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**NEYRO-LINGVISTIK DASTURLASH ORQALI GENDER TENGLIGIDA AYOLAR  
UCHUN PSIXOLOGIK YORDAM**

*G'oyibnazarova Soxiba Shakarovna*

*SamDu Psixologiya (faoliyat turlari bo'yicha) yo'nalishi magistranti*

*Xudoyberdiyev Sadridin*

*Samarqand shahar 24-maktab tarix fani o'qituvchisi*

**ANNOTATSIYA**

Har doim, bir kishi keraklilarga erishish uchun odamlarning atrofidagi odamlarga qanday ta'sir qilishi haqidagi texnik va texnikani topishga intildi. Ma'lum darajada sirning pardasi hozirgi kunda mashhur bo'lgan nevrolingvistik dasturni ochadi. Bu odam buni manipulyatsiya qilish uchun ma'lum darajada amalga oshiradi degan fikrga asoslanadi. NLP-ning misollari hamma joyda kuzatilishi mumkin. Shuning uchun gender tengligida ayolarga neyrolingvistik dasturlash judda kerakli o'rin tutishini hisobga olgan holda maqolamizda ush bu mavzuni yoritishga qaratilgan.

**Kalit so'zlar:** neyrolingvistik dasturlash, ayolar psixologiyasi, gender farqlar, gender tengligi.

Biror kishini yozish yoki og'zaki so'zlarni ifoda etishingiz orqali ba'zi harakatlarga dasturlashtirilgan bo'lishi mumkin. Biror kishini, uning boshiga nima bilan tanishtirishni xohlayotganingizni ayting. Vaqt o'tishi bilan, bilinçaltı darajasida u buni eslaydi va bir fikrga muvofiq ishlaydi. Bu erda tamoyil ishlatiladi: siz qilayotgan barcha ishlaringiz, ko'rasiz, aytasiz, eshitishingiz, eshitish va hk. Va bu erda kelajak so'z orqali shakllantiriladi, siz boshqa odamning boshiga tanishtirmoqchisiz.

Ko'pchilik ma'lum bir vaziyatni idrok etish osonroq - bu sodir bo'layotgan narsaning rasm yoki tasviri, falsafiy fikr emas. Boshqacha qilib aytganda, rasmni namoyish qilish yoki bunday vaziyatni yaratish yaxshiroqdir, shunda u odamni eslab qoladi va ongsiz qoldi.

Bundan tashqari, odamlar uzoq vaqt davomida nutq yoki matnlarni yoqtirmaydilar. Qisqa iboralar, shiorlar yoki iborani eslab qolish. Shuning uchun, agar siz odamlarga bir so'z bilan ta'sir qilmoqchi bo'lsangiz, aniq va aniq iboralardan kichikroq ayting.

Nevrolingu dasturlash (NLP) - asosiy tasvirlar, asosiy tasvirlar inson tafakkuri faoliyatiga zaruriy harakatlarni amalga oshirishni boshlaydi. Odatda odamlar boshqa odamlarni boshqarish va boshqarish istagi bilan NLPga murojaat qilishadi. Aslida, psixologlar ushbu texnikaning samaradorligiga shubha qilishadi. Albatta, insonga Uning irodasiga qo'shimcha ravishda ta'sir qilish mumkin. Biroq, u erkin odam bo'lib qolishda davom etmoqda. Agar u hushyor bo'lib, hushyor turishni xohlamasa, NLP texnikasi ularga ta'sir qiladi. Dastlab neyrolingualistik dasturlash odamni o'zgartirishga qaratilgan edi. Biror kishi muvaffaqiyatga erishishi va o'z hayotini o'ziga jalb qilishi mumkin, agar u maxsus usullarni qabul qilsa va o'ziga ta'sir qila boshlasa.

NLP ko'plab usullardan foydalanadi, ular orasida mashhur:

1. So'zlardan foydalaning. Odamlar juda kuchli ta'sir ko'rsatadigan so'zning ma'nosini hali to'liq anglashmagan.
2. Og'zaki bo'lmagan darajada sozlash.

Har bir o'quvchi miyasi, ba'zi bir naqshlar, stereotiplar, tanqidlar, majmualar, his-tuyg'ular, hissiyotlar, tajriba va hokazolar, uning tanlovi va tanlovini tanlash va Qaror qabul qilish, turmush tarzi. Agar biror kishi o'z hayotidan yoki o'zidan norozi bo'lsa, u birinchi navbatda barcha muammolar boshida bo'lganini tushunishi kerak. Qolgan dasturlarning qolgan qismini portlatib qo'ygan holda, harakatning oldini olish uchun maxsus usullardan foydalanib, o'zingizni sozlashingiz mumkin.

Neyrolingualistik dasturlash Bendler, Erickson va maydalagich tomonidan ishlab chiqilgan. Dastlab, psixiatrik amaliyotda qo'rquvlar, fobiyalar, stressli davlatlarni bartaraf etish va boshqalarni, ammo NLP mustaqil ravishda ularning ongsiz ravishda ta'sirini istagan oddiy odamlar orasida mashhur bo'lgan.

Neyrolingrist shartlari psixologiyada keng qo'llaniladi. Asosiy urg'u atrof-muhit, xatti-harakat, qadriyat, identifikatsiya va vazifalarga qaratiladi.

1. Atrof-muhit - odamning chorshanba. Bular uni o'rab olish, tanish, do'stlar, hamkasblar va oila a'zolari, sevimli mashg'ulotlari va qiziqishlari. Asosiy element atrof-muhitni tavsiflashga yordam beradi: "Nima? JSSV! Qaerda? ".

2. Xulq-atvor - neyrolinistik psixoterapiya bu muddatning boshqa odamlarga bo'lgan munosabatini va muloqot qobiliyatini tushunishga taklif qiladi.

3. Ahamiyat individual iste'dod va shaxsiyatning hayoti davomida shakllangan shaxs hisoblanadi. Sinov savol: "Qanday qilib?".

4. Qadriyatlar - bu odamning hayotda boshqariladigan ichki niyatlari. Bolalikdan, ota-onalar yoki boshqa nufuzli shaxslar yoki boshqa nufuzli shaxslar tamoyillari, qadriyatlari va axloqiy instalmalari yotqizilgan va shakllangan. Balog'at yoshida ushbu tushunchalar harakatlarni boshqaradi va qaror qabul qilishga ta'sir qiladi.

5. Identifikatsiya - ko'p odamlar o'zlariga: "Men kimman va bu dunyoda kimman?". Odamni hayotda aniqlash uchun urinish.

6. Missiya insonning eng yuqori maqsadi, nima uchun u er yuzida tug'ilgan.

Hamma odamlar individual, har birimiz dunyoni bilish va ma'lumotni idrok etish uchun o'z yo'llaridan egamiz. Kimdir vizual tasvirlar yoki tovushlardan ustunligini beradi, shuningdek, atrofdagi voqelikni kinestika yordamida idrok etadigan odamlar ham bor. Psixoterapevtik faoliyatda idrokning bunday usullari moddaliya deb ataladi.

Shuni ta'kidlash kerakki, ma'lumotni idrok va iboralar oralig'ida shaxsiyatni dunyoga bo'lgan munosabatini ifodalaydigan ma'lumotlar oralig'ida to'g'ridan-to'g'ri aloqa mavjud - predikatsiyalar mavjud. Masalan, "Men ko'rayotgan" NLP iboralari, "istiqbol" va "kelajak" vizual ko'rinishga ega. "Men eshitaman", "tovushlar", "sayohatlar" - audit. "O'zingizni" his qilish ", " og'ir ", " obro'li " - kinestetik.

Psixologiya fikricha, predikatsiyalar odamlarning ongsiz ravishda shakllanib, chuqur bilinçaltırınılrınıv dalagichlarni aks ettiradi. Bu shaxsiyat, uning hayot printsiplari va dunyoni idrok etish haqida ko'p narsa beradigan kalit. NLP nazariya

odamning xatti-harakatlariga - pozit, ovoz, nafas olish, mimikani ushlab turish uchun maslahat beradi.

Ta'lim muassasalarida gender tengligini rivojlantirish juda muhimdir, bu o'qituvchilar uchun gender tengligi to'g'risida dars berishda va shu imkoniyat bilan o'g'il va qiz bolalar ishtirok etadigan tadbirlarni o'tkazishda muhim rol o'ynaydi. Muayyan mamlakatlarda gender tengligi - bu ish joyidagi muammoni yo'q qilish uchun muayyan siyosatni amalga oshirish bilan bog'liq dolzarb muammo. Biroq, boshqalari juda sekin, buni ko'rish mumkin; erkaklar ko'proq ish haqi oladigan tengsizlik, muvozanatsiz funktsiyalarni taqsimlash, ayollarga nisbatan jinsiy zo'ravonlik, ayollarga ish bermaslik, bu yoki boshqa sabablarga ko'ra: homiladorlik, ularning oilaviy holati tufayli, bolalar bilan va boshqalar. Yuqorida aytib o'tilganlarning hammasi jamiyatni gender kamsitishlariga qarshi kurashishga undashi yoki rag'batlantirishi va erkaklar va ayollarga nisbatan teng ish imkoniyatlari bilan, ijtimoiy va jinsiy holati, yoki jinsi sababli ikkala jinsni farq qilmasdan, adolatli munosabatda bo'lishiga erishish kerak. Shunday ekan gender tengligida ayollarga neyrolingvistik dasturlash muhim o'rin tutadi.

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**DESIGN LABORATORY ASSIGNMENTS AIMED AT THE FORMATION OF  
EXPERIMENTAL SKILLS**

*Ashirov Shamshidin Axnazarovich<sup>1</sup>*

*Boymirov Sherzod Tuxtayevich<sup>2</sup>*

*Khulturaev Olimjon Abduvalievich<sup>3</sup>*

*Shermatov Islam Nuriddinovich<sup>4</sup>*

*<sup>1</sup>Head of the Department of Physics of Gulistan State University, Candidate  
of Pedagogical Sciences, Associate Professor*

*<sup>2</sup>Senior lecturer of the Department of "Physics" of Gulistan State University,  
Doctor of Philosophy in the field of pedagogical sciences (PhD),*

*<sup>3,4</sup>Masters of the Department "Physics" of Gulistan State University*

**ABSTRACT**

In this article, the author cited techniques for designing laboratory assignments aimed at the formation of experimental skills.

**Keywords:** exhibitionism, Project, creative, logical, earistic, creativeness, competence.

**INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

The activity and independent work of the educators, their creative approach to the issues posed in the educational process, as well as their research are in high demand, will have a significant effect. One of the effective tools of creative education in the professional training of future physics teachers is the system of assignments aimed at the formation of skills for solving the experimental problems of teaching physics in general secondary schools and secondary special, vocational education institutions. Experimental skills can be developed on the basis of practical and laboratory exercises with students, on the basis of their creative activity.

Chapter one of this study chapter three analyzes the didactic requirements and opportunities in the formation of extramural skills of existing laboratory work based on the ways of their expansion. This paragraph describes the methodology for



designing laboratory work based on the methodological views and recommendations presented in Chapter One.

To do this, on the topic of laboratory work related to the course of General Physics:

1) the goal is determined, that is, the appropriateness of the educational content to the goals is determined;

2) will be introduced to theoretical knowledge, will be able to determine the physical essence of the given dimensions and their role in the content of physics education;

3) equipment necessary for laboratory work is selected;

4) the device of laboratory work is assembled, attention is given to logical sequence and appearance when placing measuring instruments and other instruments on the laboratory table;

5) the stages of performing laboratory tasks are determined;

6) the search for answers to the questions that lead to the goal (these questions are drawn up based on the knowledge received by the student in secondary schools and secondary special, vocational education institutions);

7) experiments are carried out on the basis of the items specified in the order of performance of work;

8) the results of the experiment are calculated;

9) an error in the experiment is detected;

10) begins to perform the task corresponding to the subject of laboratory work (the execution of the task requires both theoretical and experimental knowledge and skills from the student, creates in the student a sense of self-confidence, aspiration, work on literature, self-control and self-assessment skills).

11) Methodical instructions are offered for assignments;

12) Necessary literature is recommended for each teaching assignment.

The didactic aspects of laboratory assignments that form the experimental skills are as follows: the provision of purposeful teaching; the choice of common methods of solving experimental issues, the given teaching material; the modeling of the Real

process, based on the organization and recommendation; the formation of a methodical culture, assuming the scientific justification and understanding of the expediency of this or that method. Based on these requirements, we tried to design and systematize laboratory assignments in our research. In the preparation of the assignments: A) to realize the inalienable link between theoretical and practical education, the formation of experimental skills of future physics teachers, the development of research activities; B) to make rational use of reproductive and productive methods of teaching, the introduction of innovative methods of teaching; C) to coordinate-resurrection of individual, group and team forms of teaching; D) to evaluate

The content of laboratory assignments is based on the fact that the general physics course corresponds to the training program and is able to formulate the creative and practical activities of students based on the requirements of the content of Education. The recommended assignments are of experimental nature and consist of a sequence of practical and theoretical processes performed by students under the guidance of the teacher. The subject of the assignments is required to correspond to the subject of the laboratory work performed. Its main purpose is the formation and development of physical concepts, laws, theories, thinking, independence, experimental skills and skillstirishga, including the ability to observe physical phenomena, perform simple experiments, measurements, be able to use tools and materials, analyze, summarize and draw conclusions about the results of experiments.

Assignments are structured for the existing work in the laboratory of electromagnetism and their content, which is studied in the laboratory classrooms, are inextricably linked with the teaching material. This allows the assignments to be performed regularly throughout the entire semester, while at the same time conducting physics training on an experimental basis.

When compiling assignments on each topic, attention is paid to the importance of experimental skills and skills, along with theoretical knowledge, for the study of a physical phenomenon, or law. The assignments correspond to the student's

cognitive abilities, which gradually become complicated to the extent that they help to gradually formulate the skills and qualifications of the students, the system of knowledge. In addition, assignments also contribute to the development of students' thinking, because they motivate students to perform mental activities (analysis, synthesis, comparison, generalization, etc.) and create an opportunity for self-control. The development of students' thinking skills and the activation of self-control is carried out by putting relevant problems in the process of completing assignments. The problems attract the attention of the students, to the important aspects of the events under study, the direction of understanding their work and the results obtained.

Studies have shown that assignments serve as three main — teaching, developing and educating tasks that serve as an effective means of faollashtiring physical education. The assignments contribute to the formation of students' experimental skills and skills, the system of theoretical knowledge, their thinking skills, creative orientation to the phenomenon under study, as well as the development of professional and pedagogical training and create conditions for the implementation of the principle of continuing education.

As a result of the regular performance of the assignments, the skills of applying theoretical knowledge to practice are formed in the students. At this time, they contribute to the development of students' independence and initiative, arousing interest in science and pedagogical activity in them. Form qualities such as being observant, attentive and persistent, able to work meticulously. The assignments will enable students to prepare for the implementation of the laboratory work and practicum provided for in the programs of electrotechnics, radio engineering and school physics experiment techniques, which will be taught in subsequent courses.

Pedagogical laboratory work from General Physics in higher educational institutions has goals in harmony with the priority requirements of Education. In order to carry out each laboratory work for these purposes, it is possible to evaluate their overall effectiveness on the basis of certain criteria. The possibilities of some laboratory work in the formation of experimental skills in the field of baccalaureate

physics education were evaluated. The attention was drawn to the fact that each laboratory work in Bunda meets the following requirements and meets the criteria:

1. Integration with secondary schools, academic lyceums and vocational colleges programs;
2. Deepening theoretical knowledge;
3. Formation of generalized experimental skills and skills;
4. Implementation of Predmetlararo links;
5. Demonstrate students ' creative abilities;
6. Formation of students ' independent performance skills;
7. Help to master the physical theory;
8. The use of the results of the obtained experiment in post-laboratory work;
9. Formation of the scientific worldview of future teachers;
10. The possibility of using existing statistical methods in the processing of experimental results (calculation of errors);
11. Focus on mastering professional experimental skills;
12. Application of mathematical techniques to theoretical foundations.

In addition, the implementation of stratified concomitant in laboratory work, individual concomitant opportunities for senior students were also studied. The stratified approach can be reflected in the system of structured assignments suitable for laboratory work and experimental issues.

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## METHODS OF FORMATION OF EXPERIMENTAL SKILLS IN PHYSICS PRACTICUM

*Ashirov Shamshidin Axnazarovich<sup>1</sup>*

*Boymirov Sherzod Tuxtayevich<sup>2</sup>*

*Shermatov Islam Nuriddinovich<sup>3</sup>*

*Khulturaev Olimjon Abduvalievich<sup>4</sup>*

*<sup>1</sup>Head of the Department of Physics of Gulistan State University, Candidate of Pedagogical Sciences, Associate Professor*

*<sup>2</sup>Senior lecturer of the Department of "Physics" of Gulistan State University, Doctor of Philosophy in the field of pedagogical sciences (PhD),*

*<sup>3,4</sup>Masters of the Department "Physics" of Gulistan State University*

### ABSTRACT

In this article, the widespread use of modern pedagogical technologies is of great importance for improving the effectiveness of physical education, and in this regard, a lot of scientific and medical research is carried out. Therefore, this section discusses the developed methodology of the enrichment process, organization and maintenance of laboratory work in general physics.

**Keywords:** experimental, scientific analysis, scientific result, merit, observation, Knowledge, Skills, Qualification, logical thinking.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Before starting to perform tasks in laboratory work, the teacher introduces students to the structure and rules of their implementation. To this end, he informs that there is a control work for obtaining initial data, understanding the order of tasks and rules for recording results, as well as for checking not only knowledge, but also for the formation of practical skills and qualifications.

It is emphasized that the tasks are intended for individual, independent performance by the student. In this case, students should consult about the order of the task, discuss the results obtained, and help each other. When submitting a report,

each student must consciously explain the procedure for completing the task assigned to him.

If completing assignments is a problem for some poorly assimilated students, then it is worth giving these students easier options. The degree of complexity of the options, it turns out, is determined by the teacher himself. In conclusion, one should not fully hope that they will give an independent understanding of the phenomena observed by students. The teacher must "convey" the conclusions of the students to the desired academic level. Therefore, the teacher reviews the results obtained together with the students, separates the main ones from the secondary ones, helps students to draw the right conclusions. The need for a close connection in the experimental and cognitive activities of students is the reason for the gradual completion of tasks. And the results obtained at individual stages are summarized.

The teacher should know all the features of the tasks that are given to students, at what limit there may be deviations from the expected result. Only then will he be able to quickly notice the mistakes of the students, correct them in time and actively lead the work of the entire group. Since the proposed tasks must be completed at the final stage of the lesson, when preparing for a specific task, the teacher must carefully consider the purpose of each task and its place in the lesson, the content of the conversation between the beginning and the end of the task, the time of presentation and the completion of the path, the content. In some cases it relies on a system of instructions for completing tasks, in other cases are developed questions that require students to find answers to them from experiments and observations.

The level of detail of the tasks will depend on the complexity of the actions performed by the students, the equipment used, as well as the practical skills and qualifications of the students. Initially, when students do not have the necessary theoretical training, experimental skills and qualifications, it is important that the methods of performing individual practical work be demonstrated by the teacher. With the formation of experimental skills of students, the independent execution of tasks is facilitated. The questions in the tasks of this or that phenomenon, along with the fact that the law is given for practical study and deepening of theoretical and

practical knowledge, are also aimed at improving their professional competence in the teaching profession. Only then can students consciously accept assignments. In order to clearly understand the students' thinking, sometimes the performance of experimental tasks can be included in the lesson process to provoke problematic situations. Such tasks arouse students' enthusiasm for acquiring new knowledge, encouraging them to assimilate new material. The enthusiasm to find out the cause of the incident attracts the attention of students to the teacher's explanation, contributes to the emotional perception of the educational material. At the same time, they are not only well versed in the phenomena and laws being studied, but are also quite familiar with the elements of scientific research. The teacher will be informed about the state of their knowledge, skills and qualifications, monitoring the work of students on all tasks. This gives the teacher the opportunity to individualize teaching and evaluate the object based on the rating system of students.

Depending on the purpose and methodology of teaching, as well as the preparation of students, the teacher should remember that the same tasks can perform different tasks independently. One of the priorities when performing tasks is to discuss the result of the work. The discussion will help to identify important links between the studied events and their generalization. Therefore, after completing the task, it would be advisable to invite some students to talk about the results they received. The presentation of the content of the task and the analysis of its results will contribute to the development of logical thinking in students. Before students draw conclusions based on the results of the work, it is necessary to achieve a full understanding of what actions they perform and how they are related to a general practical lesson in physics. This gives the teacher the opportunity to monitor the performance of tasks, discuss the results obtained, evaluate the theoretical knowledge, skills and qualifications of students. The teacher actually hears about the results of the work by asking questions one by one, and can evaluate each work individually. Encourage these students to do experimental tasks with a greater sense of responsibility.

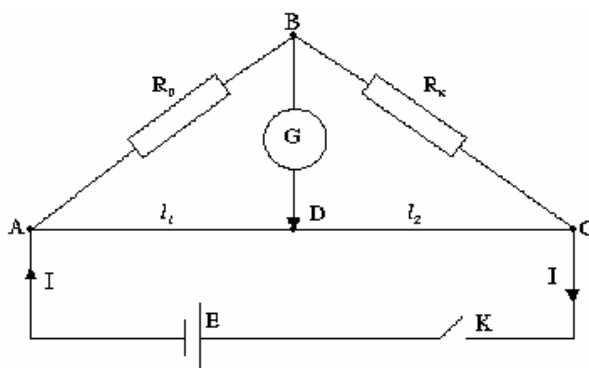


We will consider the above methodological views and recommendations as an example of performing several laboratory studies.

Determination of unknown resistance using the Wheatstone Bridge Necessary tools and equipment: DC power supply, low-voltage rectifier, galvanic (internal resistance 2.3 ohms, sensitivity 6.3 V/v), resistance store (in the range of 10-100 ohms), reoxord, switch, connecting wires.

The purpose of the work: to get acquainted with the principle of operation of the Wheatstone bridge, to study and test the current implementation of Kirchhoff's laws, to study the method of determining resistance using the Wheatstone bridge and their sequential, parallel, mixed resistance at the time of connection.

The experimental device of laboratory work is assembled according to the following scheme (Fig. 1).



1-picture. Schematic diagram of the laboratory work device.

Before starting this laboratory work, students should have the following skills: choosing the necessary resistance from the resistance storage; using a demonstration galvanometer, determining the value of the scale sections; assembling an electrical circuit according to a given scheme; serial and parallel connection of conductors.

Therefore, they should know the following: a) what is called resistance? b) what is the formula for calculating the resistance of the orkney?

C) units of resistance; d) What is called comparative resistance?

D) marking of circuit elements in the form of a circuit;

e) in order for the token to pass through the chain, it must be blocked; i) in the network areas of the chain (node), the token is divided or added;

j) calculation of the resulting qarsh for serial, parallel and mixed connection of conductors; z) Ohm's laws for a part of the circuit and for the Burke circuit, as well as the Kirkshof rules.

To determine the knowledge and skills mentioned above, the student will be asked questions based on knowledge gained from lower-order physics. We called these questions test questions, which are targeted. A student who answers these questions satisfactorily will be given permission to start performing laboratory work. Also, the student should be well versed in the sequence (order) of the work.

Targeted test questions:

1. What is the physical essence of conductive resistance?

A) electrons are attracted to positive ions located in the nodes of the crystal lattice at the moment of movement of the hook, that is, trieradi during movement; C) elementary electric charges interact with particles of matter at the moment of movement of the hook and give them part of their kinetic energy, that is, they slow down; S) resistance

2. What size does the resistance of the conductor depend on?

A) to the length of the conductor, transverse surface, conductive material, current and voltage; C) to the length of the conductor, transverse surface, conductive material; C) to the length of the conductor, transverse surface, conductive material, temperature; D) to the length of the conductor, transverse surface, conductive material.-cutting surface, conductive material to the medium of the location of the conductor; E) to the temperature, to the current, voltage, to the medium in which the conductor

3. How is the Wheatstone bridge arranged?

A) from a DC source, two resistors, a galvanometer and a switch;

C) from a DC source, unknown resistance, reoxord, galvanometer and switch;

C) from a DC source, four resistors, galvanometer and switch; D) from two resistors, reoxord, galvanometer and switch;

E) DC power supply, unknown resistance, from reoxord and switch.

4. Explain the equilibrium state of the bridge.

A) Resistances  $R_0$  and  $R_x$  potentials at points B) E and D are not equal to points ( $\varphi_E \neq \varphi_0$ ); C) E and D are equal to potentials at points E are equal to each other ( $\varphi_E = \varphi_0$ ); D)  $l_1$  and  $l_2$  shoulder lengths are mutually equal.

The knowledge and skills acquired in the process of performing laboratory work will be as follows: independent assembly of the electric chain according to the scheme given; the current flows from the point with a large potential to the point with a small potential to the side; the equilibrium condition of the invariable current (Witston) bridge; the proportional change in the length of the; draw graphs based on functional connections between tables and sizes; drawing results and calculating errors; analyzing and summarizing.

Laboratory assignments aimed at strengthening the theoretical knowledge of students on the subject and their practical application, as well as the formation of experimental skills were developed. In particular, we indicate the method of carrying out the assignment on the subject of this laboratory work.

Knowledge and skills acquired in the process of performing a laboratory task, such as the above:

- understanding the function of the power supply in the chain;
- methods of connecting power sources;
- taking into account the directions of the vine and EYUK when writing equations;
- to make sure that the algebraic sum of the Met current in the node is equal to zero;
- in a large resistance conductor, when the current strength is the same, the divergent power will also be greater;
- the power of the current source in the chain can be either "positive" or "negative", depending on how it is located in relation to the direction of its current strength;
- understands the difference between the voltage with the difference in potentials and the conditions under which they are identical;

- the total strength of the chain will be equal to the sum of the dissociated forces in its resistance parts (without taking into account the waste of energy).

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SCIENTIFIC AND THEORETICAL FOUNDATIONS AND PRINCIPLES OF  
COMPARATIVE LITERATURE

**Murtazaeva Gulayim M,**

*Assistant teacher of Foreign languages Faculty, English linguistics  
department, Karakalpak State of university*

**Kamalova Nigora B,**

*Assistant teacher of Foreign languages Faculty, English linguistics  
department, Karakalpak State of university*

**Abstract:** This article analysis the comparative literature and literary compliance that are the focus based on the comparison of two or more literary events that reveals International social, cultural and literary relations in our time from the day to the developing time, the future of comparative literature is one of the bright science areas. In any case, the common and distinctive aspects of literary events are identified.

**Keywords:** *object, natural, social, spiritual, gnoseological, logical, methodological, methodological, acological tasks, stages of comparison, environment, internal features, typical situations.*

The comparative literature analysis is different from a simple analysis. The traditional analysis consists of the objects, while they are its own organizations. It is enough to know about researchers. The comparative literature is also aimed at comparing, except the actions mentioned, but also the forms of analytical objects. The purpose of comparative literature is to determine the similar and different aspects of comparable objects, to divide common laws between them. Comparative methodology in all spheres of science and practice is used. There are specific scientific-practical bases for the more deep understanding of the content, essence and responsibilities of comparison methodology. Comparative literature facilities are divided into natural, social and spiritual objects. These three categories of independent events are compatible with each other. It is in one that they form a

person lives in whole and are reflected in the form of images in the artistic literature. Despite the relative independence of the events they are involved in the social lives of the people after checking objects. In other words, the comparative analysis of the nature of literature because people deal with their own interests and perspectives, and their social characteristics of the reservoir. As a result, the comparative analysis of natural phenomena to a certain extent. As a result, the social factors influence mechanism can not be compared to natural events. A comparative analysis of literature in the second group of social events. The method of checking their own properties. The increase in the number of indicators of a comparative analysis of the analysis extended to the area. Because, in the meantime, the laws of social development, social relations in all groups: economic, political, spiritual, intellectual, legal, scientific, technical, informational, military, environmental and many other relationships are taken into account. A comparative analysis of the moral and ideological issues in the third group of objects. This is a moral and ideological sectors for comparative analysis. So, the natural, social, and spiritual and ideological literature, art events - a comparative analysis of objects. However, these objects are unique, they need to take into consideration a number of its properties.

In scientific and comparative literature, we compare the literary events, of course, the next step in the process. The main objective of the essence, the object on the new knowledge and skills to be able to compare. Through this, we achieved the following results: First, the process of comparative analysis, each of the comparable new information about the object. Second, the comparison between literary events about the impact of the new approach. Third, if the process is complete and accurate enough to compare objects, then think about their past, present and future will be created. At the same time enrich the methods of the theory of checking.

We are in the process of checking a number of methods and procedures. This is not only our knowledge of the object, but also in solving some of the problems of life on empirical knowledge, experience and capacity. As it is known, is related to people's knowledge and awareness of the process will take. A comparative analysis

of literature is comprehensive which depends on the level of human knowledge. So, the outlook play an important role in this process. Public entities outlook and worldview. The task of assessing the comparative analysis of literature is manifested in many ways. Finally we have what we have compare, scientific thinking, concluding it or appreciate this literary phenomenon. Therefore, a comparative analysis of literatures means the similarities and differences in terms of the cost of comparable incidents. This will not only enrich the theoretical minds, but also of some importance to the solution of practical issues. According to the task of comparative literature, empirical analysis aimed at ensuring the solution of practical tasks. Our practical set of issues every day.

However, languages that have high or popular literatures don't need translation as much as "young" literatures. Because they have their own position, they are already established and known by a lot of people so translation isn't as significant as in young or weak literatures. For instance, English has a long established literature so translation can't shape it anymore since it has its own popularity all around the world. To sum up, in his poly system theory, translation and translated literature have changing positions. A comparative analysis of the literatures and the importance of human life are a real result. The essence of objects - a comparative analysis of the environmental effects to identify the similarities and differences. In any event, in particular, the need seems to be a literary event. During the course of checking, they also need to take into account. Each occurrence of the event, the presence and activities in the development of many necessities and they play a role in some of the priority. This motivation is often called in the literature. So, what we need before making a comparative analysis of what caused it and the urgent need for comparison. This is due to the presence of objects in comparison, and similar aspects to help. To do this, we need the motivation (the object) - (results) algorithm based on a comparative analysis of content bo'ladi. Demak appropriate, necessary to implement (the motivation), an important part of a comparative analysis of the object. Because you need and do not have anything unnecessary. After all, the original work of Alisher Navoi 'Lisan ut-Tayr to reach



the destination chosen the first seven of the valley's request. Sometimes we have so much material, and yet not know what to compare it with an analogy or what. It is known that the results of the comparative analysis of the process, its effect in many cases. For example, checking the content of the objects; Analysis of methodological tools; A comparative analysis methods, etc. Taking into account all of these can be compared, which is typical of the different situations

A space and time available to compare the literary event of the events. This identification process has its own characteristics. The unit of space objects in comparison, the general agenda of its study of this will be affected. General checking of time and space, objects testifying about the environment, in this environment they are essentially the same effect. This is a comparative analysis of some 'easy, easy. Compared to the existence of a phenomenon of space and time, of course, to talk about the history of their unit. Identification of objects of space-time indicators. In connection with the analysis of the recipient will appear in front of a lot of difficulties. However, comparable literary events, situations may arise in the development process. Considering the features, you can solve them. If the researchers carried out a comparative analysis of different, contradictory events of the methodology and the method for checking.

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LANGUAGE TEACHING METHODOLOGIES THROUGH THE AGES

*Buronova Nafosat Davronovna*

*Master degree student of SamSIFL*

**Annotation.** There is a strange absence in the curriculum of lots of MA TESOL programs and similar courses of study for foreign and second language teachers. Although such courses of study naturally involve required study courses on grammar, phonology, and discourse analysis, vocabulary is often react to just incidentally in the language teachers' preparation. As the scientists present in this bright and engrossing account of the vocabulary's role in foreign language teaching and learning, lexical knowledge is principal to the competence of communication and to a foreign language's acquisition. Lexical units and vocabulary are at the base of studying and speaking skill. No amount of grammatical knowledge or another kind of linguistic knowledge can be engaged in communication or discourse without the intervention of words. Indeed, vocabulary and word expressions can continue a large amount of elementary speaking skill without –lots of support from other features of the system of language. Comprehending of the character and importance of lexical knowledge in a foreign language for that reason needs to play a much more principal role in the knowledge core of language teachers. This article convincingly asserts again the importance of words within applied linguistics.

**Key words:** vocabulary, methodology, method, Grammar-Translation, Direct Method, Reading Method, Direct Method, Audiolingualism, Situational Approach, Communicative Language Teaching.

Investigations of foreign language studying extend back at least to the second century B.C, where Roman young learners learned Greek. In elementary schools, learners learned to read by first studying the alphabet, then developing through syllables, words, and linked discourse. An amount of the texts gave learners lexical help by supplying vocabulary that was either arranged alphabetically or grouped under different topic fields [1]. We are just able to suppose that lexis was known

significant at this point in time, as the art of rhetoric was highly respected, and wouldn't have been possible with absence of a highly progressed vocabulary.

Later, in the middle ages, the grammar studying became dominant, like learners learned Latin. Language teaching at the period of the Renaissance continued to focus on a grammar, even though some reforming teachers rebelled against the overemphasis on syntax. In 1611 William of Bath wrote a text that concentrated on vocabulary studying through contextualized presentation, presenting 1,200 proverbs that exemplified common Latin vocabulary and presenting homonyms in the context of sentences.

John Amos Comenius generated a textbook based on this idea of contextualized vocabulary. An approach to language learning was suggested by him in Ulucive [2], with a limited vocabulary of eight thousand ordinary Latin words, that were grouped in accordance with topics and illustrated with labeled' images. The concept of a limited vocabulary was significant and would be progressed further in the early 20th century as part of the "Vocabulary Control Movement." Academics such as William and Comenius tried to increase the reputation of vocabulary, while promoting translation as a resource of directly using the target language, escape from rote memorization,' and avoiding such strongly focus on grammar. Worse luck, the emphasis of language instruction stayed firmly on deductive-[3], the rule-oriented treatments of Latin grammar. This concern filtered over to English too. The eighteenth and nineteenth centuries brought the Reason's Age where people trusted that there were natural laws for all things and that these laws could be emanated from logic. Language was the same. Latin was held up like the language least corrupted by human usage, so many grammars were written with the purpose of purifying English on the basis of Latin models. It was a time of recommendation, when grammar books' authors took it upon themselves to decide right usage and to criticize what seemed to them to be not proper. Generally they had no competences to do so, other than being significant men in the globe. It [4] was one of the most effective of the recommendation grammars, outlawing features in natural use, like twice negatives (I don't want to study no more grammar rules!). These grammars got

general acceptance, which helped continue the grammar domination over vocabulary.

Attempts were also create to standardize vocabulary, which resulted in dictionaries being processed. The first was Robert Cawdrey's A Table Alphabetical [5]. Kelley [6] notes that the first bilingual dictionary making dates from around 2500 B.C. A lot of others followed until Samuel Johnson presented his Dictionary of the English Language in 1755[7], which soon became the standard reference. With the exception of printing in common, his dictionary did more to fix standard pronouncing and lexical utilization than any other single thing in the English history. Johnson's genius lay in his usage of modern pronunciation and utilization to lead his spellings and definitions. Just in ambiguous positions did he resort to arbitrary decisions based on logic, analogy, or personal taste? The consequence was a dictionary that would remain unquestioned in influence until Noah Webster published an American version in the next century.

The principal language teaching methodology from the early of the nineteenth century was Grammar-Translation. Each lesson would naturally have one or more than one new grammar rules, a list of vocabulary things, and several practice samples to translate from first language into second language or vice versa. The approach was reformist in nature from the first instance, an effort to make language studying easier through the use of sample sentences instead of whole texts [8]. Although, the technique grew into a very controlled system, with paying much attention on accuracy and explicit grammar rules, many of which were quite unclear. The content paying attention on reading and writing literary information, which highlighted the outdated vocabulary of the classics. According to fact, the principal criterion for vocabulary choice was often its ability to illustrate a grammar rule [9]. Students were largely expected to study the necessary vocabulary themselves by bilingual word lists, which made the bilingual dictionary a significant reference tool.

As the technique became progressively pedantic, a new pedagogical direction was needed. One of the important issues with Grammar-Translation was that it paid attention the knowledge to analyze language, and not the ability to utilize it.

Furthermore, the emphasis on reading and writing did little to promote a knowledge to communicate orally in the target language. By the end of the 19th century, new use-based notions had coalesced into what became known as the Direct Method. It stressed exposure to oral language, with listening as the basic skill. Meaning was connected directly to the target language without the step of translation, and explicit grammar teaching was downplayed. It emulated how a native language is naturally learned, with listening' first, then speaking, and only later reading and writing.

This was reviewed the most helpful skill that might be taken from schooling, especially as relatively few people traveled internationally in the early 20th century. Simultaneously, in Britain, Michael West was emphasizing the need to facilitate reading skills by improving words learning. The outcome was an approach called the Reading Method, and it held sway, along with Grammar-Translation and the Direct Method, until World War II.

The weaknesses of all of the above approaches became obvious during the war, as the military of American found itself short of people who were conversationally fluent in foreign languages. It needed a means to fast train its soldiers in oral/aural skills. American structural linguists stepped into the gap and improved a program that borrowed from the Direct Method, especially its, stress on listening and speaking. It drew its rationale from behaviorism, which in essence mentioned that language learning was an outcome of habit formation. Thus the way contained activities that were believed to reinforce "perfect" language habits, like close attention to pronunciation, intensive oral drilling, an attention sentence patterns, and memorization. This accomplishment meant that the way naturally continued on after the war, and it came to be known as Audiolingualism. Because the stress in Audiolingualism was on teaching structural patterns, the vocabulary needed to be relatively easy, and so was chosen according to its simplicity and similarity [9].

A familiar approach was current In Britain from the 1940s to the 1960s. It was named the Situational Approach, from its grouping of lexical and grammatical items according to what would be claimed in different situations (e.g., at the post office,

at the store, at the dinner table) [10]. In last result, the Situational Approach treated word in a more principled way than Audiolingualism.

Noam Chomsky's assault the behaviorist underpinnings of Audiolingualism in the late 1950s proved decisive, and it started to fall out of favor. Supplanting the behaviorist idea of habit construction, cognitive factors saw language now as governed, particularly a set of abstract rules that were assumed to be inborn. In 1972, the notion of communicative competence was added by Hymes, which stressed sociolinguistic and pragmatic factors [11]. This helped to swing the attention from language "correctness" (accuracy) to how appropriate language was for a particular context (appropriateness). The approach that improved from these concepts stressed using language for meaningful communication - Communicative Language Teaching (CLT). The attention was on the message and fluency rather than grammatical accuracy.

There have been numerous methodologies in the more than two thousand years of 2nd language instruction. Recent ones have consisted on Grammar-Translation (with explicit grammar teaching and translation as language practice), the Direct Method (stressing oral skills), the Reading Method (stressing reading and vocabulary control), Audiolingualism (forming good language habits through drills), and Communicative Language Teaching (with an attention fluency over accuracy). A general feature of these methodologies, with the exception of the Reading Method, is that they did not address words in any principled way.

To sum up, Indeed, learning language is maybe the most cognitively (mentally) challenging task a person goes through. But whereas the grammar of a language is mainly in place by the time a child is 10 years old [12], vocabulary goes on to be learned throughout one's lifetime. This is because the grammar of a language is made up of a limited set of rules, but an individual is unlikely to ever run out of words to learn. When I used these vocabulary teaching techniques with SamSIFL students in Uzbekistan, I observed a huge change in their learning process. It was obviously seen that especially using Communicative Language Teaching and Audiolingualism in teaching English with students could increase positively their vocabulary

knowledge during short time. So that I can recommend using this methods for teachers in their teaching process.

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## EFL TEACHERS: HOW TO TEACH ENGLISH AS A SECOND LANGUAGE TO YOUNG BEGINNERS

*Gulnoza Toshmukhammedova*

*Teacher at SamSIFL.*

**Abstract.** This article provides information on how to use the concept of TEFL, the importance of age factors in teaching foreign languages, levels of knowledge of a foreign language, who is a beginner student, a number of important recommendations for teaching foreign languages to the younger generation based on scientific articles, books, and scholarly research.

**Key words:** levels, EFL, ESL, beginner, role.

Teaching English as a second language to Beginners is tough for anyone. It can strike fear in the hearts of new teachers especially if they don't know the students' first language. It's quite possible to teach effectively for any teacher. In this article you are given practical advice on how to teach English to Beginners and tools you can use in your classroom (such as materials and activities) to get them excited about their developing English skills.

What does EFL stands for?

Several terms used for English as a Foreign language teaching are:

- Teaching English as a Foreign Language (TEFL) - traditionally used for teaching English to people who want to learn English for work or leisure reasons.
- Teaching English as a Second Language (TESL) - more commonly used for people who live in an English speaking country, but who don't speak English as a first language.
- Teaching English to Speakers of Other Languages (TESOL) - a fixed term that commonly used incorporates both TEFL and TESL.

As an English as a Foreign language teacher, you'll need to plan the lesson, choose proper lesson materials, mark and provide appropriate feedback on both oral and writing, organize social and cultural activities, events such as school parties,



dinners, excursions and so on.

What is the meaning of a beginner ESL student?

Before giving points for teaching English as a second language to beginners, let's start with an overview of each student's level. In English language students classified as beginner-level, intermediate-level and advanced-level learners.

There are also several classification systems, such as International English Language Testing system (IELTS), Common European Framework of Reference for languages (CEFR) which assigns students to different categories. These kind of testing systems also use above mentioned levels. Let's pay high attention to Beginners.

A beginner English student who has a little or no knowledge of English. Beginner student is focused on learning Basic English such as essential daily life vocabulary, basic adjectives and place names. In the starting point of teaching they should know several commonly used structures which are related to asking daily questions and of course answering general questions. Because of the fact that learning English is new field for them. May be they don't have any ideas and supposes about what is English language that's why they are classified as Beginners.

There are several reasons for starting with the teaching of English at an early age. As the concept "teaching English to young learners" suggests, age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed. Specialists have in mind and expect that gaining some additional years for the learning of English as the most important international language will take learners to higher levels of competence in its use. Language researchers and educationalists point out that the younger children are the less difficulty they have with the second language acquisition because of the greater plasticity of their neuronal circuits. Early learning of a second language is also hoped to pave the way for more intercultural understanding and facilitate the later learning of a third or fourth language. Studies have proved that learning English at an early age helps

students grasp their mother tongue better, simultaneously enabling them to acquire remarkable proficiency in their second language. The implementation of English teaching in kindergarten may also become a useful means for the younger generation to understand a deeper knowledge of religions and cultures in the world. Young children are not like other students. Their needs are unique and teacher must be aware of this. It is important to understand that instructor could be one of the first adults a young child has interacted with outside of his or her own family. The separation from their parents in the beginning can be difficult, and a teacher must help them through this transition. A child can become very attached to you as a “substitute” for their parents, or they may shun you completely. Great teachers are adaptable to the emotional reactions of their students. And when it comes to your students’ interactions with other children, this can be one of the first times they interact with children their age. A teacher’s role often becomes that of mediator when children have problems sharing or learning how to get along. Furthermore, teachers in early education need to be creative and adaptive. They must think outside their own mature perspective and be able to place themselves in their students’ shoes. Lessons in early education classrooms are very hands-on. They involve arts and crafts, storytelling, exercise, educational games and more. You need to be fast on your feet and highly adaptable to continuously come up with new ways to guide children through their early learning stages. According to Mur (1998: 5), a child arrives to school full of instincts and skills which he has already begun to use and he will continue to use them for learning his own language as well

as a foreign language like in the case of English:

- Children have the ability for indirect learning
- They have a lively imagination.
- By nature they are creative in different communication situations.
- They are able to grasp the gist of a message.
- Children love speaking.

David Singleton states that in learning a foreign language, “younger - better in the long run,” but points out that there are many exceptions, noting that five

percent of adult bilinguals master a foreign language even though they begin learning it when they are well into adulthood, but it is generally agreed that younger people learning a foreign language typically achieve fluency more often than older learners. Older learners may be able to speak the language but will lack the native fluidity of younger learners.

To conclude the process of teaching is the most important part of our life. I really respect teachers. Because of the fact that teachers can teach everyone. They can be young or old generation or they are from different countries and cultures. However, teachers should teach them by honest. That is why the reputation of teachers is higher around the world. I hope you have found the aspects you need in this article.

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INTERROGATIVE PRONOUNS IN ENGLISH AND UZBEK LANGUAGES

*Gulnoza Toshmukhammedova*

*Teacher at SamSIFL.*

**Abstract.** The article below exposes one of the most mainline issues in the process of learning foreign languages, mainly English interrogative pronouns and its usage in sentences, translation of interrogative pronouns into the Uzbek language. It is unwillingness of learners to practice English constantly during and outside of the classes that can significantly influence on the efficiency of the educational procedure. The article will be provided with main factors of the problem and some suggestions to overcome its usage.

**Keywords:** tremendous, restriction, subjunctive, pronominal, possessive, decisive, indefinite, cognitive.

One of the independent word groups is that diamond is one of the important word groups used in Uzbek and English. Pronouns are divided into several types. I want to elaborate on just one of them which is named interrogative pronouns.

Interrogative pronouns, just as the term suggests, are pronouns that express information of interrogations. They are the important means of transmitting enquiring information and the study of interrogative pronouns is now playing a decisive role in the linguistic field. Scholars at home and abroad all have done tremendous descriptions, explanations and researches in this field. Most domestic linguists lay more emphasis on the description and classification of linguistic phenomena. Detailed as the classifications are, “they haven't reached a consensus on a united opinion; on the contrary, western scholars usually pay more attention to the formulation of the theoretical structure in the hope that it may be suitable for all languages. Their formulae are well-knit, but the disadvantage is obvious”.

All languages family, its branch or even each language has its individual grammatical mechanism. If we apply the same structure to all languages mechanically and leave all exceptions aside, then it is hard to avoid mistakes.

Combining the domestic and international achievements, we try to make descriptions and explanations to English and Uzbek interrogative pronouns, especially who and, 'kim' using the general theories of contrastive linguistics and cognitive linguistics. Then the reasons and trends of their development are expounded on the basis of grammaticalization. Contrasting their similarities and differences, the thesis tries to achieve the combination of phenomenon description and theory explanation. Kim and who both enjoy the high rate of usages. In Uzbek, 'kim' is defined as an indefinite personal interrogative pronoun, and the English who is in the same word category and has similar usages. Therefore, from the perspective of contrastive linguistics, who and 'kim' satisfy the essential basis of comparison. The thesis makes a comparative analysis to 'kim' and who from two aspects: interrogative usages and non-interrogative usages. Through plenty of linguistic examples, we find that they share similar interrogative usages, but differ in their non-interrogative usages due to different syntactic restrictions. What's more, because of the same cognitive model shared by human beings, 'kim' and who have gone through similar developing paths in their usages. That is, interrogative usages are their basic usages, and non-interrogative usages like arbitrary reference and subjunctive reference are extended through the progress of grammaticalization. This process is a process in which objective meanings gradually reduce, subjunctive meanings increase and interrogative signs disintegrate. In this process, interrogative pronouns come through usages in certain highly restrained local contexts to be reanalyzed as having non-interrogative usages or pragmatic functions. Making a relatively comprehensive comparison of interrogative and non-interrogative usages between 'kim' and who, this thesis gives a full analysis to their similarities and differences in usages. Moreover, it reveals the deeper reasons of their usages change, which gets to the height of human cognition. It also provides the interrogative word study and contrastive linguistics with a new perspective, offers new materials for relevant studies, and achieves the combination of phenomenon description and theoretical study. Pronouns are a relatively small, closed class of words that function in the place of nouns or noun phrases. They include personal pronouns, demonstrative

pronouns, relative pronouns, interrogative pronouns, and some others, mainly indefinite pronouns.

This pronouns are who, what, which, and all of them can take the suffix -ever for emphasis. The pronoun who refers to a person or people; it has an oblique form whom though in informal contexts this is usually replaced by who, and a possessive form the pronoun or determiner whose. The pronoun what refers to things or abstracts. The word which is used to ask about alternatives from what is seen as a closed set: which (of the books) do you like best? (It can also be an interrogative determiner: which book?; this can form the alternative pronominal expressions which one and which ones.) Which, who, and what can be either singular or plural, although who and what often take a singular verb regardless of any supposed number.

We consider that language learners should keep in mind the above 10 interrogative pronouns are frequently seen as relative pronouns (pronouns that link phrases and clauses together) as well. The difference is that while it's possible to find a relative pronoun used in a question, interrogative pronouns only appear in a question. Here are more sentence examples of Interrogative Pronouns. In the following sentences the interrogative pronoun is underlined.

What are you talking about?Who is the villain here?

Which color did you choose for your bedroom wall?Whose camera is this?

Once we learn to speak French, whom are you going to talk to?

Aforementioned, all the interrogative pronouns can also be used as relative pronouns. We'll see this below for more details.

There are five main interrogative pronouns in English: who, whom, whose, what and which. Who, whose and whom are interrogative pronouns that ask for names of persons. We use who when the answer is the subject of the verb.

Examples: Who broke the cup?

Paul broke the cup.

Who sang the loudest? She sang the loudest.

Whom — we use whom when the answer is the object of the verb.Examples:

Whom is she talking to? She is talking to Philip.

Whom did you see? I saw Peter.

However, whom is the correct form for the object of the verb, it is rarely used in normal spoken English. Usually who is used instead of whom.

Whose — we use whose when we want to ask about ownership. Examples:  
Whose is this house? Whose car did you drive here?

What — what is an interrogative pronoun that asks for names of things.  
Examples: What is the time? What is your cat's name?

Which — which is an interrogative pronoun that asks for a specific person or thing from a group.

Examples: Which of these bags is yours? Which of them is the shortest?

As far as, their structure English and Uzbek interrogative pronouns are almost the same:

'Who'- 'kim' –they are the same.

'Whom' is an object form of the 'who'. A little difference here is in the Uzbek language 'whom' has 4 forms. They are: kimni, kimga, kimda, kimdan.

'whose'- 'kimning'- there is no difference between them. Because they are in a genitive case.

'What'- 'nima' –they are the same as to their structure in both languages.  
'which'- 'qaysi'- they are the same as to their structural types.

In regard to the semantic types of the interrogative pronouns, they are the same in the compared languages. For example, the word which asks the subject of the action is 'who'. In the Uzbek language, 'kim' is used for asking subject of the sentence.

Who left the door opened? — kim eshikni ochiq qoldirdi? 'Whom' gives the same meaning as kimni, kimda, kimga, kimdan. Whom do you like the most? – kimni eng ko'p yoqtirasiz? 'Whose' also the same as to their semantic:

Whose car is that? — bu kimning mashinasi? 'which' is also similar to 'qaysi':

Which is your friend? — qaysi biri sizning do'stingiz?

In conclusion, they are similar to each other as to their semantic features.

Interrogative pronouns are very important to create concrete type of sentences and the meaning is also unique here.

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**TECHNOLOGIES FOR TEACHING HOME READING TEXTS TO 7th GRADE PUPILS**

*Sindarova Zukhra*

*Master's student. Jizzakh Pedagogical Institute*

**Annotation**

Today, learning foreign languages interest of younger generation is growing. Therefore, at schools, including foreign languages Teaching English requires the use of interactive methods in the classroom and also out of it. This article highlights the importance of interactive methods of teaching reading texts in English for home reading for the 7<sup>th</sup> grade pupils at secondary schools.

**Keywords:** method, techniques, foreign languages, game, activity, education, home reading.

**Introduction**

One of the most important and positive changes in modern primary education is the decision of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages." "Resolution PQ-1875. Based on this decision, the study of foreign languages, mainly English, in the form of game-based lessons and oral lessons from the 1st grade of general secondary schools, and from the 2nd grade, the alphabet, reading and grammar training begins in stages. According to the resolution, under the leadership of the Coordinating Council, which is constantly working to further develop the study of foreign languages, began to carry out unprecedented work in all areas of education. Textbooks and teaching aids for these classes have also been created. It is noteworthy that the activities in the complexes designed for first-graders are proportional to the age of the little ones. The children began their first acquaintance with a foreign language by learning the culture of greeting, colors, and everyday words in the form of dialogue.

Reading is the most essential skill for all language learners. When a learner can read and comprehend English texts effectively, they have established themselves as effective readers. When a learner has poor reading skills, he definitely has to make a great effort grasping and acquiring new knowledge throughout his academic years.

### **Methodology and Discussion**

In teaching foreign languages to pupils in the middle grades, especially at the 7<sup>th</sup> grade, it is necessary to take into account the age, physiological, psychological characteristics of the pupil. The use of game technology in education is one of the most effective tools. During the game, their thinking, worldview, thinking expands. Scientists believe that a play-based approach to education facilitates the learning process. Not only does it make it easier, but it also increases the child's interest in science and encourages the child to gain in-depth knowledge. Play-style lessons help children develop oral speech. First graders love a variety of pictures or videos. Through different colored pictures, games should be used regularly to enhance their speech.

Improving teaching methods is now one of the main directions for teachers in the field of teaching all subjects. The introduction of interactive teaching and learning methods are relevant for all subject teachers as they are good helper to develop pupil's language learning in the classroom. So interactive methods are being used more and more widely. As a result, pupils are able to think independently, analyze, draw conclusions, to express one's opinion, to defend it on the basis of it, healthy communication, discussion and debate skills are formed and developed. In the process, the lesson is based on pupil's interaction.

The main purpose of the methods is to create the most favorable environment for the firing process through active, free, creative thinking of the pupils, his needs, interests, inner creates an environment in which opportunities can be activated. In the process lessons pupil's interest in learning increases, friendly relations are formed.

Here are some functions for improving 7<sup>th</sup> grade pupils home reading.

### **Read to nurture creativity**

7th grade is when a lot of creative pupils really find their niche. An extensive background in a variety of reading topics is the most important material to serve as a foundation for a creative mind. That's why in the 7th grade we strongly encourage introducing pupils to elements of science fiction and fantasy.

Although younger pupils are occasionally resistant to less grounded modes of narrative, we find that by the 7th grade, pupils are more adept at separating fantasy and reality. They're more willing to accept and explore the possibilities of imagined universes. For many pupils who end up in creative careers, their interest in creative endeavors begins with a love of fiction.

Creative minds are minds that drive every industry in the world. Henry Ford never wrote any novels, but he did come up with a very inventive ways to optimize the automobile industry. This is why it's so important to teach all pupils—regardless of their interests—the ability to think creatively. The ability to think creatively is grounded in the idea of “what if.” The realist looks at the world and says “This is how things are,” but the creative mind looks at the world and is able to say “what if it were different?”

Problem-solving skills are grounded in this ability to imagine alternative possibilities than what currently exists. The foundation for being able to come up with hypothetical situations is grounded in the reading and discussing of creative materials.

### **Read to become a better thinker**

At 7<sup>th</sup> grade, teachers begin showing pupils works of fiction that deal in similar subjects from different points of view. They can encourage pupils to compare and contrast these works to identify nuances and differences of opinion and thought. What's fascinating to see is how pupils will read one book and agree with it wholly, and then read the second book and also agree with it wholly... even though it espouses a completely different point of view!

In psychology, this state of believing two contradictory viewpoints simultaneously is known as “cognitive dissonance.” The ability to construct a valid

worldview and engage other human beings consistently as a thoughtful person is contingent upon eliminating cognitive dissonance. The way to eliminate cognitive dissonance is to articulate the pros and cons of opinions that are not one's own.

This is why it's important to read books that address the same topic from different angles. Pupils become able to articulate the differences between two authors' perspectives on the same subject. This frees them to come to a more educated and firm understanding of what they believe about a topic. This is the core what makes a critical thinker.

Going forward into high school and later college, pupils need to be sure of what they believe and be able to articulate it clearly to other people. They will need to be able to compare different ideas that they do not necessarily hold, and they need to be able to argue for the validity of different points of view. 7th grade is the perfect opportunity to begin this process!

### **Read to develop empathy**

Reading also help pupils develop empathy. In everyday life, we don't have the opportunity to be another person. However, with the magic the fiction, we can temporarily put ourselves in the shoes of another human being. Through the conceit of fiction, we can live different lives and experience different things that we wouldn't otherwise be able to.

Because of this, fiction is one of the greatest tools that can be used to improve empathy. People who consume a wide variety of fiction and nonfiction tend to be defter at identifying the needs and emotions of other people. This makes them effective in all aspects of life. An ability to feel what another person is feeling is essential to having successful relationships whether they be familial, romantic, or professional.

### **Read to become a better communicator**

Reading widely and then writing about what one has read also helps pupils become more articulate. With this ability, they will be able to more clearly express their opinions. It's always a good idea to pair reading exercises with writing

exercises for this goal, as pupils will have the chance to break down what tools an author uses to create successful communication.

From there, the pupils can employ the same rhetorical techniques they have been describing to improve their own communication.

Most English language textbook authors and publishers can not possibly know the needs of a particular audience in order to make crucial instructional decisions (Hedgcock & Ferris, 2009). Some contents and arrangements of a textbook may not suit the interests, needs, or expectations of a particular cohort (Hedgcock & Ferris, 2009). Moreover, textbooks are too inflexible to be used directly as instructional materials (Allwright, 1990; as cited in Kitao & Kitao, 1997). Other than that, some reading selections, exercises, articles, and visual enhancements may be inauthentic, unappealing, or too tightly controlled for length and lexical complexity leading to boredom and low motivation on the part of learners (Hedgcock & Ferris, 2009). Ultimately, learners opt for resistance towards the difficulty of the text (Hedgcock & Ferris, 2009).

There are many types of such activities, depending on the nature of the lesson and selected according to the intended purpose and accordingly prepared will be seen. To prepare pupils to participate in activities there are specific requirements that are necessary for active participation in the training knowledge acquisition, willingness to communicate, collaboration, independent thinking, the ability to express and defend one's point of view, and consists of others. Proper selection, preparation and use of the necessary tools trainers and their responsibilities should be clearly defined. There are some differences between interactive methods and traditional teaching methods. Each teacher compares these differences to each other as well advantages and disadvantages of lesson planning and teaching methods should be taken into account in the selection. It's about imparting new knowledge and skills form, develop, consolidate, replicate knowledge, apply in practice and taking into account the characteristics of the subject interactive or the most appropriate for the lesson on the topic the correct choice of other methods. The right choice of methods application makes the training fun and effective. The current stage

of development of educational technology is interactive in the educational process is characterized by the widespread use of teaching methods.

### **Conclusion**

Many years uniformity in the teaching technology used, as the teacher in the learning process hegemony, subject plan is prepared by the teacher, even without excessive observation. Attempting to present to the pupil at an acceptable level reduces the activity of pupils and prevents them from developing creative thinking skills had begun. That is why, the educational process is not taught to the pupil, but also to use interactive teaching methods that teach him to read and learn the effort intensifies. In short, the goal is to make the lesson effective only if the teacher has mastered the use of interactive teaching methods in their place to achieve their goal. So teaching home reading texts to 7th grade pupils is also being very relevant to improve pupils knowledge in English.

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**“MATEMATIKA FANINI O‘QITISHDA ZAMONAVIY USULLARDAN FOYDALANISH”**

*Xorazm viloyati Shovot tumani 48-maktab "Matematika" fani o‘qituvchisi*

***Bekchanova Zarafshon Baxtiyorovna*** yo‘nalish: Matematika

*Xorazm viloyati Shovot tumani 48-maktab "Matematika" fani o‘qituvchisi*

***Yakubov Shavkat Kadirovich*** yo‘nalish: Matematika

*Xorazm viloyati Shovot tumani 13-maktab "Matematika" fani o‘qituvchisi*

***Abdullayeva Nilufar Sultonovna*** yo‘nalish: Matematika

*Xorazm viloyati Shovot tumani 13-maktab "Matematika" fani o‘qituvchisi*

***Ermetova Zilola Baxtiyorovna*** yo‘nalish: Matematika

**Annotatsiya:** Ushbu maqolada "Matematika fanini o‘qitishda zamonaviy usullardan foydalanish", dars jarayonida qo‘llaniladigan metodlar haqida ma‘lumotlar berilgan.

**Kalit so‘zlar:** Matematika o‘qitish metodikasi, elementar matematika, zamonaviy texnologiyalar, oliy matematika, nazariy matematika.

Matematika so‘zi qadimgi grekcha - mathema so‘zidan olingan bo‘lib, uning ma‘nosi «fanlarni bilish» demakdir. Matematika fanining o‘rganadigan narsasi (ob‘ekti) materiyadagi mavjud narsalarning fazoviy formalari va ular orasidagi tniqdoriy munosabatlardan iborat. Hozirgi davrda matematika fani shartli ravishda ikkiga ajraladi: 1) elementar matematika 2) oliy matematika. Elementar matematika ham mustaqil mazmunga ega bo‘lgan fan bo‘lib, u oliy matematikaning turli tarmoqlaridan, ya‘ni nazariy arifmetikadan, sonlar nazariyasidan, oliy algebradan, matematik analizdan va geometriyaning mantiqiy kursidan olingan elementar ma‘himotlar asosiga qurilgan. Oliy matematika fani esa real olamning fazoviy formalari va ular orasidagi miqdoriy munosabatlarni to‘la hamda chuqur aks ettiruvchi matematik qonuniyatlarni topish bilan shu qo‘llanadi. Elementar matematika fani maktab matematika kursining asosini tashkil qiladi. Maktab matematika kursining maqsadi o‘qituvchilariga ularning psixologik xususiyatlarini

hisobga olgan holda ipatermtik bilimlar sistemasi ma'lum usulda (metodika) orqali o'quv-chilarga etkaziladi. (Metodika so'zi grekcha so'z bo'lib, «yo'l» degan ma'noni beradi). Matematika metodikasi pedagogika va didaktika fanining asosiy bo'limlaridan biri bo'lib, jamiyatimiz taraqqiyoti darajasida ta'lim maqsadlariga mos keluvchi matematikani o'qitish, o'rganish qonuniyatlarini o'rganadigan mustaqil fandır. Matematika metodikasi ta'lim jarayoni bilan bog'liq bo'lgan quyidagi uch savolga javob beradi:

1. Nima uchun matematikani o'rganish kerak?
2. Matematikadan nimaiami o'rganish kerak?
3. Matematikani qanday o'rganish kerak?

Bizga ma'lumki, matematika darslarida o'quvchilar o'qishning dastlabki kunlaridanoq mustaqil ravishda xulosa chiqarishga o'rganadilar. Ular awalo kuzatishlar natijasida, so'ngra esa mantiqiy tafakkur qilish natijasida xulosa chiqaradilar. Ana shu chiqarilgan xulosalar matematik qonuniyatlar bilan tasdiqlanadi. Matematika o'qituvchisining vazifasi o'quvchilarda njustaqil mantiqiy fikrlash qobiliyatlarini shakllantirish bilan birga ularda matematikaning qonuniyatlarini o'rganishga bo'lgan qiziqishlarini tarbiyalashdan iboratdir. O'quvchilarda matematik tafakkumi va matematik madaniyatni shakllantirish. Matematika darslarida o'rganiladigan har bir matematik xulosa qafiylikni talab qiladi, bu esa o'z navbatida juda ko'p matematik tushuncha va qonuniyatlar bilan ifodalanadi. O'quvchilar ana shu qonuniyatlarni bosqichma-bosqich o'rganishlari davomida ularning mantiqiy tafakkur qilishlari rivojlanadi, matematik xulosa chiqarish madaniyatlari shakllanadi. o'quvchilarni biror matematik qonuniyatni ifoda qilmoqchi bolgan fikrlarni simvolik tilda to'g'ri ifodalay olishlari va aksincha simvolik tilda ifoda qilingan matematik qonuniyatni o'z ona tillarida ifoda qila olishlariga o'rgatish orqali ularda matematik madaniyat shakllantiriladi. Mutaxassislarning ta'kidlashlaricha, matematikani yaxshi o'zlashtirgan o'quvchining tahliliy va mantiqiy fikrlash darajasi yuqori bo'ladi. U nafaqat misol va masalalar yechishda, balki hayotdagi turli vaziyatlarda ham tezkorlik bilan qaror qabul qilish, muhokama va muzokara olib borish, ishlarni



bosqichma-bosqich bajarish qobiliyatlarini o'zida shakllantiradi. Shuningdek, matematiklarga xos fikrlash uni kelajakda amalga oshirmoqchi bo'lgan ishlar, tevarak-atrofdagi sodir bo'layotgan voqea-hodisalar rivojini bashorat qilish darajasiga olib chiqadi. Matematika fani insonning intellektini, diqqatini rivojlantirishda, ko'zlangan maqsadga erishish uchun qat'iyat va irodani tarbiyalashda, algoritmik tarzda tartib-intizomlilikni ta'minlashda va tafakkurini kengaytirishda katta o'rin tutadi. Matematika olamni bilishning asosi bo'lib, tevarak-atrofdagi voqea va hodisalarning o'ziga xos qonuniyatlarini ochib berish, ishlab chiqarish, fan-texnika va texnologiyaning rivojlanishida muhim ahamiyatga ega. Shuning uchun matematik madaniyat — umuminsoniy madaniyatning tarkibiy qismi hisoblanadi. Matematika fanini nazariylashtirgan holda o'qitishga yondashishdan voz kechib, o'quvchining kundalik hayotida matematik bilimlarni tatbiq eta olish salohiyatini shakllantirish va rivojlantirishga erishish, o'quvchilarning mustaqil fikrlash ko'nikmalarini namoyon qilish va faollashtirishga e'tiborni kuchaytirish – davr talabi. Matematik ta'limga kompetensiyaviy yondashuv o'quvchilarda kasbiy, shaxsiy va kundalik hayotda uchraydigan holatlarda samarali harakat qilishga imkon beradigan amaliy ko'nikmalarni shakllantirish va rivojlantirishni hamda matematik ta'limning amaliy, tatbiqiy yo'nalishlarini kuchaytirishni nazarda tutadi. Mamlakatimizning dunyo hamjamiyatiga integratsiyalashuvi, fan-texnika va texnologiyalarning rivojlanishi yosh avlodning o'zgaruvchan dunyo mehnat bozorida raqobatbardosh bo'lishi, fanlarni mukammal egallashini taqozo etadi. Bu esa ta'lim tizimiga, jumladan, matematikani o'rgatishga ilg'or milliy va xalqaro tajribalar asosida standartlarni joriy etish orqali ta'minlanadi. Matematikaning hayotimizda tutgan beqiyos o'rnini inobatga olingan holda mazkur fan birinchi sinfdanoq maktab darsliklariga kiritilgan bo'lib, yurtimizda barcha aniq fanlar qatori matematika ta'limini zamon talablari asosida takomillashtirib borish, uni o'qitishda eng so'nggi pedagogik va innovatsion usullar, multimedia vositalari hamda axborot-kommunikatsiya texnologiyalarini joriy etishga katta e'tibor qaratilmoqda. Ayniqsa, o'quv fanini akademik bilim berishdan ko'ra ko'proq hayot bilan bog'lash, amaliy misol va masalalarni yechish, o'quvchilarni mustaqil izlanish, o'qib-o'rganishga

jalb etishning ahamiyati beqiyos. Dars jarayonida o'quvchi o'zini majburan partaga mixlab qo'yilgandek his etmasligi, aksincha, mashg'ulotlarda katta ishtiyoq, kuchli xohish bilan qatnashishiga erilishi lozim. Matematik bilimlar nafaqat baho olish uchun savol-javoblar yoki imtihonlarda, balki uyda, ish jarayonida, sport va san'at bilan shug'ullanishda, savdo-sotiq, oldi-berdi – hayotning har bir lahzasida o'quvchiga naf berishini u chuqur anglab yetishi muhim. Buning uchun esa mazkur fan o'qituvchisi o'tayotgan mavzularini bevosita hayot bilan bog'lab, biror misol yoki masala, topshiriqlarni turmushdagi oddiy vaziyatlar yordamida yechishga o'rgatishi zarur. Matematika fanlarini o'qitishga yangi texnik vositalar, shu jumladan, kompyuter va boshqa axborot texnologiyalarining jadal kirib kelayotgan hozirgi davrida fanlararo uzviylikni ta'minlash maqsadida informatika fani yutuqlaridan foydalanish dolzarb masalalardan biridir. Pedagogik, kompyuter va axborot texnologiyalar ta'lim jarayonini tashkil etish, tayyorlash, ilmiy-metodik materiallar bilan ta'minlash, ta'lim jarayonini amalga oshirish, ta'lim natijalarining sifatini baholashdan iborat bo'lgan yaxlit tizimda o'z ifodasini topadi. Kompyuter texnikalarini ta'lim muassasalariga tatbiq etish, o'qitish jarayonini optimallashtirishga keng yo'l ochib beradi. Keyingi o'n yillikda matematika fanini o'qitishda kompyuterlardan foydalanish bir necha asosiy yo'nalishlarda olib borildi. Bularga kompyuter yordamida bilimni baholash, turli tipdagi o'rgatuvchi dasturlarni ishlab chiqish va rivojlantirish, bilishga oid matematikaviy o'yinlarni ishlab chiqish va boshqalar kiradi.[1] Matematika o'qitishda kompyuterlarni qulayligini yana bir yo'nalishi ayrim o'quv holatlarini modellashtirishdir. Modellashtirilgan dasturlardan foydalanishning maqsadi, o'qitishning boshqa usullari qo'llanganda tasavvur qilish, ko'z oldiga keltirilishi qiyin bo'lgan materiallarni tushunarlibo'lishini ta'minlashdan iborat. Modellashtirish yordamida o'quvchilarga ma'lumotlarni grafik rejimda kompyuter multimediasi ko'rinishida taqdim qilish mumkin. Shu boisdan ular matematikani chuqur o'rganish va o'quv jarayonida sezilarli darajada mustaqillik namoyon etishga moyil bo'ladilar. Ko'p holatlarda vujudga keladigan matematik muammoni tez va berilgan aniqlikda hal etish uchun professional matematikdan o'z kasbi bilan bir vaqtda ma'lum bir algoritmik til va

dasturlashni bilishi talab qilinadi.[2] Shu maqsadda XX asrning 90-yillarida matematiklar uchun ancha qulayliklarga ega bo'lgan matematik sistemalar yaratilgan. Bu maxsus sistemalar yordamida turli sonli va analitik matematik hisoblarni, oddiy arifmetik hisoblashlardan boshlab, to xususiy hosilali differensial tenglamalarni yechishdan tashqari grafiklarni yasashni ham amalga oshirish mumkin. Matematika fanlarini o'qitishda zamonaviy axborot texnologiyalaridan foydalanish metodikasi. Matematika fanlarini o'qitishga yangi texnik vositalar, shu jumladan, kompyuter va boshqa axborot texnologiyalarining jadal kirib kelayotgan hozirgi davrida fanlararo uzviylikni ta'minlash maqsadida informatika fani yutuqlaridan foydalanish dolzarb masalalardan biridir. [3]Kompyuter texnikalarini ta'lim muassasalariga tatbiq etish, o'qitish jarayonini optimallashtirishga keng yo'l ochib beradi. Keyingi o'n yillikda matematika fanini o'qitishda kompyuterlardan foydalanish bir necha asosiy yo'nalishlarda olib borildi. Bularga kompyuter yordamida bilimni baholash, turli tipdagi o'rgatuvchi dasturlarni ishlab chiqish va rivojlantirish, bilishga oid matematikaviy o'yinlarni ishlab chiqish va boshqalar kiradi.

#### **Xulosa:**

Matematika o'qitishda kompyuterlarni qulayligini yana bir yo'nalishi ayrim o'quv holatlarini modellashtirishdir. Modellashtirilgan dasturlardan foydalanishning maqsadi, o'qitishning boshqa usullari qo'llanganda tasavvur qilish, ko'z oldiga keltirilishi qiyin bo'lgan materiallarni tushunarli bo'lishini ta'minlashdan iborat. Modellashtirish yordamida o'quvchilarga ma'lumotlarni grafik rejimda kompyuter multimediasida ko'rinishida taqdim qilish mumkin.

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**ANALYSIS OF SINGLE HONEYPOT AND USING FIREWALL IN TRAINING  
ATTACK ON WIRELESS NETWORK**

*Salimova Husniya Rustamovna<sup>1\*</sup>, Jovliyev Abbosjon Mirmuhsin o'g'li<sup>2\*</sup>*

*<sup>1\*</sup> Master's degree, specialty "Information Security", Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Uzbekistan*

*<sup>2\*</sup> Bachelor degree, Faculty of "Computer engineering", Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Uzbekistan*

**Abstract:** Day by day, more and more people are using internet all over the world. It is becoming a part of everyone's life. People are checking their e-mails, surfing over internet, purchasing goods, playing online games, paying bills on the internet etc. However, while performing all these things, how many people know about security? Do they know the risk of being attacked, infecting by malicious software? Even some of the malicious software are spreading over network to create more threats by users. How many users are aware of that their computer may be used as zombie computers to target other victim systems? As technology is growing rapidly, newer attacks are appearing. Security is a key point to get over all these problems. In this thesis, we will make a real life scenario, using honeypots. Honeypot is a well designed system that attracts hackers into it. By luring the hacker into the system, it is possible to monitor the processes that are started and running on the system by hacker. In other words, honeypot is a trap machine which looks like a real system in order to attract the attacker. The aim of the honeypot is analyzing, understanding, watching and tracking hacker's behaviours in order to create more secure systems. Honeypot is great way to improve network security administrators' knowledge and learn how to get information from a victim system using forensic tools. Honeypot is also very useful for future threats to keep track of new technology attacks.

**Keywords:** Honeypot, low interaction, firewallmikrotik, wireless

**Introduction:** The Internet is a network of networks. It is based on the concept of packet switching. Though the services offered by Internet are extensively used

from a layman to multi-millionaire it also has its own defects. Many attacks on Internet are being identified and reported. Some of the common types of network attacks are saves dropping, data modification, identity spoofing, password-based attacks and denial of service attacks. To overcome all these types of attacks an organisation usually installs an intrusion detection system to protect the confidential data exchanged over its network. The local network is then connected to the Internet thereby availing the employees to be online on the fly. Information security has three main objectives namely 1. Data confidentiality 2.Data integrity 3. Data availability. Data confidentiality ensures that the secure data can be accessed only by authorized persons. Data integrity allows secure modification of data. Data availability ensures that the data is available readily to authorized persons. Small scale industries often do not prefer on intrusion detection systems due to its installation and maintenance costs.

**Materials:** Honeypot can literally be a computer which can act as a source for attacks. It attracts the hackers to try hacking it which in turn may log the techniques used by the attackers. This log is useful to prevent such attacks to the legitimate network. Honeypot computer usually do not have any important data or information to be secured. It only has fake services running on its ports to attract the attackers.

**Methods:** Production honeypots are easily deployed in the live environment that may capture only some amount of information about the attacks. Research honeypot deployment is complicated and used mainly for research purposed by government organizations. On the basis of design, honeypots can be divided into 1.Pure honeypots, 2.High-interaction honeypots, and 3.Low-interaction honeypots. Pure honeypots are complete production systems. The honeypot computer is linked to the network and taps the attacks. Low-interaction honeypots allows restricted interaction with attackers and hence they are not infected by the attacks. High-interaction honeypots are vulnerable to attacks. No emulation takes place and hence more prone to get infected by attacks. HoneyNet is a collection of honeypots installed to trap the attacker activities and log them.

**Results:** We studied all level of interaction honeypots and configured them. The evolution of honeypots can also be understood by looking at the ways these systems are being used in association with IDSs to prevent, detect and help respond to attacks. Indeed, honeypots are increasingly finding their place alongside network- and host-based intrusion-protection systems. Honeypots are able to prevent attacks in several ways. The first is by slowing down or stopping automated attacks, such as worms or autorooters. These are attacks that randomly scan an entire network looking for vulnerable systems. (Honeypots use a variety of TCP tricks to put an attacker in a "holding pattern.") The second way is by deterring human attacks. Here honeypots aim to sidetrack an attacker, making him devote attention to activities that cause neither harm nor loss while giving an organization time to respond and block the attack. As noted above, honeypots can provide early detection of attacks by addressing many of the problems associated with traditional IDSs, such as false positives and the inability to detect new types of attacks, or zero-day attacks. But increasingly, honeypots are also being used to detect insider attacks, which are usually more subtle and more costly than external attacks. Honeypots are also helping organizations respond to attacks. A hacked production system can be difficult to analyze, since it's hard to determine what's normal day-to-day activity and what's intruder activity. Honeypots, by capturing only unauthorized activity, can be effective as an incident-response tool because they can be taken off-line for analysis without affecting business operations. The newest honeypots boast stronger threat-response mechanisms, including the ability to shut down systems based on attacker activity and frequency-based policies that enable security administrators to control the actions of an attacker in the honeypot.

**Conclusion:** Honeypots are a potential tool in the world of security. They provide an added benefit if they are used with firewalls or intrusion detection systems. They are available for commercial as well as research purposes and are quite flexible to fulfill our requirements. Honeypots have been used in various deception techniques like Honey farms, Simple port listener, honeypots as mobile code throttlers, Random Servers, digital breadcrumbs. Thorough care

must be taken while deploying honeypots as it involves substantial amount of risk. Hence, a tight risk analysis needs to be done prior to deployment. Also strict rules must be framed for the maintenance purpose. They are cheaper, flexible, provide low false positive rate, can extract encrypted data. Laws and legal issues must be considered for deploying honeypot systems. Honeypots can reap great benefits if they are used in a smart way by using various new technology trends.

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**MASHINASOZLIKDA AVTOMATLASHTIRILGAN DASTGOHLARNING  
ISHLASH PRINSIPI**

*Abdullayeva Shahzoda Farmon qizi*

*Allamberganova Mexribanu Mirzabek qizi*

*Kulmuratova Aliya Jan`abay qizi*

*Navoiy davlat konchilik instituti Nukus filiali, talaba*

**Annotatsiya:** Ushbu maqolada mashinasozlikda ko`p ishlatiladigan dastgohlar va ularning avtomatlashtirish orqali ishlash prinsipidagi o`zgarishlar haqida so`z boradi. Avtomatlashtirilgan dastgohlarning ishlab chiqarishda tutgan o`rni va ish unumdorligini oshirishi haqida so`z yuritiladi.

**Ka`lit so`zlar:** texnologik jarayon, kichik ishlab chiqarish, kesish uskunasi, freza.

Ommaviy va katta hajmli ishlab chiqarishda texnologik jarayon differentsiatsiya tamoyiliga yoki operatsiyalarning konsentratsiyasi printsiptiga asoslanadi.

Ikkinchi tamoyiliga ko'ra, jarayon bir vaqtning o'zida bir necha operatsiyalarni ishlab chiqarish, bir chiziq (avtomatik chiziqlar) bilan bog'liq har bir mashina yoki avtomatlashtirilgan mashinalari alohida-alohida, ko'p ish mashinalari, yarim avtomatik, agregat, ko'p joyli, ko'p kesish mashinalari amalga operatsiyalar konsentratsiyasini o'z ichiga oladi kichik-

Rejani tuzishda va qayta ishlash usulini tanlashda texnologik jarayonning tabiati mahsulot turiga va ishlab chiqarish turiga (turiga) qarab belgilanadi. Qayd etilganidek, yagona va kichik ishlab chiqarish jarayoni muayyan mashinalari uchun ularni ta'minlash bilan operatsiyalar uchun tabaqalashtirilgan ketma-ket ishlab chiqarish jarayoni, umumiy maqsadlar uchun mashinalari amalga birlashtirilgan texnologik jarayonini qabul qildi. Katta va ommaviy ishlab chiqarishda texnologik jarayon boshlang'ich operatsiyalarga farqlash printsipti yoki operatsiyalarning

konsentratsiya printsipli bo'yicha ikki tamoyildan biriga muvofiq amalga oshirilishi mumkin.

Ko'p kesish mashinalariga ishlov berish.

Bir vaqtning o'zida bir nechta aylanish yuzalarini bir nechta asboblar bilan — ko'p kesuvchi mashinalarda kesish orqali kesish jarayonida operatsiyalarning konsentratsiyasi printsipli amalga oshiriladi. Bunday yarim avtomatik mashinalar ommaviy va ommaviy ishlab chiqarishda keng qo'llaniladi. Odatda ko'p kesish mashinalarida ikkita kaliper mavjud: old va orqa. Uzunlamasiga (shuningdek, oqsoqollar) harakatga ega bo'lgan oldingi kaliper, asosan, ish qismlarini — Miller yoki boshqa qismlarni (aylanish organlari) uzunlamasiga maydalash uchun xizmat qiladi. Orqa qo'llab-quvvatlash, faqat ko'ndalang harakatga ega, uchlarini kesish, oluklarni kesish, shakllarni maydalash uchun mo'ljallangan. Ko'p kaliperlar 20-ga etib boradigan ko'plab kesgichlar bilan jihozlanishi mumkin. Markazlarning uzoq masofasiga ega bo'lgan ko'p qirrali mashinalar ikkita old va ikkita orqa kaliperga ega. Kaliperlar harakati avtomatlashtirilgan tarzda ishlov berishni tugatgandan so'ng, kaliperlar avtomatik ravishda boshlang'ich holatiga qaytariladi. Mashina avtomatik ravishda to'xtaydi, ishchi faqat ish qismlarini o'rnatadi va olib tashlaydi va mashinani ishga tushiradi.

Pozitsiyalar bo'yicha operatsiyalarni taqsimlash va konsentratsiyalashda alohida operatsiyalar, qulay xizmat ko'rsatish va kuzatish, tizimning qat'iyiligi talabi bilan sinxronizatsiya qilinishi kerak mashina — qurilma — qism, chiplarni to'liq olib tashlash qobiliyati.

Har bir turdagi qismlarni qayta ishlash uchun mashinalar tizimlarini qurish uchun turli xil variantlar mavjud bo'lib, ular turli usullar va ishlov berish yo'nalishlari, texnologik jarayonning differentsiatsiyasi va konsentratsiyasi, asbob-uskunalar turi va ish joylari soni, transport tizimining joylashuvi, miqdori, turi va operatsion drayvlar hajmi va boshqalar. Ulardan, texnik taklif bosqichida eskiz va texnik loyihaning bosqichlarida konstruktiv echimlarning variantiga ruxsat berilgan barcha keyingi dizayn jarayonining asosi sifatida qabul qilingan yagona strukturaviy va kompozitsion variant tanlanishi kerak.

Ilgari faqat autotraktor sanoatiga xos bo'lgan operatsiyalarning kontsentratsiyasi ketma-ket ishlab chiqarishda bir qator qimmatbaho afzalliklarga ega va eng keng tarqalgan bo'lib quyidagi ishlov berish usullari uchun ishlatilishi mumkin 1) ko'p qisimli yarim avtomatik mashinalar va mashinalarda aylanish jismlarini aylantirish 2) frezer, baraban va karusel-frezer mashinalarida ko'p qirrali samolyotlarni frezalash 3) ko'p qavatli agregatlarda bitta, ikkita va uch tomonlama mashinalar mavjud.

Ba'zi qayta ishlash usullari, xususan, freza va ko'p kesimli operatsiyalar uchun operatsiyalar kontsentratsiyasi printsipi ketma-ket ishlab chiqarishda oqimni tashkil etishning nolojik shartlaridan biridir.

Aggregatli mashinalardan foydalanishning maqsadga muvofiqligi iqtisodiy jihatdan asosli bo'lsa, ishlov beriladigan sirtlarning shakllari va joylashuvi agregat mashinalarining dizayn xususiyatlariga mos kelishi kerak, chunki ularning ishlashi faqat operatsiyalarning kontsentratsiyasi sharoitida eng katta darajada ishlatilishi mumkin. Misol uchun, bir qopqoq bilan teshik orqali bilyalı rulmanlar o'rnatish uchun teshik uch tizimli teng shakllarini ko'rib, agar mashina dizayn ta'siri, aniq bo'ladi, qopqoq uchun alohida yeng bilan teshik orqali, ikkita qopqoqli teshik orqali — teshikning har bir tomonida harakatlanish qurilmasi mavjud.

Mahalliy va shatun bo'yinlarini maydalash mashinalarida yoki ikki tomonlama qo'zg'aysanli ikki tomonlama tornalarda amalga oshiriladi. Shu bilan birga, qoida tariqasida, bo'yin va millerlarning uchlarini ko'p qisimli qayta ishlash amalga oshiriladi. Shu bilan birga, kesish asbobining nisbatan soddaligi va mashinani sozlash, operatsiyalarning maksimal kontsentratsiyasining imkoniyati, Torna ishlov berishdan foydalanish krank Millerining ko'piga, ularning uzunligi, tuzilishi, ish qismiga (ishlov berish uchun to'lovlar) bog'liq va ba'zi muhim kamchiliklarga ega. Shunday qilib, karbid asbobini past qarshilik tufayli ishlatish qiyin. Ko'pgina krank millerlari, ayniqsa, o'rta o'lchamli, yuqori tezlik bilan o'ralgan holda nisbatan yuqori atrof-muhit kuchlarini idrok etish uchun etarli qat'iylikka ega emas. Natijada, tebranishlar yuzaga keladi, bu esa ishlov beriladigan sirtlarning pürüzlülügünün past hassasiyetine va katta parametrlarni, shuningdek, asbobning erta chiqib ketishiga

olib keladi. Markaziy haydovchi ostida bazalarni oldindan qayta ishlash kerak va buning uchun muvozanatlardagi to'lqinlar, ya'ni. zarb konfiguratsiyasi murakkablashadi, freza ishlarining hajmi oshadi. Bundan tashqari, markaziy mashinasidagi krank mili bilan, uning egriligi, mil markazlarining o'qini va sirtini markaziy haydovchiga bog'laydigan o'lchamdagi tolerantlikning o'zgarishi tufayli sodir bo'ladi. Krank Millerining bo'yinlarini ishlov berish usuli sifatida frezalash, tornalanish kamchiliklarini deyarli bartaraf etish, eng keng tarqalgan.

Ommaviy, ketma-ket va kichik ishlab chiqarish mahsulotlari uchun har qanday avtomatlashtirilgan mashina tizimi usullari va qayta ishlash usullari yoki yig'ish usullari, farqlash darajasi va jarayon operatsiyalari kontsentratsiyasi, turi va asosiy texnologik va yordamchi uskunalarning tarkibi, turi farq bir necha versiyalarida amalga oshirilishi mumkin. Shuning uchun boshlang'ich bosqichning eng muhim vazifalaridan biri dizayn va muayyan mezon uchun eng yaxshi tanlov jarayoni va uni qurishning tuzilish sxemasi, ya'ni. optimal konstruktiv va texnologik yechim. Optimal dizaynning ilmiy va texnik asoslarini ishlab chiqish zaruriyati mavjud, ya'ni. ilmiy asoslangan usullar, ma'lum bir dastlabki ma'lumotlarga ko'ra, texnik jihatdan mumkin bo'lgan variantlarning umumiy majmuasini shakllantirish, ularni qiyosiy tahlil qilish va tanlash, optimal variantni tanlashga imkon beradi. Mashina texnologik tizimlarini optimal loyihalashga asoslangan bo'lishi kerak.

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**DEVELOPED IN THE MODERNIZATION OF THE HIGHER EDUCATION  
SYSTEM THE ROLE OF EXTRACTIVE INDUSTRIES**

*Jurayev Aburayxon Xoliqulovich*

*Karshi engineering economics institute*

*Ochilov Murodjon Ashurqulovich*

*Karshi engineering economics institute*

*Ibragimov Islomnur*

*Karshi engineering economics institute*

**ABSTRACT**

The development of the Republic's economy depends primarily on the quality of trained personnel. Reforms in various sectors in recent years have once again proved the urgency of this issue. One of the important factors for raising the quality of education in higher education is the provision of material and technical base, in addition to knowledgeable and high-potential professors, the use of innovative pedagogical technologies based on modern information technologies, as well as integration of higher education and industry.

**Keywords:** modernization, education, upbringing, integration, bachelor, master, innovation, pedagogical technologies, information technology, innovative technologies.

**Роль производственных предприятий в модернизации системы высшего  
образования**

**Аннотация**

Развитие экономики Республики в первую очередь зависит от качество подготовленных кадров. Проведённые реформы в различных отраслях в последние годы ещё раз доказывает приоритетность этой проблемы. Для поднятия качество образования в высшем образовании зависит от высоко квалифицированных образованных профессоро-преподавателей и кроме этого

обеспеченности материально-технической базой, применение инновационно педагогических технологий с основанных на современных информационных технологий, также один из основных факторов интеграция высшего образования с производством.

**Ключевые слова:** модернизация, образования, воспитания, интеграция, бакалавр, магистр, инновация, педагогические технологии, информационные технологии, инновационные технологии.

After gaining independence, Uzbekistan has paid great attention, first of all, to the education of young people, their system of training educated personnel.

On August 29, 1997, the Law of the Republic of Uzbekistan "On Education" and the "National Training Program" were adopted. The unity and continuity of the education system in the Republic of Uzbekistan has been strengthened by law. Types of education, including continuing education: The system of higher education and post-secondary education has not lost its relevance.

Ensuring continuity of education has become one of the priorities in the development of the training system. In the system of continuing education, coherence, interdependence, and consistency have been identified as priorities [1].

In our country, special attention is paid to education and youth education for the next 3 years. More than 10 Decrees and Resolutions of the President of the Republic of Uzbekistan on the development of a single education system have been adopted. On October 8, 2019, the Decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" was issued. Many universities are opening. Branches of foreign universities are being established. Coverage of young people in higher education has exceeded 20%. The salaries of teachers working in the secondary and higher education system are being increased. The words of the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his Address to the Oliy Majlis, to have a high level, knowledge and high spirituality is one of the top priorities before us [2]

The teacher-teacher system plays a key role in the quality of education and the effectiveness of education. It is necessary to develop a system of providing educational institutions with highly qualified teaching staff based on a market economy.

The quality of the speech is important, not the weight. It should be our goal to achieve a system in which the latest achievements of pedagogical technology, the use of advanced options of information technology. In particular, in higher education, the lecture should not be one-sided, but the student should become an active participant. In-service training should focus on improving the teaching skills of faculty members.

Particular attention should be paid to the provision of material and technical base for the organization of lessons in all respects. It is difficult to organize this work without equipping the audience with modern information technology. It is impossible to improve the quality of education without creating a material and technical base.

It is known from the experience of foreign universities that the integration of higher education and industry has a positive impact on its quality.

The work done in this area in our country is not in demand. Some universities and some manufacturing companies are cooperating in certain areas. This process must be continuous and systematic.

In our opinion, the issue of radically changing the activities in this area is on the agenda. The production must be directly involved in the process from the time the applicant is admitted to the time he or she goes to work. Manufacturing enterprises should be actively involved in the training of specialists. The question arises as to what should be the integration of higher education with industry.

As part of the World Bank's Academic Innovation Fund, a project on "Improving the quality of bachelor's and master's degree training by strengthening cooperation between industrial enterprises of Kashkadarya region and Karshi State University" is being implemented as a grant participant in the modernization of higher education institutions in Uzbekistan. We know that the Mubarek Gas



Processing Plant, one of the largest industrial enterprises in Uzbekistan, and the Talimarjan Thermal Power Plant are rapidly updating their technologies. Mainly foreign countries are importing new equipment and technologies and introducing them into production processes. Departments of higher education institutions that train staff are not able to actively participate in these processes. As a result, it is difficult for graduates of higher education institutions to start working as specialists in their production when they go to work. In production, they have to retrain for 2-3 months.

Some subjects taught in higher education institutions are not compatible with modern technology and new equipment of enterprises. The fact that the production of research work in higher education institutions should also make a positive contribution to the development of enterprises is not taken into account. In general, it is necessary to drastically improve the targeted training of personnel.

There should be cooperation agreements between production and training institutes and universities. Branches of university departments should be established in production, as well as educational and research centers that meet modern requirements should be established at the enterprise. It would be expedient for students to start with excursions, to have internships, to involve production specialists in teaching, to organize the implementation of graduate and master's dissertations directly in production enterprises. The level of compatibility of instruments and devices used in manufacturing enterprises with educational and research laboratories of higher education institutions should be constantly studied. Subjects taught in higher education and their curricula and programs should be regularly examined by specialists of manufacturing enterprises. Proposals in this area should be discussed in the Educational Methodological Council of higher education institutions and recommended to the educational process.

In general, in order to increase the effectiveness of interaction between higher education institutions and industrial enterprises in the country, a legal approach is needed, ie if the cooperation is based on the law, the obligations and responsibilities

of both industrial enterprises and higher education institutions will be clearly defined.

Another issue is that at least some of the students admitted to higher education institutions of the Republic on a contract basis should be funded by large industrial enterprises. The implementation of this proposal will allow, firstly, the production enterprises to train the personnel they need, and secondly, the social protection of low-income families.

We believe that at such a time when such huge opportunities are being created, there will be an important impetus for the quality of education in the education system to rise to the level of demand.

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**SHOIR HAYOTIDAGI TUBSIZLIK YOHUD ABDULLA ORIPOV QALBIDAGI  
ARMONLAR**

*Nurimbetova Go'zal Shavkat Qizi*

*“Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash  
muhandislar instituti” milliy tadqiqotlar universiteti*

**Annotatsiya**

Buyuk shoirning umr yo'li ko'pchilik havas qilgudek yorqin va sermazmun kechgan. Shunga qaramay qafasdagi bulbul erkin kuylay olmaganidek, Abdulla Oripov hayotidagi ba'zi to'siqlar ham unga erkin ijod qilishga qaysidir ma'noda to'sqinlik qilardi. Bilamizki, shoir irodasi mustahkam po'latdek turli tuman olovlarda toblanib nafis qog'oz parchalariga ko'chgan

**Kalit so'zlar:** Laureat, Navoiy, Rekviyem, fenomen, bashorat, baynalmilal

Abdulla Oripov o'zbek xalqining erka shoiri edi. Taqdir uning manglayiga og'ir sinovlarga, hasad va ig'voga, sovet davrida mafkuraviy idoralar tazyiqiga duch kelish qatorida ularning o'rnini qoplaydigan tovon sifatida xalqning suyukli, erka farzandi bo'lish baxtini ham bitgan ekan. Katta-kichik rasmiy mansabdor shaxslaru, qarindosh-urug'lar hamma (ayrim hasadgo'y hamkasblari va mahalliychi guruhbozlardan tashqari) uning injiqliklarini ko'tarar, xafa bo'lmas edi. Chunki aslida Abdulla Oripov qalbida hech kimga nisbatan bepisandlik, yoki dimog'dorlik yo'q edi. Oila davrasida ham, undan tashqarida mehmonlar va ulfatlar davralarida ham bunga ko'p guvoh bo'lganman. U ayrim qiliqlariga, aytgan gaplariga ertasiga izoh bergan, tushuntirgan. Ba'zan lozim topib o'zi aytgan, ba'zan “kecha biroz oshirib yubordingiz” deb sababini so'rganman. Men, jiyan bo'lsam-da, oilada shoirdan keyin tug'ilgan ilk o'g'il bola edim. Shu sabab uning bolalikdan menga mehri iliq, o'zgacha edi. Biror kishiga tanishtirsa: “Jiyanim, o'zim ko'tarib katta qilganman. Qarang, bugun qanday bo'lib ketgan”, deb qo'shib qo'yardi. Yoshlikdagi ko'p sirlarini, ijodiy rejalarini aytib turardi. Bunday “sirdoshlik” uzoq

yillar, o‘zaro ishonch umrbod saqlanib qoldi. Shu sabab ayrim narsalarni undan bemalol so‘rashga jur‘at etardim.



Dastlab u oilada mehr-muhabbat qurshovida ma‘naviy-ruhiy rag‘bat sharoitida o‘sdi. Oilada katta opasi va uch akasidan so‘ng to‘rtinchi o‘g‘il edi. Undan keyin yana uch qiz tug‘ilgan, jismonan zaifroq Abdullani butun oila mehr bilan erkalatib voyaga yetkazgan. Otasi — kolxoz raisi. Xo‘roz qichqirmasdan, dalaga jo‘naydi. Akalari maktabga ketadi. 3-4 yashar bolakay onasi yonida qoladi. Tabiatan juda qiziquvchan bo‘lgani uchun onasiga tinmasdan har xil savollar bergan. 5 yoshlardan boshlab onasining singillariga aytadigan allalari mazmunini fahmlay boshlagan, matallar, ertaklar, xalq qo‘shiqlariga, so‘zlar jarangiga, qofiyasiga qiziqqan. Abdulla Oripovning onasi e‘tiqodi juda mustahkam, xudojo‘y inson edi. Farzandidagi qiziqish bejiz emasligiga, “yuqoridan” berilganiga qattiq, sidqidildan ishongan bo‘lsa kerak. Shu sababdan vaqtini qizg‘anmasdan, kenjatoyiga xalq qo‘shiqlarini bilganicha aytib bergan. O‘zi bilan kitobxonlikka, qishloqdagi otinoyi qiroat bilan o‘qiydigan Navoiyni, Fuzuliyini, ayniqsa, Yassaviy, So‘fi Olloyor va boshqa diniy mualliflar kitoblarini tinglashga olib borgan. Maktabdan qaytgan akalaridan ham u she‘r va hikoyalarni ko‘p tinglagan. Oilada hech kim uning ra‘yini qaytarmagan, faqat rag‘batlantirgan. Onasi esa o‘g‘lining ko‘ngli nimani istayotganini oldindan his qilgan. U bolasi uchun barcha chigal savollarni yechadigan, har qanday darddan, qo‘rquvdan xalos qila oladigan najotkorga aylangan. Boladagi ijod uchqunini onasi

saqlab qola olgan, asta-sekin o'tga aylanishiga xizmat qilgan. Abdulla Oripovning shoir bo'lib yetishishida onasining tarbiyasi, duolari, Allohga iltijolari, shubhasiz, katta ahamiyat kasb etgan. Otasi ham so'zga chechan, juda obrazli iboralar yordamida har qanday oddiy voqeani jonlantirib yuboradigan inson edi. Og'zaki hikoya qilishda unga teng keladigan kishi yo'q edi desa, mubolag'a bo'lmaydi. Shoirning ba'zi bir syujetli, voqeaband she'rlari otasi hikoyalari asosida bitilgan. Buvisi, xudo rahmat qilsin, juda erta, 55 yoshda olamdan o'tdi. Shoir hali uylanmagan edi. Bu davrga kelib hayotning achchiq-chuchuklarini, hasad, xiyonat, ilk ayriliqlarni boshdan o'tkazgan. Lekin ona vafoti unga taqdirning o'sha paytdagi eng qaqshatqich zarbasi bo'ldi. Uning "Onajon" marsiyasi Abdulla Oripovni butun O'zbekistonga uzil-kesil tanitdi, xalqning suyukli shoiriga aylantirdi. Ozod Sharofiddinov to'g'ri e'tirof etganidek, marsiya inson ruhiyatiga, ongiga ta'sir qilish kuchiga ko'ra Motsartning Rekviyem qatorida turadi. Shoir butun umri davomida onasini sog'inib, u bilan xayolan muloqot qilib yashadi. Buni uning she'rlaridan ham bilib olish mumkin. 1992-yilda "Muloqot" deb nomlangan she'rida shunday yozgan edi:

- Baxtsizman, toleim kulmaydi,  
Onajon, qoshingga ketayin.
- Ketganlar hech qaytib kelmaydi,  
Bardosh qil, deyman, oh netayin...
- Chorlasang, madadkor bo'lolsang,  
Visoling ruhimni shod etar.
- Sen ham gar yo'qlikka yo'l olsang,  
Borliqda kim meni yod etar.



Bu she'rni Abdulla Oripov 1992-yilda yozgan. O'sha shunday kunlarda ham onasini eslasa, yuragi zirqirab, sog'inch hissi ona tomonga tortgan. Abdulla Oripovga e'zozli munosabat o'quvchilik va talabalik yillarida ham davom etdi. U 6 yoshda maktabga borgan. Jussasi boshqa bolalarnikidan kichik, biroq tili biyron, zehni o'tkir. O'qituvchilar savoliga javob berishga doimo shay, va eng asosiysi, so'zlarni qofiyalab she'r to'qiy oladi. Sinfdoshlari, muallimlari uni yaxshi ko'rib qolishgan. Qolaversa, xalqimiz mentaliteti, qadriyatlar tizimi bilan bog'liq yana bir omil haqida gapirish kerak. Biz, o'zbeklarda, to'g'rirog'i, ko'pchilik sharq xalqlarida ota-bobolar xizmati va obro'si bolalari foydasiga ishlaydi. Nasl-nasab masalasi doimo el e'tiborida turgan. "Palagi toza", "yaxshi odamlar farzandi" kabi ko'plab naqlar, baholar o'z-o'zidan paydo bo'lmagan. Bolalarga baho, undan kelajakda nima kutish mumkinligi, u qanday inson bo'lib yetishishi mumkinligini birinchi galda nasl-nasabiga qarab bashorat qilingan. Agar bu bashorat oqlansa, elning hurmati va e'zozlari yana-da oshgan. Oqlanmasa, ota-bobolarning obro'siga putur yetmagan, faqat uning o'ziga nisbatan afsuslanish bildirilgan: "Ota-boblari qanday ulug' insonlar edi, afsus, falonchi ularga o'xshamadi".Shoirning otasi Orif Ubaydullayev uzoq yillar kolxozda raislik qilgan. Urush va undan keyingi qahatchilik, ocharchilik yillarida ko'p joylarda odamlar ochlikdan kunjara yeb, jigari shishib nobud bo'lgan. Orif bobo raislik qilgan kolxozda (unga besh qishloq qaragan) birorta odam ochlikdan nobud bo'lmagan. Men bobomdan sababini so'rganman.

— Kimdir ishga chiqmay, yoki qishloqda ko‘rinmay qolsa, kechasi uyiga maxsus tayinlangan ikki kishi — bir erkak, bir ayol (yog‘li qatlama va ikkita non olib yurardi) borardi. Ochlikdan sillasi qurib yiqilgan kishiga (er-xotinga) tepasida turib yarimta qatlama va yarimta non yedirardi. “Qatlama va nonni o‘zlariga qoldirib kelmaysan, ko‘zlaring oldida yesin”, degan topshiriq berilgandi ularga. Sababi, qoldirib kelsa, o‘zlari yemasdan, bolalari uyg‘ongandan keyin, ularga beradi. Shusiz ham odamlarimiz topganini bolalariga yedirardi.

Urush yillari kolxozlarda texnika deyarli bo‘lmagan. MTSlardan yaroqli traktorlar va mashinalar front uchun olib qo‘yilgan. Deyarli barcha ish qo‘lda bajarilgan. Yanchilgan g‘alla kolxozning omborida to‘plangan, tozalangan, qoplarga joylanib, don tayyorlash idorasiga (zagotzerno) jo‘natilgan. Nihoyatda shafqatsiz va og‘ir yillar. Dalada qolib ketgan mashoqni terganlar yetti yilga qamalgan. Dalalarni NKVD xodimlari otda aylanib nazorat qilgan. Erkaklar frontda. Bir-ikki qaytganlar esa mayib, nogiron — bir qo‘li yoki oyog‘i yo‘q. Asosiy ish ayollar, o‘smirlar va keksalar gardaniga tushgan. Ochiqcha odamlarga biror kilogramm g‘alla berib bo‘lmaydi. Rais xirmonda ishlashga, don tozalashga jalb qilingan ayollarga erining yo otasining mahsi kiyadigan kalishida kelishini talab qilgan. Tabiiyki, xirmondan qaytayotgan har bir ayolning, yo o‘smir bolaning oyog‘idagi kalishga 150-200 grammacha bug‘doy kirib qolgan. Rais odamlarni ocharchilikdan saqlashning mavsumga qarab boshqa turli yo‘llarini izlab topgan. Har bir qishloqda uyma-uy yuradigan tungi navbatchilar (qatlama va non bilan)dan tashqari, qo‘zilagan qo‘ylarni sog‘dirib, brinza pishirtirgan, shakar tushadigan yantoqzorlarni mol kirishidan qo‘riqlab, shakar tushgach, odamlarga yantoqzorni taqsimlab bergan. O‘zidan qolgan nochor oilalarga yantoq shakar jamg‘arishda yordam uyushtirgan. Qorako‘l teriga so‘yilgan qo‘zilarning barra go‘shini nafaqat kolxozchilarga, shuningdek, mehnat kuni yo‘q kishilarga (qariyalar, yoki bolali ayollarga, kasallarga) ba‘zan shaharliklarga ham frontchining oila a‘zosi sifatida bepul tarqattirgan. O‘sha paytdagi ayrim raislardek qamchisidan qon tommagan, birovlarining haqqiga, beva xotin-xalajiga ko‘z olaytirmagan. Bu aslida urug‘-aymoqchilik munosabatlari ancha-muncha saqlanib qolgan bizning qishloqlarda

deyarli hech kimning xayoliga ham kelmagan, chunki bir-birini qarindosh hisoblagan. Juda halol, pokdomon, imonli va g'amxo'r rais bo'lgani uchun u kishini el qattiq hurmat qilardi. Bobom nafaqaga chiqqandan keyin ham 35 yil hurmat-izzatda umr ko'rdi. Beva-bechoralar duosi tufayli bo'lsa kerak, to'shakda yotadigan kasalga chalinmadi, xotirasini, hushini yo'qotmadi. Hech kimga og'iri tushmasdan, oyoqda yurib, 93 yoshda dunyodan o'tdi. Yuqorida aytganimdek, bobom ajoyib suhbatdosh edi, tili jonli, obrazlarga, o'xshatishlarga boy, juda ta'sirchan bo'lib, agar biror narsani hikoya qilib qolsa, tinglovchini bir zumda rom qilib qo'yardi. Ana shunday so'zga didi baland ota-ona farzandi Abdulla Oripovning shoir bo'lib tug'ilishi tabiiy edi. Uning fenomenini anglashda, albatta, irsiyati, ota-onasidan nasliy o'tgan xislatlari, fe'l-atvorini ham hisobga olish joiz. Shoir xalqparvarlikni, odamlar dardini o'ziga olishni, kuyunchaklikni, dilkash suhbatdoshlikni otasidan o'rgangan edi.

Abdulla Oripov maktabni 1958-yilda oltin medal bilan bitirdi. O'rta Osiyo davlat universiteti jurnalistika bo'limiga o'qishga kirdi. Universitetda ham unga maktabdagidek ardoqli munosabat davom etgan. O'qituvchilari, kursdoshlari — deyarli hamma unga yaxshi munosabatda bo'lgan. Har kimga munosabat avvalo uning o'zini qanday tutishiga, muomalasiga, fe'l-atvoriga qarab shakllanadi. Abdulla Oripov olis viloyatlardan kelgan barcha qishloqi yigitlar kabi soddadil, biroz tortinchoq, ishonuvchan, birovni alday olmaydigan talaba bo'lgan. Kiyim-kechagi odmiroq esa-da, ko'zi to'q, molparastlikdan yiroq. Qo'li ochiq. Paxta terimiga chiqqanda, shiyponda uyushtiriladigan mushoiralar, savol-javoblarda doimo ilg'orlar qatoridan joy olgan. She'rlari muntazam fakultetning devoriy gazetasida chiqib turgan. Shunday u fakultetning erkatoyiga aylangan. She'rlari matbuot yuzini ko'ra boshlagan. Yuqori kurslarda o'qigandayoq uning nomi tanilib qoldi. 60 yillar ikkinchi yarmida esa katta dovruc qozondi. Uning she'rlariga xos samimiylik va halollik, xudbinlik, soxta, yolg'on tuyg'ularning begonaligi, go'zal istioralar, tashbehtar, kutilmagan obrazlar, nostandart badiiy tafakkur, nohayotiy adabiy andozalardan dadil voz kecha olish, yangicha nigoh va idrok o'quvchilarga yoqib tushdi. Yosh shoirning jur'ati hammani lol qoldirgan edi. Vatanni sidqidildan



sevish, sovetcha “baynalmila” g‘ururni emas, o‘zbekcha milliy g‘ururni, milliy vatanparvarlikni baralla kuylash, xalq deb o‘kinish odamlar qalbida chuqur aks-sado berdi. Xalq uning siyomosida qatag‘onga uchrab, armonga aylanib qolgan Cho‘lpon va Usmon Nosir kabi farzandlarining davomchisini ko‘rdi. Yosh shoirning mashhurligi o‘sgan sari, tevaragida tegishli idoralar topshirig‘iga ko‘ra zimdan nazorat va chaqimchilik qiladigan “do‘stlar”, “ulfatlar” paydo bo‘la boshladi. Bundan ham yomoni — qalamkash hamkasblari orasida xayrixohlar qatorida hasadgo‘ylar ham ko‘paydi. Lekin sovet davlatining ba’zi bir rasmiy idoralari jamoatchilik fikrini, xalq mehr-muhabbatini hisobga olishga majbur edi. Bundan tashqari, O‘zbekistonning birinchi rahbari Sharof Rashidovning va uning ayrim safdoshlarining shaxsiy mehri va ixlosi ham bor edi. Ular shoirga nisbatan turli fisqu fasodlarga, nayranglarga e’tibor berishmadi. Aksincha, turli ig‘volardan, birinchi galda O‘zbekistonga bo‘ysunmaydigan sobiq markazdan boshqariladigan idoralardan himoyalash uchun dastlab uni komsomol, so‘ng O‘zbekiston davlat mukofoti bilan taqdirlashdi. Shoirga laureat unvonlarini berish, avvalo iste’dodi va asarlarini tan olish bo‘lsa, boshqa tomondan, uni himoya qilish uchun zarur vosita edi. Chunki Moskvadagi ayrim mafkurachilar uni millatchilikda ayblashga urinib kelardi. Hasadgo‘ylar laureatlikni o‘zlaricha talqin qildilar: go‘yoki Abdulla Oripov sovet tuzumiga maddohlik tufayli unvonlarga erishdi. “Yo, tavba” deysan. Axir Abdulla Oripov xalqni uyg‘otgan, istiqloлга chorlagan, milliy g‘ururni yuksaltirgan ijodkorlardan biri-ku! Nafaqat respublika boshliqlari, viloyatlarning ko‘pchilik boshliqlari, ayniqsa vatanparvarlikka moyil, g‘ururi balandlari ham shoirni ardoqlay boshladilar. Mustaqillik yillari bunday munosabat yangi bosqichga ko‘tarildi. Chunki xalq ham, rahbarlar ham haqqoniy ravishda Abdulla Oripovni mustaqillik jarchisi va kuychisi sifatida qabul qilar edi. Andijonu Farg‘onada, Jizzaxu Sirdaryoda, Xorazmu Qoraqalpoqda, Samarqand u Buxoroda — butun O‘zbekistonda hurmati yuksak, unga nisbatan xalq mehri qaynoq edi. Ayniqsa, 1996 — 2001-yillardagi Jizzax viloyati hokimi shoirga har tomonlama, birinchi galda yosh qalamkashlarni rag‘batlantirish, o‘qitish borasida yordamini ayamadi. U

kishining tashabbusi va amaliy ko‘magi bilan so‘lim Zominda yosh ijodkorlar uchun doimiy harakatdagi seminar, O‘ZMU da Oliy Adabiyot kurslari tashkil etildi.

70 yillardan boshlab Qashqadaryo viloyat rahbarlari uni tez-tez taklif qiladigan bo‘lishdi. Qashqadaryoliklar ham uni orziqib kutar, u bilan faxrlanar edi. Uchrashuvlarda zalga odam sig‘mas, hatto o‘tish yo‘laklari tinglovchilarga to‘lib ketardi. Abdulla Oripovning 50 va 60 yoshlik to‘ylari nishonlanganda, Qo‘ng‘irtov etaklari xalq sayilgohiga aylanib ketgandi. Ayniqsa 2001-yilda xalq oqimi juda katta bo‘lgan edi. 70 yillar boshida viloyat partiya qo‘mitasi birinchi kotibi Ro‘zimat G‘oipov shoirga Gaz-24 “Volga” avtomobili olishi uchun qaror chiqartirgan. Islom Karimov viloyatda rahbar bo‘lganda, shoirga har tomonlama yordam ko‘rsatdi. Mualliflik huquqini himoya qilish respublika bo‘limi raisligiga, O‘zbekiston Xalq shoiri unvoniga viloyat mehnatkashlari nomidan tavsiya etdi. Alixon Rahmatovich Otajonov Abdulla Oripovga Qarshi shahrida kottej tipidagi uy-joy qurdirdi. 17 yoshida tug‘ilgan qishlog‘idan o‘qishga ketib, toshkentlik bo‘lib qolgan shoirning na qishlog‘ida, na Qarshi shahrida uy-joyi yo‘q edi. Ozod Parmonov shoirning tavallud kuni munosabati bilan, unga oq ot hadya qilib, ko‘pchilikning ko‘z o‘ngida ko‘tarib mindirib qo‘ydi. Baxtiyor Hamidov shoirga 60 yilligi Qarshida nishonlanayotganda yengil avtomobil kalitini tantanali topshirdi.



Nuriddin Zayniyev Abdulla Oripovni har tomonlama qo‘llab-quvvatladi, Do‘rmondagi hovlisini rekonstruksiya qilishda yordamlashdi. Shoirning hovlisiga qoraqalpoqlar o‘tov o‘rnatib bergandi. Tanish-notanish odamlar uni mehmon qilgisi,

esdalik uchun biror narsa bergisi kelardi. Yaqin qarindoshlar yoki do'stlardan o'ziga to'qlari cho'ntagiga to'rt-besh so'm tiqib qo'yishga intilardi. Otam Panji Erkayev, qaynotam Temir Mirzayev va boshqalarning bunday qilgani o'zim ko'p bor kuzatganman. Kayfi chog' shoir o'z navbatida o'rtamiyona kun kechiradigan boshqa qarindoshlariga yoki bechorahol qishloqdoshlariga cho'ntagidagi pullarni, olgan sovg'a-salomlarning ko'pchiligini tarqatardi. Saxiy inson edi. Menimcha, saxiy bo'lmagan shoir ijodda yuksaklikka erisha olmaydi. Chunki qalbi tubidagi tuyg'ularini, zavq-shavqini, dardlarini birovlardan qizg'anadi. O'zligini borligicha berolmaydi.

Abdulla Oripovning o'zi ham xalqning erka shoiri ekanini yaxshi bilardi. Ba'zan sarxushlikda ayrim davradoshlariga, ayrim mahalliy mansabdorlarga oshiribroq gapirib qo'ysa, ertasi kuni «bir erkalik qilgim keldi-da», deb shunday samimiy aytar ediki, hamma jilmayib, yana unga zavq va mehr bilar qarardi. Men ancha xijolat bo'lib, keyinroq hushyor davradoshlardan shoirdan falonchi xafa emasmi, deb so'rardim. "Shoir hech kimga, hech qachon adolatsiz gapirmaydi. Falonchi falon ishlari uchun ta'zirini yedi. Bundan hammamiz xursand bo'ldik", - degan javobni ko'plab marta eshitganman. Shoir ijodining, hayotining katta qismi shunday erkatoylikda o'tdi. Ammo...

Abdulla Oripovning muxolif hasadgo'ylari baribir maqsadiga qisman erishdi. Shubhakorligi keksaygan sari kuchayib borayotgan davlat rahbarini shoir umrining so'nggi yillarida undan aynitishdi. Do'rmondagi yozuvchilarning ijod uyini kapital ta'mirlash boshlanishi bilan u Yozuvchilar uyushmasi raisligidan iste'foga chiqarilib, faxriy raislikka o'tkazildi. Oylik maoshining 75 foizi, xizmat mashinasi, ish kabineti saqlab qolindi. Tashqi tomondan hammasi joyidagidek edi. Ammo she'rlarining vaqtli matbuotda chop etilishiga, radio va televideniya o'qilishiga pinhona taqiq qo'yildi. Xizmat mashinasi yonilg'isiga limit ajratilmadi. Uni jamoatchilikdan uzib qo'yishning turli usullari qo'llandi. "Abdulla Oripovning uyi kuzatuvda, borsang qora ro'yxatga tushasan, mansabingdan ayrilasan" qabilida gaplar tarqatildi. Bir kuni shoirmi ko'rgani bordim. O'zimcha tasalli berishga, kayfiyatini ko'tarishga harakat qildim. "Bundan yomonlarini ilgari boshdan

o‘tkazgansiz. Bunisi ham o‘tib ketadi”, — dedim. “To‘g‘ri, shunday-kuya. Noshukurchilik qilayotganim yo‘q. Meni Sharof aka tishining kavagida asragandek 15 yil asradi. Aks holda o‘sha yillarda yo‘q qilib yuborishar edi. 20 yil Islom aka qattiq qo‘llab-quvvatladi. Ikkalasiga ham rahmat. Taqdirimda ijod yo‘limning boshlarida va oxirida og‘ir sinovga duch kelish bor ekan. Nachora!” — dedi horg‘in, lekin qat‘iy ohangda.

Ijod uyi ta‘mirdan chiqqandan keyin, davlat rahbarining ijodkorlarni yana-da qo‘llab-quvvatlashiga qaratilgan qarori chiqdi. Qarorda, qizig‘i, yosh ijodkorlar uchun Zominda seminar tashkil etilishi belgilangan edi. Ba‘zi qalamkashlar ehtiros bilan bunday himmat uchun yurtboshiga OAVda cheksiz minnatdorchilik bildirdilar.

Yana “tavba” deyishdan boshqa ilojing yo‘q. Axir ijodiy seminarlar bungacha qator yillar davomida Zominda o‘tkazib kelinayotgan edi-ku! Uni tashkil etish, xarajatlarini ko‘tarish dastlab Jizzax viloyati hokimi, keyingi yillarda Respublika hukumati boshlig‘ining bevosita yordamida amalga oshirilgan edi. Shoirning uyushmadagi o‘z faoliyatidan qoniqadigan, hatto faxrlanadigan ishlaridan birinchisi — Do‘rmondagi ijod uyini va kottejlarini, boshqa respublikalardan farqli, xususiylashtirishdan saqlab qolgani bo‘lsa, ikkinchisi — Zomindagi yosh ijodkorlar uchun tashkil qilingan seminar, uchinchisi O‘zMU huzurida Adabiyot oliy kurslarining yo‘lga qo‘yilgani edi. Lekin yuqorida eslangan qarorga kirmay qolgani uchun Adabiyot oliy kurslari faoliyati to‘xtab qoldi. Amalda bu olg‘a siljish emas, ushbu masalada ortga ketish edi. Respublika rahbariyati o‘zgargandan keyin, Abdulla Oripovga nisbatan adolat yana tiklandi. Ammo shoirning yerdagi umri nihoyasiga yetib bo‘lgan edi.



Bugun yangi rahbar tashabbusi bilan Adabiyot oliy kurslari yana faoliyat yurityapti. Shoir she'rlari, asarlari katta adadlarda bosilmoqda. Nomi abadiylashtirilmoqda. Toshkentda Adiblar xiyobonida, Qarshining markazida unga haykal o'rnatildi. Qarshida uning nomida ijod maktabi tashkil etildi. Davlat rahbarining Abdulla Oripov tavalludining 80 yilligini nishonlash to'g'risidagi qarorida uning nomini abadiylashtirishni, hayotini, ijodini chuqur o'rganish va targ'ib etishni yana-da kuchaytirish belgilangan. Bu yangilanayotgan O'zbekistonda inson qadr-qimmatiga, ayniqsa xalqning asl farzandlari xotirasiga munosabat o'zgarganidan dalolatdir. Abdulla Oripov hayotidagi paradoks — bir tomondan umumxalq mehri, hurmat-izzat, yuksak unvonlar va mukofotlar, ikkinchi tomondan, hasadgo'y raqiblar ig'vosi, ular tufayli turmushining zaqqumga aylangani — shoir fenomenining o'ziga xos bir bo'lagidir. Bu ikki qarama-qarshi munosabatni, unga nisbatan mehr-muhabbatni va ayrim kimsalar nafratini xaspo'shlab ham, inkor qilib ham bo'lmaydi. Borligicha qabul qilish kerak. Faqat hasadgo'ylar soni xalq soni oldida sezilmasligi shoir ruhi pokiga taskin berayotgan bo'lsa ajab emas.



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**THE EVOLUTION OF PUBLIC DIPLOMACY IN INTERNATIONAL RELATIONS**

***Khalilov Ravshan***

*Master's student in International relations and world politics*

*At Tashkent State University Of Oriental Studies, Uzbekistan*

**ABSTRACT.** Public diplomacy plays an important role in the foreign policy of states. Moreover, its evolution helps understand how independent states have used it in their foreign policy and international relations. This article reveals the evolution of public diplomacy, and how it has been used by countries.

**KEYWORDS.** Public diplomacy, Voice of America, Cold War, Fulbright-Hayes Act, United Nations (U.N.) General Assembly,

**INTRODUCTION.** Although the term of public diplomacy is considered as a new concept in the sphere of international relations, the origin of the public diplomacy goes back when countries began establishing initial relations as an independent nation. It is true that in the past the majority of countries strongly convinced in army, military tactics and general's military abilities. At that time, political concepts like public opinion, public relations and public diplomacy were less common. As time went by, states put much more emphasis on building economic and diplomatic relations as well as they started to ally with other nations to win various wars and fight against a wide range of pirates. As a result, countries began using diplomacy as a tool of foreign policy. However, military power remained the primary method of solving international conflicts rather than diplomacy.

**METHODS.** In this article systematic, logical-comparative analysis and historical methods have been adequately used.

**RESULTS.** Public diplomacy gradually developed during XIV century in conjunction with appearance of new states. The term of "public diplomacy" was initially used in "Times" magazine in January 1856. It is used merely as a synonym for civility in a piece criticizing the posturing of President Franklin Pierce. "The

statesmen of America must recollect,” the Times opined, “that, if they have to make, as they conceive, a certain impression upon us, they have also to set an example for their own people, and there are few examples so catching as those of public diplomacy.”<sup>1</sup>

It is clear from this piece of early information, public diplomacy was seen as a component of people. In addition, the first use in official context quoted by the New York Times was in January 1871, in reporting a Congressional debate. Representative Samuel S. Cox (a Democrat from New York, and a former journalist) spoke in high dudgeon against secret intrigue to annex the Republic of Dominica, noting he believed in “open, public diplomacy.”<sup>2</sup> These magazines provided information on the first use of “public diplomacy” in journalism. But they didn’t offer exact meaning of public diplomacy due to lack of scientific research. However, in the subsequent century, public diplomacy was used in broad context. For instance, US President Woodrow Wilson in 1917 formulated a Committee on public information with the aim to inform foreign audience about the foreign policy goals of USA. Later on USA Public Diplomacy initiative include: cultural exchange programme in Latin America, International visitors programme, Radio Free Europe, Voice of America, Radio Free Europe, Radio Liberty, Fulbright exchange program, US information Agency, US International communications Agency.<sup>3</sup> Moreover, During the Great War the phrase “public diplomacy” was widely used to describe a cluster of new diplomatic practices. These practices ranged from successive German statements on submarine warfare policy, through public declarations of terms for peace, to Woodrow Wilson’s idealistic vision—as expressed in the opening point of his “fourteen points” speech of January 8, 1918—of an entire international system founded on “open covenants of peace, openly arrived at.” Many writers at the time preferred the phrase “open diplomacy” for this, but “public diplomacy” had its adherents and seems to have been given further currency by reporting French use of

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<sup>1</sup> Nancy Snow Syracuse University Philip M. Taylor University of Leeds “Routledge Handbook of Public Diplomacy”. 2009. P-19.

<sup>2</sup> Ibid. P-19

<sup>3</sup> Dr. Saima Ashraf Kayani and Dr. Muhammad Saif ur Rehman. “PUBLIC DIPLOMACY: A NEW FOREIGN POLICY PARADIGM” Margalla Papers 2015. P-55-56.



the phrase “*diplomatie publique*”<sup>4</sup>. The New York Times used the phrase on May 9, 1916 in its coverage of the so-called Sussex Pledge, a declaration issued on May 4 by the German government to restrict its submarine warfare. Reviewing U.S. reactions to the pledge the New York Times quoted an editorial from that day’s Boston Herald, which declared: “One of the evils of public diplomacy is the necessity of continued letter-writing, in which the responsible head of each nation must save his face with his own people as well as communicate his purposes to the other side.”<sup>5</sup> Besides that institutionalization of public diplomacy began under Woodrow Wilson who established a Committee on Public Information (CPI) led by George Creel. The CPI was the US government’s first formal government agency for providing information to foreign publics. It initially began as a program to inform domestic opinion but, starting in 1917, it was given a mandate to address foreign audiences as well. Creel called it “the fight for the mind of mankind.” The CPI had a foreign section which produced news and picture services, and arranged for foreign journalists to visit the United States. It also disseminated Hollywood films abroad. Those were clearly public diplomacy projects, antecedents of today’s programs. But the CPI ended in 1919 when the war ended; Congress withdrew funding, saying it had been too partisan.<sup>6</sup> It is clear that during the World War I the US initiated to practically utilize Public Diplomacy as a tool of foreign policy.

In the second half of the 20<sup>th</sup> century, the US became much more active to use public diplomacy. In 1940, President Franklin D. Roosevelt appointed Nelson Rockefeller as Coordinator for Commercial and of Cultural Relations, renamed in 1941 as the Coordinator of Inter-American Affairs. His staff opened libraries and bi-national centers and established exchange programs, sponsored traveling musical presentations and art exhibitions, and published a magazine. Roosevelt’s prewar public diplomacy was therefore focused on Latin America. But in 1941, while the United States was at war with Germany, President Roosevelt broadened the concept. He established the Office of the Coordinator of Information (later the Office of

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<sup>4</sup> Nancy Snow Syracuse University Philip M. Taylor University of Leeds “Routledge Handbook of Public Diplomacy”. 2009. P-20.

<sup>5</sup> Ibid. P-20.

<sup>6</sup> William A. Rugh. Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics. 2014. P-8.

Strategic Services, OSS), that had a “Foreign Information Service” (FIS). Roosevelt appointed Robert Sherwood, his speechwriter and a playwright, to head FIS. The new FIS opened ten information offices around the world, each called the US Information Service (USIS), a name that was used throughout the rest of the century.<sup>7</sup> Those affords played a crucial role to expand the concept of public diplomacy. Because they were carried out in a practical way. As a result, that circumstance created an opportunity for other countries to accept public diplomacy.

The post-war years saw both a reassessment of Wilson and a reemergence of the term public diplomacy. In 1946, the Belgian foreign minister Paul-Henri Spaak spoke enthusiastically of “this age of public diplomacy” during the inaugural session of the United Nations (U.N.) General Assembly in October. In Britain the London Times denounced public diplomacy as one of the “catch-phrases and slogans masquerading as principles of foreign policy,” and endorsed a call from diplomat and politician Harold Nicolson for a return to private diplomacy.<sup>8</sup> Moreover, the practical use of public diplomacy is usually seen in the foreign policy of the US. After the World War II, the US put enough emphasis on undertaking public diplomacy. In June 1942, Roosevelt created the Office of War Information (OWI), which operated Voice of America (VOA) and an expanding chain of information centers around the world. It also published and distributed magazines and books abroad and worked with Hollywood to produce and distribute films abroad. President Truman abolished OWI in 1945 at the end of the war, but transferred its overseas information activities including information, broadcasting and exchanges to the Department of State. Psychological operations continued separately under the Department of Defense. That year, Congress authorized spending for educational exchanges, when Senator J. William Fulbright, a Rhodes Scholar, proposed that proceeds from the sale of surplus property be used to fund educational exchange programs. In August 1946, Congress passed an act to amend the Surplus Property Act of 1944, authorizing expanded educational exchanges. The first agreement was

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<sup>7</sup> William A. Rugh. *Front Line Public Diplomacy How 82 Embassies Communicate with Foreign Publics*. 2014. P-8.

<sup>8</sup> Nancy Snow Syracuse University, Philip M. Taylor University of Leeds “Routledge Handbook of Public Diplomacy”. 2009. P-20.

signed in November 1947 to bring Chinese students to the United States, and the first American “Fulbrighters” left for Burma in the fall of 1948.<sup>9</sup> In general, it became clear that developed countries modified their foreign policy from “hard power” which is using a wide range of weapons to impact on other countries to “soft power”. The main characteristics of this sort of policy was that any independent states either developed or underdeveloped could afford to take part in international political situations.

It would be mistake If we said the only USA used public diplomacy as a tool of foreign policy. Like USA, former Soviet Union also comprehended the importance of public opinion. In 1955, Moscow formulated the Soviet All-Union Society for Cultural Relations with Foreign Countries (VOKS), with the aim to revive Soviet American cultural exchanges. Thus cultural agreement in 1958 was signed between the two rivals. While the visit of VOKS delegation to USA was highly publicized. Both the nations realized the "usefulness of exhibits as an effective means of developing mutual understanding." It was all about presenting Soviet technology, industry, and culture to the USA citizens. The US held The American National Exhibition in Moscow in 1959. This exhibition tried to present the American achievements in the field of technology, fashion, art, culture, to soviet citizens.<sup>10</sup> It is clear that former Soviet Union comprehended the benefits of public diplomacy to maximize its partners around the world.

Additionally, during the cold war the importance of public diplomacy significantly increased. Because, after undergoing a couple of economically and mentally tough wars not only individuals but also officials became so vulnerable to fight against ideas. Instead, most of them preferred putting a great emphasis on public diplomacy and cultural diplomacy. At that era the US also continued and evolved the way utilizing public diplomacy. As the Cold War intensified, Congress saw this as reason to pass new legislation supporting public diplomacy. In January 1948, Truman signed Public Law 402, informally called the Smith-Mundt Act. It has

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<sup>9</sup> William A. Rugh. Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics. 2014. P-9-10.

<sup>10</sup> Dr. Saima Ashraf Kayani and Dr. Muhammad Saif ur Rehman. “PUBLIC DIPLOMACY: A NEW FOREIGN POLICY PARADIGM” Margalla Papers 2015. P-56.

been amended since 1948, but it remains today the most important legislative foundation for the US government's entire public diplomacy program. Its purpose was "to enable the Government of the United States to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries. Among the means to be used in achieving these objectives are...an information service to disseminate abroad information about the United States, its people, and policies promulgated by the Congress, the President, the Secretary of State and other responsible officials of Government having to do with matters affecting foreign affairs." The Act said that information dissemination should be accomplished "through press, publications, radio, motion pictures, and other information media, and through information centers abroad."<sup>11</sup>

In addition, during the Cold War, the development of policy and instruments of public diplomacy intensified. The decade following World War II saw the establishment of the Fulbright program, re-education programs for Germany and Japan, and the journal *Problems of Communism*. The Central Intelligence Agency launched Radio Free Europe for the satellite countries of East Central Europe and Radio Liberty for the various nationalities of the Soviet Union. Then, in 1953, the various information and cultural diplomacy activities of the government were consolidated into a single new agency, the U.S. Information Agency. Over time, public diplomacy programs expanded under USIA to include production of new periodicals targeted to foreign audiences, exhibitions abroad, book and library programs, and the distribution of film and television programming.<sup>12</sup>

In 1961, Congress passed the Mutual Educational and Cultural Exchange Act of 1961, informally called the Fulbright-Hayes Act. This act consolidated existing programs, added initiatives in book translations, exhibitions and American studies, and provided for new cultural centers abroad. It said its purpose was "to strengthen the ties that unite us with other nations by demonstrating the educational, cultural

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<sup>11</sup> William A. Rugh. *Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics*. 2014. P-9-10.

<sup>12</sup> John Lenczowski. "Full Spectrum Diplomacy and Grand Strategy Reforming the Structure and Culture of U.S. Foreign Policy." 2011. P-28.

interests, developments and achievements of the people of the United States and other nations, and the contributions being made toward a more peaceful and fruitful life for the people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world.” It authorized funding for educational exchanges for study, research, instruction, and other educational activities, and it authorized cultural exchanges in music, arts, sports, or any other form of cultural expression.<sup>13</sup> The main peculiarity of this period is that some countries paid special attention to both education and culture as well as art. These are usually considered as a primary component of public and cultural diplomacy. Because they have a considerable opportunity to gather a wide range of people and cultures around the world. Besides that during this period student exchange programs became more and more popular. However, there are positive and negative aspects of this circumstance. On the one hand, by means of student exchange programs, students are likely to acquire contemporary knowledge. On the other hand, students might be negatively influenced when they study abroad. The reason why they might experience cultural shock, language barrier and accept negative political and religious thoughts as well. For this reason, governments and officials have to be careful to establish partnership with much more powerful countries than themselves.

The Cold War also witnessed the development of other programs and agencies involved in public diplomacy. These included foreign aid programs, the launching of the Peace Corps, disaster relief efforts, other humanitarian aid initiatives, and U.S. involvement in international organizations with such initiatives as the Ten-Year Health Plan for the Americas through the Pan-American Health Organization.<sup>14</sup>

At that time Soviet Union was also active to implement public diplomacy. Soviet Union fully utilized Radio Moscow which by 1970, broadcast in 70

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<sup>13</sup> William A. Rugh. *Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics*. 2014. P-9-12.

<sup>14</sup> John Lenczowski. “Full Spectrum Diplomacy and Grand Strategy Reforming the Structure and Culture of U.S. Foreign Policy”. 2011. P-28-29.

languages. Soviet used movies, television, books and all kinds of media.<sup>15</sup> It shows that Soviet Union attempted to spread its ideology by expanding cultural aspects of socialism.

In these early years, various terms were applied to the US government's communication efforts abroad, including international communication, educational and cultural exchange, or both. Then in 1966, Edmund Gullion, a retired foreign service officer who was the dean of the Fletcher School at Tufts University, proposed the term "public diplomacy" and it stuck. Although Gullion's original formulation did not confine the term to activities by the government, US officials have consistently used it to mean only the US government's efforts to communicate with foreign audiences.<sup>16</sup> Gullion's term "public diplomacy" covered every aspect of the United States Information Agency (USIA) activity and a number of the cultural and exchange functions jealously guarded by the Department of State.<sup>17</sup>

During the Cold War, the U.S. government also embarked on numerous projects that some have characterized as "political action" or "political warfare" but which were so targeted toward influencing foreign opinion that they could also be properly considered public diplomacy. Some of these were run by the Central Intelligence Agency and some were coordinated under the auspices of the newly formed Psychological Strategy Board and its successor, the Operations Control Board. These projects involved the creation and support of political, intellectual, and cultural organizations which promoted the values and principles of the United States.<sup>18</sup> These facts demonstrates how the US and other countries enforced in real life. However positive they seem, their original essence outweigh all of the actions, namely supporting underdeveloped nations or providing a wide range of grants for students. It is considered that prior to establishing cultural relations or accepting various grants, special political scholars have to analyze the primary aim of

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<sup>15</sup> Dr. Saima Ashraf Kayani and Dr. Muhammad Saib Rehman. "PUBLIC DIPLOMACY: A NEW FOREIGN POLICY PARADIGM" Margalla Papers 2015. P-56.

<sup>16</sup> William A. Rugh. Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics. 2014. P-9-12.

<sup>17</sup> Nancy Snow Syracuse University, Philip M. Taylor University of Leeds "Routledge Handbook of Public Diplomacy". 2009. P-21.

<sup>18</sup> John Lenczowski. "Full Spectrum Diplomacy and Grand Strategy Reforming the Structure and Culture of U.S. Foreign Policy. 2011. P-28-29

forthcoming partners. Because, even making minor mistake during negotiation process, the decision of current government might impact on subsequent generations in a negative way.

Moreover, public diplomacy continued developing in the subsequent years. During the course of the 1990s the term public diplomacy finally entered common use in foreign policy circles overseas. In Britain, for example, the Blair government established a Public Diplomacy Strategy Board.<sup>19</sup> A major change in the organizational structure of American public diplomacy took place in 1999 when Congress passed legislation abolishing USIA and merging most of its functions into the State Department. Part of the reasoning behind this decision was the perception in Congress that with end of the Cold War, public diplomacy was no longer necessary.<sup>20</sup> Besides that the main aim of the US Public Diplomacy in post-cold war period was to “Support the achievement of U.S. foreign policy goals and objectives, advance national interests, and enhance national security by informing and influencing foreign public and by expanding and strengthening the relationship between the people and Government of the United States and citizens of the rest of the world”.<sup>21</sup>

Public diplomacy is simply not being integrated with other instruments of statecraft. There has been a widespread failure to utilize cultural diplomats and other public diplomats as sources of information and political analysis of foreign political conditions, not to mention the systematic failure to utilize “opportunities intelligence” and “cultural intelligence” to maximize the enhanced effectiveness of attempts to exploit political opportunities through public diplomacy, political action, psychological strategy, and political warfare.<sup>22</sup>

**DISCUSSION.** In conclusion, the basis of contemporary statehood evolved in conjunction with public diplomacy. The principle aim of public diplomacy did

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<sup>19</sup> Nancy Snow Syracuse University, Philip M. Taylor University of Leeds “Routledge Handbook of Public Diplomacy”. 2009. P-21-22.

<sup>20</sup> William A. Rugh. Front Line Public Diplomacy How US Embassies Communicate with Foreign Publics. 2014. P-19.

<sup>21</sup> Dr. Saima Ashraf Kayani and Dr. Muhammad Saif ur Rehman. “PUBLIC DIPLOMACY: A NEW FOREIGN POLICY PARADIGM” Margalla Papers 2015. P-57.

<sup>22</sup> John Lenczowski. “Full Spectrum Diplomacy and Grand Strategy Reforming the Structure and Culture of U.S. Foreign Policy. 2011. P-41.

not modify completely, although the world witnessed a couple of World Wars, information revolution and a wide range of ideological conflicts. In the past, it can be seen that states utilized public diplomacy as means of foreign policy. By way of public diplomacy, they attempted to broaden the cycle of their policy. To some extent, independent states implemented public diplomacy in an appropriate way. Even though countries enlarged the scope of various grants and scholarships to influence on minor countries, these kinds of interested grants created new opportunities for the developing countries to improve their economy. As time went by the ways of implementing public diplomacy gradually evolved. Besides that the amount of governments financial assistance for the executive organs of public diplomacy also slowly increased. In general, public diplomacy serves to establish initial contacts with different nationalities.

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**IMPROVING FOREIGN LANGUAGE TEACHING METHODS BASED ON A  
CREATIVE APPROACH TO FUTURE TEACHERS**

*Kurbonova Makhliyo Arslanovna*

*Master's student. Jizzakh Pedagogical Institute*

**Annotation**

This article focus on a creative approach to future teachers for improving foreign languages. In this article the stages, factors, opportunities and components of the development of creative qualities in future foreign language teachers are described.

**Keywords:** creativity, methods, language learners, education, pedagogy, experience.

**Introduction**

Radical improvement of the education system in our country is recognized as a priority of state policy. To achieve this goal, new models of education are being developed, the theoretical and methodological basis of which is being scientifically and practically proven by leading experts. In the system of training qualified specialists, the study of specialized subjects is of great importance. Because professional and personal competence (knowledge, skills and competencies) related to the specialty is mainly formed in the process of studying the subject of the specialty. As a result of unconventional improvements in teaching methods in higher education, educational goals are set or projected, the expected end result - a positive change in quality is guaranteed, the necessary adjustments to the educational process can be made.

The Concept of Development of the Higher Education System in the Republic of Uzbekistan until 2030 aims to improve the quality of training of specialists with higher education, independent learning of students, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, strengthening competencies in the learning process introduction of focused methods and technologies, focusing

the educational process on the formation of practical skills, in this regard, a wide range of advanced pedagogical technologies, curricula and teaching materials based on international educational standards measures for implementation to have been identified.

Creativity "is evident in decision-making on issues of education and upbringing in different situations, which characterizes the creative activity of the educator." In essence, the development of creative qualities at higher education teachers is due to the fact that they are fully aware of the basics of pedagogical, psychological and professional sciences, the formation of skills and abilities to actively apply the acquired knowledge in practice. As with any personality, creativity in educators, as one of the qualities of a creative and professional nature, develops at certain stages. Observations of educational practices, the study of the activities of students and trainees, the use of diagnostic methods have shown that creativity in teachers is formed and developed.

### **Methodology and Discussion**

It has not been long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need for innovative and creative approaches to the teaching process has led to the formation of "Creative Pedagogy" as an independent subject among a range of pedagogical disciplines. The basis of this subject is the methodological ideas of such disciplines as the history of pedagogy, general and professional pedagogy and psychology, methods of teaching special subjects, educational technology and professional ethics. The general principles of the subject of "creative pedagogy" serve to create the necessary conditions for the professional development of professionals, including future professionals. The professional development of a person as a specialist is, in essence, a process.

Professional maturity is an important period of human ontogeny, from the time of professional development, the development of ideas of development (14-17 years) to the end of professional activity (55-60 years). The formation and development of a creative person depends on the interaction of changes in his inner and outer world, socio-economic conditions and the human ontogeny - the content of activities that

require continuity, succession from birth to the end of life. As you know, professional experience is an integration of knowledge, skills and abilities. However, the acquisition of professional skills is not only the integration of practical skills and abilities, the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, development of creative thinking and creativity. requires adequate mastery of personal qualities of character. The formation of a creative personality can be defined as the development of an individual in the creation of creative activities and creative products in a mutually compatible manner. The speed and scope of this process depends on biological and social factors, individual activity and creative qualities, as well as existing conditions, vital and professionally conditioned events. Today it is important for educators to be creative. In recent years, the education system of leading foreign countries has paid special attention to the formation of creative qualities on teachers. This was followed by Bronson Merriyman (2010), Ken Robinson (2007), Fisher Frey (2008), Begetto Kaufman (2013), Ali (2011), Treffinger (2008). Many studies have been conducted by Only Ken Robinson's 2007 "Is School Destroying Creativity?" The video has been viewed 5 million times on YouTube. In addition, teachers are serious about learning the basics of creativity (Begetto Kaufman, 2013). Literature on the formation and development of creative approaches and skills of teachers in pedagogical activities is published, non-traditional lessons based on videos prepared by the Department of Education are organized (Ali, 2011; Department of Education, 2013). Despite significant practical work, many teachers are still unable to master the experience of how to effectively shape the creative qualities of the individual (both themselves and students).

All of the above steps are equally important in the organization of pedagogical activities for students to master the qualities of creativity. According to Patti Drapeau's approach, the following steps and ideas are important in shaping and developing students' creative skills: Idea 1. "Stop and Start" Introductory Questions The following situations will help students develop fluent thinking skills: Possible

situations, ways to solve the problem, strategies that serve a purpose, use of inventions and objects for other purposes, the first thought that comes to mind when talking about a certain person, object or situation, expressing an idea differently, doing different things differently, analyze the outcome of the situation, words that describe objects and situations. Brainstorming exercises have a great effect on the formation of flexibility. By this method students will need to come up with not just a series of ideas, but a variety of ideas. The following questions can be used to stimulate flexible thinking in students: ... what are the possible consequences of the situation? ... what methods can be used in the implementation? If ... then what could it be? What do you think needs to be changed in life and in the education system? ... Make a list of situations, problems, and topics that may affect you. ... what are the ways to develop? The use of the following questions in the formation of originality activates students to give original answers: How to develop ...? Make a list of ways to improve ... Invent the ...? Think of an original idea in ...? What is your approach to implementing ...? Enter your suggestion when creating ...? In the development topic, the following questions will be helpful in getting appropriate answers from students: Add to; ... build; Expand ...; Increase ...; Develop ...

Idea 2. “Stop and Start” Questions in Different Categories Teachers often tend to ask the same questions. This leads to uniformity. Questions from different categories help students develop skills such as giving unusual answers, guessing, and predicting the outcome. Questions like these include: What would happen if ... (be)? For example, if the American Civil War had been won by the Southern States, not the Northern States, what would have been the result? What would human life be like without the units of measurement? What would our lives be like if Thomas Edison hadn't invented the light bulb? Other methods of use. For example, for what other purposes and in what situations can mobile phones be used? What are the other uses of disks used to enter data into a computer? Improving the product (subject, object, law, etc.). Improve weather forecasting equipment. Striving for the future. Write down the opinions of celebrities on various issues, the education system, possible attitudes towards political regimes. Cause and effect. For example, write the causes and

consequences of the Civil War. Write the causes and consequences of the behavior of the protagonist of a literary work. Give the causes and consequences of waste recycling. Idea 3. "Stop and Start" Counter-mental attack strategy a counter-attack strategy is to look at a problem from the opposite perspective and analyze it in a different way. This strategy not only requires students to think freely and conscientiously, but also allows them to develop a variety of original ideas and opinions. The ideas for a counter-attack strategy can be as follows: To pollute the air more than to prevent it. Not wasting drinking water, but wasting it. Create unpleasant situations instead of making others happy. Promote negative thinking, not positive thinking. Being second, not excellent. Idea 4 "Stop and Start" Expressing a point of view. This strategy can also be called a debate. In doing so, students must prove their point of view, taking into account the views of others. The teacher divides the students into two groups and introduces two different points of view. Each student writes a short essay, defending their point

Rejection of pre-planning of lessons, formation and development of critical, creative thinking on students, creative thinking, forcing them to come up with new ideas, changing attitudes to education, encouraging them to succeed 'will be a key factor in the battalion. What is lacking in the classroom is creativity.

Due to the teacher's lack of creative qualities, students also have interesting and wonderful ideas, but are slow to express them. Therefore, the methods used in the educational process are not designed to help students develop free, independent thinking skills. The tools and strategies recommended by the author are useful for teachers in developing students 'creativity and develop students' interest and aspiration to study academic subjects.

### **Conclusion**

Based on the above, it can be concluded that the systematic study of pedagogical needs, interests, areas of special importance of students, while identifying effective ways to overcome the counter suggestive, thesaurus and interaction barriers encountered in the organization of their creative activities. The organization of the English teaching process on the basis of ideas, concepts and best

pedagogical practices that serve the creative interests and needs of future foreign language teachers also serves to form a meaningful and active approach to the development of creativity. Based on the development of their creative skills, it is necessary to pay special attention to the development of their specialized pedagogical competence, including the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies. Experts note that the development of creatively oriented educational programs to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of creative abilities of students in higher education institutions and the development of students' creative skills and abilities. should be evaluated. Improving curricula and technologies aimed at the continuous development of creative competencies of future English teachers in higher education, as well as the creation of modern information and methodological support to develop the creative abilities of students will increase the effectiveness of the process.

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## MATEMATIKA DARSLARIDA MASALALARNI YECHISHDA O'YINLARDAN FOYDALANISH

*D.Abdurahmonov – Qo‘qon DPI o‘qituvchisi*

### Аннотация

Ushbu maqolada Matematika darslarida masalalarni yechishda o‘yinlardan foydalanish hamda o‘yin texnologiyalari haqida ma’lumotlar keltirilgan.

**Kalit so‘zlar.** Matematika, axborot texnologiyalari, o‘yin, tushunchalar taxlili, charxpalak, zinama-zina, o‘quvchilar

### Аннотация

Эта статья дает вам краткий обзор математики и того, как использовать игры для решения задач.

**Ключевые слова.** математика, информационные технологии, игры, анализ понятий, тачка, шаг за шагом, ученики

### Annotation

This article provides information on the use of games in solving math problems and game technology.

**Keywords.** Mathematics, information technology, games, concept analysis, wheelbarrow, step-by-step, students

Matematika darslarida o‘quvchilarining qiziquvchanligi va bilishga bo‘lgan ehtiyojini hisobga olgan holda pedagogik va axborot texnologiyalaridan darslarda samarali foydalanish bugungi kun pedagoglaridan zamon bilan hamnafas bo‘lishni talab qiladi.

Bu borada “Tushunchalar tahlili”, “Charxpalak”, “Zinama-zina” singari metodlar bilan bir qatorda “O‘zim tekshiraman”, “Bo‘lishi mumkin emas”, “Ortiqchasini top”, “Juftini top” singari didaktik o‘yinlardan foydalanish maqsadga muvofiq.

“Tushunchalar tahlili”, “Charxpalak”, “Zinama-zina” metodlarida boshlang‘ich sinflarda o‘tiladigan barcha o‘quv fanlarida foydalanish mumkin.

Ushbu metodlardan dars jarayonida foydalanilganida juftlikda yoki kichik guruhlarda ishlash mumkin.

“So‘zlarni taqqoslash”. Bunda o‘quvchilarga har xil ma’noga ega bo‘lgan ikkita so‘zni (qazilma va ko‘pyoq) taqqoslash taklif qilinadi. O‘quvchilarning vazifasi ushbu so‘zlarning o‘zaro bog‘liqligiga imkon qadar ko‘proq misollar keltirishdir.

“Qarmoq” o‘yini: Bu o‘yindan barcha darslarda qo‘shimcha savollar berish yoki turli ertaklarda foydalanish mumkin. Baliqchalar shaklidagi qog‘ozchalarga savollar yoziladi va bir chetiga temir qistirg‘ichlar qistiriladi. Qarmoq shaklidagi tayoqchalarning uchiga ip va ipning uchiga magnit bo‘lakchasi bog‘lab qo‘yiladi. Boshlang‘ich sinf matematika darslari uchun juda ko‘plab didaktik o‘yinlar yaratilgan. Matematikadan sanoqqa doir ba’zi didaktik o‘yinlarni quyidagi guruhlarga tasniflash mumkin.

1-guruh. Birinchi o‘nlik doirasidagi son tarkibi malakalarini mustahkamlovchi o‘yinlar: “Buyumlarni 10 gacha sanash”, «To‘g‘ri va teskari sanash», « Ikkini qo‘shish va ayirish».

2-guruh. Son tarkibini mustahkamlovchi o‘yinlar: «4 soni va raqami», ”Teatr”, “ Nima o‘zgardi?”. «Norvoncha», «Zanjircha».

3-guruh. O‘nlikdan o‘tib hisoblash malakalarini mustahkamlovchi o‘yinlar: «Ketgan kim?» va x.k.

4-guruh. Bir necha birlikka kamaytirish va orttirish, masalasini yechish malakalarini mustahkalovchi o‘yinlar: «Topchi, qancha?» va x.k.

1-guruh bo‘yicha “Buyumlarni 10 gacha sanash” ga doir didaktik o‘yin: “Jimjitlik”. Didaktik topshiriq: bolalarning oddiy sanoq haqidagi tushunchalarni aniqlash va mustahkamlash. O‘yin topshirig‘i: aniq buyumlarni “xayolda” sanab, kerakli sonni barmoqlar bilan ko‘rsatish. O‘yinning borishi: o‘quvchi boshlovchilik vazifasini bajaradi.

O‘qituvchi:

- Bolalar, “Jimjitlik” o‘yinini o‘ynaymiz. Men sizlarga hozir har xil narsalarni ko‘rsataman. Siz ularning sonini topishingiz kerak bo‘ladi. Bolalar birdan gapga



tushib ketadilar.- Yo‘q bolalar. Javob qaytarishdan oldin qo‘l ko‘tarish kerak. O‘qituvchi bolalarga doira va cho‘plarni sanatadi. - Endi men sizlarga narsalarni ko‘rsataman. Sizlar ovoz chiqarmasdan sanab, qancha bo‘lganini barmoqlaringiz bilan ko‘rsatasiz. O‘qituvchi 4 ta qo‘g‘irchoqni ko‘rsatganda bolalarning hammasi 4 ta barmog‘ini ko‘rsatadi. Sinfda jimjitlik. Bolalarning butun diqqat-etibori topshiriqni bajarishga qaratilgan.O‘qituvchi:

- Barakalla hammangiz to‘g‘ri hisobladingiz. Endi men sanoq cho‘pni bir qo‘limdan ikkinchi qo‘limga olaman, sizlar esa ularni ovoz chiqarmasdan sanang, keyin menga qancha bo‘lganini ko‘rsatasiz.Bolalar o‘qituvchining harakatlarini kuzatib sanashadi va 10 ta barmog‘ini ko‘rsatishadi. O‘qituvchi: - Endi kvadratlarni sananglar,- deydida, taxtachaga ketma-ket kvadratlarni qo‘yadi. Bolalar sanashadi va 6 ta barmog‘ini ko‘rsatishadi.Bu o‘rinda bolalarning birinchi o‘nlik haqidagi bilimlarining taxminiy darajasi aniqlanadi, qancha narsa ko‘rsatilsa, o‘shani barmoq bilan sanab ko‘rsatish malakasi mustahkamlanadi.

Bundan tashqari, ularda ovoz chiqarmay, “Xayolda” sanash ko‘nikmalari ham shakllanadi. Bolalar aslida sanashga ovoz chiqarib takrorlamasdan birdaniga erisha olmaydilar, jim o‘tirishni talab etuvchi o‘yin qoidasigina ularni bunga majbur qiladi va ular ovoz chiqarmay sanaydilar. Bunday qilishning qulay tomoni shundaki, bolalarning butun diqqat e’tibori faqat topshiriqni bajarish bilan band bo‘ladi. Keyingi darsda o‘yin shartlari yana ham murakkablashtiriladi. Bu o‘yin orqali o‘quvchilarda tez harakat qilish malakasi mustahkamlanadi. Shu bilan birga topshiriqni kim tez, kim esa sekin bajarayotganini aniqlab olish imkoni tug‘iladi.

#### **“Sonlarni bo‘yang” metodi.**

**Madsad.** O‘quvchilarning mavzuga qiziqishi ortadi, mavzuni yaxshi o‘zlashtiradi, estetik dunyoqarashi shakllanadi.

**O‘tkazilish tartibi.** O‘quvchilarga turli geometrik shakllar va sonlar yozilgan kartochkalar beriladi. Ular kartochkalarda berilgan sonlarni shakllarda tasvirlashi, ya’ni rangli qalamlar bilan bo‘yashi kerak bo‘ladi. Masalan,  $\frac{3}{4}$  soni berilgan bo‘lsin. Shu tarzda doirachani bo‘yab berishi lozim.

Matematika darslarida «O‘yinli masalalar» dasturlarini tayyorlab, foydalanish mumkin. Boshlang‘ich sinfda o‘rganiladigan ko‘plab mavzular bo‘yicha turli materiallar berilgan. Turli murakkablik darajasidagi turli xildagi topshiriqlar har bir o‘quvchining idrok etish va ijodiy qobiliyatlarini rivojlantirishga yordam beradi.

Masalalarni yechishda kompyuterli animatsion slaydlardan foydalanish darsning qiziqarliligini oshiradi. Ularning ustunlik tomonlari istagan paytda masalaning boshiga qaytish mumkin, uning alohida qismlarida to‘xtalish, o‘quvchilar bilan suhbatlashish, ularning fikrlarini tinglash mumkinligidan iborat.

Boshlang‘ich sinflarda harakatlanishga animatsiyali masalalar bilan slayd-filmlarni qo‘llash mumkin. Shunday slaydlarni yaratish uchun Internetdan olingan animatsion kartinalardan foydalanish mumkin.

Ushbu usullardan foydalanish yosh va bilimga chanqoq o‘quvchining og‘zaki nutqini rivojlanishiga, og‘zaki hisoblash malakasini oshishiga, ijodkorlik, izlanish va fikrlash qobiliyatini rivojlanishiga olib keladi.

### **"Mohir hisobchi" o‘yini.**

O‘yinning maqsadi: O‘quvchilarda tez hisoblash malakalarini hosil qilish.

O‘yin mazmuni:

Sinf taxtasiga uchta ustundan iborat to‘rt amal qatnashgan misollar yoziladi. Men har bir guruhdan bittadan o‘quvchini chiqaraman. Har bir o‘quvchi tegishli ustundagi misolni yechadi. Qaysi o‘quvchi oldin yechib bo‘lsa, uning ishi tekshiriladi. Agar to‘g‘ri yechgan bo‘lsa, mohir hisobchi hisoblanadi.

### **“Olma terish” o‘yini.**

Jihozlar: Magnit taxta, yozuv taxtasi, olma daraxtining rasmi, qalin qog‘ozdan yasalgan olma mevasining shakllari va savatchalar, olma mevalarining soni sinfdagi o‘quvchilar soniga savatchalar esa qatorlar yoki guruhlar soniga teng bo‘ladi.

Magnit taxtasiga qistirish uchun olma daraxt rasmi chizilgan plakat va olma mevalarining orqa tomoniga magnit plastinkasi yelimlanadi. Shuningdek olma mevalarining orqa tomoniga oddiy qalam bilan misollarni o‘chirib, keyingi darslarda yangisini yozish mumkin. O‘yinda 3 guruh bo‘ladi. Har bir guruhga

bitta savatcha berishadi. Har bir guruhdan I tadan o'quvchi chiqib misollarni yechadi. Kim ko'p misol yechsa shu guruh g'olib bo'ladi.

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**O'RTA TA'LIM MAKTABLARIDA SINFDAN TASHQARI MATEMATIKA  
DARSLARIDA O'RTA OSIYOLIK OLIMLAR IJODIDAN FOYDALANISH**

*D.Abdurahmonov – Qo'qon DPI o'qituvchisi*

**Annotatsiya**

Ushbu maqolada O'rta ta'lim maktablarida sinfdan tashqari matematika darslarida o'rta osiyolik olimlar ijodidan foydalanishning mazmuni, shakl va metodlari haqida ma'lumotlar berilgan

**Kalit so'zlar.** Matematika, tarixiy, material, samaradorlik, maqsadlar, sonlar, arifmetika

**Аннотация**

В данной статье представлена информация о содержании, форме и методах использования трудов ученых Средней Азии на внеурочных уроках математики в общеобразовательных школах.

**Ключевые слова.** Математика, история, материал, эффективность, цели, числа, арифметика

**Annotation**

This article provides information on the content, form and methods of using the works of Central Asian scientists in extracurricular mathematics lessons in secondary schools.

**Keywords.** Mathematics, history, material, efficiency, goals, numbers, arithmetic

Boshlang'ich sinf matematika darslarida tarixiy materiallardan foydalanishdan maqsad o'quvchilarda matematikaga doir dastlabki tushunchalarni hosil qilish, mavzuning xarakteriga ko'ra tarixiy materiallarning uzviyligini ta'minlash uchun dastlabki pedagogik shart-sharoit yaratishdir.

Matematika darslari samaradorligini oshirishda tarixiy materiallardan foydalanishda quyidagi maqsadlar ko'zda tutildi:

1. O'quvchilarni matematik bilim va tasavvurlarini chuqurlashtirish.

2. Darsda beriladigan tarixiy tushunchalarga qiziqish va ehtiyoj uyg'otish.

3. Avlod- ajdodlarimiz merosiga chuqur hurmat va muhabbat bilan qarash.

Ushbu vazifani amalga oshirish quyidagi didaktik shartlarga amal qildik.

Matematika o'qitish jarayonida izchillik printsiplarining amalga oshirilishida mavjud didaktik sharoit asosan, quyidagilardan iborat ekanligiga tajribamizda ishonch hosil qildik:

- ayrim didaktik jarayonlarni soddadan murakkabga borishga moslash natijasida:

- o'quv materialini bayon qilishda zaruriy metodlarni qo'llash.

- o'quv materialini bayon qilishda, o'rganishda nazariya bilan amaliyotni birligini muhim va kamroq muhim bo'lgan komponentlari bilan bog'lash jarayonida:

- o'quv materialini puxta o'zlashtirishni ta'minlashni va kelgusidagi o'quv materialiga bog'lanishini oldindan ovoza qilish asosida:

- shu sharoitlarda izchillik printsiplardan o'z ishlarimizda foydalanishga harakat qilindi.

Izchillik printsiplari o'zini tuzilishiga va funktsional yondashishga asosan o'qitish va o'rgatish jarayonida muhimligini quyida keltirilgan fikrlar tasdiqlaydi. [1, 32]

Masalan, Hindiston rivoyatlarida sonning kelib chiqishini Braxman xudosiga bog'lasalar, Xitoyda sonni insonga xudo tomonidan toshbaqa va ajdaholarning orasiga yozib yuborilganligi haqida rivoyatlar bor. Qadimiy yunonlar esa, sonni Prometey topganligi haqidagi afsonalarni to'plaganlar.

Pifagor va pifagorchilar esa son tabiatidagi narsa va hodisalarning asosi deb talqin qiladilar. Ularning ta'limoticha, jismlarning ustki qavati chiziq bilan o'ralgan, chiziqlar esa, nuqta bilan chegaralangan. Shuning uchun ham ular olamni bilish - bu olamni idora qiluvchi sonni bilishdan iborat bo'lmog'i kerak, deb hisoblaydilar.

Pifagorchilarning ta'kidlashicha, mistik 1 raqami tabiatdagi hamma narsa va hodisalarning asosi, baxt-saodat va saxiylik keltiruvchi son sifatida talqin qilinadi.

Rim raqami esa mukammal, ya'ni to'la ma'noli son deb ataladi va o'zidan oldingi natural sonlar yig'indisiga teng bo'lgan yagona son sifatida unga alohida ixlos bilan qaraladi.

Ikki ming yil ichida Arximedning ko'p asarlari yo'q bo'lib ketgan, albatta, lekin qolgan asarlari ham uning buyuk olim ekanligiga guvohlik bera oladi.

Matematika fanining asosiy yo'nalishlaridan biri yozma nomeratsiyadir.

Ko'p ming yillar ilgari odamlarga qurilishlar qilish, yerlarni bo'laklarga bo'lish, yig'ilgan hosilni hisoblash, taqvim yuritish va sanash hamda raqamli amallarni bajarishni talab qiladigan ishlarni bajarishga to'g'ri kelgan. Barcha hisoblarni xotirada saqlash qiyin bo'lgani uchun sonlarni yozib quyishga to'g'ri kelgan.

Ko'plab xalqlar - misrliklar, Amerika aholisi yozuv o'rnida rasm-ierogliflardan, qushlar, hayvonlar, odamlar, odam tanasi a'zolari tasvirlaridan va boshqa narsalardan foydalanganlar. Narsalar guruhini ifodalash uchun bitta shartli belgidan foydalanilgan. Chunonchi, qadim misrliklar ierogliflarni qo'llaganlar.

Taxmin qilinishicha, yuzliklar uchun ieroglif o'lchov arg'amchasini, nilufar guli minglikni, yuqori ko'tarilgan barmoq-o'n minglikni, butun bir koinot - o'n millionni anglatar ekan. Yozuv ham, bizdagidek, chapdan o'ngga emas, aksincha, o'ngdan chapga qarab yozilgan.

Kichik Osiyoda yashab, turli xalqlar bilan savdo-sotiq ishlarini olib borgan qadim yunonliklar alfavit nomeratsiyasidan foydalanishgan. Bu tizimda son alfavit harflari bilan ifodalangan, lekin ular harflardan farqli o'laroq raqamlar qandaydir alohida shaklga ega bo'lgan. Masalan, qadim slavyanlarda belgi harf ustiga qo'yilib, u titil deb atalgan. Birinchi to'qqiz harf birliklarni ifodalagan, navbatdagi to'qqiz harf o'nliklarni va qolganlari yuzliklarni anglatgan.

Bolalar o'z mashg'ulotlarini sonlarni raqam bilan yozishdan emas, balki sonlarni rangli raqamlarni kartonga yopishtirishdan boshlaydilar. Nega? Chunki bola «Yigirma»- 20 ni yozishni bilgani bilan «Yigirma to'rt»ni – 204 deb yozib

qo'yishi ham mumkin. Xuddi shunga o'xshash agar kim pozitsion tizimni bilmasa, «bir yuz to'rti» 1004 (yuz va to'rt) deb yozib qo'yishi mumkin. Bundan tashqari, yaxshi o'rganmagan odam «bir yuz yigirma to'rt»ni 10024 deb yozishi ham mumkin. [2, 12]

Sonning qiymati raqam bilan ifodalangan sonning joyini bilishga bog'liqligini aniq-ravshan bilgan taqdirimizdagina son eshitishga qaraganda boshqacharoq yozilishini tushuna boshlaymiz. O'qituvchi qadimgi davrlarda sonlar qanday berilganligi haqida matematika va matematika tarixidan misollar keltiradi.

Katta sonlar harflar bilan ifodalangan bo'lib, ming so'zi o'rniga harfning chapdan quyi qismiga belgi qo'yilgan.

10000 soni ham 1 son kabi o'sha harf bilan ifodalanib, faqat titil qo'yilmagan, lekin u doiracha bilan o'rab olingan.

Katta sonlarni yozish uchun boshqa belgilar qo'llanilgan.

Bu tizimda juda ko'p xalqlar: arablar, armanlar, gruzinlar, slavyanlar va boshqalar foydalanishgan.

Turli davrda va turli xalqlarda arifmetikaning mazmuni bir xil bulmaganidek, arifmetika amal tushunchasi ham har xil bo'lgan. Masalan, Hindlar arifmetik asarida oltita arifmetik amal qo'shish, ayirish, ko'paytirish, bo'lish, darajaga ko'tarish va ildiz chiqarishni ishlatganlar. O'rta asr Sharq matematiklari hindlardagi oltita arifmetik amalga ikkilantirish va yarimlatish amalini xam kiritganlar. Sharq matematiklari arifmetik sakkizta amalni ishlatganlar.

Sharq matematiklari ishlatib kelgan arifmetik amal ikkilantirish va yarimlatish, qadimiy misrliklardan boshlab amal xisoblangan. Ular ko'paytirish bulish va ayirishni aloxida amal xisoblamasdan, bu amallarni qo'shish, ikkilantirish va yarimlatish amallari bilan bajarganlar. Bizga ma'lumki, hind arifmetikasida ikkilantirish va yarimlatish bo'lmagan. Lekin hind arifmetikasini targib qiluvchi Xorazmiy o'zining asarida ikkilantirish va yarimlatishni aloxida amal xisoblaydi. Xorazmiy butun sonlar ustida amallar bajarishni birinchi navbatda ikkilantirish va yarimlatish amalidan boshlamasdan, qo'shish va ayirishdan so'ng davom etgan. Nasriddin Tusiy, Nishopuriy, Koshiy va ulardan keyingi olimlar esa butun sonlar

ustidagi amallarni bajarishni birinchi navbatda ikkilantirish va yarimlatish amalidan boshlaydilar.

O'rta asr sharq matematikalari arifmetik amallarni ikki xil «satx» va «jadval» usulida bajarganlar. Xorazmiy, Nasaviy va Tusiylar amallarni «hisoblash taxtasi»da oraligidagi raqamlarni uchirib o'rniga yozish bilan bajaradilar. Ma'lum davrdan so'ng «hisoblash taxtasi»ning takomillashgan ko'rinishi «satx» usuliga aylangan.

O'rta Osiyo matematikalaridan Nishopuriy, Koshiy, amallarni «jadval» usulida bajaradilar. Satx va «jadval» usullari mazmun jihatidan bir xil bo'lib, amallarni bajarishda, oraliqdagi yordamchi xisoblashlarda raqamlarning joylashish shakli bilan bir-biridan farq qiladi. Bu usulda amal bajarish O'rta Osiyo madrasalarida XX asrgacha davom etadi. Xorazmiy arifmetik asarining XIV asrdagi lotincha tarjimasida amallarning ta'rifi berilmaydi. Nasriddin Tusiylar bir amalning bajarilishi usulini ko'rsatishdan avval shu amallarga qisqa va tushunarli ta'rif beradi. U amallarning bajarilishi usulini to'liq umumiy ko'rinishda bergandan so'ng misol keltiradi.

Tusiylar O'rta asr Sharq matematiklarining odaticha so'z bilan berilgan ta'rif va qoidalarning qisqa va tushunarli bo'lishiga katta ahamiyat beradi. Masalan, u ikkilantirish va yarimlatish amallariga shunday ta'rif beradi: ikkilantirish amali amali ta'rif deb, biror sonni o'rniga teng bo'lgan songa qo'shishga aytiladi. Yarimlatish amali amali tasnif terilgan sondan uning yarmini ayirishdir.

Nasriddin Koshiy va Nishopuriylardan bir yarim asr keyin Jamshid Koshiy sonlarni ikkilantirish va yarimlatishning eng sodda yo'lini ko'rsatadi. U ikkilantirishda berilgan sonning qo'yi xonasidan boshlab bajarishni tavsiya qiladi.

Matematika o'qitish jarayonida tarixiy materiallardan foydalanish jarayonini sinfdan tashqari mashg'ulotlarda ham tashkil qilish maqsadga muvofiqdir. [3, 23]

Matematikadan sinfdan tashqari ish deyilganda darsdan tashqari vaqtda tashkil qilingan, dastur bilan bog'liq bo'lgan material asosida ixtiyoriylik printsipiga asoslangan mashg'ulotlar tushuniladi.

Sinfdan tashqari ish dars mashg'ulotidan bir qator xususiyatlari bilan farq qiladi:



1. Mazmuni davlat dasturi bilan cheklanmagan. Ammo matematik material o'quvchilarning bilimlari va malakalariga mos bo'lishi kerak.

2. Boshlang'ich sinflarda bolalarning matematikaga nisbatan turg'un qiziqishlari haqida hali gap bo'lishi mumkin emas.

3. Topqirlik, ziyraklik, tez hisoblash, yechishning oqilona usullaridan foydalanish rag'batlantirilishi kerak.

4. Darslar 45 minutga rejalashtirilgani holda sinfdan tashqari mashg'ulotlar mazmuniga va o'tkazilish shakllariga qarab 10-12 minutga ham, 1 soatga ham mo'ljallangan bo'lishi mumkin.

5. Sinfdan tashqari ishlar shakl va turlarining xilma - xilligi (qiziqarli matematika soatlari, to'garaklar, viktorinalar va h.k.)ga qarab mazmunining turli tumanligi bilan xarakterlanadi.

Matematik o'n minutliklarga qiziqish uyg'otish uchun topshiriqlar darslarda beriladigan oddiy matematik topshiriqlardan farq qilishi kerak. Har xil qiziqarli arifmetik va geometrik mazmunli masalalar, murakkab masalalar, hazil masalalar, masala tuzishga doir masalalar, qiziqarli kvadratlar, rebuslar, topishmoqlar va boshqalar material bo'lib xizmat qiladi.

Matematik to'garak ishi qiziqarli matematika soatlari o'tkazishdan ushular bilan farq qiladi:

Matematika to'garagiga o'quvchilar tanlashda ularning matematikaga alohida qiziqishlari, moyilliklari va imkoniyatlari hisobga olinadi.

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