan, suv tashish va saqlashda ishlatiladi. Uni tagi va bo'yi tor, qorni keng dastali bo'lib sopol va mis xillari ko'p ishlatilgan. Dastasiz esa mundi deb ataladi. Ko'zani ko'zagar kulol ko'p tayyorlaydilar. Xorazm kulollari ham ko'za tayyorlashda o'ziga xos texnologiyaga qattiy amal qiladilar.

Chor quloq ko'za - to'rtta quloqdan iborat



5-rasm

Chinni loy yoki oq loy esa yarimfoyans bo'lib, qoramtirloq oq tosh va ishqor qo'shilib tayyorlanadi kosa, piyola, lagan va boshqa shakldagi buyular yasaladi.

Kesma koshin loy -o'tga chidamli qoramtir loydan, ya'ni gilvataga oq tosh yoki oq qum qo'shib hosil qilinadi. Undan mozaika uchun har xil koshinlar tayyorlanadi.

Me'morchilikda keng qo'llaniladigan koshinlar **koshin loy** deb nomlangan loydan tayyorlanadi.

Kosagar loy - patloy yoki tovoq loy deb ham nomlanadi. Bu loy sog' tuproqqa qamish qozg'og'i(to'zg'og'i)ni aralashtirib tayyorlanadi. Undan yuzali idishlar yasaladi.

Ko'zagirloy - 60-70% plastik yog'li loy va 30-40% sog' tuproqdan hosil qilinadi. Undan xum, guldori, ko'za va boshqa shakldagi buyumlar tayyorlanadi.

Kulolchilik san'atida kulol sopol buyumlarni yasash uchun e'tiborni asosan loyni tayyorlashga qaratishi lozim. Buning uchun ishni avvalombor tarkibida turli aralashmalar (masalan, temir kukunlari, alebastr, tosh va shunga o'xshash jinlar) bo'lmasligini ta'minlashdan boshlash zarur, chunki ular loy sifatini buzishga olib keladi. Ana shunday toza loyni olish uchun kulolchilikda qo'llaniladigan har qanday loyni, ya'ni gilmoyani olib maydalanadi, so'ngra plastmassa yoki sirlangan tog'oralar (lagan)larda ivitib qo'yiladi, 1-2 kun o'tgandan keyin uni yaxshilab qorishtiriladi, oqibatda ivigan loy suv bilan qorishib suyuq holatga keladi. Keyin suyuq qorishma mayda ko'zli elakdan suzib o'tkaziladi.

Loy ko'zalarni alohida quritadigan moslamalarda yoki oftobda bir-ikki soat atrofida quritilsa yaxshi natija beradi. Bunday quritilgan ko'zalar xumdonda yorilmaydi.

Ota-bobolarimiz asrlar mobaynida kulolchilik sir-asrorlarini o'rganib har bir mahsulotni ayniqsa sifatiga, badiiyligicha, foydalanish qulayligiga va uning umrboqiyiligiga alohida e'tibor berib kelganlar. Shuning uchun ular tayyorlayotgan oddiy sopol piyolasidan tortib sharq me'morchiligini bezab turgan koshinlarning umrboqiyiligi dunyo ahlini lol qoldirmoqda. Ha, bunga erishish uchun ota-bobolarimiz yuqori sifatli g'oyat chidamli hamda davr sinovlaridan o'tgan materiallardan keng foydalanib kelganlar.

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SECTION: CHEMISTRY

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KIMYO DARSLARNI O'TKAZISHNING BIRINCHI XUSUSIYATLARI

Kimyo bo'yicha birinchi dars o'tkaziladi. Sinfda bo'lgani kabi, juda ko'p narsa, shu jumladan, o'quvchilarning kimyo fanini maktab mavzusi sifatida o'rganishga turtki beradi Albatta, kimyoning birinchi darsi birinchi darsga boradigan o'qituvchi uchun ham, kimyo bo'yicha birinchi darsga tayyorgarlik ko'rayotgan amaliyotchi talaba uchun ham muhimdir. Shu munosabat bilan, o'qituvchi nafaqat o'quv materiallarini tanlash, balki darsni yanada samarali va informatsion holga keltiradigan shakllar, usullar va uslubiy metodlarning butun majmuasini aniqlash uchun ham murakkab vazifadir. O'qituvchilar odatda kimyo tarixidan yoki uni qo'llash sohalaridan qo'shimcha faktlardan foydalanadilar, birinchi darsda o'quvchilarni nafaqat tomosha qilishni emas, balki xulosalar chiqarishni o'rgatadigan ajoyib qiziqarli tajribalar. Dars davomida yonayotgan shamni karbonat angidrid, temir xlorid (III) ning kaliy rodanid bilan o'zaro ta'siri va boshqalarni namoyish qilish mumkin.

Kimyo darsida intizom. Darsda intizom muammosi ko'pincha jiddiy masalaga aylanadi. Ba'zan dars uchun ehtiyotkorlik va g'amxo'rlik bilan tayyorgarlikdan qat'i nazar, o'quvchilarni bir butunga yig'ish qiyin. Ushbu muammoni hal qilish uchun metodik adabiyotlarda yondashuvlarning xilma-xilligiga qaramasdan, yaratilgan vaziyatdan yagona va universal yo'l yo'q va bu mumkin emas. Bunday yo'lni topish qiyin emas, lekin uni aniqlash mumkin emas. Har qanday sinfdagi har qanday o'qituvchi mukammal intizomga ega bo'lgan universal vositani ishlab chiqa olmaysiz. Nima uchun? Chunki ikkita bir xil sinflar, ikkita bir xil o'qituvchilar, kimyo darsida ikkita teng darajada yaratilgan pedagogik vaziyatlar mavjud emas. Biroq, bu, hal qilinmagan savol kabi, hali ham o'z qarorini topadi. Siz kasallikni davolash emas, balki uni oldini olish osonroq ekanini yaxshi bilasiz. Xuddi shu narsa kimyo o'qituvchisining pedagogik faoliyatida ham sodir bo'ladi. Har bir sinfni, har bir o'quvchini, sinf mikro guruhini, ular orasidagi ichki munosabatlarni o'rganish kerak bularning barchasi, albatta, vaqt talab etadi, lekin uning natijasi bor, eng muhimi, darsda qarama - qarshiliklarga yo'l qo'ymaslikdir.

Misol uchun, o'quvchilarning etiborini darsda saqlash qiyin. Barcha usullar, asosan, biriga qisqartirilishi mumkin-bolalarning etiborini yanada qiziqarli fakt yoki hodisaga o'tkazish kerak. Uzoq eslatmalarni o'qish ijobiy natijaga olib kelmaydi. Eng yomoni, agar bunday holat o'qituvchining o'zi tomonidan talabaga nisbatan hurmatsizlik yoki bayonotga yo'l qo'yan bo'lsa. Bu pedagogik jihatdan noto'g'ri.

Amaliy maslahat. Yosh o'qituvchining sinfga boradigan har bir usuli-rassomning sahnaga chiqishi kabi. Bolalar har bir kichik narsani juda sezgir deb bilishadi - o'qituvchi qanday

ketayotgani, nima va qanday qilib aytgani, bugungi kunda uning kayfiyati va boshqalar. ular o'qituvchining texnikasidagi barcha kuchli va zaif tomonlarini juda tez sezadilar va ularni manipulyatsiya qilishni boshlaydilar, ayniqsa kulgili (pozitsiya, parazit so'zi, jest, kiyim-kechak, ifodalar «bizda gazlar (sinov naychasida)», «bizda atom yadrosida» va boshqalar bor.). Sizing so'zlaringiz va harakatlaringizni nazorat qilishingiz kerak, ba'zan siz yozuvchida darsning bir qismini yozishingiz va o'zingizni yoki boshqa talabalar va metodistlar bilan tinglashingiz, darsning tabiatini va talabalar bilan bo'lgan munosabatni tahlil qilishingiz mumkin.

Agar o'qituvchi talabalarning charchoqlarini sezgan bo'lsa, unda bu faoliyat turini o'zgartirish, jismoniy tarbiya yoki engil hazil va talabalarning va butun pedagogik jamoaning ish bilan bandligi tufayli bunday rasm tez-tez kuzatiladi: dars davomida sinf o'qituvchisi yoki sinfdan tashqari ish boshlig'i va talabalarni ish ritmidan butunlay taqillatadigan reklama qiladi. Albatta, darsda bu haqda izoh berish «hodisa», keyin dars davomida kiritish uchun emas, balki tavsiya qilinishi mumkin. Darsda o'quvchilarning diqqatini dars materialini har qanday harakat bilan o'rganishga tezroq almashtirish kerak.

Shunday qilib, darsda intizom buzilishining sabablari quyidagicha tushuntirilishi mumkin:

- 1) sinfning umumiy kayfiyati bilan bog'liq sabablar,
- 2) sinfdagi har qanday talabaning kayfiyati bilan bog'liq sabablar.

Har qanday holatda, darsni olib borish uchun barcha talabalar uchun qiziqarli bo'lishi kerak, shunda ular begona odamni chalg'itishi mumkin emas. Kimyo darsida sinfni boshqarish uchun siz uchta shartga rioya qilishingiz kerak: birinchi navbatda, xotirjam bo'lsa-da, ammo juda obro'li, o'zgarmas ohang bo'lsa-da, aks holda u tasurot qoldirmaydi. Ikkinchidan, sharhlar, hatto biznes ham imkon qadar kamroq bajarilishi kerak. Uchinchidan, izohda ifodalangan davo, albatta, muayyan talabaga murojaat qilishi va darhol va izchil bajarilishiga olib kelishi kerak.

Kengash yoki eshik yaqinidagi zararli huquqbuzarni qo'yish kerakli ta'sirga olib kelmaydi, chunki bu «raqam» butun sinfning etiborini tortadi. Bolani kabinetdan chiqarib tashlash pedagogik jihatdan to'g'ri emas. Sinf o'qituvchisi yoki direktor o'rinbosarining chaqiruvini ushbu o'qituvchining o'quvchilarning obro'sini pasayishiga olib keladi, va yana biz muammolarni oldini olishga emas, balki ularni hal qilishga e'tibor qaratamiz. Tajribali o'qituvchilar darslarda kam fikrlarga ega. Ular yuz ifodalari, yuz ifodasi bilan harakat qilishni afzal ko'radilar. Hech qanday so'z kerak emas, ko'z va jest bilan harakat qilish kifoya. Bolalar o'qituvchining oldida yozilgan hamma narsani juda oson va aniq o'qiydilar va tushunadilar. O'qituvchining yuzini ifodalashda ma'qul ko'rish, mazmunli tabassum - minnatdorchiilik - bularning barchasi talaba tomonidan aniq va aniq qabul qilinadi va tegishli reaksiyaga sabab bo'ladi, bu esa kimyo darsining yanada samarali o'tkazilishiga yordam beradi.

Ambaliy maslahat. Dars davomida mutlaq sukunat deyarli haqiqiy emas, chunki hech qanday ish mutlaqo jim bo'lishi mumkin emas. Tajribali o'qituvchilar sinfda ishlaydigan shovqin nima ekanligini bilishadi, hatto tajriba davomida turli xil shov-shuvlarning paydo bo'lishi yoki guruhlar bo'yicha turli masalalarni muhokama qilish bilan aralashmaydi.

Biroq, talabalar ish jarayonida ishtirok etmasa yoki ular o'rganishi kerak bo'lgan ma'lumot ularga qiziqmasa, butunlay boshqacha shovqin paydo bo'ladi. Noma'lum qoida bor - «shovqinda dars boshlandi-shovqinda uni tugatasiz». Barcha dars davomida o'qituvchi sinfning etiborini yo'qotmasligi kerak, kamdan - kam hollarda sinfga qaytib, stolida kamroq o'tirishi

kerak. O'qituvchi o'rgangan materiallar darajasi bo'yicha hisobot haqida ma'lumot oladi. Ofisdagi o'qituvchining eng yaxshi pozitsiyasi taxtalar va old qismlar orasidagi sinfdan oldin. Taqdimot davomida o'qituvchining ofisga borishi taassurotni zaiflashtiradi, shuning uchun barcha talabalarni bir vaqtning o'zida ko'rish kerak. Shu bilan birga, o'qituvchining bir joydan ikkinchisiga o'tishi, yangi savolga o'tishga mos kelishi o'quvchilarning etiborini tortadi.

Kamroq gapirishga harakat qiladigan, ammo o'quvchilarni ko'proq gapirishga majbur qiladigan o'qituvchi boshqa narsalar bilan teng ravishda yaxshi natijalarga erishadi. Ovozni ishlab chiqish kerak, bu nafaqat ovozning tezligi va ohangiga, balki o'qituvchining diktatsiyasiga ham tegishli, chunki monoton ohang o'quvchilarni tezda yo'q qiladi. Ovozni ko'tarish, keyin ohangni pasaytirish, bularning barchasi o'quvchilarning etiborini oshirishga olib keladi. Yangi kimyoviy atamalarni talaffuz qilish ularni taxtada yozish bilan birga bo'lishi kerak. O'qituvchi materialning tushuntirishini tajriba namoyishi, kolleksiya yoki model bilan ishlash, taxtada ma'lumotni yozish bilan birga olib borishi kerak. Metodistlar o'qituvchiga tushuntirishda ma'lum bir ketma - ketlikka rioya qilishiga yordam beradigan taxtaning bir qismida dars rejasini tuzishni maslahat beradi va talabalar materialning to'liq rejasini kuzatadilar.

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SECTION: CULTURAL SCIENCE

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ЦЕРКОВНО-МОНАРХІЧНЕ ПІДПІЛЛЯ НА ДОНЕЧЧИНІ ТА ЛУГАНЩИНІ У 1943-1945 РР.

*THE MATERIALS ARE DEVOTED TO HIGHLIGHTING THE PECULIARITIES
OF THE MONARCHICAL RELIGIOUS UNDERGROUND IN THE DONETSK AND LUHANSK
REGIONS DURING 1943-1945.*

Key words: church, religious organizations, Donbas, war.

Релігійна історія Донеччини та Луганщини в роки Другої світової війни, знайшла висвітлення в українській історіографії. Однак увага дослідників зосереджується переважно на роках нацистської окупації, або післявоєнному періоді, період 1943-1945 рр. розглядається побіжно. Однак ці роки є надзвичайно важливими, адже в цей час в країні ще продовжувалась війна, і радянський уряд розумів необхідність переглядати політику в країні, бо доведеться повертати не лише території та підприємства, а й людей. Адже за роки окупації населення країни побачило іншу культуру, інше життя, взаємодіяло з окупантами.

Донеччина та Луганщина були повернуті одними з перших, залишалися, незважаючи на війну, одними з найбільш заселених в УРСР станом на 1943 р., й стали полігоном випробовування засобів та методів відновлення радянської влади [8, с. 14].

Мета – дослідити особливості діяльності церковно-монархічний організацій на теренах Донеччини та Луганщини у 1943-1945 рр. Дотримуючись принципу історизму, географічні межі дослідження будуть охоплювати Донецьку та Луганську області України, станом на 1939-1945 рр. – Сталінську та Ворошиловградську області УРСР, які доцільно розглядати як український Донбас.

Одним з наслідків Другої світової війни стала лібералізація та легалізація релігійного життя в СРСР. На Донбасі станом на 1943 р. проживали православні, католики, іудеї, протестанти, старообрядці. У регіоні діяли також громади іоаннітів (послідовники черносотенця Іоанна Кронштадського), Істинно-православної церкви (далі – ІПЦ) та стефанівців або підгорнівців, які сповідували вчення монаха Стефана Підгорного. Ці релігійні, які свого часу не сприйняли обновленську церкву і надалі залишалися на позиціях патріарха Тихона, характеризувались особливою опозиційністю щодо радянської влади та її заходів, їх відносили до церковно-монархічного підпілля. На думку радянської влади віровчення цих громад «будувалися на ворожій державі основі» чи містили «бузувірські способи моління, що завдавали шкоди здоров'ю і життю віруючих»,

не підлягали реєстрації і фактично позбавлялися права на існування та переслідувались адміністративними органами та знаходились під пільним контролем радянських спецслужб [2, с. 96-97].

У ході централізованої оперативної розробки «Острів» контррозвідники виявили розгалужене підпілля «іоаннітів» у Києві, Сталінській, Дніпропетровській, Ворошиловградській (лише в цій області нараховувалося понад 200 адептів секти) та інших областях, яке нараховувало до 30 осередків, в оперативну розробку взяли понад 250 учасників, розпочалися арешти «іоаннітів».

Осередки іоанітів функціонували на території Сталінської області, зокрема, в містах Макіївка, Костянтинівка, Красноармійськ, в селах Андріївка, Анастасівка Велико-Янисольського району. На своїх зібраннях іоніти читали акафіст, співали псалми, вели бесіди за євангелієм, зберігали портрети Іоанна Кронштадського. Радянська влада для іонітів була «сатанинською владою, тому що вона не визнає Бога та церкву. Діяльність секти ІПХ зводилась до «відкритого невизнання радянської влади, відмови служити в радянській армії, заборони вступати до колгоспів... не брати участь у суспільному і культурному житті країни» [2, с. 123; 6, с. 21-22].

Оскільки після нацистської окупації в Ворошиловградській області (Старобільському, Сватівському та Кремінському районах області) нараховувалась найбільша кількість адептів іонітів в УРСР – понад 200 осіб, НКДБ розробила окрему операцію «Компанія царя», скеровану проти лідера іонітів у Ворошиловградській області М. Сидорова, який видавав себе за царя Миколу II, а під час окупації, за даними спецслужб, працював керівником контррозвідувального осередку СД [2, с. 123; 10, арк. 10-12]. Варто зазначити, що серед священнослужителів знаходились послідовники лідера М. Сидорова, так у м. Старобільську священник Мясников розповсюджував чутки, що він цар Микола II Романов і зміг зібрати навколо себе групу віруючих. Цікаво, що Мясников мав наказ Никона про призначення його священником у Старобільську. Після того, як Мясниковим зайнялись радянські спецслужби єпископ заборонив йому проводити служби в церкві, однак незважаючи на прийняті міри віруючі підтримували Мясникова. Так у звіті уповноваженого Ради у справах релігійних культів УРСР у 1945 р. зазначається, що 70 монахинь, які проживали в Старобільську на питання чому вони не ходять молитись до храму відповіли, що будуть молитись лише тоді, коли «наши придуть», які «сосланы в Сибирь» [9, арк. 56].

За даними спецслужб, в УРСР діяло не менш 21 нелегальної організації ІПЦ з понад 500 учасниками. До червня 1945 р. органи НКДБ УРСР ліквідували 13 осередків ІПЦ (арештовано 178 їх учасників) у Києві, Сталінській, Ворошиловградській, Запорізькій та інших областях УРСР [2, с. 123].

Ще однією підпільною релігійною організацією, яка діяла на Донеччині після війни, була секта підгорнівців. За матеріалами агентурної справи «Святоши» в Сталінській області на початку 1945 р. був ліквідований Зайцевський нелегальний монастир підгорницької течії (с. Зайцево, Сталінська область). В монастирі «заборонялось одружуватись і виходити заміж, а жити лише церковним життям... не можна було відвідувати кіно, театри та інші розважальні місця». Також підгорнівцям заборонялось вступати до колгоспів... за можливістю навчатися вдома... виконувати релігійні обряди за

старими звичаями, молитись Богу... читати релігійні книжки та книжки Іоанна Кронштадського», вони «чекали кращого життя і царя, якого прийде відновити сам Стефаній Підгорний... обговорювали питання відносно майбутнього управління Росії, всі ми сходились у бажанні бачити єдину Русь, що управлялась царським престолом» [1; 6, с.21-22].

Одним з найважливіших питань для існування православної релігійної громади ставала її реєстрація та надання їй в користування молитовного будинку чи церкви при наявності клопотання значної групи віруючих. Рада у справах РПЦ мала розглядати це клопотання та самостійно приймати рішення про реєстрацію, відкриття чи заборону надання молитовного будинку. У такий спосіб питання про витіснення неправославних конфесій та релігійних культів вирішувалось досить просто. До того ж паралельно діяли Ради у справах релігійних культів, завданням яких було, власне кажучи, не «zareєструвати та надати», а «виявити та не дозволити» [4, арк.102; 5, арк.13-14;].

Складним питанням залишається доля тих, хто приєднався до церковно-монархічного підпілля, це обумовлюється фрагментарністю даних про нелегальні релігійні об'єднання через конспіративний характер їх діяльності в радянські часи.

Пік репресій проти віруючих в регіоні припав на 1947-1953 рр., однак і протягом 1943-1945 рр. були звинувачення. У 1943 році за релігійні переконання на Донеччині було репресовано 1 особу, у 1944 - 7 осіб, у 1945 - 23 особи. За період з 1943 до 1953 року на Донеччині за ст. 54-10 ч. 2 та 54- 11 КК УРСР, що трактували наявність в особи релігійних переконань як контрреволюційний злочин, було незаконно репресовано 229 осіб, це складає близько 6 % від загальної кількості всіх незаконно репресованих осіб. Серед репресованих переважно більшість склали протестанти, зокрема п'ятидесятники. Однак серед репресованих було й три православних священники, яких звинувачували в тому, що під час окупації вони організували церкви, були учасники «нелегальних монастирів» і молитовних домів (18 осіб), люди, які вели «релігійну агітацію і пропаганду» та розповсюджували релігійну літературу (18 осіб), у приналежності до церковно-монархічних організацій звинуватили 38 осіб [7, с. 30].

Таким чином встановлено, що одним зі специфічних наслідків нацистської окупації на Донбасі було активне релігійне життя, представлене діяльністю чисельних культів та течій, заборонених до війни. Частина з них, відновивши свою діяльність під час окупації (іоанніти, підгорнівці, Істинно-православна церква – група так званого «церковно-монархічного підпілля») [8, с. 14] вели відкриту антирадянську діяльність, за що активно переслідувалися органами НКГБ. Не маючи на той час можливості та ресурсів тотально контролювати релігійне життя, радянський уряд у центрі та на місцях уніфікував його за допомогою кишенькової РПЦ, загнавши неправославні громади Донбасу в глибоке підпілля, проводив репресії проти найактивніших служителів культів.

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SECTION: ECOLOGY

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STUDYING THE EFFECT OF ATMOSPHERIC POLLUTION ON GREEN TREE ECOSYSTEM

Annotation. *The article provides information on the mechanisms of air pollution in the Andijan region and the level of impact on green ecosystems.*

Keywords: *Ecosystem, atmosphere, aerosol, acid rain, ornamental tree, SO₂, NO₂, absorption.*

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ИЗУЧЕНИЕ ВЛИЯНИЯ ЗАГРЯЗНЕНИЯ АТМОСФЕРЫ НА ЭКОСИСТЕМУ ЗЕЛЕННЫХ ДЕРЕВОЙ

Аннотация. *В статье представлена информация о механизмах загрязнения атмосферного воздуха в Анжиганской области и уровне воздействия на зеленые экосистемы.*

Ключевые слова: *экосистема, атмосфера, аэрозоль, кислотный дождь, декоративное дерево, SO₂, NO₂, абсорбция.*

Currently, a number of scientific studies are being conducted in the world's leading research centers to determine the level of air pollution, prevent the spread of harmful gases to the environment and beautify the region. In this regard, the development of a scientific basis for the selection and recommendation of ornamental tree species, the preservation of ecologically acceptable state of the human environment is one of the most pressing issues of today.

When industrial or other types of substances are released into the atmosphere, their concentration changes and accumulation in soil and vegetation in certain areas is observed. Research in this area was first conducted by (M.c.Laughlin S.B.) [6] in the 1980s. During this period, the main air pollutant in Europe and America, as well as in the Commonwealth of Independent States, was sulfur dioxide. The first joint research project of Soviet and American scientists in the 1980s also focused on forest ecosystems and the effects of pollutants, showing how problematic the effects of substances on trees were during this period [1]. To date, research in this area is extensive and specific to each region. By the end of the last century, acid rain had emerged, which was one of the main threats to the tree ecosystem. In fact, the occurrence of acid rain was observed in the Middle Ages, but the scale of anthropogenic

changes today, the concentration of industrial and domestic wastes in the atmosphere began to become dangerous, which led to an increase in the intensity of acid rain [2].

Studies have shown that with the increase in atmospheric pollutants, tree ecosystems in the world's forest regions have lost 45% of their viability [3]. In the study of tree changes in the world today, a method of comparison and classification based on changes in tree morphology has been applied [4]. The aim of this study is to study the relationship between the accumulation of pollutants in trees in the conditions of intensive concentration of atmospheric pollutants in the city of Andijan.

The method of studying the accumulation of these substances in the leaves of different trees with atmospheric concentrations of pollutants in the study area is analyzed by modeling simple statistical relationships.

To do this, the detected concentration of harmful substances in the atmosphere was determined using the analysis of samples taken from tree leaves at the same time. Under such conditions, it is not possible to determine the cumulative intensity. The reason is that the accumulation of harmful substances in the atmosphere on the leaves of the tree takes place over a period of time. The results of the experiments show that in the experiments conducted in Andijan, the distribution of air pollutants in Navoi Bagh, Cholpon, Navoi Shah, Babur Shah and Amir Temir streets is very slow [5]. Especially in the summer months, low wind speeds and low humidity cause pollutants to accumulate in the lower atmosphere up to 10 meters above the human-breathing level. High concentrations of SO₂ are seasonal and increase mainly in summer and autumn. Powder is the same throughout the year. The cleanest area of the city is A. It was found to be a Navoi garden and the SO₂ content in this area was 0.25 mg / m³ and the dust content was up to 0.05 mg / m³. Atmospheric pollutants affect living organisms in the form of biochemical agents, leading to disruptions in the ultramicroscopic structure of the cell. This leads to physiological processes and plant metabolism, as well as a decrease in its productivity, growth rate, life expectancy. In ecosystems, depending on the genetic characteristics of the trees, the effects of pollutants of different types and levels may be different. The level of stress on trees by atmospheric substances develops in two cases, such as the amount of accumulation over a limited period of time or over a long period of time. The atmosphere is a practically unlimited air phase in which physical and chemical processes are essential for the survival of a living organism. The presence of anthropogenic harmful substances in the air cavity and its concentration has a secondary, primarily harmful effect on the human body. This effect is manifested in latent, regular and irreversible forms in trees. The effect at low concentrations, in turn, does not give rapid characterization in plants and disrupts physiological processes. While regular exposure adversely affects the chlorophyll process, irreversibly the concentration of substances in the atmosphere causes the body to dry out due to the inability of the tree stem to absorb water by the mesophilization process or the unusual shedding process of the leaf. Studies have shown that the limit of resistance of trees to such substances does not have a detrimental effect on the tree ecosystem if it does not exceed the level of their adaptive properties. Such a concentration limit was expressed in 1984 in the following figures. The maximum value of NO₂ in the atmosphere is a maximum of 0.04 mg per cubic meter of air. ni, average daily 0.02 mg.; The maximum dose for lead is 0.01 mg., the

average daily dose is 0.002 mg., the maximum dose for SO₂ is 3.0 mg., the maximum daily dose is 1.0 mg. maximum for formaldehyde 0.02 mg., average daily 0.003 mg. defined as

Regression correlation modeling found that there was a strong correlation between the concentration of harmful substances in the atmosphere and the amount of cumulation that occurred on the leaves of trees. Such a connection was especially evident in the spruce tree. In particular, the density of the bond between the two oxides of sulfate and the accumulation of this substance in the leaves of selected trees is as follows: 0.88 in spruce; 0.78 in oak tree; was 0.75 in fake chestnut and 0.93 in peacock tree.

The peculiarity of the transformation of sulfate dioxide is that it is oxidized in the atmosphere and undergoes strong cumulation in trees from sulfate to its other compounds. Its oxidation takes place in two practical ways: first, it encounters strong oxidants in a gaseous space by photochemical homogeneous reaction (hydroxyl process); secondly heterogeneous i.e. the absorption of water vapor in clouds, fog and other types of precipitation.

In both cases, its excess exceeds the established norm, leading to the development of irreversible negative processes for the trees. In addition, sulfur dioxide is a toxic substance with strong assimilation properties.

The accumulation of lead material from heavy metals in a tree leaf leads to the development of two types of harmful processes. First, it has a harmful chemical effect, disrupts the chlorophyll process, and secondly, accumulates in the leaves and participates in the process of thermal burning. According to the modeling results, the bond strength between atmospheric concentration and tree leaf accumulation is weak. In fact, the fake chestnut tree showed that there was a reverse link in the cumulation process.

The link between atmospheric nitrogen oxides and cumulation in tree leaves was found to have a straight and strong bond in spruce, oak and pavlovia trees, and a weak bond with fake chestnut trees. Maximum concentrations of nitrogen dioxide in the atmosphere up to 0.04 mg / m³ are important for nitrogen saturation of trees.

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SECTION: ECONOMICS

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PROBLEMS OF EMPLOYMENT FOR WOMEN

Each historical period has its own characteristics of the use of female labor. Accordingly, the nature of women's labor will change over time. Based on the views of many scientists, we can say that female labor is a labor function that combines quantitative and qualitative indicators that a woman can perform based on her personal biosocial characteristics. In fact, the most efficient use of labor, including that of women, is the most important condition for modern development. In their formation as a personality, the main indicators of women's labor activity are of great importance, in particular, the quantitative growth of women in the process of social production, changes in the content and nature of labor, intellectualization, creative, organizational and managerial functions.

Changes in the structure of employment are clearly visible today. This means that the proportion of women in the economy is changing. Most of them (27.8%) are employed in agriculture, forestry and fisheries. Agricultural work is mainly dependent on manual labor. It negatively affects women's health, causes a lot of time spent, physical activity. In addition, a low level of satisfaction with the result, monotonous, non-innovative, low-skilled work is considered.

For rural women, the choice of place of work, social status, type of employment has always been limited to a certain extent. Therefore, they are forced to engage in low-skilled, mostly manual, difficult and unpleasant, unfavorable and work place in agriculture and animal husbandry. All this ultimately leads to physical exertion.

It should be recognized that in today's era of globalization, the development of small business and private entrepreneurship, as well as the increasing role of female labor in this sector, play a special role in the overall growth of our economy. In recent years, a number of normative documents have been adopted on the use of female labor and its effective implementation. The most up-to-date methods and conveniences of reorganizing the management of the economy on the basis of normative documents to expand women's labor and create opportunities have been achieved. Nevertheless, as President SH.M. Mirziyoyev noted, the important issue of creating permanent jobs for women has not been fully resolved. In this regard, the role of women in society, their contribution to the development of small business and private entrepreneurship remains relevant today.

Despite the fact that the country has created all the social and legal conditions for increasing the employment of women, the current situation in this area does not meet the requirements of modern economic development. To improve this situation, it is necessary to go

beyond gender issues, since many of them stem from general problems of the formation and development of the labor market in the context of market transformations that affect the employment rate of the population, especially women. The strategy of actions in five priority areas of development of the Republic of Uzbekistan for 2017-2021 sets the tasks "... increasing the social and political activity of women, their wide involvement in entrepreneurial activities, further strengthening the family base."¹

According to scientists, "not all women have a clear attitude to work, there is a shortage of highly qualified women, their leading role in the family economy is growing and, accordingly, stereotypes about the attitude of women to socially useful work persist. The reasons are as follows. as gender differences in perception are reflected in the low career levels and leadership aspirations of rural women today."²

The current position of women is also a consequence of the patriarchal traditions of society. The roots of social discrimination against women can be found in the distant past. The attitude towards a woman who is not fully appreciated as a being is reflected in philosophical and religious views. For example, Socrates said: "Three things can be considered happiness: You are not a wild animal, you are not a barbarian, you are a Greek, and you are not a woman, you are a man." This is also seen in modern societies where men tend to be dominant.

There is a contradiction between the actual discrimination against women in practice in a democratic way that guarantees equal rights and opportunities for both sexes, which is officially proclaimed for modern society. Social discrimination against women is manifested in the sphere of labor and employment, in the distribution of material wealth and power, in the political and cultural life of society and is transparent.

Among the obstacles to doing business, women highlight the following:

- Lack of punctuality;
- Failure to overcome feelings of compassion;
- Excessive emotionality;
- Striving to please everyone;
- There is a strong misconception about the role that women should and should play in society.

Thus, the following measures are needed to ensure that women fully participate in the labor market and have equal employment opportunities with men:

- Advocacy should be promoted to improve understanding of issues related to equality between women and men, to eliminate misconceptions about women's employment.
- Amend labor legislation to give women the right to independently choose the order and type of work.
- Protect motherhood, provide parental leave, share and ease the burden of household chores, introduce flexible work schedules, including volunteer and part-time work for parents, and provide children with low-cost work. Providing institutional support that provides quality

¹ Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги 4947-сонли фармонининг 1 иловаси «2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегияси». // Lex.uz.

² <https://www.gazeta.uz>

care, enabling parents to simultaneously fulfill their work and family responsibilities through the establishment of educational institutions. when providing such assistance, special attention should be paid to families in which the head of the household consists of only one parent.

- Strengthen the labor market information system, inter alia by collecting and calculating relevant data and indicators on employment, unemployment and wages, as well as labor market information and data, including, where possible, information on available jobs outside the official market distribution. be tuned.

- In order to track the real opportunities of women in the labor market, all such data should indicate the number of women and men separately.

Involvement of women in small business and private entrepreneurship When using their labor, it is advisable to take the following measures:

- Introduce modern social protection of women;
- organization of various courses (preferential) and expansion of training centers in order to improve the literacy of women in the field of entrepreneurship, improve their qualifications;

- Apply preferential approaches to supporting working women, conduct special research in the system of employment of unemployed women at labor exchanges and, on this basis, improve employment services;

- strengthening the sense of ownership of property for individual entrepreneurship in rural areas;

- creation of new jobs based on the development of home work and the development of modern industries.

In a word, if intelligent, middle class, business and enterprising women of our country make a worthy contribution to the development of all spheres, the economy of our country will inevitably develop further and achieve high results.

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IQTISODOYOTNI RIVOJLANTIRISHDA XORIJIY INVESTITSİYALARNING AHAMIYATI

Annotatsiya. O'zbekiston davlat mustaqilligiga erishgan dastlabki yillardan boshlab milliy iqtisodiyotni rivojlantirishning o'ziga xos yo'nalishini belgilab oldi. U iqtisodiyotning rivojlanishi va barqarorligida investitsiyalarning beqiyos o'rintutishini o'z vaqtida to'g'ri anglab yetganligining natijasida investitsiyalarga, xususan, chet el investitsiyalariga bo'lgan e'tiborning kuchayishi yuz berdiki, bu esa bugungi kunga kelib mamlakatimizdagi investitsiya faoliyatining rivojlantirilishiga olib keldi.

Kalit so'zlar: investitsion faoliyat, eksport, import, to'g'ridan to'g'ri investitsiyalar, chet el investitsiyalari, capital, portfel investitsiyalar, inflyatsiya, kredit.

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ЗНАЧЕНИЕ ИНОСТРАННЫХ ИНВЕСТИЦИЙ В ЭКОНОМИЧЕСКОМ РАЗВИТИИ

Аннотация. С первых лет независимости Узбекистан задал конкретное направление развития национальной экономики. В результате его своевременного понимания уникальной роли инвестиций в развитии и стабильности экономики произошло усиление внимания к инвестициям, в частности, иностранным инвестициям, что привело к развитию инвестиционной активности в нашей стране.

Ключевые слова: инвестиционная деятельность, экспорт, импорт, прямые инвестиции, иностранные инвестиции, капитал, портфельные инвестиции, инфляция, кредит.

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THE IMPORTANCE OF FOREIGN INVESTMENT IN ECONOMIC DEVELOPMENT

Annotation. From the first years of independence, Uzbekistan has set a specific direction for the development of the national economy. As a result of his timely understanding of the unique role of investment in the development and stability of the economy, there has

been an increase in attention to investment, in particular, foreign investment, which has led to the development of investment activity in our country.

Keywords: *investment activity, export, import, direct investment, foreign investment, capital, portfolio investment, inflation, credit.*

Bugungi kunda rivojlangan investitsion faoliyatning yo'lg'a qo'yilishini hukumatimizning yuritayotgan oqilona investitsiya siyosatining mahsuli ekanligini ta'kidlash lozim. Zero, Birinchi Prezidentimiz Islom Abdug'aniyevich Karimovning "Iqtisodiyotni tarkibiy jihatdan qayta qurish, eksport imkoniyatini kengaytirish sohasida belgilangan yo'nalishlar kuchli investitsiya siyosatini o'tkazish bilangina ro'yobga chiqadi" - degan ko'rsatmalari muhim ahamiyatga ega. Albatta, kuchli investitsiya siyosatini o'tkazish orqaligina biz o'z iqtisodiyotimizni yanada gullabyashnatishimiz mumkin. Bunda xorijiy investitsiyalarning o'zni katta hisoblanadi. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan qabul qilingan "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmonida olib borilayotgan islohotlar samarasini yanada oshirish, davlat va jamiyatning har tomonlama va jadal rivojlanishi uchun shart sharoitlar yaratish, mamlakatimizni modernizatsiya qilish hamda hayotning barcha sohalarini liberallashtirish bo'yicha ustuvor yo'nalishlarni amalga oshirish maqsadida 2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi tasdiqlandi. Ushbu Harakatlar strategiyasida iqtisodiyotni rivojlantirish va liberallashtirishning ustuvor yo'nalishlaridan biri bu – investitsiya muhitini takomillashtirish, mamlakat iqtisodiyoti tarmoqlari va hududlariga xorijiy, eng avvalo, to'g'ridan-to'g'ri xorijiy investitsiyalarni faol jalb qilishdan iborat.

Shuning uchun ham, xorijiy investitsiyalarni jalb etmay, ayniqsa, yetakchi tarmoqlarda chet el investitsiyalari ishtirokini kengaytirmay turib, iqtisodiyotda tarkibiy o'zgarishlarni amalga oshirish va uni modernizatsiya qilish, korxonalarni zamonaviy texnika bilan qayta jihozlash hamda raqobatdosh mahsulotni ishlab chiqarishni yo'lg'a qo'yish mumkin emas. Mamlakatimiz iqtisodiyotiga xorijiy investitsiyalarning jalb etilishi uning iqtisodiy imkoniyatlarining kengayishini tezlashtirib, barcha sohalarida ichki imkoniyat va rezervlarni ishga solish, yangi texnika va texnologiya, eksportbop tovarlarni o'zlashtirish, ularni ishlab chiqarishni yo'lg'a qo'yish orqali davlatimiz iqtisodiy qudratini ta'minlashda muhim ahamiyat kasb etadi.

Milliy iqtisodiyotni rivojlantirishda xorijiy investitsiyalarning ahamiyati katta bo'lib, u quyidagilar bilan izohlanadi:birinchidan, ishlab chiqarishga zamonaviy texnika va texnologiyalarni joriy etib, eksportga mo'ljallangan mahsulotlarni ishlab chiqarishni rivojlantiradi;ikkinchidan, import o'rnini bosuvchi tovar ishlab chiqarishni yo'lg'a qo'yish va buning uchun xorijiy investitsiyalarni iqtisodiyotning ustivor sohalariga yo'naltirish va pirovardida aholining me'yordagi turmush darajasini ta'minlash imkonini yaratadi;uchinchidan, kichik biznesni, xususiy tadbirkorlikni rivojlantirish va qishloq xo'jaligi ishlab chiqarishini jadallashtirish orqali o'sib borayotgan aholini ish joylari bilan ta'minlaydi;to'rtinchidan, korxonalarning eskirgan ishlab chiqarish quvvatlarini, moddiy texnik bazasini yangilaydi va texnik qayta qurollantiradi; beshinchidan, tabiiy resurslarni qayta ishlovchi korxonalarni barpo etishga ko'maklashadi, davlat byudjetiga soliq tushumining kelib tushishi ko'payadi. Xorijiy investitsiyalarning milliy iqtisodiyotga keng miqyosda jalb etish o'tish davrining strategik va

joriy vazifalarini hal etish zaruriyati bilan bog'liq. Ushbu vazifalarni bajarish natijasida o'tgan yillarda investitsiyalarning o'sishi jadallashdi.

To'g'ridan to'g'ri investitsiyalar kapitalni joylashtirish shakli bo'lib, investorni qimmatli qog'ozlarga yoki mulkka bo'lgan bevosita huquqidan dalolat beradi. To'g'ridan to'g'ri xorijiy investitsiyalar, kapital qo'yuvchi davlat yoki uning xo'jalik yurituvchi subyektlari tomonidan investitsiyalarni kapital qabul qiluvchi davlat iqtisodiyotiga joylashtirishini anglatadi. Investitsiyalardan olinadigan daromad evaziga olish mumkin bo'lgan foiz stavkasidan yuqoriroq darajada bo'lishi kerak. Shundagina kapital qabul qiluvchi davlatning to'g'ridan-to'g'ri xorijiy investitsiyalarga bo'lgan talabi qondirilgan bo'ladi. Jahon kapital bozorida kapital oqimi unga bo'lgan talab va taklifdan kelib chiqadi. Xorijiy kapitalning milliy iqtisodiyotga kiritilishi ikkala tomonga ham manfaat keltirishni ko'zlaydi.

To'g'ridan to'g'ri xorijiy investitsiyalarning o'zga iqtisodiyotga kirib borishi moliyaviy xatarlar bilan bog'liq. Chunki kapital oqimlarining harakati kapital bozorlari orqali vujudga keladi va, o'z navbatida, moliyaviy harakatlarga asos soladi. Milliy kapital bozorlarida moliyaviy xatarlardan bo'lmish foiz, kredit, inflyatsiya xatarlari asosiy xatarlardan hisoblanadi.

To'g'ridan to'g'ri xorijiy investitsiyalar tarkibiga quyidagilar kiradi:

- kompaniyalarning o'z kapitalini xorijga chiqarishi;
- to'g'ridan to'g'ri investor xorijiy korxonadan olgan foydasini uning foydasiga qayta moliyalashtirilishi;
- kapitalning bosh firma va uning xorijiy korxonalari o'rtasida ichki korporativ o'tkazmalari.

Portfel investitsiyalar - bu kapitalni xorijiy korxonalar qimmatli qog'ozlariga (korxonalar ustav kapitalining 10% dan kam qismini) kiritish shaklida olib chiqib ketish bo'lib, investorlarga ular faoliyatini bevosita nazorat qilish imkonini bermaydi.

Jahon iqtisodiyotining barqaror rivojlanishi jarayonida portfel investitsiyalar ulushining ortishi tabiiy holdir. Bu ikki holat bilan izohlandi:

- jahonda moliya bozorlarining jadal rivojlanishi;
- portfel investitsiyalarning yuqori likvidligi bilan bog'liq afzallikdir.

To'g'ridan to'g'ri va portfel investitsiyalarni boshqa mamlakatga chiqib ketishida, albatta, maqsad birinchi o'rinda turadi. Bu 2 turdagi investitsiyalar orasidagi farqlarni 2.1.1-jadvalda ko'rishingiz mumkin.

To'g'ridan to'g'ri va portfel xorijiy investitsiyalar o'rtasidagi o'ziga xos farqlar

Belgilar	To'g'ridan to'g'ri xorijiy investitsiyalar	Portfel investitsiyalar
Olib chiqishning asosiy Maqsadi	Xorijiy firmani nazorat qilish	Yuqori foyda olish
Maqsadga erishish yo'llari	Xorijda ishlab chiqarishni tashkil qilish va yuritish	Xorijiy qimmatli qog'ozlarni sotib olish
Maqsadga erishish usullari	a) xorijiy firmaga to'liq egalik qilish; b) aksiyalar nazorat paketini sotib olish (XVF ustaviga ko'ra	Xorijiy firma aksiyadorlik kapitalining kamida 25 foizini sotib olish (AQSH, Yaponiya va Germaniyada – 10%)

	kompaniya aksiyadorlik kapitalining 25% idan kam bo'lmashligi kerak)	
Daromad shakllari	Tadbirkorlik foydasi, dividendlar	Dividendlar, foizlar

Umuman olganda, xorijiy investitsiyalar qabul qiluvchi mamlakatda mehnat unumdorligining o'sishiga ijobiy ta'sir ko'rsatadi. So'nggi yillarda esa tadqiqotlar xorijiy investitsiyalar, mahalliy firmalarning holatiga salbiy ta'sir ko'rsatmoqda. Xususan, mahalliy firmalar yirik kapital qo'yilmalarsiz ham mehnat unumdorligini oshirishga erishishlari mumkin, buning samarasi esa uzoq istiqbolda ko'rinadi.

Xorijiy investorlar tomonidan bo'sh turgan mablag'larni bir davlat hududidan boshqa bir davlat hududiga foyda olish maqsadida yo'naltirishdir. Xorijiy investitsiyalar iqtisodiyotni jadal sur'atlarda rivojlanishida katta rol o'ynaydi. Ular orqali yuqori malakali ishchi kuchiga talab ortadi va eng muhimi aholi turmush darajasi ularni kirib kelishi orqali ko'tariladi.

Xorijiy investitsiyalar ishtirokidagi yangi korxonalar sonining tobora ortib borishi va yangilari barpo etilayotgani davlatimizning bu sohaga bo'lgan katta e'tibori va ularga yaratib berayotgan qulayliklari natijasidir. Shu boisdan ham mamlakatimizga xorijiy sarmoyalarni jalb etayotgan korxonalarni iqtisodiy rag'batlantirish va ular uchun zarur sharoitlarni yaratib berish o'ta muhim masalalardan biri hisoblanadi. Shuning uchun ham milliy iqtisodiyotimizga xorijiy investitsiyalarni jalb qilishni faollashtirishda quyidagi chora-tadbirlarni amalga oshirish zarur: birinchidan, inflyatsiya darajasini investitsion loyihalar qiymat o'sishiga ta'sirini kamaytirish, shuningdek, xorijiy investitsiyalar hajmini yanada ko'paytirish; ikkinchidan, investitsiyalarni real ishlab chiqarish sohasiga, ya'ni xomashyoni qayta ishlovchi tarmoqlarga jalb etish; uchinchidan, chet el investorlariga yanada qulay investitsiya muhitini yaratish maqsadida rag'batlantirish tizimini yanada takomillashtirish, xususan, soliq yukini kamaytirish va soliq tizimini investorlar uchun ham soddalashtirish; to'rtinchidan, xorijiy iqtisodiy sub'ektlar bilan o'zaro manfaatli loyihalarni amalga oshirish tizimini takomillashtirish va ular bilan erkin investitsion iqtisodiy zonalarini tashkil etish; beshinchidan, infratuzilmasi mavjud va rivojlanishi qulay bo'lgan joylarga investorlarni jalb qilish orqali sanoatni tizimli rivojlantirish; oltinchidan, uzoq muddatli, past foizli to'g'ridan-to'g'ri xorijiy kredit resurslarini jalb etish ishlarini kuchaytirish; yettinchidan, xorijiy tajribalardan kelib chiqqan holda xorijiy investorlarni davlat tomonidan qo'llab-quvvatlovchi jamg'armalar tashkil etish. Yuqoridagi takliflarni amaliyotda joriy etish milliy iqtisodiyotimizga xorijiy investitsiyalarni jalb etishni yanada faollashtirishga ijobiy ta'sir ko'rsatadi. Ushbu holat pirovardida ishlab chiqarishni texnik va texnologik jihatdan uzluksiz yangilab borish, iqtisodiyotda chuqur tarkibiy o'zgarishlarni amalga oshirish, sanoatni modernizatsiya va diversifikatsiya qilishni izchil davom ettirish asosida, kelgusida mamlakatimizda investitsion siyosatni to'liq amalga oshirish imkoniyatini yaratadi.

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DIGITAL ECONOMY - THE BEGINNING OF A NEW ERA

Annotation. *This article offers practical solutions for further improvement of the gradual development of the digital economy in the Republic of Uzbekistan, training in the digital economy, their training in accordance with international standards, the results of special training and of course, decrees and resolutions adopted by the President of the Republic of Uzbekistan Shavkat Mirziyoyev in recent years, as well as practical work carried out in Uzbekistan.*

Keywords: *blockchain, IT, Digital Economy, GDP, digital assets, new economy, engine of industrial revolution, ICT, cybersecurity.*

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ЦИФРОВАЯ ЭКОНОМИКА - НАЧАЛО НОВОЙ ЭРЫ

Аннотация. *В данной статье предлагаются практические решения по дальнейшему совершенствованию постепенного развития цифровой экономики в Республике Узбекистан, обучение цифровой экономике, их обучение в соответствии с международными стандартами, результаты специальной подготовки и конечно же постановлениями и постановлениями. принятые Президентом Республики Узбекистан Шавкатом Мирзиёевым в последние годы, а также практическая работа, проводимая в Узбекистане.*

Ключевые слова: *блокчейн, ИТ, цифровая экономика, ВВП, цифровые активы, новая экономика, двигатель промышленной революции, ИКТ, кибербезопасность.*

Mankind is going through an important period of change in the economy, the digitization of this process, mobilization, the introduction of artificial intelligence in the industry. The need to develop a new economy becomes even clearer by 2022, when almost a quarter of world GDP is projected to go to the digital sector. The introduction of the digital economy in developed countries has already begun. In the context of globalization of the world economy and the development of technology, the economic development of Uzbekistan is impossible without the development of the digital economy. Today, the rapid process of digitization has created a “new economy.” This little-studied and deep-rooted market segment provides manufacturers with the best ways to conduct effective marketing campaigns in their business, maximize profits at minimum cost, and sell goods and services successfully. Quality service and convenience will be created for consumers, buyers and customers. In your busy time, it's more than just ordering lunch online, calling a taxi via the mobile app, or sending

money to a distant neighbor, it includes cross-border business collaboration, e-commerce, and remote office.

Digital economy is an economic activity based on digital technologies, connected with e-business, e-commerce, producing and providing digital goods and services. In this case, settlements for economic services and goods are made through electronic money. The concept of the digital economy is based on the transition from the atom to the bit, that is, from the smallest chemical particle to the electronic unit.

In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 2020 was declared the Year of Science, Enlightenment and Development of the Digital Economy. This appeal can be considered not only as a guide and guide for the current year, but also as a program of fundamental importance, a program that will determine the path of development of Uzbekistan in the medium term. [1]

It is difficult to imagine the development of a society and a country without knowledge and enlightenment. Yusuf Khas Hajib, in his book *Qutadgu Bilik*, pointed out the importance of the role of knowledge and enlightenment by saying, "An ignorant person is a fruitless tree, what can a hungry person do without a fruitless tree?" [2] The emphasis placed by the President on education and the development of the digital economy is an important step towards building a democratic state with strong socio-economic, political and market economy.

It should be noted that the Decree of the President of the Republic of Uzbekistan "On measures to further improve the field of information technology and communications" dated February 19, 2018, the Government of the Republic of Uzbekistan became the basis.

Some may wonder why the digital economy is needed and what it provides. When we talk about the digital economy, we do not need to understand only Blockchain technology and their use in international financial markets or cryptocurrencies. Of course, blockchain technology and cryptocurrencies are also part of the digital economy. But the Digital Economy is an economy in which digital communications are carried out using IT. At the same time, it can also be seen as a means of eliminating the shadow economy. Because, firstly, all transactions will be registered electronically, and secondly, they will be transparent. In addition, the cost of products and services will be reduced due to the use of new IT technologies in production. In the context of globalization, external migration, international trade and capital movements, tourism, foreign investment, IT development affect the economic growth of countries. As a result of the reforms being carried out in the new Uzbekistan, openness, the development of international economic and political relations has created opportunities for the modernization, technical and technological re-equipment of industrial sectors in our country. An example of this is the growth of our country's foreign trade. Many terms, such as "e-government", "e-government", "telecommunications", "Internet", "website" have become an integral part of our lives. IT covers all areas of our daily lives.

The results of the World Bank's Digital Dividends study show how relevant and important the digital economy is in developing countries' economies. In particular, a 10% increase in internet speed will lead to an increase in the country's GDP. In developed countries, the figure is 1.21 percent, while in developing countries it is 1.38 percent. This means that if the speed of the Internet doubles, the GDP will increase by 13-14%. [3] Experts estimate that by 2020, more than 30 percent of major banks will have begun using blockchain technology in

their operations. This is due to the fact that despite the relatively recent development of blockchain technology, its inclusion of revolutionary changes in existing business processes has aroused great interest among financial market participants. As you know, today the digital economy also plays an important role in creating added value. Different algorithms, processes and digital information are becoming a key factor in the strategic development of corporate business. Digital non-financial factors determine the competitiveness of banks and affect their efficiency. The development of digital technologies has ultimately led to an increase in intangible assets, that is, non-physical assets that do not exist physically. In 1975, the intangible assets of major American corporations accounted for 17 percent, and by 2019, the figure had risen to 85 percent.

Digital assets are intangible assets in digital form that are taken into account in the preparation of financial statements. In turn, the role of social networks in the development of digital assets is important. Social networks also provide ample opportunities for the development of digital business. Mobile payment systems can be considered as a modern version of the digital economy. We all know that customers' smartphones will be connected to bank accounts. This allows customers to make online purchases and transfer funds freely using mobile devices. Payment systems and banking information systems make extensive use of digital assets. The main components of digital assets are intellectual property. Only the company has the right to own the results of intellectual activity. Examples of such assets include patents for inventions, exclusive rights to computer programs, and databases. Nowadays, along with digital assets, the digital asset management system is also developing rapidly. Information security is an important factor in the management of digital assets. The focus should be on ensuring unauthorized access to digital data, protecting it from the media, and ensuring the simplicity of data transmission. One of the important challenges of digital asset management is their legal protection. It should be noted that it is possible to create and launch a copy of digital assets in a short time and at a lower cost than the original. This, of course, affects the total return on digital assets. The use of cloud technologies in the management of digital assets is a prerequisite for the development of technical, legal and organizational information security methods. At present, the country's development does not depend only on the available natural resources or population, according to the World Bank, 66% of the total wealth of the Kurrai land - 365 trillion US dollars - human capital, mainly the level of knowledge of the individual. In the United States, that figure is 77 percent to \$ 95 trillion. Therefore, in this year's Address, the head of our state said, "The greatest wealth is intelligence and knowledge, the greatest heritage is a good upbringing, the greatest poverty is ignorance!" He specifically mentioned [4]

It is the wing of intelligence and scientific progress. The pinnacle of modern science is in the high-tech, digital world. The Fourth Industrial Revolution marked the beginning of a new form of development, the "digital economy". To date, the world's digital economy is estimated to be worth \$ 2 trillion in 20 developed countries. In the United Kingdom, the world leader in the development of the digital economy, it has already reached 12% of GDP. The digital economy implies the digitization of technological and business processes, production, logistics and sales of finished products. In our country, in 2020, it is planned to fully digitize such areas as transport, geology, education, archives, and work in this direction is in full swing. IT-parks

with modern infrastructure are also a proof of our opinion. There is another aspect to consider. The President set the development of the digital economy as a priority. This is due to the fact that while ensuring the rapid growth of the Uzbek economy, keeping pace with the times, as well as accelerating the integration of our country in the international arena and, as a result, making Uzbekistan one of the most democratic, economically developed countries. swelling. This revolutionary approach is unique to a true people's leader, who sees only the improvement of the living standards of the people through great economic leaps and the welfare of the people as a priority. According to the analysis of well-known and influential international organizations, the digital economy will increase GDP by at least 30%, while eliminating the shadow economy. It is rapidly penetrating into one area, namely, healthcare, science and education, construction, energy, agriculture and water management, transport, geology, cadastre, archives, Internet banking and others, and each of them is yielding high results. The provision of e-services and e-products by the government to its citizens is a key part of the digital economy. Extensive development of this sector in our country will eliminate the scourge of corruption. Development and implementation of the "Digital Uzbekistan-2030" program in Uzbekistan, first of all, the formation of thorough and comprehensive organizational and legal mechanisms, as well as ensuring the close cooperation of government agencies and businesses in the introduction of innovative ideas, technologies and developments. Coverage of production and services in the industry with digital technologies, the development of intellectually gifted personnel with in-depth knowledge in this area, thus creating an environment of "information society" in the country. [5]

Unfortunately, the lack of digital skills in all segments of the population has been another obstacle to the development of the digital economy. Digital turnover was also considered low. With this in mind, entrepreneurs should organize their activities on the principles of world-famous business for the consumer, business for the business, and the consumer for the consumer. Another problem with the introduction of the digital economy has long been the lack of high salaries for IT professionals in public organizations. The reason is that qualified programmers did not stay in this position for long. They preferred to work for international organizations, joint ventures, and foreign clients. Now they have a mechanism of overpayment. All systems in Uzbekistan are being digitized. In particular, the demand for online goods and services in the quarantine regime introduced by the coronavirus has increased, and the range of digital functions has expanded in all areas. Today it is possible to make payments without leaving home, receive distance education without any problems, use the world's largest libraries and even work. Digital services have a number of advantages over traditional services, such as less paperwork, less paperwork, and time savings. For example, if you receive government services in digital form, you will receive a discount of 10% of the established fee. All this is a sign of the active transition of our country to the digital economy.

Another factor in the development of the digital economy is cybersecurity. Under quarantine conditions, there have been cases of the spread of viruses on the global network under the label of Coronavirus Protection Guidelines. Financial fraudsters have used fake online stores, websites, social media accounts and e-mail addresses to deceive ordinary people by promising to sell and deliver drugs abroad and transfer money to their accounts in advance. This reaffirms the need to ensure information security. The concepts of digitalization and

cybersecurity always come side by side. Because along with the digitization of all systems and processes, it is important to ensure their technically perfect and flawless operation and security. The more attention is paid to the development of the digital economy in our country, the more urgent is the provision of cyber security. Uzbekistan is strengthening its position in the global cybersecurity index. In 2017, our country took 93rd place in this ranking, and in 2018 it rose to 52nd place. Cybersecurity, as a form of information security, is a different concept from high morality, which serves to sort information. It is more technical in nature, meaning that the average user can set secure and strong passwords in mail, social networks, payment systems, and protect their personal computers and smartphones from viruses. In a broader sense, cybersecurity is a set of measures to protect networks, mobile applications and devices. This means maintaining the confidentiality of the information, protecting its integrity, and ensuring that the site, application, or program is fully operational. [6]

In addition, the National Cyber Security Strategy for 2020-2023 will form a unified system of cyber security and a legal framework for the protection of critical infrastructure from cyber attacks. The Law on Cyber Security is expected to protect the information and communication systems from modern cyber threats, introduce modern cyber security mechanisms for different levels of systems, define the rights and obligations of government agencies, enterprises and organizations in this area, and coordinate their activities. Indeed, there was a need to unify the normative and legal documents in this area. [7]

At the heart of all reforms in our country is the goal of creating convenience for our people. The emphasis on cybersecurity has led to the reliable and secure use of digital capabilities. In our country, special attention is paid to the training of personnel who have mastered modern programming technologies. In particular, the project “One Million Programmers” is being implemented for this purpose. The importance of this project is explained by the fact that digitalization is a criterion of economic development, integration into the world community, the main condition for the integrated development of all areas. Today in the world there is a high demand for programmers who can introduce digitalization, mobility, artificial intelligence. This is because the infrastructure that enables the digital economy, and the large amount of investment in ICT, cannot be justified without programmers who can take advantage of electronic opportunities.

In short, at a time when “digital inequality is the cradle of inequality”, the digitization of all sectors of the economy, integration into the world community, gaining a foothold in the world market, economic development, is a key condition for creating convenience for the population. Fortunately, this is the main issue on the agenda in our country. Uzbekistan is taking bold steps towards digitalization. Along with the achievements, there are problems, there is a lot of work to be done, as President Shavkat Mirziyoyev said, “Of course, we know very well that the formation of a digital economy requires the necessary infrastructure, a lot of money and manpower. However, no matter how difficult it is, if we do not start this work today, when will we start?! It will be too late tomorrow. Therefore, the active transition to a digital economy will be one of our top priorities for the next five years”. In short, in the digital economy, the training of sufficient and, of course, qualified personnel remains relevant today. And the solutions are growing year by year, with a significant impact on the growth of the digital economy. At the same time, we will never be able to find qualified personnel in the digital

economy if we do not seek qualified personnel from among today's modern, technology-savvy, science-hungry, hard-working young people. Knowing this, it would be expedient for our government to look for young people from cities, villages, districts who understand modern technology, to organize competitions among them, and then to select the best of them and train them as special personnel. We are confident that in recent years Uzbekistan will definitely solve this problem and achieve the desired result.

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ЙИРИК СОЛИҚ ТЎЛОВЧИЛАР БЎЙИЧА ҲУДУДЛАРАРО ДАВЛАТ СОЛИҚ
ИНСПЕКЦИЯСИНИНГ ТАШКИЛИЙ ҲУҚУҚИЙ АСОСЛАРИ

Аннотация. Ўзбекистон Республикасига солиқ ва бошқа мажбурий тўловлар йиғилувчанлигининг зарур даражасини таъминлаш, Йирик солиқ тўловчилар фаолиятини ташкил этиш, солиқ тўловчиларнинг солиқ маъмуриятчилигини амалга ошириш ҳамда солиқ мажбуриятларини бажариш бўйича ўзаро ҳамкорлик асосига сервис-техник хизмат кўрсатилишини тубдан такомиллаштиришга алоҳида эътибор қаратилмоқда.

Жумлаган Ўзбекистон Республикаси Президентининг 2017 йил 18 июлдаги “Солиқ маъмуриятчилигини тубдан такомиллаштириш, солиқлар ва бошқа мажбурий тўловларнинг йиғилувчанлигини ошириш чора-тадбирлари тўғрисида”ги ПФ-5116-сон Фармониغا асосан солиқ маъмуриятчилиги ва назоратини ташкил этиш тартиби ҳамда методологиясини тубдан такомиллаштириш, хўжалик юритувчи субъектлар ва жисмоний шахсларнинг солиқ юкини янада камайтириш, хўжалик юритувчи субъектларни «йирик солиқ тўловчилар» тоифасига киритиш мезонларини белгилаш, бир хил солиқ солиш объектларига эга бўлган солиқлар ва бошқа мажбурий тўловларни бирлаштириш, солиқ солишнинг соддалаштирилган тартибини қўллаш учун қўшимча мезон (оборотнинг чегаравий миқдори) жорий этишни ва ушбу миқдор ошган корхонага, кичик тадбиркорлик субъекти мақомини сақлаб қолган ҳолда, қўшимча солиқ мажбуриятларини белгилаш назарда тутилган.

Калит сўзлар: бюджет сиёсати, бюджет, солиқ имтиёзлари, солиқ маъмуричилиги, тадбиркорлик субъектлари, солиқ тушумлари, солиқ, солиқ ставкаси, преференциялар, йирик солиқ тўловчилар, давлат солиқ инспекцияси.

Бугунги кунда республикамыздаги деярли барча йирик корхоналар акциядорлик жамиятларига айлантирилиб, корпоратив бошқарув усуллари жорий этилаётган хўжалик юритувчи субъектлар сони кун сайин кўпаймоқда. Бу иқтисодийетимиз жадал суръатларда ривожланиши, саноат салоҳияти ошиши, юқори технологияли тармоқларнинг ўзлаштирилиши, бошқача айтганда, мамлакатимиз рақобатдошлиги таъминланишига хизмат қилади.

Хусусан Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 17 апрелдаги 320-сон қарори билан Йирик солиқ тўловчилар бўйича ҳудудлараро давлат солиқ инспекцияси тўғрисида Низом тасдиқланган.

Ушбу Низомга асосан, Йирик солиқ тўловчилар бўйича ҳудудлараро давлат солиқ инспекцияси фаолиятини ташкил этиш тартибини белгиланди. Бундан ташқари, Ҳудудлараро инспекцияга жойлашган жойи ва амалга ошираётган фаолиятидан қатъи

назар, йирик солиқ тўловчиларнинг солиқ маъмуриятчилигини амалга ошириш вазифаси юкланади.

Инспекциянинг асосий вазифалари бўлиб қуйдагилар ҳисобланади:

йирик солиқ тўловчилар ҳисобини ташкил этиш ва улардан солиқ тўғрисидаги қонун ҳужжатларида кўзда тутилган солиқлар ва йиғимларнинг тўлиқ тушишини таъминлаш;

йирик солиқ тўловчилар фаолиятида солиқ тўғрисидаги қонун ҳужжатларига риоя қилиниши бўйича солиқ назоратини ташкил этиш;

йирик солиқ тўловчиларга солиқ мажбуриятларини бажариш бўйича ўзаро ҳамкорлик асосида сервис-техник хизмат кўрсатилишини амалга ошириш;

йирик солиқ тўловчилар маъмуриятчилиги доирасида солиққа оид ҳуқуқбузарликларни профилактика қилиш, аниқлаш ва олдини олиш бўйича комплекс тадбирларни амалга ошириш ҳисобланади.

Инспекция куйидаги функцияларни бажаради:

а) йирик солиқ тўловчилар ҳисобини ташкил этиш ва улардан солиқ тўғрисидаги қонун ҳужжатларида кўзда тутилган солиқлар ва йиғимларнинг тўлиқ тушишини таъминлаш соҳасида:

солиқ тўловчилар мезонларига мос келадиган юридик шахсларни аниқлаш ва ҳисобга қўйиш ишларини юритади;

солиқ тўловчилар жумласига киритилганлиги ва қонун ҳужжатларида белгиланган тартибда ҳисобга қўйилганлиги тўғрисида хабарномалар юборади;

солиқ тўловчилар реестрини шакллантиради ва юритади;

солиқ тўловчилар ҳисоботларининг қабул қилиниши ва қайта ишланишини амалга оширади;

солиқ тўловчиларнинг шахсий карточкалари юритилишини амалга оширади;

тўланган солиқлар ва йиғимлар суммалари, шу жумладан улар бўйича имтиёзлар, шунингдек, солиқ тўловчилар бўйича молиявий жарималар суммалари ҳисобини юритади;

Солиқ тўловчилар бўйича Давлат бюджети ва давлат мақсадли жамғармаларига солиқлар ва йиғимлар тушуми прогнозининг ишлаб чиқилишида иштирок этади;

солиқ тўғрисидаги қонун ҳужжатларини ва солиқ маъмуриятчилигини янада такомиллаштириш бўйича таклифлар тайёрлашда қатнашади;

макроиқтисодий кўрсаткичлар динамикасининг тизимли таҳлили асосида солиқ солинадиган базани кенгайтириш бўйича самарали тадбирларни амалга оширади;

б) йирик солиқ тўловчилар фаолиятида солиқ тўғрисидаги қонун ҳужжатларига риоя қилиниши бўйича солиқ назоратини ташкил этиш соҳасида қуйдагиларни амалга оширади:

ўтказилаётган камерал солиқ текширувини ҳолисона амалга ошириш мақсадида қўшимча маълумотлар олиш зарурати юзага келганда қонун ҳужжатларида белгиланган тартибда сайёр солиқ текширувларини;

ҳисоботларда кўрсатилган ишчилар сони билан ҳақиқатда ишловчилар сони, шунингдек, ишлаб чиқариш ҳажмларининг мос келиши масалалари бўйича йирик солиқ тўловчилар фаолияти мониторингини олиб боради. Солиқ тўғрисидаги қонун

ҳужжатлари бузилганлиги аниқланган ҳолатларда қонун ҳужжатларида белгиланган тартибда уларни олдини олиш ва бартараф этиш чораларини кўради;

экспорт-импорт операциялари тўғрисидаги қонун ҳужжатларига риоя қилиниши юзасидан ўз ваколатлари доирасида назоратни амалга оширади;

қўшилган қиймат солиғи бўйича ноль даражали ставка қўлланилишининг асослиги юзасидан назоратни амалга оширади;

солиқ назоратини амалга оширишда замонавий усулларни қўллайди ҳамда ташқи ва ички манбалардан келиб тушадиган маълумотларни таҳлил қилишнинг илғор автоматлаштирилган усулларини жорий этади;

йирик солиқ тўловчилар фаолиятининг солиқ текширувларини белгиланган тартибда ўтказиши;

солиқ тўловчилардан ёки уларнинг мансабдор шахсларидан тушунтиришлар олади, йирик солиқ тўловчиларнинг мол-мулки мавжудлигини текширади, шунингдек, ҳудудларни, ишлаб чиқариш, оғирлик, савдо биноларини ва бошқа биноларни, шу жумладан, йирик солиқ тўловчи томонидан даромадлар олиш учун фойдаланиладиган ёхуд солиқ солиш объектини сақлаш билан боғлиқ жойларни кўздан кечириши ёки текшириши;

ҳўжалик юритувчи субъектларнинг бухгалтерия ҳисобини юритишнинг белгиланган тартибига риоя қилинишини, корхоналар ҳудудига моддий бойликларни олиб кириши ва у ердан олиб чиқишда корхоналарда рухсат бериш тизими ишларининг ташкил этилиши ҳолатини текширади;

йирик солиқ тўловчининг молия-ҳўжалик фаолиятини текшириши (тафтиш қилиш) жараёнида ҳисоботдаги маълумотларнинг ишончлилиги ва тўғрилигини аниқлаш, давлат солиқ хизмати органларига тақдим этилган молиявий ҳисоботлар ва солиқ ҳисоб-китобларида фактларнинг бузиб кўрсатилишини аниқлаш ва уларни бартараф этиш учун бухгалтерия ҳисобларини ва молиявий ҳисоботларни текширади;

молия-ҳўжалик фаолиятини текшириши (тафтиш қилиш) давомида хом ашё, материаллар, ярим фабрикатлар ва тайёр буюмларни тартиб кўради ва ўлчайди, ишлаб чиқарилган маҳсулотнинг ҳақиқий таннархини ва тақдим этилган солиқ ҳисоб-китобларининг тўғрилигини аниқлаш учун хом ашё ва материаллар сарфи нормалари, уларнинг маҳсулот ишлаб чиқариш учун тўғри ҳисобдан чиқарилишини, тайёр маҳсулотнинг тўлиқ кирим қилинишини, маҳсулот чиқиши нормалари ҳамда моддий бойликларни сақлаш ва ташишда табиий йўқотишлар нормалари тўғри белгиланишини аниқлаш учун хом ашё ва материалларни ишлаб чиқаришда назорат тариқасида ишлатиб кўради, хом ашё, материаллар ва тайёр маҳсулотларни назорат тариқасида текширади;

в) йирик солиқ тўловчиларга солиқ мажбуриятларини бажариш бўйича ўзаро ҳамкорлик асосида сервис-техник хизмат кўрсатилишини амалга ошириш соҳасида:

солиқ тўловчининг шахсий кабинети, шу жумладан, Ягона интерактив давлат хизматлари портали орқали йирик солиқ тўловчиларга электрон хизматлар кўрсатилишини амалга оширади;

қонун ҳужжатларида белгиланган тартибда ўзаро тузилган келишув асосида, солиқ мониторингида иштирок этаётган йирик солиқ тўловчи томонидан солиқ тўғрисидаги қонун ҳужжатларига риоя этилиши, солиқлар ва йиғимларнинг тўғри

ҳисобланиши, тўлиқ ва ўз вақтида тўланиши юзасидан солиқ мониторингини амалга оширади;

солиқ тўғрисидаги қонун ҳужжатлари нормалари, шунингдек, электрон ҳисобварақ-фактураларни шакллантиришнинг ахборот тизимларини қўллаш бўйича йирик солиқ тўловчиларга маслаҳат хизматлари кўрсатади;

қонун ҳужжатларида белгиланган тартибда солиқлар ва йиғимларнинг айрим турларини ҳисоблаб чиқаришда йирик солиқ тўловчиларга сервис хизматлари кўрсатади;

солиқ тўловчилар билан ишлашда ахборот-коммуникация технологиялари кенг қўлланилишини таъминлайди;

солиқлар ва йиғимлар, шунингдек, молиявий жарималар бўйича йирик солиқ тўловчиларнинг ортиқча тўланган ёки ортиқча ундирилган суммаларини (ноль даражали ставкани қўллаш натижасида ҳосил бўлган қўшилган қиймат солиғининг ортиқча суммаси бундан мустасно) қонун ҳужжатларида белгиланган тартибда қайтарилиши ёки ҳисобга олинишини амалга оширади;

йирик солиқ тўловчиларнинг солиқ соҳасидаги ҳуқуқлари ва қонун билан қўриқланадиган манфаатлари ҳимоясини таъминлайди;

йирик солиқ тўловчилар тўғрисидаги маълумотларнинг қонун ҳужжатларига мувофиқ сир сақланиши бўйича ишларни ташкил қилади;

г) йирик солиқ тўловчиларнинг маъмуриятчилиги доирасида солиққа оид ҳуқуқбузарликларни профилактика қилиш, аниқлаш ва олдини олиш бўйича комплекс тадбирларни амалга ошириш соҳасида:

худудий давлат солиқ хизмати органлари билан ўзаро ҳамкорлик қилиш орқали йирик солиқ тўловчиларнинг солиқ солиш базасини, шунингдек, солиқ солинадиган объектлар ва солиқ солиш билан боғлиқ объектларнинг ўз вақтида, тўлиқ ва ишончли ҳисобга олинишини таъминлайди;

солиққа оид ҳуқуқбузарликлар профилактикасини амалга оширади, шу жумладан, ушбу ҳуқуқбузарликлар содир этилиши сабабларини аниқлайди ва бартараф этади, шунингдек, ҳуқуқбузарликлар профилактикасини бевосита амалга оширадиган ва иштирок этадиган бошқа органлар ва ташкилотлар билан ҳамкорлик қилади;

қонун ҳужжатларида белгиланган тартибда маъмурий ҳуқуқбузарликлар бўйича ишларни юритади;

солиққа оид ҳуқуқбузарликлар содир этган йирик солиқ тўловчилар ҳисобини юритади, ушбу маълумотларни таҳлил қилади;

йирик солиқ тўловчиларнинг солиқ қарзини ундириш бўйича мажбурий чоралар қўлланилишини амалга оширади;

йирик солиқ тўловчиларнинг мажбуриятлари юзага келганлиги (бекор бўлганлиги) тўғрисида маълумотлар тақдим этадиган органлар ва ташкилотлар билан ўзаро ҳамкорлик қилади;

бошқа вазирлик ва идоралар билан биргаликда йирик солиқ тўловчиларнинг молия-ҳўжалик фаолияти юзасидан таҳлилий ўрганиш ўтказади ва ушбу ўрганиш доирасида солиққа оид ҳуқуқбузарликлар билан курашиш бўйича узоқ муддатли ва жорий дастурларни ишлаб чиқади ва амалга оширади;

йирик солиқ тўловчиларнинг солиқ солиш масалалари ва солиқ тўғрисидаги қонун ҳужжатлари бузилиши тўғрисидаги мурожаатларини белгиланган тартибда кўриб чиқади;

солиқ солишга оид меъёрий-ҳуқуқий ҳужжатларни йирик солиқ тўловчиларга етказиш ва таништириш бўйича ишларни амалга ошириш белгиланган.

Хулоса ва таклифлар.

1. Солиқ маъмурчилигининг самарадорлигини ошириш мақсадида ва энг кам иш ҳақининг ошиб борилишини инобатга олиб, инфляция даражаси мувозанатни таъминлаш ҳамда йирик солиқ тўловчиларни даромадларнинг умумий миқдори юқорилигини инобатга олиб йил якуни бўйича 200,0 миллиард сўм миқдорини белгилаш мақсадга мувофиқ бўлади.

2. Йирик солиқ тўловчилар тоифасига киритилган юридик шахслар календарь йил якуни билан кўрсатилган мезонларга жавоб бермаса, ушбу хўжалик юритувчи субъектлар йирик солиқ тўловчилар ушбу хўжалик юритувчи субъектлар навбатдаги бир йил мобайнида йирик солиқ тўловчилар тоифасида қолдириш керак бўлади.

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SECTION: HISTORY SCIENCE

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ИСЛОМ КАРИМОВ СИЙМОСИ-ТАСВИРИЙ САНЪАТ АСАРЛАРИДА

*“Биз ҳамма вақт, кенг халқ қатламларининг ҳам мумтоз,
ҳам замонавий миллий маданиятининг энг яхши
намуналаридан баҳра олишда имкон бериб келган
маданият сарчашмаларини авайлаб муносабатда бўлишни
ўрганиб олишимиз лозим”
Ислол Каримов*

Тақдир Биринчи Президентимиз Ислол Абдуғаниевич Каримов зиммасига мавжуд ижтимоий-иқтисодий вазиятни ижобий томонга ўзгартириш, жар ёқасига келиб қолган Ўзбекистонни дахшатли фожеалар гирдобидан олиб чиқиш масъулиятини юклади. Ислол Каримовнинг “Олис ва яқин тарихимиз шуни кўрсатадики, халқимиз доимо маънавий жасорат ҳисси билан яшаган ва бу улуг туйғу унинг ҳаётида йиллар, асрлар ўтгани сайин тобора кучайиб, юксалиб бормоқда. Чунки халқ маънавияти бир буюк уммонки, ҳар қайси авлод ундан куч-қудрат, ғайрат ва илҳом олиб, ўзининг нақадар улкан ишларга қодир эканини намоён этади”³.

Биринчидан, Биринчи Президентимиз таъкидлаганидек, “Мустақиллик биз учун, аввало, ўз тақдиримизга ўзимиз эғалик қилиш ҳуқуқи, келажагимизни ўз қўлимиз билан барпо этиш, юртимиз бойликларидан фақат халқимиз ва Ватанимиз манфаатлари йўлида фойдаланиш демакдир”⁴.

Иккинчидан, бирон-бир халқ маънавиятига хос қадриятларнинг бошқа халқлар томонидан тан олиниши шу халқнинг ғурур ва ифтихори, миллий ўзлигини янада юксалтиришга хизмат қилади. Бугунги кунда жаҳон миқёсида буюк аждодларимизнинг сўнмас даҳосига ҳурмат-эҳтиром кўрсатилиб, уларнинг бой илмий меросини ўрганишга бўлган қизиқишнинг ортиб бораётганлиги барчамизни қувонтиради. Шу ўринда Белгияда Ибн Синога, Литвада Мирзо Улуғбекка, Москва, Токио ва Баку шаҳарларида Алишер Навоий бобомизга, Миср пойтахти Қоҳира шаҳрида эса Аҳмад Фарғоний хотирасига ҳурмат сифатида муаззам ҳайкалларнинг ўрнатилиши ҳар бир Ватандошимиз қалбида чексиз ифтихор туйғуларини уйғотади. Биринчи Президентимиз Ислол Каримов “Ҳар қайси инсон мен шу миллат фарзанди эканман, менинг аждодларим кимлар бўлган?

³ Каримов И.А. Юксак маънавият-енгилмас куч. Т.,2008. -Б.169-170

⁴ Каримов И.А. Биз танлаган йўл-демократик тараққиёт ва маърифий дунё билан ҳамкорлик йўли. Т.11.-Т.,2003.-Б.19.

Миллатимнинг ибтидоси қайда? Унинг оёққа туриши, тикланиш, шаклланиш жараёни қандай кечган? Деган саволларни ўзига бериши табиий⁵ деб бежиз айтмаганлар.

Учинчидан, Ислом Каримовнинг қуйидаги сўзларини эслатиш мақсадга мувофиқдир: “Ғурурли, мард ёшларимиз буюк тарихни яратган аждодларимизнинг ворислари сифатида “Мен келгуси авлодга ўзимдан нималар қолдираман?” деган тушунча ва интилишни онгу шуурига жойлаб яшаши шарт. Эришилган ютуқларимизни янада ривожлантириши билан бирга, бошқалардан ўзишга интилмоқ керак. Шунда буюк келажагимизни таъмин этган бўламиз”⁶.

Мирзиёев Ш.М. Ўзбекистон Республикаси Президенти этиб сайланган кунидан бошлаб ҳамма соҳада тарихий адолатни тиклаш, аждодларимизнинг эзгу ишлари, бой мероси, муборак хотирасини улуғлаш ва абадийлаштириш, мамлакатимизда инсон манфаатларини олий қадрият даражасига кўтаришга қаратилган кенг қўламли ислохотлар халқимизнинг ижтимоий-сиёсий ҳаётини, маънавий оламини юксалтиришга хизмат қилмоқда. Шундай масканлардан бири, Ўзбекистон Республикаси Президентининг 2017 йил 25 апрелдаги тегишли қарори асосида Ислом Каримовнинг хотирасини абадийлаштириш ва меросини ҳар томонлама ўрганиш мақсадида тузилган Ўзбекистон Республикасининг Биринчи Президенти Ислом Каримов номидаги илмий-маърифий ёдгорлик мажмуасидир.

Давлатимиз раҳбарининг 2016-йил 2-декабрдаги “Буюк давлат ва сиёсат арбоби, Ўзбекистон Республикасининг Биринчи Президенти Ислом Абдуғаниевич Каримов сиймоси тасвирланган ҳайкални яратиш бўйича халқаро ижодий танловни ташкил этиш тўғрисида”ги қарори ижроси юзасидан Буюк Йўлбошчимиз сиймоси тасвирланган ҳайкални яратиш бўйича халқаро ижодий танлов эълон қилинган эди. Танлов бир босқичда Тошкент шаҳрида ўтказилди. Унда 7 давлатдан Ўзбекистон, Украина, Жанубий Корея, Италия, Германия ва Австралиядан 58 нафар муаллиф томонидан тақдим этилган 68 лойиҳа намойиш этилди.

Танлов натижаларига кўра, ҳайкалтарош, Ўзбекистон Бадий академияси академиги, Ўзбекистон санъат арбоби Илҳом Жабборов яратган ҳайкал ғолиб, деб топилди.

Мажмуага кираверишда 2017 йилда академик Илҳом Жабборов томонидан бронзадан ишланган Биринчи Президентимизнинг ҳайкали қалбларга ажиб илиқлик бағишлайди. Бу ҳақда муаллиф қуйидаги фикрлар билдирган эди: “Ислом Каримов доим менга энг муҳим “детал” ларни сўзлаб берарди. Бу эса ишларимдаги ижодий ўзига хосликни таъминларди. Биринчи Президентимизнинг ҳайкалини ясаётганимда унинг ёнимдалигини ҳис қилиб турардим. Бу мен учун муҳим эди”.

Ёдгорлик мажмуаси ичига кирувчи “Бутун оламни жо этган юрак” номли кўرғазма кунига ўзига 2300 дан зиёд томошабинларни жалб қилиб келган.

Таъкидлаш жоиз, Ислом Каримов табиатан камтарлиги боис сира ўз расмини натура ҳолатида чиздирмаган. Кўрғазма экспозициясидан таниқли рассомлар қаторида,

⁵ Каримов И.А. Биз келажагимизни ўз қўлимиз билан қураимиз. Тарихий хотирасиз келажақ йўқ. Т.,1998. –Б.75.

⁶ Каримов И.А.Инсон, унинг ҳуқуқ ва эркинликлари олий қадрият. Т.14. - Т.,2006. – Б. 220.

Ўзбекистон Халқ рассомлари, академиклар Собир Раҳметов, Баҳодир Жалол, Акмал Икромжонов томонидан ишланган асарлар ҳам жой эгаллаган. Акмал Икромжоновнинг “Заррин кун” номли асари, руҳан ихчам бўлишига қарамай, унда самимий туйғулар, меҳр муҳаббат тўлиқ ва ёрқин ифода этилган.

Картинада Биринчи Президентимиз ва уларнинг рафиқалари Татьяна Каримованинг бахтли ҳолати тасвирланган. Мазкур асар қалбда ғурур уйғотади. Шундай иқтидорли рассомларнинг ишларини кўриб, томошабин қалбида фахр пайдо бўлиши шубҳасиздир.

Владимир Мазитов томонидан яратилган диптих асарида Биринчи Президентимизнинг ўсмирлик даврлари ва турли қийинчиликни енгиб, босиб ўтган йўллари кўрсатилган. Асарда 8 та турна акс этирилган. Боиси ҳар бир турна 10 йиллик умр рамзи ҳисобланиб, жами 80 йилни ташкил қилади. Бунинг маъноси эса “Бутун оламини жо этган юрак” номли кўرғазма ҳам Биринчи Президентимизнинг 80 ёшлиги муносабати билан очилган.

Бугунги кунда Ўзбекистон портрет жанрида ижод этаётган рассомлардан Ўзбекистон Халқ рассоми, академик Собир Раҳметов томонидан яратилган Биринчи Президентимизнинг талабалик йиллари портрети диққатга сазовордир. Бу портрет ҳақида рассом шундай дейди: Портрет яратишда рассом олдида турган энг асосий вазибалар бу – табиатнинг энг мукамал бўлаги ҳисобланмиш-инсонни маънавий дунёсини, ижтимоий ҳаётдаги ўрни, ички кечинмалари, қалб сирлари, характери, жамиятдаги мавқеи тўғри акс этириш, касби ва унинг шу жиҳатлари орқали давр хусусияти, сиёсий ижтимоий аҳволи ҳақида маълумот бера олишдан иборатдир. Буларнинг барини очиб бериш эса албатта рассомнинг ғоявий эстетик ва сиёсий қарашлари даражаси билан боғлиқ.

Ҳақиқатдан ҳам, Биринчи Президентимиз образи акс этган портретлар, томошабинлар қалбида кучли таассурот қолдирмоқда. Масалан, ёш рассом Қиёмов Зухриддин томонидан яратилган “Нигоҳ” деб номланган асарни кўрган томошабин шундай фикр билдирди: Бугун мен Биринчи Президентимиз хотирасини абадийлаштириш мақсадида ташкил этилган ёдгорлик мажмуасига ташриф буюриб, улар тасвирланган картиналарни кўриб, кўзларим ёшга тўлди. Биринчи Президентимиз “Эл-Юрт ҳурматини қозонишни истаган ижодкор аввало саҳна масъулиятини англаши лозим” деган гаплари, теран мушоҳадалари менга ҳамиша куч, қатъият ва илҳом бағишлаб келган.



Мазкур залдаги энг йирик ва томошабинни эътиборини тортувчи туркум асар бу Баҳодир Жалолов томонидан яратилган “Буюк йўлдир”. Туркум 5 та маҳобатли рангтасвир асарларидан иборат бўлиб, “Тет-а-тет” асари Ислом Абдуғаниевичнинг БМТ Ассамблеясидаги чиқишига бағишланган. Унда экология ва Орол муаммоси, космос, терроризм ва экстремизмга қарши кураш масалаларини ҳал этиш ва бошқа шу каби башариятга оид глобал муаммолар кўтарилган. Ислом Абдуғаниевични ўз-ўзи билан мулоқот ҳолатида тасвирланган, зеро у ҳамиша ўз олдига маълум вазифалар қўяр ва уларнинг тўғри ечимларни топишга ҳаракат қилар эди...”

Рассомнинг маҳобатли рангтасвир асарларини томоша қилар эканмиз, янги жамият меъмори бўлган миллат йўлбошчисининг фикрлар оламига сингиб кетгандек бўламиз гўё... Баҳодир Жалолов ўзининг экспрессив ва метафорик композициялари орқали Биринчи Президент образини ҳаёти ва улкан тарихий фаолиятини халқ тақдирига боғлаган шахс сифатида намоён этади. Томошабин кўз ўнгида Президентимизнинг қувонч ва драматик ҳодисаларга тўла, лекин шу билан бирга миллат ривожини йўлида ўтган ўн йилликлардаги ҳаёти гавдаланади.

Бу туркум ичида “Муҳаббатданда юксакроқ муҳаббат йўқ” асари Ислом Каримовнинг буткул ўзгача - табиатан романтик, оилани севувчи ва яқинларига садоқатли инсон образини акс эттиради. Асарда Биринчи Президентимиз ва рафиқалари Татьяна Каримова тасвирланган. Улар босиб ўтган буюк йўл ичида ўз Ватанига, халқига нисбатан муҳаббатдан юксакроқ муҳаббат йўқ эканлигини кўриш мумкин. Чунки улар қилган барча эзгу амалларини фақатгина юраги муҳаббатга тўла инсон қилиши мумкиндир. Ҳар бир буюк инсон ёнида буюк аёл тургани одамда ғурур ҳиссини уйғотиши табиий. Ислом Каримов ёруғ хотирасини абадийлаштириш мақсадида Татьяна Каримованинг тинмай қилаётган эзгу ишлари таҳсинга лойиқдир.



“Янги кунни кутиб олиб” асарида мамлакат келажагида амалга оширилиши зарур бўлган ғоя ва орзулар тасвирланган. Б.Жалолов бу асарларида Ўзбекистон Республикасининг Биринчи Президенти Ислам Каримов образини, бутун борлигини ўз халқига бағишлаганини ва мураккаб, буюк йўлни босиб ўтганини миннатдорлик билан ифодалади.

Кўرғазмага қўйилган ҳар бир санъат асари Биринчи Президентимизнинг биз учун номаълум бўлган ҳаётий лавҳаларни ўз ичига қамраб олган. Тасвирий санъатда - Биринчи Президентимиз образи акс этган асарлардан иборат кўрғазмалар зали Ўзбекистоннинг намунали масканларидан биридир.

Биринчи Президентимиз айтиб ўтганидек “Албатта, биз она заминимиз бағридаги ҳар бир моддий ва маънавий мерос намунасини кўз қорачиғидек асраб-авайлаш, қайта тиклаш ва таъмирлаш бўйича қилаётган бу ишларимизни кимгадир намойиш қилиш, кўз-кўз етиш учун эмас, аксинча, келажагимизни ўйлаб, онгимиз ва қалбимиз даъвати билан амалга оширмоқдамиз. Токи эртага бизнинг ўрнимизга келадиган, биз бошлаган олижаноб ишларни муносиб давом эттиришга қодир бўлган ёшларимиз ана шу бебаҳо маънавий бойликдан баҳраманд бўлсин, шу асосда ўзининг кимлиги, қандай буюк зотларнинг авлоди эканлигини англаб етсин”. Зеро, Мустақиллигимиз меъмори сиймоси қалбимизда ва тасвирий санъат асарларида мангу яшар.

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YUNON-BAQTRIYA VA KUSHON PODSHOLIKLARI DAVRIDA SURXON VOHASI

Annotatsiya. Ushbu maqolada tarix darslarida zamonaviy metodlar yani yangi metodlari qo'llanilishi haqida yoritilgan. Ushbu metodlar orqali dars jarayonlarini tog'ri tashlik etishga doir turli masalalarga oydinlik kiritish mumkin.

Kalit so'zlar: Yunon-Baqtriya, Kushon podsholigi, Dalvarzintepa, Kampirtepa, Zolchayon.

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СУРХАНСКАЯ ПРИСЯТА В ПЕРИОД ГРЕКО-БАКТЕРСКОГО И КУШАНСКОГО ЦАРСТВ

Аннотация. В данной статье обсуждается использование современных методов на уроках истории. Эти методы могут быть использованы для выяснения различных вопросов, связанных с правильным ведением учебного процесса.

Ключевые слова: греко-бактрийцы, Кушанское царство, Дальварзинтепа, Кампиртепа, Золчайон.

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SURKHAN OATH DURING THE GREEK-BACTERIAN AND KUSHAN KINGDOMS

Annotation. This article discusses the use of modern methods in history lessons. These methods can be used to clarify various issues related to the proper conduct of the teaching process.

Keywords: Greco-Bactrian, Kushan kingdom, Dalvarzintepa, Kampirtepa, Zolchayon.

Miloddan avvalgi III asr o'rtalarida Baqgriya satrapligining salavkiylar markaziy hokimiyatiga nisbatan muxolifati kuchayadi. Miloddan avvalgi 250 yilda Baqtriya satrapi Diodot Baqgriya yerlarini Salavkiylar davlatidan ajratib, Yunon-Baqtriya davlatiga asos soladi. Bu davrda Yunon-Baqtriya davlatiga nafaqat Baqtriya yerlari, balki So'g'diyona va Marg'iyona yerlari ham bo'ysuna boshlagan edi. Baqtriya yerlarining Salavkiylar davlatidan

ajralib chiqishi aholiga bir qadar yengillik beradi. Bu davrda Baqtriya satraplari, bir tomondan, salavkiylar markaziy hokimiyati xurujlariga qarshi kurashgan bo'lsa, ikkinchi tomondan, Parfiya podsholari tajovuziga qarshi kurash olib boradi. Mustaqillikka erishgan Baqtriya Diodot I davrida qudratli davlatga aylanadi. Yunon-Baqtriya podshosi Yevtidem davrida mamlakatning chegara hududlarini mustahkamlashga alohida e'tibor beriladi. Miloddan avvalgi 206 yildan boshlab Baqtriya yerlariga Salavkiylar davlatining solib turgan xavfi yo'qotiladi. Bu davrda vohada sun'iy sug'orishga asoslangan ziroatchilik va hunarmandchilikning qator tarmoqlari ancha yuksaladi. Pirovard natijada ko'plab shaharlar qad rostlaydi, xususan, Mirshodi vohasida yashagan aholi Dalvarzintepa o'rnidagi shaharga, Sherobod vohasida yashagan aholining bir qismi Jondavlattepa o'rnidagi shaharga, yana bir qismi esa Tallashqon II nomi bilan atalgan manzilgohga, Sho'rchi qishlog'i o'rnida esa Kofirqal'a (Kampirtepa) singari shaharlarga asos solinadi. Bu davrda Termiz (Tarmita) shahrining maydoni bir necha gektarga kengayadi.

Baqtriya o'sha davrda juda katgagina qo'shinga ham ega bo'lgan, tez-tez bo'lib turadigan jangu jadallar ham Baqtriya taraqqiyotini to'xtata olmagan. Xo'jalikning turli sohalaridagi rivoji natijasida savdo-sotiq ham ancha kamol topgan. Bu davrda baqtriyalik savdogarlar Chin-Mochin, Hindiston va Eron kabi mamlakatlar bilan iqqisodiy aloqalar olib borganlar. Baqtriya ziroatkorlari yetishtirgan mahsulotlar haqida yunon va chin manbalarida o'ta hayajon bilan so'z yuritiladi.

Baqtriyalik hunarmandlar oltin, kumush, qo'rg'oshin, qalayi, mis va bronzadan juda nafis zebu ziynat buyumlari, uy-roz'gor va xo'jalik qurollari yasaganlar. Bu davrda to'quvchilik, ko'nchilik, qurolsozlik va zargarlik hunarlari ancha yuksaladi.

Ilmий izlanish natijalariga ko'ra, Baqtriyaning Salavkiylardan ajralib chiqishi mil. avv. 256 yilda ro'y bergan. Bu davrda Diodot Salavkiylarning Baqtriyadagi noibi edi, u shohlik rutbasini faqat Antiox II ning vafotidan keyin, taxminan mil. avv. 247-246 yillarda qabul qilishi mumkin edi va Baqtriyada mil. avv. 268 yildan mil. avv. 230 yilga qadar hukmronlik qiladi. Diodot I dan keyin Baqtriya taxtini uning o'g'li Diodot II egallaydi, undan keyin esa hokimiyat Evtidemga o'tadi. Diodotga hamda Salavkiylarga qarindoshligi bo'lmagan Evtidem Diodot II ni o'ldirib, taxtni kuch bilan egallaydi, bu voqea mil avv. III asrning 20-yillarida sodir bo'lgan. Shundan keyin Salavkiylar shohi Antiox III Evtidemni rasmiy hukmron sifatida tan oladi. Evtidemdan keyin Yunon-Baqtriya taxtini uning o'g'li Demetriy egallaydi, bu voqea taxminan mil. avv. II asrning 90-yillarining oxiri 80-yillarning boshlarida yuz bergan. Strabon ma'lumotlariga tayangan tadqiqotchilar Demetriyni «Hindistonning istilochisi» deb ataydilar, lekin bu masala fanda hali to'la o'z yechimini topmagan. Tangashunoslik tadqiqotlarining ma'lumotlariga tayangan holda ushbu muammo atroflicha o'rganildi va professor V.M. Massonning fikriga ko'ra, Demetriy hukmronligi yillarida yunonlarning Baqtriyadan Hindistonga siljishi, Yunon-Baqtriya shohlarining Hind-Yunon shohlariga aylanishi jarayoni boshlanadi. Keyinchalik bu jarayonni Osiyoning ichkari qismidan kelgan ko'chmachi qabilalar tezlashtiradilar. Basharti voqealar rivojiga e'tibor bersak, Demetriy o'z hukmronligining so'nggi yillarida Evkradit tazyiqi ostida Baqtriya mulklaridan siqib chiqariladi va unchalik katta bo'lmagan Hind mulklarini boshqarish bilan kifoyalanadi.

1936 yilga kelib M.YE. Masson boshchiligida tashkil etilgan TAKE kushon davri tarixi va madaniyati masalalarini izchil tadqiq etishni o'z oldiga maqsad qilib qo'ydi. Xususan, Termiz shahrining rivojlanish pallasi kushonlar davriga to'g'ri kelishi va tarixiy topografiyasi aniqlandi.

TAKE ishlari Ayritom, Chingiztepa va Qoratepada olib borildi hamda tadqiqotlarda M.I. Vyazmitina, G.A. Pugachenkova, B.B. Piotrovskiy singari olimlar ishtirok qildilar. Ayritompeshtoqlarining topilishi Shimoliy baqtriyaning antik davr musiqa san'ati haqida ham so'z yuritish hamda ularni afg'oniston, Hindiston va Sharqiy Turkiston haykaltaroshligida uchraydigan shularga aynan o'xshash musiqa asbolari bilan qiyoslash imkonini berdi. Tadqiqotlar natijasida Termiz yaqinida daryo kechuvlari mavjud bo'lib, daryoning o'zi Yuqori Panj va Xorazm vohalarini bog'lovchi qulay suv yo'li bo'lganligi aniqlandi. Ko'hna shahar hududlaridan kushon podsholari Kadfiz II, Kanishka, Xuvishka va Vasudevalarning ko'plab tangalari topildi. TAKening tashkil etilishi Ayritom va Eski Termiz yodgorliklarining dastavval va har tomonlama o'rganilishda muhim ahamiyat kasb etdi. O'sha yillari bu yodgorliklarning joylashgan o'rnini, ularga asos solingan vaqt, ularning boshqa hududlar bilan munosabatlari hamda moddiy madaniyati masalalariga aniqliklar kiritildi.

Shimoliy Baqtriyaning tarixi va madaniyatini o'rganishda Hamza nomidagi O'zbekiston san'atshunoslik ekspeditsiyasi (O'zSE) tadqiqotlarining o'rnini va ahamiyati masalalari ham ko'rib chiqildi. 1959 yilda G.A. Pugachenkova tashabbusi bilan tashkil qilingan ushbu ekspeditsiya izlanishlarida turli davrlarda E.V. Rtveladze, B.A. Turg'unov, A.S. Sagdullayev, Z.A. Hakimov, YE. Nekrasova, V.A. Luneva, S.V. Levushkina, T.V. Belyayeva, S.A. Savchuk, D. Ilyosov singari olimlar ishtirok qildilar. Shimoliy Baqtriya hududidagi Dalvarzin, Xolchayon, Ko'hna Termiz, Kampirtepa, Zartepa, Ayritom kabi yodgorliklarda arxeologik tadqiqot ishlari olib borildi. O'zSE xodimlari tomonidan baqtriya yozuvi yodgorliklarining topilishi, ayniqsa muhimdir. Bu borada 1977 yilda Ayritomdan topilgan haykal qoldiqlari va uning ostidagi olti qatorli baqtriya yozuvi fan olamida muhim voqea bo'ldi. Bu Surxkotal (Qiziltog') yozuvlaridan keyingi ikkinchi o'rinda turuvchi, aniq tarixiy mazmundagi Kushon-Baqtriya yozuvi bo'lib, unga ko'ra, inshoot majmuini o'rab turuvchi to'siq Shodiya (shaxsi noma'lum tomonidan qayta tiklangan va bu voqea Kushon podshosi Xuvishka hukmronligining to'rtinchi yilida sodir bo'lgan. Yozuv va haykalni Mirzod ismli usta ijro etgan.

II asrda Kushon davlati budda dinini Hindistondan Markaziy Osiyo va Sharqiy Turkistonga tarqatib, uni davlat dini darajasiga ko'targan. III asrda Eronda moniylik dini vujudga keladi, lekin u Eronda uzoq tura olmaydi, uning tarafdorlari Markaziy Osiyo va Sharqiy Turkistonga qochib o'tadi, ko'proq savdo yo'li ustidagi shaharlarda bu dini tarqatadilar. Ba'zi arxeolog olimlar Markaziy Osiyoda topilgan ko'plab suratlashlik, rassomlik hamda haykaltaroshlik yodgorliklaridagi syujetlarning murakkabligiga qarab, ularni moniy dini bilan bog'lashga harakat qiladilar. Aslida bu hol Kushon imperiyasi davri (I-III asrlar) quldorlik tuzumining Markaziy Osiyo sharoitida eng rivojlangan davri bo'lganligi bilan bog'liqdir. Bu davrda, bir tomondan, ko'chmanchi qabilalarning sug'oriladigan yerlarda joylashishi kuchaygan bo'lsa, ikkinchidan, quldor zodagon jamoalar yerini tortib olib, o'zlashtira boshlaydi. Shu tariqa jamoalar o'z ichidan buzilib, butun-butun qishloqlar quldor zodagon dehqonlarga tobe bo'lib qoladi.

Dalvarzintepaning chekka joyidan I asrda tiklangan Buddha ibodatxonasi, shahristonidan Buddaning boshi, Bodxisatvaning mahorat bilan ishlangan mahobatli haykali, fil suyagidan tayyorlangan shaxmatning ikki donasi topildi. Buddaning boshi loy va gipsdan yasalgan bo'lib, balandligi 39 sm, eni 25 sm keladi. Bodxisatvaning (o'sha davrga oid) haykali ham loy va gipsdan yasalgan, rang bilan bo'yalgan. Uning balandligi 2 metr 18 sm, eni 89 sm. U

bir paytlar Bulda butxonasida turgan haykallar guruhidan biridir. Bu ko'hna topilmalar boshqa yodgorliklar bilan birgalikda 1988 yili Yaponiyaning Nara shahridagi «Ipak yo'li Naraga boradi» deb nomlangan xalqaro ko'rgazmada namoyish etilgan edi. 1995 yili esa ular Parijdagi muhtasham «Grand-Pales» («Katga saroy»)ning nodir galereyasida muvaffaqiyat bilan namoyish etildi.

Vayron bo'lgan antik davr devori ustida tiklangan binoning qachon qurilganligini juda aniqlik bilan belgilash mumkin. Ravoq ochilganda, g'ishtlar orasidan VI-VII asrga oid turk-sug'd tangalari chiqdi. Devor qurilishi uchun ishlatilgan to'rtburchak g'ishtlar ham shu davrga to'g'ri keladi. Dalvarzintepadagi antik davr istehkomining tashlandiq holatga kelib yemirilish jarayoni, aftidan, IV-V asrlarga to'g'ri keladi. Mamlakat VI-VII asrlarda inqirozdan chiqqach, istehkom qulay, baland manzil sifatida qayta qurilib tiklanadi, shaharning o'zi esa xaroba bo'lib qoladi. Dalvarzintepa aholi maskani sifatida arablar istilosi chog'ida uzil-kesil tugadi, chunki arkda ham, shahristonda ham arablar kelganidan keyingi davrning izi yo'q. Chag'aniyonni 705 yili Qutayba bosib oladi va 737 yilda uning hokimi-Chag'onxudot arablarga o'lpon to'laydigan bo'ladi. Xalq orasida hozirgi Dalvarzintepa juda qadimiy mamlakat poytaxtining qoldiqlaridir, hukmdori afsonaviy qahramon Dol (Zol) bo'lgan. Arablar bu shaharni xalifa xazrat Alining bevosita rahnomoligida egallaganlar, so'ngra bu shaharda hayot butunlay so'ngan, degan naql yuradi.

Dalvarzintepaning juda katta joyni egallaganligi, qurilishlar zichligi, arxeologik qatlamlar qalinligi mazkur qadimiy shaharning miloddan oldingi birinchi asrda va milodning dastlabki yillarida barq urib yashnab turgan viloyat markazi bo'lganligidan dalolat beradi.

Chag'oniyon qayd etilgan antik davr ma'lumotlari bizgacha yetib kelmagan. Bu viloyat dastlab arablar istilosidan, oldingi vaqtga oid tarixiy manbalarda eslatiladi. VII asr (Xitoy) solnomasida shunday deyiladi. «Chingan-yen-na - bu mamlakat mashriqdan mag'ribga 400 li va shimoldan janubga 500 li ga yaqin maydonda yastangan. Poytaxti-aylanasi taxminan 10 li. Sharq tomonda Xvo-lo-mo degan joyga borib tutashadi», 10 li taxminan 5 km ga teng. Bu yerda gap Chag'oniyonning an'anaviy markazi Dalvarzintepa to'g'risida borayotgan bo'lsak kerak. Chag'oniyon janubda Termiz viloyatiga tutashgan edi. Shimolda esa VII asr manbalarida Xvo-lo-mo - Xvaramo viloyati joylashgan, arab mualliflari asarlaridan Xorun yoki Oxarun deb qayd etilgan. Ibn Xurdodbeh va Qudama (IX asr) Chag'oniyondan 6 (yoki 3) farsax uzoqlikda Navandak, undan 7 farsax masofada Xamovaron nomli joylar bo'lganligini yozadilar.

Dalvarzintepa antik davrda davlat ma'muriyati, yirik ibodatxonalar, iqtisodiy aloqa tarmoqlari, harbiy salohiyat mujassamlashgan katta tarixiy-madaniy viloyat markazi, yirik markaziy shaharlar sirasiga kirgan. O'zidan kichik bo'lgan ko'plab aholi qarorgohlari unga bo'syungan. Shunday bo'syunuvchi shaharlar sirasiga Xolchayon ham kiradi.

Ilmiy izlanishlar jarayonida buddaviylik dini va Buddha haykaltaroshligi kushon davri Qandahar-Baqtriya an'alariga o'xshab ketsa-da, ba'zan endigina paydo bo'layotgan mahalliy yangi uslub jihatlarini ham o'zida aks ettirishi aniqlandi. Qadimgi Baqtriya haykaltaroshligi masalalarini tadqiq qilishda Kampirtepadan ko'plab topilgan terrokota haykalchalar katta ahamiyatga ega bo'ldi. Ularni boshqa hududlardan topilgan san'at namunalari bilan qiyoslab o'rganish bu haykalchalar ellinizm tarixiy-madaniy doirasida bo'lganligini ko'rsatdi. Keyingi yillarda O'zSE kashfiyotlari natijasida Shimoliy Baqtriya Yunon-Baqtriya, Kushon, Kushon-sosoniylar davrlarida zarb etilgan ko'plab tangalar topilgan, hatto uncha katta bo'lmagan

xazinalar ham aniqlangan. Ushbu topilmalar ichida Yunon-Baqtriya tangalari ko'p bo'lib, ular yaqin kunlargacha «Shimoliy Baqtriya hududlariga Yunon-Baqtriya davriga oid ayrim tangalar esa tasodifan kelib qolgan», degan fikrlarni rad etishga asos bo'ldi.

Kampirtepaning o'rganilishi natijasida yozma manbalarda qayd qilingan Oks bo'yidagi Pardagvi Kampirtepa o'rni bo'lganligi taxmin qilindi. Bu borada Kampirtepan Markaziy Osiyoda yagona bo'lgan iskandar tangasining topilishi muhim ahamiyatga ega bo'ldi. Xullas, uzoq yillar fanga noma'lum bo'lgan antik davr, xususan kushon davri tarixi va madaniyati O'zSening tadqiqotlari tufayli dunyoga mashhur bo'ldi hamda tarix faniga ulkan hissa bo'lib qo'shildi.

O'sha davrga oid yana bir yodgorlik Xolchayon bo'lib, bu yodgorlik Surxondaryo viloyatining Denov tumanida topildi. 1959 yilning bahorida Xolchayon jamoa xo'jaligining remont-texnika ta'mirlash joyi kengaytirilayotganda buldozer kichik bir tepalikning chetini qirqqanida uchta tosh ustun bo'laklarini sudrab chiqargan, topilgan narsalar to'g'risida arxeologlarga xabar berilgan. 1960 yilda san'atshunoslik institutining professori G. A. Pugachenkova rahbarligidagi San'atshunoslik instituti ekspeditsiyasi Xolchayon tepaligini tekshira boshlaydi. Bu yerdan topilgan yodgorliklar olimlarning har qanday tasavvuridan oshib tushdi, fanga yana bir tarixiy boyluk - Baqtriya badiiy madaniyatining ajoyib yodgorligi qo'shildi. Xolchayon topilmalarini ilmiy tekshirish jarayonida Xonaqohtepa, qorabog'gepa, Maslahattepa kabi tepaliklar ochib o'rganildi. Xonaqohtepadagi saroy poydevori toshdan, devori esa qalin (1,04-2,30 m) xom g'ishtdan ishlanganligi aniqlandi.

Xolchayondagi tekshirishlar Baqtriya-Kushon zamonining binokorlik texnikasi to'g'risidagi ma'lum tasavvurni yanada kengaytirdi. Xolchayon saroyi arxitektura jihatidan g'oyat muhimdir. Asosiy zalining uch devori 3 m balandlikda oq ganch bilan suvalgan, undan yuqori qismlarda mahobatli haykallar joylashtirilgan. To'rtinchi devorning to'q qizil fonida oq ganchdan barg, gul, bir bosh uzum tasvirlanib, naqsh solingan. Saroyning asosiy zalidan chiqiladigan ayvondagi naqshlarda erkaklar surati ham bor: erkaklardan biri baqtriyalikka, yana biri mo'g'ulga o'xshaydi. Uch metr balandliqsagi panel tepasidagi haykal qizil va qora rang mineral bo'yoq bilan bo'yalgan. Haykalni to'la tiklash mumkin bo'lmadi, chunki uning mayda-mayda bo'laklarigina sakdangan. Haykallarning kattaligi odam bo'yining uchdan ikki qismiga to'g'ri keladi. Arxeologlar bu boshni yerdan ehtiyotlik bilan kovlab olganda ularga kipriklari osilib turgan, salgina g'ilay qora ko'zlar qarab turganday ko'ringan. Topilgan ayol haykali ham diqqatga sazovordir: yuzi keng, oq dubulg'a toshda hurpaygan sochlari aniq ko'rinib turadi. Haykal tanasidan topilgan parchada haykal ustidagi xalat yoki yoping'ich saqlangan, xalat tagida to'q qizil rang ko'ylak ustidan beldan yuqori oq tasma bog'langan. Bu haykal tanasi, vaziyati, qo'llarining turishi, dubulg'a va xalatiga qaraganda ma'buda Afina haykali bo'lsa kerak. Markaziy Osiyoga yunonlar ma'budasining qiyofasini makedoniyalik Iskandar olib kelgan, albatta. Xolchayon haykallari orasida Mitra, Nika va boshqa ma'budalarning qiyofalariga yaqin qiyofali haykallar ham bor.

Haykal parchalari orasida Xolchayon sozandalari haykallarining parchalarini ham uchratish mumkin. Baqtriya-Kushon yodgorliklarining yuksak san'atida ellin haykaltaroshligi bilan Parfiya san'ati an'analari ko'rinadi. Xolchayon haykali hozirgacha noma'lum desa bo'ladigan qadimgi Baqtriya san'atining allaqa-chonlar unutilib ketgan so'qmoq yo'lidagi yorqin izlaridir. Xolchayonda tadqiqot olib borilgan bir nechta joyda Grek-Baqtriya podshohlari

davri (miloddan avvalgi III-I asrlar) arxeologiyasi aks etgan. Demitriy tangasining topilishi hamda Qorabog'tepada mil. av II -I asrlarga oid imoratlar qayd etilgani bunga misol bo'la oladi. Xolchayonda ossuariy sifatida og'ir qopqoqli a'lo darajada tayyorlangan xum tanlangan. Uning ichida bir to'p ko'krak suyagi va shikastlangan bosh suyagi yotardi. Aftidan «ko'mishga tayyorlash» marosimida «Avesto»dagi mazdakchilik qonun-qoidalariga amal qilingan ko'rinadi. Murda dastlab yoritqich qushlar yoki maxsus boqilgan murdaxo'r itlar yeb ketishi uchun qo'yilgan. So'ngra tozalangan suyak qoldiqlari suyakdonga joylashtirilgan.

Baqtriyaliklarning dafn marosimlari to'g'risida qadimiy mualliflarning ma'lumotlari deyarli yo'q. Strabon Onesikritning baqtriyaliklar tirik keksalarni maxsus boqilgan odamxo'r «go'rkov» itlar yemishiga tashlashlari haqidagi xabarini keltiradi. Bu odatni Aleksandr Makedonskiy ta'qiqalaydi, ammo ko'mish marosimi to'la tasvirlanmagan. Ayni paytda parfiyaliklar haqida yozganda, ularning «odatdagi ko'mish marosimi itlar yoki qushlar yeb ketishi»dan iborat, g'ajib tashlangan suyaklarni esa ular yerda saqlaydilar, deyilgan. Strabon yozgan ma'lumotga ko'ra Baqtriyadagi shahar devori orti toza bo'lgan, biroq ichki katta qismi «odam suyagi bilan to'lib-toshib ketgan ekan». Shunday qilib, gap marhumning suyagini qandaydir tashqi qabristoda emas, balki aynan aholi maskani ichida saqlash to'g'risida borayotir. Buni Xolchayondagi xum - ossuariyning qadimiy qo'rg'onning aholi zich yashaydigan qismida saqlanib qolganligi ham tasdiqlaydi. Antik davrda xumga solib ko'mish an'anasi Janubiy Tojikiston hududida (miloddan oldingi I-II asrlar) ham uchraydi. Biroq, u yerlarda yarim qoqlangan murda xumga solib ko'milgan, Xolchayonda esa faqat suyakning o'zi ko'milgan. Bu topilma arxeologik adabiyotlarda xumga solib ko'mish-ossuariy dafnalarga xos, faqat keyingi davrga taalluqli urf-odat emas, balki bu ko'mish marosimining boshqa turi deb qayd etilgan mulohazani to'la tasdiqlaydi. Umuman qadimiy Baqtriya aholisi orasida ko'mish marosimining turli shakllari mavjud bo'lgan.

Agar Yunon-Baqtriya zadagonlari asosan o'z e'tiqodlari va udumlari amal qilgan va Xolchayondagi ossuariy (idish)ga solib ko'mish marosimi bunga yorqin dalildir. Bu masalada Xolchayondan topilgan miloddan oldingi III-II asrlarga oid sanamlar haykalchalari, shuningdek, suyakdan ishlangan yalang'och ma'buda shakli aks etgan taqinchoq qadimda Sharqda mavjud bo'lgan Ona Xudoga sig'inish udumi bilan bog'liqdir. Ayni paytda, Ellin-Yunon badiiy tasvir uslublarining Xolchayonning Baqtriya davri me'morchiligiga ta'sirini aks ettiruvchi topilmalar ham bor. Xolchayon taraqqiyotining yirik qurilish tadbirlari bilan bog'liq navbatdagi bosqichi miloddan oldingi II-I asrlarga taalluqlidir. Bu davr tarixiy jihatdan ulkan siyosiy voqealar bilan bog'langan, miloddan oldingi 140 yillarda Geliokning o'limi bilan Yunon-Baqtriya podshohligining inqirozi yuz beradi.

Kushon davri Termizining I-II asrlarda qurilgan yirik Buddoviy jamlanmasi Fayoztepa II asrda budda kohinlari tarafidan tashlab ketilgan, degan aqida mavjud. Balki bu hodisalar tabiiy ofat - yer qimirlashi bilan bog'liq bo'lishi mumkin degan taxminlar yuradi. Ammo dinidorlar muqaddas ziyorotgoh sanalmish havonchani o'z holicha qoldirib, uni e'tiborsiz tashlab ketmadilar. Havonchani saqlash maqsadida uning chor atrofini xom g'ishtli devor bilan o'rab oldilar va havonchani uzoq saqlanishga imkon yaratdilar.

Fayoztepa atrofida V asrda Termizda hukmronlik qilgan eftalitlarning qabristoni bo'lgan. Xullas Fayoztepa majmuasidan topilgan haykalcha dunyoning ko'pgina mamlakatlari, jumladan Yaponiya, Skandinaviya mamlakatlari bo'ylab sayohatda bo'ldi. Endilikda u

Toshkentda saqlanmoqda, umuman, Fayoztepa sirlarini ochish va tahlil etishda olimlardan L.I. Albaum, B.M. Masson, A. Asqarov, G.A. Pugachenkovalarining ilmiy izlanishlari katta samara berdi. Arxeologlar qiziqqanga qadar bu tepa nomsiz edi, arxeologlarga yaqindan yordam bergani uchun Surxondaryo viloyat o'lkani o'rganish moziyogohining shu yillardagi direktori Rahmat Fayozovning otasi sharafiga bu tepa Fayoztepa deb ataladigan bo'ldi va shu nom bilan olamga tanildi.

Eramizning dastlabki asrlarida Hindistondan Markaziy Osiyo janubiga buddizm tarqaladi. Bu yerlarga diniy aqidalar bilan birga budda san'ati ham keladi. Shu davrlarda Kushon Termizida va uning devori atroflarida buddizmning ko'plab ibodatxonalari, sajdagohlari, xonaqohlari va boshqa inshootlari qurildi. Termiz buddizmining muqaddas ziyorotgohlaridan biriga aylandi. Zo'rmo'la Kushon Termizi qo'rg'on devorlari shimoliy sharqida qad ko'tarib turibdi. Qachonlardir shahardan tashqaridagi bu yerlarda buddizmning yuksak me'morchilik uslubidagi qurilmalarining butun majmuasi-Vixara-ibodatxona bo'lganga o'xshaydi. Lekin o'rta asr Termizida bu yerlar ekin maydonlari bo'lganlari ma'lum. Faqat bu yerning bosh qurilmasi muqaddas joy-ulkan havonchaga o'xshash budda muqaddas ashyolari saqlanadigan minora o'z qoplamlari va shaklini yo'qotib, asrlar osha yashab kelmoqda. Olib borilgan qazilma natijasi to'g'ri burchakli supa (tagkursi) ustiga o'rnatilgan silindsimon minoradek havoncha o'z nihoyasida gumbaz bilan tugallanganligini ko'rsatadi. Bu inshoot asosan xom g'ishtdan terilgan bo'lib, uning tagkursisi (pyedestolli) sirti oq tosh taxtalar bilan qoplangan.

Ehtimol, bu toshlar ohakgil bo'lib, Xoja Gulsuvar (Burgut tog'i)dan keltirilgandir. Havonchaniq yuza qismi xom g'isht ustidan pishiq g'isht qoplangan va yuz (old) tomoni ochiq qizil rangga bo'yalgan. Hovonchaniq diametri 14,5 metr, umumiy balandligi qachondir 16 metrga teng bo'lib, uning bo'yini xoda (tayoq)ga osilgan «Hurmat soyaboni» balandroq ko'rsatardi. Zo'rmo'laning bunyod bo'lishi ulug' Kushonlar davriga, ya'ni eramizning II asriga to'g'ri keladi. Uning qurilish ishlaridagi ko'lami Fayoztepanikidan ortiq va Termizdagi budda inshootlari qurilishida alohida ahamiyatga ega bo'lgan.

Zo'rmo'la minorasi Markaziy Osiyodagi shunday hovonchalardan va arxeologik qatlamlardagi minoralarga o'xshamaydigan yirik me'morchilik obidalaridandir. Zo'rmo'la hovoncha yoki minora ekanligi haqida olimlar orasidagi bahslar yechimi topilgani yo'q. B.N. Kostalskiy («Surxon-Sherobod vodiysi tarixiy-jug'rofik obrazi», Toshkent, «Vestnik irrigasii», 1930, ? 3, 4) bu masalaga shubha bilan qaragan. G.A. Pugachenkova Zo'rmo'lani buddizm minorasi deb atadi. B.V. Lunin Zo'rmo'lani «Kattatepa» deb atadi. Hovoncha ruscha stupaning tarjimasini bo'lib, uni bu yodgorlikka qiyoslash to'g'ri kelmaydi. Zo'rmo'la atamasi ruscha «Zurmula» deb buzib ifodalaniib kelinganga o'xshaydi. U asli Zo'rmo'la, ya'ni «Katta mo'la» ma'nosini anglatadi. Mahalliy shevada «mo'la» so'zi loydan baland ko'tarib yasalgan, lekin minoradan kichik va undan farq qiladigan qurilma ma'nosini anglatadi. Dehqonlar oq jo'xori, tariq paykallarini ana shunday mo'lalardan palaxmon otib, hosilni qushlardan qo'rganligi ma'lum. Ana shunday mo'lalardan azonchilar din ixlosmandlarini ibodatga, nomozga chaqirganlar. Qadimda Zo'rmo'laning o'z nomi bo'lganligi ajab emas hozirgi nomi bu ulkan inshoot qoldig'ining mahalliy xalqlar tomonidan atalishidan olingan bo'lishi mumkin.

Taniqli olim A.S. Strelsov (Sbornik kulturi Vostoka, vo'p. 1. Moskva, 1927. Str. 27-30) o'z asarini «Zo'rmo'la yoki Kattatepa» nomlashi bejiz emas. O'rta asr Termiz raboti o'rtasida, uning shimoliy devori yaqinida bir qator inshootlar bor ediki, ularning pishiq g'ishtlari allaqachonlar

tashib ketilgan. Bu imoratlar eskidan (Kushonlar davrida) odamlar yashab kelgan joylarda qurilgan, bu yerlar I-IV asrlarda kushonlar tashlab ketgandan keyin bo'sh yotgan. Yuqorida aytib o'tganimizdek, II asrda yer qimirlashi oqibatida ko'pgina inshootlar, uy-joylar vayronaga aylandi., ular qaytadan tiklanmaydi, balki urf-odatga ko'ra irim qilingan yoki tiklashning iloji bo'lmagandir. Shu tufayli, buddizm ibodatxonalari, xonaqohlari va boshqa inshootlar qurilishi Kushon Termizining shimoliy sharqida Zo'rmo'la atrofida rivojlantiriladi.

Ilk o'rta asrlarda bu yerlar tiklana boshlaydi, VI-VII asrlarda katta bo'lmagan, lekin o'z shakli bo'yicha diqqatga sazovor feodal qasri (qo'rg'oni)-saroyi quriladi. Ko'shkning pastki qismi 25x25 metr bo'lib, paxsa devordan ko'tarilgan, uning bosh o'qi bo'ylab yotgan markaziy dahlizi, uning ikki tomonida beshtadan uzunroq xonalari bo'lgan. Dahliz va xonalar gumbazlar bilan yopilgan., devorlarida teshiksimon derazalar bo'lgan. Ko'shkning ikkinchi qavati yengil materiallardan yopilgan bo'lib, yozda yashashga mo'ljallangan. Termiz qo'rg'oni Markaziy Osiyo qasriga xos ko'shk edi, u ko'p asrlar kishilarga xizmat qildi. Islom dini rivoji davrida uning yaqinida qurilgan masjid va qo'shma xonalar ziyoratga keluvchilar uchun yotoqxona, sayyoh darveshlar uchun xonaqoh vazifasini o'tadi. Ko'shk vayronalari hozirgi Katta O'zbek traktining Eski Termiz hududi ostida qolib yo'q bo'lib ketdi.

Umuman, kushonlar davrida vohada iqtisodiy-siyosiy va madaniy hayot yuksak darajada rivojlangan. Kushon hukmdorlarining tinimsiz ravishda olib borgan urushlari, ko'chmanchilarning hujumlari hamda bo'ysundirilgan o'lkalarda mustaqillik uchun olib borilgan harakatlar oqibatida kushonlar saltanati inqirozga uchraydi. IV asr oxirlarida to'xtar qabilalari kushonlar saltanatiga xotima beradi.

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SECTION: INFORMATION AND COMMUNICATION TECHNOLOGIES

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IT TECHNOLOGIES AS A MEANS OF DEVELOPING THE EFFECTIVENESS OF INCLUSIVE EDUCATION OF STUDENTS WITH OGRANICAL OBJECTIVES

Abstract. *Present article is explained to assessing the potential of teaching computer science and information and communication technologies to students with disabilities. The problem of teaching computer science and information and communication technologies to students with disabilities is shown. The relevance of the use of information and communication technologies in the inclusive and distance learning of students in this category has been substantiated. Recommendations on the organization of computer science lessons for children with disabilities using information and communication technologies are given, technical and software necessary for teaching students with visual impairment is analyzed.*

Keywords: *computer science, information and communication technologies, children with disabilities, limited health opportunities, inclusive education, distance learning, schoolchildren, computer science techniques.*

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ИТ-ТЕХНОЛОГИИ КАК СРЕДСТВО РАЗВИТИЯ ЭФФЕКТИВНОСТИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ СТУДЕНТОВ С ОРГАНИЧЕСКИМИ ЗАДАЧИ

Аннотация. *Настоящая статья посвящена оценке потенциала обучения информатике и информационно-коммуникационным технологиям студентов с ограниченными возможностями. Показана проблема обучения информатике и информационно-коммуникационным технологиям студентов с ограниченными возможностями. Обоснована актуальность использования информационно-коммуникационных технологий в инклюзивном и дистанционном обучении студентов данной категории. Даны рекомендации по организации уроков информатики для детей с ограниченными возможностями с использованием информационно-коммуникационных технологий, проанализированы технические и программные средства, необходимые для обучения учащихся с нарушением зрения.*

Ключевые слова: *информатика, информационные и коммуникационные технологии, дети с ограниченными возможностями, ограниченные возможности для здоровья, инклюзивное образование, дистанционное обучение, школьники, методы информатики.*

INTRODUCTION

Inclusive education is a system of educational services based on the principle of ensuring the right of children to education and the right to receive it at the place of residence, which provides for the education of a child with special needs.

When defining the essence of inclusion, it is important to pay attention to three elements that illustrate its characteristic features, in particular:

(a) inclusion is a process that should be seen as an ongoing search for effective ways to meet the individual needs of children;

(b) inclusion is about identifying obstacles and overcoming them;

(c) inclusion implies a certain emphasis on those groups of learners, which are subject to the "risk" of exclusion from the educational process or restriction in learning.

METHODOLOGY

In addition, the main criterion by which all students with developmental disabilities should be trained is the full satisfaction of their educational needs. In the Republic, the Fund for the Support of Social Initiatives (hereinafter - SISF) has been implementing the project "Inclusive Education in Uzbekistan" since 2007. The main goal of the project is to create equal opportunities in education for children and adolescents with disabilities.

The project "Inclusive Education in Uzbekistan" is aimed at promoting the model of continuous inclusive education in the republic by phased introduction into the system of primary, secondary, secondary special and higher education, as well as to create conditions for improving the quality of inclusive education. According to the SISF, at present, more than 600 students study and educate in the higher institutions groups and classes. In Uzbekistan, the practice of inclusive education goes back centuries. It is known that the great scientist of the Middle Ages al-Bukhari had impaired eyesight, but was educated in a madrasah. What is inclusive education? These are conditions in which children who find themselves in difficult life situations, whether they are with disabilities or left without family education, can receive education in the same conditions as other children.

Incidentally, there have been changes in this direction, that is, if earlier special classes were created from pupils of orphanages, today this is not practiced. Students with disabilities have the right to choose between general education and specialized schools. There are a lot of higher institutions, the development of which the state pays no less attention to than general education. This Uzbek experience of development education and differs from many foreign ones, in which attempts were made to transfer all children with disabilities to general educational institutions.

Information technologies open access to sources of information, increase the efficiency of independent work, introduce the subject and help the formation of information competence. They give an opportunity for a teacher to use not only certain types of educational work, but also a learning environment that uses new forms and methods of teaching.

DISCUSSION

Information and communication technologies make it possible to solve the following didactic tasks:

- control and diagnose errors;
- differentiate and individualize the learning process;
- to form a culture of cognitive activity;
- enhance the motivation for learning (for example, s.uz visual aids programs or game situations);
- simulate and simulate processes or phenomena;
- develop the ability to make the best decision;
- exercise self-control and self-correction of educational activities;
- develop a certain type of thinking;
- visualize educational information.

These tasks are solved using hardware (computer, copier, printer, projector, scanner, sound recording devices, photographic and video multimedia equipment) and software (simulators, virtual constructors, the Internet, integrated training packages, search engines) tools.

The study of computer science and information technology is most effective in small groups. It is easier to teach and interest a student when he learns a single stream of visual and sound images, in view of the fact that not only informational, but also emotional influence is exerted on him. Involvement of all senses leads to a maximum increase in the degree of assimilation of the material in comparison with conventional methods. Individual dialogue communication with the help of textual, musical-speech and video-graphic inserts is so intense that it greatly facilitates the learning process. This pattern is confirmed by UNESCO data: with visual perception, about 25% of the information is assimilated, with audio perception, 12%, and with audio-visual perception, up to 65% of the perceived information.

Correctional and developmental tasks include:

- correction of the difficulties of verbal and logical thinking and thinking processes of analysis, synthesis, classification, generalization;
- development and correction of the difficulties of coherent speech, including monologue and dialogical speech, as well as vocabulary development;
- overcoming difficulties in the development of attention;
- an increase in the amount of memory;
- creating positive motivation through help, encouragement, praise, creating situations of success and constructive criticism are beneficial affects the learning process.

RESULT

Based on the foregoing, it can be concluded that the implementation of the capabilities of modern information technologies expands a range of educational activities, allows you to improve existing and gives rise to new organizational forms and teaching methods.

Information and communication technologies help to make the learning process of a child with disabilities more individualized, variable and effective. A lesson with the use of modern information technologies for children with disabilities contributes to the solution of

one of the main tasks of correctional education - the development of the student's individuality, his ability to navigate and adapt in modern society.

CONCLUSION

The computer greatly facilitates the process of information exchange of students with the surrounding society - access to the necessary information and presentation results of its own information activities in a generally accepted form and expands real opportunities for participation in various areas sociocultural life, including education and professional activity.

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ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ ПІД ЧАС ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ

Анотація. Статтю присвячено розгляду особливостей використання інформаційних технологій (ІКТ) у процесі викладання англійської мови у вищій школі. У статті наголошується на необхідності використання та поєднання традиційних освітніх технологій і сучасних ІКТ. Наводяться приклади під час викладання та використання ІКТ у навчальному процесі. Підкреслюється необхідність використання комп'ютера та цифрових ресурсів для перевірки знань студентів у процесі вивчення іноземної мови на заняттях з англійської мови є одним із найголовніших напрямів роботи викладача. Стрімкий розвиток техніки призвів до технізації сучасного суспільства, яке, розширюючи можливості людини, зумовлює зміни в системі життєвих цінностей і норм. Наслідком подібного перетворення став розвиток мережі Internet, яка послужила початком нового еволюційного процесу. Ми уже не уявляємо сучасне заняття без використання інформаційних технологій. ІКТ стають невід'ємним помічником у підвищенні інтересу студентів до навчальних проблем і розвитку образного мислення. Усе це веде до нової системи знань, зміни свідомості, переосмислення усєї картини світу: відбувається автоматизація самої людини, яка в спілкуванні з людьми проявляє себе по-різному. Використання нових інформаційних технологій в педагогічному процесі розширює набір педагогічних прийомів в навчанні. Встановлюється, що використання різноманітних засобів ІКТ при навчанні англійської мови дає можливість створення індивідуального освітнього шляху.

Ключові слова: інформаційні технології, комп'ютерні технології, англійська мова, інтернет-ресурс, інтерактивність.

Постановка проблеми. Використання інформаційних технологій сучасного суспільства є інтеграція інформаційних і комунікаційних технологій (ІКТ) з науковими і виробничими сферами, що вимагає від усіх членів інформаційного суспільства готовності до використання ІКТ у своїй професійній діяльності. У цьому зв'язку одним із пріоритетних напрямків інформатизації сучасного суспільства є процес інформатизації освіти, основним напрямком якого є впровадження засобів інформаційних та комунікаційних технологій у предметні сфери. Традиційні педагогічні технології навчання іноземним мовам обмежені в можливості змоделювати іншомовне середовище, врахувати індивідуальні відмінності студентів і створити умови для аутентичного спілкування на досліджуваній мові. Тому педагогіка включає у навчальний процес комп'ютерну та телекомунікаційну техніку і розробляє способи її застосування. Навчання іноземній мові спирається на комплексне застосування технологій з метою формування необхідного освітнього інформаційно-комунікативного середовища [1, с. 35].

Використання засобів ІКТ на заняттях іноземної мови забезпечує імітацію іншомовного середовища, створює умови для аутентичного спілкування, дозволяє враховувати індивідуальні особливості учнів, дає можливість підвищити мотивацію до вивчення іноземної мови та інтенсифікувати освоєння специфічних для цієї дисципліни умінь і навичок.

Мета статті – проаналізувати методи використання інформаційних технологій під час викладання іноземної мови (англійська) студентів ЗВО.

Виклад основного матеріалу дослідження. Ми вже не уявляємо сучасне заняття без використання інформаційних технологій. ІКТ стають невід'ємним помічником у підвищенні інтересу студентів під час навчального процесу. Сьогодні метою діяльності педагога є створення умов для переходу освіти на новий якісний рівень [2, с. 365]. який дозволяє створити комфортні та гармонійні умови для розвитку студентів під час проведення занять, виходячи із сучасних вимог до заняття (використання ІКТ). У сучасному світі існує велика різноманітність мультимедійних навчальних програм і курсів для вивчення англійської мови. Робота з цими програмами дозволяє студенту краще зрозуміти запропоновані теми і проконтролювати свої знання. Існує кілька типів комп'ютерних програм. Демонстраційні комп'ютерні програми дозволяють наочно представити новий навчальний матеріал. Інформаційно-навчальні програми використовуються для формування основних понять, відпрацювання основних умінь і навичок шляхом їх активного застосування в різних навчальних ситуаціях. Так звані тренажери використовуються для закріплення матеріалу та відпрацювання навичок, а також дають можливість індивідуалізувати процес навчання. Засоби ІКТ дозволяють підняти на якісно новий рівень процеси, пов'язані з вимірюванням знань тих, хто вивчає англійську мову. Контролюючі програми дозволяють оцінити знання і уміння кожного студента в групі, а методи тестування постійно удосконалюються.

Поточна оцінка знань дозволяє швидко і якісно отримати об'єктивну інформацію про рівень підготовки студента, визначити розділи, що засвоєні слабо, і дати рекомендації до їх повторного закріплення. Контроль знань за допомогою засобів ІКТ полегшує перевірку знань групи студентів, до того ж автоматизований контроль відрізняється повнотою охоплення матеріалу і виключає будь-яку суб'єктивність оцінки, тому вона не може залежати від ступеня «суворості» педагога. Автоматизований контроль зводить до мінімуму кількість випадкових оцінок, а також звільняє викладача від рутинної роботи. Для полегшення роботи по складанню тестів у даний час розроблені різні системи, котрі дозволяють створювати розгалужені тести, анкети, багатоальтернативні і одноальтернативні питання, автоматично виставляти оцінки студентам, обробляти і переглядати результати тощо [4, с. 165]. Можливості комп'ютерної техніки в навчанні найбільш повно реалізуються в електронних підручниках і цілісних комп'ютерних курсах, проектування і використання яких сьогодні є одним із головних напрямків оптимізації та інтенсифікації філологічної освіти. Як будь-яка навчальна комп'ютерна програма, електронний підручник є інтерактивним, його зміст реалізується на базі гіпертексту і мультимедіа, він може включати в себе різні підпрограми, у тому числі контролюючого або ігрового характеру. Особливістю електронного підручника є наявність у ньому гіпертексту, звуку, анімації, відео та кінофрагментів, що полегшують засвоєння нового

матеріалу. Останнім часом розроблено підручники, що дозволяють вибирати за гіперпосиланнями рівень складності досліджуваного матеріалу. Електронний підручник орієнтований на самостійну роботу студентів з інтерактивними матеріалами на локальному комп'ютері, а також у локальних мережах і в Інтернеті. Використання електронного підручника в процесі навчання англійської мови дозволяє забезпечити індивідуальність, адаптивність та інтерактивність навчання, цілісність викладу матеріалу, візуалізацію навчальної інформації та розвиток інтелектуального потенціалу студента [5 с. 105]. Однією з переваг використання електронних навчальних посібників полягає в тому, що студент може знайомитися з навчальними матеріалами не тільки в передбачені розкладом години занять, але й у зручний для нього час. Він може повертатися до необхідної теми стільки разів, скільки йому буде потрібно. Використання електронного підручника при самостійній підготовці студентів полегшує варіативність та індивідуалізацію навчання, а також сприяє розвитку їх пізнавальної активності. За допомогою інформаційних технологій студенти можуть отримати якомога більше інформації під час заняття. Поповнення інформаційного потенціалу вищезгаданого інформаційно-комунікаційного середовища можливо за допомогою створення мультимедійних додатків у мережах освітнього призначення.

Мережа Інтернет – це неосяжне джерело ресурсів для вивчення англійської мови і навіть історії і культури країни мову якої студенти вивчають. Інтернет надає величезне інформаційне поле, що містить найрізноманітнішу інформацію, і, що дуже важливо, різні засоби пошуків сприйняття інформації: графіку, звук, відео. Крім того інтернет-ресурси потрібні для отримання нової, автентичної інформації, для перевірки рівня знань учнів і, звичайно, для створення справжнього мовного середовища під час викладання англійської мови (в умовах міжнародних телекомунікаційних проєктів, аудіо- і відеоконференцій), що сприяє виникненню природної потреби у спілкуванні англійською мовою і відповідно, підвищенню мотивації у вивченні англійської мови.

Під час викладання англійської мови, викладач може запропонувати студентам використання матеріалів зі сайту BBC (Learning English (www.bbc.co.uk)). BBC Word Service надає можливість не лише прочитати, але й прослухати новини, причому студент може навіть вибрати для себе відповідний рівень володіння англійською мовою. При роботі з такими навчальними матеріалами необхідно буде самостійно вводити в Інтернет-браузер (Internet Explorer) адреси сайтів, знайомитися з інформацією сайтів, а вже потім виконувати відповідні завдання. Для створення навчальних Інтернет-ресурсів за допомогою спеціального програмного забезпечення можна використовувати Knowledge Network Explorer (KNE) і дотримуватися інструкцій по створенню [3]. Підібраний матеріал буде автоматично розміщений в мережі Інтернет. Для виконання завдання студентам необхідно буде зайти на конкретний сайт розробленого навчального матеріалу в мережі Інтернет і використовувати зазначені посилання для навігації. При використанні Інтернет-ресурсів учень отримує можливість реалізації різних видів інформаційної взаємодії, а також можливість працювати в різних режимах Інтернет: E-mail, Internet Realy Chat, телеконференції, відеоконференції, Push технології, Worl Waid Web, віддалений доступ (Telnet), передача файлів (FTP).

Висновки. Таким чином, використання інформаційних технологій та засобів ІКТ під час викладання англійської мови дає можливість створення індивідуальної освітньої траєкторії і ми досягаємо головної мети навчання-виховання особистості, яка здатна розвиватися в умовах сучасного суспільства.

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SECTION: PEDAGOGY

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HAR BIR VATAN HIMOYACHISI BO'LMISH YIGITLAR QALBIDAGI VATANPARVARLIK TUYG'USI

Annotatsiya. *Vatanparvarlik – kishilarning ona yurtiga, o'z oshyoniga muhabbati va sadoqatini ifodalaydigan tushuncha. Vatanparvarlik barcha kishilar, xalq, millatlar uchun umumiy bo'lgan, asrlar davomida sayqallanib kelgan umuminsoniy tuyg'u, ma'naviy qadriyatlardan biri. Tarixiy jihatdan Vatanparvarlik kishilarning o'z vatanlari taqdiri bilan bog'liq ijtimoiy rivojlanish, xalqlarning o'zlari yashayotgan hududning daxlsizligi va mustaqilligi yo'lidagi kurashi jarayonida takomillashib kelgan his-tuyg'ular jamlanmasi hamdir. Bu vatanning o'tmishi va hoziri bilan faxrlanishda, uning manfaatlarini himoya qilishda namoyon bo'ladi. Vatanni sevish iymondandir deb ham bejizga aytishmagan. Vatanparvar insonlar vatanimizda juda ham ko'p uchraydi. Ushbu maqolada, har bir vatan himoyachisi bo'lmish yigitlar qalbidagi vatanparvarlik tuyg'usi haqida fikr va mulohazalar yuritiladi.*

Kalit so'zlar: *vatanparvarlik tuyg'usi, vatan himoyachilari, mas'uliyat, sharaflil vazifa, vatanga muhabbat.*

"Vatan mening jon-u tanim, sajdagohimdir. U mening oyim, tinch-omonim, izzatim, sharafim, Ka'bam, qiblam hamda gulistonimdir".
Abdurauf Fitrat

Bu dunyoda shunday bir ilohiy kalom borki, uni tilga olgan har bir kishining qalbida olam-olam g'urur, iftixor, faxrlanish hissi jo'sh uradi. Mustaqil mamlakatimizda kechayotgan islohotlar samarasi o'laroq, jamiyatimizning barcha jab-halarida munosib yutuqlar qo'lga kiritilayapti. Aholining tinch, osuda va farovon hayot kechirishini ta'minlash ana shu sa'y-harakatlarning tub mohiyatini tashkil etadi. Tinchlik, osoyishtalik avvalo oiladan, mahalladan boshlanadi. Shu ma'noda, yurtimizdagi har bir aholi yashash joylarida ichki ishlar xodimlari, uchastka nozirlari, mahalla faollari, jamoat tashkilotlari vakillari ishtirokida fuqarolarni ogohlikka da'vat etuvchi tadbirlar o'tkazib kelinayotir.

Bu Vatan so'zidir. Bu kalom o'z zamirida qanchadan qancha ma'noni mujassam etgan. Vatan bizning tug'ilib o'sgan tuprog'imiz, ilk qadam qo'ygan ostonamiz, muqaddas sajdagohimizdir. Uni jondan-da ortiq sevish, ardoqlash, uni xavf-xatarlardan himoya qilish shu Vatanda yashayotgan har bir insonning burchidir. Bu dunyoda Vatandan ortiq mo'tabar joy yo'q. Inson o'z onasini qanchalar hurmat qilib, sevsa, o'z vatanini ham shunchalar ardoqlashi zarur. Chunki mehribon onamiz bizni go'daklikdan oq yuvib, oq tarab voyaga yetkazadi.

Vatanimiz ham bizni o'zining qaynoq quchog'ida ulg'aytiradi. Shuning uchun ham biz Vatan so'zini dunyodagi eng muqaddas zot nomi bilan tilga olamiz, uni Ona Vatan, deya ardoqlaymiz. Vatanimiz Alloh tomonidan bizlarga berilgan eng ulug' ne'matdir. Sharqdan chiqadigan quyosh har tongda o'zining saxovatli nurlarini o'lkamiz tuprog'iga sochadi. Vatanimizda to'rt fasl ham birday o'z go'zalligi-yu tarovatini namoyon etadi. Ona diyorimizning bir hovuch tuprog'i uchun ne-ne bobolarimiz qon to'kkanlar, uni ko'z qorachig'idek himoya qilganlar.

Vatanni turli g'arazli oqimlar va yovuz kuchlardan himoya qilish yo'lida diniy ekstremizm va uning turli ko'rinishlariga qarshi kurashish, fuqarolar xavfsizligini ta'minlash borasida olib borilgan tezkor-profilaktik tadbirlar o'z samarasini berib, sezilarli darajada ijobiy ko'rsatkichlarga erishildi. Mamlakatimiz mustaqillikka erishgan ilk kunlardan boshlab kelajagimiz egalari bo'lgan yoshlarga e'tibor kuchaytirildi. Yurtimizda amalga oshirilgan keng qamrovli ishlar kelajagimiz egalarini

Vatanga, milliy istiqloq g'oyalari sadoqat ruhida tarbiyalashda muhim ahamiyat kasb etmoqda. Shu davrda yuksak maqsad – muddaolarga erishish uchun yurtimizda qonunchilik va huquq-tartibotni mustahkamlashning muhim bo'g'ini bo'lgan Qurolli Kuchlar xodimlariga yuksak e'tibor qaratildi, mazmun-mohiyatiga ko'ra ulkan ishlar amalga oshirildi. Jonajon Vatanimiz tinchligi, osoyishtaligini ta'minlashdek mas'uliyatli, shu bilan birga, savobli ishlarni bajarishga posbonlarimiz kamarbasta. Ularda buning uchun matonat, mardlik va jasorat kabi fazilatlar yetarli.

Zero, har bir oilada o'g'il farzand tug'ilganda ota-ona bilan bir qatorda yurt – Vatan ham suyunib, shodu xurram bo'lar ekan. Chunki o'g'il farzand nafaqat ota-onasi, oilasini, balki butun xalqini, Vatani himoya qiladigan o'g'lon hisoblanadi. Yurtimiz tinchligi va barqarorligini saqlashda, mamlakatimiz hududini himoya qilishda harbiy xizmatchilarning xizmatlari beqiyosdir.

Keyingi uch yil davomida O'zbekistonda ro'y bergan, berayotgan yangilanishlar shiddati dunyo hamjamiyatida katta qiziqish uyg'otdi. O'z navbatida, erishilayotgan natijalar yuksak darajada e'tirof etilyapti ham. Chunki islohotlar kirib bormagan soha qolmadi hisob. Shaharu qishloqlar qiyofasiga qo'shilib, odamlar tafakkuri, dunyoqarashi, hayot tarzi ham o'zgarimoqda. Eng muhimi, xalqimiz bugun olib borilayotgan siyosat mazmun-mohiyatini tushunib yetdi. Daxldorlik tuyg'usi kuchaydi. Milliy tiklanishdan milliy yuksalish sari boryapmiz. Shuning uchun ham o'zgarishlarga, ozmi-ko'pmi hissam qo'shilsin, deya yeng shimarib, ishga kirishganlar kam emas. Albatta, marralar qanchalik baland olinmasin, loyihalar nechog'li istiqbolli bo'lmasin, Vatanni sevadigan, chin yurakdan mehnat qiladigan fidoyi insonlarsiz ularni amalga oshirib bo'lmaydi. Shukrki, bu borada ham maqtansa arzigulik misollarimiz ko'p.

Ona Vatanimiz Yaratgan tomonidan bizlarga in'om etilgan ilohiy ne'matdir. Vatan insonning kindik qoni to'kilgan xonadon tuprog'idan boshlanadi. Shu bois, inson ilk bor nafas olib, ulg'ayib voyaga yetgan ona zaminga mehr-muhabbat va sadoqatda bo'lishi, uning har bir hovuch muqaddas tuprog'ini ko'zlariga to'tiyodek surtishi, unga nisbatan bir umr farzandlik hissi bilan yashashi uning uchun ham farz, ham qarzdir. Uni ko'z qorachig'iday asrab-avaylash, himoya qilish nafaqat, Vatan himoyachilarining, balki shu o'lkada istiqomat qilayotgan har bir insonning burchidir. Inson bu dunyoga kelar ekan, o'ziga berilgan ne'matlarning qadriga yetib, shukr qilib yashashi kerak. Jonajon diyorimizni ham asrab-avaylash bizga ajdodlarimizdan

qolgan muqaddas va sharafli vazifadir. Tarixga nazar solsak, bobolarimiz ham Vatan uchun o'z jonlarini fido qilganlar, uning hurligi, tinchligi yo'lida kurashganlar.

Jaloliddin Manguberdi, Temur Maliklar ona yurtini mo'g'ul bosqinchilaridan himoya qilish uchun o'z hayotini qurbon qilgan bo'lsalar, Sohobqiron Amir Temur Vatanning farovonligi, obodligi, tinchligi yo'lida ulkan ishlarni amalga oshirgan. Mahmudxo'ja Behbudiy, Abdurauf Fitrat, Abdulla Qodiriy, Cho'lpon, Abdulla Avloniy, Munavvarqori singari bobolarimiz millatning ertasi, Vatanning ozodligi, tarqqiyoti yo'lida shahid bo'lganlar. Biz ona yurtimizni himoya qilishni, uni asrashni shu insonlarning faoliyatlaridan o'rganishimiz lozim. Bu ulug' zotlarning ibratli hayoti bugungi kun yoshlari uchun o'rnakdir. Bugungi kun yoshlari ham ona yurt himoyasi uchun har doim tayyor turmoqlari lozim. Istiqloq yillarida jadal rivojlanayotgan O'zbekistonimiz tinchligi va farovonligi biz, kelajak egalari bo'lgan yoshlarning qo'lidadir. Mamlakatimiz Prezidenti Shavkat Mirziyoyev tashabbuslari bilan qabul qilingan "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi"ning beshinchi bandida ham xavfsizlik masalasi o'z ifodasini topgan. Hozirgi yoshlar o'z ajdodlariga munosib ravishda mamlakat xavfsizligi, tinchligi yo'lida xizmat qilishi zarur.

Har yili mamalakatimiz miqyosida keng nishonlanadigan 14- yanvar "Vatan himoyachilari" kuni bugungi osuda kunlarimizning qadriga yetish, har bir fuqaroning ko'nglida ona yurtga bo'lgan mehr-muhabbatni kuchaytirishga qaratilgan qutlug' bayramdir. O'zbekiston Respublikasining Birinchi Prezidenti Islom Abdug'aniyevich Karimov o'zlarining "Milliy armiyamiz - mustaqilligimizning, tinch va osoyishta hayotimizning mustahkam kafolatidir" asarlarida: "Vatan himoyachilari kunini faqat harbiy xizmatchilar emas, ayni vaqtda armiya saflarida o'z burchini o'tab qaytgan vatandoshlarimiz va ertaga xizmatga boradigan ming-minglab navqiron farzandlarimizning qutlug' bayrami deb qabul qilishimiz, uni eng ulug' va eng aziz bayram - Mustaqillik bayrami singari yuksak darajada nishonlashimiz lozim", -degan edilar. Bobolarimiz bizga shunday Vatanni meros qoldirganlar. Ular bugungi kun kabi dorilomon kunlarni orzu qilganlar. Ne baxtki, biz shunday kunlarda yashayapmiz, hayot kechiryapmiz. Shuning uchun ham har bir fuqaro o'z diyorini, tug'ilib o'sgan ona tuprog'ini himoya qilmog'i darkor. Bu ajdodlarimizdan biz avlodlarga meros bo'lib qolgan sharafli burchdir!

Darhaqiqat, yigitlar yurtning, millatning tayanchi, himoyachisi hisoblanadi. Vatanni chin dildan sevadigan, ardoqlaydigan, yuragida Vatanga bo'lgan muhabbat hissi jo'sh urib turadigan yigitlargina Vatanning haqiqiy himoyachisi degan sharafli nomga munosibdir. Ular o'z yurti oldidagi yigitlik burchini o'tash uchun sidqidildan xizmat qiladilar. Kun-u tun Vatanimiz sarhadlarida sergak turib uni qo'riqlaydilar. Bugungi kunda ham o'z yurtining tinchligi yo'lida fido bo'lgan jasur, mard askarlar bisyor. Ular o'zlarining yigitlik burchini bajarish yo'lida halok bo'lganlar. Shunday jasur askarlardan biri baxmallik qahramon Botir Valiyevdir. U Qirg'izistondan O'zbekiston chegarasini noqonuniy tarzda buzib o'tmoqchi bo'lgan jinoyatchilarga qarshi kurashish chog'ida halok bo'lgan edi. Botir Valiyev va u kabi mard askarlarning fidoyiliklari hech qachon unutilmaydi. Zero, Vatan himoyasi yo'lida jon berganlar xalqning, millatning xotirasida mangu yashaydi!

Yosh avlod barkamol, yetuk bo'lib voyaga yetsak, o'zimizda or-nomus, milliy g'ururni izchil shakllantirib borsak, Vatanimiz shunchalik qudratli davlatga aylanadi. Vatanni, xalqimiz tinchligi va osoyishtaligini ishonchli himoya qilish, vatanparvar bo'lish, sodiqlik, fidoyilik

tuyg'ularini his etib yashash jannatmakon O'zbekistonimizda yashayotgan har bir insonning sharaflı burchidir!

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CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE WORLD. EXPERIENCE OF FOREIGN COUNTRIES

Abstract. *Inclusive education is gaining momentum around the world. The concept of inclusion in society is formulated incorrectly and requires right understanding. The experience of foreign education systems shows that inclusion is a special educational need that can be both temporary and short-term. There are countries with involved system of special education thereby not separating children with educational disabilities but by socializing them and equalizing their rights.*

Key words: *inclusion, special education needs, education, children with disabilities, foreign experience.*

New educational trends dictate new rules for teachers of any level. Young teachers who have just graduated from higher educational institutions are entering a new stage of their professional development and a great responsibility lies on their shoulders for the education of the future generation. Inclusive education is also subject to global changes in this process. The range of concepts of inclusive education is expanding, many developed countries give a broad concept to this type of education and determine that students need special educational needs that can be included in the education process, as an integral part of the entire educational process. Thus, it is necessary to find effective ways to prepare teachers to cope with their professional tasks in a specific environment.

In our society, the concept of "special educational needs" is being introduced very recently. We used to say "inclusive education", but the concept of inclusion in the mentality of the post-Soviet period was limited only by mental deviations. Today, in the process of integrated education, periodically updated teaching methods, introduction of various technologies-we are to start thinking globally and understand that inclusion has a broader concept and includes all students with special educational needs, these include the categories of persons whose livelihoods characterized by any restrictions or lack of ability to carry out activities in a way or within the framework that is considered normal for a person of a given age. This concept is characterized by excessiveness or insufficiency in comparison with the usual in behavior or activity; it can be temporary or permanent, as well as progressive and

regressive. We must change our understanding of the word "inclusion", thereby revealing the essence of the education process, as a process of development and continuous improvement of general education, which should be available to all children without exception, including migrants, children from remote areas, national minorities and people with limited possibilities.

In modern world, one of the leading trends in a school education development is to ensure the education right for all. Many countries, including Kazakhstan, seek to help their schools become versatile including inclusion.

All Western countries have experience in teaching children with special educational needs and their own model of pedagogical support. The experience of inclusive education in Finland is of great interest to Kazakhstan as according the results of comparative international studies of education quality of 15-year-old schoolchildren (at this age in most countries of the world, students graduate from basic school), Finnish schoolchildren have the highest rates (PISA 2006, 2009, 2012). Effective elements of the Finnish experience can be adapted when organizing inclusive education in general education schools in Kazakhstan [1].

Finland is often at the top of various rankings in terms of safety, living standards and educational attainment. The Finnish basic education system is recognized as the best in the world by many international researches. According to research carried out by Programme for International Student Assessment (PISA), Finland has also shown very good results over the past ten years, and Finnish schoolchildren are in the top international rankings. Finland is one of the rare countries where high student achievement is combined with life satisfaction (PISA 2018). Finnish schoolchildren feel more comfortable and learn more effectively than other European children.

In the last decade, Finland has demonstrated one of the most effective models of an innovative education system, which gives top priority to the most important subjects of education - students. In Finnish school system, along with being compulsory, free and equal, inclusion is one of the core values. But in order for the education process to follow the correct line, it is necessary to prepare teachers. The teacher carries a huge burden in the development of the personality.

In Finland, teachers have higher education (master's level). They are qualified, motivated and professionally independent professionals. They are encouraged to develop and test non-standard methods and educational environments. Due to the high level of education of teachers, standardized tests are not used in schools, and teaching focuses on building a motivating classroom space and on learning the material. Schools do not have ratings, and there are no school screening systems either.

In Finland, teachers are given freedom to independently organize the learning process and choose teaching methods. In this way the learning process is facilitated, since inclusiveness in Finnish schools is implemented in accordance with the principle of "school for all" based on the idea of compulsory and accessible education for every child at the place of residence. The teacher feels comfortable in teaching different children.

Inclusive education has been developing in Finland for over 20 years and is accompanied by serious scientific research based on the achievements of special pedagogy [3]. Inclusive education is understood as a process of development and continuous improvement of general education, which should be available to all children without exception, including

migrants, children from remote areas, national minorities, people with disabilities, children with temporary difficulties.

The country has a membership in UNESCO Convention against Discrimination in Education. Finland signed the Salamanca Declaration; signed but not ratified the Convention on Persons' with Disabilities Rights. Inclusive education is enshrined at the legislative level. The law reflects the availability of education for persons with disabilities, providing for the creation of a differentiated learning environment depending on the nature of the violation. Special changes have been made to the National Curriculum to ensure integrated education of persons with disabilities in mainstream schools [4].

According to the analysis of scientific and regulatory literature the results of research on inclusive education implementation in Finland it can be noted that an inclusive approach is considered the fundamental principle of organizing basic education. However, not a single legislative or administrative document contains provisions on the basis of which "inclusive education" can be ranked among the fundamental principles of the educational process. It should be noted that the general principles of inclusive education are enshrined in legislation, which defines clear intentions to create an integrating educational environment. They have developed a modern Concept for Development of Inclusive Education in accordance with which all children study in basic school due to their capabilities. Everyone solves their own problems in educational process. The entire school team participates in solving the problems of students, and not only a special teacher (team approach) and this is a big plus, the teacher is ready for the educational process at any time, despite his specific qualifications. Specialists advise conditions the child will feel better. Parents choose in which class the child studies. Individual compensatory means and necessary equipment are provided for children with disabilities at the expense of the state. Secondary school teachers are trained to use them. Students with mobility impairments are provided with an assistant and hearing impaired students with a sign language interpreter. Special assistance is also provided to emigrants. They are first taught in a preparation class where the emphasis is on mathematics and Finnish as a second language. Education process in training class is carried out in native language. Then the student is integrated into general education [5]. Professional staff is being trained to work in an inclusive environment at pedagogical universities or at pedagogical faculties of universities. The university training of teachers involves the inclusion knowledge and skills for working with children with disabilities, including preparation of an individual training program, teamwork skills, etc. Thus, special (remedial) pedagogy and inclusive education are important aspects of teacher training. The ideas of inclusive pedagogy are tested by students in the course of pedagogical practice in each course.

Educational institutions are interconnected and cooperate with each other. For example, secondary educational institutions directly cooperate with preschool institutions. For this reason a card is opened for each future student which includes all characteristic features and state of health of the student. The educational institution provides three degrees of assistance:

1. General assistance (1st degree). In this degree, assistance is provided by a teacher. The teacher seeks to show the required support to a child if he has problems in learning;

2. Active help, or help of the 2nd degree - is provided in the event that the influence of a teacher does not have all the chances to contribute to the standard work of children with narrow abilities. The decision to apply for Grade 2 assistance is made by a multidisciplinary team. Active assistance is provided by a teacher, his assistant and a social educator. The teaching scheme (two teachers) is considered being more effective and is generally applied in inclusive Finnish practice. As well as a principle, in Finland this teacher who has received special training is considered a special teacher (the second degree implies a shallow study of the material used, in contrast to other students, entering the topic). The main purpose of the second degree is considered to be a prevention of academic failure. If a child, being present in the second degree, copes with the plan, it is possible to move him back to the first; if the second degree is not enough, children are moved to the third degree - the degree of special care.

3. Specialized assistance (3rd degree). In order to progress to this degree, a student is to undergo a special medical and mental research, which is carried out at a special meeting of the Education Committee in accordance with Finnish law. In specialized groups there are up to ten students a teachers works with. In these groups children master the nine-year curriculum in eleven years. An individual curriculum is developed for each student in accordance with his own abilities [6].

In this way all children are integrated into regular classes. Education in mixed classes, in which teaching is carried out by permanent and special teachers at the same time, the number of students in such a class can reach 25 people. Provides dedicated support in the form of in-class and small-group learning.

In a Finnish inclusive school the object of adaptation is the educational environment and not the student. The educator is key in implementing inclusive education, but to effectively provide students with the support they need, teachers need to work together with peers.

The staff of each general education school has special teachers, teacher assistants, social workers, and a nurse. In addition to teachers, consultants work in the classroom, and assistants (university students) and specialists working with children with special needs help the teacher in the classroom. Counselors - teacher assistants - are assigned to all classes in which children who require special attention study. While the teacher is busy organizing and conducting the educational process, the assistant-consultant assists the student in solving educational tasks and communicating with peers.

A new and promising form of accompanying children developed in Finland is the interaction of teachers, co-teaching - joint teaching. Collaborative teaching is a form of cooperation between teachers, which involves teaching subjects in a classroom with a different contingent of students at the same time by two teachers (usually a teacher without special education and a defectologist).

Collaborative teaching according to teachers has many advantages both for students and for themselves. Working together they enlist the support of colleagues learn from each other and join forces. Planning lessons with a colleague increases the effectiveness of teaching moreover, it motivates and forces to approach activities with enthusiasm. Educators exchange materials and ideas. Working together makes better understanding the educational potential of students [7].

Children also feel more attention, receive more support and communication. In a collaborative teaching environment, students who need special support are noticed earlier and help them faster. In addition, the joint form of teaching makes it possible to take into account the individual abilities of students and more easily cope with problem situations. Teaching together motivates children to learn.

An important feature of inclusive education in Finland is group learning and support from classmates. Finnish coeducational educators organize work in groups or pairs as part of inclusive education. The composition of groups varies depending on situation or learning objectives. Groups are formed according to the ability to work together, according to the presence of special needs, characteristics of perception and level of training. Group work develops communication skills and interaction skills, children learn to respect each other. Each time, working in a group or in a pair with different classmates, children learn to communicate in a new way, accept each other as they are, learn to support those who need support. This interaction helps create an inclusive atmosphere [8].

Comparing Finnish education with domestic, we noticed the lack of professional readiness of personnel is the main problem of inclusion in education development which requires development of a certain system focused on study and dissemination of successful experience.

Finland is a country with no clear model of inclusive education. It relies on the traditional education system. At the same time, when implementing inclusive education in Kazakhstan, it is necessary to take into account the effective experience of foreign countries, in particular, the system of training teachers for inclusive education in Finland, the use by Finnish teachers of various forms of joint teaching and pedagogical support of children with special educational needs. The experience of Finland shows that the country is implementing massive inclusive practices and constructive inclusion technologies that exclude any discrimination and make the learning process accessible to all.

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SECTION: PHILOLOGY AND LINGUISTICS

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FREEDOM IS THAT YOU CAN SAY THAT TWO TIMES TWO IS FOUR

Annotation. *The novel "1984" is often called a reference book for those living in difficult times. The popularity of George Orwell's novel, written in the middle of the XX century, has recently grown markedly. Why does it not lose its relevance? The article traces the theme of dissent, describing the horrors of totalitarianism, which is still shocking. And the first thing that makes you shudder is the recognition of what Orwell describes.*

Keywords: *politics, society, big brother, newspeak, party, totalitarianism, ANGSOС.*

The dystopian novel "1984" by the British writer George Orwell is included in the list of the most famous works in the world. All totalitarian regimes of the world have banned and are banning the novel "1984". But people read it and secretly distribute copies of it. And in democratic countries, sales of the novel are growing every year. After the publication of the work in Uzbek, it quickly became popular among Uzbek readers, and reading and commenting on it became a real "shock therapy"

What attracts the reader to Orwell's world is the title of the work. In Orwell's notebook, filled out no later than January 1944, a plan of a book called "The Last Man in Europe" was found. According to the plan in the book two parts: the first - of six, the second - of three chapters. Thematically-plot lines are indicated: the loneliness of the hero, tormented by memory; his relationship with another hero, with a woman, with proles.. The main character, who lives in a robotic English socialist society and strives to preserve his memory, consciousness and feelings, wants to portray the main character not only as a human being, but also as a real Person. It is safe to say that a novel with such a title would not have become less popular.

"1984" was published on June 8, 1949 in London with a circulation of 25,500 copies and on June 13, 1949 in New York. Instantly sold out, it was reissued a year later in England (50,000 copies) and the USA (360,000 copies). Since then, the novel has been reprinted many times and has been translated into 60 languages, filmed and televised; literature about it makes up an entire library. In the first reviews, "1984" was rated as the highest achievement of Orwell, and in some - of all new English literature. Some critics insisted that this is not a dystopia, but a satire on the present, because its pathos is not a prophecy, but a warning, the reviewers of

the Daily Worker called the novel "a propaganda pamphlet in the spirit of the Cold War." Orwell received enthusiastic letters from Aldous Huxley, Bertrand Russell, John Dos Passos.

The book, published in 1949, was written against the background of the ruins left by the war, among hungry, tired and war-weary people.

In Oceania, where the events took place, there is a single party, the ruling government, the Eye of Society. However, there are no living laws. Everything that corresponds to the wishes of the party is quite legitimate. Any situation contrary to his interests and behavior is illegal. The ideas of the party are like a mathematical axiom, you are forced to accept it for what it is, there is no need to prove "irrelevant" questions, why and how. The party needs a man, an unconscious man, not a man.

The ANGSOC society (English Socialism) described in it has several ministries - the Ministry of Truth, the Ministry of Love, the Ministry of Welfare, and the Ministry of Truth has everything except reality. The Ministry of Welfare can serve anything, not just welfare. The task of the Ministry of Love is to eradicate love. But in Oceania, there can only be love for an Older brother. "Obeying Big Brother is a hobby for them." It seems that the names of everyday objects are also given to recognize the honor of the party: victory wine, victory cigarettes, victory house... Everything is a sign of the absolute victory of the party. In turn, the writer points out the fragility of this victory, describing the dilapidated state of the house, the fact that wine is nothing more than a sigh of relief, and the depressing bitterness of the taste of cigarettes. After all, in a society living in such conditions, "food, clothing, housing, household appliances, stoves, fuel, ships - everything will increase compared to last year." There is only "crime and madness can be reduced, and from year to year, minute by minute, everything and everyone can rapidly rise to new and new heights." Similarly, every day "legendary statistics continue to erupt on the TV screen like a volcano."

Apparently, everyone and everywhere shows satisfaction with the system, satisfaction with life. There is no other way, every step is watched by the TV screen and microphones: "Big Brother is watching you" - there is no shelter from his eyes. Perhaps the most terrible feature of Orwell's dystopian world is the methodical distortion of language and the deprivation of its meaning. The totalitarian regime seeks to eradicate words, as well as the ideas and feelings they embody.

The theme of "common arithmetic sense" has been heard by Orwell since the Spanish Civil War, when he first sees a vision of "a nightmarish world where two and two will be as much as the leader says. If he says "five," then that's it, five." The formula $2 \times 2 = 4$ has long been a literary metaphor: Dostoevsky, Proust, Chesterton, Andre Breton, Zamyatin. But Orwell's predecessors used it as a demonstration of the "tyranny of reason." Dostoevsky's "underground man", rejecting in the name of freedom a world where two and two are four, declares that "two and two are five is sometimes a nice little thing"; in Zamyatin's dystopia, "We" impersonal numbers - slaves of a totalitarian state - chant an ode to the formula 2×2 . Orwell did not accept this urge to senseless rebellion, seeing in it the aggression of a man "who cannot live in harmony with ordinary decency," as he wrote in an article about Pechorin and Baudelaire. Thus, contrary to the previous tradition, the formula of individual freedom in "1984" becomes $2 \times 2 = 4$. Orwell, according to the assumption of W. Steinhoff, received the immediate impulse to such a decision from the book of E. Lyons' "Assingment in Utopia", in a review of which he quotes the following

lines: "The formulas "Five-year plan in four years" and " $2 \times 2 = 5$ " constantly attracted my attention... the challenge, and the paradox, and the tragic absurdity of Soviet drama, its mystical simplicity, its illogic, reduced to shapkozakidatelskoy arithmetic"

The image of rats as instruments of torture appeared especially often in European literature after the publication of Mirabeau's book "The Chinese Garden of Torture". Since experiments on rats conducted in behavioral laboratories after the First World War were perceived by Orwell as a testing ground for creating a "controlled consciousness", a certain anti-behavioral symbolism is also possible here. But the leading ones, as often with Orwell, are autobiographical motives. Spanish fellow soldiers, noting his rare fearlessness, write that he was more afraid of rats than bullets. "He had a real phobia of rats... One night, he shot a rat, and the echo woke up both warring parties."

There is not a single gram of relativism in Orwell's work - he understands perfectly well how difficult it is to correct the current situation. His book shows with ruthless detail the horror of a world in which people have fewer and fewer words and their thinking is crippled, distorted by ideology.

Orwell understood that totalitarian regimes always need an enemy. In "1984" he portrays how simply with the help of propaganda the necessary ideas are planted on the masses.

Today, political, religious and commercial organizations play on the feelings of Internet users in the same way. Orwell describes with surprising accuracy how such actions generate in us a thirst to unite in our hatred.

Who has become one of the symbols of our time, firmly embedded in our lexicon, who has become a household name, Big Brother, the dictator from Orwell's novel, surprises with the absurdity of his actions and at the same time terrifies.

Orwell, like the authors of other dystopias - is a prophet of disaster. He wants to warn us and wake us up. He still hopes - but unlike the authors of early utopias, his hope is desperate. Hope can be realized only if it is noticed, so "1984" teaches us that the danger that all people face today is the danger of a society of robots who have lost the last traces of individuality, love, critical thinking, and do not even realize it because of "doublethink". Books like Orwell's are powerful warnings, and it will be very unfortunate if the reader complacently understands "1984" as another description of Stalinist barbarism and does not notice that this applies to us too.

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TYPES OF ASSESSMENT IN FOREIGN LANGUAGE TEACHING

Annotation. *This article found out answers to some problems as the types of assessment are important in learning. Assessment should not only be used for evaluation of students' achievement, but also for enhancing the quality of language learning and teaching. To enhance learning and teaching quality, assessment types are expected to help encourage learners to learn actively and critically, not simply studying for an exam. Taking these issues into account, several types of assessment come into play with the purpose of filling up a space where other systems leave it empty.*

Keywords: *Definition of assessment, The significance of assessment, types of assessment, traditional and alternative assessment types.*

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ВИДЫ ОЦЕНИВАНИЯ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. *В этой статье были найдены ответы на некоторые проблемы, так как типы оценивания важны в обучении. Оценивание следует использовать не только для оценки успеваемости учащихся, но и для повышения качества изучения языка и преподавания. Ожидается, что для повышения качества обучения и преподавания типы оценивания будут способствовать тому, чтобы учащиеся учились активно и критически, а не просто готовились к экзамену. Принимая во внимание эти проблемы, несколько типов оценивания вступают в помощь, цель которых - заполнить пространство, которое другие системы оставляют пустым.*

Ключевые слова: *Значение слов «оценивания», значительность оценивания, типы оценивания, традиционные и альтернативные типы оценивания.*

Assessment is a method of determining whether or not learning has occurred. It allows to determine if a student has acquired the necessary skills, information, understanding, attitudes, and behaviors for their learning program at any particular moment in time. Learners can also use assessment to show how far they've progressed and what they've learned so far. Assessment is done to identify where a student's learning is at right now. A teacher assesses learning through observation and measurement in order to better understand students' learning in a course. This entails obtaining both graded and ungraded proof of a student's progress in the course.

"Assessment" is defined as "a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded" [2]. A score or a verbal description might be the outcome of an assessment method. The term "assessment" refers to a variety of processes that are used to assess individuals (e.g., informal observations, self-assessments, quizzes, interviews, tests)" [12]. The word assessment is used in education to describe a wide range of methods and technologies that educators employ to evaluate, measure, and document students' academic preparedness, learning progress, skill development, and educational needs. Assessment is "much more than tests and test scores" [10]. The term "assessment" consists of a set of formal and informal judgments and conclusions reached both inside and outside the classroom. Appraising or estimating the level or magnitude of a person's attribute is called assessment [11]. While assessments are frequently associated with traditional examinations, educators employ a variety of assessment tools and methodologies to assess everything from a four-year-kindergarten old's readiness to a twelfth-grade student's advanced comprehension. Assessments are typically designed to measure specific elements of learning, such as a student's level of knowledge about the concept or skill the teacher is planning to teach, or the ability to comprehend and analyze various types of texts and readings, in the same way that academic lessons have different functions. Assessment is an ongoing process that can entail anything from just delivering an oral review of a student's response to scribbling a note on a student's work. A competent teacher never stops assessing students, whether it's by accident or on purpose [4]. Individual student deficiencies and strengths are also identified through assessments, allowing educators to give specific academic support, educational programs, or social services. Furthermore, assessments are created by a diverse range of individuals and organizations, including teachers, district administrators, colleges, commercial corporations, state education agencies, and groupings that contain a combination of these persons and institutions. Assessment is a continuous process of setting clear, measurable expected student learning goals and ensuring that students have enough chances to attain them. It is the process of acquiring, evaluating, and interpreting data in order to assess whether or not student learning meets our objectives. It's a method of interpreting and improving student learning based on the data obtained [9].

Assessment is an important element of learning since it evaluates whether or not the educational objectives are being reached. "In the field of education, some form of assessment is inevitable; it is inherent in the teaching – learning process" [6]. Through their regular teaching and the use of test scores, instructors are involved in a variety of kinds of assessment and testing [13]. They also mentioned that many teachers find evaluation concepts challenging to update and use effectively. Although both instructors and test experts can create tests and teach classes, the duties and everyday activities of the two groups are distinct, according to these writers. Although the responsibilities of instructors and testers are well defined, assessing students' academic progress without teachers is nearly difficult. In effect, classroom teachers have to "play a constant evaluative role" because they must decide on students' levels of academic achievement and growth. [6]. Learning necessitates assessment. Effective assessment can evaluate whether or not students have reached the course or program's desired learning outcomes. Assessment also focuses the attention of both students and teachers on what is most essential. It has also been argued that students only genuinely engage with the

course material when they are presented with exams. For both teachers and students, assessment gives proof of what has been taught. We assess our students in higher education to incorporate them into the learning process and offer proof of their comprehension.

Nowadays our government is paying a great attention on the development of foreign languages and has adopted many resolutions on this issue. Assessment is the most basic and serious problem among them. Because, it can be an element that can motivate students to learn. Especially, assessment of students in schools and classrooms has long been a subject of debate for teachers. Educators are constantly attempting to develop an outstanding assessment process that takes into account all of a student's skills as well as their abilities and potential. These requirements are met by two types of language assessments. They are traditional and alternative assessment. Since a long time, the traditional or conventional method to assessments has been used. It's a relatively easy process that usually involves a pen and paper or computer-based test, whereas alternative (authentic) assessment is more comprehensive and practical. Authentic assessments are a more realistic and experimental method to assessment, as the name implies. It requires students to participate in a variety of exercises that demand them to use their analytical, reasoning, and logical thinking skills. The knowledge gained is linked to its application in the actual world. As a result, both sorts of examinations are thorough and valuable.

Traditional assessment

The traditional method of evaluation entails the average grading of a series of standardized test questions with a restricted number of response options that must be answered within a certain time frame. Traditional language assessment is identified according to three basic assessment types: (a) selected-response which includes true-false, matching, and multiple-choice assessments, (b) constructed response which includes fill-in, short answer, and performance assessments, and (c) personal-response which includes at least conference, portfolio, and self- and peer assessments [3].

A. Selected-Response

Selected-response assessments, as defined by Brown and Hudson, give students with linguistic information and ask them to choose the correct answer from a restricted range of options. Because kids seldom generate words in these tests, they may be useful for assessing receptive abilities like reading and listening. Furthermore, these authors said that administering these tests may be quite rapid, and scoring them can be quick, simple, and objective. Nonetheless, Brown and Hudson noted that there are two main disadvantages in using these assessments: it is quite difficult to construct selected-response assessments and these assessments do not require students to produce language.

True-False is a type of assessment that asks pupils to respond to a linguistic sample by selecting true or false. Students have a 50% chance of guessing correctly, but if a large number of skillfully prepared true-false items are used, the overall score should overcome much of the guessing element. True-false may be a suitable assessment approach if the language points the instructor wishes to evaluate lend themselves to two-way choices and a sufficient number of items can be prepared.

Matching. Students should match words, phrases, or sentences from one list to those from another. While matching has advantages such as a low guessing factor and a little amount of space required, it can only be used to assess pupils' receptive vocabulary knowledge.

Multiple Choice is a type of assessment in which pupils must select the correct answer from a list of possibilities. Multiple-choice tests have smaller guessing factors than true-false tests, and they may be used to measure a wide range of different types of exact learning points. Multiple-choice tests are excellent for assessing students' abilities and knowledge in reading, listening, grammar, and phoneme discrimination because they can give important information about their abilities and knowledge in these areas. Multiple choice evaluations, however, are frequently criticized, as Brown and Hudson pointed out, since language usage in actual life is not multiple choice.

B. Constructed-Response Assessments

Constructed-response assessments are appropriate for measuring productive skills such as speaking and writing, whereas selected-response tests are appropriate for measuring receptive skills such as listening and reading, as well as knowledge of vocabulary and grammar. Students must generate language by writing, speaking, or doing anything else in constructed response evaluations [3].

Students must complete approximations of real-life, realistic activities for performance assessments, typically employing productive abilities such as speaking or writing, but also reading or writing or combining skills. Essay writing, interviews, problem-solving tasks, role playing, and pair and group discussions may all be employed in these examinations.

There are three major requirements for performance assessments:

- Examinees are required to perform some sort of task.
- The tasks must be as authentic as possible.
- The performances are typically scored by qualified raters.

An interview, in foreign language assessment, is a way of determining a student's oral language competency by asking them to respond to a series of questions, and the language they create orally is used to measure their degree of skill in oral communication. Interviews allow the interviewer or classroom instructor to assess if the language generated is comprehensible, has acceptable vocabulary and grammar, and is an effective vehicle for expressing the information the student wishes to communicate [4]. Interviews, on the other hand, are ineffective since they are time-consuming. If time is not an issue, classroom teachers may find interviews to be a genuine, somewhat dependable, and valid technique of evaluating students' oral abilities.

Essay Tests. Essay assessments, which are often utilized in the classroom, demand special attention from foreign language teachers. An essay exam is a type of assessment in which pupils are expected to compose a piece of writing, such as an essay or a paragraph, in response to a question. Many teachers see essay assessments as one of the most reliable forms of examinations to evaluate student productive language usage, such as the use of vocabulary terms and grammatical structures to communicate their thoughts, opinions, or arguments in foreign language acquisition. Students' ability to structure their writing rationally and clearly can also be assessed.

C. Personal-Response Assessments

Students need to develop words to convey what they wish to say in personal-response evaluations. These tests are advantageous because they "offer personal or customized evaluation, may be directly tied to and integrated in the curriculum, and can measure learning processes in an ongoing way throughout the term of teaching," [3]. Nonetheless, designing and organizing these assessments is a challenging task. and give an objective score.

Conference assessments. When students are forced to attend professors' offices to discuss a specific piece of work, the learning process, or both, conference assessments are used. It aids in the development of positive self-image in students.

Portfolio assessment is a continuous process in which the student and instructor choose samples of student work for inclusion in a collection that serves to demonstrate the student's development [5]. Samples of student creative work, tests, quizzes, homework, projects and assignments, audiotapes of oral work, student diary entries, log of work on a particular assignment, self-assessments, and comments from peers and teachers are all examples of items that can be included in a portfolio.

Self- and Peer Assessments. Students must rate their own language in self-assessments, which include performance self-assessments (students reading a situation and deciding how well they would respond in it), comprehension self-assessments (students reading a situation and deciding how well they would comprehend it), and observation self-assessments (students reading a situation and deciding how well they would comprehend it) (students listening to audio or video recordings of their own language performance and deciding how well they think they have performed). Students examine the language created by their peers in peer evaluations, as the name implies [3].

Alternative assessment

Alternative assessment highlights what pupils can do with English in the real world. It is more multiculturally sensitive and free of the linguistic and cultural biases found in traditional testing; it provides information on the strengths and weaknesses of each individual student; it provides multiple indices that can be used to gauge student progress; it is more multiculturally sensitive and free of the linguistic and cultural biases found in traditional testing; and it is more multiculturally sensitive and free of the linguistic and cultural biases found in traditional testing [7]. Several types of alternative assessment can be used with great success in today's language classrooms:

Portfolio assessment. A portfolio is a collection of student work that may be used to demonstrate a student's efforts, development, and accomplishments across the curriculum. A portfolio evaluation can look at student-selected examples of work experiences and documentation linked to the objectives being evaluated, and it can address and assist progress toward academic goals, such as student efficacy. For large-scale evaluation and accountability, portfolio assessments have been employed.

Student-designed tests. Creating the methods for measuring what pupils are doing is a difficult test of whether or not they grasp what they are doing. Students create and justify assessment activities as a whole or in part with others while designing assessments. Summative assessments created by students may or may not be utilized formally. For an assessment

exercise, students create a marking rubric. A rubric lists the requirements for a piece of work, describing the characteristics and attributes required to execute the assignment satisfactorily.

Learner-centered assessment requires students to create their own learning goals and decide the tools and activities that will help them achieve those goals. This method starts with a primary question that necessitates the acquisition of certain information and skills, and learning is the product of students' attempts to answer that issue [8].

Project is a multi-day or multi-week educational endeavor in which students solve a practical problem. Building a rocket, constructing a playground, or producing a class newspaper are all possibilities. Although the teacher may propose projects, the students plan and implement them as much as feasible, either independently or in groups [1].

Most classroom teachers are seldom properly prepared to develop excellent exams, thus the knowledge and skills required to design practical, realistic, trustworthy, and valid assessments are likely to be serious problems. Teachers, on the other hand, often have a broad range of options based on the situations in which they work and the language program's evaluation culture. Teachers may be given tests to utilize for classroom evaluation if they are not given the duty of creating examinations for their own classes. However, in situations where classroom instructors are obliged to create their own tests to assess their students' learning outcomes and progress, it is vital that teachers are well-informed about existing tests to adopt or adapt, as test building is typically a time-consuming activity. Basic language assessment is a helpful exam that is designed to assist instructors in creating and analyzing language assessments. It encompasses both traditional and alternative assessments. Furthermore, assessing students during the course of their studies through formative assessment, which may be a more learner-friendly technique of assessing student learning, is a feasible alternative to final assessments. Because no test can possibly assess all areas of skills and information that learners have learned, a balanced approach to evaluating student development, especially for foreign language learners, may include a combination of both formative and summative assessments. A balanced approach to evaluating foreign language students can guarantee that the assessments' outcomes are more dependable, and students who struggle under pressure and stress during examinations may find it to be a fairer type of foreign language evaluation.

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**STUDY MODEL OF KOREAN AND ENGLISH LANGUAGE THROUGH VOICE CHATTING
PROGRAMS OF ONLINE GAMES**

Abstract. *The interactive edu-game used in this study was created with the purpose of helping South Korean elementary school students learn the English vocabulary. The edu-game was similar to commercially-developed games as it required players to choose an avatar and enter one of several game rooms, which were separated by different levels of English vocabulary.*

Key words: *Online education, game based learning, internet, voice chatting, Minecraft, TeamSpeak, Discord*

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**МОДЕЛЬ ИЗУЧЕНИЯ КОРЕЙСКОГО И АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ ПРОГРАММ
ГОЛОСОВОГО ОБЩЕНИЯ ОНЛАЙН-ИГР**

Аннотация. *Интерактивная обучающая игра, используемая в этом исследовании, была создана с целью помочь южнокорейским учащимся начальной школы выучить словарный запас английского языка. Образовательная игра была похожа на коммерчески разработанные игры, поскольку требовала от игроков выбора аватара и входа в одну из нескольких игровых комнат, которые были разделены разными уровнями английского словарного запаса.*

Ключевые слова: *онлайн-обучение, игровое обучение, интернет, голосовой чат, Minecraft, TeamSpeak, Discord*

INTRODUCTION

Since the 1990s, the development of computers and the Internet has brought about changes in life. Among them, the construction of information and communication networks and the development of technology accelerated the entry into the knowledge-based society and digital media era. These changes of the times require various changes in the educational paradigm as well (Jonassen, 1999). The change in educational paradigm has developed Internet learning using computers, and classes using the web have made the school environment universal.

According to the statistics of the Korea Educational Development Institute in 2008, about 86% of Korean adolescents (ages 10-19) use a computer more than once a day. As the use of computers increases, learners obtain a lot of information through the use of the Internet. And the number of learners who use learning programs developed using the web is increasing. Learning using the web enabled learners to acquire vast amounts of knowledge and information in a short time and at the same time. In addition, the functional development of various contents and the web created a self-directed learning environment where learners can learn freely at any time according to their own needs. Such web-based teaching-learning activities have been developed in various forms of E-Learning (electronic-learning). To add that in Korea million young generations used TeamSpeak voice app for playing online games. TeamSpeak is the number one choice VoIP⁷ communication system for Online Gaming. It is worth noting that such services can be implemented within the gaming applications themselves, where communication between participants and coordination of actions are essential for the gameplay. There are programs with a similar set of functions, such as Discord, Ventrilo, Skype, Roger Wilco, Mumble, TeamTalk, and Raidcall.⁸

E-learning refers to online education using the Internet (Rosenberg, 2001). Looking at the concept of e-learning in detail, it is a technology that enables well-designed, learner-centered interactive learning at any time and place anyone wants by utilizing Internet resources and digital technology to provide a learning environment with openness, flexibility, and decentralization of learning method' (Bedrul Khan, 2004).

Although e-learning has brought many changes throughout the education world, it was difficult to differentiate between students and there were many variable factors to arouse the interest and immersion of learners. Accordingly, the teaching-learning method using the Internet gradually began to be developed in combination with edutainment, which gives learners interest and immersion.

With the generalization of computers, the age group exposed to computer games has decreased, and computer games have become the main play for children (Davies, Sanger, Whittaker, & Wilson, 1997). This led to the development of edu games that combine education with computer games that can be easily accessed through Internet culture. As a result, various English learning games have been developed that give learners the effect of fun and immersion, and that learners who avoid learning English can enjoy. By the way, Studies are being conducted on whether these English learning games are actually immersive and effective, and what elements of English learning games can improve effectiveness, and learning achievement and of then, enables fast and accurate information delivery and knowledge acquisition, and provides fun and immersion and learning at the same time.

⁷ Voice over Internet Protocol (VoIP), also called IP telephony, is a method and group of technologies for the delivery of voice communications and multimedia sessions over Internet Protocol (IP) networks, such as the Internet. The terms Internet telephony, broadband telephony.

⁸ Scott Jennings, Alexander Macris. *Massively multiplayer games for dummies. – For Dummies*, 2005. – P. 72. – 342 p. – ISBN 9780471752738.

The Edu-Game

The interactive edu-game used in this study was created with the purpose of helping South Korean elementary school students learn the English vocabulary. The edu-game was similar to commercially-developed games as it required players to choose an avatar and enter one of several game rooms, which were separated by different levels of English vocabulary. Each player was able to select a game room by their personal level of English vocabulary. In addition, the players had the option of competing against either a human or a computer opponent.⁹ Players who chose to compete against a human opponent could communicate with other players in a chatting room. Regardless of the nature of the opponent – human or computer- a player could accumulate points by winning games. The total points a player earned in a game room were visible whenever the player chose to log into the game room again at a later time. On the other hand, the edu-game conceptualized as innovation (relative advantage, compatibility, complexity, trialability, and observability), two communication attributes (sociability and communication skills), and students' willingness to diffuse the edu-game.

Using a game as an educational tool in the teaching of English as a second language required the questionnaire design to account for differences between this new technology and traditional, paper-based English word-books.

Various situations can be encountered, and it is possible to solve problems by understanding the problems given through games in the virtual world (Kim Joo-eun, 2004). For instance, Minecraft: Education Edition is a game-based learning platform that promotes creativity, collaboration and problem-solving in an immersive digital environment. Educators around the world use Minecraft: Education Edition to engage students across subjects and bring abstract concepts to life in remote, hybrid and in-person learning environments. With hundreds of standards-aligned lessons and STEM curricula, classroom-friendly features, tutorials and challenges, educators can access everything they need to get started with no experience required.

GAME-BASED LEARNING WITH MINECRAFT

Minecraft is a great tool for learning and implement such a abilities for students: **work together** (collaborate on projects with classmates in multiplayer), **teaching tools** (features and tutorials to support educator), **safety features** (play in a secure environment), **tons of activities** (learning content and curriculum guides across subjects), **for all learners** (personalize your game and use accessibility features), **cross-platform play** (available for windows, mac, chromebook and ipad) and others.¹⁰

Otherwise, Covid-19's impact on our school district forced us to take our Minecraft Student Ambassador Program virtual. Like districts all across the globe, we have had to reimagine our entire program for the virtual world. We've met with the student ambassadors a few times via Microsoft Teams. Of course, we had to reset and get everyone on the same page with our norms for the virtual world and expectations moving forward. We've been able to have our students collaborate in real-time while working remotely. Learners have begun to identify their content for the training they will lead with teachers. We're looking to bringing our next

⁹ Online Course Management: Concepts, Methodologies, Tools, and Applications

¹⁰ <https://educommunity.minecraft.net/hc/en-us>

cohort of students on board when school resumes in the fall. Whether virtual or remote, it looks like our APS Minecraft Student Ambassadors are ready to continue to train and support the teachers and students.

The circumstance that encouraged us to use Minecraft: Education Edition was a desire for our teachers to have access to an engaging resource that was educational and provided the 21st-century learning skills of the 4Cs—communication, collaboration, creativity, and critical thinking—but we also wanted it to be fun and engaging for students. Minecraft met both criteria, and the students were already very familiar with the game. It provided a great way to have students replicate and extend what they're learning in the classroom. Minecraft is truly the modern-day replacement of the diorama and the trifold.

Primary school teachers in Northern Ireland were seeking interactive, interdisciplinary ways to bring STEM into history and technology classes—a requirement of the Northern Ireland curriculum. CCEA¹¹ (Council for the Curriculum, Examinations, and Assessment) worked with educators to develop a Vikings curriculum for Minecraft: Education Edition. The resource has been shared across the region via teacher trainings and a road show. Teachers have reported students demonstrating improved literacy and numeracy skills, and higher engagement. Using Minecraft for interdisciplinary STEM learning helps prepare students to solve problems creatively, collaboratively, and with technology.¹²

In addition, since the game can be modified with one 'Reset' button, you can enjoy it without burdening the results of learning, and it also has the effect of lowering the anxiety of the learner. Kim Hye-kyung (2010) found that English anxiety is correlated with English academic achievement, and gender and English learning period affect attitude and anxiety.

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¹¹ Council for the Curriculum, Examinations, and Assessment

¹² <https://aka.ms/ccea-vikings>

SECTION: PSYCHOLOGY SCIENCE

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PSYCHOLOGICAL READINESS FOR INNOVATIVE ACTIVITIES AS A FACTOR OF COMPETITIVENESS PERSONALITIES IN RAPIDLY CHANGING CONDITIONS

Abstract. *The article presents the components of formation technology of psychological personnel preparedness in educational organizations to innovate as a factor in competitiveness of the individual in a rapidly changing environment.*

Keywords: *innovative activities, psychological readiness to innovate, psychological and organizational technology, the model, the examination, correction.*

Introduction

The relevance of the problem under study is due to scientific and practical reasons. In the context of large-scale modernization of the functioning of society, objectively, innovative development is singled out as the main priority. The issue of introducing educational innovations remains relevant at the present time. As V. Kremen notes: “only having formed an innovative personality capable of creating changes and perceiving changeability, we can become a competitive nation” [10]. The atmosphere of actualization and rethinking of life determines the need for diversified personnel of educational organizations who could navigate rapidly changing situations, understand human relations, could form their ability for self-development, innovations, and counteract cliches and negative pedagogical stereotypes in the educational process.

The decisive transition of education to an innovative path of development objectively determines the need for psychological research of various aspects of innovation and the preparation of competitive professionals for it. The complexity of introducing innovations / innovations, stereotypes of management, economic constraints and other factors with particular acuteness determine the impossibility of implementing the latest programs without changing the methodology, strategy and tactics of managing the innovation process. To solve the problems that hinder innovation at the management level, considerable attention is paid to scientists, practitioners and politicians (A. Galchevsky, L. Danilenko, V. Ilyin, L. Karamushka, A. Kinakh, V. Kremen, V. Lazarev, S. Maksimenko, V. Potashnik, V. Seminozhenko, V. Semichenko, Y. Schwalb and others). The concentration of scientists and practitioners on the problems of managing innovative processes does not always make it possible to recognize an even more complex and more significant problem of implementing innovations - the psychological readiness of personnel of educational organizations to innovative activities. Thus, the personnel of educational organizations is the main resource and a key actor in updating, reforming the educational process, it is to him that new requirements are imposed.

Therefore, psychological factors are an important and most difficult barrier to the effective implementation of innovative transformations and require detailed research.

New pedagogical developments are potentially capable of significantly improving the quality of the educational process, but very often, even after deep familiarization with the new pedagogical methodology, the personnel of educational organizations do not use it or return to old forms and methods after encountering difficulties in introducing innovations. Among them, the greatest difficulty for personnel who have worked for many years according to the standard system is the need to change not only the forms of activity, but also their personality - the system of values, stereotypes of behavior, the system of relations. Separate innovations necessitate updating the content of education (for example, information and computer technologies of teaching), which causes general personal resistance and makes it impossible to innovate. Even with the great importance of innovation, economic support, support from the leadership and society, the destruction of the innovation project occurs at the level of psychological factors and conditions. Therefore, as a priority for the study is the problem of forming the psychological readiness of the personnel of organizations for innovative activities, as one of the factors of the competitiveness of an individual in a rapidly changing environment, which is the main resource of organizational development [4].

To form the internal psychological readiness of the personnel of educational organizations for innovative activities, we have developed, tested and introduced into the practice of educational organizations a multilevel reflexive-innovative training (RIT). In a broad sense, RIT is understood as a psychological practice, during which a person rethinks: the situation in which he is; the problems she wants to solve; the goals that she seeks to achieve through an intensive search for new ways and means of solving the tasks that are in front of her. It is about improving the performance of individuals and teams by unlocking hidden potential and overcoming limiting thinking patterns. RIT increases efficiency, stimulates the natural synergy of the quality of actions and internal balance. Provides awareness and release from stereotypes of unproductive educational experience and activities by rethinking the latter and promoting, thanks to this, innovations that lead to overcoming those problematic conflict situations that arise in the process of solving practical problems in the field of communication, activities, personal development, professional self-improvement and correction.

Content and structure of the main components of models and technology:

I. Model of examination and correction of the organizational and innovative environment of educational organizations (external conditions): 1.1. Model of examination of the organizational and innovative environment of educational organizations [5]; 1.2. Correctional model for creating a favorable organizational and innovative environment for organizations [6].

II. Model for the examination and correction of the psychological readiness of the personnel of educational institutions for innovative activities (internal conditions): 2.1. A model for the examination of the internal psychological readiness of the personnel of educational institutions for innovative activities [7]; 2.2. Correctional model of multilevel reflexive-innovative training, coaching "Psychological means of self-improvement and development of the creative potential of the individual" [8].

The results of the implementation of "Technology" made it possible: for the head - to determine the individual characteristics of each employee, to find out what kind of return he can expect from employees under the conditions that are created in the organization; understand, due to what creates an unfavorable organizational and innovative environment, which of the conditions must be changed, first of all; identify employees who are psychologically ready for innovative activities and select a team for its effective implementation; the personnel of the educational organization - self-awareness of themselves as a professional on the basis of self-knowledge of oneself; determine your strengths and weaknesses, form an internal psychological readiness for innovative activities; a psychologist - to study the state of the organizational innovative environment of the organization and the formation of the psychological readiness of personnel for innovative activities; predict the effectiveness of their professional activities; to carry out correctional work with them, taking into account the individual characteristics of the personality of each of them, including, according to the program of reflexive-innovative training, which is presented above.

Based on the generalized results of the implementation of the "Technology", it was revealed that 37% of the personnel of educational institutions have a positive "innovativeness", 35% have a negative "innovativeness", which indicates active opposition and resistance to innovations, and 28% have a "zero" level of "innovativeness", i.e. indifferent attitude to their implementation [4; 7]. Thus, in the implementation of innovations, it is necessary, first of all, to involve personnel with positive "innovativeness", while the involvement of other team members should be strictly individual and gradual, after learning according to the program of reflectively innovative training.

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SECTION: SCIENCE OF LAW

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INTERNAL CONTROL IN THE PREVENTION OF CORRUPTION CRIMES IN HIGHER EDUCATION THE IMPORTANCE OF STRUCTURES

Annotation. *The article analyzes the relevance, current status and shortcomings of the work being done in the fight against corruption in the Republic of Uzbekistan, in particular, the fight against corruption in higher education.*

Keywords: *Corruption, conflict of interest, corruption offenses, higher education, non-corruption sector.*

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ВАЖНОСТЬ СТРУКТУР ВНУТРЕННЕГО НАДЗОРА В ПРЕДОТВРАЩЕНИИ КОРРУПЦИОННЫХ ПРЕСТУПЛЕНИЙ В СФЕРЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация. *В статье анализируются актуальность, современное состояние и недостатки проводимой работы по борьбе с коррупцией в Республике Узбекистан, в частности, борьбе с коррупцией в сфере высшего образования.*

Ключевые слова: *коррупция, конфликт интересов, коррупционные правонарушения, высшее образование, сфера без коррупции.*

In recent years, the Republic of Uzbekistan has been implementing large-scale reforms to improve the anti-corruption mechanism. The fact that corruption remains one of the most widely discussed topics as a transnational crime at the international level is a testament to how socially dangerous this crime. In 2017-2021, significant changes have been made in the fight against corruption in our country. In particular, the adoption of the Law of the Republic of Uzbekistan "Fight against corruption" on January 3, 2017 became the basis for reforms.

Also, the Decree of the President of the Republic of Uzbekistan dated May 27, 2019 No PF-5729 provides for the organization of the project "Sector without corruption" in the higher education system, which is currently working in the system.

In order to improve the fight against corruption, the Anti-Corruption Agency was established by the Decree of the President of the Republic of Uzbekistan dated June 29, 2020.

The issue of combating corruption is considered one of the priorities of government. In particular, President Shavkat Mirziyoyev said, "Intolerance of any form of corruption must become part of our daily lives. "All government agencies, political parties, public organizations, the media and, in general, every citizen should be mobilized to fight this scourge." [1]

As a positive result of the ongoing reforms, Uzbekistan ranked 146th (153rd in 2019) in the Corruption Perceptions Index of Transparency International, an international non-governmental organization that assesses corruption in 2020. [2]

According to the analysis, in 2020, criminal cases related to corruption were initiated by the courts against 2,270 people. When analyzed by sector, 23 percent were committed by the unemployed, 17 percent by education, 7 percent by medicine, 5 percent by banking, 3 percent by construction, and 3 percent by law enforcement officers.

It is obvious that corruption is the most common area of education among budget organizations. Therefore, let us focus on the urgency of combating corruption in the higher education system, which is one of the stages of education:

In the last academic year, the number of undergraduate students studying at universities reached 424.9 thousand, 206.9 thousand in the humanities (48.7%), 41.6 thousand in the social sphere, economics and law (9.8). 105.1 thousand people in the field of industrial machinery (24.7%), 25.9 thousand people in agriculture and water management (6.1%), 27.1 thousand people in health and social security (6.4%). 18.4 thousand (4.3%) students are studying in the field of services. [3]

There are more than 13,000 master's students in the country, and 30,559 professors and teachers work there. [4]

In addition, from the state budget for 2021 it is planned to allocate the largest amount of expenditures in the field of education, ie 34.6 trillion dollars. [5]

We can say that the fight against corruption in higher education is a topical issue with a variety of factors, but the following are the top priorities:

- 1) in an environment of modern public administration and the rapid increase in the number of professions in the private sector, the growing demand for qualified personnel and the use of mature personnel is crucial in achieving positive results;
- 2) to have a highly educated staff to live a prosperous life in today's market economy, to gain professional and human respect;
- 3) serious negative consequences arising from the interference of corruption in the relations between the parties on the basis of the above two factors.

The demand for qualified personnel in the public and private sectors and the desire of an individual to gain spiritual benefits through higher education have a strong impact on the growth of competition between entities and the transformation of legal relations into corrupt ones. After all, obtaining higher education and being a qualified cadre requires continuous and systematic work, and not everyone is able to achieve it with their own strength and ability, which encourages them to resort to corrupt practices.

Higher education is also an important area in the fight against corruption, as higher education is the final stage of continuing education that provides guidance for employment. As

in the rest of the world, the desire for higher education in our country is high, and strong competition in this area increases the likelihood of corruption.

Turning to the numbers, in the past 2019 in the field, along with previous graduates, 1,066,922 candidates passed the entrance exams to universities, of which 121 thousand were recommended for students. It can be seen that the coverage of candidates for higher education is 11.3%.

In addition, higher education is considered to be the “primary school of corruption” because in this activity the student, as an independent adult, engages in illegal activities directly with the teacher, in which a corrupt personality is formed. In the future, holding a responsible position of a corrupt person can lead to negative consequences. This means that the existence of corruption in higher education allows it to spread to other areas.

It will be possible to easily turn the spiritually poor young generation, who do not have enough knowledge and skills, out of public policy and into various negative paths.

Taking into account the above-mentioned factors, the state system is focusing on one of the most important areas in the higher education system, and intensive reforms are being carried out in order to turn it into a truly “corruption-free sector”. In particular, the Ministry of Higher and Secondary Special Education, the Ministry of Employment and Labor Relations and the Ministry of Finance adopted a resolution "On amendments and additions to the standard staff of management, technical, service and teaching staff of higher education institutions." department - the department of management of the system of "compliance-control" in the fight against corruption.

This section is presented by the head of the department and the chief specialist. The position of head of the department is not provided for in higher education institutions with up to 1,500 students. Despite the special attention and care paid by the head of our state to the higher education system, corruption, serious problems and shortcomings remain in the system. Therefore, first of all, it is necessary to increase the effectiveness of work to identify and eliminate existing corruption processes in the higher education system and to improve the mechanisms for eliminating corruption crimes, and to continue research in this area at a faster pace.

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SECTION: TECHNICAL SCIENCE. TRANSPORT

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TEXNOLOGIK NAZORAT VA AVTOMATLASHTIRISHNING PNEVMATIK SXEMALARI

Annotatsiya. *Texnologik jarayonlarni nazorat qilish va avtomatlashtirish texnika taraqqiyotining asosiy yo'nalishlaridan biri bo'lib, ilmiy tadqiqotlarga tobora kengroq kirib borib, fan va texnikani rivojlantirish uchun yangi imkoniyatlar ochib beradi. Shuningdek, avtomatlashtirish avvallari inson boshqarishga qodir bo'la olmagan yangi, yuqori intensiv jarayonlarni amalga oshirishga, tabiatda ma'lum bo'lmagan yangi, samarali materiallarni yaratishga imkon beradi.*

Kalit so'zlar: *Pnevmatika, datchiklar, rostlash qurilmasi, radio tarmoqlar, pnevmatika sxemalari, magistral tarmoq.*

O'lchanayotgan kattalikni pnevmatik chiqish signaliga o'zgartirish va ko'rsatishlarni masofaga uzatish uchun qo'llaniladigan pnevmatik o'zgartkichlar

ichida kuch kompensasiyalari va siljish kompensasiyalari o'zgartkichlar yong'in va portlash xavfi bor korxonalarda keng ishlatiladi.

Kuch kompensasiyalari pnevmatik o'zgartkichlar o'lchash blokidan sezgir elementning kuchini 20-100 kPa (0,2-1 kgk/sm²) qiymatda birxillashtirilgan pnevmatik chiqish signalni o'zgartirish uchun mo'ljallangan. Pnevmatik kuch o'zgartkichlarining ishlash prinsipi pnevmatik kuch kompensasiyasidan foydalanishga asoslangan.

Siljish kompensasiyalari o'zgartkichlar o'lchash bloki sezgir elementning siljishini 20-100 kPa qiymatda pnevmatik chiqish signaliga o'zgartirish uchun mo'ljallangan. Avtomatik nazorat, sozlash va boshqarishning kombinatsiyalangan elektr pnevmatik tizimlarni yaratishda elektr va pnevmatik chiqish signallariga ega bo'lgan asboblarni qo'llaniladi. O'lchash tizimining elektr va pnevmatik shoxobchalarini moslashtirish uchun elektr-pnevmatik va pnevmo-elektr o'zgartkichlar chiqariladi.

Elektr-pnevmatik o'zgartkich 0-5 mA o'zgarimas tokning uzluksiz elektr signalini bir xillashtirilgan 20-100 kPa qiymatidagi pnevmatik signalga o'zgartirishga mo'ljallangan. EPP turidagi elektr-pnevmatik o'zgartkichning prinsipial sxemasi. O'zgartkich ishi kuch

kompensatsiyasi prinsipiga asoslangan. O'zgartkichdan nazorat va sozlash tizimlarida elektr analog asboblardan pnevmatik asboblardan hamda tizimlar orasida bog'lanish o'rnatishda foydalaniladi.

Rostlash qurilmalari. Rostlash qurilmalarining asosiy vazifasi rostlash qonunlarini shakllantirishdir. Rostlash qonuni deganda rostlash qurilmasining chiqishidagi signallarning uning kirishdagi signalga funksional bog'liqligi tushuniladi. Rostlaydigan qurilmalarga qo'yiladigan asosiy talab ma'lumotlarni qayta ishlaydigan rostlash qonunini to'g'ri tanlashdadir. Avtomatik tizimni rostlashga pnevmatik datchik, rostlash qurilmasi, bajaruvchi mexanizm, datchikni rostlash qurilmasi va pnevmatik sistemalarning aloqa yo'llari kiradi. Lekin tizimning ishlashi va puxtaligi alohida zvenoni to'g'ri va to'liq tanlab olinganligiga bog'liq bo'ladi.

Datchiklar boshqarishning texnologik tizimini asosiy bo'limlaridan biri hisoblanadi. Pnevmatik datchikning asosiy vazifasi nazorat qilinadigan o'lchanadigan kattalikni pnevmatik signalga aylantirib berishdir. Pnevmatik datchik o'lchov qurilmasi va pnevmatik o'zgartirgichdan iborat. Ba'zi bir datchiklar o'zi yozish qurilmalari va ko'rsatuvchi mexanizmlar bilan jihozlangan. Ular hozirgi shu vaqtdagi nazorat qilinadigan va o'lchanadigan qiymatlarni hisoblab turadi.

Radial tarmoqlar. Agar pnevmatika bosqichlar guruhi manba ta'minotidan har xil yo'nalish joylashgan bo'lsa, radial tarmoqlar qo'llaniladi.

Javobgarligi kam bo'lgan siqilgan havo iste'molchilari uchun bir tomonlama ta'minotli radial sxemalar qo'llaniladi, mas'ul iste'molchilar uchun ikki tomonli ta'minotli radial sxemalar qo'llaniladi.

XULOSA:

Xulosa o'rnida shuni aytish mumkinki, texnologik jarayonlarning murakkablashuvi va jadallashuvi tufayli zamonaviy ishlab chiqarish korxonalarini boshqarish ularni mikroprosessor texnikasi va boshqaruvchi hisoblash texnikasini qo'llab keng avtomatlashtirish asosidagina samarali bo'lishiga erishiladi. Avtomatlashtirish talablari texnologik jarayonlar loyihalanaётgan bosqichdayoq hisobga olinganda avtomatlashtirish katta samara beradi.

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MODERN SCIENTIFIC CHALLENGES AND TRENDS

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