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**Fan tarmoqlari: Geografiya, Fizika, Matematika, Pedagogika, Psixologiya,
Falsafa, Filologiya, Kimyo, Tarix, Boilologiya.**

HADISLARDA SOG‘LOM VA BARKAMOL AVLOD MAVZUSI

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Annotatsiya. Dunyomizni navnihol farzandlar bezaydi. Ularning shodon kulgilari xayrli solih amallari, Yaratganga bo‘lgan ixlosu, iymonlari hayotni fayzlantiradi. Albatta, yosh avlodimizni aziz sanaymiz, ularning odobi - tarbiyasi esa, yana ham azizroqdir. Mana shu yosh avlodni sog‘lom o‘stirish zamirida kelgusi hayot - xalq va yurt taqdiri yotadi. Chunki, kelajak doimo yoshlar qo‘lida bo‘ladi. Bugun biz bergan ta‘lim – tarbiya ertaga o‘z mahsulini berishi shubhasiz. Mustaqil O‘zbekistonimizga, puxta bilimga ega farzandlar kerak.

Аннотация. Наш мир всегда украшают дети. Их радостный смех, добрые дела, преданность Творцу и вера обогащают жизнь. Конечно, мы дорожим нашим молодым поколением, а его манеры и воспитание нам еще дороже. В основе здорового воспитания подрастающего поколения лежит будущее народа и страны. Потому что будущее всегда в руках молодежи. Образование, которое мы даем сегодня, обязательно принесет плоды завтра. Нашему независимому Узбекистану нужны хорошо образованные дети.

Annotation. Our world is always decorated with children. Their joyful laughter, good deeds, devotion to the Creator, and faith enrich life. Of course, we cherish our young generation, and their manners and upbringing are even more precious. The future of the people and the country is at the heart of the healthy upbringing of this young generation. Because the future is always in the hands of young people. The education we give today will surely bear fruit tomorrow. Our independent Uzbekistan needs well-educated children.

Kalit so‘zlar: Ta‘lim, tarbiya, hadis, ma‘naviyat, ma‘rifat, sog‘lik.

Ключевые слова: образование, воспитание, хадис, духовность, просвещение, здоровье.

Keywords: Education, upbringing, hadith, spirituality, enlightenment, health.

Xonadonga yangi chaqaloq kelsa, bu uyda xursandchiliklar boshlanadi. Mo‘minlar shunday «ko‘z quvonchi» ato etgan Robbilariga shukurona aytadilar. «Aqiqqa» marosimlariga tashrif buyurgan yaqin yor - birodarlari farzand haqqiga tilaklar bildirishadi. O‘zbek xalqimiz «bolali uy bozor, bolasiz uy mozor», deydi o‘z maqolida.

Dunyoda har bir xalqning asrlar, zamonlar osha yashab kelayotgan milliy qadriyatlari bor. Yosh avlodni ma‘nan barkamol etib tarbiyalashda ham shubhasiz, milliy va umuminsoniy qadriyatlarga asoslanamiz. Tarbiya inson umrining oxirigacha

davom etadigan jarayon bo'lib (inson umrining oxirigacha o'rganadi, degan naql asosida tarbiyalanib), doimiy ravishda rivojlanib, takomillashib, komillikka intilib yashaydi. Quyida uzluksiz ravishda olib boriladigan axloqiy tarbiyaning har bir bosqichini alohida ko'rib chiqamiz. Oilada axloqiy tarbiya. Bola tarbiyasini ona qornidan boshlash maqsadga muvofiq bo'ladi. Ushbu fikrni bir qator Sharq mutafakkirlari ham tahkidlab o'tishgan. Bolani tarbiyalash uchun, avvalo ota-onaning o'zi tarbiyalangan bo'lishi kerak. Faqatgina ham jismonan, ham mahnan sog'lom otaonadan sog'lom farzand dunyoga keladi.

Boshlang'ich ta'limda farzand hayotida yangi, qiziqarli va muhim davr boshlanadi. Chunki, bola maktabga kelgach yangi muhit, yangi tartib-qoida, yangi talablarga duch keladi. Bu davrda bolalar hali o'yin faoliyatini to'liq tark etmaganligini inobatga olib, o'tiladigan dars mashg'ulotlarini qiziqarli qilib olib borish lozim. Bu davrga kelib bolaga tarbiyaviy tahsir yo'llari bir muncha aniq va tizimli ravishda bo'lib qoladi. Chunki endi xususan odobnoma darslari o'tila boshlaydi, bundan tashqari boshqa fanlarda ham muntazam ravishda axloqiy tarbiya berib boriladi. Bu davrda turli to'garaklarni uyushtirish ham o'zining ijobiy natijalarini beradi. Sharq mamlakatlarida farzandni barkamol inson etib tarbiya qilish eng muhim vazifa hisoblanadi. Xususan, tarbiyada diniy ta'limotlardan, hadislardan, badiiy asarlardan, xalq og'zaki ijodidan foydalanish maqsadga muvofiq. Masalan, birgina shariatda musulmonlar amal qilishi zarur bo'lgan 934 ta talab mavjud. Bundan bola tana va ruh pokligini, insonparvarlikni o'rgansa. Kitob mutoala qilish yordamida o'sib kelayotgan bola odamiylik, sadoqat, rahm – shafqat, mehr – muruvvat kabi ezgu fazilatlarni o'zida shakllantiradi. Oyat va hadislar tarbiyani, yosh avlodni barkamol – sog'lom bo'lishini ular ham dunyoga qadam qo'ymaslaridan ilgari boshlanishidagi «Hikmat shunday ibratli, kurrai zaminga qadam qo'yayotgan yangi inson uni vayron qiladigan emas, balki dunyoga ziynat berib, ezgulikni taratadigan bo'lishi lozimdir. Islom – tinchlik, ezgulik, taraqqiyot dinidir. Dinimiz mukammal, barkamol, maqbul dindir. Islom shariati qiyomatga qadar boqiy. Diniy va dunyoviy ilmlarni mukammal egallagan, komil musulmon bo'lib umr kechirgan ajdodlarimizning buyuk xizmatlariga butun dunyo hozirda ham tan berib kelmoqda. Yangi avlod ularning nomini faxr bilan tilga oladi. Ajdodlarga ergashadi.

Farzand – Allohning sanab adog'iga yetib bo'lmaydigan ne'matlari ichidagi bir ne'matdir. U dunyo hayotining ziynatidir. Alloh taolo aytadiki: «Mol-mulk, farzandlar dunyo hayotining ziynatidir...». Farzand qalb rayxonasi, gulidir. Yoshlik chog'larida ularni erkalab ko'nglimiz huzur qiladi. Katta bo'lganlarida yordamlaridan bahramand bo'lamiz. Vafot etganimizdan keyin esa ularning say'-harakatlari tufayli nomai a'molimizdagi savoblarimiz ziyoda bo'ladi. Payg'ambar alayhissalom aytadilar:

«Inson vafot etganda uning amali to'xtaydi, faqat uch narsa tufayli uning nomai a'moliga savob yozilib turadi: sadaqai joriya, foydali ilm, duoi xayr qiluvchi solih

farzand». Muslim rivoyati. Alloh taolo insonga farzandni aslida ne'mat qilib bergan. Lekin gohida mana shu farzand ota-onasiga balo bo'lishi ham mumkin.

Agar oila tinch-totuv bo'lib, ota-ona uz farzandlariga yaxshi tarbiya bersalaru, bola ulg'ayganda ota-onasiga raxmat olib kelsa, bu ular uchun Allohning mukofoti bo'ladi. Bolalar ertangi kunimizning posbonlari, qarashlarimiz, ishlarimizning davomchilari, ular yangi turmush barpo etish, sog'lom hayot kechirish uchun dunyoga kelgan kishilardir.

Odamga bolalikdan singdirilgan odatlar yosh daraxt tanasiga o'yib yozilgan harflarga o'xshaydiki, ular daraxt bilan birga o'sadi, voyaga yetadi, daraxtning tarkibiy qismiga aylanib qoladi.

O'zbekistonimizdagi «Sog'lom avlod yili», so'ngra «Sihat-salomatlik yili», yangi 2006-yilning «Homiylar va shifokorlar yili» kabi an'anasi zamirida farzandlarimizning porloq kelajagi, sog'lom hayoti, ma'naviy barkamolligi nazarda tutilgan.

Inson bolasi tug'ilgandan to ulgayib keksayib vafot etgunga qadar tarbiyaga muhtoj. Bu tarbiya dastlab chetdan ota-ona, ustoz va boshqalar tarafidan beriladi. Agar tarbiya jarayoni to'xtab qolsa yoki yomon tomonga burilsa, inson tubanlikka keta boshlaydi.

Tarbiyaning eng murakkab davri o'smirlik davridir. Bola endi mustaqil harakat qila boshlagan, hayotga o'z nazari bilan baho berishga kirishayotgan, doimiy eshitib yurgani ota-onaning so'zidan ko'ra o'zgalarning, yangi tanishlarning fikrlari jozibalibroq ko'rinayotgan paytda unga ehtiyot bo'lib muomala qilmoq kerak. Tarbiya uslubini oldingisidan o'zgartirishga, ba'zi jihatlarni bosqlik bilan hal qilishga to'g'ri keladi.

Xorijda bolalarni sog'lom va barkamol o'stirish borasida olimlar qiziq tajriba o'tkazishadi. Ota bola tug'ilishiga besh olti oy qolganida har kuni ma'lum bir vaqtda bitta ertakni «uning» yonida so'ylaveradi. Go'dak tug'ilgandan so'ng ham ertak aytishda davom etadi. Bolaning tili chiqqanida ota o'sha ertakni ayta boshlaganida, uning davomini bolaning o'zi so'zlab beribdi. Hofizul Qu'ron bo'lgan bir kishi farzand ko'radi. Bolaning tili chiqqanida, ma'lum oyatlarni takrorlayotganini eshitishadi. Ma'lum bo'lishicha, ota iloxiy kalomni tilovat qilayotganida farzandning onasi unga some' bo'lib, tinglab turar ekan. Demak, farzandni sog'lom o'stirishni ona qornida vujudga kelganidan boshlansa, ko'zlangan maqsadga erishish mumkin. Yaxshi ta'lim - tarbiya, shubhasiz, insonning jismi va ruhiy dunyosiga, oxiratiga foydali, uni har ikki jahonda baxtu saodatli qiladigan, ilm va tajriba bilan bir qatorda diyonatu bilimdonlik, balog'at baxsh etadigan tug'ri yo'lga ezgu va ma'qul ilmlarga undaydigan ta'lim – tarbiyadir. Aql ilmga naqadar to'lib – tohsa ham, qalb va ko'ngilni sira unutmashligi kerak, inson o'zidagi ma'naviy jihatlarni – vijdon va nafsini tarbiyalash, ehtirolarni

boshqara olishi, xunuk odatlarini tark etishi, mavjud ilmiy yutuqlarini insonning foydasiga yo'naltira oladigan zehniyatga ega bo'lishi zarur.

Abdurauf Fitratning «Oila» asarida farzandni sog'lom tarbiyalash xususida jumladan shunday satrlar keltiradi: «Farzand tarbiyasi aslida ikki kalimadan iborat. Shuning uchun ham nazaringizda juda mayda muammodek ko'rinadi. Lekin, dono odamlar biladigan, bani Odamning siyosiy, diniy, ijtimoiy istiqbolining asosi ana shu ikki so'z – «bola tarbiyasidan iborat birikmaga bog'lik. Bu xulqning harakat qilinishi, davlatmand bo'lish, baxtli bo'lib izzat – hurmat topish, zaif bo'lib xorlikka tushishi, faqirlik jomasini kiyib, baxtsizlik yukini tortib, e'tibordan qolish, o'zgalarga tobe', qul va asir bo'lishi bolalikdan o'z ota – onalaridan olgan tarbiyalariga bog'liq». Ha, ma'rifatparvar adibimiz Fitrat aytganidek, yosh avlodni sog'lom o'stirish zamirida kelgusi hayot - xalq va yurt taqdiri yotadi. Chunki, kelajak doimo yoshlar qo'lida bo'ladi. Bugun biz bergan ta'lim – tarbiya ertaga o'z mahsulini berishi shubhasiz. Mustaqil O'zbekistonimizga, puxta bilimga ega farzandlar kerak. Yangi avlodimiz kamolini sog'lom va kuch bilan birga jismonan, aqlan va axloqan yuksalishida ko'rmog'imiz lozim. Ularning jismi, aqli va axloqi turli kasalmand illatlar va nuqsonlardan uzoq bo'lishi shart.

Otalik hikmati nimadir, bilsang,

Bor – yo'g'in farzandga bermak beminnat

Lek otadan o'pka qilmasin farzand,

Zamona keltirsa boshiga kulfat. Abu Ali ibn Sino.

Ota-ona farzandiga bor yo'g'ini sarflab, yoshligini keksalikka almashtirib unib-o'stiradi. Shariatga muvofiq farzand ma'lum yoshga yetganda, mustaqil shaxs sifatida faoliyat yuritish huquqiga ega bo'ladi. Uning o'z inonchi – ixtiyori bo'ladi. hayotda haq yo'lni topsa, saodatmand, botil yulga, ergashsa, badbaxt bo'ladi. Yaxshi, solih, barkamol farzand zamonani obod qiladi. Yaxshi nom ortiradi. Nosog'lom bola zamonaning la'natlashiga sabab bo'ladi, salbiy oqibatlariga olib keladigan ishlarni amalga oshirishi mumkin. Zamonning osoyishtaligi jamiyatda tarbiya topayotgan kelajak avlodga bogliq. Kaykovusning «Qobusnoma» asarida «Farzand parvarish kilmoq zikrida» qo'yidagi tavsiyalar beriladi: ey farzand, agar farzanding bo'lsa, unga yaxshi ot qo'yg'in. Otadagi farzand haqlaridan biri unga yaxshi ot qo'ymoqdir. Farzandingni oqil va mehribon tarbiyachiga topshir. Unga o'qish yozishni ta'lim ber, so'ngra kasb va hunar o'rgat. Otda yurmoq, suvda suzmoqni egallasin.

Ilm va hunar o'rganmoq eng yaxshi merosdir: Bir kishi Hazrati Ali r.aning huzurlariga kelib nasihat surabdi. Ali r.a. unga : «Kasal bo'lsang, «voy», «uf» dema, agar tuzalsang, xuddi hech qachon o'lmaydigandek kibrlanma, - deb o'git beribdilar.

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KUCHLI ZILZILALARDA TURAR JOY BINOLARINING SEYSMIK RISKINI BAHOLASH MASALALARI (Jizzax viloyati misolida)

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Annotasiya: Kuchli zilzilalarda bino va inshootlarni seysmik riskni baholashning eng muhim bosqichlaridan biri binolarning ma'lum seysmik ta'sirga reaksiya darajasiga ko'ra tasniflash, ya'ni ularning seysmik zaiflik darajasini aniqlashdir. Zaifligini baholash uchun «GESI_Program» kompleks dasturidan foydalanib, zaiflik funksiyalari qurildi, ular ma'lum seysmik ta'sirlarda strukturalarning zararlanishini baholashga imkondan yaratadi.

Аннотация: Одним из важнейших этапов оценки сейсмического риска зданий и сооружений при сильных землетрясениях является классификация зданий по степени их реакции на те или иные сейсмические воздействия, то есть определение степени их сейсмической уязвимости. Для оценки уязвимости с помощью комплексной программы «GESI_Program» построены функции уязвимости, позволяющие оценить повреждения конструкций при определенных сейсмических воздействиях.

Abstract: One of the most important stages in assessing the seismic risk of buildings and structures in strong earthquakes is the classification of buildings according to the specific seismic impactirga reaction level, that is, to determine their seismic vulnerability level. To assess the vulnerability, vulnerability functions were built using the "GESI_Program "ekseks software, which creates an opportunity to assess the damage of structures in certain seismic effects.

Kalit so'zlar: Seysmik risk, seysmik xavf, seysmik zaiflik, seysmik ta'sir, seysmik shikastlanish, iqtisodiy zarar, GESI_Program.

Aholi punktlari va shaharlar hududidagi binolarning zaifligini baholash usuli turar-joylarning konstruktiv turlarining zaifligi ma'lumotlariga asoslanadi. Turli xil nisbatlarda zaiflik darajasiga ega bo'lgan binolari mavjud bo'lgan Jizzax viloyati va mahalliy maydonlardagi turli aholi punktlarida qurilishning zaifligini nisbiy tahlil qilish va baholash uchun qurilish zaifligining o'rtacha ko'rsatkichi (Mean Vulnerability Ratio, MVR) [1] hisobga olinadi. Shuni ta'kidlash kerakki, inshoot seysmik zaifligining o'rtacha darajasi ssenarli zilzila ta'sirida binolarning seysmik zaifligining qiymatlari asosida hisoblab chiqiladi. Inshoot seysmik zaifligining sonli qiymati quyidagicha aniqlanadi (1) [2]:

$$MVR = \frac{\sum_{i=1}^n N_i \cdot MVR_i}{\sum_{i=1}^n N_i}, \quad (1)$$

MVR - bu bino seysmik zaifligi ko'rsatkichi; MVR_i tadqiq qilinayotgan bino tipining o'rtacha qiymatiga mos kelishi; N_i - ssenarli zilzilada zarar ko'rgan bir xil turdagi binolar soni. Ushbu ko'rsatkich (MVR) shaharlardagi aholi punktlari va mahallalar hududida, ayniqsa, binoning seysmik zaifligini miqdoriy taqqoslash uchun foydali bo'lishi mumkin.

Seysmik riskni baholashning eng muhim bosqichlaridan biri binolarning ma'lum seysmik ta'sirga reaksiya darajasiga ko'ra tasniflash, ya'ni ularning seysmik zaiflik darajasini aniqlashdir.

Jizzax viloyatining shaharsozlik xususiyati shundan iboratki, tarixiy rivojlanish joylaridagi ko'plab aholi punktlari, posyolkalar va shaharlarda singan toshlar, suglinoklar (lyoss tog' jinslari), terakli bruslar, qamish va boshqalar kabi mahalliy qurilish materiallaridan foydalangan holda yakka tartibdagi uy-joylar barpo etilgan bo'lib, bunday aholi punktlariga Yangiqishloq, G'allaorol, O'smat, Baxmal, Sho'rbuloq, Mog'ol va boshqalar kiradi. 60-yillarda bo'z yerlarning o'zlashtirilishi (Paxtakor, G'oliblar, Bo'ston, Gulbahor, Do'stlik) bilan sanoat inshootlari pishiq g'isht va boshqalar yordamida, turar-joylar va shaharlarda namunaviy binolar qurishga kirishilgan [1, 3, 4].

Jizzax viloyati aholi punktlari va shaharlaridagi mavjud konstruktiv bino turlarini tahlil qilib, barcha binolar to'rt turdagi binolarga guruhlandi:

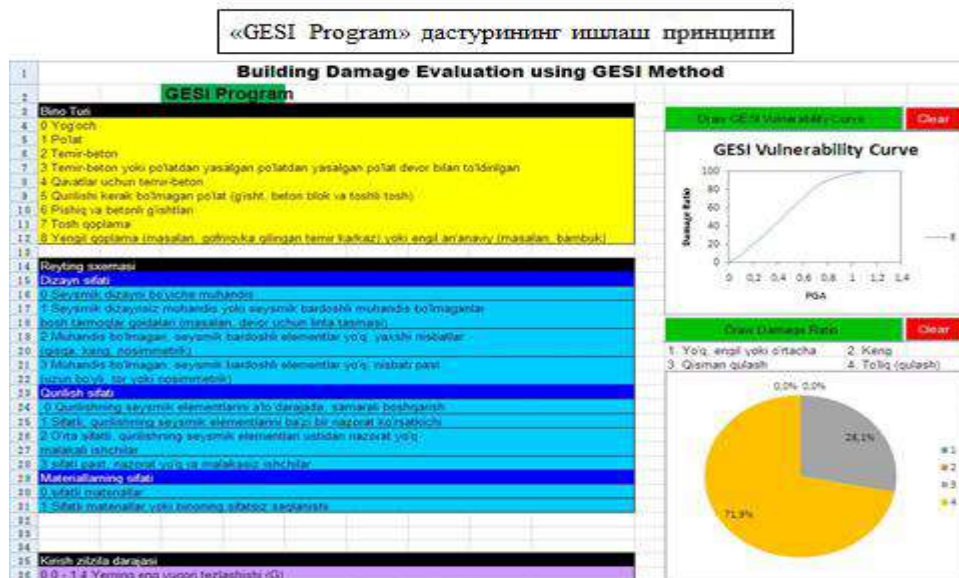
A tur-mahalliy qurilish materiallaridan (guvalak, xom g'isht va paxsa) qurilgan yakka tartibdagi uylar.

B tur-ma'muriy, ijtimoiy, yakka tartibdagi va ko'p qavatli binolari pishiq g'ishtdan (2 qavatgacha bo'lgan) qurilgan.

V tur-yog'ochlardan qurilgan ma'muriy, ijtimoiy va turar-joy binolari (yog'och uylar, yog'och ramka bilan qurilgan shaxsiy uylar - «shitli»).

C tur-ma'muriy, ijtimoiy va turar-joy binolari, antiseysmik choralar (2 qavatdan ko'p) yordamida qurilgan g'isht va panel.

Ajratilgan binolar turlarining zaifligini baholash uchun «GESI_Program» kompleks dasturidan foydalanib, zaiflik funksiyalari qurildi, ular ma'lum seysmik ta'sirlarda strukturalarning zararlanishini baholashga asoslangan (1-rasm)



1-rasm. «GESI_Program» dasturining ishlash oynasi hamda natijalar grafiqi.

Binolarning shikastlanishi bu inshootning tashqi va ichki ta’sirlari ostida zararlanish qobiliyatidir. Binolarning seysmik shikastlanishini baholash uchun asoslangan «GESI_Program» dasturi shahar hududida binolarning muayyan qurilish turlari bo’yicha zarar ko’rishini baholash uchun ishlatiladi [5, 6, 7, 8]. Ushbu dastur 1999-2001 yillarda birlashgan Millatlar tashkilotining «Seysmik xavfsizlik bo’yicha Global tashabbus» (Global Earthquake Safety Initiative (GESI) Pilot Project loyihasi) loyihasi doirasida ishlab chiqilgan. Asosiy materiallar, ya’ni dasturni ishlab chiqish asoslari 1998-1999 yillarda UN-IDNDR tashkiloti tomonidan o’tkazilgan RADIUS xalqaro loyihasi (Risk Assessment Tools for Diagnosis of Urban Areas against Seismic Disasters) doirasida to’plangan ma’lumotlar bo’lib, unda Addis-Ababa (Efiopiya) Antofagasta (Chili), Bandung (Indoneziya), Guayakil (Ekvador), Zigong (Xitoy), Izmir (Turkiya), Skopje (Makedoniya), Toshkent (O’zbekiston) va Tijuana (Meksika) shaharlari ishtirok etgan [9, 10].

Dastur inshootning turini, dizayn xususiyatlarini, qurilish sifatini, qurilish materiallarining sifatini va maksimal tezlashishlarda seysmik ta’sir darajasini tavsiflovchi beshta kirish ko’rsatkichlaridan iborat. Ushbu kirish ko’rsatkichlariga asoslanib, shikastlanish diagrammasi va binolarning zaiflik funksiyasi quriladi. Binolarning shikastlanishi to’rt darajada baholanadi: yengil, o’rtacha, og’ir va juda og’ir.

Binolarning shikastlanish xususiyatlari:

- 0. shikastlanish yo’q.
- 1. Yengil shikastlanish.

- yengil strukturaviy bo'lmagan shikastlanishlar-suvoqdagi yoriqlar (0,5 mm kenglikda), devorlardan va ramka elementlaridan kichik plasterlarni parchalash, bo'linmalarda, kvadratlarda va qavatlardagi nozik yoriqlar;

- yengil strukturaviy shikastlanish (to'liq yoki to'liq bo'lmagan). Yengil zararlarni bartaraf etish uchun joriy ta'mirlash xarajatlari talab qilinadi. Normalarga ko'ra, u obyektning balans qiymatining 15% gacha bo'ladi [11].

2. O'rtacha shikastlanish.

- o'rtacha strukturaviy bo'lmagan shikastlanish - suvoq parchalari devor ostiga tushadi, tom qismlarini yerga tushishi, dud bo'ronlarning yorilishi va qismlarining yerga tushishi, to'siq devorlar va pardevorlardagi yoriqlar, ular qismlarining siljishi;

- yengil strukturaviy shikastlanish - devorlarda, panellar bilan tom orasida, katta bloklarning chegaralarida, ramkalarining yuk ko'taruvchi elementlaridagi kichik yoriqlar. O'rtacha shikastlanishni bartaraf etish uchun kapital ta'mirlash harajatlari talab qilinadi. Kapital ta'mirlash normaga ko'ra, u obyektning balans qiymatidan 15-35% dan hisoblanadi.

3. Og'ir shikastlanish.

- og'ir strukturaviy shikastlanishlar – dud bo'ronlar va panjarali devorlarning ag'darilishi, alohida yoki ko'plab yuk ko'taruvchi va o'z-o'zini mustaxkamlovchi elementlarning qulashi, to'siq devorlarning buzilishi;

- o'rtacha strukturaviy shikastlanishlar - devorlarda katta chuqur va ochiq yoriqlar, strukturaning elementlari orasidagi bog'lanishni yo'qolishi, bo'ylama devorlarni tuzilmasidan ajralishi. Jiddiy shikastlanganda ta'mirlash xarajatlari shikastlanishlarning xususiyatiga qarab belgilanadi va ekspert komissiyasi tomonidan hal etiladi va qayta tiklash ishlari olib boriladi. Qayta tiklashlar normaga ko'ra, obyekt balans qiymatining 35 dan 55% gacha bo'lgan zararlarga qarab aniqlanadi.

4. Juda og'ir shikastlanish.

- strukturaviy buzilishlar - ichki devorlarning alohida qismlari qulashi va to'siq devorlarining qulashi;

- strukturaviy buzilishlar - yuk ko'taruvchi devorlarni ag'darilishi, devorlardagi yoriqlar, binoning alohida qismlari o'rtasidagi tutashgan qismlarning ajralishi, yig'ma konstruksiyalarning tutash qismlarining buzilishi.

4-darajali bino shikastlanganda bino buziladi.

«GESI_Program»dan foydalanish asosida 7 va 8 ballarda [11, 12] intensivligi turlicha konstruktiv turlari bilan binolarning shikastlanish darajasi baholanadi.

Seysmik zaiflik yuqori tezlanishdagi shikastlanish foizi sifatida baholanadi.

Ta'rifga ko'ra, binolarning seysmik zaifligi strukturaning o'ziga xos xususiyati har qanday ta'sir tufayli ishonchlik va xavfsizlikning yuqori sifatli yoki miqdoriy ko'rsatkichlarini yo'qotish deb tushuniladi. Seysmik zaiflik 0 dan (hech qanday

shikastlanishdan) 1 gacha o'zgaradi (tiklanishi mumkin emas). Seysmik zaiflikning seysmik ta'sirga bog'liqligi (masalan, ballar) seysmik zaiflik funksiyasi deb ataladi.

Shikastlanish darajasini MSK-98 shkalasida berilgan seysmik ta'sir darajasiga bog'laydigan seysmik zaiflik xususiyati odatda empirik tarzda aniqlanadi.

Seysmik ta'sirlarning turli intensivligida binolarning shikastlanishini batafsil baholash va binolarning muayyan konstruktiv turlarining seysmik zaiflik funksiyasini tuzish uchun hisob-kitoblar «GESI_Program» dasturidan foydalangan holda amalga oshirildi.

Ilovadagi jadvallarda ko'rib chiqilayotgan binolarning 6, 7 va 8 ballik ta'sirlardagi shikastlanishini hisoblash natijalari keltirilgan bo'lib, bu Jizzax viloyatining seysmik xavf darajasiga to'g'ri keladi.

8 ballda hisob-kitoblarga ko'ra eng katta shikastlanish A tipdagi binolarga bo'lib, qurilish materiallari sifatida guvalak, xom g'isht, paxsalardan foydalanib qurilgan. «Guvalak» - oval shaklidagi suglinokni (lyoss), tabiiy sharoitlarda quritilib tayyorlangan qurilish materiallari hisoblanadi. Jizzax, Samarqand va O'zbekistonning janubiy viloyatlarida guvalakdan bino qurilishi keng foydalanib kelinmoqda. «Paxsa» - qurilish materiallari sifatida presslangan loy (plastik holatidagi) yordamida qurilgan bir qavatli binolardir.

Shuni ta'kidlash kerakki, A tipdagi har bir bino shikast yetkazilishiga ko'ra turli ma'nolarga ega. Misol uchun, seysmik ta'sirga nisbatan eng barqaror bo'lmagan binolar guvalak va paxsadan qurilgan binolardir. Bunday holda, bu turlarning barchasi umumlashtiriladi va ular uchun o'rtacha shikastlanish qiymatlari hisoblanadi.

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FRAZEOLIGIK BIRLIKLARDA VARIANTLANISH HODISASI

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SamDCHTI magistranti

Annotatsiya: Tilshunoslik bo'limi sifatidagi frazeologiyaning asosiy diqqat e'tibori frazeologizmlar tabiatini va ularning kategorial belgilarini o'rganishga, shuningdek, frazeologizmlarning nutqda qo'llanish qonuniyatlarini aniqlashga qaratiladi. Ushbu maqola frazeologik birliklarda kuzatiladigan variantlanish hodisasini o'rganishga bag'ishlangan.

Kalit so'zlar: frazeologik birliklar, sintaktik xususiyat, variantlanish, lekin variantlar, grammatik variantlar.

Аннотация: Как раздел языкознания основное внимание фразеологии направлено на изучение природы фразеологизмов и их категориальных признаков, а также на определение закономерностей употребления фразеологизмов в речи. Данная статья посвящена изучению явления варьирования, наблюдаемого у фразеологизмов.

Ключевые слова: фразеологизмы, синтаксические признаки, вариации, лексические варианты, грамматические варианты.

Annotation: As a branch of linguistics, the main focus of phraseology is on the study of the nature of phraseology and their categorical features, as well as to determine the laws of use of phraseology in speech. This article is devoted to the study of the phenomenon of variation observed in phraseological units.

Keywords: phraseological units, syntactic features, variations, lexical variants, grammatical variants.

Frazeologik birikmalar birlashtirilgan qismlar orasidagi ichki bog'liqliklar bilan nutqda takrorlanadigan so'zlarning barqaror leksik va grammatik birligidir. Shuning uchun frazeologik birliklarni tasniflashda strukturani tavsiflovchi va eng avvalo "barqarorlik ko'rsatkichlari" bo'lgan qismlar o'rtasidagi ichki "munosabatlarga

asoslanishi kerak; bir xil, ya'ni strukturaviy ma'lum darajada frazeologik birliklarni o'rganish usuli bo'lishi mumkin. Frazeologik birliklarning ta'rifi quyidagi qoidalarga asoslanishi kerak: tilning tovush materiyasi uning nutqdagi o'zgarishlarining mazmunidir; frazeologik birliklar tushunchasi ostiga olingan til ob'ektlari bizning ongimizdan mustaqil ravishda mavjud bo'lgan moddiy olam ob'ektlari; frazeologik ob'ektlar birlamchi, ob'ektlar orasidagi munosabatlar esa ikkinchi darajali deb tushuniladi; bu ob'ektlarning tarkibiy qismlari birlamchi, komponentlar o'rtasidagi munosabatlar esa ikkinchi darajali deb tushuniladi; frazeologik birliklarning qismlari o'rtasidagi ichki bog'liqliklar (yoki munosabatlar) - voqelik hodisalari o'rtasidagi munosabatlardan abstraktsiya qilingan va bu munosabatlarni aks ettiruvchi qat'iy mantiqiy raqamlar; frazeologik birliklarning ma'nosi, shuningdek, so'zning ma'nosi deganda ma'lum bir tovush qobig'iga birlashtirilgan bir hil ob'ektlar yoki voqelik hodisalarining butun sinfining muhim xususiyatlarining ijtimoiy umumlashtirilgan aks etishi tushuniladi. Frazeologik birliklar o'zlarining semantik, funksional, uslubiy va sintaktik xususiyatlariga ko'ra so'z birikmalari, sodda va qo'shma gaplardan ajralib alohida bir turni tashkil qiladi, ya'ni frazeologik birliklarda so'z, so'z birikmalari va gapning zid qo'yilish belgilari ma'lum ma'noda neytrallashib, dialektik birlashadi, yaxlit holatda yuzaga chiqadi. Shuning uchun bugungi kunda rivojlanib kelayotgan sistem tilshunoslikda turli tipdagi so'z yasash qoliplari, semantik-funksional planda olingan frazeologizmlar orasidagi sistem aloqalarni o'rganilishi muhim ahamiyat kasb etadi.

Variantlanish - barcha til birliklariga, shu jumladan, frazeologik birliklarda ham mansub hodisa. Ko'p variantli iboralarning asosiy qismini ikki va uch variantli iboralar tashkil qiladi. Umuman frazeologik birliklarda variantlanish boshqa til birliklaridagiga nisbatan kuchli bo'lib, bir iboraning variantlari soni o'ntagacha yetadi. Frazeologik birliklarda bir iboraga bir necha variantni birlashtirish ularning turli-tuman o'zgartirishlar sababli biri ikkinchisidan o'sib chiqqan bo'lishi, barchasi bir manbaga birlashuvi ; asosida ayni bir obrazning yotishi ; ayni bir lug'aviy ma'noni anglatishi; o'zaro o'sib chiqqan variantlar tarkibida so'z- komponentning bo'lishi asosga olindi. Variantlanish tufayli bir ibora boshqa bir iboraga aylanmaydi, bir ibora xos obraz

yaxlitlikning o‘zi doirasida, shu yaxlitlik yo‘l qo‘ygan darajada voqe bo‘ladi. Aks holda yo ibora yo‘qqa chiqadi, yoki boshqa bir ibora barpo qilinadi. Frazologik variantlarda leksik variantlar va grammatik variantlar farqlanadi. Frazologik variantlarda leksik variantlar va grammatik variantlar farqlanadi. Ibora tarkibida mustaqil tutun so‘zi bilan ifodalangan komponentni o‘zgartirib hosil qilingan variantda leksik variant deyiladi. Leksik almashtirishda bu so‘zlar o‘zaro sinonim bo‘ladi. Masalan:

Être comme un coq en p te - vivre comme un coq en p te- shohona yashamoq, pichog‘i moy ustida, yegani oldida yemagani ketida bo‘lmoq;

Arriver des cheveux sur la soupe - venir comme un cheveu - kutilmaganda, yomon holatda kelmoq;

Mettre en. plus bas que terre - tra ner en. plus que terre - kimgadir yomon munosabatda bo‘lmoq, yerda urmoq;

Jeter de l’huile sur le feu - mettre de l’huile sur le feu - janjalni kuchaytirmoq, olovga moy sepmoq;

Aller comme un escargot - aller comme un tortue - juda sekin yurmoq;

Courir comme un lapin - courir comme un z bre - courir comme si on avait le diable   ses trousses - juda tez yugurmoq;

Perdre la t te - perdre le nord, perdre la boussole - aqldan ozmoq, nima qilayotganini bo‘lmaslik;

Être dans la lune -  tre dans les nuages - parishonxotir bo‘lmoq, reallikni unutmok;

Rire comme un bossu - rire comme une baleine - dumalab, xoxolab kulmoq;

Leksik variantlarning ma‘lum bir qismi ibora tarkibidagi so‘z komponentini tashlash bilan hosil bo‘ladi: avoir un petit grain - avoir un grain - jinni bo‘lmoq, psixik jihatdan normada bo‘lmaslik; mettre une question sur le tapis - mettre sur le tapis - biror mavzuni kuzatishni, bahslashishni taklif qilmoq (mavzuni o‘rtaga tashlamoq); au premier chant du coq- au chant du coq - tong sahardan;  tre tout cousu d'or -  tre cousu d'or - o‘ta boy bo‘lmoq,  tre heureux comme un poisson dans l'eau -  tre comme un poisson d'eau - juda baxtli bo‘lmoq.

Polisemantik iboralarda leksik variantlanish imkoniyati har bir frazeologik ma'no bo'yicha o'rganilishi, ta'kidlanishi kerak: bir frazeologik ma'noda bor variantlanish boshqa frazeologik ma'noda bo'lmasligi mumkin. Iboralar tarkibini grammatik o'zgartirish bilan hosil bo'ladigan variantga grammatik variant deyiladi. Iboraning tashqi grammatik qurilishiga iborani kontrkstga singdirish bilan bog'liq grammatik o'zgarishlar variantlanish deb qaralmaydi. Jumladan, kontrkstga singdirish munosabati bilan ot iboraning sonda o'zgarishi fe'l iboraning tuslovchi, egalik olib o'zgarishi variantlanish deb emas, balki paradigmatik formalarga kirish deb qaraladi. Frazeologik birlik yuqoridagi tip paradigmatik formalarida biror chegaralanishga ega bo'lsa, shundagina grammatik variantlanish haqida gapirish o'rinli. Grammatik variantlanish ham, xuddi leksik variantlanishdek bo'lganidek, asosan ibora tarkibidagi biror grammatik qismni almashtirish, tashlash yoki unga qo'shish bilan voqe bo'ladi. Grammatik variantlanishda o'ziga xos hodisa -so'z komponentlarning joylashish tartibi asosida yuzaga keladigan variantlanish ham bor.

Xulosa tariqasida shuni qayd etish lozimki, fransuz frazeologiyasida variantlanish hodisasining yuqoridagi singari hali tadqiq etilmagan qirralari anchagina bo'lib, ularni alohida tadqiqot obyekti doirasida o'rganish ayrim frazeologik muammolar yechimiga sabab bo'lishi mumkin.

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BIOLOGIYA FANIDA INNOVATSION TEXNOLOGIYALAR

Nurpayziyeva Feruza Esirgapovna

Toshkent viloyati Qibray tumani 8-maktab Biologiya fani o'qituvchisi

Annotatsiya: Maqolada respublika umumta'lim maktablarida tabiiy fanlarni o'qitilishini nazorat qilish, ma'lum shart-sharoitlar yaratish, maktab o'quvchilariga yangi bilimlarni berish, olingan yangi bilimlar asosida ko'nikmalarni hosil qilish, shakllantirish uchun kichik guruhlarda ishlash, vizuallashtirish, mustaqil ijodiy ishlash, o'yin mashqlari hamda rolli o'yinlar kabi noan'anaviy ta'lim metodlaridan foydalanish to'g'risida fikr yuritiladi.

Kalit so'zlar: maktab, o'yin darslari, o'quvchi shaxsi, biologiya, axborot texnologiyalari, ko'nikmalar.

Biologiya o'qitish metodikasi - maktab predmetining xususiyatlaridan kelib chiqqan holda, ta'lim va tarbiya jarayoni tizimi haqidagi fan.

Biologiyani o'qitish metodikasi biologik materialni o'rganishga nisbatan barcha maktab fanlari uchun umumiy bo'lgan pedagogik qoidalarga asoslangan. Shu bilan birga, u maxsus, psixologik va pedagogik, mafkuraviy, madaniy va boshqa kasbiy va pedagogik bilim, ko'nikma va munosabatlarni birlashtiradi.

Biologiyani fan sifatida o'qitish metodikasining asosiy vazifalari qatorida quyidagilarni ajratish mumkin.

Maktab o'quvchilarini o'qitish va tarbiyalashning umumiy tizimida biologiya fanining rolini aniqlash;

Maktab o'quv dasturlari va darsliklarini tuzish va takomillashtirish bo'yicha takliflar ishlab chiqish va bu takliflarni maktabda amalda tekshirish;

Talabalarning yoshiga va turli sinflar dasturiga muvofiq o'quv fanining mazmunini, uni o'rganish ketma -ketligini aniqlash;

Biologiya fanlarining o'ziga xos xususiyatlarini hisobga olgan holda maktab o'quvchilarini o'qitishning metod va texnikasini, shuningdek tashkiliy shakllarini ishlab chiqish;

O'quv jarayonini jihozlashni ishlab chiqish va sinovdan o'tkazish: ofis, yovvoyi tabiat burchagi, maktab o'quv va tajriba maydonchasi, yovvoyi tabiat ob'ektlarining mavjudligi, o'quv ko'rgazmali qurollar, ishchi asbob -uskunalar va boshqalar. Biologiyani o'qitish metodikasini o'rganishning ob'ekti "Biologiya" fani bilan bog'liq bo'lgan o'quv jarayonidir. Ilm -fan o'rganilayotgan mavzu haqidagi bilimlarni o'z ichiga oladi. Metodologiyaning tadqiqot predmeti maqsad va mazmundir ta'lim jarayoni, o'quvchilarni o'qitish, o'qitish va rivojlantirish usullari, vositalari va shakllari. Biologiyani o'qitish usullari quyidagilardan iborat: 1) empirik - kuzatish, pedagogik eksperiment, modellashtirish, prognozlash, tekshirish, pedagogik yutuqlarni sifat va miqdoriy tahlil qilish; 2) nazariy bilimlar - tizimlashtirish, integratsiya, farqlash, mavhumlashtirish, ideallashtirish, tizimli tahlil, taqqoslash, umumlashtirish. Maktabda biologiya o'qitish nazariyasini qurish empirik va nazariy bilimlarning kombinatsiyasini talab qiladi.

Pedagogika fanlari tizimida biologiyani o'qitish metodikasi. Biologiyani o'qitish metodikasi pedagogika fani sifatida didaktika bilan uzviy bog'liqdir. Biologiya o'qitish metodikasi maktab biologiyasining o'ziga xos xususiyatlaridan kelib chiqib, ta'lim va tarbiyaning mazmuni, shakllari, usullari va vositalarining nazariy va amaliy muammolarini ishlab chiqadi. Biologiyani o'qitish metodikasi psixologiya bilan chambarchas bog'liq, chunki u bolalarning yosh xususiyatlariga asoslangan. Biologiya o'quv dasturining mazmuni o'quvchining shaxsiyati rivojlanib borgan sari sinfdan sinfga murakkablashadi. Biologiya o'qitish metodikasi falsafa bilan chambarchas bog'liq. Bu insonning o'zini o'zi bilishini rivojlantirishga, insoniyat madaniyatining umumiy rivojlanish tizimidagi ilmiy kashfiyotlarning o'rni va rolini tushunishga yordam beradi, bilimlarning turli bo'laklarini dunyoning yagona ilmiy rasmiga bog'lashga imkon beradi. Biologiya o'qitish metodikasi biologiya fani bilan bog'liq. Maktabda "Biologiya" fani sintetik xususiyatga ega. Maktab mavzusi va biologiya fani o'rtasida katta farq bor. Biologiya fanining maqsadi tadqiqot orqali tabiat haqida yangi

bilimlarga ega bo'lishdir. Maktabda "Biologiya" fanining maqsadi o'quvchilarga biologiya fanidan olingan bilimlarni (faktlar, naqshlar) berishdir.

Bugungi kunda mamlakatimizda boshqa fanlarga berilayotgani kabi tabiiy fanlarga ham e'tibor juda yuqori. Respublika umumta'lim maktablarida tabiiy fanlarni o'qitilishini nazorat qilish va shart-sharoitlar yaratish juda muhim hisoblanadi. Hozirgi kunda o'quvchilar, talabalar, tinglovchilar aqliy ta'limini rivojlantirish uchun ta'lim va tarbiya birligiga beriladigan bilimning ilmiy bo'lishi, bilimning sistemali va izchil bo'lishi barobarida zamonaviy pedagogik va axborot texnologiyalaridan samarali foydalanishga erishilmoqda [1]. Har bir dars o'quvchi uchun yangi axborot hioblanadi. Ayniqsa, yangi o'quv materiallari orqali o'quvchilarni bilim va ko'nikmalarini shakllantirish asosiy ta'lim sifatini ta'minlovchi omildir. O'quvchilarga yangi bilimlarni berish va olingan yangi bilimlar asosida ko'nikmalarni shakllantirish uchun kichik guruhlarda ishlash, vizuallashtirish, mustaqil ijodiy ishlash, o'yin mashqlari va rolli o'yinlar kabi noan'anaviy ta'lim metodlaridan foydalanish yaxshi samara beradi. Mana shularni hisobga olgan holda, ta'lim jarayonini samarali tashkil qilish borasida bugungi kunda juda ko'plab amaliy ishlar amalga oshirilmoqda [2]. O'quv jarayonining markazida o'quvchi shaxsi va qadri, ma'naviyati turar ekan, har bir o'qituvchi bu jarayonni samarali va qiziqarli qilib tashkil qila olishi kerak. Shuni e'tiborda tutish kerakki, shaxsga qaratilgan ta'lim, o'quvchining o'quv-biluv mehnatini tashkil etishni harakatlantiruvchi, uning qiziqish, xohish, talab-istaklarini ro'yobga chiqaruvchi kuch bo'lib xizmat qiladi. O'quvchi shaxsiga qaratilgan ta'lim, o'quvchining faolligini oshirish, mustaqil, ijodiy fikrlashga o'rgatish, mustaqilligi va erkinligini ta'min etish, qiziqishlari asosida ish yuritish, ichki imkoniyatlarini ishga solish, o'z qiziqishlari orqali qo'shimcha ta'lim olishga yo'llash, o'z-o'zini rivojlantirishni o'z ichiga oladi [1;3]. Biologiya fanini o'qitishda o'quvchilarning bilish faoliyatini faollashtirish maqsadida darslarda turli o'yinlardan foydalanish muhim ahamiyat kasb etadi. O'yinlar vositasida darslarni tashkil etish o'quvchilar biologik qonuniyatlar, hodisalar va hayotiy jarayonlarni o'rganish faoliyatini rivojlantiruvchi usullardan biridir. O'yinlar o'quvchilarning erkin fikrlash, mustaqil xulosa chiqarish, muammoli vaziyatlardan chiqa olish qobiliyatini oshiradi, tez javob topish ko'nikmasini

rivojlantiradi, ziyakligini orttiradi. O‘yin darslari o‘qitishning faol shakllaridan biridir. O‘yin darslarining asosiy maqsadi o‘quvchilarning o‘quv jarayoniga qiziqishlarini orttirish va bu bilan o‘qish samaradorligini oshirishdir [3]. O‘yin darsning asosiy maqsadi o‘quvchilarning o‘quv jarayoniga qiziqishlarni oshirish va bu bilan o‘qish samaradorligini oshirishdir. Tashqaridan qaraganda o‘yin yengil, betashvish ko‘rinishda, aslida boladan maksimum energiya berilishini aql, sabr toqat, mustaqillik kabi jihatlarni ishga solishni talab etadi. O‘yin jarayoni biroz shovqin va tartibsizlik bilan kechgani uchun o‘qituvchilar ko‘pincha jim o‘tirib tinglaydigan, shovqinsiz o‘tadigan an’anaviy darslarni ma’qul ko‘radi [3]. Biologik o‘yinlar nihoyatda xilma-xil bo‘lib, ushbu o‘yinlar dars va darsdan tashqari mashg‘ulotlarning qiziqarli bo‘lishida, o‘quvchilarning biologiya faniga bo‘lgan qiziqishini oshirishda qulay va samarali vositalardan biri hisoblanadi. Men bugungi kunda pedagogik amaliyot mashg‘ulotlarimda amaliyot olib borayotgan o‘qituvchim bilan birgalikda biologiya darslarida quyidagi o‘yinlar va interfaol metodlardan foydalandim: “Kim ko‘p biladi” o‘yini. Bu o‘yinni biologiyaning xohlagan mavzusini o‘rganishda qo‘llash mumkin. Har bir ishtirokchi biror-bir mavzu yuzasidan bittadan muammoli savol tuza olishi kerak. Savollar yozilgan qog‘ozlarni o‘qituvchiga topshiradilar, sinf o‘quvchilari ikki guruhga bo‘linadi. Boshqaruvchi qo‘llarni sanab, har biriga 1 balldan qo‘yadi. Har bir savolga bir o‘quvchidan javob so‘raladi. Agar javob noto‘g‘ri bo‘lsa, o‘sha guruhdan 1 ball olib tashlanadi, qaysi guruh ko‘p ball to‘plasa, o‘sha guruh g‘olib bo‘ladi. “Xayoliy sayohat” o‘yini. Ta’limning bu o‘yini biologiya, geografiya, til adabiyot va boshqa fanlarda qo‘llanilishi mumkin. O‘simlik yoki hayvonlar tarqalgan biogeografik viloyatlarga xayolan sayohat qilib, uni yozma tarzda yozish talab etiladi. Ishtirokchi o‘zi mustaqil o‘sha joyni yozma tasvirlashi kerak. Kimning yozma tasvirlashi mazmunan yuqori saviyada yozilgan bo‘lsa, u g‘olib hisoblanadi [1;2;3]. Xulosa qilib aytganda, biologiya - darslarni hayotga bog‘lash, ularni qiziqarli va ijodiy tashkil etish bosh maqsaddir. Bunda asosiy rol ni biologik o‘yinlar egallaydi. Biologik o‘yinlar nihoyatda xilma-xil bo‘lib, darsda va darsdan tashqari mashg‘ulotlarni qiziqarli bo‘lishida o‘quvchilarning fanga bo‘lgan qiziqishlarini oshirishda qulay va samarali vositalardan biri hisoblanadi.

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ATIRGULNING INNOVATSION YETISHTIRISH TEXNOLOGIYASI

ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ ВЫРАЩИВАНИЯ РОЗ

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Аннотация. Respublikamizdagi shaharlarni va tuman markazlarni ko'kalamzorlashtirish sohasida har xil turdagi manzarali yirik yaproqli daraxt va buta turlaridan keng foydalanilmoqda. Ko'kalamzorlashtirishning kompleks yechimlariga shahar tashqarisidagi va aholisi gavjum bo'lgan yashash joylariga yaqin o'rmon maydonlarini ko'kalamzorlashtirilgan istiroxat bog'lariga aylantirish masalasi ham kiradi. Yangi yashash mavzelari esa ko'kalamzorlashtirish ishlari gullarni ko'kalamzorlashtirish joylarida, shuningdek, ochiq va yopiq yerlarda butash materiallarini olish uchun, turli ko'rinishdagi alpinariya, klumba, alleya, geometrik shakldagi gulzorlarni tashkil qilish guldasta, savat, kompozitsiyalarda qo'llaniladi. Ko'pgina gul o'simliklari estetik zavqdan tashqari, amaliy ahamiyatga ham egadir, yani ular yashil o'simliklar shovqini kamaytirishda, oziq-ovqat, dori-darmon va fitosentlik o'simliklardan foydalaniladi.

Аннотация. В области озеленения городов и районных центров страны широко используется широкий спектр видов декоративных крупнолиственных

деревьев и кустарников. Комплексные решения по благоустройству включают в себя преобразование лесных массивов за чертой города и вблизи густонаселенных территорий в зеленые парки. Новые жилые массивы используются для озеленения цветов, а также для приобретения кустарников на открытых и закрытых территориях, организации клумб, клумб, аллей, геометрических клумб различной формы в букетах, корзинах, композициях. Многие цветковые растения не только эстетичны, но и имеют практическое значение, а это означает, что они используются в пищевых продуктах, медицине и фитоцентрических растениях для уменьшения шума зеленых растений.

Annotation. In the field of landscaping of cities and district centers of the country, a wide range of species of ornamental large-leaved trees and shrubs are widely used. Complex solutions to landscaping include the conversion of forest areas outside the city and close to densely populated areas into green parks. New residential areas are used for landscaping of flowers, as well as for the acquisition of shrubs in open and closed areas, the organization of flowerbeds, flower beds, alleys, geometric flower beds of various shapes in bouquets, baskets, compositions. Many flowering plants are not only aesthetically pleasing, but also of practical importance, meaning that they are used in food, medicine and phytocentric plants to reduce the noise of green plants.

Kalit so'zlar. Atirgul, namatak, payvand, agrotexnik tadbirlar, ko'chat, ekish sxemasi, zararkunandaga qarshi kurashish.

Ключевые слова. Розы, шиповник, прививка, агротехнические мероприятия, саженцы, схема посадки, борьба с вредителями.

Keywords. Roses, rose hip, grafting, agro-technical measures, seedlings, planting scheme, pest control.

KIRISH

Barchamizga ma'lumki o'simliklar bu aholi yashash joylarini obodonlashtirishning asosiy tarkibiy qismlaridan biridir. Kishilarga estetik zavq

berishdan tashqari, ular shahar va qishloqlarni tutun, ishlangan gaz va hokazolardan saqlashdek juda katta sanitariy ahamiyatga molikdir.

Respublika hududlarida gulchilik va ko'chatchilikni rivojlantirish, mahalliy va xorijiy gul navlarini parvarishlash, aholi o'rtasida gulchilik san'ati sir-asrorlarini ommalashtirish, qishloq xo'jaligi mahsulotlari eksport salohiyatini rivojlantirish PQ-5209–son 04.08.2021 yildagi qarorini bilan gulchilik va ko'chatchilik sohalarini yanada mustahkamlash maqsadga muvofiqdir.

To'g'ri tashkil etilgan gulchilik - yuqori foydali tarmoq hisoblanadi. Shuning uchun gulchilik ham qishloq xo'jaligining boshqa tarmoqlari singari ishlab chiqarish unumdorligini oshirish asosida rivojlanishi zarur. Bu masalalarni muvaffaqiyatli yechishda soha mutaxassislari va gulchilik bilan shug'ullanuvchilar o'z bilimlarini yanada boyitish bilan ko'proq tarqalgan manzarali o'simliklarni yetishtirish, ularning navlarini ko'paytirish, texnologiyalarini mukammallashtirishlari zarur.

ASOSIY QISM

Ko'chat tayyorlash. Yozning o'rtalarida chala yarim pishgan na'matak teriladi, dukkaklari chaqib olinadi va o'radagi qumga aralashtirib ko'miladi. Ko'milgandan so'ng, 3–4 kun davomida suv sepilib turiladi. 15–20 kun o'tgandan so'ng ko'milgan na'matak qumdan olinadi, yoyib quritiladi.

Quriganlari elanib, qumdan ajratiladi, mato xaltaga solib, soya va quruq joyda saqlanadi. Na'matak urug'i noyabr oyida yana qalinligi 25–30 sm bo'lgan ho'l qumga aralashtirib ko'miladi. Mart oyining 5–10 sanalarida qumdan kovlab olinib, elanadi va 10–15 sanalarda yerga sepiladi. Sepilgan urug' 20–25 kun davomida unib chiqadi.

May oyining o'rtalariga borib yagana qilinadi. Nihollar payvand paytigacha parvarish qilinadi. Avgust oyining 10–15larida payvand qilishga yetiladi. Payvand qilish uchun atirgulning sog'lom pishgan ko'z navdasi tanlab olinadi. Ko'zli navda gulning past qismidan 20–25 sm. qoldirib kesiladi. Kesilgan navdaning tepa yumshoq qismi ham kesib olib tashlanadi. Qolgan sog'lom navdadan ko'z olib, na'matak tanasiga payvand qilinadi. Payvand qilingandan so'ng, 20–22 kundan keyin kurtak chiqadi, asta-sekin rivojlanib, shoxga aylanadi va 9–10 oydan so'ng ilk gulini beradi.



Atirgullardan qalamcha tayyorlash

Ekish uchun joy tanlash va yerni tayyorlash. Gul yetishtirish uchun ajratilgan maydon tekis va uncha katta bo'lmagan (2–3⁰ gacha) nishablikda bo'lishi lozim. Yer maydoni kuz oylarida tayyorlanadi. Organik o'g'itlar berib, 20–30 sm chuqurlikda chopiladi. Tuproq begona o'tlardan tozalanadi, xaskashlanadi va pushta olinadi. Ular kaltaroq, balandligi 20–25 sm, kengligi 70 sm bo'lishi kerak. Ekishdan oldin maydon sug'oriladi. Ko'chatlar 70×60 sm va 70×70sm sxemada ekiladi.

Ekish. Atirgullarni ekishning eng maqbul payti bahor faslidir. Ekish oldidan atirgulning ildizlari tekshirib chiqiladi, singan va titilgan ildizlar kesib tashlanadi, qolgan sog'lom ildizlar esa loy va qoramol axlatidan tayyorlangan atalaga botirib olinadi. Gul ko'chatini ekish uchun eni 30×30 sm, chuqurligi 30 sm kattaligidagi chuqur qaziladi. Ko'chat o'tqazishdan oldin bu chuqur suv bilan to'ldiriladi. Tuplar ko'chatzordagi holatidan bir oz chuqurroq (3–4 sm) qilib, payvand qilingan tarafini kun chiqish tomonga qaratib o'tqaziladi. Payvand bo'lgan joyi yer yuzasida 45–50 sm tepada bo'lishi lozim. Nam ko'tarilib ketmasligi uchun aylana ariq betiga 3–4 sm qalinlikda qipiq yoki yangi ot go'ngi sepib qo'yiladi. Uzun shoxlari qirqib kalta qilinadi. Qirqishda yangi novdalar hosil bo'lishi uchun to'rt-olti kurtak qoldirilishi kerak. O'simlik o'tqaziladigan kuni har bir chuqurga 6–8 kg hisobidan chirigan go'ng tuproqqa aralashtirib solinadi. Agrotexnika tadbirlari to'g'ri olib, borilganda o'simlik tupidan 8–12 donagacha gul olish mumkin.

Sug'orish. Sug'orishda na'matak unib chiqqandan keyin yer chala, ya'ni har 10 kunda 2–3 marotaba sug'oriladi. Payvand qilingandan so'ng tagidan nam ketmasligi kerak. Keyin ko'chat hafta davomida 1 marta sug'orilib turiladi.

O'g'itlash. Atirgul ko'chatlari asosan mahalliy o'g'itlar bilan oziqlantiriladi.

Qator oralariga ishlov berish. Ishlov berish ishlari sug'orilgandan 2–4 kundan so'ng bajariladi. Tuproqni yumshatish dastlabki yillari 3–4 marotaba amalga oshiriladi. Qator oralari qo'l kuchi bilan 10–15 sm chuqurlikda chopiq qilinadi va begona o'tdan tozalanadi.

Atirgul shox-shabbasini kesish. Atirgul asosan erta bahorda butaladi. Butalgan shoxlar yoz bo'yi kelgusi yil uchun o'rinbosar novdalar chiqaradi. Gullaydigan atirgullar kalta qoldirib butaladi. Yer muzlashdan bir necha kun ilgari atirgul tuplaridagi barglar batamom tushadi. Ortiqcha novdalar olib tashlanadi.

Tup bo'g'izi atrofiga 40–50 sm balandlikda tuproq o'yiladi. Shu tarzda atirgullar qishlaydi. Erta bahorda kurtaklar bo'rtmasdan oldin bo'g'iz atrofidan tuproq olinadi, usti ochiladi, ildiz bo'g'izi tozalanadi, shikastlangan va singan, uchlarini sovuq urgan novdalar qirqib tashlanadi.

Kasallik va zararkunandalarga qarshi kurashish. Shiraga qarshi 20 g anabazin yoki nikotin sulfatni yohud 50 g yashil sovunni 10 l suvga qo'shib tayyorlangan eritma purkaladi. O'rgimchakkanaga qarshi tiofos eritmasi purkaladi. Bu eritma 10 l suvga 5–6 g tiofos solib tayyorlanadi. Un-shudring kasalligiga qarshi 10 l suvga 20 g to'tiyoyi va 200 g yashil sovun qo'shib tayyorlangan eritma ishlatiladi. Atirgulning zang kasalligiga moyilligi kuchli. Unga qarshi oltingugurt sepiladi.

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TECHNOLOGY OF GROWING PEPPERS IN THE GREENHOUSE

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Иссиқхон хўжалиғини ташкиллаштириши ва юришии, 2 – гуруҳ талабаси

Annotation: Growing peppers outdoors is difficult because they require a long growing season. Even if your overall summer temperatures are warm enough, your peppers may not have sufficient time to ripen. Starting peppers in a greenhouse 12 weeks before the last frost estimated date provides a headstart, and they can also be grown exclusively in greenhouses.

Keywords: pepper, vegetable, greenhouse, method, soil, garden.

INTRODUCTION

Getting pepper seeds to break dormancy requires warm soils as well as patience. Even under optimal conditions, some varieties of peppers may take as long as three weeks to germinate, and home gardeners sometimes give up on them before they sprout. Sweet peppers don't take as long as hot peppers, but no matter what type you decide to grow, give your seeds plenty of time. Peppers that are going to be grown in a greenhouse environment should be transplanted into their permanent containers shortly after the first true leaves show in order to promote strong, deep roots.

MATERIALS AND METHODS

After transplanting your peppers into their permanent containers in the greenhouse, keep daytime temperatures at 73 degrees Fahrenheit and nighttime temperatures at 70 degrees for 10 days. After this amount of time has passed, raise

daytime temperatures to 75 degrees and reduce nighttime temperatures to 64 degrees for the duration of the season¹.

Overwatering is one of the biggest problems for those growing peppers in a home greenhouse. Too much water stunts the growth of pepper plants and makes soil conditions right for the spread of fungal pathogens. Water when your soil is dry but try to avoid going so long without watering that the plants wilt. However, you'll be able to bring them back if you water deeply.

RESULTS AND DISCUSSION

Too much fertilizer causes peppers to produce an abundance of green leaves but not many blossoms, which will result in lower yields. Peppers respond best to light feedings with a balanced, water-soluble solution. Once the plants begin to flower, switch to a high-potassium fertilizer to encourage optimal production. Most fertilizers formulated for tomatoes will be adequate for this purpose.

Aphids are a risk for pepper plants. Even though they won't be quite the problem that they are when the plants are grown outdoors, releasing ladybugs into your greenhouse environment will keep a potential aphid population in check.

Peppers are fairly resistant to most pathogens, but you may encounter some bacterial spotting as the fruit begins to mature. Regular applications of a fungicide designed for use on peppers should be enough to keep it under control².

As with tomatoes, peppers have a long flowering season, so the individual fruits mature at different times. Depending on the variety, your hot pepper plants should begin to ripen around 150 days after being planted, while sweet peppers have a shorter time frame of between 60 and 90 days. Visual indications of ripeness vary, but all pepper varieties are ripe when they're easily pulled from the stem. Give it a few more days if you are met with resistance when pulling.

Overripe peppers should never be allowed to remain on the plant because they take too much energy away from the fruit that's still developing. Certain types of

¹ NaLampang, S., J.J. VanSickle and E.A. Evans. 2013. An application of demand systems on selected vegetables and fruit in the U.S. Selected paper Amer. Agr. Econ. Assn. Annu. Mtg., 5 Aug. 2013, Montreal.

² Nuez, F., R. Gil, and J. Costa. 2016. El cultivo de pimientos chiles y ajíes. 607 p. Mundi-Prensa, Madrid, Spain.

peppers also start flowering again once you start harvesting them, so it's possible to get a small second crop.

A similar application has been studied for fruit and vegetable cultivation, where a digital twin has been developed for sweet pepper plants. This is challenging because it involves an AI application that has to learn to recognize peppers: "We recognize peppers instinctively, based on the experience and knowledge of the farmer. A system has to learn that first, which takes a lot of time, but it also offers many opportunities. It may need thousands of iterations to make classification possible. What we got here is a translation of what is in the greenhouse into comprehensible and analyzable data. How many peppers are growing in the greenhouse, and how well do they grow? What is their density? Where are the areas of focus? That is the digitalization that is missing in cultivation." For the grower, this has many advantages; more insight and predictability in the harvest, better planning, and preventive action to keep the plants healthy. In other words, healthier business processes.

The image recognition technique (convolutional neural networks) used in the pepper case has existed for some time already. The innovation lies in the application, where the content of a greenhouse is converted into a dataset that offers many possibilities. Growers can use this to work in a data-driven way. In disease management, too, digital twinning can have a signaling function; a plant disease starts small but often grows exponentially.

CONCLUSION

Optimal conditions for your peppers³:

- **The science of irrigation and plant nutrition**

Growing in a controlled environment, especially in soilless media, requires ultimate precision in water and nutrient application. The use of advanced non-leakage drippers combined with multi-channel nutrient dosing machines lets you control the perfect root-zone environment and push your plants to the max.

³ Rylski, I. 2016. Pepper (Capsicum), p. 341–352. In: S.P. Monselise (ed.). CRC handbook of fruit set and development. CRC Press, Boca Raton, F

• Take control with smart insights from digital tools

React immediately with insights on your crops, substrates and climate. A complete command and control system will let you activate your climate control, irrigation scheduling and fertilizer dosing units.

• A wealth of experience and agronomic know-how

Making the right decisions while your peppers are growing is important. Netafim's renowned experts are there to guide you with your ongoing growing strategy, every step of the way.

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MOSH HOSILDORLIGI VA DON SIFATINI OSHIRISHDA GERBITSIDLARNING TA'SIRI

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Annotatsiya

Hozirgi bozor iqtisodiyoti davrida qishloq xo'jaligi ekinlaridan nafaqat mo'l va sifatli xosil olishga, balki ushbu xosilni yaratishni asosiy omili bo'lgan tuproq unumdorligini oshirishga, sug'orish suvlaridan samarali foydalanishga hamda respublikamizning sug'orilib dehqonchilik qilinadigan turli tuproq- iqlim sharoitida dalalarda tarqalgan begona o'tlarning sestematikasi, biologiyasi, oila va turlarini o'rganish muhimdir.

Kalit so'zlar: gerbitsid, begona o't, mosh, tuproq, ekin, suv, havo harorat.

ВЛИЯНИЕ ГЕРБИЦИДОВ НА УЛУЧШЕНИЕ КАЧЕСТВА ЗЕРНА МАША

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Аннотация

В условиях современной рыночной экономики не только получение богатого и качественного урожая, но и повышение плодородия почв, использование поливной воды и систематика, биология, семейство и виды сорняков на полях с различными орошаемыми почвами и климатом страны, обучение важно.

Ключевые слова: гербицид, сорняк, мох, почва, культура, почва, вода, температура воздуха.

INFLUENCE OF HERBICIDES ON IMPROVING THE QUALITY OF MASHA GRAIN

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Abstract

In the conditions of a modern market economy, not only obtaining a rich and high-quality crop, but also increasing soil fertility, rational use of irrigation water and the systematics, biology, family and types of weeds in fields with different irrigated soils and the climate of the country, training is important.

Keywords: herbicide, weed, mung bean, soil, crop, soil, water, air temperature

Kirish

Mosh (*Phaseolus aureus* Piper. va ohirgi klassifikatsiya bo'yicha *Vigna radiata* (L.) Wilczek) dunyoda keng tarqalgan ekin bo'lib, u ozuqa uchun qimmatli ekin hisoblanadi. Mosh donida 24,8% oqsil, 1% moy, 3,5-4,5% kletchatka, 4,5-5,5% kul i 62 -65% uglevodlar, 50,4% karbon suvlari, 1,5% moyli kislotalar, A, V1,V2, V3, V6, V9, S, Ye, K darmon dorilari, natriy, fosfor, kaliy, magniy, temir, mis, rux mineral moddalari va antioksidantlar mavjud.

Respublikamizda aholi sonining muntazam ravishda ortib borishi hisobiga oziq-ovqat, sabzavot va yem-hashak mahsulotlariga bo'lgan talab ham keskin ravishda ortib bormoqda. Bu esa o'z navbatida sug'oriladigan yerlardan foydalanish samaradorligini oshirishni taqozo etadi. Bunga erishish uchun esa o'z navbatida qishloq xo'jaligi ekinlarini to'g'ri tanlash va ularni yetishtirish agrotexnologiyalarini ishlab chiqish muhim ahamiyat kasb etadi. Mamlakatimizning barcha jabhalarda bo'lgani kabi agrar sohada ham izchil islohotlar amalga oshirilmoqda. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida" gi Farmoniga muvofiq tasdiqlangan 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi

bo'yicha Harakatlar strategiyasida yaqin va olis istiqbolda qishloq xo'jaligida tarkibiy o'zgarishlarni chuqurlashtirish va ishlab chiqarishni izchil rivojlantirish, mamlakatda oziq ovqat xavfsizligini yanada mustahkamlash, ekologik toza mahsulotlar ishlab chiqarishni kengaytirish, eksport salohiyatini keskin oshirish kabi muhim vazifalar belgilab berilgan.

Mamlakatimizda moshning begona o'tlardan himoya qilish choralarini hali to'liqligicha ishlab chiqilmagan. O'simliklarni begona o'tlar va kasalliklardan himoya qilishda dunyo miqyosida ularga ta'sir etadigan begona o'tlar rivojlanish fazalarini prognozlash tizimini qo'llab, moshning o'sib va rivojlanishiga ta'sir etadigan begona o'tlar va uning asosiy kasalliklari — moshning rivojlanishi va tarqalishining avtomatlashtirilgan axborot tizimlarini ishlab chiqishda zarur bo'ladigan ma'lumotlarni saqlash va qayta ishlashning konseptual asoslarini ishlab chiqish dolzarb masala bo'lib hisoblanadi.

Bugungi kunda qishloq xo'jaligi ekinlar hosilining 10% dan ko'prog'i begona o'tlar hisobiga boy beriladi. Tuproq tarkibidan 1 tonna don hosili 46 kg/ga N, 22 kg/ga P va 28 kg/ga K o'zlashtirilish, o't bosgan dalada o'rtacha 140 kg/ga azot, 70 kg/ga fosfor, 100 kg/ga kaliyni o'zlashtiradi. O't bosgan dalada 37 kg ni tashkil etadi. Begona o't bosgan dalalarda harorat 1,5-3,0 C⁰ hatto 2-4 C⁰ gacha pasayib ketadi. Begona o'tlar kuchli rivojlanib, ekinlarga, ko'lanka berib, siqib qo'yadi. Bundan tashqari begona o'tlar ekin maydonlariga turli kasallik va zararkunandalar tarqatish manbai bo'lib kelmoqda. Ular suv yorug'lik oziq moddalar va boshqa muhit omillaridan juda yaxshi foydalanib, o'g'itlar tarkibidagi oziq moddalarni o'zlashtirish ko'rsatgichini 30-40 % ga , don hosilini 20-25 % ga kamaytiradi, doni sifatni buzadi, dukkakli don ekinlarida turli kasallik, hasharot va zararkunandalarni tarqalishiga sabab bo'ladi. Hosilni yig'ib olish muddatini cho'zib yuboradi. Hozirgi vaqtda mosh uchun xavfli bo'lgan begona o'tlar soni 209 turni tashkil etib, ular 59 ta botanik oilalarga mansubdir. Shulardan 80 turdagi begona o'tlar xavfli hisoblansa, 129 turi nisbatan xavflidir. Ko'rsatilgan 209 turdagi begona o'tlarning 52% bir yillik va 43 % ko'p yillik begona o'tlar hisoblanadi. Respublikamizning sug'oriladigan maydonlarida bugungi kunda 75 turdan ortiq begona o'tlar mavjudligi aniqlangan.

Dukkakli don ekilgan dalalarda va ularning atroflarida begona o'tlarning ko'plab tarqalishi xo'jalikda juda katta zarar keltiradi. Begona o'tlarni qo'l kuchi bilan yo'qotiladigan mehnat xarajatlari ko'pincha mosh yetishtirish uchun qilinadigan xarajatlarning qariyb 40% gacha bo'lgan qismini tashkil etadi

Begona o'tlar deb yovvoyi yoki yarim yovvoyi o'tlarga aytiladi. U inson tomonidan ekilmaydi, lekin ular madaniy o'simliklarni hosil sifatini kamaytirib madaniy o'simliklar orasida biologik va ekologik o'sishga moslashgan. Ilmiy tekshirish tashkilotlarni bergan ma'lumotlariga qaraganda dukkakli don ekinlarning hosilini o'n foizi yo'qolib, begona o'tlarga qarshi kurashish uchun har yili 20-25 mln ishchi kuchi sarflanadi. Dalalarda begona o'tlar bahor illiq kelganda dukkakli don ekinlariga qaraganda ertaroq yoki u bilan bir vaqtda unib chiqadi. Dastlabki paytga nisbatan tez rivojlanadi. Bunda ular tuproqdan juda ko'p miqdordagi oziq moddalar (azot, fosfor, va kaliy) ni va suvni o'zlashtiradi.

Tadqiqotning vazifalari: mosh navlarining hosildorligiga ekish muddati va me'yoriga bog'liqligini o'rganish, qishloq xo'jaligi ekinlari uchun ilmiy asoslangan maqbul (optimal) gerbitsidlarni ishlab chiqish va optimallashtirishdan iborat. Tajribalardan olingan ma'lumotlarni statistik tahlil qilish va tadqiq qilingan tadbirlarning natijalari asosida mosh navlarini don sifatiga ta'sirini o'rganish.

Tadqiqotning usullari. Ilmiy tadqiqot ishlarida olib borilgan fenologik kuzatuvlar va biometrik o'lchovlar "Dala tajribalarini o'tkazish uslublari" (O'zPITI, 2007) asosida o'tkazilgan. Shuningdek olingan natijalar B.A.Dospexovning "Dala tajribalari uslublari" bo'yicha Microsoft Excel dasturi asosida matematik statistik taxlil qilindi va hisoblandi

NATIJAR VA MUHOKAMA Tadqiqot ishi O'simliklarni himoya qilish ilmiy-tadqiqot instituti tajriba maydonlarida 2020-2021 yillarda Toshkent viloyatining tipik bo'z tuproqlar sharoitida o'tkazildi. Toshkent viloyati O'zbekiston Respublikasining markaziy iqlim mintaqasida joylashgan bo'lib, uning umumiy maydoni 1000 km² ni tashkil etadi. Viloyat shimol va shimoliy-g'arbda Qozog'iston Respublikasi, janub va janubiy sharqda Tojikiston Respublikasi, g'arbdan Sirdayo

viloyati bilan chegaradosh Mazkur hudud Toshkent viloyatining Qibray tumanida, Chirchiq daryosidan 7-8 km uzoqlikda, bo'z suv kanalining o'ng tomonida joylashgan.

M.A.Pankov tomonidan keltirilgan ma'lumotlarga ko'ra, Markaziy Osiyo tuproqlarining uchdan bir qismi bo'z tuproqlardan tashkil topgan. Tipik bo'z tuproqlarning ona jinsi bir xilda tashkil topmagan bo'lib, eskidan sug'oriladigan, yer osti (sizot) suvlari 18-20 metr chuqurlikda joylashgan. Tipik bo'z tuproqlar tarkibida chirindi miqdorining kamligi va karbonatligi bilan ajralib turadi. Lekin, mazkur tuproqlarda chirindi miqdoridan yuqori bo'ladi. Tipik bo'z tuproqlarda gumus miqdori 1,5-2,5% ni, umumiy azot miqdori 0,08-0,1% ni, fosfor miqdori esa 0,2-0,3% ni tashkil etadi. Fosforli birikmalarni eruvchanlik xususiyati tuproqning yuqori karbonatligi sababli aytarli darajada emas, shu boisdan fosforning miqdori tuproqda ko'p bo'lmasada, uni o'simlik tomonidan o'zlashtirish darajasi juda pastdir I.V. Tyurin.

Nav tavsiflaridan kelib chiqqan holda moshning "Durдона" navidan foydalanildi. Tajriba tizimi asosida moshning ekish to'rt muddatda o'rganildi. Bular, may oyining birinchi 10 kunligida, iyun oyining birinchi ikkinchi 10 kunligida, iyul oyining birinchi ikkinchi 10 kunligi va uchta meyorda asosiy va takroriy ekin sifatida ekib o'rganildi. Ilmiy tadqiqot ishlari dala va laboratoriya usulida olib borildi.

Urug'ni ekishdan oldin laboratoriya sharoitida urug'ni unuvchanligini aniqlash sifatida o'simliklar taxlil qilingan. Dala tajribalari to'rt yarus tort qaytariqda bo'lib, paykallar to'rt qatorli, ulardan o'rtadagi ikkita qator hisobli, ya'ni chetdagi ikkita qator ximoya qatorlari, qator oralig'i 60 sm, ekish sxemasi 60x10 sm, uzunligi 60 m, yuzasi 48m². Xisobli o'simliklar soni 50 ta.

Dukkakli don ekinlarini yetishtirishda ekish muddati, meyor to'g'ri olib borilsa, va gerbitsidlar aniq meyor va muddatlarlarda purkalsa, ekin yaxshi o'sadi, rivojlanadi va hosildorlik ham yaxshi natija beradi.

Tajribalardan kelib chiqib moshning navlarida bargning hosil bo'lishi navning hususiyati va ekish meyor va muddatiga bog'liq. Mosh yetishtirishda iloji boricha, o'simlikda barg yuzasi keng bo'ladi. Lekin barg soni va yuzasining yetishtirish texnologiyasiga o'zining ta'sirini ko'rsatib, ko'rsatgichlar soni o'zgarib turadi.

Moshning birinchi chinbarg chiqarishi Durдона navida kuzatilganda 12-14 kunlarda rivojlanishi kuzatilib, yuqori meyorda ekilganda bir kunga bu fazani uzayganligini ko'rish mumkun. To'rtinchi chinbargning hosil bo'lishi esa bahorgida 30-33 kunda aniqlangan bo'lib, 20 iyun va 1 iyulda ekilanda 7-8 kunga, 10 iyulda ekilganda esa 4-5 kunga qisqarganligi kuzatildi.

Bahorda ekilganda gullash davri 64-67 kunda kuzatildi, yozda esa 20 iyunda ekilganda 66-70 kunda ko'rish mumkun. Oxirgi mudatda gullash davrining uzayganligi haroratning pasayishi bilan bog'liq. O'simlik uchun kerak bo'ladigan harorat yig'indisiga ega bo'lish uchun uzoqroq vaqt talab qilindi.

Lizimetrlarda egat oralig'i 60-70 sm, bir qatorda o'simliklar oralig'i 15 sm holatda ekiladi. Ekish miqdori Durдона navida gektariga 16 kg (195-260 ming o'simlik/ ga) ekildi.

Durдона navi o'simliklarning yuqori ko'chat qalinligiga chidamlidir. Ekish sxemasi 70 sm ikki qatorda qator oralig'i 15-20 sm, o'simliklar oralig'i 15 sm qilib ekiladi. Kichik maydon bo'lganligi uchun qo'lda ketmon bilan 3-5 sm qilib ekildi.

2021 yil 18 mayda bir va ko'p yillik begona o'tlarga qarshi Fyuzilad super 12,5 % gerbitsidni 0,4-0,6 l gektariga purkaldi. Vegitatsiya davrida qator oralariga 2 marta qo'lda yerni yumshatib ishlov berildi.

XULOSA Mosh ekilgan dalada o'tlardan tozalash uchun dukkakli-don ekinlari uchun qo'llaniladigan gerbitsidlardan foydalanish mumkin. Mosh ekilgandan so'ng 2-3 kun ichida tuproqqa yoki 2-3 barg chiqarganda bir yillik va ko'p yillik begona o'tlarga qarshi Fyuzilad super 12,5% em.k. gerbitsidini 0,4-0,6 litr gektariga qo'llash mumkin. Fotosintez mahsuldorligi «Durдона» navida 1,7-2,0 g/m² ga kamayganligi, ya'ni yuqori ko'rsatkich bahorda ekilganda kuzatilgan.

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APPLICATION OF GIS FOR CADASTRAL REGISTRATION OF WATER CHANNELS

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Annotation: The authors of the article describe programs with which it is possible to selection and analysis of information, on the basis of which further cadastral registration and registration of rights. It is concluded that for a better understanding and disclosure of all the possibilities of GIS technologies in the field of cadastral activities it is necessary to consider all materials and types of work that are provided and are carried out when a building or structure is registered with the cadastral register.

Key words: geoinformation system, land cadastre, state cadastral registration, efficiency, spatial information.

From year to year, the information needs of a person increase and affect all new areas of activity. Experience in almost every field using information collected from multiple sources. However, significant some of the information is rapidly changing and losing its relevance, and therefore becomes it is more difficult to use it in the traditional paper form. To ensure the required speed of obtaining up-to-date information, its processing and analysis, there was a need to create an automated system. Such the system must have a large number of graphic and thematic databases connected with calculation functions to transform data into spatial information and subsequent decision making. Thus, the main task geographic information systems (hereinafter - GIS) - the formation of knowledge about the globe, its certain territories, as well as providing spatial data for various users.

A geographic information system (geographic information system) is a modern system that includes the collection, storage, structuring, complex study and graphical visualization of spatial data and related information about the required items.

The concept of a geographic information system can also be applied in a narrower sense.

The geographic information system appears as a tool, thanks to which the operator has the ability to search, perform detailed analysis and independently conduct editing a digital map of the area, as well as collecting additional information about existing properties.

A geographic information system may include:

1. Databases containing spatial information about the object;
2. Raster graphics editors that act as underlays;
3. Vector graphics editors that convert images from bitmap to vector;
4. Various means of spatial data analysis.

Most often, users are interested in the presentation of this software (hereinafter referred to as software) as a “tool”, since the use of GIS technologies is reduced to the solution of any specific tasks and goals.

In this paper, we will consider specific examples of the application geoinformation technologies for cadastral registration of buildings and structures.

For a better understanding and disclosure of all the possibilities of GIS technologies in the field of cadastral activities, it is necessary to consider all materials and types of work that are provided and carried out when a building or structure is put on the cadastral accounting.

The copyright holder must provide:

1. Application form for accounting;
2. Title documents for land;
3. Permission to put the building into operation;
4. Technical plan for the building;
5. Passport of the applicant or power of attorney for the representative;
6. Floor plans of the building.

Based on the above information, it can be concluded that geoinformation technologies can be used for cadastral registration of buildings and facilities in terms of:

1. Provision of cartographic information of various kinds;
2. Providing data on the passage of the boundaries of the property subject to cadastral registration;
3. Providing data on adjacent land users;
4. Providing data on the monitoring of construction processes;
5. Providing textual information about the object of cadastral registration.

Application of GIS for cadastral registration GIS software for cadastral registration There are several programs with which it is possible to select and analyze information on the basis of which cadastral registration will be carried out in the future and registration of rights.

These programs include:

1. GIS Mapinfo
2. ArcView
3. GIS "New Earth"
4. MetaX
5. GIS Admin
6. GIS "Mapinfo"

The GIS program "Mapinfo" is used to compile and maintain cartographic databases, which are mainly used by territorial authorities Rosnedvizhimost.

The specific feature of "MapInfo" is that it is universal in application and supports all previously developed software and hardware platforms.

The MapInfo program has the following features:

1. Analysis of the data contained in the database;
2. Search for geographical objects;
3. Thematic painting of cards;
4. Compilation, editing and analysis of map legends;

5. Support for existing software and hardware platforms;
6. Interactive viewing of databases with their subsequent processing.

Using the program "MapInfo" you can get the following information:

1. The location of the object by address or by name;
2. Determine the intersection of streets and the boundaries of objects that are nearby;
3. Perform automatic and interactive geocoding;
4. Put on the map up-to-date information about the location of objects.

With the help of the program, it is possible to carry out a specialized geographic data analysis and perform their graphical editing. Wherein The program has an advanced interface and supports many languages.

The program processes the data of geodetic measurements, vectorization and archiving of maps, diagrams and drawings. It is also possible to transform map projections and alignment of spatial data.

To maintain a land cadastre based on aerial photography and topographic maps, Nizhny Novgorod SPF "Karina" developed the GIS "Novaya Zemlya" This system allows you to solve the following tasks:

- data entry and storage
- graphic control of information
- determination of cost and tax characteristics
- prompt update of the data structure
- obtaining documentation of the established form

Files received on this system have the .lim extension. There is also an export import of data from other systems (ACAD, Mapinfo) Another of the main GIS is "Panorama". The product has been widely application by cadastral engineers, bodies of the State cadastral registration, state authorities, municipal authorities.

GIS "Panorama" has the following features:

- Visualization of the processing of spatial data obtained from various sources (scanned image of paper maps, remote sensing data, geodetic measurements)

Visibility of information within the boundaries of any territory (support for various systems coordinates, recalculation of coordinates on the fly, merging into a single map image data in different projections and SC, building a mosaic of adjacent objects of cadastral works)

– Support for CAD functions (geometric constructions on the map, execution geodetic transformations based on information from the map, convenient means of drawing objects on the map, etc.)

– Support for systems of classification and coding of information according to customizable user rules

Built-in reporting tools

– Ability to build and use banks of spatial data of a large volume, including in the DBMS format

– Automation of analytical tasks of the land and property complex (control mutual position of cadastral objects, detection of overlaps, intersections, empty places, calculation of the cadastral value, control of compliance with the Constitutional Court by the type of permitted memory usage, etc.)

– Publication of the content of spatial data banks on the Internet via unified protocols.

ArcView is a powerful and easy-to-use program that provides access to various geographic information. It is used to display exploring, querying, and analyzing spatial data.

ArcView was developed in the USA. The manufacturer is the Institute environmental systems research (Environmental Systems Research Institute, ESRI.USA), who also created leading GIS software.

With ArcView, you can:

1. Formation of maps based on existing spatial data from various bases;
2. Output of tabular data and their georeferencing;

Using a special SQL query language that allows you to get information from databases with their subsequent use in the geographical environment;

4. Formation of individual spatial data used for display of graphic objects.

ArcView presents data in the form of tables that you can work with carried out through special controls. With the help of tables statistics evaluation and sorting.

Image data is presented in the form of satellite and aerial photographs, images, remote sensing data and scanned data.

Also in the ArcView program there is the ability to create diagrams, for visual visualization of the received data.

With the help of the GIS program, the following tasks are solved:

1. Input, systematization and storage of data;
2. Tracking the correctness of the information received;
3. Displaying the received cartographic and parametric information on levels
4. Calculation of the cost of work;
5. Prompt automatic update of the structure;
6. Implementation of geodetic constructions necessary for the inventory of buildings and structures;
7. Obtaining project documentation of the established sample;
8. Creation, editing and printing of documentation.

Also, the MosMap Marker GIS program interacts well with other software products.

Geographic information systems in construction are used everywhere.

All plots

These business relationships use the described GIS system for their own purposes:

1. Customers receive information about the actual state of construction work, control the timing of execution, control the presented budget;
2. Performers monitor the overall process map, according to which tasks are distributed and deadlines for the implementation of specific tasks, report on the results.

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**СТРАТЕГИИ И ЭЛЕМЕНТЫ, СПОСОБСТВУЮЩИЕ РАЗВИТИЮ
СПОСОБНОСТЕЙ К КРИТИЧЕСКОМУ МЫШЛЕНИЮ НА УРОКАХ
АНГЛИЙСКОГО ЯЗЫКА**

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Аннотация

В статье рассматривается вопрос о важнейшей цели современного образования. Который заключается в установлении универсальных способов действий. Активный подход является основным средством получения высококачественного образования. Вот почему крайне важно сосредоточиться на создании конструктивного образовательного процесса, в котором каждый обучаемый может продемонстрировать живость воображения, фантазии, сравнивать и ассоциировать, полагаясь на интуицию и подсознание. Другими словами, важно развивать творческое мышление. На протяжении десятилетий одной из образовательных целей, широко признанных в европейской педагогике, было развитие рационального, критического мышления. Способность человека подвергать сомнению новую информацию, а также свои взгляды и выводы называется критическим мышлением. Информация об аргументированных доказательствах того, что необходимо создать творческую образовательную среду и наладить позитивный диалог между преподавателем и обучаемым для обучения и развития способностей.

Ключевые слова: навыки критического мышления, творческое обучение, стратегии развития, современное образование.

Благодаря современным технологиям в настоящее время доступно огромное количество информации. Эта информация почти наверняка будет продолжаться и в будущем. В результате ученики должны просеивать материал, а не просто пассивно принимать его. Цель обучения навыкам мышления состоит не просто в дублировании знаний, а в формировании и развитии когнитивных способностей учащихся. Навыки мышления задействованы в некоторых видах интеллектуальных занятий, таких как чтение, решение проблем, творчество и др. Это основа для надлежащего мышления, анализа, размышления, изучения, принятия решений, разрешения, оценки и т.д. Это больше, чем технический талант или практика.

Критическое мышление - это не новое понятие. И так, этимологически этот термин предполагает развитие "проницательного суждения, основанного на нормах". Критическое мышление трудно описать, поскольку оно охватывает множество дисциплин и может рассматриваться с учетом широкого спектра логических, этических и педагогических трудностей, возникающих в конкретном контексте. Ориентация на критическое мышление предполагает, что ничто не принимается как должное и что каждый учащийся, независимо от авторитета, развивает свою точку зрения в контексте учебной программы. Это недогматическое мышление, которое развивается путем включения новой информации в жизненный опыт.

Это основное различие между традиционным и современным мышлением. Критическое мышление является отправной точкой для развития творческого мышления; они развиваются в тандеме и взаимозависимо. Критическое мышление можно рассматривать как основу для творческого мышления, потому что новые идеи формируются, когда старые подвергаются критике. Критическое мышление требует систематичности, всесторонности, последовательности, многоперспективности, но в то же время простоты.

Также доступен структурный метод понимания критического мышления: это серия умственных действий, направленных на проверку утверждения. Критическое мышление - это прямая противоположность догматическому мышлению, которое принимает определенные факты, убеждения, нормы или идеалы как абсолютные. Критическое мышление включает в себя поиск несоответствий, а также причин для обеспечения защиты этих несоответствий.

Технология критического мышления предоставляет учащемуся следующие преимущества:

- Способность сотрудничать с другими личностями
- Способность взять на себя ответственность за свое образование
- Повышение эффективности восприятия информации
- Большой интерес как к изучаемому предмету, так и к самому процессу обучения
- Увлеченность и способность развиваться в обучающемся на протяжении всей жизни.

Использование технологий критического мышления позволяет учителю:

- Создание атмосферы открытости и ответственного сотрудничества
- Применение эффективной системы подходов, способствующей развитию самостоятельности
- Помощь студентам в том, чтобы стать практиками и аналитиками одновременно, которые могут адекватно анализировать свою деятельность
- Стать отличным источником знаний для коллег.

Очень важно подчеркнуть ученикам, что учеба жизненно важна для них самих, а не ради статуса, общественного мнения или того факта, что этот предмет является обязательным.

Модель урока с трехфазной структурой разработана с использованием технологии "критического мышления".

1-фаза “Пробуждения”. Цель этого этапа - стимулировать интерес учащихся к теме урока. Систематизация всего материала, который появился в результате свободных высказываний студентов, является важной особенностью реализации этого этапа. На этом этапе нет "неправильных" или "правильных" комментариев, поэтому "любое мнение студента ценно" имеет решающее значение. Это жизненно важный и сложный этап этой фазы - не исправлять, не критиковать и не навязывать детям широко распространенные убеждения.

Считается, что "таблица KWL", которая позволяет детям запоминать информацию, которой они владеют, полезна. Учащиеся описывают, что они хотят знать, заполняя вторую таблицу, тем самым устанавливая свои собственные цели для занятия. Учащиеся имеют право оценить свою работу и эффективность после урока, заполнив третью колонку "Изучено" в таблице.

<u>KNOW</u>	<u>WANT</u>	<u>LEARNT</u>

2-фаза “Осознание”. Суть этого этапа - осмысленная работа учащихся с текстом. Преимущество этого этапа заключается в том, что он позволяет вам получить свежие знания и изменить существующие цели. Принимая во внимание, что учащиеся определились с направлениями своих знаний на предыдущем этапе, у преподавателя есть возможность сосредоточиться на ожиданиях и вопросах, задаваемых на протяжении всего процесса объяснения. Организация работы может отличаться. Это может быть одиночное, парное или групповое чтение или просмотр мультимедийных материалов.

Рекомендуется использовать этот подход на данном этапе: **INSERT**

I-Interactive

N-Notion

S-System

E-Effective

R-Reading

T-Thinking

Графический стиль работы, в отличие от устной версии, которая не позволяет ученикам отсиживаться, превращает урок в увлекательную игру и помогает понять суть материала. Крайне важно позволить учащимся вспомнить, что они знают об этой проблеме, прежде чем использовать эту стратегию. Используя стратегию "кластера", вы можете записать на доске знания, которые вы уже знаете. Это будет функционировать как резервный фонд или основа для заполнения таблицы. В результате учителю не удастся убедить ученика в том, что эту тему обязательно нужно знать. Мотивация к учебе может принимать различные формы, начиная от поиска решений конкретных проблем и заканчивая расширением знаний в целом.

“√”	“+”	“-“	“?”
Вы должны отметить галочкой, если вы уже знаете эту информацию.	Новая информация.	Думали совсем иначе.	Не поняли. Есть вопросы.

Следующей целью учителя может быть обучение оценочным высказываниям с использованием различных фреймворков. Или "взаимный запрос" во время приема. один из методов работы в парах.

Развитие критического мышления подразумевает способность решать проблему, то есть способность видеть ее, рассматривать с разных точек зрения, выделять ее компоненты, изучать проблему в целом, оценивать многочисленные варианты и выбирать наилучший. Это станет координационным центром среди вопросов обучения, связанных с изучением различных текстов, анализом ситуаций, анализом ситуаций и играми-симуляторами.

Брэнсфорд и Стейн создали модель решения проблем для работы с текстом и анализа ситуаций в 1984 году. Под названием " **IDEAL** ".

I-Identify a problem

D-Debate a problem

E-Essential solutions

A-Activity

L-Logical conclusion

I-Найти проблему. Проблема характеризуется в самом широком возможном смысле.

D-Обсудите проблему. Постановка проблемы в виде вопроса. Вопрос должен быть предельно ясным и конкретным, начинаться со слова "как" и не содержать отрицаний.

E- Основные решения. С помощью мозгового штурма выработайте как можно больше решений для разрешения ситуации, насколько это возможно. Любая критика строго запрещена.

A-Активность. Выбор наилучших альтернатив. Взвесив все плюсы и минусы, студенты выбирают наилучшее решение сложившейся ситуации.

L-Логический вывод. Логические итоги, изучение шагов, предпринятых для решения проблемы. Проверка выполненной задачи.

3-фазное “осмысление”. Этот этап включает в себя размышления, рождение новой информации и установление новых целей обучения. Новая информация становится знанием человека на протяжении всего процесса размышления. Отражение процесса становится основной целью работы учителя и ученика. Некоторые суждения требуют обсуждения. Стадия размышления, в любом случае, активно помогает развитию навыков критического мышления.

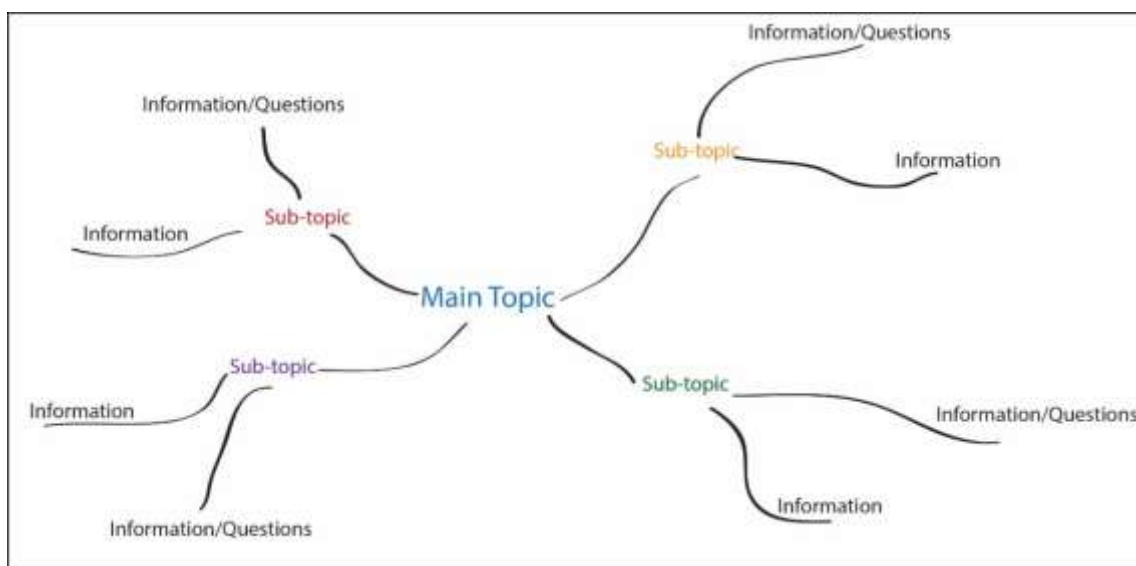
На этом этапе многие учителя используют подход "**penfriend**". Это позволяет увидеть работу, которая была выполнена во время занятия. Основная идея этой техники заключается в том, что каждый студент сможет визуализировать воображаемого друга, с которым он может поделиться своими мыслями и чувствами, не опасаясь быть отвергнутым. И подход к выполнению

этой задачи заключается в том, чтобы представить своего знакомого, поделиться свежими знаниями и попытаться подробно объяснить ему тему.

“Mind mapping” - еще одна полезная техника.

Интеллектуальная карта была создана как эффективный метод генерации идей посредством ассоциаций. Чтобы составить интеллектуальную карту, учащиеся обычно начинают с середины страницы с центральной темы / основной идеи и продвигаются во всех направлениях, чтобы создать растущую диаграмму, состоящую из ключевых слов, фраз, концепций, фактов и цифр.

Это можно использовать для выполнения заданий или ближе к концу урока, особенно на ранних этапах, где это отличный метод для "мышления". Карту можно использовать для создания, визуализации, организации, заметок, решения проблем, принятия решений, пересмотра и уточнения. Карта используется для "мозгового штурма" темы и является отличной стратегией для студентов.



<https://www.zhaw.ch/en/engineering/institutes-centres/ine/smart-city-guide-main-page/idea-generation-tool/mindmapping/>

Заключение.

В результате технологии критического мышления широко используется на уроках английского языка. Эта технология дает возможность учителям

позволять учащимся открыто выражать свою точку зрения по изучаемому вопросу, не боясь ошибиться и быть исправленными, исправлять свои слова, а также слышать и оценивать другие точки зрения. Практический опыт учит студентов, что навыки мышления, которые приводят к генерации новых идей и интеллектуальному решению проблем, помогают им развивать свои уникальные способности.

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THE WAY OF IMPROVING THE CONVERSATIONAL STYLE IN ENGLISH LESSONS

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Annotation.

Students' creative abilities cannot be developed until the experience of employing English teachings in the education and raising system is generalized. The study of the English language, its history, folk culture, and daily life should be regarded not only as a student activity aimed at learning English but also as one of the conditions that ensure the teaching of a foreign language and the development of creative abilities in schoolchildren on a specific life material. Currently, the issue of the development of creative capacities in adolescents while learning English is becoming increasingly important.

Keywords: verbal communication, assignments, vocabulary, conversational style, question–answer, knowledge, abilities.

The acquisition of knowledge, skills, and abilities through independent work teaches students to work creatively, develops creative thinking, creates the initial conditions for their application in the system of professional activity, improves oral and written communication skills, prefers the expression of thoughts, feelings, and emotions, and also can think. The more diverse the tasks used, the more effective the outcome.

I would highlight the following types of work on the development of creative skills: masterclasses, the use of songs and poems; homework, daily maintenance, computer program use, defence of theses and projects, business games, conferences; work with an unusually constructed text, dialogue, or monologue.

The development of a student's oral speech in English begins on the first day of school during the literacy training period. Speech abilities emerge as a result of constant and regular practice. As a result, it is critical to focus on the development of students' speaking skills in each course of grammar instruction in English.

To master this skill, one must first guarantee that one's communication is concise, simple, fluent, and expressive.

As a result, the major objective of the English class is to help students strengthen their oral and writing communication skills.

Elementary courses get a hands-on look at the types of tasks from the paired speech in English teaching methods that are transmitted without theory and according to a set plan, i.e.

- a fluent optimal response to a specific question
- a variety of tasks-based exercises that can aid the dictionary
- The student's creative history is drawn through transfer, drawing, or a specific subject.

Furthermore, pad technologies-based speech exercises enable children to think freely and enrich their speech with new words.

One of the didactic needs is a frequent assessment of how students integrate their primary school English information.

As a result, kids can memorize more than a dozen English poems in a year.

They can also answer various inquiries from the teacher fast and accurately. That is, the following are the teacher's questions:

Are you ready for the lesson, teacher?

Yes, we are prepared, students.

Teacher: David, how old are you?

David: I am eight years old.

Behzod, where do you live, teacher?

Behzad: I'm from Kakand.

The teacher also makes good use of the sights and sounds in the classroom.

What is the total number of Fruits?

Teacher: What exactly is it?

Students: A fish, a frog, a crocodile, a monkey, and a snake.

What can you draw, teacher?

Charos: I know how to sketch an apple.

Jahongir: I'm good at drawing strawberries.

Milana: flower is that I can draw.

One of the most important characteristics of a modern teacher is his passion for his career, and his love for his profession, which differentiates him from other professionals because the high quality of educational work at school is solely dependent on instructors. One of the most significant prerequisites for a teacher's personality is a thorough knowledge of the things he teaches and mastery of his approach. Deep knowledge of the subject and its theory and the ability to make it exciting and accessible to readers, the ability to make it exciting and accessible to readers, boosts children's interest in this subject. The stronger a teacher's reputation, the better he masters his trade. Students value the teacher's ability to communicate their knowledge to children but also their passion.

Conclusion.

The teacher's high culture, breadth of information, education, and training will all contribute to a successful course of work. Another crucial necessity for teaching is a love for children, an interest in their life, and respect for each individual. Only someone who adores children and is willing to devote all of his strength and expertise to educating them as patriotic citizens of the Motherland can be considered a true teacher. A person who is uninterested in a child's future and uninterested in the profession of a teacher cannot become a real teacher.

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THE ROLE OF WILLIAM CAXTON IN THE ENGLISH LANGUAGE

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Annotation. In the English language, a process known as the Great Vowel Shift began in the fourteenth century. New varieties began to supplant Latin pronunciation and Low German phonetics. Two long vowels became diphthongs as a result of this process, while five more were drastically altered. Each county evolved its spelling and accent over time. In England, for example, the word “church” can be pronounced in 22 distinct ways, whereas “she” can be pronounced in 60 different ways. The word “though” has over 500 different spellings and pronunciations. William Caxton was the man who changed everything. Then we'll discuss its significance in the English language.

Keywords: English language, pronunciation, phonetics, Caxton

Introduction.

William Caxton (1422-1491), the first English printer, printed around 100 different works. He also translated 24 works, all of which he printed except one.

William Caxton claimed to have been born in Kent's Weald, but his actual location is unknown. In 1438, he became an apprentice to Robert Large, a notable London mercer. Caxton relocated to Bruges shortly after Large's death in 1441, where he worked as a merchant for the next 30 years. His achievements earned him a prominent position in the Merchant Adventurers Company. At Bruges, he was appointed governor of the English Nation, a group of English merchants. In 1469, he joined the household

of Margaret, Duchess of Burgundy, King Edward IV of England's sister. Margaret enquired.

Caxton had to work with an uncertain medium, the English of his time. Recognizing that "English spoken in one shire differs from English is spoken in another," he attempted, albeit not always successfully, to use "the ordinary phrases that are used daily." Caxton and his printer successors made significant contributions to the stabilization of literary English, particularly in terms of spelling.

Discussion.

His initial foray into literature was in translation rather than publishing. He knew enough Dutch, Flemish, French, and Latin to be able to translate texts from one language to another. This had never happened before; English was not a scholarly language like French or Latin, but rather a language is spoken by ordinary people. The Latin book *History of Troy* (1475), which had been translated into French, was his first translation. However, he was having such a hard time translating that he had almost given up.

He started translating in 1469 and then stopped. According to Caxton, the reason was his inadequacy as a translator and his poor mastery of the English language.

It's not a convincing one, because if he'd merely wanted a translation, he could have probably found someone else to do it for him in the heart of Europe's book trade. He wanted to translate himself but was unable to do it for two years. (Blake 50)

He showed Margaret of Burgundy a sample of the translated work, "who commanded him to finish the translation and to improve his manner," which he did (Blake 46).

Blake states, "In general, he can hardly be distinguished from the myriad of translators that crowd the fifteenth-century scene, except maybe in the sheer number of his output," in his closing observations on Caxton as a translator. Caxton translated

at least 28 of the 106 works printed by or attributed to him. It's hardly unexpected that he didn't always have time to polish his press version. (150)

Results.

English was still a new language at the time of Caxton's translations. It had begun to transition from Old English to a more contemporary English, but there were several variations in spelling and sound. Any printer would go wild if they saw this. "The English vernacular was only just beginning to create a sense of self," it is said about this time. Caxton dealt with the dilemma of a limited vocabulary and a large range of variations in writing form even in the spelling of the most basic English terms" (Buhler vii). The word "example" is a good example. In Caxton's writings, the word "little" is spelt in a variety of ways.

Moreover, the current spellings and pronunciations in the language are an intriguing side note to this event in English history. Because the written word began to take a more permanent form but the spoken word did not, numerous different ways of pronouncing the same word developed. As a result, there are numerous distinction pronunciations of British and American English.

As previously said, some individuals enjoy Caxton's writing while others believe it is lacking in talent and elegance. However, when all of his other responsibilities are considered, one can realize the power he wielded over the people of his period. Others might have written poetry or prose in a more lovely manner.

Caxton worked as a printer and publisher in addition to being the author and editor of his works. His legacy has impacted more people than those who have written finer prose.

Conclusion.

William Caxton is regarded as a pivotal figure in the creation of the English language. He was able to secure an apprenticeship with an influential mercer thanks to "luck," as many of the authors put it, which allowed him to advance in the trade and

obtain the cash needed to bring printing to the English language. Without his earlier triumphs, such an untested and dangerous venture would never have been viable.

Caxton juggled the roles of translator, printer, and linguist, and his effect has spanned the centuries. We can reach back to William Caxton's period by just extending our hands and picking up a book, whether we realize it or not.

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USE OF GEOGRAPHIC INFORMATION SYSTEMS FOR TOURISM
DEVELOPMENT IN SURKHANDARYA REGION

СУРХАНДАРЁ ВИЛОЯТИДА ТУРИЗИМ РИВОЖЛАНТИРИШ МАКСАДИ
ГЕОАХБОРОТ ТИЗИМЛАРИДАН ФОЙДАЛАНИШ

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Maqolada geografik axborotdan foydalanish masalalari ko'rib chiqiladi, turizmdagi tizimlar va turistlarga yo'naltirilgan GISdasturida turizim platformasini yaratish, ularni qo'llab-quvvatlash turoperatorlarning ma'lumotlar bazalarining Jamlangan holda-onlayn axborot ma'lumotlarni uzatib turshi, jaryonlarni mazmunining dolzarbligi va to'g'riligi ko'rshimi mumkun.

Kalit so'zlar: jo'g'rofiy axborot tizimlari, turizm biznesi, axborot ta'minoti, yagona turizm-dam olish tizimi, turizm jarayonlarini boshqarish.

Noyob sayyohlik resurslari bo'lgan Surhandaryo viloyati, mutlaq afzalligi va mintaqaviy tashkilotlarning puxta o'ylangan va maqsadli innovatsion siyosati kuchaytirilmoqda, bu esa davlatga xalqaro turizmدا raqobatbardosh ustunlikni ta'minlaydigan noyob, jozibador sayyohlik takliflarini yaratishga imkon beradi. XX asr. jahon hamjamiyati yangi davrga kirdi uning rivojlanishi axborot bo'lib, u ustunlikka ega, va ba'zan jamiyat hayotida axborotning hal qiluvchi rolidur. Jarayonni chetlab emas, balki bu jarayon (turizm) salohiyatidir.

Bugungi kunda, turizm mahsulotini shakllantirish, targ'ib qilish va sotish bo'yicha faoliyat tegishli holda to'liq amalga oshirilmaydi axborot ta'minoti. Turizmni boshqarish organlari va turizm firmalar o'z ishlarida doimo axborot texnologiyalarini rivojlantirish muammolariga duch kelmoqdalar, bu esa turizm biznesining axborot-to'yingan xalqaro integratsiyasi uchun zarur shartlardan biridir.

Hududlarning sayyohlik salohiyatini o'rganish va ularni rivojlantirish dasturlarini ishlab chiqishda, hozirgi paytda O'zbekistonda Respublikasida barcha sub'ektlarida ishtirok etayotgan mutaxassislar makonning turli qirralarini tavsiflovchi ko'plab ma'lumotlarga duch kelishlari mumkin. Ushbu turdagi axborotni qayta ishlashning ajralmas vositasi geografik axborot tizimlari (GIS) hisoblanadi. Zamonaviy sharoitda axborot texnologiyalaridan foydalanish alohida ahamiyatga ega bo'lib, unda ommaviy mijozlarga xizmat ko'rsatish mumkin bo'lmaydi. Ular ijtimoiy-madaniy xizmatlar ishlab chiqarishning butun texnologik tizimining asosi bo'lib, ayniqsa, turizm. Geoaxborot tizimlari xaritaning sayt, lineer va nuqta ob'ektlari yoki xususiyatlarini tavsiflovchi atributli ma'lumotlarning ma'lumotlar bazalarida saqlanadigan rejaning grafik ko'rinishini birlashtirish uchun mo'ljallangan va bu ob'ektlarning o'zaro aloqasi. Shunday qilib, tashkilotlar biznes imkoniyatlarini qo'lga kiritadilar qo'yilgn maqsad bilan.

maqsad: raqamli xaritalarni avtomatik yaratish; standart dasturiy ta'minot vositalaridan foydalangan holda murakkab mekansal tahlil, modellashtirish va prognozlashni amalga oshirish; ob'ektning mekansal, grafik va atributiv ko'rinishini tahrirlash; ularning grafik xususiyatlari bo'yicha ob'ektlarni tanlash; tashqi ma'lumotlar bazalarida axborotni saqlash va h. k.

GIS har qanday hududda yuzaga keladigan har qanday vaziyatga tezkor javob berishga imkon beradi, bu erda barcha kerakli kartografik va tematik ma'lumotlarni olish mumkin. Ular quyidagilardir har qanday xaritalarni bir vaqtning o'zida qurish bilan kartometrik tadqiqotlar, rejalar va sxemalar. GIS asosida turli jarayonlar, hodisalar modellashtirilishi va o'z vaqtida ularning holatini o'zgartirishni o'rganish mumkin. Geoaxborot tizimlari ilmiy va amaliy jihatdan o'rin egallaydi hududiy taqsimlangan joyda faoliyat axborot va hududiy tahlil, hududiy baholash va hududiy prognozga ehtiyoj bor.

Hozirgi vaqtda GIS texnologiyalari tobora ko'proq qo'llanilmoqda turistik dizayn va turizm resurslaridan foydalanish jarayonida va turizm sanoati ob'ektlari.

GIS sayyohlik kompaniyasiga katta yordam berishi mumkin, agar kompaniya bilan hamkorlik qilayotgan dam olish maskanlari bilan GIS xaritasi yaratilgan bo'lsa, ularning hududlari rejalari, xizmat sifati haqida ma'lumot, fotosuratlar ulardagi mehmonxonalar va xonalar, sayohlarni, original mahalliy oshxonalarining nomlari va kompaniya uchun qiziqish boshqa ob'ektlar. Bularning barchasi bunday sayyohlik mahsulotining boshqa sotuvchilari ustidan katta afzallik beradi. "EKSPANS" ekspert-tahlil guruhi mutaxassislari hisoblashdi shartli qiymatini ifodalaydi, qaysi Surhandaryoda, turizm salohiyati, qaysi darajada, investitsiyalar mavzu ko'rsatadi tumanning sayyohlik komplekslariga ushbu tuman sayyohlar tomonidan turli turdagi tur mahsulotlariga bo'lgan kompleks ehtiyojlarini hisobga olgan holda talab qilinishi mumkin. Ushbu salohiyatni yangi turar joylar va turizm sanoatining boshqa infratuzilma ob'ektlarini qurishda hisobga olish maqsadga muvofiqdir.

Jadvalda.

Surhandaryo viloyatining mintaqasining sayyohlik salohiyati

Surxandaryo viloyatining turizm salohiyati yuqori hududlar	Damolish maskanlari joylashgan hududlar	Salohiyati yuqori %	minimal Investisiya talab qilinadigan mly dol AQSH
Janubiy huddlari	Sherabot, Denov tumani, Sinov Qoshor qishloqlari	50,6	1 650
Shimoliy –garb hududlari	Hisor tog' tizmi Boysun,Ko'hitan	40,3	1 310

Mintaqada turizmni rivojlantirishni istiqbolli rejalashtirish loyihalarini ishlab chiqishda GIS alohida o'rin tutadi. Sherabot, Denov tumani, Sinov Qoshor qishloqlari kabi tumanlarining bir qator turistik lanshaft hududlarni geografik maydonlar, bir necha yillar davomida CBS "rekreatsiya" ni yaratish bo'yicha ishlar olib borilmoqda turizm " turizm jarayonlarini boshqarishni takomillashtirish maqsadida o'z hududlarida. Termiz bunday o'zgarishlar halqaro turizimnijadal rivojlanish urg'u berilmoqda. Geoaxborot tizimlarini o'rganish uchun ham foydalanish mumkin katta hududlar va mahalliy sayyohlik ob'ektlari. Masalan, "**Teletskoe Leyk**" GIS-da asosiy

bloklardan biri "turizm va dam olish" axborot-tematik blokidir, chunki asosiy boyluk ko'llar dam olish resurslari. Blok sayyohlik komplekslarini o'z ichiga oladi: turistik bazalar, pansionatlar, boshpanalar. Shuningdek, sayyohlik va ekskursiya yo'nalishlar. Arxeologik yodgorliklar bilan bir qatorda "qiziqarli ob'ektlar" mavzusi, tosh haykallari ham g'orlar, chiroyli toshlar, palapartishliklarni o'z ichiga oladi mineral manbalar. GIS-dagi eng qiziqarli narsalar "Hot" vositasi bilan ko'rish mumkin bo'lgan rasmga ega aloqa". Vizualizatsiyadan tashqari, GIS tizimi ushbu ob'ektlar haqida batafsil ma'lumot olish imkonini beradi. Masalan, uy-joy toifalari, turistik bazalarda yashash narxi va boshqalar. Har qanday mintaqada sayyohlik faoliyatining dolzarb muammolaridan biri shahar atrofida dam olish vaqtida shahar aholisi dam olishni tashkil etish shaharlar. Bugungi kunda dam oluvchilarni shahar atrofida, deyarli hamma joyda o'z-o'zidan o'zlashtiriladigan zonada tarqatish uchun ilmiy asoslangan dasturlar talab etiladi. Shahar atrofidagi hududlarni ekspluatatsiya qilish loyihasini yaratish asosida geografik axborot tizimi bo'lishi kerak. Xuddi shunday GIS Hisor tizmasi uchun yaratilgan va u quyidagi ish modeliga aylanishi mumkin boshqa shaharlar atrofida GISni rivojlantirish. Bundan tashqari, rivojlanish davom etmoqda bu yo'nalishda " Surhandaryo viloyatining Termiz tumanidagi "Qoratepa" va "Fayoztepa" hamda SHo'rchi tumanidagi "Dalvarzintepa" yodgorligini dam olish zonalari" loyihasi ishlab chiqildi. Surhandaryo viloyatining jo'g'rofiy ilm-fan muhitida geoaxborot tizimlaridan turizmni rejalashtirish va monitoring qilish maqsadida foydalanish bo'yicha tadbirlar tashkil etildi. Viloyat sub'ektlarida yaqin va uzoq istiqbolga mo'ljallangan turizmni rivojlantirish dasturlarini tashkil etish bilan bog'liq holda GIS bo'lishi kerak yagona sayyohlik va rekreatsion tizimini shakllantirishning asosiy asoslari, bu turli xil turistlarda bir necha bor aytib o'tilgan mintaqaviy va federal darajadagi forumlar. Bugungi kunda geoaxborot texnologiyalari asta-sekin surhandaryo viloyatining bozorini egallaydi. Er kadastr xaritalari asosida paydo bo'ladigan boshqa, mavzuga asoslangan xaritalarni qurish va to'ldirish qobiliyati ularning tegishli atributiv to'ldirishlari yaqin kelesakda kutshimiz mumkun. Turistik yo'naltirilgan GISni yaratish uchun barcha manfaatdor tomonlarning sa'y-harakatlarini birlashtirish kerak ma'lumotlar bazalarining axborot mazmunini yaratish maqsadida taraflar doimiy, viloyatning

dolzarbligi va haqiqatga muvofiqligini ta'minlashini pragnozlashimiz mumkin. Bundan tashqari davlat tomonidan moliyaviy va qonuniy qo'llab-quvvatlash ko'rishimiz mumkin. Bunday GIS loyihalarini ishlab chiqish katta xarajatlarni talab qiladi. Mavjud GIS texnologiyalari butun marketing doirasini qamrab ololshi ozgina vaq talab qilmaydi, ma'lumotlar ba'zasini jamlash uchun. Shuning uchun ular odatda marketing texnologiyalari bilan to'ldirilishi kerak. Hozirgi vaqtda sayyohlik biznesida ma'lumotlar bazasidan ma'lumotlarni almashish uchun dastur to'plami muvaffaqiyatli ishlatilishi mumkin **ESRI BusinessMAP 3 deb** nomlangan ma'lumotlar va kartografiya ma'lumotlari. Yaxshilangan chizilgan vositalari foydalanuvchi uchun kartani chiqarishga yordam beradi fikrlar, ko'rsatgichlar va chizmalar yordamida o'z g'oyalarini ko'rgazmali taqdim etish. Filtr funktsiyasi xaritada kerakli narsalarni tanlash imkonini beradi turli sabablarga ko'ra. Ob'ektlarni tanlashda foydalanish mumkin Excel va Access mantiqiy ifodalari bilan tanish. Geoaxborot tizimi moduli alohida qiziqish uyg'otmoqda Terrasoft CRM-axborotni boshqarish va uni ko'rish vositasi keyinchalik uning mekansal joylashuvi nuqtai nazaridan tahlil qilish uchun Ushbu modul barcha Terrasoft dasturiy echimlari va mahsulotlari bilan birlashadi, o'z vazifalarini avtomatik ravishda qo'llab-quvvatlaydi taqdim etilgan barcha foydalanuvchi so'rovlarini xaritada ko'rsatish kompaniyaning modullarida va aloqalarida. Buning bir qismi bo'lgan elektron kartalar moduli, to'liq mahsulotlar, geografik ob'ektlarning ma'lumotlar bazalari, o'z qidiruv tizimiga ega va mustaqil ravishda qo'llanma-qo'llanma vazifasini bajarishi mumkin Agar yagona sayyohlik tuzatish tizimini tuzishda asosiy komponent GISni qabul qilsa, u holda metodik tayyorgarlik ko'rish kerak mamlakatning sayyohlik va dam olish tizimini rivojlantirish bo'yicha tavsiyalar. Hozirgi kunda hamma narsani birlashtiradigan bunday markaz Surhandaryoda viloyatida turizm sohasida GIS rivojlanishi hali mavjud emas. Hozirgi kunda asosiy avtomatlashtirilgan axborot sifatida geoaxborot texnologiyalarida qo'llaniladigan tizim GIS eng ko'p turizm sohasida biznesni boshqarish va monitoring vazifalarini hal etish uchun istiqbolli axborot tizimi Turizm sohasidagi innovatsiyalar yangi sayyohlik mahsulotini shakllantirishga, shuningdek, boshqaruvning yangi usullarini qo'llashga va zamonaviy axborot texnologiyalaridan faol foydalanishga

yo'naltirilgan bo'lishi kerak. GIS, sayyohlik mahsulotlarining narxini sezilarli darajada kamaytiradi va shuning uchun milliy va xalqaro bozorlarda turoperatorlarning raqobatbardoshligini oshiradi.

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MAP OF SURKHANDARIS DISTRICT IN RECREATION AND TOURISM
RESEARCH

КАРТЫ СУРХАНДАРИСКОГО РАЙОНА В ИССЛЕДОВАНИЯХ
РЕКРЕАЦИИ И ТУРИЗМА

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Аннотация: The article discusses the use of cartographic research method in recreational geography and tourism. The history of tourism cartography development is characterized. Classifications of tourism maps and main directions for application of geographic information technologies in tourism are described.

Ключевые слова: cartographic research method, recreational geography and tourism, tourism maps

Введение. Картографический метод исследования нашел широкое применение в естественных и общественных науках, позволяя получить дополнительную информацию и выйти на новый уровень понимания получаемых результатов. В полной мере это можно отнести и к научно-методическим и прикладным работам в области рекреационной географии и туризма. Прежде всего, необходимо отметить, что карта (и в частности туристская карта) является наиболее эффективным инструментом передачи пространственной информации: именно карта позволяет четко показать пространственную дифференциацию различных объектов и явлений, выявить их пространственные закономерности и взаимосвязи, служит мощным средством визуализации информации.

В истории Сурхандариского района в развития туристско-рекреационной картографии можно выделить 2 этапа, различающиеся не только по времени

развития, но и по разнообразию содержания карт, методов их создания и т.д. К первому этапу относятся карты, близкой к туризму тематики, которые могли быть использованы в различных путешествиях. Они содержали некоторые элементы современной туристской карты: дорожная сеть, изображения населенных пунктов и др. Второй этап связан со становлением собственно туристской картографии.

Со второй половины XIX в., когда путешествия перестают быть уделом избранных, начинается издание специализированных путеводителей и карт. Активное развитие туристского картографирования как специализированного направления приходится на 30–50 гг. XX в.

Постановка проблемы. В отличие от других направлений картографии, имеющих богатый опыт и сложившийся понятийный аппарат, отраженные в многочисленных монографиях и учебниках, картах и атласах, вопросы картографирования туризма как отдельной отрасли в отечественных и публикациях зарубежных затрагиваются не так часто. Связано это также и с неоднозначным пониманием места рекреационной географии и туризма в системе наук и практической деятельности.

Анализ немногочисленных изданий, посвященных Сурхандарьи этому аспекту, позволяет говорить о том, что можно выделить две большие категории туристских карт.

Первая включает карты, создаваемые для туристов, или собственно туристские карты. Это наиболее массовая продукция. Основная задача карт этой категории – донести туристу информацию об интересующей его местности. В содержание собственно туристских карт включаются объекты туристского интереса (объекты природного и культурного наследия, ареалы того или иного вида дичи, грибов и т.п.), объекты туристской инфраструктуры (гостиницы, предприятия питания, визит-центры национальных парков, элементы транспортной инфраструктуры и др.), маршруты (экскурсионные, для

спортивного туризма и т.п.). Некоторые исследователи предлагают из этой категории выделять в отдельную группу специализированные туристские карты, предназначенные для спортивного ориентирования, охотников, водного туризма и т.д.

Туристские карты имеют прикладное значение, используются широким кругом потребителей, как правило, для планирования и осуществления путешествий. Они играют определенную роль в формировании и расширении туристского потока и туристических направлений. В связи с этим, к картам этой категории предъявляются следующие требования. Они должны:

- отражать актуальную информацию (быть достоверными в содержательной и позиционной части);
- иметь доступную систему условных обозначений. Выполнение этого требования обуславливает широкое использование наглядных условных знаков (пиктограмм) и стремление к унифицированной системе условных обозначений;
- быть удобными в использовании (определенные форматы, фальцовка, компоновка);
- обладать интересным картографическим дизайном, справочными и дополнительными данными (наличие справочных сведений, фотографий, карт-врезок на наиболее интересные объекты, элементов художественного оформления и т.п.).

Кроме того, туристские карты могут быть крупномасштабными (подавляющая часть карт), показывающими подробную характеристику объекта (чаще всего это планы городов), и обзорными (средне- и мелкомасштабные), отражающими общие черты региона (страны) и необходимыми для общего ознакомления с ним. Исходя из этого, карта Сурхандарьи предъявляются соответствующие требования по генерализации.

С точки зрения уровня обобщения данных, туристские карты чаще всего являются аналитическими и комплексными: они показывают отдельные или группу взаимосвязанных объектов и явлений. Как правило, они относятся к инвентаризационным картам (т.е. констатируют какое-то явление или объект – показывают его местоположение), реже – к оценочным.

Для исследований в сфере туризма вообще и географии туризма в частности большее значение имеют карты второй категории – это карты о туризме (тематические карты туризма, научные рекреационные). По сравнению с туристскими картами они гораздо более сложные по своему содержанию. Эти карты призваны отразить туристско-рекреационную систему и отдельные ее элементы и характеристики, показать состояние туристской индустрии и ее отраслей и т.п. Карты этой группы предназначены для обобщения результатов научных исследований в области туризма и рекреационной географии, а также информационного обеспечения административно-управленческих структур в сфере туризма и туристского бизнеса.

Результаты исследований и их обсуждение. Однозначного подхода к классификации карт туризма и, соответственно, к методам их создания среди исследователей в настоящее время не сложилось. На наш взгляд, необходимость решения на основе этих карт как сугубо научных, так и прикладных задач, позволяет выделить следующие виды карт туризма:

1. Карты пространственной организации туризма: туристских центров, туристских потоков (рис. 1), отдельных видов туризма (рис. 2) и т.п. Эти карты позволяют выявить пространственные закономерности туристско-рекреационной системы, оценить динамику некоторых процессов, проанализировать развитие туризма в отдельных регионах.

Рис.1 Основные туристские потоки



Рис.2. маршрут туристским объектам



2. Карты Сурхандириское района, отражающие состояние туриндустрии.

Карты этой группы могут быть в полной мере

отнесены к социально-экономическим картам. Они отражают качественные и количественные характеристики отдельных отраслей туриндустрии (гостиничная индустрия, трудовые ресурсы, показатели производства туристских услуг, макропоказатели в сфере туризма и др.) и смежных с ними отраслей (транспортная инфраструктура и т.п.).

3. Карты туристско-рекреационных ресурсов. Основное назначение этих карт – показать и охарактеризовать ресурсы для развития туризма и рекреации. Они могут быть использованы при планировании туристско-рекреационной деятельности.

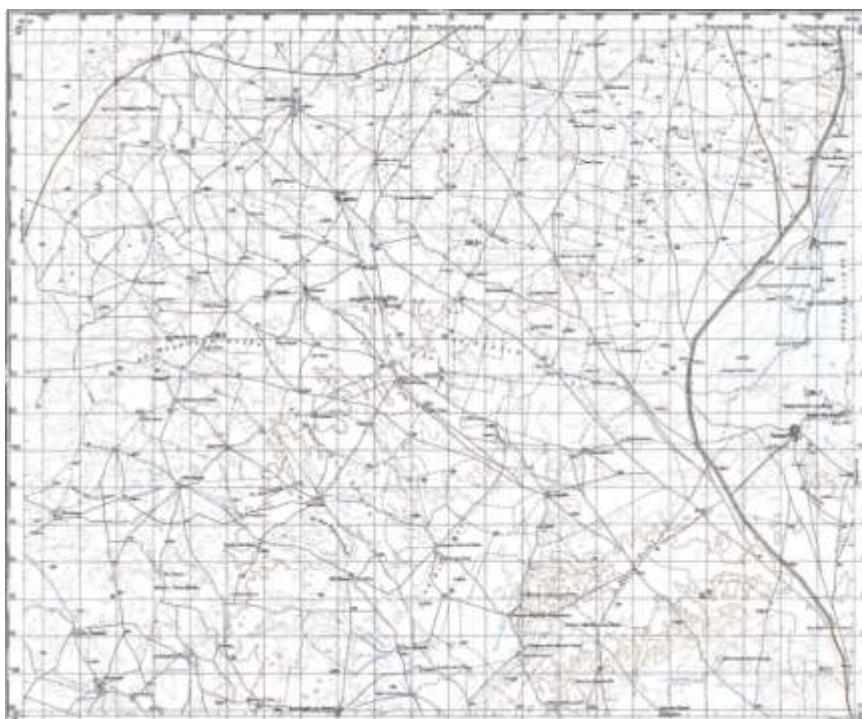


Рис. 3. Оценка туристско-рекреационного потенциала регионов в топокарте

Карты туристско-рекреационного Сурхандаринского района. Карты районирования создаются на основе синтеза комплекса параметров, дают обобщенную характеристику туристско-рекреационной системы и отражают ее

типологию. У исследователей нет однозначных подходов к со-зданию карт туристско-рекреационного районирования. С одной стороны, туризм, являясь отраслью экономической деятельности, обуславливает использование для районирования административных границ: расчет туристских прибытий и других статистических показателей, управление туристской сферой осуществляется в рамках административно-территориальных единиц. С другой стороны, рекреационные ресурсы во многом определяются физико-географическими условиями, и часть исследователей для выделения туристско-рекреационных районов использует результаты физико-географического районирования (ландшафтного, климатического и др.) Приведенных картах хорошо прослеживается трансформация представлений о рекреационных системах, в частности, четко видно изменение роли северных территорий Сурхандарийского области.

По степени обобщения данных и функциональному назначению среди карт туризма встречаются практически все типы карт. Они могут быть аналитическими (карта занятости населения в ресторанных и гостиничных предприятиях), комплексными (карта, отражающая показатели гостиничного фонда: количество мест в гостиницах и коэффициент заповняемости номерного фонда), синтетическими (карты туристско-рекреационного районирования); инвентаризационными (карта центров культурно-познавательного туризма), оценочными (карты оценки климатических условий для развития летних и зимних видов рекреации) и прогнозными (карты перспектив развития туристской индустрии по национальным стратегиям и программам).

С картографическим методом тесно связано использование геоинформационных технологий. Отметим, что практически все современные карты создаются на основе методов геоинформационного картографирования. Но применение ГИС-технологий в туризме гораздо шире, чем только создание карт. Можно выделить следующие основные направления использования геоинформационных технологий в туризме.

Современные ГИС-технологии предоставили широкий спектр инструментов для пространственного моделирования и геоанализа, основы которых были заложены в 80-90-х гг. прошлого века в работах по ма-

тематико-картографическому моделированию. Описанные в предыдущих параграфах методы полностью или частично реализуются в настоящее время в геоинформационных технологиях. В частности широкое распространение получило использование геоинформационных подходов при оценке туристско-рекреационного потенциала территорий классификационными методами. Кроме того, на основе оверлейных операций, кластерного и факторного анализа и др. значительно упростился процесс выявления взаимосвязей и пространственных особенностей распределения объектов и явлений, закономерностей в структурах. Методы пространственного моделирования и геоанализа находят применение и в бизнесе. Цифровые модели местности могут быть использованы при проектировании конкретных туристско-рекреационных комплексов. Так, например, цифровые модели рельефа (ЦМР) позволяют проектировать горнолыжные комплексы: с помощью ЦМР можно выделять участки определенной крутизны и протяженности, соответствующие трассам разной категории сложности.

На стыке геоинформатики и маркетинга формируется новая отрасль геомаркетинг как концепция управления современным производством (и туристской сферой в том числе) на основе геоинформационных технологий, предполагающая использование пространственно локализованной информации для поддержки принятия решений. В сферу интересов геомаркетинга входят решения задач по транспортной логистике, конкурентному анализу, планированию и развитию сетей, поддержке пространственной клиентской базы данных и др. Такие разработки существуют и в сфере туризма *систем позиционирования*. На первых этапах решалась в основном прямая задача – определение местоположения туриста и навигация во время движения по маршруту. Однако сейчас все более активно разрабатываются и используются всевозможные мобильные путеводители и другие туристские приложения.

Интеграция ГИС и Интернет способствовала развитию такого нового направления как *виртуальный туризм*. Совершить виртуальное путешествие (и/или спланировать реальное) можно как с помощью всевозможных блогов и туристских порталов, так и с использованием интерактивных карт и глобусов (Googlemaps, Панорама улиц от Яндекс, GoogleEarth, NASAWorldWind, виртуальный планетарий Stellarium, экскурсии по музеям и галереям мира ArtProject и др.). Мультимедийные путеводители для Интернета и Web-ГИС туристской тематики создаются и с участием обычных пользователей (TripAdvisor и т.п.), и коммерческими организациями, и общественными организациями и административными структурами и др.

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STUDENTS ' PHYSICS MATERIALS ACCORDING TO CREATIVE THINK FORMATION

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Abstract: This article focuses on shaping students' thinking about physics and science in the learning process.

Keywords: Synergetics, Self-organization, Synergetic models, Transfality, Attractor, Bifurcation, Mathematical physics, Laser physics, Plasma physics, Physical reduction.

From a synergetic point of view, physics education should be interesting, stimulating, and invigorating. The key issue is how to encourage the system to develop in a way that is acceptable to the student through the influence of small external resonances, and how to ensure self-managed and supportive development. The second task is to turn the state of chaos, that is, the student's chaotic, spontaneous activity, into creative activity.

According to synergetic ideas, in the process of teaching physics, phase transitions occur, that is, in this process, the student's personality is formed in a new, perfect way. According to the synergetic concept, the factors of chaos in the system can be not only destructive but also, in some cases, creative. Therefore, one of the most important problems of modern physics is to teach people to live in uncertain, unstable, chaotic conditions and to teach them how to use these factors in solving problems.

According to G. Hacken, synergetics deals with the study of various systems of different nature, such as photons, neutrons, electrons, atoms, molecules, mechanical elements, cells, animal organs, and humans. Synergetics explores the causes of the self-

organization of simple systems and the transformation of disorder into order. Synergetics was originally used in the fields of quantum electronics and radiophysics. Later it was used in chemistry, biology, astronomy, astrophysics, and even in the socio-economic sciences.

The tendency to disrupt the order that has arisen spontaneously is the dominant tendency of matter, which returns to its original state - disorder. Hence, it is the most perfect life among the forms of the order of matter observed in the visible part of the Universe, especially since its ordering is random and unnatural. This is how the stationary model of the universe came into being.

The largest of the known systems was the Universe, which was also considered protected. But now science considers all systems from the smallest to the largest open systems, and they are far from the state of thermodynamic equilibrium, constantly exchanging energy and matter with the external environment. It turns out that the development of such systems occurs through an increase in order. The idea of the organization of material systems arose on this basis.

At the bifurcation point, the behavior of a system becomes unclear. It should be noted that at this point, the evolutionary path of the system is branched and randomly decides how the development site is selected. Once selected, the system goes into a completely different state in terms of quality. This process is irreversible.

Systems that have only the ability to exchange energy with the external environment are called closed systems. In closed systems, the exchange of information and matter with the external environment is not observed.

Systems that have the properties of not only energy but also information and metabolism with the external environment are called open systems. In open systems, a regular exchange of energy, matter, and information with the external environment is observed.

The openness of a system is that the system has sources of energy, matter, information, and transmission with the external environment. In other words, even any open system, does not have the properties of self-organization, that is, it cannot build its structures. This requires certain conditions in the system.

For cases in open systems far from equilibrium, there is a reciprocal effect, in which the particles seem to communicate with each other at macroscopic distances over a microscopic period. Such cooperative behavior is characteristic of various subsystems: molecules, cells, neurons, individual species, and so on. As a result of the coordinated interaction of subsystems, sorting processes, and the formation of certain structures from chaos, their complication and transformation can also occur.

The study of systems far from equilibrium poses several serious problems to the science of physics. But the existing theories are not only able to analyze the events in this range, but sometimes they are contradictory. The two contradictions in the general description were already known in earlier centuries. For example, on the one hand, if matter develops, becomes complex, and self-organizing, Ch. Although expressed in the laws of biological evolution discovered by Darwin, on the other hand, according to the second law of thermodynamics, any protected closed system tends to be in equilibrium.

How can any structures inevitably break down and improve their organization together? The theory of unbalanced cases, which encourages the response to a set of problems that have arisen, began to develop intensively 30-40 years ago. It emerged in the form of a synthesis of research in three different areas.

The first direction is a development based on the methods of statistical physics related to the description of seriously equilibrium processes. Several kinetic models developed for such processes, the specific features of systems far from equilibrium identified, and the basic laws of their transition to equilibrium established.

The second direction is based on the development of the thermodynamics of open systems.

The resulting structures were called dissipative structures. Given that many objects are involved in the process of self-organization and that its continuation depends on their interaction, any system cannot be the object of synergetics. A system that satisfies at least two conditions can be an object of synergetics:

a) be open, ie exchange of matter or energy with the external environment; b) should be in a state far from severe imbalance or thermodynamic equilibrium.

Hence, synergetics emphasizes that the development of open and unbalanced systems takes place through increasing complexity and order. The following two phases are observed in the development of such a system:

1. Ultimately, it is a period of flat evolutionary development that progresses with linear changes, leading the system to some critical instability.
2. Exit from a critical state is an instantaneous, jumping, and highly complex and orderly transition to a new steady state.

An important aspect of the second phase is that it is not clear whether the system will transition to a new steady state. Once the critical parameters are reached, the system “falls” from a seemingly unstable state to a steady state, which is one of the many possible states. It should be noted that the evolutionary path of the system is branched from this point and randomly decides which direction of development is chosen.

The basis of the third direction is the determination of qualitative changes in the solutions of nonlinear differential equations, which determine the cases far from equilibrium, depending on the values of the parameters included in the equation. The mathematical apparatus is called the theory of catastrophes. With its help, the qualitative reconstruction of the overall structure of the solutions is described, and the changes are analyzed.

As a result of the analysis of these three directions, it became possible to express the general concept of describing situations far from equilibrium. On its basis, it was possible not only to understand but also to eliminate several contradictions, expressing a common approach to a set of natural and social phenomena. The concepts and methods of synergetics can be applied to physics, chemistry, biology, astronomy, and ecology. To complete the study of the properties of self-organizing systems in inanimate matter, it is necessary to show the similarity of their phase transitions.

To study the similarities, German scientists Dj, who conducted research in the field of quantum electronics in the 1970s. Grexem and G. Hackers and Italian scientists De Giorgio and M. The Scullies caught their attention. If the light generated by the laser is compared with the light generated by the incandescent lamp, the light changes

its properties as a result of the phase transition and becomes spectrally narrower and stronger in the direction of propagation due to its transformation into coherent light. Such an analogy initially seemed superficial, but it was possible to compare each parameter of the phase transition in paramagnetic to the corresponding parameter of quantum generation.

G. Haken distinguished collective processes in all self-organizing systems: the molecules in the crystal lattice nodes are organized as a group, the elementary magnetic moments (spins) in ferromagnets are grouped together, the fluctuations in the liquid form a visible and microscopically structured structure. In the working matter of the laser, the atoms that are awakened, coordinated, and coordinated emit coherent radiation.

So, cooperation is a common feature of the process of self-organization. Furthermore, when inverse employment is held by an external environment, such as an unbalanced state in a liquid, stable structures are formed when energy (or a substance for biological systems) is exchanged with the resulting external environment, which can maintain deviation from equilibrium. This external flow not only prevents an increase in entropy but can also lead to a decrease in it.

It should be noted that for a self-organizing system, a complex motion is a necessary integral part, which is characterized by a nonlinear equation and a threshold description of the occurrence.

They explained these self-organizing systems and self-organizing processes mathematically as follows: first, they determined the event about its cause in time, and then they removed the external influence from it and set the system on its own. G. Haken expanded the system in such a way that the external forces included in the equation became its internal forces and described the mechanism of increasing internal fluctuations using the addition of a stochastic limit.

The evolving method has yielded very interesting results in the case of phase-elastic breakdowns. This was done with a new method based on the synthesis idea of synergetics.

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**FANLARNI O‘QITISHDA O‘QUVCHILARNING O‘QUV FAOLIYATI
SAMARADORLIGINI OSHIRISH YO‘LLARI.**

Xorazm viloyati Shovot tumani 16-maktab Matematika fani o‘qituvchisi

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Xorazm viloyati Shovot tumani 42-maktab Matematika fani o‘qituvchisi

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Annotatsiya: Ushbu maqolada Fanlarni o‘qitishda o‘quvchilarning o‘quv faoliyati samaradorligini oshirish yo‘llari haqida ma'lumotlar berilgan.

Kalit so'zlar: Fanlar, o'qitish metodikasi, o'quv faoliyati, samarali usullar, dars jarayoni.

Qobiliyatning rivojlanishi uchun esa yana iste’dod, layoqat va zehn, ya’ni inson asab tizimida anatomo-fiziologik xususiyat bo’lishi ham zarur. Tarbiyaviy faoliyatning samarali bo’lishi uchun sinf rahbarida qobiliyatning quyidagi turlari mavjud bo’lmog’i va tarbiyalab yetishtirilmog’i lozim

- tashkiliy – sinf rahbarining o‘quvchilarni jipslashtirish, ularni band qilish, vazifalar bo’lib berish, ishni rejalashtirish, qilingan ishlarni jamlash mahoratiga namoyon bo’ladi;

- didaktiga oid – o’rganishga bo’lgan qiziqish hamda ma’naviy, xissiy istaklarni rag’batlantirish, o’quv bilimini orttirish, faollashtirish mahoratida namoyon bo’ladi;

- pertseptiv – tarbiyalanuvchilarning ma’naviy dunyosiga singib, ularning emotsional holatini baholash, ruhiy xususiyatlarini aniqlash mahoratida namoyon bo’ladi;

- suggestiv – o‘quvchilarga emotsional ta’sir ko’rsatishda namoyon bo’ladi;

- kelajakni ko'ra bilish - o'z harakatlarning oqibatini ko'ra bilishda, o'quvchilarda qanday fazilatlarni ro'yobga chiqarish lozimligini oldindan ayta olish mahoratida namoyon bo'ladi;

- tadqiqiy - pedagogik vaziyatlar va jarayonlarni o'rganish va obxektiv baholash mahoratida namoyon bo'ladi.

Sinf rahbarining faol jamoatchi sifatida hamisha namuna ko'rsatishi muhim ahamiyatga ega. Ayni vaqtda u kommunikativ (kattalar bilan ham, kichiklar bilan ham tez aloqa o'rnatish olish) qobiliyatga ega bo'lishi, ro'y berayotgan fakt va hodisalarni faqat pedagogik qoidalarga bog'lab baholashgina emas, balki ro'y berish sababiga qarab hukm ham chiqarishi pedagogik optimizmga, ijod qilish qobiliyatiga ega bo'lish kerak. Sinf rahbarining eng muhim fazilati – odamlar bilan tezda til topa olishi, ko'pchilikka o'shila bilish, ulfatjonlik, dilkashlik bo'lib, bu undagi muomala madaniyatining yuksakligini ifodalaydi. Chunki unga hamisha odamlar bilan aloqa qilishga, ular bilan ishlashga to'g'ri keladi. Hozirgi sharoitdan kelib chiqqan holda o'quv-tarbiya jarayonida qulay munosabatlar yaratish uchun kasbiy jihatdan ahamiyatli asoslar bo'luvchi sinf rahbarining insoniy xislatlari muhim ahamiyatga ega bo'lmoqda.[1]

Sinf rahbari uchun juda muhim xislat – insonparvarlik, ya'ni o'sayotgan insonga oliy qadriyat kabi munosabat qilish lozim. Insoniy munosabatla o'quvchiga nisbatan xayrixohlik, unga yordam berish, ularning fikriga quloq solmoq, uning o'quvchilik faoliyatiga yuksak talabchanlikdan iborat.

Sinf rahbari doimo faol, ijodkor shaxsdir. U o'quvchilarning kundalik hayotini uyushtiruvchi hamdir. O'quvchilarda qiziqish uyg'otish, ularni o'zi bilan yetaklash faqat yuksak irodali insonning qo'lidan keladi. Auditoriya, o'quvchilar jamoasi kabi murakkab organizmlarga pedagogik rahbarlik qilishi sinf rahbaridan topqir, zehni o'tkir, har qanday vaziyatni mustaqil yechishga doim tayyor bo'lishligini talab qiladi. Unga kasbiy jihatdan kerakli xislatlardan biri – sabr-toqat va dadillikdir. O'qituvchining birdan sarosimaga tushgani, o'z nochorligini o'quvchilar sezmasligi lozim. SHuni hamisha esda tutish kerakki, sinf rahbari o'z harakati va axloqini nazorat qilish, hech qachon arzimagan narsalarga asabiylashmasligi kerak.

Muvaffaqiyatli faoliyat yuritishning birinchi sharti - bu sinf rahbarining talabchanligi. Dastlab talabni u o'ziga qo'yishi kerak, chunki o'zingda bo'lmaganni o'zgan talab qila olmaysan. Talabchanligi bilan birga oqilona tarbiyachi ham bo'lishi lozim. Pedagogik jarayonlarda yuz berib turadigan keskinliklarni bartaraf etish uchun tarbiyachiga hazil-mutoyiba tuyg'usi yordam beradi. Uning ko'lamida tayyor hazil, maqol, yaxshi, do'stona piching – ijobiy emotsional holat yaratishga imkon berib, o'quvchilarni o'ziga jalb qildiradi.

SHaxs axloqini karakterlaydigan belgilardan biri – ma'suliyatdir. Sinf rahbarining ma'suliyati - tarbiyachining faoliyati va ta'lim-tarbiya jarayonining aniq vazifalarini ham o'z ichiga oladi. Tarbiyachi zimmasiga bolaning shaxs sifatida har tomonlama kamol toptirish ma'suliyati yuklanadi. U o'quvchiga chuqur nazariy bilim berishi, uni hayotga, mehnatga tayyorlashi lozim. SHu bilan birga u o'quvchidagi mavjud layoqat va qobiliyatni o'z vaqtida payqab, individual munosabatda bo'lishi, unda mavjud bo'lgan ijobiy axloqiy sifatlarni avaylab o'stirishi darkor.[2]

Sinf rahbari maktabdagi eng universal pedagogik hisoblanib u bajaradigan mehnatning o'lchovi, chegarasi yo'q. Uning bilmagan ishi uddasidan chiqa olmaydigan sohasi bo'lmaydi. Shu bilan bir qatorda, u beg'araz, xolis va ta'masiz shaxs bo'lib, jamoachilik asosida ishlaydi. Sinf rahbari pedagoglar, ota-onalar va o'quvchilarni o'zaro bog'lovchi shaxs sifatida barcha tomonlarning nuqtai nazarini hisobga olishi, harakatlarni bir markazga birlashtirishi, o'zaro aloqalarning to'g'ri bo'lishiga ta'sir o'tkazishi va ayni vaqtda o'zining pozitsiyasini aniq ta'minlay olishi kerak. Bu esa donolikdir.

SHunday qilib, pedagogik odobga ega bo'lgan sinf rahbari o'quvchilar orasida obro' qozonadi. Ustoz qanchalik obro' qozonsa, ta'lim va tarbiya mohiyatan shunchalik muvaffaqiyatli bo'ladi va aksincha, tarbiyachining shaxni qanchalik past bo'lsa, uning ta'siri shuncha bo'sh va o'quvchilarni voyaga yetkazish jarayoni ham shuncha zaif bo'ladi. Yuqori aytib utilgan fazilatlar sinf rahbarining tarbiyaviy ishlari samarasini oshirishda va uning muvaffaqiyatini ta'minlashga garov bo'ladi. Sinf rahbari nihoyatda ma'suliyatli va murakkab vazifani bajaradi. U sinfdagi tarbiyaviy ishlar tashkilotchisi, o'quvchilarning murabbiysi, sinfni tashkil etadi hamda kamolot

tashkilotchilari, o'qituvchilar, oila, keng jamoatchilik ahli bilan birga ish olib boradi.[3]

So'nggi yillarda sinf rahbarining faoliyati turli shakl va metodlar bilan boyitildi. Tarbiyaviy ishlarni tashkil etish va o'tkazishda maktab jamoat tashkilotlarining roli tobora oshirildi. Ideologik muassasalar sifatida maktab oldida muhim tarbiyaviy vazifalar qo'yilgan, bu esa ayni vaqtda har bir sinf rahbarining asosiy vazifalari hisoblanadi, shunday qilib, alohida sinf birlashib maktabni tashkil etadilar. Alohida sinf jamoalari qo'lga kiritgan ta'lim va tarbiya borasidagi muvaffaqiyatlar butun maktab jamoasining muvaffaqiyatini minlaydi. SHu nuqtai nazardan sinf rahbarining ma'suliyati jamiyat oldida rahbarlik ma'suliyatidan kam emas. SHunnig uchun maktab direktorlari sinf rahbari vazifasiga tajribali, tashkilotchi, mehnatsevar, mahoratli, yosh avlodni sevadigan o'qituvchilarni tayinlab, ular bilan muntazam ish olib boradilar.

Sinf rahbarining muhim vazifalaridan biri – bu o'quvchining o'qishga bo'lgan havasi, e'tiqodi va bilim, qobiliyatini rivojlantirish, kab-hunarga bo'lgan layoqatini, yosh va ruhiy xususiyatlar asosida rivojlantirish, har bir o'quvchining bo'lg'usi hayoti rejalarini amalga oshirish, o'quvchilarning salomatligini muhofaza qilishdan iborat. Faollarga ishonish, ularning sinf jamoasi orasida obro'sini ko'tarish, z vaqtda ularga tegishli yordam ko'rsatish sinf rahbarining bevosita asosiy vazifasidir. Sinf jamoasini tashkil etish va tarbiyalash jarayonida sinf rahbarining tashkilotchilik funktsiyasi juda katta ahamiyatga egadir.

“Tashkilotchilik” tushunchasining o'zi keng maxnoga ega. Maxsus bir maqsadni ko'zlab u yoki bu ishni, tadbiriy choralarni tashkil etish sinf rahbaridan katta malaka va maxsus mahoratni talab qiladi. Tashkilotchilik funktsiyasi bir nechta elementlarga bog'liqdir.

A. O'tgan ishlarni tahlil qilish, uning muvaffaqiyati yoki muvaffaqiyatsizligi sabablarini belgilab olish.

B. Sinfda o'tkaziladigan barcha ishlar tarbiyaviy harakterga ega bo'lib, ma'lum maqsadni ko'zlab o'tkazilishi va sinf rahbari turli tarbiyaviy ishlarni o'tkazishda oldin shu ishning modelini tuza bilish lozim.

V. Sinf rahbari oldiga qo'yilgan maqsadga erishish uchun o'z oldiga aniq vazifa qo'ya bilish lozim.

G. Sinf rahbari har bir tarbiyaviy choralarni amalga oshirishda o'qituvchi va o'quvchilarning qobiliyatlariga qarab, vazifalarni taqsimlash, ma'lum reja asosida tarbiyaviy tadbirlarning o'tkazish o'rni, vaqti, soati, javobgar shaxslar va tizimligini aniqlash lozim.

D. Ma'lum tarbiyaviy ish bajarishda bajaruvchi kishilarni ish uchastkalaridagi joy-joyiga qo'yish, vazifalarni to'g'ri taqsimlash, ishga boshqa o'qituvchilarni, otaonalar, o'quvchilar, otalik tashkilotlari va ish obxektini aniqlash lozim. Sinf rahbarining jamoani tashkil qilish bo'yicha asosiy faoliyati.

1. Har bir o'quvchini shaxs sifatida o'rganish.
2. O'quvchilarni sinfda tarbiyalashni tashkil etish.
3. O'quvchilarning bilim-tarbiyasini oshirish va ularning tartib intizomini mustahkamlash.
4. Sinfda darsdan tashqari ishlarni tashkil etish va o'tkazish.
5. Fan o'qituvchilarining tarbiyaviy ishlarini birlashtirish.
2. Sinf rahbarining faoliyatiga qo'yiladigan pedagogik va psixologik talablar.

Sinf rahbari fan o'qituv ishlariga nisbatan tarbiyaning ko'p qirrali muhim vazifalarini bajaradi. SHuning uchun uning oldiga juda katta pedagogik va psixologik talablar ko'yilgan, bu talablar tarbiyaviy ishlarni yukori darajaga ko'tarishda muhim rol o'ynaydi.

Sinf rahbariga nisbatan qo'yiladigan talablar: yuqori g'oyaviylik va onglilik; sinf rahbari katta obro'ga, ehtiromga va hurmatga ega bo'lishi; pedagogik mahorat; madaniy qobiliyatining mavjudligi; pedagogik odobga ega bo'lish; yosh avlodga nisbatan hurmat va ehtiromli bo'lish; tashkilotchilik malakasi va mahoratiga ega bo'lish; tarbiyaviy ishlarga nisbatan ijodiy munosabatda bo'lish; sinf rahbari kasbini yuqori ko'tarish va mustaqil bilim olish qobiliyatiga ega bo'lish.

Rasmiy hujjatlarga sinf rahbarining vazifalari qisman bayon qilingan bo'lsa ham biz kuyida sinf rahbarining jamoani birlashtirish bo'yicha vazifalarni aniq tarzda ko'rsatishni zarur deb bildik. Sinf rahbarinig vazifalari:

1. O'quvchilarning anatomik, fiziologik va psixologik xususiyatlarini o'rganish;
 2. O'quvchilarning kundalik davomati, odob xulqi va jamoat ishlariga qatnashishini tekshirib borish;
 3. O'quvchilarning rejiga rioya qilishlari va uyga berilgan vazifalarni tayyorlab borishlarini kuzatish;
 4. Sinfda ishlaydigan fan o'qituvchilari bilan majlislar o'tkazish;
 5. Darsda o'quvchilar davomatini ta'minlash, sinfdagi va yuquv yurtida navbatchilikni tashkil etish, xonani jihozlash, honadagi o'quv asboblarni saqlashga o'rgatish, o'quvchilar bilan suhbatlar o'tkazish;
 6. Sinf majlislarini tizimli o'tkazish;
 7. "Kamolot" tashkiloti bilan ish rejalariga muvofiq darsdan tashqari ishlarni tashkil etish;
 8. O'quvchilar bilan darsdan tashqari o'qishlari va anjumanlarini o'tkazish;
 9. Sinf o'quvchilari bilan sport , harbiy vatanparvarlik tarbiyasi borasida tadbiriy choralar ko'rish, o'quvchilar sog'ligini muntazam nazorat qilish, jismoniy tarbiya o'qituvchilari, harbiy ta'lim o'qituvchilari bilan doimiy aloqada bo'lish;
 10. O'quvchilarni rag'batlantirish va zarur vaktlarda ularga nisbatan chor ko'rish;
 11. O'quvchilarning ota-onalari bilan tarbiya borasida doimiy aloqada bo'lish va ular bilan individual suhbatlar o'tkazish;
 12. O'quvchilarning shaxsiy va sinf rahbariga oid hujjatlarini tartibli olib borish.
- Sinfda tarbiyaviy ishlarga doir masalalarni har tomonlama hal qilish maqsadida sinf rahbari o'quvchilarining ta'lim olishlari, sinfni uyushtirishining ta'miniy rejasini tuzadiki, bu reja o'quvchilar bilan tizimli ish olib borishga katta imkoniyatlar yaratib beradi.

Hozirgi davrda maktab, akademik litsey, kollej va undagi o'quv- tarbiya jarayoni jamoa oldiga juda katta ijtimoiy ahamiyatga molik vazifalar qo'ymoqda.

Xulosa:

Maktab yosh avlodning dunyoqarashini tarkib toptirishi, goyaviy va siyosiy jixatdan chiniktirishi, yuksak axlokiy fazilatga ega kilishi , mexnatga va ongli kasb tanlashga tayyorlashi lozim. Sinf rahbaridan madaniyat darajasining kengligi, pedagogik odob talablariga rioya kilish, har bir o'quvchi shaxsini inson sifatida xurmat kilish bilan unga nisbatan talabchanlikni unutmashlik, tashkilotchilik malakalariga ega bulish, uz malakasini tinimsiz oshirib borish bilan ishga ijodiy yondoshish talab kilinadi.

Muhimi shundaki, sinf rahbarining uz bolalarda tarbiyalamokchi bulgan goyaviyaxlokiy goyaga mos bulishi kerak. Tarbiyadagi oldiga kuyilayotgan talablar tarbiyachi harakterda xamisha xam namoyon bulavermasligidadir.

Sinf rahbarining faol jamoatchi sifatida xamisha namuna kursatishi muhim axamiyatga ega. Ayni vaktida u kommunikativ (kattalar bilan xam, kichiklar bilan xam tez aloka urata olish obiliyatiga ega bulishi, ruy berayotgan xodisalarni fakat pedvgogik koidalarga boglab baxolashgina emas, balki ruy berish sababiga karab xukm xam chikarishi pedagogik optimizmga, ijod kilish kobiliyatiga ega bulishi kerak.

Foydalanilgan adabiyotlar:

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2. www.ziyonet.uz[2]
3. www.edu.uz[3]

MATEMATIKA FANIDA O'QUVCHILARNI KREATIV FIKRLASHGA O'RGATISH

Xorazm viloyati Shovot tumani 31-maktab Matematika fani o'qituvchisi

Atajonova Zamira To'raboyevna

Xorazm viloyati Shovot tumani 18 maktab Matematika fani o'qituvchisi

Masharipova Shahlo Davlatyorovna

Xorazm viloyati Shovot tumani 18 maktab Matematika fani o'qituvchisi

Bobojonova Umida Allayorovna

Xorazm viloyati Shovot tumani 10 maktab Matematika fani o'qituvchisi

Rajabova Feruza Rustamovna

Annotatsiya: Ushbu maqolada Matematika fanida o'quvchilarni kreativ fikrlashga o'rgatish haqida ma'lumotlar berilgan.

Kalit so'zlar: Matematika, o'qitish metodikasi, tanqidiy fikrlash, dars jarayoni, kreativ fikrlash.

Agar siz bolalarni tanqidiy fikrlash ko'nikmalariga o'rgatish yoki bolalar uchun tanqidiy fikrlashni rivojlantirish usullarini izlayotgan bo'lsangiz, quyidagi maslahatlar yordam berishi mumkin.[1]

1. Jumboqlarni topish

Oddiy ko'rinishi mumkin, ammo jumboqlarni so'rash nafaqat qiziqarli mashg'ulot, balki sizning farzandingiz uchun juda katta muammolarni hal qilishdir. Ushbu harakat bolangizga ham ma'lumotlarni tahlil qilishga yordam beradi.

2. Gazeta o'qish

Farzandingizni muntazam ravishda gazeta o'qishga rag'batlantirish nafaqat uni dunyoni yaxshi bilishga yordam beradi, balki uning ongini ishga solishning ajoyib usuli hisoblanadi. Siz unga bir nechta maqolani o'qib chiqishni va undan nimani tushungan yoki nimani o'zlashtirganligini so'rashingiz mumkin.

3. Kitoblar o'qish

Siz bolangizni kitob o'qishga undashingiz mumkin, chunki bu sizning bolangiz turli vaziyatlarni tahlil qilishning ajoyib usuli sanaladi. Kitobni o'rganib chiqqandan so'ng, undan siz kitobni qisqacha bayon etishini so'rashingiz mumkin. Siz undan kitobdagi turli xil belgilar va vaziyatlar haqida so'rash orqali bu ko'nikmani sekin-astalik bilan shakllantirib borasiz.[2]

4. Tinglash qobiliyatlarini singdiring

Yaxshi fikrlovchi bo'lish uchun bola ham yaxshi tinglovchi bo'lishi juda muhimdir. Bu — bolaning boshqa odam fikrini tinglashi va qadrlashi kerakligini va keyin uning nuqtai nazarini oldinga qarab turishini anglatadi.

5. Ularga haqiqiy va soxta tushunchalarini tushunishga yordam berish

Bugungi ommaviy axborot vositalari va ijtimoiy medialarning real dunyoda haqiqat nima-yu, soxtalik nima ekanini aniqlash juda qiyin. Shubha tug'diradi, bu bolaning "shubha" bilan shug'ullanishni o'rganishi kerakligini anglatadi.

6. Xulosalar haqida gapirish

Bolaga muayyan harakatlarning mumkin va mumkin bo'lgan xulosalarini o'rgatish — tanqidiy fikrlashning muhim qismidir.

7. Bola bilan ko'proq muhokama qilish

Bolaning fikri ahamiyatsiz bo'lishi mumkin deb o'ylaysiz, ammo bu sizning fikringizdan kelib chiqqan holda sizning farzandingiz uchun sizga nisbatan ko'proq ahamiyatga ega. Uyingizning har kungi mavzularida bolangizdan uning maslahati, fikri yoki takliflarini so'rang.

8. "Nima uchun" deb so'rang

Bu sizning ko'proq savol berishingizni va keyin bolangiz ham javoblarning sababini topishini kutishini anglatadi. Masalan, bola o'z do'stidan qalamni olgani uchun undan g'azablansa va bolaning do'sti buni noto'g'ri deb hisoblasa, siz undan nima uchun u noto'g'ri deb o'ylayotganini va shuningdek, u o'z do'stidan nimani kutganligini so'rashingiz kerak.

9. Farzandingiz uchun muammolarni hal qilishga shoshilmang

Ota-onalar sifatida, siz farzandingiz uchun hamma narsani to'kib tashlash istagi paydo bo'lishi mumkin va sizning farzandingiz o'zi qaror qabul qilishi kerak bo'lgan

payt kelganda ham shunday bo'lishi mumkin. Farzandingiz o'z muammolari bilan shug'ullanishiga yo'l qo'ying va o'z-o'zidan yechimini topsin. Biroq, siz bolangiz "qotib qolganini" his qilganingizda unga rahbarlik qilishingiz mumkin.[3]

10. Erkin o'yin tarzi

Bu bolangizga ijodiy qobiliyatlarni o'rgatishning ajoyib usuli. Bolaga nima qilish kerakligini ko'rsatmaydigan o'yinchoq yoki sovg'alarni berishingiz mumkin, lekin u nima qilish kerakligi to'g'risida o'z-o'zidan o'ylashi kerak. Masalan, siz bolangizga qurilish bloklarini berishingiz mumkin va u o'zi xohlagan narsani qilishi mumkin yoki siz bolangizga rasmlar kitobini berib, o'z his-tuyg'ularini qog'ozda ifodalashiga ruxsat berishingiz mumkin.

Farzandingizga ijodiy fikrlash ko'nikmalarini o'rgatish zerikarli ish emas, biz ushbu konsepsiyani bola yoshligidanoq o'qitishni boshlasak maqsadga muvofiqdir.

Jamiyatdagi barcha korxonalar, tashkilotlarda innovatsion hamda kreativ fikrlashga zarurat tug'diradigan global muammolarni hal qilish uchun innovatsion bilim va yaratuvchanlik qobiliyatiga tobora ehtiyoj sezilmoqda.

Ta'limning asosiy roli o'quvchilarni jamiyatda muvaffaqiyat qozonish uchun zarur va kerak bo'ladigan sifatli ta'lim berish hisoblansa, kreativ fikrlash hozirgi yoshlarning rivojlanishi uchun zarur ehtiyojdir.

2021-yilda o'tkaziladigan PISA xalqaro dasturida kreativ fikrlashni baholash ilk marta amalga oshirilayotgan bo'lib, bu OECDning kreativ fikrlashni rivojlantirishga qodir yangi pedagogikalarni qo'llab-quvvatlash bilan bog'liq yana bir yangi loyihasidir.

Bundan maqsad, faqat ijodkor shaxslarni ajratib olish emas, aksincha o'quvchilarning g'oyalarni qidirish, ifodalashda kreativ fikrlash qobiliyatining o'qitish yondashuvi, maktab faoliyati hamda ta'lim tizimining boshqa xususiyatlari bilan qanday bog'liqligini tavsiflaydi.

Kreativ fikrlash – bu innovatsion (yangi, novator, original, nostandart, noodatiy va hokazo...) va samarali (amaliy, natijaviy, tejimli, optimal va hokazo) yechimlarni topish, yangi bilimlarni egallash, tasavvurni ta'sirchan ifodalashga qaratilgan

g'oyalarni ishlab chiqish, baholash va takomillashtirish jarayonida samarali ishtirok etish qobiliyatidir.

Kreativ fikrlash bizga muammolarni hal qilishda noodatiy yechim topishga yordam beradi. Biroq biz uni tanqidiy fikrlash bilan adashtirib yubormasligimiz, aksincha bizga imkonsiz muammolarni hal qilishda bir-birini to'ldirib turuvchi yechimlarni topishda yordam beradigan "aka-ukalar"dek qarashimiz kerak.

PISA tadqiqotlarida o'quvchidan kreativ fikrlashni baholash modeliga ko'ra ilmiy muammolarni yoki ijtimoiy muammolarni hal qilish, o'z g'oyalarini yozma yoki vizual ifodalash talab etiladi.

Kreativ fikrlashni baholashda turli g'oyalarni ishlab chiqish, kreativ g'oyalarni ishlab chiqish hamda g'oyalarni baholash va takomillashtirish kompetentligiga e'tibor qaratiladi.

Agar ibtidoiy odamlarning kreativ fikrlashi bo'lmaganida edi, ikkita chaqmoqtoshni bir-biriga urib olovni, Tomas Edison elektr lampasini, Leonardo da Vinchi parashyutni ixtiro qilmagan bo'lar edi.

Har bir o'quvchida ta'lim olishga bo'lgan istak bor. Faqatgina biz shu istakni nuqtasini topishimiz kerak va biz bunga 3 "E" EXCITE, EDUCATE, EMPOWER ya'ni ruhlantirish, ta'lim berish va rag'batlantirish orqali erishamiz.

Quyida Siz PISA xalqaro tadqiqotining kreativ fikrlash yo'nalishiga oid topshiriq namunalari bilan tanishishingiz hamda tasavvuringizni boyitishingiz mumkin.

1. Yozma ifodalash – "Shashqol donasi va hikoyalar"
2. Vizual ifodalash – "Taomlar festivali logotipi"
3. Ijtimoiy muammolar yechimi – "Suvni tejash uchun ilova"

Ijodiy-ilmiy muammolar yechimi – "Kelajak velosipedi"

Bugun dunyoda yuz berayotgan to'rtinchi sanoat tamaddunining dvigateli — harakatga keltiruvchi kuchi kreativlikdir. Atrofga boqsangiz, har tomonda inson ijodkorligining beqiyos va hayratlanarli namunalariga duch kelasiz: elektron xizmatlar, virtual reallik, to'rtburchak tarvuzlar, tuproqsiz hosil olish... Bularning barchasi inson tasavvuri, tafakkuri mahsuli. Bugun biz uchun odatiy tuyulgan kitob, musiqa, bino,

samolyot, hatto lampalar ham qachonlar orzu va tasavvurda bo'lgan, keyinchalik aql-idrok samarasi o'laroq yaratilgan.

G'ildirakning kashf etilishidan boshlangan yaratuvchanlik namunalari bugun koinotda kezib yuribdi. Innovatsiyalar kundalik turmushimizda qulayliklar yaratadi, og'irimizni yengil, uzog'imizni yaqin qiladi. Shu tarzda kreativlik taraqqiyotning ajralmas bo'lagiga aylangan. Barcha sohada ijodiy fikrlovchi mutaxassislariga talab katta. Dunyoga mashhur dasturiy mahsulotlar, mobil telefonlar ishlab chiqaruvchi kompaniyalar mutaxassislaridan har kuni yangi g'oya so'raladi. Mehnat bozorida kreativ fikrlovchi mutaxassislariga talab oshib borayotgan ekan, ta'lim jarayonida o'quvchi-talabalarning noodatiy fikrlash qobiliyatini shakllantirish, rivojlantirish dolzarb vazifadir. Haligacha ta'lim tizimida ko'plab yondashuv va metodlar ijodiy fikrlash emas, talqin va tahlilga, ya'ni berilgan ma'lumotni tushunib, to'g'ri yetkazishga, nari borsa, bir necha axborotni umumiyashtirib, xulosa chiqara olishga yo'naltirilgan.

Xo'sh, ta'lim oluvchilarni qanday qilib kreativ fikrlashga o'rgatish mumkin? Innovatsiya yaratish uchun tafakkurda qanday o'zgarishlar kechishi lozim?

Tasavvur bilimdan muhim(mi?)

Shaxsda kreativlik sifatlarini rivojlantirish uchun dastlab bu tushunchaning mazmunini bilish lozim. Kreativlik inglizcha "create"dan olingan bo'lib, yaratish ma'nosini bildiradi. Kreativlik deganda insonning yangilik yaratish, muammolarni yechishga qaratilgan ijodiy qobiliyati tushuniladi. Uning tagzamidagi originallik, amaliylik, noodatiylik va erkinlik yotadi. Shuningdek, kreativ fikrlash muayyan masala yuzasidan har tomonlama fikrlash, bir nuqtaga turli rakursdan yondashishni anglatadi.

Kreativlik shaxsni rivojlantiruvchi kategoriya sifatida inson tafakkuri, ma'naviyatining ajralmas qismi hisoblanadi, u shaxs ega bo'lgan bilimlarning ko'pqirrali ekanligida emas, balki yangi g'oyalarga intilish, o'rnatilgan stereotiplarni isloh qilish va o'zgartirishda, hayotiy muammolarni yechish jarayonida kutilmagan va noodatiy qarorlar chiqarishda namoyon bo'ladi. Ya'ni, berilgan bilimlarni takrorlash orqali kreativlikka erishib bo'lmaydi, ijodiy fikrlash jarayonida yangi fikr, yangi g'oyaning paydo bo'lishi asosiy shartdir. Masalan, ingliz tilida so'zlarni yodlab,

grammatika qoidalarini “suv qilib ichib yuborgan” bo‘lsangiz ham, insho yozolmasangiz, barchasi bekor. Shuning uchun kreativ fikrlash jarayonida tasavvur muhim rol o‘ynaydi. Albert Eynshteyn “Tasavvur — bilimdan muhim” deganida aynan mana shu jihatni nazarda tutgan. Ko‘pincha noodatdiy fikrlar, yechimlar kutilmaganda inson xayoliga keladi. Buning uchun, avvalo, fikrlash jarayonidagi bir xillikka, odatiylikka barham berilishi lozim.

Qoliplardan voz kechamiz

Inson miyasi o‘z ishini “yengillashtirish”, “qulaylashtirish” uchun shablon va stereotiplardan foydalanadi. Stereotiplar shu paytgacha ma’lum bo‘lgan va umumqabul qilingan fikrlardir. Ular asosida fikrlash bizga hech qanday yangi g‘oya bermaydi. Qoliplarning yuzaga kelishida jamiyatda ustuvor bo‘lgan ijtimoiy fikr, mediamahsulotlarda taqdim etilayotgan shakl va ko‘rinishlar ham yetakchi o‘rin tutadi. Inson ommadan ajrab qolmaslik nuqtayi nazaridan hammaning fikriga qo‘shiladi. Qolaversa, “oqim bo‘ylab suzish” mustaqil fikrlashdan ko‘ra oson tuyuladi. Stereotiplar orqali fikrlaganda muayyan mavzu bo‘yicha inson ongiga “so‘rov” berilganida odatiy ma’lumot va mulohazalar yuzaga keladi. Masalan, “yangi yil” deganda to‘kin dasturxon, reklamadan tushmaydigan gazli ichimliklar, archa va hokazolarni tasavvur qilish, bobo obrazida qo‘lida hasa tutgan, ko‘zoynakli cholni ko‘rish qolip asosida fikrlashning ko‘rinishi. Kreativ fikrlovchi insonlar odatiy manzaralardan o‘zgacharoq tasvirlarni ham tasavvur qilib, hech kim ilg‘amagan jihatlarni payqaydi, yangilik yaratoladi.

Eng ajablanarli jihati, ta’lim-tarbiya jarayoni ham bolalarni bir xil fikrlashga o‘rgatib qo‘yarkan. Mashhur ixtirochi va kashfiyotchilarning aynan maktabdagi ta’lim jarayonidagi bir xillikka ko‘nikolmagani, qoliplarga sig‘maganini ko‘rish mumkin. Masalan, Albert Eynshteynning maktabdan haydalihi yoki Dmitriy Mendeleyevning kimyo fanidan “uch” olgani bunga misol bo‘ladi.

Ken Robinson tomonidan tayyorlangan va YouTube saytida 5 million marta tomosha qilingan “Maktab kreativlikni barbod etyaptimi?” nomli videolavhada ham shu xususida so‘z boradi. Harf o‘rganish jarayonidayoq bolalarning belgilangan chiziqlar bo‘ylab yozishi, topshiriqlarni bajarishda namunalar orqali ishlashi, adabiyot

darlarida asarni qanday tushunish kerakligi to'g'risida ma'lumotlar berilishi, pedagoglarning yaxshi bajaruvchilarni yaxshi baholashi natijasida bolalar qoliplar doirasida fikrlay boshlaydi. Oqibatda ko'plab yoshlar topshiriq berilsa, namuna bormi, deb so'raydigan holga kelgan. Bu oldin mavjud bo'lgan modellar asosida ishlashga o'rganib qolish natijasi. Bunday vaziyatni bartaraf etish uchun o'quv jarayonida ijodkorlik sifatlarini tarbiyalashga ahamiyat qaratilishi maqsadga muvofiq. Masalan, o'quvchilarga "Sizga bir kunda 86400 AQSh dollari berilsa, uni nimalarga sarflagan bo'lardingiz?" kabi noodatiy savollar berilishi mumkin. Bu savol o'quvchining topqirlik, bilag'onlik, ijodkorlik, masalaga turli nuqtayi nazardan qaray olish, yashirin jihatlarni ochish kabi xislatlarini rivojlantiradi. Sababi, 86 400 bir kundagi soniyalar miqdorini anglatadi. Savol orqali o'quvchiga har bir soniya qimmati anglatiladi, uni behuda sarflamaslik uqtiriladi. Agar o'quvchi savol tagidagi mohiyatni anglamasa, unda kreativ va evrestik sifatlar past hisoblanadi.

Qolip va stereotiplar asosida fikrlashning bir necha ko'rinishlari bor. Masalan, qutbli tafakkur — hamma narsani ikki shaklda — yaxshi yoki yomon deb qabul qilish, dunyoni oq va qora rangda ko'rishdir. Aslida, yaxshi yoki yomon narsaning o'zi mavjud emas, uni fikrlarimiz shundayga aylantiradi. Har bir holat va jarayonning ijobiy hamda salbiy jihatlari bor. Bir tomonlama yondashuv, asoslanmagan xulosalar ham stereotiplar asosida fikrlashning ko'rinishlaridir.[4]

Ijodkorlikni yuzaga keltirish uchun stereotiplarning ongosti darajasida ijoddan cheklovchi funksiya, shablonlardagi to'siqni anglash, qoliplardan voz kechish zarur. Kumir, brend va modaga ergashish mustaqil fikr kushandasi hisoblanadi. Kiyinish, o'zini tutish, kasb tanlash, hatto fikrlashdagi taqlid bunyodkorlik faoliyatidan cheklashi mumkin. Shuning uchun nega aynan shu kiyimni tanladim, nima uchun shu ichimlikni xarid qilyapman, deb OAV, reklama orqali inson ongiga majburan singdirilayotgan ta'sirlardan voz kechish mustaqil qaror qabul qilishga, media qurshovidan chiqishga sabab bo'ladi.

Uolt Disneyning kreativ fikrlash nazariyasi. Uolt Disney ko'ngilochar sohada o'z sanoatini yaratgan, animatsion multfilmlari bilan butun dunyoga tanilgan shaxs. U dunyoga mashhur personajlarini yaratishda kreativlikning uch fazasi — xayolparast,

realist, tanqidchi obrazidan foydalanadi. Ya'ni, xayolparast rolda hech qanday chegarasiz xayol suradi, fantaziya yaratadi. Bu jarayonda u Baxning "Tokkata, fuga re minar" musiqasini eshitishini aytgan. Xayolida obrazlar yaratilgandan keyin uni reallik bilan uyg'unlashtiradi. Personaj qanday harakatlanadi, qanday gapiradi — barchasini konstruktor sifatida jonlantiradi, reallashtiradi. Shundan keyin xayolparast va realist ishini tanqidchi ko'rib chiqadi. Tanqidchi "filtr" vazifasini bajaradi. Uolt Disneyning yutug'i xayolparast, realist, tanqidchini bitta shaxsda jamlay olganidir. Odatiy fikrlovchilarda ularning bittasi ustuvorlik qiladi.

Tasodiflarga befarq bo'lmang. Juda ko'plab ixtirolar favqulodda va tasodifiy holatlarda amalga oshirilgan. Ya'ni, taqdirning o'zi insonga nozik ishoralar beradi. Bu Isaak Nyutonning boshiga tushgan olma, antibiotikni kashf etgan olim Aleksandr Flemingning yuvilmay qolib, mog'orlagan laboratoriya idishlari ko'rinishida bo'lishi mumkin.[5]

Xulosa:

Bir-biriga bog'liq bo'lmagan narsalarni bog'lash. Mobil telefon va kompyuter imkoniyatlarini birlashtirish orqali planshet, yuk mashinasiga antenna o'rnatilib ko'chma stansiya, qayiqqa osib qo'yilgan mato tufayli yelkanli kemalar paydo bo'lgan. Shotlandiyalik shifokor J.Danlopning o'g'li tosh yo'ldan velosipedda yurib qiynalar edi. Danlop bog'ini shlang bilan sug'ora turib, uning yengil prujinasimon sakrashiga e'tibor berdi. Natijada birinchi bo'lib shinani kashf etdi.

Shuningdek, kreativlikning mikro va makrosignallarini anglash, uning inson fiziologiyasi bilan bog'liq jihatlari, ya'ni qanday holatlarda inson xayoliga yangi fikrlar kelishini bilish ham muhimdir.

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MATEMATIKA FANINI O'QITISHDA KREATIV YONDASHUV VA MAVZULARNI HAYOTIY MASALALAR BILAN BOG'LASH

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Annotatsiya: Ushbu maqolada Matematika fanini o'qitishda kreativ yondashuv va mavzularni hayotiy masalalar bilan bog'lash, xalqaro tadqiqotlar haqida ma'lumotlar berilgan.

Kalit so'zlar: Matematika, o'quv jarayoni kreativ yondashuv, xalqaro tadqiqotlar.

Masalalarni yechish matematikani o'qitishning muhim tarkibiy qismidir. Masalalarni yechmasdan matematika fanini o'zlashtirishni mutlaqo tasavvur qilib bo'lmaydi. Matematika darslarida masalalar yechish nazariyani amaliyotga tadbiiq etishning eng yaxshi va ravon yo'lidir. Faqatgina quruq matematik nazariya, uning tadbiiqlarisiz uzoqqa bora olmaydi. Lekin shuni alohida ta'kidlash kerakki matematika fanining har bir mantiqiy qoidasining albatta amaliyotdagi o'zni mavjud. Bu mavjudlikni tadbiiqlari faqatgina matematik masalalar yordamida yuzaga chiqadi. Sodda va murakkab masalalar, bilimlarni o'zlashtirishga, olingan bilimlarni mustahkamlash va mukamallashtirishga xizmat qiladi. Matematik masalalar bolalarning fikrlash qobiliyatlarini rivojlantirishning foydali vositasi bo'lib, odatda o'z ichiga "yashirin informatsiya" ni oladi. Bu muamoni hal etish masala yechuvchidan taklif, tahlil va sintez, mustaqil murojaat qilish, faktlarni taqqoslash, umumlashtirish va boshqalarni talab etadi. Masalalarni yechishda matematika faniga bo'lgan qiziqish oshadi. Mustaqilik, erkinlik, talabchanlik, mehnatsevarlik, maqsadgaintilish kabi xislatlar rivojlanadi. O'quvchilarni iqtisodiy, ekologik, mehnat tarbiyasida ham matnli masalalarning o'zni katta. Masalalar o'quvchilarning fikr doirasini kengaytirishga yordam beradi. Ularni o'z shahrining, qishlog'ining, fermer dehqon xo'jaliklarining

hayoti bilan, kishilarning ishlab chiqarish va qishloq xo'jaligidagi mehnatlari bilan tanishtiradi. Insoniyat tarixida mavjud matematik qarashlar asosida cheksiz ko'p masalalar to'plami tuzilganki, ularning har biri ma'lum ma'noda matematika nazariyasini amaliyotga tadbiq etishga yordam berdi. Har bir masalaning o'zining yechish yo'li xossasi, shartli xulosasi bor. Matematik ta'lim jarayonida masalalardan foydalanish qadim zamonlardan beri qo'llanib kelinayotir. Shuning uchun ham matematika darslarida matematik masalaning roli va uning o'rnini haqida gap borganda quyidagi uch bosqichni ko'zda tutish maqsadga muvofiqdir.

1. Matematika fanining nazariy qismlarini o'rganish matematik masalalarni yechish maqsadida amalga oshiriladi;

2. Matematika fanini o'rgatish matematik masalalarni yechish bilan birgalikda olib boriladi.

3. Matematikani o'rganish masala yoki misollar yechish orqali amalga oshiriladi.

Ta'lim sifatini oshirish uchun uning holati va rivojlanish tendensiyalarini uzluksiz monitoringini olib borish va o'quvchilarning o'quv yutuqlarini ob'ektiv va adekvat baholashni amalga oshirish zarur. Bu ayniqsa, o'quvchilarning keyingi shaxsiy va fuqarolik rivojlanishi uchun zamin yaratadigan umumiy o'rta ta'lim darajasida muhim ahamiyatga ega. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 8-dekabrda 997-son "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida" qarori bilan xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish, xalqaro aloqalarni o'rnatish, o'quvchi-yoshlarning ilmiy-tadqiqot va innovasiya faoliyatini, eng avvalo, yosh avlodning ijodiy g'oyalari va ijodkorligini har tomonlama qo'llab-quvvatlash hamda rag'batlantirish maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi huzurida Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish milliy markazi tashkil etildi.[1] Milliy markazning asosiy vazifalari va faoliyatining yo'nalishlaridan etib:

- umumiy o'rta ta'lim muassasalarining xalqaro tadqiqotlarda muvaffaqiyatli ishtirok etishini ta'minlash;

- O‘zbekiston Respublikasining xalqaro baholash dasturlarida qayd etgan natijalarini boshqa davlatlar natijalari bilan qiyosiy taqqoslash;

- xalqaro baholash dasturlarini ta‘lim jarayoniga joriy etish bo‘yicha tizimli monitoring olib borish, ushbu sohadagi ilg‘or tajribani ommalashtirish va uning asosida ta‘lim muassasalari uchun tavsiyalar va qo‘llanmalar ishlab chiqishda ishtirok etish;

- o‘qitishning innovasion usullaridan foydalangan holda o‘qish, matematika va tabiiy yo‘nalishdagi fanlar bo‘yicha pedagog kadrlarning malakasini oshirish bo‘yicha o‘quv-uslubiy tavsiyalar tayyorlash kabilar belgilandi.

Quyidagi xalqaro baholash dasturlari bo‘yicha xalqaro tadqiqotlarni tashkil etish belgilandi:

PISA - The Programme for International Student Assessment — 15 yoshli o‘quvchilarning o‘qish, matematika va tabiiy yo‘nalishdagi fanlardan savodxonlik darajasini baholash;

TIMSS - Trends in International Mathematics and Science Study— 4 va 8-sinf o‘quvchilarining matematika va tabiiy yo‘nalishdagi fanlardan o‘zlashtirish darajasini baholash;

PIRLS - Progress in International Reading and Literacy Study— boshlang‘ich 4-sinf o‘quvchilarining matnni o‘qish va tushunish darajasini baholash;

TALIS - The Teaching and Learning International Survey— rahbar va pedagog kadrlarning umumiy o‘rta ta‘lim muassasalarida o‘qitish va ta‘lim olish muhitini hamda o‘qituvchilarning ish sharoitlarini o‘rganish.[2]

Xalqaro baholash dasturlari bo‘yicha xalqaro tadqiqotlarda O‘zbekiston Respublikasining ishtirok etishiga tayyorgarlik ko‘rish bo‘yicha «Yo‘l xaritasi» ishlab chiqildi, unga ko‘ra,

- o‘quvchilarning yozma va nutq savodxonliklarini oshirish bo‘yicha ilg‘or milliy va xalqaro tajribalarni joriy etish;

- o‘quvchilar mustaqil ta‘lim olishlari uchun elektron shakldagi ta‘limni rivojlantirish, unda o‘qish, matematika va tabiiy yo‘nalishdagi fanlardan xalqaro tadqiqotlar bo‘yicha savollar bazasini yaratish hamda boyitib borish;

- o'quvchilarning o'qish, matematika va tabiiy yo'nalishdagi fanlardan xalqaro tadqiqotlarga tayyorgarlik ko'rish uchun mustaqil ta'limni joriy etish;

- xalqaro tadqiqotlarni amalga oshirish yuzasidan malakali o'qituvchi-trenerlar bilan hamkorlikda hududlarda o'quvlar tashkil etish kabilar belgilangan.

PISA (Programme for International Student Assessment) O'quvchilar bilimini baholash xalqaro dasturi, 15 yoshli bolalarning matematika, tabiiy fanlar va ona tilidan hayotiy ko'nikmalarni egallaganligini o'rganishga qaratilgan tadqiqot.[3]

PISA tadqiqotlari 2000 yildan boshlangan va har uch yilda o'tkaziladi.

Tadqiqot natijalari ishtirokchi mamlakatlar o'quvchilari ta'lim yutuqlari, ta'lim tizimida o'zgarishlar, o'rta ta'lim islohotining asosiy yo'nalishlarini shakllantirish va ularning amalga oshirish uchun to'siqlarni aniqlash, natijalarning o'zgarish dinamikasini kuzatish va tanqidiy tahlil qilish imkonini beradi.

Xulosa:

Xalqaro PISA tadqiqotlarining maqsadi 15 yoshli o'quvchilarning matematika va tabiiy fanlar bo'yicha hamda ona tili bo'yicha savodxonligini baholashdan iborat. Tadqiqot maktab o'quv dasturlarini ishlab chiqish darajasini belgilashga emas, balki o'quvchilar hayot sharoitida o'qitish jarayonida olingan bilim va ko'nikmalarni qo'llash qobiliyatini baholashga qaratilgan. Shu bilan birga, tadqiqot ishtirokchi mamlakatlar o'quvchilarining natijalaridagi farqlarni tushuntiruvchi omillarni o'rganadi.[4]

PISA tadqiqoti baholash topshiriqlari to'plami quyidagilarni o'z ichiga oladi: test topshiriqlari to'plami; ta'lim muassasalari o'quvchilari uchun so'rovnomalar; ta'lim tashkilotlarini boshqarish uchun so'rovnomalar;

test yoki so'rov o'tkazadigan shaxs uchun qo'llanma; ta'limni tashkil etish koordinatori uchun qo'llanma;

test topshiriqlarini, ma'lumotlarni kiritish, qayta ishlash va baholash bo'yicha qo'llanma. Tadqiqot natijalariga statistik ishlov berish natijasida har bir o'quvchi 1000 balli tizimda quyidagi me'zonlar bo'yicha baholanadi:

- Kundalik turmushda yuzaga keladigan real muammolarni aniqlash va ularni matematikadan foydalanib hal qilish;

- muammolarni matematika tilida ifodalash;
- muammolarni matematik bilimlar va usullarni qo'llash orqali hal qilish;
- ishlatilgan usullarni tahlil qilish;
- muammoning yqechimini tushuntirish;
- hal etish natijalarini shakllantirish va qayd etish.

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4. Sherqulov. M . Ma'ruza matnidan, Toshkent: 2012.[4]
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FAN - TEXNIKA TARAQQIYOTI VA INSON MA'NAVIYATI

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Annotatsiya: Ma'lumki, har qanday holatda ham ilmiy – texnika taraqqiyotining bosib o'tgan tarixiy asoslari bor. Bunga yaqin kelajakka bir nazar solaylik. XX asrning o'rtalariga kelib fanning ijtimoiy hayotdagi roli mislsiz darajada oshdi. Fanlar taraqqiyotidagi inqiloblarning xarakteri o'zgardi, ya'ni ilm sohasidagi inqiloblar texnika sohasidagi axborotlar bilan uyg'unlashib ketdi va ilmiy – texnika inqilobi yuzaga keldi.

Kalit so'zlar: Fan, ta'lim, texnika, texnik estetika, fizika, texnika inqilobi, texnika kibernetikasi.

XX asr 40 – yillarining oxirlaridagi ilmiy – texnika inqilobi fanining bevosita ishlab chiqarish kuchlariga aylanish natijasida fanning o'zida, texnikada va ishlab chiqarishda katta sifat o'zgarishlariga olib keldi. Natijada har 10 – 15 yilda ilmiy faoliyat hajmi ikki marta oshib kela boshladi. Shu narsani mamnuniyat bilan qayd etish mumkinki XX asrning 70 – yillaridagi olim va ilmiy xodimlar soni butun fan taraqqiyoti davrlarida yashagan olimlar sonining 90 % dan ko'prog'ini tashkil etadi, degan xulosalarga ham kelindi. Umuman olganda shuni qayd etish mumkinki, jahon miqyosida ilmiy xodimlarning o'sish foizi aholining o'sish foiziga qaraganda bir necha marta ortiq, ya'ni fan va ta'lim ijtimoiy salohiyatning muhim omiliga aylandi. Natijada XX asrlarda ixtisoslashgan ilmiy tashkilotlar (muassasalar) soni keskin ravishda oshdi. Fan sohalari bo'yicha ilmiy muassasalar tashkil bo'la boshladi hamda yangi nomdagi fanlar yo'nalishlari va ularga xos ta'lim mazmuni yuzaga kela boshladi. Jumladan, kibernetika (iqtisodiy kibernetika, bio – med kibernetika, texnika kibernetikasi va h.k.), matematik lingvistika, geofizika, biotexnika, ehtimollar nazariyasi, informatika, texnik estetika va shu kabilar yangi nom olgan fan yo'nalishlaridir. Bularning hammasi fan

sohalarini rivojlantirishda katta rol o'ynaydi. Jumladan, Ona vatanimizda qadimgi matematika, falakiyot ilmi, tibbiyot, geodeziya, geografiya va shu kabi fanlar rivojida uyg'onish davrlari, ya'ni Sharq madaniy yuksalishining "Oltin davri" deb atalgan bo'lsa, bugungi kunda ham ma'lum va mashhurligini yo'qotgan emas, ya'ni bugungi kunda matematik statistika va integral tenglamalar, sonlar nazariyasi, hisoblash matematikasi sohalarida katta yutuqlar qo'lga kiritildi. Ehtimollar nazariyasi bo'yicha "Toshkent maktabi" deb nom olgan ilmiy yo'nalish dunyoga mashhur. Yadro fizikasi va geofizika va elektronika, aerogidromexanika va gaz dinamikasi yutuqlari xalq xo'jaligining turli sohalariga tadbiiq qilinmoqda. Bioorganik va fizik, kimyo, o'simlik moddali va yuqori molekulalar birikmalar kimyosi ko'plab tabiiy va sun'iy kimyoviy moddalarni olish imkonini berdi. Botanika va seleksiya, zoologiya va medisina, biokimyo, biofizika va geologiya yirik muvaffaqiyatlarga erishdi. Keyingi chorak asr davomida ilmiy – texnik taraqqiyotga nazar tashlasak, bu davr ichida ko'pincha, ayniqsa fizika, matematika, mexanika, kimyo, biologiya kabi aniq fanlar va shu bilan birga texnikada tamomila yangicha sifat va tamoyillarga ega bo'lgan qonunlar, nazariyalar va gipotezalarning vujudga kelganligini shohidi bo'lamiz. Fanlarning o'zaro hamkorligi tezlashib, fanning yangi sohalarini paydo bo'la boshladi. Bular ta'lim mazmuniga ham sezilarli ta'sir ko'rsatdi va bular o'z navbatida texnika – texnologiya taraqqiyoti uchun xizmat qiladi. [1]Ayniqsa, hozirgi kunda xalq xo'jaligini boshqarishni avtomatlashtirish keng ko'lamda amalga oshirilmoqda. Bu borada fan - texnika yutuqlarini o'z navbatida yoshlarga yetkazib borish, hozirgi zamon darslarga qo'yilgan talablardan biridir. Ta'lim mazmunida "Fan ta'lim amaliyot" integrasiyasining zarurligi. Fan va texnikaning ishlab chiqarish bilan yaqindan integrasiyalashib borish bu davr taqozosidir. Shuning uchun ham bugungi yoshlar maktablarni bitirib hozirgi zamon texnikasining asoslari haqida ma'lum tasavvurlarga ega bo'lishlari lozim. Bugungi yuksalayotgan fan va texnikamiz bizga jamiyat qonunlari va tabiatdagi hodisalar mohiyatini, bizni o'rab turgan muhitni rivojlantirishni tushunib yetishga yordam beradi. Ilg'or fan va texnika – texnologiyalar tufayli inson atrof – muhit bilan faol hamkorlikda bo'ladi, uning yashash sharoitlari yaxshilanadi. XIX asrning oxiri XXI asrning boshlarida fan va texnika misli ko'rilmagan darajada

rivojlandi. Bu davrda sanoat, transport va boshqa sohalarni avtomatlashtirishga kirishildi. Avtomatik boshqarish nazariyasiga asoslangan “Kibernetika” nomli yangi fan vujudga kelishiga asos bo’ldi. O’tgan yillar mobaynida yetuk olimlar yordamida kibernetika fanining texnik asoslari bo’lmish kompyuterlarning o’nlab, yuzlab turlari yaratilgan bo’lib, ular hisoblash jarayonini yengillashtiradi. Shunga qaramay, bugungi kunda yaratilgan kompyuterlarning turli ko’rinishlarini, ya’ni kompyuterlarni va mini-kompyuterlarni takomillashtirishga olimlar tezlik bilan kirishdilar. Kelgusi davr kompyuterlari sekundiga ulardan bir necha ming barobar tez ishlaydigan bo’lishi kutilmoqda. Ko’rinib turibdiki, bugungi kunda hisoblash ishlarini tezkor bajarish uchun ko’plab kompyuterlar zarur. Kompyuterlardan fizika, matematika, astronomiya, kimyo, geofizika, texnika va boshqa bir talay fan sohaslariga oid turli xil murakkab matematik masalalarni yechishda muvaffaqiyatli foydalanilmoqda. Ayniqsa, atom energiyasi, qurilish, kosmik fazoni zabt etish va boshqa ko’pgina sohalarning beqiyos rivojlanishini ularga hisoblash texnikasini keng ko’lamda qo’llanilayotganligining natijasi deb qarash mumkin. Keltirilgan ma’lumotlardan ko’rinib turibdiki, fizika, matematika, elektronika kabi fanlarning eng ulkan yutuqlarini mujassamlashtirilgan kompyuterlar shu paytgacha yaratilgan har qanday hisoblash mashinalaridan ham ustunlik qiladi. Hozirgi kunda kompyuterlar qo’llanilmayotgan biron sohani topish qiyin. Ular dastgoh, sex, zavodlarni boshqarishda ham insonga yaqindan ko’maklashmoqda. Kompyuterlarning ikki muhim xususiyati: hisoblashni tez bajarishi va xotirasida katta hajmdagi axborotni ishlab chiqish uchun juda ko’p imkoniyatlar yaratib bermoqda. Turli xil jarayonlarni har tomonlama o’rganishga bo’lgan ehtiyoj ma’lum tarzdagi hisoblash operatsiyalarini tezlashtirish, aqliy faoliyatining ayrim tomonlarining modellashtirish va shu kabi ishlarni avtomatlashtirishni talab qiladi. Bu esa faqat hozirgi kunimiz kashfiyotlari emas, balki kelajagi porloq davlat barpo etish uchun jiddiy harakatlarning biridir. Tadqiqotlar insonning uzoq yashashi, farovon turmushi uchun yaratilishini e’tiborga olib bu sohadagi olimlarning keyingi maqsadi odam turli organizmlarga mos ishlab chiqilgan tizimlarni birlashtirish “Sun’iy odam” yasashdek buyuk maqsadga qaratilgan. Umuman olganda hozirgi zamon fan – texnika inqilobi avtomatika, uning elementlari va vositalari yadrosini tashkil qiladi va bunday

bo'lishi hozirgi davr taqozosi. Demak, uchinchi ming yillik birinchi asrida yashovchi barkamol avlod muntazam ravishda ilmiy - texnik taraqqiyot bilan tanishtirilib borilmog'i lozim ekan. Bu taraqqiyotdan tanish bo'lish uchun bugungi kunda Respublikamizda keng imkoniyatlar mavjud. Ular: masofaviy ta'lim, "Internet" tarmog'iga ulanish, elektron darsliklar, elektron o'quv qo'llanmalar va hokazolardir.[2]

Demak, har bir yosh uchinchi ming yillikning birinchi asri bo'lmish "XXI asr – intellektual asr" ning faol ishtirokchisi bo'lish uchun ular mazkur davrning ta'lim

– tarbiya sivilizasiyasining faol ishtirokchisi bo'lmog'i lozim va buning uchun zamonaviy ta'lim mazmunini yuqoridagi kabi fan va texnika yutuqlari bilan boyitib borish kerak. Buning uchun barkamol avlodni shakllantirishni quyidagicha amalga oshirish maqsadga muvofiq bo'ladi: xalqimizning boy ma'naviy va intellektual salohiyati hamda umumbashariy qadriyatlariga suyangan holda ta'lim – tarbiyani rivojlantirishning jahon talablarini hisobga olib DTSni takomillashtirish;

shakllanishi lozim bo'lgan barkamol avlodning ma'naviy – ma'rifiy tarbiyasida boy milliy, madaniy – tarixiy an'analari, xalq urf – odatlari va umumbashariy qadriyatlariga asoslangan samarali tashkiliy va pedagogik shakllar hamda manbalarni ishlab chiqish va joriy qilish;

uzluksiz ta'lim tizimida o'quv – axborot muhitini yaratish;

uzluksiz ta'lim tizimida zamonaviy axborot texnologiyalari va kompyuter tarmoqlari bazasida ta'lim jarayonining axborotli ta'minotini rivojlantirish;

uzluksiz ta'lim tizimida kompyuter – kommunikasiyasi tarmoqlari (kompyuterlar, kompyuterli tizimlar, kasbiy kompyuterli o'yinlar, elektron telekonferensiyalar va h.k.) dan keng foydalanishga erishish;

uzluksiz ta'lim tizimi – dagi yutuqlarni keng joriy etishda ommaviy axborot vositalaridan muntazam foydalanib borish mexanizmlarini asoslash;

yuqori malakali mutaxassislarni tayyorlash va ularning malakasini oshirishning aniq mexanizmlarini ishlab chiqish;

uzluksiz ta'lim tizimida yangi axborot va pedagogik texnologiyalarni ishlab chiqishga yo'naltirilgan ilmiy tadqiqot ishlarini salmog'ini kengaytirish,

“Fan ta'lim amaliyot” integrasiyasining uzluksiz ta'lim tizimiga samarasini aniqlab borish;

uzluksiz ta'lim tizimiga ilg'or rivojlangan davlatlar bilan hamkorlikda mutaxassislar tayyorlashga erishish, hamkorliklarda ilmiy tadqiqot ishlarini olib borish va h.k.

Insoniyat madaniyatining butun rivojlanishi fan-texnika taraqqiyoti (F.T.T.) bilan qattiq bog'langan. Lekin bu taraqqiyot jarayonida ishlab chiqarish kuchlari tez va chuqur o'zgargan ayrim davrlar ham bo'lgan. XVIII-XX asrlarda bir qancha mamlakatlarda sanoatda keskin burilish bo'lgan davr ana shunday davrlardir. Bu davrlarda qo'l mehnati yirik mashinalashgan ishlab chiqarishga o'tildi. XX asrning o'rtalaridan boshlangan hozirgi FTI ham shunday keskin burilish davridir.

FTI insoniyat ishlab chiqarish kuchlarida tub sifatli burilish bo'lib, u fanni jamiyatning bevosita ishlab chiqarish kuchiga aylanishiga asoslangan. FTI asta-sekin rivojlana borib, keyin insonning moddiy va ma'naviy imkoniyatlarining benihoya o'sishiga turtki bo'ladi. Biz FTI yanada chuqurlashib borayotgan davrda yashayapmiz. Hozirgi zamon FTI 4 ta asosiy hususiyatga ega:

Birinchi, ko'p qirrali bo'lib, hamma tarmoqlar, hamma sohalarni mehnat jarayonini, turmush sharoitini, madaniyatini, kishilar ruhiyatini o'zgartiradi. Agar ilgari sanoatda burilishning ramzi deb bug' mashinasi hisoblangan bo'lsa, hozirgi

FTI ning ramzi EHM, kosmik kema, samolyot, AES, televizor, telefon, mini kompyuterlar bo'lishi mumkin. Hozirgi FTI ning ko'p qirrali ekanini geografik jihatdan ko'p sharxlash mumkin. Chunki FTI dunyoning barcha mamlakatlariga, Yerning butun geografik qobig'iga, shuningdek koinotga ham ozmi-ko'pmi ta'sir ko'rsatadi.

Ikkinchi, fan-texnika qayta qurishni nihoyatda tezlashtirib yubordi. Bu tezlanish ilmiy kashfiyot bilan uni ishlab chiqarishga tadbiiq qilish o'rtasidagi vaqtning keskin qisqarganida mahsulotlarning juda tez ma'naviy eskirib qolishida va binobarin, muntazam yangilanib turishida o'z ifodasini topdi.

Uchinchidan, insonning ishlab chiqarishdagi o'rnining tubdan o'zgarishiga olib keldi. FTI mehnat resurslari malakasi darajasiga talabni keskin oshirdi. Bu talab sizlarning har biringiz uchun ham zarurdir. Bu hol inson faoliyati barcha sohalarida aqliy mehnat salmog'ini oshirdi, ya'ni mehnatni aqliylashtirish ro'y berdi.

To'rtinchidan, FTI ning muhim hususiyati shuki, FTI II-jahon urushi vaqtida harbiy texnika inqilobi sifatida paydo bo'ldi. 1945 yil Xirosimada portlagan atom bombasi harbiy-texnika inqilobi boshlanganligi haqida jar soldi. Butun "sovuq urush" davomida fan-texnika taraqqiyotining eng yangi yutuqlari harbiy maqsadlarda foydalanishga qaratildi. Iqtisodchilar, faylasuflar va sosiologlar hozirgi zamon FTI ko'p qirrali bo'lib, yagona murakkab tizimdan iborat. Bu tizimda uning 4 ta tarkibiy qismi bir-biri bilan o'zaro juda bog'lanib ketgan, deb hisoblaydilar. Bu 4 ta tarkibiy qism:

1. Fan.
2. Texnika va texnologiya.
3. Boshqaruv.
4. Ishlab chiqarish.[3]

Xulosa:

Biz hozir axborot davrida yashayapmiz. Akademik A.P.Ershov ta'biri bilan aytganda axborotlarni qayta ishlash va uzatishning hozirgi sistemalari insoniyat jamiyatining o'ziga xos asab sistemasini shakllantiradi. Chunonchi, ilm-fan talab ko'p tarmoqlar yaxshi tashkil etilgan va turli xil axborotlar manbaiga yaqin erga, ya'ni yirik shaharlar hamda shahar aglomerasiyalarda joylashtirishni taqozo qiladi.

Hozirgi vaqtda ilmiy axborotlar hajmi va axborot manbalari juda tez ko'payib bormoqda. Shuning uchun ham oddiy qog'ozli axborotdan mashina axborotiga o'tib borish juda muhimdir. Masalan: yozuv mashinkasi va kompyuter diski. Bu texnikani ishlatish uchun dasturchi (programmist), boshqaruvchi (operator) va boshqa mutaxassislar vujudga keladi.

Foydalanilgan adabiyotlar:

1. Fan va texnika tarixi. A Matkarimova.[1]
2. Fizika. 10-sinf (2017, N.Turdiyev, K.Tursunmetov).[2]
3. Abdumurod Tilavov Tarbiya kitobi[3].

SHAMOLDAN ELEKTR ENERGIYASI OLISH. SHAMOL ELEKTR STANSIYALARINI KENG TARG'IB QILISH

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Annotatsiya: Ushbu maqolada Shamoldan elektr energiyasi olish, shamol elektr stansiyalarini keng targ'ib qilish, shamol energiyasidan foydalanish haqida ma'lumotlar berilgan.

Kalit so'zlar: Shamol energiyasi, energiya manbai, energiya modeli, shamol turbinasi, elektrostansiyalari, yoqilg'i.

Shamol energiyasi. Insoniyat suv energiyasi hamda bug' dvigatellaridan ancha oldin, shamol energiyasidan foydalanib kelgan. Angliya, Germaniya, Fransiya, Daniya, Gollandiya, AQSH va boshqa mamlakatlarda, shamol energiyasi juda katta masshtabda, sanoat va qishloq xo'jaligida ko'llanib kelingan. Shamol energiyasidan foydalanish bo'yicha olib borilayotgan hozirgi ishlar, alohida katta quvvatli shamol generatorlarini yaratish va ularning energiyasini ishlab turgan energiya tarmoqlariga ulash va asosiy tarmoq sifatida foydalanishdan iboratdir. Shamol \square bu quyosh nurining intensivligi hisobiga, bosimning o'zgarib turishi natijasida havo massasining harakatidir. Havo oqimi hosil qiladigan mexanik energiyani elektr energiyaga aylantirish, shamol elektrostansiyalari yordamida amalga oshiriladi. Bir necha shamol qurilmalarining yig'indisi shamol elektrostansiyasini tashkil qiladi. Havo massasining yer atmosferasi atrofida aylanishi ekspertlar tomonidan turlicha baholangan. Shamollarning yillik nazariy zahirasi er yuzidagi barcha energiya zahiralaridan 100 marta ortiq bo'lib, 3300×10^{12} kVt/ soatni tashkil qiladi. Ammo bu energiyaning faqatgina $10 \square 12$ % foydalanish mumkin. Masalan, 1987 yilda er yuzidagi barcha shamol qurilmalari tomonidan 10×10^{12} kVt/soat energiya ishlab chiqilgan, ya'ni yillik zahiraning atiga 0,3 % dan foydalanilgan. Iqtisodiy jihatdan joydagi shamolning

tezligi 5 m/s dan kam bo'lsa shamol generatorlaridan foydalanish maqsadga muvofiqdir. Shamol elektrogeneratorlari an'anaviy generatorlardan 2 - 4 barobar qimmatdir. Ammo shamol energiyasi doimiy bo'lgan ba'zi bir regionlarda u muxim energiya manbalaridan hisoblanadi. Ko'pgina shamol generatorlari sekundiga 3-4 m/s dan yuqori tezlikdagi shamol yordamida ishlaydi. Shamol generatorlari 8-25 m/s tezlikda esadigan shamol yordamida maksimal quvvatga ega bo'ladi. Odatda shamol generatorlarining maksimal ishlash tezligi 25-30 m/s ni tashkil qiladi. Shamol energetikasi ekologik toza energiya manbaidir. Ammo shamol elektrostansiyalari uchun juda katta hududlar zarur (shamol energetik qurilmalarining bir - biridan uzoqda joylashishi va ular orasidagi masofa ish g'ildiragi diametrining 6-18 barobariga teng bo'lishi kerak). Masalan, ish g'ildiragi $D = 100$ m bo'lgan shamol energetik qurilmasi uchun 5-7 km² hudud kerak. Butun boshli shamol elektr stansiyasi uchun esa o'nlab km² hudud zarur. Boshqa bir noqulay tarafi - ish g'ildiragi shovqin chiqarib va havoni tebratib ishlashi natijasida tele- va radio eshittirishlarga xalaqit beriladi. Shamol energiyasidan foydalanish bo'yicha Germaniya birinchi o'rnini egallab kelmoqda. Bu mamlakatda shamol energiyasini ishlab chiqarish yiliga 500 - 1500 MVtga ko'paymoqda, hozirgi vaqtda ishlab chiqariladigan energiya miqdori 2mln.kVt/soatdan oshib ketdi.

Shamol energetikasi - fan va texnikaning shamol oqimining kinetik energiyasidan mexanik, elektr va issiklik energiyasi olishda foydalanish usullarini, nazariy asoslarini ishlab chiquvchi va xalq xo'jaligida shamol energiyasidan foydalanish tarmoqlari hamda yo'llarini belgilovchi sohasi. Inson shamol kuchidan qadimdan foydalanib kelgan. Oldiniga uning kuchidan faqat yelkanli qayiqlarda foydalanilgan, keyinchalik (mil. av. 2 - 1-asr) Misr va Xitoyda shamol tegirmonlari paydo bo'lgan (qarang Shamol tegirmoni), keyinchalik shamol dvigatellari va qurilmalari yaratilgan. Shamol energiyasidan Quyosh va suv energiyasi bilan birga foydalanish katta ahamiyatga ega. Shamol energetikasi, asosan, 2 qismga bo'linadi: shamol texnikasi va shamoldan foydalanish. Shamol texnikasi qismi shamol kuchidan foydalanib ishlovchi texnika vositalari (agregatlari, dvigatellari, qurilmalari) ni loyihalashning nazariy asoslari va amaliy usullarini ishlab chiqish bilan shug'ullanadi. Shamoldan foydalanish qismida

shamol energiyasidan samarali foydalanish, shamol qurilmalaridan unumli foydalanish, ularning texnik iqtisodiy ko'satkichlarini yaxshilash masalalari va boshqalarning nazariy va amaliy masalalari o'rganiladi va amalda tatbiq qilinadi. Shamol energetikasi o'zining nazariy va amaliy masalalarini o'rganish va ishlab chiqishda boshqa fan sohalariga, ayniqsa, aerologik tadqiqotlar natijalariga asoslanadi. Boshqa energiya manbalaridan foydalanish noqulay va umuman bunday manbalar yo'q joylarda Shamol energetikasi ishlanmalari juda asqotadi. O'rta Osiyoda (xususan, O'zbekistonda) dasht, cho'l va chala cho'llarda Shamol energetikasi texnika vositalari qo'l kelishi mumkin. O'zbekiston Fanlar akademiyasi Energetika va avtomatika intida Shamol energetikasi muammolari bilan ham shug'ullaniladi. Shamol energiyasi energiya modelini o'zgartirish uchun energiya ishlab chiqarishning asosiy manbaiga aylandi, toza va barqarorroq. Yaxshilangan texnologiya ba'zi shamol elektr stantsiyalariga elektr energiyasini ko'mir yoki atom elektrostantsiyalari kabi arzon narxlarda ishlab chiqarish imkonini beradi. Shubhasiz, biz duch keladigan energiya o'zining afzalliklari va kamchiliklariga ega, ammo avvalgi g'alaba katta g'alaba qozonadi. Va ularning soni juda ko'p shamol energiyasining afzalliklari. Shu sababli, biz ushbu maqolani sayyoramizning energetik rivojlanishi uchun muhim bo'lgan shamol energiyasining asosiy afzalliklari qanday ekanligini aytib berishga bag'ishlaymiz. Birinchisi, ushbu turdagi energiya nima ekanligini bilishdir. Shamol energiyasi - bu shamoldan olingan energiya. Bu havo oqimi ta'sirida hosil bo'lgan kinetik energiyaning bir turi. Ushbu energiyani generator orqali elektr energiyasiga aylantirishimiz mumkin. Bu toza, yangilanadigan va ifloslanishsiz energiya bo'lib, u yoqilg'i yoqilg'isi natijasida hosil bo'lgan energiyani almashtirishga yordam beradi. Shamol energiyasining dunyodagi eng yirik ishlab chiqaruvchisi AQSh, undan keyin Germaniya, Xitoy, Hindiston va Ispaniya. Lotin Amerikasida eng yirik ishlab chiqaruvchi Braziliya hisoblanadi. Ispaniyada shamol energiyasi 12 million uyga teng elektr energiyasini etkazib beradi, bu mamlakat ehtiyojining 18 foizini tashkil qiladi. Bu shuni anglatadiki, mamlakatdagi elektr energiyasi ishlab chiqaruvchi kompaniyalar tomonidan taqdim etiladigan yashil energiyaning aksariyati shamol elektr stantsiyalaridan olinadi. Shamol energiyasi shamol turbinasi pichoqlari harakatini

elektr energiyasiga aylantirish orqali olinadi. Shamol turbinasi - bu shamol turbinasi tomonidan boshqariladigan generator va uning oldingisi shamol tegirmoni bo'lgan. Shamol turbinasi minoradan iborat; joylashishni aniqlash tizimi minoraning oxirida, uning yuqori qismida joylashgan. Minora ostidagi elektr tarmog'iga ulanish uchun shkaf ishlatiladi; osilgan savat - bu tegirmonning mexanik qismlarini joylashtiradigan va pichoqlar uchun asos bo'lib xizmat qiladigan ramka; mil va rotor pichoqlar oldida harakatga keltiriladi; natselda tormozlar, ko'paytirgichlar, generatorlar va elektrni sozlash tizimlari mavjud. Pichoqlar rotda ulanadi, bu esa o'z navbatida generatorga aylanish energiyasini yuboradigan milga (magnit qutbda joylashgan) ulanadi. Jeneratör magnit yordamida kuchlanish hosil qiladi va shu bilan elektr energiyasini ishlab chiqaradi. Shamol elektr stantsiyasi o'z podstantsiyasi markazi tomonidan ishlab chiqarilgan elektr energiyasini taqsimlash podstantsiyasiga kabellar orqali uzatadi va ishlab chiqarilgan energiya taqsimlash podstantsiyasiga etkazib beriladi va undan so'ng oxirgi foydalanuvchiga uzatiladi. Shamol energiyasining afzalliklari. Shamol energiyasining juda ko'p afzalliklari borki, biz batafsilroq ma'lumot berish uchun ularni ajratishimiz kerak bo'ladi. Bu bitmas-tuganmas energiya va kam joy egallaydi. Bu qayta tiklanadigan energiya manbai. Shamol - boy va bitmas-tuganmas manba, demak siz har doim asl energiya manbasiga tayanishingiz mumkin, demak Amal qilish muddati yo'q. Bundan tashqari, uni dunyoning ko'plab joylarida ishlatish mumkin. Bir xil miqdordagi elektr energiyasini ishlab chiqarish va saqlash uchun shamol elektr stantsiyalari fotoelektrga qaraganda kamroq er talab qiladi. Bundan tashqari, bu qaytarib olinadi, ya'ni park mavjud bo'lgan hududni avval mavjud bo'lgan hududni yangilash uchun osongina tiklash mumkin. U ifloslantirmaydi va arzon narxga ega. Shamol energiyasi quyosh energiyasidan keyin eng toza energiya manbalaridan biridir. Buning sababi shundaki, bu uning nasl berish jarayonida yonish jarayoni emas. Shuning uchun u zaharli gazlar yoki qattiq chiqindilar chiqarmaydi. Shamol turbinasining energiya quvvati 1.000 kilogramm neft quvvatiga o'xshaydi. Bundan tashqari, turbinaning o'zi yo'q qilishdan oldin juda uzoq umr ko'rishga ega. Shamol turbinasi va turbinaga texnik xizmat ko'rsatish xarajatlari nisbatan past. Shamol kuchli bo'lgan hududlarda bir kilovatt ishlab chiqarish narxi juda past. Ba'zi hollarda, ishlab chiqarish xarajatlari

ko'mir yoki hatto atom energiyasi bilan bir xil. Shamol energiyasining ko'proq afzalliklari va kamchiliklari. Ushbu turdagi energiya boshqa iqtisodiy faoliyat bilan mos keladi. Bu foydasiga ajoyib nuqta. Masalan, qishloq xo'jaligi va chorvachilik faoliyati shamol elektr stantsiyalari faoliyati bilan uyg'unlikda yashaydi. Bu shuni anglatadiki, bu mahalliy iqtisodiyotga salbiy ta'sir ko'rsatmaydi va an'anaviy faoliyatining rivojlanishini to'xtatmasdan yangi boylik manbalarini yaratishga imkon beradi. Boshqa tomondan, siz kutganingizdek, barchasi shamol energiyasining afzalliklari emas, balki ba'zi kamchiliklari ham bor. Keling, ularning har birini tahlil qilaylik: Shamol doimiy emas va energiya saqlanmaydi. Shamol kuchi nisbatan oldindan aytib bo'lmaydi, shuning uchun ishlab chiqarish prognozlarini har doim ham bajarilmaydi, ayniqsa kichik vaqtincha uskunalarda. Xavfni minimallashtirish uchun bunday ob'ektlarga investitsiya har doim uzoq muddatli bo'ladi, shuning uchun uning rentabelligini hisoblash xavfsizroq bo'ladi. Ushbu kamchilikni bitta ma'lumot bilan yaxshiroq tushunish mumkin: shamol turbinalari ular faqat 10-40 km / soat tezlikda esishi mumkin. Kamroq tezlikda energiya foydali emas, yuqori tezlikda esa bu struktura uchun jismoniy xavfni anglatadi. Bu energiyani saqlash mumkin emas, lekin uni ishlab chiqarganda darhol iste'mol qilish kerak. Bu shuni anglatadiki, u boshqa energiya turlaridan foydalanishga to'liq alternativa bera olmaydi. Landshaft va bioxilma-xillikning ta'siri. Keng ko'lamlil shamol elektr stantsiyalari kuchli landshaft ta'siriga ega va ularni uzoq masofadan ko'rish mumkin. Minora / turbinaning o'rtacha balandligi 50 dan 80 metrgacha, va aylanadigan pichoqlar qo'shimcha ravishda 40 metrga ko'tarilgan.

Xulosa:

Shamol energiyasidan Quyosh va suv energiyasi bilan birga foydalanish katta ahamiyatga ega. Shamol energetikasi, asosan, 2 qismga bo'linadi: shamol texnikasi va shamoldan foydalanish. Shamol texnikasi qismi shamol kuchidan foydalanib ishlovchi texnika vositalari (agregatlari, dvigatellari, qurilmalari) ni loyihalashning nazariy asoslari va amaliy usullarini ishlab chiqish bilan shug'ullanadi. Shamoldan foydalanish qismida shamol energiyasidan samarali foydalanish, shamol qurilmalaridan unumli foydalanish, ularning texniki iqtisodiy kursatkichlarini yaxshilash masalalari va

boshqalarning nazariy va amaliy masalalari o'rganiladi va amalda tatbiq qilinadi. Shamol energetikasi o'zining nazariy va amaliy masalalarini o'rganish va ishlab chiqishda boshqa fan sohalariga, ayniqsa, aerologik tadqiqotlar natijalariga asoslanadi.

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BULUTLI TEXNOLOGIYALAR ASOSIDA IQTISODIY TIZIMLARDA BOSHQARUV SAMARADORLIGINI OSHIRISH

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Annotatsiya

Mazkur maqolada iqtisodiy tizimlarda bulutli texnologiyalarni joriy etishdagi mavjud muammolar va ularni bartaraf etish bo'yicha amalga oshirilgan ilmiy tadqiqotlarning natijalari ifodalangan. Shuningdek, maqolada mazkur masala yuzasidan muallif tomonidan shakllantirilgan ilmiy taklif va amaliy tavsiyalar o'z ifodasini topgan.

Hozirgi kunda jamiyatni boshqaruv texnologiyalari va raqamli boshqaruv tizimi keng jalb etilmoqda. Xuddi shunday texnologiyalardan biri bulut texnologiyasidir.

Bulutli texnologiyalar yordami bilan iqtisodiy tizimlarni boshqarish samarali bo'lib uni shakllantirish hozirgi kunning dolzarb masalalaridandir.

Kalit so'zlar: bulutli ma'lumotlarni saqlash, ma'lumotlarni zaxiralash, onlayn zaxira, onlayn kirish va "bulut" da tahrirlash.

Bulutli texnologiya- bu biznes landshaftini sezilarli darajada o'zgartiradigan yangi texnologiya, chunki u foydalanuvchilarga, kompaniyalarga va hukumatlarga ma'lumotlarni bir nechta serverlarda saqlash va talab bo'yicha kirish imkonini beradi. Bulutli texnologiya bir nechta mavjud texnologiyalarni, jumladan, xizmat ko'rsatishga yo'naltirilgan arxitektura, taqsimlangan tarmoq hisoblash, virtualizatsiya va xizmatlar sifatida dasturiy ta'minot, infratuzilma va platformalarni taqdim etish uchun keng yo'nalishli tarmoqni birlashtiradi. Bulutli texnologiyamodeliga ko'ra, firmalar istalgan vaqtda o'zlariga kerak bo'lgan ko'plab virtual mashinalarni ijaraga olishlari mumkin, so'ngra foydalanuvchilarga kirishni ham, ichida ham oson tarqatish uchun kompaniya miqyosidagi ma'lumotlarni birlashtirish uchun tayyor echimlarni loyihalashi yoki foydalanishi mumkin. Bu asosiy kapital xarajatlarini o'zgaruvchan xarajatlarga

aylantiradi, kam va ortiqcha zaxiralarning oldini oladi va har daqiqada moslashuvchan bo'lishiga imkon beradi.

Ushbu maqolaning maqsadi bulutli texnologiyani o'rganish va iqtisodiyotda qanchalik samaradorligini muhokama qilish, ushbu mavzu bo'yicha mavjud iqtisodiy ilmiy adabiyotlarni o'rganish va yangi tadqiqotlar uchun potentsial yo'nalishlarni taklif qilishdir.

Bulutli texnologiya- bu yangi vujudga kelgan hisoblash texnologiya hisoblanib, unda dasturiy vosita, ishlov berish quvvati va ma'lumotlarni xotirada saqlash kabi hisoblash resurslari keng polosali tarmoqlar bilan tashkil qilingan xizmatlar sifatida taqdim etiladi. Bulutli texnologiyaasosiy kapitalga investitsiyalar orqali sotib olinadigan dasturiy va apparat ta'minot mahsuloti sifatidagi hisoblashdan uzoqda keng polosali tarmoqlar orqali talab bo'yicha xarid qilinadigan joylashuvga bog'liq bo'lmagan va yuqori darajada kengaytiriladigan xizmat sifatidagi hisoblashga o'tish imkonini beradi. Ushbu samaradorlikni oshirish operatsion xarajatlarni sezilarli darajada kamaytirish imkonini beradi, yangi texnologik startaplar uchun zarur bo'lgan boshlang'ich kapital xarajatlarni sezilarli darajada kamaytiradi. Natijada, ko'plab kuzatuvchilar bulutli hisoblashni umuman iqtisodiyotga katta ta'sir ko'rsatishi mumkin bo'lgan umumiy maqsadli texnologiya sifatida tavsiflaydi.

Xususi kompaniyalarga ko'plab kompyuterlar, ERP, CRM yoki boshqariladigan qo'shimcha qurilmalarni xarid qilish xamda sozlashni talab etuvchi turli serverlarni sotib olish o'ta qimmatga tushadi va shuning uchun xam bugungi kunda bulutli texnologiyalardan foydalanilyapdi. bulutli texnologiyalar juda qulay elektron vosita. Bu boshqa texnologiyalarga qaraganda o'zining qulayligiga ko'ra Google kompaniyasi tomonidan taqdim etilayotgan "Google Calendar" va "Google presenter" kabi bulutli texnologiyalar juda qulay bo'ldi. Bulutli texnologiyalardan uzluksiz tejamkorlik rivojlanib va muvaffaqiyatlarga erishish mumkin bo'lgan sabab juda oddiy: ularni qo'llash xar-hil antiqa raqobatga ega infratuzilma yaratish, xizmat ko'rsatish va tashkilotga sarflaydi. Masofadagi ma'lumotlarni qayta ishlash markazida ma'lumotlarga yordam berish va ularni saqlash imkonini beradi. Bunday masala va muammolarning hammasi xizmat ko'rsatuvchi provayder zimmasiga to'liq yuklatiladi.

Bunday ishlab chiqarish kompyuterlarida turli operatsion tizimlar (Windows, Linux, MacOS va boshqalar) o'rnatilgan bo'lsa ham ularni qandaydir ma'noda standartlashtirishga imkon beradi. Bulutli texnologiya kompaniyaning umumiy ma'lumotlaridan foydalanish va undan ko'p tarmoqqa kirishni tashkilot ofisidan qo'shib, ammo internetga ulanish imkoniga ega bo'lgan yurgizishni amalga oshirish uchun xam birdek oson ta'minlab beradi. Foydalanish uchun ko'plab qulayliklariga qarab, bulutli texnologiyalar bir qator juz'iy zararga ham ega. Jumladan, foydalanuvchining xizmat ko'rsatishni ta'minlaydigan global tashkilotga to'liq bog'lanib qolishi. Haqiqatan ham, bulutli bog'lanish yaratilishiga ko'ra, korxonalar faoliyati provayderi va internet provayderi qanday ish olib borishiga bog'liq bo'lib qoladi. Tarqatish modellari bo'yicha bulutli texnologiyalari xususiy, ijtimoiy va gibridd texnologiyalarga ajratiladi.

Ommaviy bulut (public cloud) - bunaqangi infratuzilmadagi Bulutli texnologiyaxizmatlaridan umumiy xalq ommasi ishlatishi mumkin, bunda kerakli bo'lgan boshlangich ma'lumotlar uni tayyorlab beruvchilar tomonidan taqdim etiladi va bu umuman joylashuvi korporativ tarmoqdan tashqarida joylashtiriladi. Bunaqangi bulutli platformalardan foydalanish imkoniyatini taqdim etuvchilarga Amazon YEC2, Amazon Simple Storage Service (S3), Google Apps/Docs, Salesforce.com, Microsoft Office Web kabi onlayn-xizmatlarini namuna sifatida keltirish mumkin. Aytib o'tish joizki, ommaviy bulutda foydalanuvchi bulutli tizimni past va cheklangan darajada nazorat qilganligi tufayli, qat'iy xavfsizlik choralarini va me'yoriy talablarga mosligini ta'minlab bera olmasligi mumkun.

Xususiy bulut (private cloud) – odatda bunday model korxonaning o'zidagi joylashgan bulut xizmati hisoblanadi. Bunday bulutli xizmat shaxsiy korporativ tarmoqda joylashgan bo'ladi. Tashkilotlar unga tegishli bo'lgan bulutni mustaqil boshqarishlari yoki bu masalani ixtiyoriy ravishda tashkilot pudratchiga topshirishi mumkin bo'ladi. Infratuzilma buyurtmachi tashkilot binosida yoki tashkilot operatorida, yoki qisman buyurtmachi va operator binosida ishlab chiqarilishi xam mumkin bo'ladi.

Gibrid bulut (hybrid cloud) – bunday model turi yuqorida ta’kidlab o’tilgan barcha bulutli xizmatlarni o’z ichiga qamrab oladi (xususiy bulut va ommaviy bulut). Aksariyat xollarda gibrid bulut platformasi bu platforma aynan foydalaniladigan kompaniyaning o’zida ishlab chiqiladi va yaratiladi, gibrit platformani boshqarish bo’yicha mas’uliyat esa korxonalar bilan ommaviy bulutni yetkazib beruvchi o’rtasida taqsimlanadi. Gibrid bulutning qaysidir qismi ommaviy bulutga va yana bir esa qismi xususiy bulutga tegishli bo’lgan xizmatlarni taklif etadi.

Har qanday biznesda (masalan, inson resurslari va yuridik bo’limlarni taqsimlash) yuzaga keladigan oddiy gorizontalar samaradorlikdan tashqari, quyidagi gorizontalar samaradorlik, ayniqsa, umumiy jarayonlar, siyosatlar, vositalar, usullar va protseduralarga tayanadigan bulutga asoslangan turli xil ilovalar xizmatlarini taklif qiluvchi korxonalar uchun tegishli. shuning uchun bir loyihadagi ko’nikmalar va tajriba boshqasiga mos keladi:

“Dasturiy” samaradorlikni oshirishni “qurilmaviy” xarajatlarni tejashga ko’proq aylantirish - Avtomatlashtirish va Kengaytirilgan SelfService amaliy xizmat ko’rsatish va mijozlarga xizmat ko’rsatishni ishlab chiqarish uchun sarflanadigan xodimlarning mehnat intensivligini kamaytiradi; kengroq qamrov biznes qiymatini yaratish uchun tejalgan xodimlar kuchini tezda qayta joylashtirish uchun ko’proq imkoniyatlar yaratadi. Kattaroq gorizontalar tashkilotlar xodimlarni qisqartirish orqali ushbu "dasturiy" samaradorlikni oshirishni "qurilmaviy" xarajatlarni tejashga aylantirish uchun ish rollari va mas’uliyatlarini qayta ishlab chiqish uchun ko’proq moslashuvchanlikka ega.

Xizmatlarni yaratish va ulardan foydalanish vositalari, jarayonlari va amaliyotlarini mukammallashtirish - kengroq gorizontalar miqyosda xizmatlarni yaratish va operatsiyalarni tez-tez bajarish ishlab chiqarish vositalari, jarayonlari va amaliyotlarini takomillashtirish uchun yanada jadal doimiy takomillashtirish faoliyatini rag’batlantiradi.

Xodimlarning ixtisoslashuvi - kengroq gorizontalar miqyosda xodimlarning chuqurroq ixtisoslashuviga sarmoya kiritishni oqlaydi, bu ularga tezroq va yuqori

sifatli (ya'ni, birinchi marta to'g'ri bo'lish ehtimoli ko'proq) ishlashga imkon beradi, bu esa iqtisodiyot samaradorligini yaxshilaydi.

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Toshkent viloyati Chirchiq davlat pedagogika instituti talabasi

Oning ta'rixidur shahi shuhado, Yana bir alif birla bo'lur ado

Annotatsiya: Temuriylar o'rtasida toj-u taxt uchun boshlangan kurashdan ziflashib qolgan davlatni bosib olish uchun qulay vaziyat yaratiladi va Shayboniyxon bundan oqillik bilan foydalandi.

Kalit so'zlar: Temuriylar, Dashti Qipchoq, o'zbeklar, ruhoniylar, Samarqand, to'lg'ama, piyoda, Shoxbudoq, Hazrati imom uz-Zamon xalifat ur-Rahmon

Shayboniylar sulolasining asoschisi Muhammad Shayboniyxon hukmdor Abdulxayrxonning nabirasi Shoh Budoqxonning o'g'li bo'lib, u 1451 yil tug'ilgandir. Bolaligidan uni Muhammad Shoh Baxt ("Shoh baxti") deb atar edilar. Muhammad Shoh Baxtning otasi Shoh Budoq Sulton erta vafot etgan. Hazrati imom uz-Zamon xalifat ur-Rahmon (zamona imomi va xalifasi) unvoniga erishgan. Movarounnahrda Shayboniylar hukmronligini o'rnatgan. Ko'chmanchi oliy tabaqadagilarning o'zaro nizolari qurboni bo'lgan Abdulxayrxon vafotidan so'ng (1469) uning hokimiyatiga birlashgan qabilalar tarqab ketdi. Dashti Qipchoqning sharqiy qismida g'alayonli yillar boshlandi. Shayboniyxon hokimiyat uchun kurash olib bordi va bir madaniy markazdan ikkinchi bir madaniy markazga o'tish chog'ida ba'zi qal'alarga yurish qildi. Keyinchalik u Samarqandga, Temuriylar saroyiga taklif etildi. Temuriylar saroyida Shayboniyxon "buyuk xon"ning nabirasi sifatida yaxshi kutib olindi. Temuriy hukmdorlar Shayboniyga umid bilan Dashti Qipchoqda o'z siyosatlarini amalga oshiruvchi shaxs sifatida qarar edilar. Markaziy Osiyoning madaniy markazlarida ma'rifatli kishilar bilan yaqindan tanishuv Muhammad Shayboniyga ijobiy ta'sir ko'rsatdi. Ayniqsa, Buxoroda yashagan yillari uning hayotida o'chmas iz qoldirdi, bu yerda Qur'onni juda yaxshi o'quvchi qorilardan biri Mavlono Muhammad Xitoyi unga

dars bergan. Shayboniy yollanma qo'shin boshlig'idan xon darajasiga ko'tarilgan tarixiy shaxsdir. U nafaqat sarkarda balki, Shohbaxt, Shoyboq, Sheboni, Shohibek, Shayboniy taxalluslari bilan g'azal, ruboiylar bitgan shoir hamdir. Shayboniyxonning adabiy me'rosidan bizgacha bir nechta o'zbekcha g'azal, ruboiy va «Bahr-ul xudo» (1508-yil 14-may Bastom, Domg'omda yozib tugallangan) nomli dostoni va 1507-1508-yillarda yozilgan o'g'li valiabd Temur sultonga atalgan pand-nasihatlardan iborat kitobi mavjud (uning yagona nusxasi hozir Turkiyada saqlanadi). U yoshligida otasi Budoq sulton va onasi Qo'zibegimdan yetim qolgach, otasining sodiq xizmatkori Qorachabek oilasida tarbiyalanadi. Keyinchalik Shayboniyga Turkiston va O'tror hukmdori Muhammad Mazid tarxon homiylik qiladi. Shayboniy yoshligida Buxoro madrasasida ta'lim oladi.

Shayboniy Dashti Qipchoqqa qaytib borib lashkar to'plashga muvaffaq bo'lgan. U buyuk davlatni tiklash yo'lida xatti-harakatni dastlab o'z qo'shini bilan temuriylarga yollanma qo'shin lashkarboshisi sifatida xizmat qilishdan boshlagan. Dastlab Shayboniy parchalangan Amir Temur davlatining shimoliy chegarasida noyiblik qilayotgan homiysi Mazid tarxondan uni o'z xizmatiga olishni so'raydi. Avvaliga bu taklifga rozi bo'lgan Mazid tarxon tezda Shayboniy o'z hokimiyatiga xavf solishi mumkinligini anglab yetadi. Natijada, u Shayboniy Buxoro hokimi Darvish Muhammad tarxon ixtiyoriga jo'natib yuborish orqali undan qutuladi. Chunki, Darvish Muhammad bunday yordamga muhtoj edi. Uning xizmatidan boshqa hukmdorlar ham foydalanganlar. Shayboniy o'z qo'shini bilan Mo'g'iliston, Movarounnahr hamda Xorazm hukmdorlariga xizmat qilib, ularning qo'shnilariga va ichki raqiblariga qarshi kurashdi. Bu kurashlarda Shayboniy o'zining mohir lashkarboshilik qobiliyatini namoyon qiladi. Uning bunday turmush tarzini yozma manbalarning mualliflari «qozoqlik» ya'ni «o'z xalqi va qavmidan ajralib ketgan odamlar, taxt uchun kurashda yengilsa-da, ammo o'z huquqidan voz kechmagan va o'z tarafdorlariga boshchilik qilib, vuqoliflari bilan qulay fursat poylab kurashadigan sulola vakili» deb atashgan edi. Turli hukmdorlarga xizmat qilish Shayboniyga Temuriylar davlatidagi vaziyatni yaxshi bilib olishiga imkon berdi. Movarounnahr hukmdorlari va zodagonlari uning xizmatidan eng ko'p manfaat ko'rishi natijasida Shayboniy Movarounnahr

zodagonlari orasida mashhur bo'lib ketgan edi. Shayboniy ko'chmanchi o'zbeklar davlatini qayta tiklash yo'lida kurash olib borgan, biroq „o'zbek-qozoq“qabilalari tomonidan kuchli qarshilikka duch kelgan. Bu qabilalar Shayboniyxonni qo'llab-quvvatlagan qabilalarni asta-sekin janubga tomon siqib chiqarganlar. Shayboniy bobosi Abulxayrxon vafotidan parokanda bo'lib ketgan qabilalarni birlashtirdi va beayov qonli urushlar natijasida 1480-yilda ko'chmanchi o'zbeklar davlatini qayta tiklashga muvaffaq bo'ldi.

1487-1488-yillarda Sayram, O'tror va Turkistonshaharlarini hamda qo'rg'onlarni egallab, Movarounnahr yaqinida mustahkam o'rmashib oldi. Bu qo'rg'onlar kelgusida unga Movarounnahrni istilo qilish uchun tayanch vazifasini o'tagan. Shayboniyxon ko'chmanchilarning jangovar an'analari bilan O'rta Osiyo shaharlarining madaniy yutuqlarini birlashtira olishi uning istilochilik yurishlari muvaffaqiyatli chiqishiga yordam berdi. Shayboniyxon 1497-yilda Movarounnahrqa o'zining dastlabki yurishini uyushtirgan. U katta kuch bilan Samarqandga yurish qildi, lekin shaharni ololmasdan, Qarshi va Shahrisabzga hujum qilib katta o'lja bilan qaytib ketgan. Shayboniyxon 1499-yildan Movarounnahrni zabt qilishni boshladi.

1499-yilda u jangsiz Buxoroni va 1500-yilda temuriylar davlatining poytaxti bo'lmish Samarqandni egallaydi va Sultonali mirzoni qatl ettiradi.

Shayboniyxon 1501 yilda Samarqandni ikkinchi marotaba egallanidan so'ng Movarounnahr va Xurosonning turli viloyatlarini qo'lga kiritish uchun bir necha yo'nalishda janglar olib bordi. Bu vazifani bajarishda tajribali sarkardalar Mahmud sulton, Ubaydulla sulton, Hamza sulton, Ko'chkunchixon, Suyunchxojaxonlar katta rol o'ynadilar.

1501-1502 yillarda Mahmud sulton boshchiligidagi qo'shinlar Dizdaq (Jizzax), O'ratepa, Shosh, Shohruxiya, Sayram kabi shahar va qal'alarni egallaydi. Shayboniyxon 1503 yilning oxirida Mahmud sulton boshchiligidagi qo'shinlarni Xorazmni egallash uchun yuboradi. Bu dastlabki yurish chog'ida Xorazmning bir qismi, xususan, Kat qal'asi egallanadi. Lekin Shayboniyxon Hisor viloyatiga yurish qilish uchun barcha kuchlarini yig'ayotganligi sababli, Mahmud sulton katta o'lja bilan Buxoroga qaytadi. Xorazmni butunlay egallash uchun 1504 yilda Shayboniyxon

ikkinchi marta harbiy yurish uyushtiradi. 1505 yilning yozida o'n oylik qamaldan keyin Urganch shahri egallandi. 1504 yilda Shayboniyxon Hisor viloyatini bosib oladi. Hisor hokimi Xusravshoh katta harbiy kuchga ega bo'lsa-da, Shayboniyxonga jiddiy qarshilik ko'rsata olmadi. Qunduz, Toliqon, Badaxshon va Balx ishg'ol etildi. Bu harbiy yurishlarda [qatnashgan lashkarboshi](#), Shayboniyxonning ukasi Mahmud sulton 1505 yilda Qunduzda kasallikdan vafot etadi.

1504 yilda Balx shahrini qamal qilib turgan Shayboniyxon qozoq sul-tonlarining Movarounnahrda hujum qilganligini eshitib, orqaga qaytadi va Dashti Qipchoqqa yurish qiladi. Qozoq sultonlari chekingan bo'lsalar-da, 1506 yilda Shayboniyxonning Xurosondaligidan foydalanib yana Movarounnahrni talon-taroj qiladi. Shayboniyxon ularni yana Dashti Qipchoqning ichkarisigacha quvib boradi. Biroq qozoq sultonlari hujumi 1508 yilda yana takrorlandi. Bu vaqtda Shayboniyxon Qandahor va Zamindavora viloyatlarini ishg'ol qilib, Kobulda turgan Bobur bilan jangga kuch to'playotgan edi. Qozoq sultonlari Ahmad va Jonish Sultonlar Buxoro hamda Samarqandni talab, katta o'lja bilan qaytib ketadilar. Shayboniyxon 1509 yilda Dashti Qipchoqqa yurish qiladi va Jonish Sultonning yurti Qora Abdalni egallaydi. Burunduqxon va Qosim sulton Dashti Qipchoqning ichkarisiga chekindi, Shayboniyxon ularni butunlay tor-mor qila olmadi. Sig'noq, Yassi, Savron shaharlari qayta qo'lga kiritildi. Movarounnahrning markazida mustahkam o'rnatilgan Shayboniyxon Xurosonni zabt etishga kirishdi.

1506 yilda Sulton Husayn Boyqaro vafot etgach, Hirot taxtiga ikki shahzoda Muzaffar va Badiuzzamon o'tqazildi. Temuriy shahzodalarning kelishib harakat qila olmaganligi va harbiy jihatdan uquvsizligidan foydalangan Shayboniyxon Balx shahrini egalladi.

1507 yilda Hirot shahri ham qo'lga olinganidan keyin butun Xuroson Movarounnahrda qo'shib olindi. Shu tariqa, Zarafshon bo'yidagi Saripul jangi bilan Movarounnahr egallangan bo'lsa, 1507 yilgi Hirot qal'asi yaqinidagi Maral mavzesida bo'lgan jang bilan Xurosonda shayboniylar hukmronligi o'rnatildi. Movarounnahr va Xuroson egallangandan so'ng

1509 yilning aprel oyida Shayboniyxon Qarshidan Eron sari yo'lga tushadi. Safaviylar va shayboniylar o'rtasidagi jangga qadar Shayboniyxon Eronni bosib olish uchun zimdan tayyorgarlik ko'rgan. [Jumladan](#),

1509 yilning aprel oyida u Qarshida o'z qo'shinlarini to'playdi va ularga bosh bo'lib Amudaryo kechuvi – Burdaliq tomonga (hozirgi Chorjo'y yaqinida) yo'l oladi. Lekin Fazlulloh ibn Ruzbehxonning bergan ma'lumotiga qaraganda, Shayboniyxon yo'lda o'zbek sultonlarini o'z uluslariga qaytarib yuboradi. Muhammad Temur sulton Samarqandga, Hamza sulton Hisori Shodmonga, Ubaydullo sulton Buxoroga o'z qo'shinlari bilan qaytib ketadilar. Marv shahrini egallagan Shayboniyxon Eronning ichki viloyatlariga yurish qiladi. Mashhad va Tus shaharlarini egallab, ulardagi muqaddas joylarni ziyorat etib, ba'zi me'moriy obidalarni ta'mirlashga buyruq beradi.

1510 -yilda Erondan qaytgan Shayboniyxon orqadan katta kuch bilan yetib kelgan Eron shohi Ismoil Safaviy qo'shinlari bilan Marv yaqinida, Movarounnahrda yordam kelishini kutmasdan jangga kirishga majbur bo'ladi va son jihatdan ustunlikka ega bo'lgan "qizilboshlilar" qo'shinidan mag'lubiyatga uchraydi. Muhammad Shayboniyxonning o'zi ham shu jangda halok bo'ladi. Shayboniyxon maorif va madaniyat haqida o'z davrining ruhidan to'la xabardor va hatto maorif jihatidan oldinga Temur shahzodalarning aksaridan past emas edi. Zamonasidagi tengdosh shoirlarning aksariyatidan ortiq darajada qalam sohibi bo'lgan. Chunki uning she'rlari buyuk bir iqtidor va go'zal tabiatga molik ekanini, u ham turkiy ham forsiy ham arabiy tillardan asosli suratda voqif ekanini ko'rsatmoqda. Sulton Husayn Boyqaroning vafotidan keyin bir siqim donga muxtoj qolgan ko'pgina ulamolar Shayboniydan panoh topdilar. U ulamolarni xizmatga olib, munosib vazifalar berdi. Buxoro, Samarqand, Toshkentda masjidlar, madrasalar solishga amr etdi. Hatto harbiy yurishlarda ham o'z atrofida bir necha ulamo bo'lgan va bular unga hurmat hamda sadoqat ko'zi bilan qarashgan. Shayboniyxon davlatni iqtisodiy va siyosiy jihatdan mustahkamlash yo'lida qator islohotlar o'tkazdi. Birinchidan u davlat boshqaruvida suyurg'ol tizimini joriy etdi, ya'ni zabt etilgan hududlarni boshqarish ishini o'z farzandlariga, qarindosh-urug'lariga, birodarlariga, qabila boshliqlari bo'lgan sultonlarga topshiradi. Xususan, Balx - Sultonshohga, Hisor - Mahdi va Hamza sultonlarga, Andijon - Mahmud

sultonga, Qunduz - Ahmad sultonga, Hirot - Jonvafobiya, Marv - Qo'biz naymanga, Toshkent - Suyunxoja, Xorazm - Kepakbiy qushchiga, Samarqand va Kesh Muhammad Temurga, Buxoro va Qorako'l - Mahmud sultonga, Turkiston esa Ko'chkunchixonga taqdim etilgan. Samarqand poytaxt sifatida xon taxtiga o'tqaziladigan joy hisoblangan. U yerda xon sharafiga xutba o'qitilgan va pul zarb etilgan. Ikkinchidan, u mamlakatda yer-suvni qaytadan taqsim qildi. Ko'chmanchi qabila zodagonlari yengilgan mahalliy mulkdorlar mol-mulkini musodara qilish, sotish, egasiz qolgan yerlarni o'zlariniki qilib olish yo'li bilan mulklarini ko'paytirib oldilar. Uchinchidan, mamlakat ichida ijtimoiy hayotni tartibga solishga imkon beruvchi islohot ham o'tkazdi. Keyingi 10 yil ichida soliqlar og'irligidan va mulkdorlar jabr-zulmidan yer-suvlarini tashlab ketgan xo'jaliklar yerlarini ishga tushirish masalasi ko'rib chiqdi. To'rtinchidan, Shayboniyxon 1507-yilda pul islohotini o'tkazdi. Bunga ko'ra mamlakatning hamma katta shaharlarida vazni bir xil - 5,2 gramm bo'lgan yangi kumush tangalar hamda mis chaqa pullar zarb qilinib muomalaga chiqarildi. Bu islohot iqtisodiyotni tartibga solish va savdo-sotiqni jonlantirish maqsadida o'tkazilgan edi. Ayni paytda bu islohot markaziy hokimiyatning siyosiy va iqtisodiy mavqeini kuchaytirishga, mahalliy hokimlar mavqeini esa kuchsizlantirishga, dehqonlarning soliq to'lash imkoniyatini oshirishga, davlat va axon mulkini ko'paytirishga imkon berdi. Beshinchidan, Shayboniyxon ta'lim sohasida ham islohotlar o'tkazdi. Bu islohotning o'tkazilishiga amaldorlar guruhini vujudga keltirish va ularni jamiyatning asosiy tayanchiga aylantirish zarurati sabab bo'ldi. Xonlarga va sultonlarga barcha sohalar bo'yicha ilmli, diplomat qobiliyatiga ega bo'lgan amaldorlar zarur edi. Islohotga ko'ra, ko'p bosqichli o'qitish tizimi joriy etildi. Ta'limning qiyu bosqichi maktab hisoblandi va bolaga 6 yoshidan ta'lim beriladigan bo'ldi. Maktabda ikki yil o'qigach o'quvchilar madrasaga o'tkazilardi. Madrasada 3 bosqichli ta'lim joriy etilgan bo'lib, uning har bir bosqichida 8 yildan o'qilardi. Shunday qilib, o'qish 26 yil davom etardi. Shayboniyxon tomonidan amalga oshirilgan bu kabi va boshqa tadbirlar o'z mohiyatiga ko'ra markaziy hokimiyatni mustahkamlashga, shayboniy xonlari va beklari hukmronligi kuchayishiga xizmat qilishi zarur edi.

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OQSAROY – AMIR TEMUR KUCH QUDRATI TIMSOLI

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Annotatsiya: Amir Temur tomonidan Shaxrisabzda bunyod etilgan, o'z zamonasining eng mashxur binosi. Temuriylar memorchiligining yorqin na'munasi.

Kalit so'zlar: Shahrizabz, Amir Temur, peshtoq, Mirzo Ulug'bek, Abdullaxon, Sharofiddin Ali Yazdiy, Muhammad Yusuf Tabriziy

Qancha jahongirlar izsiz yo'qoldi, Moziy barchasini bag'riga oldi.

Niyati oq ekan Sohibqironning, Undan mangu yodgor – Oqsaroy qoldi.

Amir Temur o'zi tuzgan davlatni dastlab Shahrizabzda turib boshqargan edi. Keyin poytaxtni Samarqandga ko'chirdi. Chunki Shahrizabz uncha katta shahar emasdi, bu shaharga tog' oshib, dovon orqali borish kerak, uchinchidan, Samarqand esa Buyuk ipak yo'lining markaziy chizig'i ustida edi. Bu haqda Zahiriddin Muhammad Bobur shunday yozadi: "Yana Kesh viloyatidur, Samarqandning janubidadur, to'qquz yig'och yo'ldur. Samarqand bila Kesh orasida bir tog' tushubtur, Itmak doboni derlar, sangtaroshliq qilur toshlarni tamom bu tog'din eltarlar. Bahorlar sahrosi va shahri va bomi va tomi xo'b sabz bo'lur uchun Shahrizabz ham derlar. Temurbekning zodu budi Keshdin uchun shahr va poytaxt qilurig'a ko'p sa'y va ehtimomlar qildi, oliy imoratlar Keshta bino qildi. O'ziga devon o'lturur uchun bir ulug' peshtoq va yana o'ng yonida va so'l yonida tavochi beklari bila devon beklari o'lturub, devon so'rar uchun ikki kichikroq peshtoq qilibtur. Yana savrun eli o'lturur uchun bu devonxonaning har zil'ida kichik-kichik toqchalar qilibtur, muncha oliy toq olamda kam nishon berurlar. Derlarkim, Kisro toqidin bu biyikraktur. Yana Keshda madrasa va maqbara qilibtur. Jahongir Mirzo va yana ba'zi avlodining maqobiri andadur. Chun Keshning qobiliyati shahr bo'lmoqqa Samarqandcha emas edi, oxir poytaxt uchun Temurbek Samarqandni-o'q ixtiyor qildi". "Ulug' peshtoq" deganda

buyuk adib aynan Shahrisabzdagi Oqsaroyini koʻzda tutgan. Turkiy davlatchilik tarixida Oqsaroy nomi koʻp uchraydi.

Oqsaroy — Shahrisabzdagi meʼmoriy yodgorlik (1380—1404).

Amir Temur qurdirgan. Shaharning shim.sharqidagi bosh maydonda joylashgan. Bir za-monlar muhtasham, xashamatli boʻlgan bu saroyning bizgacha yemirilib, haroba holga kelgan ulkan peshtogʻi, ikki chekkasidagi minorasi, saroy poydevorining bir qismigina saqlangan. O.ning hozirgi koʻrinishi ham salobatli va goʻzaldir. Bu salobatlilik va goʻzallikka gʻishtlarning yaxlit boʻlib koʻrinishini taʼminlash — old va shim. de-vor yuzasini sirkor parchinlar bilan bir tekisda ishlash tufayli erishilgan. Peshtogʻining eni 22,5 m, balandligi 40 m, umumiy balandligi 50 m dan oshadi. Peshtogʻi ichidagi aylanma zina orqali yuqoriga chiqilgan.

O.ning avvalgi holati toʻgʻrisida faqat yozma manbalarga qarab fikr yuritish mumkin. 20 yil davomida qurilgan bu bino toʻgʻrisida Abdurazzoq Samarqandiy quyidagicha maʼlumot beradi: "Temur ishga yaroqli boʻlganlarning hammasini Xorazmdan Movarounnahrda koʻchirish uchun buyruq berdi... Xorazmlik ustalar baland va salobatli saroy qurishdi, hozir u Oqsaroy nomi bilan mashhur". Kpavixo saroyini koʻzdan kechirganda (1404, 29 avgust) u hamon qurib bitkazilmagan, baʼzi joylarining koshinli naqshlari tugallanmagan edi. Shunga qaramay, juda hayratlanganligini, uning nihoyatda goʻzalligini yozadi. Saroy qurilishida xorazmlik ustalar qatori, mahalliy va boshqa davlatlardan kelgan ustalar ham qatnashgan.

Peshtogʻidagi yozuvlar orasida eronlik Muhammad Yusuf Tabriziy nomi 2-marta takrorlangan. Yozma manbalarga koʻra, Oqsaroy turar joy va jamoat binosi sifatida qurilib, xonalar hovli atrofida joylashgan. Bobur maʼlumotlariga koʻra, hovli oʻrtasida hovuz, toʻrida gumbazli katta xona — devonxona, yonlarida maslahatchilar uchun kichik xona, hashamatli ravoqli bostirmalar, ichki tomonida haram va amirning xonasi joylashgan.

Devonxona peshtog'ida arslon va quyosh tasviri va Temur davlatining 3 halqa shaklidagi nishoni bo'lgan. Gumbaz ichi va yonlariga, burchaklardagi minoralarga koshin-g'ishtlardan qalqon shaklidagi girih naqshlar ishlangan. Bu naqshlar silliqlangan g'isht va feruza rangli sirkor parchindan yozilgan ku-fiy xatlar zamini yo'g'on ko'k belboqqa o'xshash mujassamotni tashkil etgan. O. devorlaridagi ranglar jilosi, tari-xiy, falsafiy va diniy mavzudagi, kufiy, suls yozuvlari, koshinkori be-zaklar, islamiy, girih naqshlarning o'zaro uyg'unligi binoga ajoyib va sehrli mazmun bag'ishlagan. Ranglarning oy yorug'ida jilolaniboqarib ko'rinishidan bino Oqsaroy deb nomlangan. Saroyning o'ziga xos xususiyatlaridan biri — tom tepasiga ishlangan hrvuzdir. Hovuzga suv Taxtaqoracha dovonidan qo'rg'oshin quvurlar orqali oqib kelib, undan sharshara hosil qilib pastga tushirilgan. Sohibqiron Amir Temur yurish qilgan mamlakatlarida ham qurilish va obodonchilik ishlarini olib borgani bizga ma'lum. Boshqa yurtlardan olimu hunarmandlarni Movarounnahrda olib kelib, o'z yurtida ilm fan, me'morchilik va hunarmandchilik yuksak darajaga ko'tarilishiga sababchi bo'ldi. Hattoki bugungi kunda ham Amir Temur va temuriylar davrida qurilgan obidalar dunyoning turli chekkalaridan kelgan sayyohlarni o'ziga rom etib kelmoqda. Bugun biz ham aynan Sohibqironning buyrug'i bilan ona yurti Shahrisabzda qurilgan Oq saroy qarorgohi tarixi haqida fikrlashmoqchimiz. Bizga bu masalada Shahrisabzdagi Amir Temur nomli moddiy-madaniyat tarixi muzeyi ilmiy xodimi Jasurbek Ahmedov yaqindan ko'mak berdi. Ayrim fakt va ma'lumotlarda Poyon Ravshanovning «Oq saroy tarixi» kitobidan foydalanildi. Albatta, maftunkor Oq saroyning qurilishi haqida tarixiy manbalardan, jumladan, Zahiriddin Bobur va Klavixo Gonsalesning asarlari orqali ishonchli ma'lumotlar va go'zal ta'riflarga egamiz. Amir Temur me'morchilik sohasining yuksak namunasi sifatida qurdirgan imoratlari ichida Oq saroy eng balandi, go'zal va salobatlisi bo'lib, balandligi 70 metrdan ortiq bo'lgani, 1380-1405 yillar davomida qurilgani ham obidaning me'moriy jihatdan naqadar mukammaligini bildiradi.

Istiqlolga 28 yil to'layotgan bir davr oraliq'ida olib borilayotgan davlatimiz islohotlari, ayniqsa, tariximizga bo'lgan munosabat, madaniy merosni asrab avaylash hamda turizmni rivojlantirishi borasidagi ishlar, albatta, barchamizni quvontiradi. Xalqimizning bunga ijobiy munosabatini sayyohlar misolida ham ko'rishimiz mumkin. Shunday bo'lsada, afsuski, ba'zi fuqarolarimiz ongida sobiq sho'ro davrida noxolis yozilgan risolalardagi fikrlarga o'ziga ergashishni ko'ramiz. Bulardan biri Shahrisabzdagi Oq saroy majmuasining buzilishi haqida ham ana shunday noaniqliklarni kuzatamiz. Shu sababdan biz Oq saroyning qurilishi, hashamati haqida emas qurilgandan keyingi o'tmishning suronli davrlarida qanday vayronagarchiliklarga uchragani haqida to'xtalmoqchi bo'ldik. Zero, bu urinishimiz «dengizdan bir tomchi» bo'lsada, tariximizni xolisona o'rganish uchun ko'proq kitob o'qishga undab, birgina manbani o'qib, biryoqlama fikr bildirishdan qochishga yordam beradi, deb umid qilamiz. Xo'sh, Oq saroy qanday qilib vayron etilgandi? Temuriylar davrida Shahrisabz ham Samarqand singari temuriyzodalarning to'qnashuvlariga guvoh bo'lgan. Shunday bo'lsa-da, Ulug'bek Mirzo (1409 y) taxtga o'tirishi bilan bobosining ishlari davomchisi sifatida Shahrisabzda Ko'k gumbaz singari imoratlar bino qildi. Shahrisabz va Oq saroy temuriylar uchun shonli yoki qiyinchilik davrlarida ham Samarqandga, ya'ni poytaxtga yaqin boshpana bo'ldi. XVI asrning oxirlarida ikki sulola - temuriylar va shayboniylarning to'qnashuvida, albatta, boshqa davrlarda bo'lganidek shaharlardagi imoratlar ham zarar ko'radi. Lekin Abdullaxonning (1533-1598) Shahrisabzdagi obidalarni, jumladan, Oq saroyni vayron qilgan deyish to'g'ri bo'lmas. Bunga javoban tarixiy manbalar guvohligini keltiramiz. Abdullaxonning hukmronlik yillarining ko'p qismi shayboniyzodalarning o'zaro kurashlarini daf qilish, davlatni mustahkamlash yo'lidagi harakatlardan iborat bo'ldi. 1552 yil Abdullaxon Shahrisabzni shayboniyzoda Hoshim Sultondan tortib olib, ukasi Ibodullo Sultonni Shahrisabz hokimi qilib tayinlaydi. 1553 yil Toshkentdan kelgan Navro'z Ahmadxon yordamida Hoshim Sulton yana Shahrisabzni egallaydi. 1563 yil Hoshim Sultonni daf qilish uchun Abdullaxon ikkinchi bor Shahrisabzga yurish boshlaydi. Bu galgi fathdan so'ng Abdullaxon Shahrisabzni o'z yaqinlaridan Xusrav Sultonga beradi va unga qarata **«haqiqat bilan hukmronlik qil, kuchli va kuchsizni adolat sitamida barobar**

tut, hamisha jabr-u zulm bayrog'ini sindir», degan gaplari Hofiz Tanish ibn Mir Muhammad Buxoriyning «Abdullanoma» asarida keltiriladi. 1567 yilning dekabrda Samarqand hokimi Abulxayr Sulton Shahrizabzni egallab oladi. Hofiz Tanish Buxoriyning hikoya qilishicha, Abulxayr Sulton qal'aga kirib olgan vaqtda bir guruh navkarlari Abdullaxonga **«xandoq suvidan suzib o'tib, qal'aning burj va devorlarini yiqitamiz»**, deganda Abdullaxon bunga rozi bo'lmaydi va **«Umid shulki, oqibatni o'ylamovchilar oxiri o'z qilganlaridan pushaymon bo'ladilar»**, deydi. Yana ushbu asarga ko'ra, 1568 yil Samarqanddan kelgan shayboniyzodalar Gadoyxon, Abulxayr Sulton, Xudoyberdi Sulton Abdullaxon va u qo'ygan hokim Xusrav Sultonga qarshi o'tlanadi. Ushbu janglarda Xusrav Sulton halok bo'ladi va bir muddat Shahrizabz qo'ldan chiqadi. 1569 yil Abdullaxon Shahrizabzni qaytarish uchun o'tlanadi va Faqir Sultonni chekinishga majbur qiladi. Muarrir bu haqda **«Ul hazrat, Shahrizabz tomon yuzlandi. Qal'a atrofiga qo'ngandan so'ng, uning buzilgan qal'asini tuzatishga buyurdi»**, deb yozadi. Yuqoridagi fikrlardan xulosa qilsak ham Abdullaxon buzuvchi emas, aksincha, tiklovchi, bunyodkor inson bo'lganini ko'rishimiz mumkin. Shahrizabz qal'a devorining buzilishi Abulxayr sultonning talonchiligi natijasida bo'lib, Oq saroyning esa ayrim joylari, sirli koshinlari ko'chgani ehtimol. Lekin nima uchun bu ishlar Abdullaxonga nisbat berildi, degan savolga kelsak, bizningcha Amir Temur singari «sohibqiron» deb atalgan, o'z davrining va qolaversa shayboniy hukmdorlar ichida ham yetuk siyosatdon, lashkarboshi, ma'rifatli, bunyodkor shaxsi Abdullaxonni qoralash va uning xaqiqiy siyratini xalqdan to'sishga intilish bo'lgani, bu orqali barchamiz bilgan o'zligimizni anglashdan sobiq sho'ro hukumatining qanchalik qo'rqanini ko'rishimiz mumkin. Lekin Oq saroy shunchalik mustahkamligidan unga o'sha davr qurollari bilan katta talafot yetkazish ham qiyin bo'lgan. Buni keyinchalik kimlar amalga oshirganini bilish uchun yana manbalarga yuzlanamiz. Ashtarxoniylar davrida Oq saroy Shahrizabz kenagas beklari uchun ham qarorgoh vazifasini o'tab keldi. Buxoro taxti mang'it amirlari qo'lga o'tgach Shahrizabz va Kitob beklarining mustaqillikka intilishi Amir Haydar, Amir Nasrullo va Amir Muzaffar davrida beklarlarga qo'shin tortishiga sabab bo'ladi. Bunday o'zaro urushlar shahar devorlariga, imoratlariga bezarar bo'lgan deb bo'lmaydi, albatta. Liya

Mankovskaya tarixiy ma'lumotlarga tayanib yozishicha, 1707 yil Oqsaroy peshtoqi tagida Buxoro xoni Ubaydullaxonning toj kiyib, taxtga o'tirgani haqidagi ma'lumot peshtoqning hali butunligidan dalolat beradi. Muhammad Hakimxon To'raning «Muntaxab at tavorix» asarida 1840 yil Doniyol otaliq vafotidan so'ng, Oq saroy imorati ostida Xo'jaqulibiy parvonachi Shahrisabz amiri mansabiga o'tqazilgani yoziladi. Shunga ko'ra, Rossiya imperiyasining tajovuzi Buxoro xonligi chegaralariga qadar kelguncha, Oq saroy Shahrisabz kenagas beklarining ma'muriy-boshqaruv binosi sifatida qad ko'tarib turgan, deyishimiz mumkin bo'ladi. Muarrix Abdulazim Somiy rus qo'shinlarining Shahrisabz va Kitob bekliliklariga hujumini 1873 yil deb ko'rsatsa, Rossiya imperiyasi harbiylarining hujjatlarida 1870 yil kuzida bo'lgani qayd etiladi. Shahrisabz va Kitob bekliliklarini bosib olishda «jonbozlik» ko'rsatgan vayronkor general-mayor Abramov edi. Abramov 1870 yil 31 avgustda yozgan 591-raqamli raportida shaharni qirg'inbarot qilgani haqida aytmasdan **«Aholi shahardan 3 chaqirimcha berida meni non-tuz bilan qarshi oldi»**, deb xaspo'shlashga urinsa-da, D.N.Logofet «rus qurolining kuchi va ko'lob bo'lib to'kilgan rus qoni evaziga olingan Shahrisabz va Kitobdek ulkan bekliliklar Buxoro amiriga berildi», deya general yashirganini oshkor qilib qo'yadi. N.A.Mayevning 1875 yilda bosilgan «Buxoro xonligi ocherki» asarida **«Temurning hashamatli Oq saroyi Buxoroning shu davrdagi hamma imoratlarida kuzatilganidek, xarobalardan iboratdir. Shunga qaramasdan, bu vayrona hozir ham o'zining benazir go'zalligi bilan rom etadi. Janubiy tarafdin gumbaz qoldiqlari yaqqol bilinib turadi, vaqtida imorat bezagi bo'lgan bu gumbaz hozirda nuragan bo'lib, undan koshinlar va yozuvlar bilan bezatilgan ikki baland devor saqlanib qolgan»**.

Bu so'zlardan bilinib turibdiki, Oq saroy chinakamiga tashqi ta'sir bo'lmasa, xaroba bo'ladigan imorat emasdi. Buning ustiga oradan 50 yil o'tib 1920 yil 24 dekabrda sovet tuzumiga qarshi umumxalq qo'zg'olnini bostirish vaqtida Benbin degan kimsa tomonidan Oqsaroy to'pga tutilgani aytiladi. Oqsaroy sovetlar davrida 74 yil davomida qarovsiz qolgan.

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CONFLICT SCENES IN WILLIAM SHAKESPEARE'S TRAGEDIES

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Annotation: This article analyzes the conflicts in Shakespeare's works. Examples of the author's work are given, and the use of conflicts in fiction is discussed in detail.

Keywords: drama, comedy, conflict;

In each of the literary genres, the protagonist is interpreted differently. But in a dramatic round, the author cannot interfere in the events. In particular, academician Izzat Sultan commented on the characteristics of the heroes of the drama:

The role of conflict in revealing a similar mental state of the protagonists is immense.

Because life conflicts are a social phenomenon, they are directly related to the problems of society. Each period has its own problems, pain points. finds its reflection. Therefore, something that is very relevant and problematic at any time may lose its value over time. Conflict is a vital aesthetic category. Conflict is the most important component of artistic creation.

A lot of scientific opinions have been expressed around the issue of conflict. In particular, the Russian literary critic B. Kozhinov proposes to call the contradictions in life a collision. Also, A. Rakhimov in his doctoral dissertation cites the following 3 parts of the conflict: Type of struggle between opposing forces. Disagreeing with B. Kozhinov's opinion, we would like to note that we support A. Rakhimov's view on 3 types of conflict call for 3 types of conflict 3 views. It is said of things that are sharply different from one another, and have a worthy basis and character.

In particular, let's talk about the work of Shakespeare, the father of drama of the XVIII-XIX centuries. The writer's dramas, in general, are characterized by their sharp eyes, impressive speech, and perfect structure.

In particular, his works such as "Romeo and Juliet", "King Lear", and "Hamlet" have appeared in the world.

Shakespeare, the author of 17 comedies, 10 chronicles, 11 tragedies, 5 poems, and a cycle of 154 sonnets, has played many roles in his plays. Having worked as an actor for 15 years, he played supporting roles in the best troupe in England. He also wrote plays for the troupe.

Sometimes the main conflict of the work does not appear immediately but before the system of other conflicts. Shakespeare's Othello is full of contradictions. Desdemona's father is a conflict between Brabantio and Othello. The conflict between Desdemona's unfortunate son-in-law Rodrigo and his rival, the happier Othello. The conflict between Rodrigo and Lieutenant Cassio. There have even been major disputes between them. The conflict between Othello and Desdemona occurs at the end of this tragedy and ends with Desdemona's death. Finally, another major conflict in this work — jealousy, chameleons, careerism, selfishness — is cited by Lago as an honest, humane, yet passionate and angry confrontation with Othello. possible.

In Romeo and Julietta, as mentioned above, the main conflict is the confrontation between the love that started between Romeo and Juliet and the eternal enmity of their families. It ended with the death of the heroes. Thus, their death is a denial of the underlying contradiction of the tragedy.

A unit of action can only result in a conflict if the main conflict that began in the plot is preserved. The consequence of this is that this outcome of the conflict must include it as one of the possibilities for resolving it in the plot.

In short, Shakespeare's work is inconceivable without conflict.

In the drama of the 60s and 70s, the international struggle of the conflict was used effectively, but by the 80s and 90s, the use of conflict was on the rise.

The conflict was effectively used in the dramas of the immortal Umarbekov "Hurry up the sun!", "According to the application", "Doomsday debt", "Commission", A. Mukhtor's "Samandar", M. Boboev's "Thirty years" and others.

What is a conflict? What is the attitude to its study in Uzbek literature?

Collision derived from the word conflict, confrontation. And considered in a work of art as a struggle between characters, a struggle between conditions and characters, a conflict conditions and characters.

In our opinion, a conflict is a struggle between the inner feelings of the participants of the work, that is, whether he approves or disapproves only known himself. Conflict is a struggle of internal feelings. At the same time, the following points are again made in the above source.

For example, in Shakespeare's tragedy, tragic conflict prevails, in Hamza and Kamil Yashin, dramatic conflict prevails in dramas, and in A. Qahhor's stories, comic comedy prevails.

Conflict is a struggle between emotions, how to understand the meaning of comic conflict, is a struggle. In our opinion, it is reasonable to think that there is a comic-satirical conflict.

Due to the occurrence of conflict in Uzbek drama, it became possible to artistically interpret the "stream of consciousness" in the psyche of the protagonist. This is a certain achievement of the Uzbek drama of this period.

Thus, the use of conflict is emerging as a leading trend in our dramaturgy.

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THE IMPACT OF TEST CONTENT VALIDITY IN TEACHING AND LEARNING ENGLISH

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Anotatsiya: Ushbu maqolada test sinovlari va baholashni ingliz tilini o'qitish va o'rganish jarayonidagi ro'li ko'rsatib o'tilgan. Shuningdek, o'quvchilarni ta'limdagi asosiy o'quv dasturlari talablariga qay tarzda javob berishida test sinovlari va baholashning ta'siri ham alohida ta'kidlab o'tilgan.

Tayanch so'zlar: sinovdan o'tkazish, baholash, o'qitish, asl mazmun, so'rovнома, o'qish jarayoni, o'quv dasturi, til.

Аннотация: В этой подчеркивается, статье что рол тестирования и оценивания в процессе преподавания и изучения английского языка, а также влияние тестирования на то, как учащиеся реагируют на требования основной учебной программы в образовании.

Ключевые слова: тестирование, оценка, образование, содержание, действия, анкета, процесс, изучения, учебный план, язык

Abstract: In this article, it is highlighted that the role of testing and assessment in the process of teaching and learning English, as well as the impact of testing on how students respond to the requirements of the core curriculum in education

Key words: Testing, assessment, educating, content validity, questionnaire, learning process, curriculum, language

INTRODUCTION

It is irrefutable that testing and teaching are two inseparable part of teaching-learning process. In fact, it serves as a bridge between educating learning. For both instructors and students as partners of language education, testing is a learning experience because it reflects on teaching/learning and gives modern directions to

teachers on the reasonableness of their strategy adequacy of teaching materials, learners needs and aims, failure and success.

In addition to that Cliff (1981) believed that tests can help students in two ways. Firstly, any teacher knows tests particularly in the form of examinations will decide to a large extent when learners will study, what they will study.

On the other hand, when students are given with a program of progressive evaluation with suitable data as to their success and weaknesses, they can take an action to correct and make strides execution earlier to any major or definite evaluation.

LITERATURE REVIEW

According to Sax (1980) a test is an assignment used to get orderly observation assumed to be representative of educational or mental characteristics and properties.

Williams (1986) criticizes the belief of teachers toward language testing when he says that instructors see this work as an area of English language instructing that lots of teachers modest absent from.

Ludo (1975) said that testing incorporates any implies of checking what the students can do with the language. Testing is an indispensably part of any successful teaching project hence it ought to be subject to planning, arranging and frequent revision.

Hughes(1995) A test is said to be to have content validity on the off chance that its contents represent sample of the language skills structures with which it is implied to be concerned. It is reliable measure of teaching and learning process.

METHODS

A short questionnaire was prepared for both university students and teachers. The first type of questionnaire was designed for teachers about merits and demerits of testing in teaching English. The researcher prepared students' questionnaire on the basis of students' reflection and feedback based on testing and assessment during their first semester. Students' questionnaires were collected outside the classroom. The first type of questionnaire aimed at inspiring teachers' attitudes towards testing system in their field. Second part of questionnaire elicits students' views on assessment and testing.

DISCUSSION

In this article, we discussed the role of testing in education system. In variety of foreign language classrooms, the differing qualities of student reasons enrolling in language classes, the choices language teachers make in terms of course books and other guideline materials they wish to utilize in their teaching, and the generally modern tool of the Web as an instructional resource, it goes without saying that the reason of language testing are various.

So tests can have a wash back impact, which suggests that they may result in instructional programs or educating practices changing to reflect the test contents since language instructors need their learners to do well on tests for many different reasons.

RESULTS

The author of this article gathered both teachers' and students' questionnaires about the course during the first semester. Statistically, 75 percent of students think that tests are effective way of learning English, other 25 percent of learners are opposite to this opinion.

On the other hand, teachers' questionnaires had 7 positively worded and 3 negatively worded statements on the role of testing method in teaching process.

Overall, it is shown that most teachers and students had positive idea about teaching system. This technique, helps students to develop English language overall ability.

CONCLUSION

Teaching is not difficult but it is important to know how successfully teach to your learners. Changes and curriculum modules advancement are continuously and they put requests upon teachers whose participation is mandatory for achievable implementation.

Good educating subsequently yields good teaching. The good testing is supposed to yield positive impact on both learners and teachers. To sum up, testing should eventually become a learning experience for learners.

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THE ROLE OF BREATHING TECHNIQUES IN THE CORRECT SINGING OF A SINGER

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Annotation: This article describes the role of breathing techniques in a singer's proper singing. There is a lot of talk about the types of breathing in singing, breathing methods, difficulties, and the importance of proper breathing in singing. Proper breathing and its forms are very important in the art of singing. This article provides information on this.

Keywords: Aperture, score, register, timbre, nuance, chain breath, texture, detonation, resonator, range.

It is obvious that a person breathes through the respiratory system, makes a sound through the vocal apparatus, speaks and sings through the articulatory apparatus. Breath is the basis of vocal-choral performance. Therefore, proper breathing is one of the most important elements of vocal and choral techniques plays a key role in the formation of sound. Breathing while singing is different from normal breathing. When singing, the breath taken quickly and exhaled slowly.

When singers sing, proper breathing plays an important role in sound production. "The art of singing is the art of using the breath correctly," is a classic phrase. There is a difference between singing breathing and physiological breathing. In physiological respiration, breathing occurs at a specific rhythm after long time. Breathing during the singing is fast and short, and breathing takes a long time. The rhythm of the breath varies depending on the nature of the work is being performed. Singing takes a deeper breath than physiological breathing.

There are several types of breathing in singing:

- 1) Respiratory expansion of the lower ribs;
- 2) Shoulder-expanding breathing;

3) Abdominal breathing (diaphragm lowers);

4) Chest breathing (upper chest rises)

When singing, it is best to use the lower rib dilated breathing and abdominal breathing types.

When singing, the breath taken through the lower rib-diaphragm. This method should be explained to the singers (in amateur singing) first and then shown. During this breathing, one of the ribs expands. Breaths do not raise or the chest does not raise. Experienced singers have almost no breathing in the upper chest. They breathe in and out of the diaphragm, and the lower abdomen moves.

Breathing sparingly depends on the singer's experience and skill. For example, the famous Italian singer E. Caruso (as he admits) tried to use every particle of breath (air) coming out of the lungs to create sound.

Inhale through the mouth and nose at the same time. During the study of breathing in amateur singing (even in solo vocal lessons), breathe with the hands on the hips, and move the arms down the ribs, sideways to observe the breathing, and in this case the abdominal cavity. It is better to observe the protrusion of the ribs and the lateral expansion of the ribs. They are taught to breathe out with a conductor's hand gesture and exhale evenly and slowly.

The breath taken in a rhythm, fast, light, flat, deep, depending on the tempo of the work, the size of the sentences. This means that when you breathe, you need to keep your body and neck straight, free of cramps, and breathing through the diaphragm.

One of the most common types of breathing in singing is the chanting.

The chain method used in some polyphonic singing compositions or in prolonged tonic and dominant organ points when prolonged inability to breathe is required.

V. Sokolov considers breath in three components: inhaling, holding it for a moment and exhaling. Breathing plays a big role in singing, but it's also important to hold it, it directly moves the singer's entire vocal apparatus to sing. Breathing should be economical and rhythmic.

As mentioned above, it noted that teaching singers to breathe properly is the most important part of working on vocals when singing. Breathing can occur at the same

time as singing. In this case, the performers have to breathe a sigh of relief. If the music has long melodies, a chorus used to ensure that the chorus or chorus parts played continuously. In this case, the singers take turns breathing, which in turn requires them to join their parties very carefully and imperceptibly. Otherwise, the ensemble unit which will be damaged.

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MECHANIZATION OF FISH FEEDING PROCESSES

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Keywords: water resistance, front feeding, feed-screw, norm, granule, fraction, feed feeder, cage, optimal, dosage.

Abstract

An increase in the level of mechanization in fish farming allows not only to increase labor productivity, but also to reduce feed costs.

Introduction

One of the main requirements when organizing fish feeding is the shortest possible contact time of the feed with water. The water resistance of the compound feed used in pond fish farming, as a rule, is not high and amounts to 20-30 minutes. Already after 10-15 minutes of being in water, 15-20% of the nutrients of the feed can go into solution.

Auger feeders are one of the most common designs in fisheries. They are reliable, easy to operate, have good dosage accuracy, and are able to work with wet feed. The discharging mechanism is a metal or plastic auger with an electric drive. The amount of dispensed feed depends on the speed and duration of rotation of the auger. To increase the feeding area, the auger feeders are equipped with centrifugal spreaders.

These devices are mobile and adapted to dispense feed one by one among the cages. Auger feed dispensers are designed for feeding fish of different ages with granulated compound feed at specified time intervals. The use of the auger allows for precise dosage of feed of various fractions. The auger does not crush the granules as the crushed granulated feed loses its water resistance and quickly sinks in water. Evenly, in portions transfers to the spreading device.

Calculation of fish feeding rates is more difficult in comparison with other agricultural animals, since the influence of a larger number of biotic and abiotic factors must be taken into account. When using compound feed, feeding rates are usually calculated as a percentage of the weight of the fish. The main factors influencing the fish feeding rate are: fish species, fish size, water temperature, and dissolved oxygen concentration.



Figure 1. Feeders with auger mechanism

The feed from the hopper enters the auger, which is located at the bottom of the hopper, made of stainless material. The auger drives a low-speed electric motor with high torque and safe voltage (12V). Granulated feed with different sizes is used. The

feeder can be used for rearing fry, for medium and large fish. The feed can be adjusted to ensure optimal feeding of the fish. In turn, this reduces feed losses and provides an average fish growth of 10 to 20%.

The feeder is mounted on special rollers and can be moved along the shore of the reservoir. The feeder is intended for use in cages, swimming pools and other open waters. The electronic controller will operate in automatic mode and maintain the preset feeding mode.

CONCLUSION

Today, the most popular are automatic feeders of various types. But the most economical and resource-saving of them are feeders with auger mechanism. Because a properly selected auger does not crush and crumble the granule, since the crushed granule loses its water resistance and quickly sinks in water.

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CRITICAL ANALYSIS OF LINGUISTIC TERMINOLOGY IN ENGLISH AND ARABIC LANGUAGES

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Anotatsiya: Ushbu maqola arab atamalarini ingliz tiliga tarjima qilish bilan bog'liq ko'plab masalalarni muhokama qiladi va mos echimlarni taqdim etadi. Tarjima tilshunoslikda juda nozik va murakkab ish bo'lgani uchun u ba'zi muammolarni keltirib chiqaradi. Arab tilidan ingliz tiliga tarjima qilganda esa ish qiyinlashadi. Binobarin, tilning yuzaki va chuqur munosabatlari bilan shug'ullanish uchun tarjimon tanqidiy lingvistik tushunchaga ega bo'lishi kerak. Tarjima, shuningdek, bir tildan boshqa tilga turli xil farqlovchi xususiyatlarni ko'chirish va o'zgartirishni o'z ichiga oladi. Arab va ingliz tillari juda xilma-xil ildizlarga ega bo'lganligi sababli, bir yozuvdan ikkinchisiga tarjima qilish, ayniqsa, lug'at, sintaksis, tovush, uslub va foydalanish nuqtai nazaridan qiyin bo'lishi mumkin.

Kalit so'zlar: Tarjima, ma'no, matn, manba til, maqsadli til, ekvivalentlik, madaniyat, foydalanish, atamalar

Аннотация: В этой статье обсуждаются многочисленные проблемы, связанные с переводом арабских терминов на английский язык, и предлагаются возможные и подходящие решения. Поскольку перевод является таким деликатным и сложным делом в языковых исследованиях, он вызывает некоторые серьезные опасения. Однако при переводе с арабского на английский работа усложняется. В результате, чтобы иметь дело как с поверхностными, так и с глубинными отношениями языка, переводчик должен обладать критическим лингвистическим пониманием. Перевод также включает в себя передачу и преобразование множества отличительных характеристик с одного языка на другой. Поскольку арабский и английский языки имеют такие разные корни, любой перевод с одного алфавита на другой может быть сложным, особенно с точки зрения лексики, синтаксиса, звучания, стиля и использования.

Ключевые слова: перевод, значение, текст, исходный язык, целевой язык, эквивалентность, культура, использование, термины.

Abstract: This article discusses numerous issues related to translating Arabic terms into English and provide potential and appropriate solutions. Because translation is such a delicate and intricate undertaking in language studies, it raises some major concerns. When translating from Arabic to English, however, the work becomes more difficult. As a result, in order to deal with both the surface and deep relations of language, a translator must have critical linguistic understanding. Translation also comprises the transfer and transformation of a variety of distinguishing characteristics from one language to another. Because Arabic and English have such disparate roots, any translation from one script to the other can be challenging, especially in terms of vocabulary, syntax, sound, style, and usage.

Keywords: Translation, Meaning, Text, Source Language, Target Language, Equivalence, Culture, Usage, Terms

INTRODUCTION

Because it involves at least two languages and cultures, translation is a field of contrastive linguistics. It is the process of communicating a message by switching from one language system to another. That is, it is a strategy for transferring and/or transforming the meaning of a written term or text from a source language to a target language using direct equivalence words, new words or terms, foreign words written in target language, or foreign words to fit the target language sound. "Translation entails the transfer of 'meaning' contained in one set of language signals into another set of language signs through competent use of the dictionary and grammar," according to S. Bassnett (1980:21).

Globalization, trade, commerce, information technology, immigration, and other factors have increased the need for English. Although English is a modern Aryan or Indo European language, Arabic is one of the world's oldest Afro Asiatic languages. Arabic is also a well-known international language, with 319 million native speakers

(Ethnologue, 22nd/2019). Arab nationals rule the bulk of world nations economically, religiously, and linguistically.

LITERATURE REVIEW

The richness of resources has indebted many nations economically, and their language, Arabic, which is the language of the holy Quran, has helped them develop universal brotherhood on the other hand. (Akan, M. F. 2014).

Literal translation is a bad idea, especially when dealing with languages from different cultures, such as Arabic and English. Particularly in the case of multi-word units like collocations and idioms, literal translation sometimes fails. However, literal translation may work in the case of multi-word units, such as '/ 'alharb wa assalam/'war and peace'. (Al-Hamdalla, R. 1998).

This method can be used in three ways: word-for-word translation, one-to-one literal translation, and literal meaning translation. The ancient Greeks used the literal Word for Word Translation technique to translate books into Latin. Also, literal substitution on a one-to-one basis was favoured. Fluency is more crucial than fidelity for target readers in this case. Al-Hassnawi, A. (2000).

METHODS

Literal translation is a bad idea, especially when dealing with languages from different cultures, such as Arabic and English. Particularly in the case of multi-word units like collocations and idioms, literal translation sometimes fails. However, literal translation may work in the case of multi-word units, such as '/ 'alharb wa assalam/'war and peace'. This method can be used in three ways: word-for-word translation, one-to-one literal translation, and literal meaning translation. The ancient Greeks used the literal Word for Word Translation technique to translate books into Latin. Also, literal substitution on a one-to-one basis was favoured. Fluency is more crucial than fidelity for target readers in this case.

RESULTS

Because they belong to two separate and distant language families, and for other reasons, there are some issues with the syntax/structure of the two languages (i.e. Arabic and English). Translators must pay careful attention to syntactic differences

between Arabic and English. Most notably, the translator must be mindful of sentence-level discrepancies that involve word order variance. e.g.

DISCUSSION

There are two basic types of tenses in Arabic and English (e.g. present and past). There are no progressive or perfective tenses in Arabic. The present and past perfect tenses are both handled as past simple in Arabic. In Arabic, the present progressive is considered as present simple, however "/alan/ is used to signify time, and the past progressive is treated as past simple. In Arabic, the present and past perfect progressive tenses do not exist.

CONCLUSION

To sum up, translating Arabic materials into English needs a high level of bilingualism. Furthermore, both languages have considerable cultural and religious influences. It has been demonstrated that, while lexical issues are more prevalent, grammatical, stylistic, use, and phonological issues are not unimportant. Arabic, for example, has more inflexion than English. Because of the growing demand for translators on the labor market, universities and academic institutes have begun to offer undergraduate and postgraduate translation programs. As a result, multilingual academics with a background in literature and/or linguistics are frequently assigned to teach translation.

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IBRATNING “JOME UL – XUTUT” ASARI HAQIDA

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Annotatsiya: Ushbu maqolada Ibratning hayoti va ijodi hamda "Jome ul - xutut" asari haqida haqida soʻz yuritiladi.

Kalit soʻzlar: taxallusi, litografiya, («Ilmi Ibrat»), sheʼriy toʻplam, yozuv tarixi.

Ibrat (taxallusi; asl ismsharifi Ishoqxon Junaydullaxoʻja oʻgʻli) (1861, — Namangan viloyati Toʻraqoʻrgʻon tumani — 1937, Andijon) — oʻzbek maʼrifatparvari, shoir. Qoʻqondagi Muhammad Siddiq Tunqotar madrasasida oʻqigan (1878—86). 1887—92 yillarda Istanbul, Sofiya, Afina, Rim, Kobul va Jidda shaharlarida boʻlgan. Hindistonning Bombay va Kalkutta shaharlarida yashagan (1892—96). Safardan qaytgach, Toʻraqoʻrgʻonda yangi usul maktabini ochgan (1907), oʻz qishlogʻida «Matbaai Ishoqiya» nomli litografiya tashkil qilgan (1908).

Ibrat yangi maktablar ochish, oʻqituvchilar tayyorlash, ayollarni ilm-maʼrifatli qilish ishlarida faol qatnashgan. Oʻz sheʼrlari («Tarixi chopxona», «Madaniyat haqida masnaviy», «Gazeta xususida», «Qalam»)da mahalliy va chor amaldorlari kirdikorlarini fosh etgan («Ilmi Ibrat», sheʼriy toʻplam, 1909). Ibrat arab, fors, hind, turk, oʻzbek va rus soʻzlaridan tarkib topgan «Lugʻat sitta as-sina» («Olti tilli lugʻat», Toshkent, 1901) tuzgan, bu asar oʻsha davr uchun katta ahamiyatga ega boʻlgan. Ibratning yozuvlar tarixiga oid «Jomeʼ ul-xutut» («Xatlar majmui», 1912) asarida lotin, yunon, xitoy, qind, arab, Kirill yozuvining kelib chiqishi, rivojlanish tarixi haqida maʼlumot berilgan, ilmiy-tarixiy asarlari («Tarixi Fargʻona», 1916; «Tarixi madaniyat», 1925; «Mezon uz-zamon», 1926) esa Qoʻqon xonligining vujudga kelishidan to 20-asr 30-yil larigacha boʻlgan davrni oʻz ichiga olgan.

Ibrat «Turkiston viloyati gazetisi», «Sadoi Turkiston», «Sadoi Fargʻona» gazetalariga yozgan maqolalarida fan, maʼrifat va madaniyatni targʻib etgan. 1937

yilda qatag'on qurboni bo'lgan. Namangan viloyati To'raqo'rg'on tumanidagi 14-o'rta maktab va Toshkentdagi bir ko'chaga Ibrat nomi berilgan.

Is'hoqxon Ibrat 1862 yil Qo'qon xonligidagi Namangandan uzoq bo'lmagan To'raqo'rg'on qishlog'ida tug'ilgan. Boshlang'ich ma'lumotni mahalliy madrasada hamda onasidan olgan. Keyinroq, Qo'qonga ko'chib o'tib, katta madrasaga o'qishga kiradi. 1886 yil Qo'qon madrasasida o'qishni tamomlab, ona qishlog'iga qaytadi. O'z qishlog'ida Ibrat aholi orasida ma'naviy faoliyatini boshlaydi. Yil oxirida u boshqa maktablardan o'qitish tizimi bilan sezilarli darajada farq qiluvchi maktab ochadi. Keyinchalik maktab barchaning e'tiboriga tushib, boshqa mahalliy maktablar ham Is'hoqjon Ibratning yangi uslubdagi o'qitish tizimiga o'tadi.

1887 yil Is'hoqjon Ibrat haj safarini amalga oshirish maqsadida Makkaga boradi. Haj safaridan so'ng, Makkadan chiqib, ayrim vaqt mobaynida Jiddada yashaydi, so'ngra Ovrupa va Osiyo mamlakat va shaharlari bo'ylab o'z sayohatini boshlaydi. Istambulgacha yetib borib, Is'hoqxon Ibrat Ovrupa bo'ylab sayohatini boshlaydi. Avvaliga, Sofiyaga kiradi, u yerdan Afina va Rumba yo'l oladi. Ovrupa sayohatidan qaytayotgach, Istanbul orqali kelayotganda u Bog'dod, Tehron, Isfaxon, Sheroz va Qorachi kabi shaharlarga kirib o'tadi. Eron va Afg'onistonni aylanib chiqib, Is'hoqxon Ibrat Hindistonga kirib o'tadi va bir muncha vaqt Bombay hamda Kalkuttada yashaydi. Hindistondan chiqib, Qashqarga boradi. O'z sayohatlari vaqtida Ibrat yunon, ingliz, turk, arab, fors, hind va urdu tillarini mukammal darajada o'rganadi. Keyinroq, rus tilini ham o'rganadi.

1896 yil yigirma yillik uzoq safardan so'ng Is'hoqxon Ibrat ona qishlog'iga qaytadi. 1901 yil o'zining "Lug'ati sitta-alsina" ("Boshidan oxirigacha lug'at") nomi ostidagi asarini yakunlaydi va nashrdan chiqaradi. Aynan ushbu lug'atdan barcha jadidchilik maktablarida rus, arab, fors va boshqa tillar o'quv qo'llanmasi o'rnida foydalanilgan.

1912 yil Ibrat o'zining "Jome' ul-xutut" nomli yozuv tarixi haqidagi noyob asarini yakunlaydi va "Matbaai Is'hoqiya" nomli nashriyotda kitobni chop etadi. O'zining asarlarida Ibrat xalqini o'qimishli va ma'naviyatli ko'rishni istagan. Hayotinnig keyingi yigirma yili davomida u 14 ta ilmiy, tarixiy va tilshunoslikka oid kitoblar

yozadi. Ular orasida “Tarixi Farg‘ona” (“Farg‘ona tarixi”), “Tarixi madaniyat” (“Tarix madaniyati”), “Mezon uz-zamon” (“Zamonlar batafsil”), “Zabonxoi sharq” (“Sharq tillari”) va boshqa kitoblari ayniqsa mashhur bo‘lgan. Bu vaqt mobaynida u, shuningdek, 30 yillik she‘riy faoliyati davomida to‘planib qolgan barcha she‘rlarini “Devoni Ibrat” nomli to‘plamga jamlaydi.

“Jome‘ ul-xutut” (Yozuvlar to‘plami) – yozuv namunalari ilovada keltirilgan. Ibratning asarlaridan ma‘lum bo‘ladiki, **insoniyat tafakkur qilishi**, hodisa, narsa, predmetlarni ma‘lum nom bilan nomlashi va yozuv insoniyat taraqqiyotida muhim o‘ringa ega. Shuning uchun olim —Jome‘-ul-xututl nomli asarida yozuvlar tarixiga alohida to‘xtalib o‘tgan.

Avvaliga Qo‘qon xonligi, keyin esa butunlay O‘rta Osiyoning Rossiya Imperiyasiga qo‘shilishidan so‘ng Is‘hoqxon Ibrat Turkistonning texnik integratsiyasi sari ishtirok etadi. Shu bilan birga, u yangi uslubdagi maktablarning qattiq tarafdori bo‘lgan va ularning soni ko‘payishi uchun kurashgan.

1920 yil oxiri, 1930 yil boshlarida u davlat lavozimlarida faoliyat yuritadi. 1935 yil Is‘hoqxon Ibrat barcha lavozimlardan ozod etiladi va unga maktablarda dars berish ta‘qiqlanadi. 1937 yil u “sovetga qarshi targ‘ibot”da ayblanib, hibsga olinadi va qamaladi. Shu yilning aprel oyida Andijondagi qamoqda vafot etadi, uning yoshi 75 da edi. Is‘hoqxon Ibratning dafn etilgan joyi hanuz noma‘lum.

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TOSHKENT SHAHRI EKOLOGIYASIGA TRANSPORT VOSITALARINING TASIR DARAJASI

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ANNOTATSIYA

Maqolada Toshkent shahri ekologiyasiga transport vositalarining tasiri va va ularni kamaytirish masalasi ko'rib chiqildi. Toshkent shahar ekologiyasini tashkil etishda va transport harakati xavfsizligini ta'minlash bo'yicha choratadbirlarni ishlab chiqishda atrof-muhitga salbiy ta'sirni kamaytirishning mavjud muammolari va usullari tahlil qilindi.

Kalit so'zlar: ekologiya, transport vositalari, shahar aholisi, atrof-muhit, tabiat, dvigetil, investitsiya;

KIRISH

Ma'lumki har yili Toshkent shahrida balki butun shaharlar millionlab odamlar transport vositalaridan chiqadigan havo ifloslanishi bilan bog'liq kasalliklardan, shuningdek, avtomobil yo'llaridan chiqadigan shovqinlardan aziyat chekmoqda. Normativ hujjatlarda transport-yo'l kompleksining atrof-muhitga salbiy ta'sirini kamaytirish uchun bir qator tadbirlar belgilangan bo'lib, ularning amalga oshirilishi avtomobil yo'llarini loyihalashtirish, qurish, ta'mirlash va saqlashga bo'lgan ekologik talablarning ortishi bilan birga bo'lishi kerak. Avtotransport kompleksini ekologizatsiyalashning mazkur yo'nalishlarini amalga oshirish ekologiya va atrofmuhitni muhofaza qilish, bo'lajak muhandislarning ekologik savodxonligini oshirish borasida muayyan bilim va ko'nikmalarni talab etadi.

ASOSIY QISM

Transport majmuasi atrof-muhitning eng katta ifloslantiruvchi vositasidir. Mamlakat miqyosida barcha manbalardan atmosferaga ifloslantiruvchi moddalarning umumiy chiqindilarida transportning ulushi 45% ga (shaharlarda - 85-95%), "iqlim"

gazlarining emissiyasida-10% ga yetadi. Shahar aholisining shovqin ta'sirida transportning ulushi 85-95%.

Respublikamizda qabul qilingan avtotransport kompleksi va tabiatni muhofaza qilish faoliyatining davlat boshqaruvi amaliyoti hozirgi vaqtda avtomobil transportining ekologik xavfsizligini ta'minlash muammolarini hal qilishning asosiy yo'nalishlarini, davlat organlari, korxonalar va tashkilotlar o'rtasida tegishli vakolatlarni aniq taqsimlashning yo'qligi, samarali iqtisodiy mexanizmlarning yo'qligi, yuqori darajadagi ekologik xususiyatlarga ega avtotransport vositalarini ishlab chiqarish va ulardan foydalanishni rag'batlantirish imkonini beradi. Avtomobil transportining ekologik xavfsizligini ta'minlashning amaldagi tizimining past samaradorligi, birinchi navbatda, amaldagi tabiatni muhofaza qilish qonunchiligi statsionar ifloslanish manbalari bilan bog'liq muammolarga qaratilganligi va transport faoliyatining o'ziga xos xususiyatlarini hisobga olmaganligi bilan bog'liq — katta va tobora ortib borayotgan avtotransport vositalarining soni, ularning yuqori harakatchanligi va aholi zichligi yuqori bo'lgan hududlarda doimiy foydalanish.

Toshkent ekologik vaziyatni yaxshilash uchun qonunlarni qayta ko'rib chiqish va transport majmuasiga e'tibor berish, shuningdek, ishlab chiqarish kerak:

- avtotransport vositalari chiqindilarining texnik standartlarini doimiy ravishda qisqartirish;

- avtotransport vositalarining ekologik nazoratini tashkil etishda va avtotransport vositalaridan foydalanishga cheklovlar qo'yishda foydalanish maqsadida ekologik tasniflashni joriy etish;

- avtotransport vositalarining ekologik tasnifini o'tkazish va ularning ekologik sinfini oshirish chora-tadbirlari;

- dvigatel yoqilg'isini sotishda avtotransport vositalarining ekologik xavfsizligini ta'minlash bo'yicha chora-tadbirlar ko'rish;

-yo'l harakatini tashkil etish, ko'cha-yo'l tarmog'ini rekonstruksiya qilish, atmosferadagi ifloslantiruvchi moddalarning ruxsat etilgan maksimal kontsentratsiyasi normativlari va avtotransport harakati natijasida yuzaga keladigan maksimal ruxsat etilgan shovqin darajalari turar-joy binolari hududida ortiqcha bo'lsa, avtotransport

vositalaridan cheklangan foydalanish hududlarini joriy etish bo'yicha chora-tadbirlar ko'rish;

- avtotransport vositalarining ekologik sinfini hisobga olgan holda ekologik nazorati;

- ularning chakana savdosi davomida vosita yoqilg'isining sifatini nazorat qilish.

Avtomobil yo'lining atrof-muhitga ta'siri manbalari-yo'lda joylashgan avtomobil transporti, yo'llarning muhandislik inshootlari (tuproq polotnosi, ko'prik o'tuvchi va yo'l o'tkazgichlar, drenaj va kichik suv o'tkazuvchi inshootlar), yo'l inshootlarining alohida konstruksiyalari (yo'l kiyimlari, yer usti yo'l chetlari), yo'l infratuzilmasi obyektlari (dam olish maskanlari, avtomobillarga yoqilg'i quyish shoxobchalari, ovqatlanish shoxobchalari, jamoat transporti bekatlari).

Avtomobil transportining jadal rivojlanishi atrof-muhitga sezilarli ta'sir ko'rsatdi. Bunday ta'sir mexanizmi bir qator o'ziga xos xususiyatlarga ega:

- avtomobillashtirish jarayonining massivligi va tobora o'sib borayotgan sur'ati;

- motorizatsiyani rivojlantirish jarayoniga hamroh bo'lgan salbiy hodisalarning keng doirasi;

- mavjud ekologik xavfsizlik ko'rsatkichlarini sezilarli darajada yaxshilashning murakkabligi;

- nisbatan cheklangan hududlarda (yirik shaharlarda) ko'plab transport vositalarining kontsentratsiyasi va ularning selektiv hududlarga ommaviy kirib borishi, salbiy oqibatlarni lokalizatsiya qilish qiyinligi.

Zamonaviy sharoitda avtomobil parki soni va u tomonidan olib o'tilayotgan yuk va yo'lovchilar soni ortib borayotgan sharoitda atrof-muhitning tozalik darajasini saqlab qolish eng muhim vazifadir. Ushbu muammoning turli jihatlarini o'rganish salbiy ta'sirlarni cheklash, odatda, ajralib turadigan va yuqori darajada ixtisoslashgan xarakterga ega bo'lgan ko'plab sohalarda amalga oshiriladi.

Shubhasiz, ifloslanish muammosini hal qilishning yagona turi mavjud emas va optimal yechim faqat yuqorida qayd etilgan ta'sir darajasini belgilovchi bir-biriga bog'liq bo'lgan omillar majmuasini o'rganish asosida amalga oshirilishi mumkin.

Atrof-muhitning ifloslanish darajasini baholash parametrlari, ularni olish usullari va atrof-muhitning zararsizligi holati bo'yicha baholashning chegara qiymatlari mavjud bo'lsa, kompleks yondashuvni amalga oshirish eng samarali hisoblanadi.

Atrof-muhit ifloslanishi ko'plab yo'nalishlarda yuzaga kelishi bilan ajralib turadi: atmosfera, suv, tuproq turli moddalar bilan ifloslangan, atrof-muhit akustik, elektromagnit, tebranish ta'siriga duchor bo'ladi, ekologik muvozanat buziladi, harakat xavfsizligining past darajasi.

Asosiy ko'chalar bilan chegaralangan mahallalar va mahallalarda yashovchi shahar aholisining so'rov natijalari shuni ko'rsatadiki, shahar aholisi orasida ko'plab kasalliklarning sabablari aniq ekologik komponentga ega. Ular yaratilgan yashash muhitining parametrlari inson tanasining talablariga, shovqin omiliga va atmosfera havosining sifatiga mos kelmasligi bilan bog'liq.

Shahar yo'llari va ko'chalari yaqinida yashovchi aholining sog'lig'iga yetkazilgan zararni kamaytirish uchun asosiy ekologik omillarni hisobga olgan holda yashash muhitining sifatini baholashga kompleks yondashuvni qo'llash kerak.

Avtomobil transportining shaharsozlik vositalari bilan yashash muhitiga ta'sirini kamaytirish uchun mavjud resurslarni aniqlash muhimdir.

XULOSA

Avtomobil yo'llari, boshqa texnik tuzilmalar singari, atrof-muhitga tabiiy tizimlar parametrlarining o'zgarishiga bevosita ta'sir qiladi. Yo'llarni loyihalashtirish va ishlatish uchun ekologik xavfsizlik nuqtai nazaridan eng muhim tarkibiy transport ifloslanishi, yerlarni olib tashlash va hududlarni ajratish muhim ahamiyatga ega. Ekologik xavfsizlik avtomobil yo'llarini rivojlantirishga qaratilgan investitsiyalarning asosiy ko'rsatkichlaridan biridir.

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PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article comparatively studies the interdependence and differences of Uzbek and English phraseological units, as well as the forms of their translation.

Keywords: synonymy, phraseology, idiom, method, proverb.

INTRODUCTION

Phraseology has a special place in modern linguistics today. This field has been developing in recent years and a lot of scientific work is being done on it. Phraseology is the knowledge of phrases. Phrases, word associations, are free and stable associations, and in phraseology they are studied in terms of structure and meaning. A phraseological unit is a unit of speech that is a figurative spiritual unit consisting of a combination of more than one independent lexeme: *tepa sochi tikka bo'ldi, boshi osmonga yetdi*; to show the right feather, to play the first fiddle. Phraseological combinations in all languages, especially English phraseological combinations, are also considered to be the folk art of the nation. According to the origin of phraseological compounds in English, scholars divide them into three main groups¹:

1. Old phraseological compounds in English
2. Phraseological compounds learned from other languages
3. Phraseological compounds derived from the American version of English

¹ Ginsburg R.S. A Course in Modern English Lexicology. M., 2019

RESULTS AND DISCUSSION

Phraseological units are directly related to the ancient customs, historical realities and traditions of the English people. Many of the phraseological associations reflect the traditions and beliefs of the English people, the historical truths of English history that we know and do not know. Many English idioms are derived from works of art, various literature, and are the source of their origins, such as the works of writers, children's poetry, fairy tales, and cartoons. For example, the English writer William Shakespeare contributed greatly to the enrichment of the English dictionary. The phraseology he created is second only to the Bible. Here are some of them²:

Cakes and ale - (s.s.) pirojnoye va pivo; tashvishsiz quvonch, hayotdan zavqlanmoq.

A fool's paradise - hayoldagi baxt, hayolot dunyosi.

Give the devil his due - dushmanga tan bermoq.

He green-eyed monster - yashil ko'zli berahm odam; rashkchi.

Have an itching palm - poraxo'rlik qilmoq; tamagir.

Lay it on with a trowel – bo'rttirib maqtamoq, haddan tashqari maqtamoq

Not to care a fig – hammaga birdek bo'lmoq

That's got him – qilmish-qidirmish

There is a deer – ziyrak bo'ling!

I am fed up with it! – jonga tegdi! Yetadi!

A.Mamatov, one of the linguists studying the field of phraseology, studies Uzbek phraseological compounds in terms of their formation and divides them into 4 classifications:

1. Phraseologisms formed in relation to a person's activities and psyche: ko'ngli ochiq, hafsalasi pir bo'lmoq, yerga ura ko'kka sapchimoq etc.

2. Phraseologisms formed in connection with the profession: bo'zchining mokisidek.

3. Phraseologisms based on animal images: oyog'i kuygan tovuqday,

² Mednikova E.M .. Seminars in English Lexicology. M., 2018. 30.

ammanning buzog'iday, to'ygan qo'zi, etc.

4. Phraseologisms formed in terms of religious affiliation: xudo ko'tarsin.

Phraseologisms, as well as lexemes, have synonyms, antonyms, and homonyms. According to H. Jalmonkhanov, on the basis of such an relationship phraseological synonymy and phraseological antonymy are formed.

For example, og'zi qulog'ida and boshi osmonga yetdi are synonymous with each other, both of which express joy and happiness. Ascending to heaven and doing one with the earth are mutually antonymous units.

To get the bit between one's teeth o'zini tuta olmaslik

To take the bit between one's teeth o'zidan ketmoq

To nip in the bud ildizini quritmoq

To check in the bud ildizini quritmoq

To leave no stone unturned barcha imkoniyatlarni ishga solmoq

To move heaven and earth qo'lidan kelganini qilmoq

These phrases are synonymous.

In English, too, phraseological units are brought to the speech in a ready-made form, which cannot be replaced by other words, and this helps to make the speech more figurative. Idioms are compounds that are understandable to everyone in speech and are easy to use in direct speech. In English, as in Uzbek, there are many synonyms, antonyms and homonyms. For example, a dark house - mysterious and black ceiling - these two compounds, which are distinguished from others by their mysterious meanings, can be synonymous with each other.

English idioms, like the above, are phraseological units belonging to the group of animals, such as black ship, dark hourse. Phraseological units make speech more beautiful and enrich language. Many English, Russian and Uzbek scholars have conducted research on their origin, history and formation. The English linguist L. Graff described the phraseological compounds and the differences in their methodological connections. And he says that the word breakfast also comes from the compound to

break fast³.

CONCLUSION

In short, every language is colorful and rich in phraseology. Applying them in our daily lives will make our speech more beautiful and fluent. From the analysis of the phraseological combinations discussed above, it can be said that Phraseology should be studied as an independent science, not as a branch of linguistics.

Particular attention should be paid to the correct use of phraseological units in speech, translating them from one language to another. These units determine how much vocabulary a language has, in addition to giving emotional or expressiveness and imagery to a speech or literary text.

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THE SIGNIFICANCE OF USING THE FIRST LANGUAGE IN ENGLISH CLASSES

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Abstract

Present article devoted to the usage of the first language in learning second/foreign language classrooms has long been a controversy in the field of language teaching. Understanding the background of the controversy, this paper tries to review the treatment of a first language by leading language teaching methods. Then, the review is focused on the results of current research on whether the use of the first language hinders or assists second/foreign language acquisition.

Key words: *first language, learning strategy, language teaching method*

Introduction. First language, mother tongue or home language is the language spoken at home before a child begins school. Research shows that having a strong foundation in a first language makes acquiring a second easier. Children who have a solid foundation in their mother tongue, develop better literacy skills in other languages that they subsequently learn. It is important therefore, that as parents we spend time talking, reading and developing the first language of our children because as research shows bilingual learners' brains are more flexible -- they store two languages simultaneously. Evidence also now shows that bilingual learners are overall better in academic performance than monolingual learners.

So how can you help at home?

- Speak in your first language! You are the best model for your child to develop strong vocabulary, proper grammar, and natural communication skills. If one parent's first language is English, then speak English to your child whilst the other parent speaks his/her first language so that both languages are being developed equally

- Sing songs, tell stories and share books in your first language
- Watch TV or movies in your first language and talk about them
- Talk together in your first language at meal times, family outings, and family celebrations
- Stay in touch with family and friends by talking together on Skype or writing emails
- Read first language books and encourage writing in the first language

The use of the first language is not a problem but the English teachers are concerned about its appropriate use and when it is necessary to use. Should teachers use the students' first language in the English classroom? There are many dilemmas whether to use the first language in an English language classroom or not. Many teachers are either for or against it. Those who are against consider that their main reason is the risk of creating first language dependence and thus preventing students' effort to find the meaning from explanations or contexts. According to Ellis several authors maintain that L1 has no essential role to play in EFL teaching and that too much L1 use might deprive learners of valuable input in the L2. But there are other, also strong arguments for using students' first language, believing that first language is helpful in explaining complex idea and grammar rules and also helps students learning new vocabulary more effectively, and preventing the waste of time in explanations and instructions. However, the idea of avoiding first language is too stressful for many students and it is teacher's responsibility to create a comfortable class and help students feel confident and interact independently. *What is the best way to learn a second language? What is the best way to teach a second language?* There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique, and every context is unique.

The first language is often seen as a complex feature of the English classroom and there are many dilemmas whether to use first language in ESL class. Many teachers' experience suggests that first language can make positive contribution to English

learning while some other proponents of L2 continue to believe that English should be taught through English, and not by the use of first language, which has to be avoided in the classroom. The key for the teacher seems to be using the first language appropriately and avoiding the over-use which will make learners feel that they cannot understand the content until it is translated into their first language. All of these factors form the basis for the need of this study. In that regard, the present study aims at the following:

- being aware of when to use first language in a class and, most importantly, how to use it and promote learning.

- Pros and cons of using first language in classroom.
- To find out how to encourage students to use L2 appropriately.
- Exploring some of the best ways to teach English language.

Methodology: There are several of different ways in which L1 investigators, with useful methodological procedures, tried to investigate and identify the ESL learners' needs. The aim of these methodologies was to gain familiarity with the issue, and to obtain a deeper understanding about the topic. L1 researchers used variety of research methods, including questionnaires, classroom observations and interviews. This section of the paper provides the information regarding participants, materials and related procedures. Some studies have also identified students' needs and opinions related to the use of both languages in English classroom. There were also many experimental researches in schools where all English teachers were nonfirst speakers, and they all shared the same language. In the present study, different questionnaires were given to ESL teachers and students. The aim of the methodology was to discover their opinions and attitudes toward using first language in the English classroom. English teachers through the questionnaire focused on the subjects' opinions toward the use of first language and they gave various opinions regarding the use of the learners' first language. The learners' views were also assessed in order to gain insight into their opinions regarding the use of their first language in their ESL classroom. the following section sums these results obtained from the data analysis and discussion.

Results: The analysis and the discussion of the data revealed that most of the teachers and students believe that it was necessary and acceptable to use first language in teaching. The arguments presented for the use of first language of the learners inside the classroom in some situations include:

- First language saves great deal of time
- Helps clarify the meaning of difficult words
- Prevents the misunderstanding of the meaning of new word
- Helps to explain grammar rules
- Provides a sense of security and confidence
- Provides a better possibility to give instructions more effectively. The arguments

presented by the students to justify the use of the first language inside the classroom for teaching and learning ESL include:

- First language gives a sense of security and helps feel less stressful
- By being able to use both languages they are less confused
- They feel the need to express their ideas and thoughts in their own language
- They prefer translating difficult context and words
- They feel necessary the teacher's use of first language in grammar explanations

In fact, there is no rule that you should never use first language in English class and it cannot be rejected since it fulfills certain functions and purposes for the learners.

Conclusions: The importance of using first language in English classes has been discussed for a long time. One of the problems that teachers sometimes face with students who all share the same first language is that they use their first language rather than English to perform classroom tasks. This may be because they want to communicate something important, and so they use language in the best way they know. Regarding the use of the first language in English classroom, it is important to find out how students themselves feel about it. I always feel nervous when speaking English. My English appear is not good enough; I can't express very well. I feel bad in my mind because I wonder why I can't speak English very well. These kinds of statements are often declared by foreign learners and often heard by teachers and this

indicates to an important issue that needs to be discussed. The importance is highlighted even more by the fact that the students' culture is part of their language and by neglecting their language, the teacher, in a monolingual classroom, neglects their culture which leads to the danger of neglecting their identity as well. What is more, there is no valid database that could confirm the standpoint that the monolingual approach in teaching is the best one.

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INTERCHANGE OF DIFFERENT WORD MEANING IN LINGUISTICS

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Abstract

Present article explains that the word-meaning and it's liable to change in the course of the historical development of language. Changes of lexical meaning may be illustrated by a diachronic semantic analysis of many commonly used English words. For instance, the word **fond** (*OE. fond*) used to mean 'foolish', 'foolishly credulous'; **glad** (*OE, glaed*) had the meaning of 'bright', 'shining' and so on.

Key words: *abundant language, lexical meaning, semanticists, modern linguistic science*

Introduction

Interchange of meaning has been thoroughly studied and as a matter of fact monopolised the attention of all semanticists whose work up to the early 1930's was centered almost exclusively on the description and classification of various changes of meaning. Abundant language data can be found in almost all the books dealing with semantics. Here we shall confine the discussion to a brief outline of the problem as it is viewed in modern linguistic science.

To avoid the ensuing confusion of terms and concepts it is necessary to discriminate between the causes of semantic change, the results and the nature of the process of change of meaning.¹ These are three closely bound up, but essentially different aspects of one and the same problem¹.

Discussion

¹ St. Ullmann. The Principles of Semantics. Chapter 8, Oxford, 1963. 28

Discussing the causes of semantic change we concentrate on the factors bringing about -this change and attempt to find out why the word changed its meaning. Analysing the nature of semantic change we seek to clarify the process of this change and describe **how** various changes of meaning were brought about. Our aim in investigating the results of semantic change is to find out what was changed, i.e. we compare the resultant and the original meanings and describe the difference between them mainly in terms of the changes of the denotational components.

The factors accounting for semantic changes may be roughly subdivided into two groups: a) extra-linguistic and b) linguistic causes.

By extra-linguistic causes we mean various changes in the life of the speech community, changes in economic and social structure, changes in ideas, scientific concepts, way of life and other spheres of human activities as reflected in word meanings. Although objects, institutions, concepts, etc. change in the course of time in many cases the soundform of the words which denote them is retained but the meaning of the words is changed. The word **car**, e.g., ultimately goes back to Latin **carrus** which meant 'a four-wheeled wagon' (*ME. carre*) but now that other means of transport are used it denotes 'a motor-car', 'a railway carriage' (in the USA), 'that portion of an airship, or balloon which is intended to carry personnel, cargo or equipment'.

Some changes of meaning are due to what may be described as purely linguistic causes, i.e. factors acting within the language system. The commonest form which this influence takes is the so-called ellipsis. In a phrase made up of two words one of these is omitted and its meaning is transferred to its partner. The verb **to starve**, e.g., in Old English (OE. *steorfan*) had the meaning 'to die' and was habitually used in collocation with the word **hunger** (*ME. sterven of hunger*). Already in the 16th century the verb itself acquired the meaning 'to die of hunger'. Similar semantic changes may be observed in Modern English when the meaning of one word is transferred to another because they habitually occur together in speech.

Another linguistic cause is discrimination of synonyms which can be illustrated by the semantic development of a number of words. The word **land**, e.g., in Old English (*OE. land*) meant both 'solid part of earth's surface' and 'the territory of a nation'.

When in the Middle English period the word **country** (*OFr. contree*) was borrowed as its synonym, the meaning of the word **land** was somewhat altered and ‘the territory of a nation’ came to be denoted mainly by the borrowed word **country**.

Some semantic changes may be accounted for by the influence of a peculiar factor usually referred to as linguistic analogy. It was found out, e.g., that if one of the members of a synonymic set acquires a new meaning other members of this set change their meanings too. It was observed, e.g., that all English adverbs which acquired the meaning ‘rapidly’ (in a certain period of time — before 1300) always develop the meaning ‘immediately’, similarly verbs synonymous with **catch**, e.g. **grasp**, **get**, etc., by semantic extension acquired another meaning — ‘to understand’.

Generally speaking, a necessary condition of any semantic change, no matter what its cause, is some connection, some association between the old meaning and the new. There are two kinds of association involved as a rule in various semantic changes namely: a) similarity of meanings, and b) contiguity of meanings.

S i m i l a r i t y of m e a n i n g s or metaphor may be described as a semantic process of associating two referents, one of which in some way resembles the other. The word **hand**, e.g., acquired in the 16th century the meaning of ‘a pointer of a clock of a watch’ because of the similarity of one of the functions performed by the hand (to point at something) and the function of the clockpointer. Since metaphor is based on the perception of similarities it is only natural that when an analogy is obvious, it should give rise to a metaphoric meaning. This can be observed in the wide currency of metaphoric meanings of words denoting parts of the human body in various languages (cf. ‘the leg of the table’, ‘the foot of the hill’, etc.). Sometimes it is similarity of form, outline, etc. that underlies the metaphor. The words **warm** and **cold** began to denote certain qualities of human voices because of some kind of similarity between these qualities and warm and cold temperature. It is also usual to perceive similarity between colours and emotions.

It has also been observed that in many speech communities colour terms, e.g. the words **black** and **white**, have metaphoric meanings in addition to the literal denotation of colours.

C o n t i g u i t y of meanings or metonymy may be described as the semantic process of associating two referents one of which makes part of the other or is closely connected with it.

This can be perhaps best illustrated by the use of the word **tongue** — ‘the organ of speech’ in the meaning of ‘language’ (as in **mother tongue**; cf. also *L. lingua, Russ. ЯЗЫК*). The word **bench** acquired the meaning ‘judges, magistrates’ because it was on the **bench** that the judges used to sit in law courts, similarly **the House** acquired the meaning of ‘members of the House’ (**Parliament**).

It is generally held that metaphor plays a more important role in the change of meaning than metonymy. A more detailed analysis would show that there are some semantic changes that fit into more than the two groups discussed above. A change of meaning, e.g., may be brought about by the association between the sound-forms of two words. The word **boon**, e.g., originally meant ‘prayer, petition’, ‘request’, but then came to denote ‘a thing prayed or asked for’. Its current meaning is ‘a blessing, an advantage, a thing to be thanked for.’ The change of meaning was probably due to the similarity to the sound-form of the adjective **boon** (an Anglicised form of French **bon** denoting ‘good, nice’).

Within metaphoric and metonymic changes we can single out various subgroups. Here, however, we shall confine ourselves to a very general outline of the main types of semantic association as discussed above. A more detailed analysis of the changes of meaning and the nature of such changes belongs in the diachronic or historical lexicology and lies outside the scope of the present textbook.

Results of semantic change can be generally observed in the changes of the denotational meaning of the word (restriction and extension of meaning) or in the alteration of its connotational component (amelioration and deterioration of meaning).

C h a n g e s in the d e n o t a t i o n a l m e a n i n g may result in the restriction of the types or range of referents denoted by the word. This may be illustrated by the semantic development of the word **hound** (*OE. hund*) which used to denote ‘a dog of any breed’ but now denotes only ‘a dog used in the chase’. This is also the case with the word **fowl** (*OE. fuzol, fuzel*) which in old English denoted ‘any

bird', but in Modern English denotes 'a domestic hen or cock'. This is generally described as "restriction of meaning" and if the word with the new meaning comes to be used in the specialised vocabulary of some limited group within the speech community it is usual to speak of *s p e c i a l i s a t i o n* of m e a n i n g . For example, we can observe restriction and specialisation of meaning in the case of the verb **to glide** (*OE. glidan*) which had the meaning 'to move gently and smoothly' and has now acquired a restricted and specialised meaning 'to fly with no engine' (cf. **a glider**).

Changes in the denotational meaning may also result in the application of the word to a wider variety of referents. This is commonly described as *e x t e n s i o n* of m e a n i n g and may be illustrated by the word **target** which originally meant 'a small round shield' (a diminutive of **targe**, cf. *ON. targa*) but now means 'anything that is fired at' and also figuratively 'any result aimed at'.

If the word with the extended meaning passes from the specialised vocabulary into common use, we describe the result of the semantic change as the *g e n e r a l i s a t i o n* of m e a n i n g . The word **camp**, e.g., which originally was used only as a military term and meant 'the place where troops are lodged in tents' (cf. *L. campus* — 'exercising ground for the army) extended and generalised its meaning and now denotes 'temporary quarters' (of travellers, nomads, etc.).

As can be seen from the examples discussed above it is mainly the denotational component of the lexical meaning that is affected while the connotational component remains unaltered. There are other cases, however, when the changes in the connotational meaning come to the fore. These changes, as a rule accompanied by a change in the denotational' component, may be subdivided into two main groups: a) *p e j o r a t i v e d e v e l o p m e n t* or the acquisition by the word of some derogatory emotive charge, and b) *a m e l i o r a t i v e d e v e l o p m e n t* or the improvement of the connotational component of meaning. The semantic change in the word **boor** may serve to illustrate the first group. This word was originally used to denote 'a villager, a peasant' (cf. *OE. zebur* 'dweller') and then acquired a derogatory, contemptuous connotational meaning and came to denote 'a clumsy or ill-bred fellow'. The ameliorative development of the connotational meaning may be observed in the

change of the semantic structure of the word **minister** which in one of its meanings originally denoted ‘a servant, an attendant’ but now — ‘a civil servant of higher rank, a person administering a department of state or accredited by one state to another’.

It is of interest to note that in derivational clusters a change in the connotational meaning of one member does not necessarily affect the others. This peculiarity can be observed in the words *accident* and *accidental*. The lexical meaning of the noun *accident* has undergone pejorative development and denotes not only ‘something that happens by chance’, but usually ‘something unfortunate’. The derived adjective *accidental* does not possess in its semantic structure this negative connotational meaning (cf. also *fortune*: *bad fortune*, *good fortune* and *fortunate*).

As can be inferred from the analysis of various changes of word-meanings they can be classified according to the social causes that bring about change of meaning (socio-linguistic classification), the nature of these changes (psychological classification) and the results of semantic changes (logical classification). Here it is suggested that causes, nature and results of semantic changes should be viewed as three essentially different but inseparable aspects of one and the same linguistic phenomenon as a change of meaning may be investigated from the point of view of its cause, nature and its consequences.

Essentially the same causes may bring about different results, e.g. the semantic development in the word *knight* (*OE. cniht*) from ‘a boy servant’ to ‘a young warrior’ and eventually to the meaning it possesses in Modern English is due to extra-linguistic causes just as the semantic change in the word *boor*, but the results are different. In the case of **book** we observe pejorative development whereas in the case of **knight** we observe amelioration of the connotational component. And conversely, different causes may lead to the same result. Restriction of meaning, for example, may be the result of the influence of extra-linguistic factors as in the case of *glide* (progress of science and technique) and also of purely linguistic causes (discrimination of synonyms) as is the case with the word **fowl**. Changes of essentially identical nature, e. g. similarity of referent as the basis of association, may bring about different results, e.g. extension of meaning as in *target* and also restriction of meaning as in the word **fowl**.

Conclusion

To avoid terminological confusion it is suggested that the terms *r e s t r i c t i o n* and *e x t e n s i o n* or *a m e l i o r a t i o n* and *d e t e r i o r a t i o n* of meaning should be used to describe only the *r e s u l t s* of semantic change irrespective of its nature or causes. When we discuss metaphoric or metonymic transfer of meaning we imply the *n a t u r e* of the semantic change whatever its results may be. It also follows that a change of meaning should be described so as to satisfy all the three criteria.

In the discussion of semantic changes we confined ourselves only to the type of change which results in the disappearance of the old meaning which is replaced by the new one. The term *c h a n g e* of *m e a n i n g* however is also used to describe a change in the number (as a rule an increase) and arrangement of word-meanings without a single meaning disappearing from its semantic structure.

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SIGNIFICANCE OF THE PROCESS AND FUNDAMENTALS OF THE PREPARATION OF YOUTH FOR PHYSICAL EDUCATION

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Annotation. Present article discusses the importance of biological sciences, primarily sports physiology, which is the natural scientific basis of physical education, for the correct conduct of the training process, teaching young athletes in the training process, taking into account didactic principles. The main task of teaching general gymnastics is to master the same type of gymnastics, at first simple, and then more complex, to master the basics of gymnastic techniques.

In addition, the coach managed to improve the technique of this sport, to speed up the process of mastering this technique by summarizing the best work experience.

Key words: Athlete, gymnastics, movement, development, physical fitness, endurance, training.

Introduction

The training process in the world of sports can be properly organized only on the basis of scientific and theoretical foundations and generalization of advanced experience. The main task of pedagogy should be the basis of the pedagogical process, which consists in teaching new gymnastics movements or improving them. Due to the correct conduct of the training process, biological sciences, first of all, are of great importance in sports physiology, which is the scientific and natural basis of physical education. In the training process of young athletes, the coach can take into account didactic principles and, based on the modern results of sports physiology, correctly plan the training process and choose the most effective methods and means for it. In addition, a coach can improve the technique of this sport by summarizing best practices, and speed up the process of mastering this technique.

The system of teaching physical education of young people is carried out on a scientific and theoretical basis. The training process is one of the basic didactic principles (consciousness, activity, clarity, suitability, regularity, consistency and resistance) - one of the main means of physical education. It is characterized by some features arising from the properties of this sport. All of them are closely related to each other and complement each other. The application of these principles in the training process should, first of all, depend on the conditions of his upbringing. Training should be designed and organized so that those involved develop strong convictions, patriotism, teamwork and a sense of camaraderie, discipline, precision, creativity, and will and other athletic qualities. The trainer plays a key role in this process. He organizes the team, builds the right relationship with the team, and relies on the team to help influence individual athletes.

Discussion

The coach organizes and conducts training and determines the content of the system of knowledge, skills and habits that athletes acquire during training. The coach acquaints athletes with the technique of performing sports exercises, hygiene rules and other rules. He advises athletes to consciously follow them. As a result, athletes acquire objective knowledge, acquire the necessary skills in life and sports, learn to use them in any situation, and learn the rules of humane behavior.

The conditions created in training and competition help to reveal the will and moral qualities of athletes.

Strict adherence to the rules of the educational process in sports allows the trainer to immediately feel the violation of the plan and rules, explain the purpose and importance of the work, and, if necessary, apply discipline or encouragement.

Athletes, in turn, learn to pay constant attention to their growth and accuracy of movements, trying to master the technique of movement, because they are taken into account in competition.

The coach must be able to protect and assist those exercising during training. Otherwise, the goal of creating a "sense of fear" in athletes will not be achieved.

In addition, the coach must have pedagogical tactics so that he can be exacting about his students, show an example of accuracy, business activity and activity. If the coach fulfills this requirement, he will win the respect of the students, awaken enthusiasm for the sport they play, and as a result will be able to successfully fulfill the tasks assigned to him.

The interest in training has a large impact on the preparation of athletes and the results they achieve in training. There are a number of features of the application of didactic principles in the training process. Consciousness and activity are one of the most important principles of didactics. If he does not understand the meaning and tactics of the actions that he is studying, and also if he is not able to consciously control the actions performed, he will not be able to have his own body and actions.

In the process of training, the athlete first imagines and understands what needs to be done, what actions should be performed openly. After that, he thinks about the technique of movement, the teacher checks the correctness of his first imagination and only then performs the movement of the athlete. As the movement is repeated and mastered, the details of the technique are understood, as well as the movement obtained during the exercise, the sensations received during the movement are analyzed, and the reasons for the deficiencies in the exercise are identified, the conditioned reflex of the action is performed in accordance with the correct technique of movements. As a result of repeated performances and analysis, young athletes learn to control their movements. This indicates that the athlete has mastered the trained movement, that is, he has relatively strong temporary conditioned reflex connections. In order for movement habits to develop and strengthen quickly, it is necessary to regularly increase the conscious activity of athletes. This is achieved by special methodological techniques.

It is also important to consciously perform actions that contribute to the general physical development and development of young athletes. Athletes know the purpose of their actions and how they affect the body, as well as the importance of the methods used, which lead to their activity and useful training.

Activity is closely related to consciousness. An athlete's personal interest in training and a conscious approach to them is the main driving force behind the activity.

In the training process, various methods and techniques are used (including games, competitions, etc.) to increase the activity of athletes.

Visibility Principle - Sports exercise plays an important role in training because the form of movement is predetermined. It is important to imagine a new movement in order to create the correct visual image of the movement learned in the early stages of mastery. To do this, you need to demonstrate visual speed in the training process. Demonstrators need to make wider use of the demonstration method in teaching: because beginners have little experience in movement, have no idea or knowledge of the basic forms of movement.

The principle of convenience is a guarantee of high quality lessons. For early mastery of exercises, the coach must choose actions that correspond to the technical and volitional training of the trainees, as well as their physical development.

It is impossible to properly organize and plan the training process without observing regularity and consistency.

It is especially important to apply this principle in each of the principles of sports improvement as you learn new and increasingly complex and complex movements. Therefore, it is necessary to prepare program materials in a sequence more suitable for the study of movements.

Result

First, each structure is technically divided into basic actions, followed by a sequence of actions, and only then the actions are associated with each other.

It is especially important to master the technique of movements in the training process.

These movements need to be accustomed to in the race in order to perform them calmly and easily, and as a result get a high score. A strong habit is formed as a result of repeated and conscious performance of actions. However, even if this habit is developed to a high level, it is important to repeat it regularly to improve the athlete's overall fitness.

To consolidate sportsmanship, it is necessary to perform it in different ways. After the movements are performed relatively freely separately, various details and new movements are added to it, which each time connect with each other in a new way. As a result, the learned movement is repeated several times, and the basic elements of its technique are strengthened. Because the movement doesn't change in any way. Later, the assimilated action is carried out at first in a simple, but more and more complex way. This technique is more convenient than other methods for mastering basic movements in any kind of multisport competition. Each combination of free movement and movement of tools consists of several key elements. It takes a lot of perseverance and a lot of practice to get all the combinations right. At each stage of the development of sports, new and more and more complex and complex movements are studied. At the same athletic level, the program changes from time to time. This means that the athlete must have a high level of performance in order to successfully prepare for the race.

Technical training is divided into two main groups: general and special sports training.

General training consists of improving the athlete's ability to move and, in turn, the cost of adapting movements, which are the basis of high performance. He plays an important role in the process of general physical education.

The main task of teaching general gymnastics is mastering the basics of all gymnastic techniques as a result of mastering the same type of gymnastics, at first simple, and then more complex. Special training serves to achieve high results in competitions and basically means technical mastery of the competitive program.

According to the rules of the competition, the athlete must perform well in multi-competition racing exercises. Most of the work requires that managers be able to work. Therefore, he must develop and improve his shortcomings, speed, endurance and ability to adapt to each other. Thus, the body must achieve high general and specific physical fitness.

Comprehensive general physical training. Creates the basis for sports specialization. This training is achieved through the sportsmanship of young athletes,

as well as through other means used in the system of physical education. The more complex the content of general physical training, the more the athlete gains the experience of movement, on the basis of which the motor habits characteristic of this sport are formed faster and more firmly, the functional capabilities of the organism develop and improve.

Special physical training. The training process in sports is one of the important aspects. This process is aimed at developing the characteristics of the chosen sport, the basic qualities of movement. In sports, high qualities can be achieved only with the development of such characteristic qualities as strength, endurance and agility. If gymnastics has reached the required level of technical and general physical fitness, then the results obtained in the competition will largely depend on its special physical fitness, functional state and mood of the body.

It is especially important to specialize in physical education during each training competition. Before the competition, the athlete performs all movements in each lesson a little earlier in the order in which they will be performed in the competition. In addition, with special physical training, an athlete must develop the ability to mobilize his capabilities so that he can demonstrate high results in competitions.

It all depends on the correct organization of the training process and the methods used, as well as on the content of the athlete's knowledge, skills and habits. Moral-volitional training of athletes in training is closely related to improving the quality of their movements and mastering sports techniques.

In the process of training, the coach must, with the help and through the team, educate athletes in a conscious attitude to work, social situations, people, as well as a sense of teamwork and camaraderie.

Voluntary training develops and strengthens athletes' tenacity, courage, determination and high self-esteem. Stubborn exercise helps to improve these qualities. The coach must most actively and regularly develop the character of the athlete. He must get athletes to cope with the difficulties that arise in the training process.

Conclusion

Moral and voluntary training is an integral part of training; without them, an athlete will not be able to achieve the first high sports results and success in competitions.

Organizational and methodological training. It involves the acquisition of defense and refereeing skills in sports, as well as the ability to help the teacher in organizing and holding competitions in the classroom, as well as in performing other activities included in the training system. In addition, practitioners should receive a variety of knowledge that will help them consciously assimilate teaching materials, learn to apply this knowledge in their sports activities and life, because without this it is impossible to advance in sports. One of such knowledge is mastering the theoretical foundations of training and sports techniques, mastering the rules and programs of competitions that determine the content and methodology of technical training.

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TALABALARNING JISMONIY TARBIYASIDA SPORT VA SOG'LIQNI SAQLASH TURIZMI

O'zbekiston Davlat Jismoniy Tarbiya va Sport Universiteti o'qituvchisi

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Annotasiya. Maqolada talabalarning jismoniy tarbiya tizimida sport turizmidan foydalanish xususiyatlari bayon etilgan. Maqolada sport va sog'liqni saqlash turizmi tasniflanadi. Pedagogik tajribada, dastur rekreatsiya turizmi bilan shug'ullanadigan shaxslarning jismoniy va funktsional mahoratini yaxshilashga qaratilgan.

Kalit so'zlar: jismoniy tarbiya tizimi, sport turizmi, sog'liqni saqlash, ekologik omil, sayohat, dam olish, ma'naviy va ijtimoiy rivojlanishi.

Mutaxassislarni doimiy e'tiborini jalb qiladigan muammo, bu insonlarning jismoniy madaniyatini rivojlantirish, aqliy rivojlanish darajasini yaxshilash, jismoniy mehnatni shakillantirishdir [2,4,5,6]. Barcha tezlashtirilgan ilmiy va texnologik taraqqiyot zamonaviy insonning hayotini tez o'zgartiradi, jismoniy faoliyat darajasi pasayadi, asab emotsional stress kuchayadi. Bularning barchasi sog'lig'ining yomonlashishiga, surunkali kasalliklarning o'sishiga olib keladi. Har yili aholining soni ko'paymoqda. Organizmning adaptiv salohiyatini oshirishi bilan kerakli ehtiyoji ushbu tadqiqotning dolzarbligini ta'kidlaydi. Tabiiy ekologik omillardan foydalanish va ularni sog'lomlashtirish turizmi kasb-hunarlarini bilan birgalikda foydalanish masalalarini yanada rivojlantirish va hal etishni, jismoniy madaniyat nazariyasi va amaliyotining dolzarb muammolaridan biridir. Turizm (fransuz tilida sayohat - yurish, sayohat, ma'nosini bildiradi), bo'sh vaqtlarda sayohat (sayohat, yurish), dam olish va hk); faol dam olish turi, shifo vositasi, shaxsning ma'naviy va ijtimoiy rivojlanishi haqidagi bilim. Turizmning ushbu ta'rifi tadqiqotning asosi bo'lib xizmat qiladi. Jahon Turizm Tashkiloti (WTO) tasnifiga ko'ra, turizmning barcha turlari quyidagilarga bo'linadi: tashkilot darajasiga ko'ra; yoshiga qarab; turizm turiga qarab; maqsadga muvofiq; ijtimoiy asosda; tibbiy turizm ham farqlanadi. Sayyohlik turlarining turlarini

va shakllarini mavjud tasniflarini ko'rib chiqib, tahlil qilib, sayyohlikni ikki asosiy guruhga bo'lish mumkin: sog'liqni saqlash (faol vosita sayyohligi, takomillashib, rivojlanayotgan vosita qobiliyatlari va hokazo) va "passiv", "nosog'lom" turizm, bu turist qandaydir transport vositasida sayr qilishi (kognitiv, harakatlar bilan bog'liq emas). Bazi tadqiqotlarda, tabiat qo'uyida, harakatlar uygunligida sayr qilish, sog'lomlashtirishda chuqur va samarali natijalarga erishilganligi takidlanadi. Turizm bilan shugillanish tufayli, sayyohaning tanasi mustahkamlanib, qat'iylashdi, uning yurak-qon tomir tizimi faoliyati takomillashtirildi, atrof muhitga salbiy ta'sirlarga qarshi chidamlilik kuchaytirildi va asab tizimi mustahkamlandi. Shuni ta'kidlash kerakki, faol harakatli turizmda mashgulotlar amaliyotda o'zgarishlardan kelib chiqadigan tiklanish va rivojlanishning yagona jarayonidir. Mashgulotlarning almashinuvi va ularning optimal davomiyligi, intensivligi va mustahkamligi nafaqat shaxsiy faoliyatining samaradorligini oshirish, balki ularning mehnat salohiyatini oshirishda, shuningdek ularning sog'lig'ini yaxshilashga yordam beradi. Bu insonning dam olish va faoliyatni o'zgartirishga, bir mashg'ulotdan ikkinchisiga o'tishga yordam beradi, buning natijasida jismoniy va psixologik fazilatlar rivojlanadi. Turizmda sog'lom turmush tarzini targ'ib qilish sog'likni mustahkamlash funksiyasi bilan bevosita bog'liq. Ko'p sonli tadqiqotlar sayyohlikning faol vositalari insonning morfo-funksional holatiga foydali ta'siri kursatishini tasdiqlaydi. Jismoniy faollikni jismoniy shaxslarga, ularning yoshi xususiyatlarini jismoniy muvofiqligi darajasini hisobga olgan holda tarqatish, salomatlikning salbiy ta'sirini bartaraf qilishga imkon beradi.

Davolash turizimi • Dam olish maskanlarida, sihatgohlarda davolash; Dam olish turizimi • Dam olish, sport bilan shug'ullanish; Sayyohlik turizimi • diqqatga sazovor joylar bilan tanishtirish; • diqqatga sazovor joylar bilan tanishtirish, hayvonot va o'simlik dunyosini o'rganish; Ilmiy turizm • Ish yuzasidan uchrashuvlar, kelishuvlar

Ishchi turizimi Etnik turizm • Qarindoshlar bilan uchrashuv Davolovchi turizm Dam olish sihatgohlari bilan bog'liq Ijtimoiy belgisi bo'yicha Nogironlar o'rtasida, yetimlar o'rtasida O'quvchilar o'rtasida Maqsadga ko'ra Sport, o'tli, ilmiy Tadqiqodchilik, ekologik, umumlashgan Turizm turi bo'yicha Piyodalar yuruvchi tekislik, tog'li; Avtotransportli, suvli Yoshiga nisbatan Bolalar, o'smirlar, yoshlar; Kattalar, katta

yoshlilar, oilali Tashkiliy qismga ko'ra «Yovvoyi», tashkil etilmagan; Mustaqil faoliyat, tashkiliy qism rejali ILMIY Turistik turlar bilan shug'ullanadigan odamlarning tanasini davolash ta'siri bir xil bo'lmasligi, maxsus tashkillashtirilgan tadqiqotlar talab etadi. "Passiv", "nosog'lom" turizm - ko'pincha - bu turli xil transport turlari bo'yicha bir necha soatdan bir necha kungacha davom etadigan ekskursiya safarlari bo'lib, unda ishtirokchilarning jismoniy faoliyati minimal va ishtirokchilarning ovqatlari boy va yuqori kaloriya buladi. Ushbu turdagi turizmning salomatlikka ahamiyati katta emas. Tog'larda olib boriladigan sayyohlik safarlari, dam olish, tatil vaqtida va dam olish vaqtida faol hordiq chiqarishi, o'quvchilarning ruhiy jihatdan tiklanishi va jismoniy samaradorligini ta'minlash uchun nazorat sinovlari testlari bilan aniqlangan salomatlik holatini, tayyorgarlik darajasini yaxshilash imkonini beradi. Tog'larda faol dam olish - bu turli xil samarali omillarni tiklashdir, bu shubhasiz ikki barobar natija beradi va sog'liqni saqlash darajasini oshirishga yordam beradi. Tog'larda har xil ehtiyojlarni qondiradigan turli xil dam olish shakllari yil davomida rehabilitatsiya va dam olishning shakllari haqida gapirish imkonini beradi. Rekreatsiya turizmi dasturini joriy qilish uchun qator shartlar talab qilinadi: - dam olish tadbirlarining odatdagi davrlarini rivojlantirish. - mavjud turistik infratuzilmani faol jalb qilish. - ijtimoiy va sanoat turlari uchun dam olish uyushmasi xizmat dasturlarini joriy qilish. Safarlarni tashkillashtirish va tayyorlash, navbatdagi tadbirlar majmuini tashkil etadi, ularning muntazam ravishda amalga oshirilishi maqsadga erishishga, ta'lim-tarbiya, sport va sport masalalarini maksimal salomatlik samaradorligi va zaxiralarning to'la xavfsizligini ta'minlashni hal qiladi. Tadqiqot natijalari mehnatning ilmiy tashkiliy tizimida sog'lomlashtirishga yo'naltirilgan jismoniy mashqlarni qo'llash masalasi bo'yicha bilimlarni to'ldiradi va kengaytiradi. Tog iqlimiga moslashish ta'siri ostida dam olish paytida fiziologik jarayonlarning samaraliligiga (iktisizmiga) moyilligi aniqlandi. Yuqori balandlikda kislorod ochligiga moslashuv ta'siri ostida, tinch holatdagi organizm, ayniqsa, havo haroratida gipoksiya kam bo'lsa ko'proq muskullarni bo'shish qobiliyatini hosil qiladi. Tog'larga joylashlgan odamlarda dam olish vaqtida yurak urish tezligi (HR) va markaziy asab tizimining bir xil "yengillashuvi" kuzatiladi. Tinch holatdan farqli o'laroq, tog'larda jismoniy

mashqlarni bajarish ,hatto iqlimga moslashgan shaxslarda ham yurak qon tomirlari tizimi va tashqi nafas olish tizimida tekislikdagidan farq qiladi. Atmosfera havosidagi qisman kislorod miqdori kamayib, organizmning kislorod ochilishiga olib boradigan zahira quvvatini tog 'iqlimi yordamida o'ta sezgir omillarga moslashtirishga qaratilgan. Ammo 1800-2500 metr balandlikda u juda mo'tadil va odatda, sog'lom odamning ahvoli balandlik kasalliklari bilan yomonlashmaydi. Shu bilan birga, o'tkir kislorod tanqisligi tananing haddan tashqari qizishi, zaif aqliy va jismoniy ish bilan bog'liq. Tadqiqot materiallaridan foydalanish tog'larda sayyohlik safarining salomatlikka ta'sirini sezilarli darajada yaxshilaydi. sog`lomlashtiruvchi Faol-faoliyatli turizim Mukammallashtiruvchi shakllantiruvchi harakatli qobiliyatlar «Faollashmagan» Biror bir transport vositasida sayohat qilish Ongli, harakat bilan bog'liq bo'lmagan Tabiiy-iqlim omillari bilan birgalikda mustaqil xarakatlanishda ishtirok etish dastlabki ma'lumotlar bilan taqqoslaganda tashqi nafas olish ko'rsatkichini sezilarli darajada yaxshilaydi, pulsning soni 78 dan 64 gacha / mingacha kamayadi, qon bosimi 135/80 mm bilan k .. dan 115/70 mm Hg ga qadar pasayib boradi. Reabilitatsiya qilishda turizmning boshqa vositalar bilan birgalikda foydalanish dasturining samaradorligini eksperimental tarzda tekshirish uchun asosiy pedagogik tajriba o'tkazildi. Buning uchun Samarqand davlat universitetining ikki guruh talabalari ixtiyoriy ravishda tashkil etildi; nazorat qilish (n = 20) va tajriba (n = 20). Eksperiment ishtirokchilari (nazorat va eksperimental guruhlar) sayyohlik safari boshlanishidan oldin yetti kunlik mashg'ulotlarga tayyorgarlik ko'rishdi (oltita mashg'ulot o'tkazildi), nazorat va eksperimental guruhlardagi darslarning vaqtlari bir xil edi. Farqi shundaki, eksperimental guruh ishtirokchilari harakatli mashqlar o'rniga asosiy mushak guruhlarining statik-dinamik rejimida oltita mashq bajarishgan. Nazorat guruhidagi ishtirokchilar hozirgi vaqtda haroratni qizitdi. Darslarning asosiy qismi har ikki guruhda ham bir xil edi. Ishtirokchilar jismoniy mashqlar bilan shug'ullanishdi, ularning asosiy qismi yurish poygasini bajarishdi. Kursning yakuniy qismida eksperimental guruh ishtirokchilari tanaga sovuq suv quyishni bajarishdi. Dam olish kuniidan so'ng har ikki guruh ham sakkiz kun davom etgan sayyohlik safarida ishtirok etdi. Eksperiment ishtirokchilari birinchi kuni dengiz sathidan 750 metr balandlikda

tayanch lagerini o'rnatdilar va tog'larga 1900 metr balandlikda chiqishdi. Keyingi olti kun ichida tog'larga 1800-2400 m balandlikda chiqishadi. Chiqishning davomiyligi 5-8 soat (8-14 km) edi. Nazorat va tajriba guruhleri ishtirokchilarining marshrutlari bir xil edi. Turli yo'nalishlar faqat marshrutda harakatlanishni tashkil qilish edi. Bosimning kattaligi, turistlar doimiy palpatsiya yuli bilan o'lgan yurak tezligi bilan belgilanadi. Marshga chiqishdan oldin eksperimental guruh ishtirokchilari tonusni saqlab qolish uchun statikdinamik rejimda bir qator fizika mashqlarini bajarishdi. Asosiy lagerga qaytib kelgach, ular darhol sovuq suv bilan yuvinishni bajarishdi. Tajriba guruhi sayohatchilarining jismoniy tayyorgarlik darajasi dastlabki ko'rsatkichlarda ($p > 0,05$) nazorat guruhining pedagogik tajriba ishtirokchilarining jismoniy tayyorgarligi darajasidan farq qilmadi.

Xulosa :Tajriba davomida eksperimental guruhning turistlari, ham erkaklar, ham ayollar, deyarli barcha testlarda jismoniy tayyorgarlik darajasi yaxshilandi: - PWC170 15,6% (erkaklar) va 13,2% (ayollar); IGST - 18,3% va 12,8%, qo'llab-quvvatlovchi harakatlar 21% va 19%, bir oyog'i 5 marta - 9,1% va 7,4%, 3000 va 2000 metr - 12,6% va 8,7% ga) Shu bilan birga, nazorat guruhida eksperiment davomida jismoniy tayyorgarlik darajasida sezilarli darajada kamroq o'zgarishlar sodir bo'ldi va faqat quyidagilar tugri keladi : - PWS170 - 5,4% (erkaklar) va 3,8% (ayollar); WIG - 6,4% va 4,2%; mushak va qo'llarning harakati 2,5% va 1,7%; Bir oyog'i 5 marta - 0,9% va 1,1%; 3000 va 2000 metrlik masofani 3,2% va 2,1% tashkil etdi. O'tkazilgan pedagogik tadqiqotlar natijasida, rekratsiya turizmi bilan shugullanuvchi shaxslarning jismoniy va funktsional mahoratini yaxshilashga qaratilgan dastur qabul qilindi. Shunday qilib, dastlabki tayyorgarlik darajasini hisobga olgan holda qo'llanilgan dastur asosida dastlabki kuch qiymati ta'siri aniqlandi

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LEARNING FROM FILMS IS MOTIVATING AND ENJOYABLE

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Annotation: In this article, we present the most helpful material in the field of teaching foreign languages which are video techniques, as their name indicates, it's a tool used in the teaching English. In this work, we aim to explore the effects of video techniques on improving and developing learners' speaking skill and communicating abilities. The work is mainly concerned with making use of video technique to maximize learners' oral production. Throughout this work, we intend to show the importance of using video technique with students of foreign languages. The basic hypothesis adopted in this study sets out that effective use of video technique can help teachers to develop their students' speaking skill and communicating abilities. Also we aim to show the different video techniques and show that their use can enhance and motivate the learners to develop their ability.

Key words: techniques, knowledgeable, extensive listening, feature-length films, short sequence films, short films and adverts.

As we are living in the century of Information Technology Learning languages from films is motivating and enjoyable. Motivation is one of the most important factors in determining successful foreign-language acquisition. Films are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input. Video technique

or video tapes have a great importance in the teaching process. Using this aid help the teacher to explain lessons and to motivate student more and more. Nowadays, every teacher and every student knows the need for using video technique as educational aid, but the problem is how to use that technique in classroom. Dudeney and Hockly (2008) note that, “teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology”. (p. 5). Hence, the aim of this chapter is to highlight the range of innovative uses of video techniques in education with reference to their relative pedagogical value. And defined it as a sources and data of information inside the classroom moreover differentiate between the videos and videotext from one hand, and other the types of videos. Then, present the different techniques which the teacher and students could use the video techniques as recording techniques in order to know what are video advantages and the main video problem. Video is at best defined as the selection and sequence of messages in an audio-visual context (Canning-Wilson, 2000). Interactive language learning using video, CD-ROM, and computer allows foreign language learners opportunity to view and actively participate in lessons at their desired pace. While relatively little research has been done to demonstrate how audio-visual aids enhance the language learning process, there are a few that address the issue. Baltova (1994) posits that unlike a student who listened in sound-only ‘audio’ condition and students who used video and sound condition were more consistent in their perception of the story, in the sense that difficult and easy passages formed a pattern. In addition, this study indicate that scenes in which utterance were backed up by an action and body language, were considered easier to understand by students (Austin & Haley, 2004). According to Herron, Hanley, and Cole (1995) suggests that visual support like descriptive pictures significantly improved comprehension score with language videos for English speaking students who were learning French. From Herron, Hanley, and Cole study results indicated that extensive listening was facilitated by the richness of the context visual organizers, such as language videos. In addition to Canning-Wilson (2000) suggest that the students like learning a language through the use of videos in classroom and almost of the learners preferred action/entertainment films to language films or documentaries in the

classroom. Austin and Haley (2004) notice that target language video can and should be used at each level of second/foreign language study. Also they notice that the time allotted for viewing videos be determined by the learners' level of proficiency. According to Austin and Haley (2004) videotext is highly effective teaching tools in the classroom. The teacher should preview videos ahead of time to determine their appropriateness (age and language proficiency). Many school districts have their own video libraries from which the teachers can select materials that have already been evaluated. Since cultural study is really important, many researchers have studied the ways of teaching culture in the ESL classroom, and the use of movies in the culture classroom is not new. Sarah and Patricia (2009) stated that, the imagery and sound of film has the power to capture attention and thinking in a way that words don't, viewing an entire film is necessary to explore a several issue such as cultural proficiency. Researchers believe that through movies, students can understand the deeper meaning of language and the connotation of culture. This is especially true for most second language learners, who lack the authentic English language-learning environment. Then we have seen a different video problem which faced both teachers and students. As we have shown in this chapter, video techniques expand the reach of education. Barriers of time and of place are breaking down, allowing students to learn in much different and more profound ways than ever before. Truly, video techniques are more than just a "nice to have" technology in education. Today, it is essential to improving student achievement and preparing them as professionals in the global economy and develops students' speaking skill. The visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking

and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts. Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees. If you want to show whole films, either in one sitting or over a number of sessions, it's necessary to do quite a lot of work on linguistic, cultural and cinematographic features of the film prior to actually watching the film. Not so long ago, teachers had to spend many hours creating their own film guides, but nowadays there are several sites where teachers can find free, high-quality film guides to use in the language classroom. The aim of these activities is to get your students using English in an informal and fun way with less structure than the comprehension exercises above. Choose a popular movie for maximum excitement and participation from students! This activity will get students up, out of their shells and speaking English in a fun, relaxed way. Watch a movie clip that's anywhere between five and twenty minutes long, depending on the length of the lesson and the level of your students. Afterwards, tell the students that they will be performing the clip to their peers. Put them in groups, according to how many characters there are in the movie clip. The aim is to have the right number of characters for the number of students in a group, but when this is not possible, two students can play the part of one character, splitting the lines between them. There are several different ways to do this activity. You can give students only a short amount of time to practice, and not allow them to write anything down. You could even give them no time at all, and see if they can create an improvised version, although this should be

reserved for higher or more confident students. Another version is to allow students to prepare a script of sorts before they begin practicing, or even to print an extract of the script for them to use. After an adequate amount of rehearsal time, students perform for each other.

Students use their powers of deduction and observation to predict the next part of a movie. This activity is better if they haven't seen the movie before, but it doesn't matter too much if they have, as you can use it to test their memory!

Either create multiple choice answers or let the student come up with their own ideas. Play a short (2 minutes) clip of the movie, then press pause. Have students guess what happens next—either in teams, as a whole group or as individuals. Play the next part to find out if anyone was right. Repeat using several different clips of the movie, or continue on with consecutive clips.

Conclusion:

Video techniques are of various forms. Each technique may be used a little different ways by both teachers and learners. The correct use of video techniques help the teachers to benefit more from it whether in improving the students' speaking and listening by putting them in real context or in motivating and engaging them in learning atmosphere. In this chapter: video techniques, we have tried to defined video techniques and other types of video. Also, we tried mention how video techniques work and how both teacher and students can use it in an easy way. In addition to, state some kind of activities through which the teacher and students can discover other culture and learn language pronunciation.

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IMPROVING CRITICAL THINKING SKILLS OF 15-17 AGED STUDENTS THROUGH ENGLISH CLASSES

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Annotation: Among the many goals of development at different levels of English language learning, we find the development of critical literacy, critical thinking, and critical reading. Equipping our 15- to 17-year-old students with a critical approach and assessment skills to the texts they read has become a key issue with the flow of information they encounter on various online platforms. Let's look at some key terms and strategies that can help students ages 15-17 become critical thinkers and readers. Critical thinking skills include observation, interpretation, analysis, inference, evaluation, explanation, and meta-perception, according to many existing definitions. This latter means thinking about one's own mental processes, as described in the Free Dictionary. This concept is widely used in psychology. This article discusses how to improve the critical thinking skills of students aged 15-17 through English lessons.

Keywords: English speakers, 15-17 year olds, critical thinking, development, skills development.

Introduction.

What are critical thinking skills? Unfortunately, critical thinking is often seen as a blurred field, and students between the ages of 15 and 17 are often confused by what is expected of them. However, critical thinking and reading can be modeled, taught, and developed in the classroom. As teachers, we need to think about what our science field values as the ability to think critically. What do we, as teachers, understand as a demonstration of critical thinking and reading practice? It will be easier to prepare students for critical thinking tasks if we have a clear idea of our expectations. First and foremost, students between the ages of 15 and 17 need language

and reading strategies to engage and critique the text. Below we review these strategies.

What is critical reading? The word "critical" is derived from the Greek word "krinein", which means "separation" or "decision-making". This implies an analytical and inquiry-based approach in our thinking. When we read critically, we think and reflect on what we read. It involves a conscious reading approach in which we predict what we are reading, seek information, and have expectations. It also analyzes and evaluates our reading process and materials to assess their value. While we can identify the universal characteristics of critical thinkers, it should be noted that different school subjects and academic disciplines approach texts differently.

Many educators today believe that a curriculum designed to develop thinking skills can benefit the student, the community, and the world at large. Let's look at the different ideas and steps and try to understand what critical thinking means for education. Every year during entrance exams, I see a similarly large slogan hanging in the main building of a local university: "We teach you how to think!" Is it really possible to not only teach students a certain skill set out in the national curriculum, but also to evaluate the knowledge expressed and apply it in practice? Also, can we teach them how to think about their thought processes?

Step 1 - Learn to use a critical thinking approach to yourself, the teacher. How many teachers test their knowledge on a topic before introducing it to their 15-17 year old students? Does it even come to the mind of someone with years or even decades of experience? In our system, the teacher is more or less God. If a teacher at a pedagogical university mispronounces or misuses a word, most listeners will enter their professional lives, continue to make mistakes, and do the same.

Step 2 teaches students aged 15-17 to use critical thinking in their learning. If you manage to give them the basics, they can apply those skills later in their lives and achieve great success in what they do. For example, when you start a new topic, underline all words that have multiple meanings and explain to your readers that most words in English have multiple meanings. For example, when they learn words that describe the face, you can tell them that the nose can be used as a noun and a verb.

One more thing to note, another word. “He / she has cheek” shows us that this is an idiom because there is no article and the singular form is used. Take a few seconds to play, ask your students how many cheeks they have, they are classified according to size, large and small, or sideways, left and right. Go to the ears, get the answers: left and right. And then ask them if they have left and right lips, which immediately leads to laughter.

Step 3. The main question children ask after learning to speak is probably “Why”. Why should we study this topic? Why do we need to learn these grammatical rules? If I can never use it in my future life, why should I learn English? The answers are many and varied. True, the Internet, the ability to read at least two languages, greatly expands one's horizons. But keep in mind that the vast majority of school students in the world (85%) count communication with their peers as the main reason for going to school. Elementary school students are often brought to school by their parents, so they enter the classroom a few minutes before the bell rings. Teenagers are very independent. They often arrive at the school after the building opens, and sometimes an hour before class begins. The only motivation is often the desire to meet friends, not from their own class. Communication is one way to motivate students and develop their thinking skills.

Step 4. While we can introduce our teenage students to the basic principles of critical thinking and help them interpret, analyze, evaluate, and apply new knowledge in life, it is equally important to explain that criticism does not mean criticism. Many 15- to 17-year-olds refused to speak or express their opinions for fear of being ridiculed. If a teacher has a habit of reprimanding or ridiculing a child who has made a mistake, then any attempt to develop critical thinking will fail. Young children are unable to express their dissatisfaction, so they remain silent. Teenagers are really inclusive because they build all the speeches against the teacher in their heads. Feelings of sadness can only grow; it can never be a good companion for successful learning.

Step 5. If we can teach our students to think, how to be creative in their approach to new information, and how to apply their knowledge in the future, we can become very effective members of any society. Consolidation then becomes a lifelong process

of using one's education for greater benefits. It is never possible to predict which skills will be most useful, because it is impossible to know how this or that field of science, this or that field of human activity will develop. Look on the internet and its amazing growth. The ability to think, evaluate, and rethink when needed is a wonderful skill that we can nurture and nurture even in very young children.

What else does critical thinking and reading involve? As students between the ages of 15 and 17 develop critical literacy skills, they can rely on different types of evidence and use a variety of arguments to prove their point. For example, solid sciences such as physics or biology develop by integrating lower levels of learning and understanding into new ones. Each new field of knowledge is based on the previous one in a pyramid-like manner. On the other hand, the humanities, such as literature and the fine arts, often develop as separate objects along a horizontal line, as explained by educational sociologists such as Basil Bernstein (1999). This is why critical thinking and reading skills are formed and manifested differently in different disciplines. It is important to remind students aged 15-17 to pay attention to the specific requirements of different school subjects and to ask their teachers for their opinions on valuable expressions of critical thinking.

Why is critical thinking and reading so important? The proliferation of terms such as "fake news" and "misinformation" shows how easily readers can be misled by various information portals. Another pressing problem of modern literacy skills is the ability to distinguish thought from reality. By providing 15- to 17-year-olds with strategies for critical work with texts, we can help them become well-informed and confident learners and thinkers.

In conclusion, the reading process is interactive and intertextual, which is a combination of traditional bottom-up and top-down strategies. We usually have a certain amount of information in the text, and interest / motivation helps us understand it along with reading strategies. However, vocabulary, grammar, and syntax are equally important parts of our understanding of a text, especially when we read in a foreign language. As our 15-17 year olds improve their English and have more vocabulary, they will become better readers and will be able to combine different

strategies. As a language teacher, you are already doing a lot to develop your students' critical thinking and reading skills. Think about reading and writing lessons in class. You will ask students to understand, analyze, interpret, and find evidence for reading comprehension tasks. As you prepare them for written assignments, they will need to follow clear instructions and create arguments and stories with details.

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COMMUNICATIVE-COGNITIVE APPROACH TO TEACHING OF FOREIGN LANGUAGES

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Abstract. In this article the role of communicative-cognitive approach to teaching foreign language is analysed.

Keywords: foreign language, lecturer, communicative-cognitive approach, progress, forming.

The current state of the theory of learning foreign languages and knowledge make it necessary to come back to the concept of communicative learning based on communicative and cognitive approach. Today development of economy and social sphere, taking into account the prospects of it is important to form new graduates professional and personal qualities, such as systemic, creative thinking, environmental, information culture, language and communicative competence, the ability to make a conscious analysis of their activities, independent action under uncertainty [4]. Due to the fact that can be achieved only when the communicative-cognitive approach, the aim of which is to teach, to freely navigate in a foreign environment and be able to adequately respond in different situations, we use in our work this approach [3].

Learning a foreign language within the framework of communicative and cognitive approach due to the modern requirements for the educational process in accordance with the mental characteristics and cognitive preferences of students to develop their adequate representation of the system studied language and the ability to communicate in a foreign language to the real environment. Communicative orientation of the alleged organization of a system of knowledge and skills that enable the student to form a number of competences (linguistic, socio-cultural, discursive, social, strategic), members of the communicative competence. The cognitive approach

to the study of a foreign language contributes to the accumulation and regulation theoretical lingvoculturological knowledge, the development of cognitive abilities of the student. Combining communicative and cognitive approaches to teaching methodology improves the efficiency of the acquired knowledge [1].

Communicative and cognitive orientation of the learning process involves attention to individual student as follows:

4- linguistic competence - possession of information about the system language;

4- strategy - the ability to compensate for the lack in certain circumstances, linguistic knowledge, sociocultural - the ability to apply the rules of communication in accordance with national and cultural traditions;

4- discourse - understanding the different types of discourse and rules of their construction, the ability to apply them to different situations;

4- social - the desire and ability to engage in communicative relationship.

As the communicative-cognitive approach to training increases students' interest in learning English, since it based on the account of communicative needs of students and their patterns of cognition process [2].

Brainstorm the concept of “communicative competence” i.e. the knowledge and skills a learner needs for successful communication and draw a tree diagram of this concept of communicative competence started to develop with the construct of “linguistic competence”. Linguistic competence understood as innate knowledge of language (Chomsky, N. 1986. Knowledge of Language: Its Nature, Origin and Use. N.Y.P. 24. Aitchison, J. 1999. The Articulate Mammal. An Introduction to Psycholinguistics. L.N.Y.P. 180-182. T. Harley. 1997. The Psychology of Language. Psychology Press. P. 141). Linguistic competence is only part of what needed for communication.

Communicative competence encompasses the knowledge of how to use the language in the real world, without which the rules of grammar would be useless. (Hymes, D. 1971. On communicative Competence. University of Pennsylvania Press. Bachman, L. 1990. Fundamental Considerations in Language Testing. OUP. P.87).

Communicative competence can be described as including grammar competence (knowledge of grammar rules, lexis and phonetics), pragmatic competence (knowledge of how to express a message), strategic competence (knowledge of how to express a message in a variety of circumstances), social-cultural competence (knowledge of social etiquette, national mind-set and values etc.) (another description of communicative competence can be found in Canale, M., and M. Swain. 1980).

“Theoretical bases of communicative approaches to second language teaching and testing”. (Applied Linguistics 1: 1-47). Communicative competence breaks down into the two major components of the knowledge: knowledge of the language and knowledge of how to achieve the goal of communication.

Competence is not the same as ability. In order to be able to communicate, people need psycho-physiological mechanisms, i.e. communicative skills (After Bachman, L. 1990. Fundamental Considerations in Language Testing. OUP. P. 84-85).

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THE IMPORTANCE OF KNOWING HOW TO RUN FOR LONG DISTANCE IN TRACK AND FIELD ATHLETICS

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Abstract. Present article is devoted to the significance of long distance running in the track and field athletics. Long distance runners enjoy strengthened cardiovascular health, low cholesterol, lower blood pressure, great self-esteem, and revamped metabolism and some advantages of long distance running are also given by this article.

Key words: running, jumping, throwing, lower blood pressure, great self-esteem, ultramarathon runners

Track and field is part of the sport of athletics. Athletics is a collection of sport events that includes running, jumping and throwing. Track and field events take place in a sports stadium, either on the running track, or on the field inside the running track. These tracks are generally made up of synthetic rubber – rubber particles bound with latex or polyurethane. Other athletics events that are not track and field, include cross country running, road running, marathon running, and race-walking - these events take place outside a sports stadium.

Athletics is a very common sporting event over the world. Athletics is a combination of different sports, generally running, jumping and throwing events. Running events include marathons, hurdle races, long distance and short distance events. Some jumping events are high jump, long jump, triple jump and pole vault. Throwing events involve javelin throw, discus throw, hammer throw and shot put.

There are also events that combine parts of running, jumping, and throwing. One of these is the decathlon, which includes two short-distance races, a mile run, a hurdles race, javelin, discus, shot-put, high jump and pole vault.

All participants are timed or have a distance measured and this is their end result. Participants train hard for an event and always aim to better their results.

Athletics is a sport that people take part in all over the world. It is a sport that is most common between young children up to younger adults. Athletics can be played for enjoyment, but it can also be a competitive sport. Athletics is also an event in the Olympic games.

Long-distance running, or endurance running, is a form of continuous running over distances of at least 3 km (1.9 mi). Physiologically, it is largely aerobic in nature and requires stamina as well as mental strength.

In modern human society, long-distance running has multiple purposes: people may engage in it for physical exercise, for recreation, as a means of travel, for economic reasons, or for cultural reasons. Long-distance running can also be used as a means to improve cardiovascular health. Running improves aerobic fitness by increasing the activity of enzymes and hormones that stimulate the muscles and the heart to work more efficiently. Endurance running is often a component of physical military training and has been so historically. Professional running is most commonly found in the field of sports, although in pre-industrial times foot messengers would run to deliver information to distant locations. Long-distance running as a form of tradition or ceremony is known among the Hopi and Tarahumara people, among others. Distance running can also serve as a bonding exercise for family, friends colleagues, and has even been associated with nation-building. The social element of distance running has been linked with improved performance.

In the sport of athletics, long-distance events are defined as races covering 3 km and above. The three most common types are track running, road running and cross country running, all of which are defined by their terrain – all-weather tracks, roads and natural terrain, respectively. Advantages of long distance running:

- Long distance running strengthens your heart. When strengthened, your heart, which is a muscle, is able to pump blood to your muscles more effectively.

- Your leg muscles benefit – you develop more endurance and won't find yourself getting injured quite as often or easily.

- Exercise helps strengthen bones, ligaments and tendons, once again making you less injury prone.

- More capillaries (those mini blood vessels) will grow and as a result enhance blood supply to your muscle fibres. This in turn provides increased energy and oxygen to your muscles.

- The concentration of key aerobic enzymes also increases. These enzymes have an important job helping to break fuel into useable forms of energy that you need when running.

- Running also forms more myoglobin in the skeletal muscle fibres. This facilitates oxygen transfer into the muscles, which helps improve your running.

- Looking to lose weight or keep it off? Running develops your fat-burning capacity – your body learns how to tap into your fat supply optimally. Maintaining a healthy weight is important if you want to lower your risk of developing health issues.

- Running is a great way to train your mind. It helps you develop mental toughness and teaches you coping skills. As you start adding more kilometres to your training runs, your confidence receives a boost when you find that your body can actually go the distance.

However, it's important to remember that although ultramarathon runners are generally healthier and take less sick time than the rest of the population, they do tend to suffer more knee pain and stress fractures.

Why do so many people want to run a distance that could kill someone? The thrill of the challenge and the personal victory from achieving such a high goal inspires most marathoners. Others train for a marathon because they want to burn thousands of calories while strengthening their bones, heart, and muscles.

Others train for a marathon because their friends put them up to it or to support a loved one who is seeking optimal physical fitness.

The medical community is still much undecided as to whether the benefits outweigh the risks of long-distance running. While more studies are needed, physicians typically consider a runner's age, size, and body mechanics before advising patients regarding long distance running. Almost anyone who has been properly trained, is well-nourished, wears with suitable footwear, and is not injured can complete a marathon. The human body is marvelously designed to adapt to the physical stresses of long distance running. However, before training for their first marathon, runners must understand the risks and then carefully determine for themselves whether the benefits outweigh the risks.

Running generally has profound benefits. It has been shown to decrease the risk of diabetes mellitus, cardiovascular disease, and depression while improving bone density and supporting weight control. However, the risks of marathon distance running must be considered and addressed with proper training, nutrition, rest, and attention to form. Those with heart conditions, biomechanical issues or other risk factors should not begin training for a marathon without close medical supervision. Future articles will provide injury prevention tips and nutritional guidelines for long distance running to help reduce.

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CHILDREN VOCABULARY THROUGH PEDAGOGICAL TECHNOLOGIES

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Annotation: It is important to claim that, since English has become a universal and dominant source to communicate in the world, the interest of learning this language is increasing dramatically. But people can't use any languages without vocabulary and this paper analyses the vocabulary of a language and vocabulary teaching methods and techniques and studies some methods.

Keywords: Classroom, Method and technique, skill, vocabulary, words.

INTRODUCTION

From the ancient times until present. Humanity is alive with their communication skills and words they use. Vocabulary of a language is just like bricks of a high building. Rudyard Kipling says that words are the most powerful drug used by mankind. Additionally it is vital that ,vocabulary is inextricably connected with grammar, the receptive (listening and reading) and the productive (speaking and writing) skills. Wilkins rightly says, "Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed". Therefore the study of vocabulary is at the center while learning a new language. No matter English being a second language or foreign language, one needs to learn vocabulary in the systematic way. If we purpose to utilize language effectively and clearly, we ought to have good stock of vocabulary¹. Especially the English language is the richest to words. Thornbury opines: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can

¹ Khodjamkulov, U & Shofkorov, A. (2020). The Issue of Spiritual and Patriotic Education of Young Generation in the Scientific, Political and Literary Heritage of Central Asian Thinkers. *International Journal of Psychosocial Rehabilitation*, 24(05), 6694-6701.

say very little with grammar, but you can say almost anything with words.” In accordance with his point of view , nowadays modern pedagogy face some challenges how to develop teaching abilities, methods and innovative techniques of vocabulary as well as using words in real life.

RESULTS AND DISCUSSION

Because of modern researches ,observations and experiences learners can be educated by teachers better by teachers and in the following some useful types of methods will be introduced in order to achieve more interesting and qualitative lessons².

1. *Actual objects and showing models.*

This technique brings a lot of profits to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. For example, pen, chalk, table, chair,book, football, flowers, tomato etc. which are every pupil have in their bags or home , can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings .by this method pupils can memorize new words easily due to their actuality.

2. *Synonyms*

Using synonyms are really suitable way to improve vocabulary of young learners. A synonym may be used to help the student to figure out the different shades of meaning, if the synonym is better known than the word being taught. Synonyms assist to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Also, synonyms serve not only to create very attractive and peculiar conversation but also every user can remember every word faster and try to use and search yourself more academic and meaningful equivalent of a word.

3. *Homonyms*

² Shaykhislamov, N. (2020). Main Directions and Interactive Methods of Student Speech Growth in Uzbek Language Classes. *European Journal of Research and Reflection in Educational Sciences*, 8(7), 115-120.

Homophones are words of the same language that are pronounced alike even if they distinguish in spelling, meaning, or origin, such as "pair" and "pear". Homophones may also be spelled alike, as in "bear" (the animal) and "bear" (to carry). But this list consists only of homophones that are not spelled alike. This approach is really important to enhance vocabulary bank of students as well as their pronunciation. In the table there are some examples of homonyms:

ant/aunt ate/eight bear/bare son/sun steal/steel	eye/I fare/fairsea/see
throne/throwntblew/blue beach/beechn	stationary/stationerythrew/through be/bee
cent/scent/sent	by/bye/buy cell/sell census/senses
cereal/serial	die/dye

This method is in really instructional and interesting to use in the classroom,because at one glance pupils will hurry to learn to pronounce and even translate their meaning.

3. Role play

Role-play is to create the presence of a real life situation in the classroom. It is extremely important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student’s status, attitudes, mood, and different situations. Furthermore , role – play help to cultivate the sense of interest to art , culture ,traditions that are influncial to their behavior as well as student can learn how to use new words in real life.

4. Video to produce of target vocabulary.

To utilize this approach educators are required to select a video segment that contains a series of actions or visual detail according to their age, level of knowledge, interest, gender, outlook and religion. Richards said “When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of ages, educational background and field of interest.

Moreover, according to statistics the amount of vocabulary that children need to

acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach were introduced to pedagogy which consists of the following components needs to be in place.

- Use “instructional” read-aloud events. The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading.

- Systematically teach students the meaning of prefixes, suffixes, and root words. The majority of English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. Anderson and Freebody claimed that “If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth.”By this idea it is clarified that using prefixes, suffixes, and root words to develop target vocabulary can accelerate learning process of new words.

CONCLUSION

By the way of conclusion, it should be mentioned that , There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises.

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ODDIY FENXEL (DORIXONA UKROPI) O'SIMLIGINING DORIVOR XUSUSIYATLARI

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Annotatsiya.

Oddiy fenxel (Dorixona ukropi) o'simligining dorivor xususiyatlari hamda Fenxel O'zbekiston yoki Qoraqalpog'iston sharoitida katta maydonlarda ekib o'stirish hamda yetishtirishdagi ahamiyati.

Kalit so'zlar;

Oddiy fenxel, Ukrop, mahsulot tayyorlash, dorivor preparatlar.

Oddiy fenxel - *Foeniculum vulgare* Mill. selderdoshlar — Apiceae oilasiga kiradi. Ko'p yillik bo'yi 90—200 sm ga yetadigan o't o'simlik. Fenxel ósimligi ukrop ósimligiga morfologik jihatdan óxshaganligi uchun uni ko'pchilik insonlar oddiy ukrop bilan adashtiradilar. Lekin ayrim jihatlari bilan ukropdan farq qiladi.



1. Ukrop



2. Fenxel

Fenxelning poyasi tik o'suvchi, ko'p qirrali va sershoxli. Bargi uch-to'rt marta patsimon ajralgan va qini bilan poyada ketma-ket joylashgan. Barg bo'laklari ingichka

chiziqsimon yoki ipsimon. Gullari mayda, sariq bo'lib, murakkab soyabonga to'plangan. Soyabonda o'rama va o'ramacha barglar bo'lmaydi. Kosachabargi, juda mayda, tojbargi 5 ta, otaligi 5 ta, onalik tuguni ikki xonali, pastda joylashgan. Mevasi — qo'shaloq pista, iyul-avgust oylarida gullaydi, mevasi sentyabrda pishadi. Fenxel issiq va yorug'sevar o'simlik bo'lib, uning vegetatsiya davri 120-140 kun davom etadi. Ushbu o'simlik urug'ini erta bahorda ekish mumkin. O'simlik yovvoyi holda O'rtayer dengiz qirg'og'ida o'sadi. Moldova va Ukraina (Xmelnitskiy viloyati) da, Voronej viloyatida, Krasnodar o'lkasida va Shimoliy Kavkazda o'stiriladi. [133-bet] Fenxelning mevasi va preparatlari yuqori nafas yo'llari yallig'langanda balg'am ko'chiruvchi, ich yumshatuvchi hamda yel haydovchi dori sifatida me'da ichak kasalliklari va meteorizm (ichaklarda gaz to'planishi, qorin dam bo'lishi) da ishlatiladi. Ba'zan meva o't pufagi va buyrak-toshi kasalligida ham qo'llaniladi. Efir moyi farmatsevtikada miksturalar ta'mini yaxshilash uchun ishlatiladi. Dorivor preparatlari. Meva kukuni surgu dori sifatida qo'llaniladigan qizilmiya ildizining murakkab kukuni tarkibiga kiradi. Bundan tashqari, meva yel haydovchi, ich yumshatuvchi choylar tarkibiga ham kiradi. Fenxelning efir moyidan ukrop suvi — Aqua Foeniculi tayyorlanadi. [135-bet]



Dorivor preparatlar olish uchun mahsulot fenxelning mevasidan tayyorlanadi. Tayyor mahsulot quyidagicha och-yashil qo'ng'ir rangdagi qo'shaloq pistadan iborat. Mevasining har ikkala uchi biroz toraygan, uzunligi 8-10 mm, eni 4mm bo'lib, osonlik bilan uzunasiga ikki bo'lakka ajraladi. Har qaysi yarimta mevaning

tashqi tomoni do'ng , ichki tomoni esa tekis.Yarimta mevada 5 tadan turtib chiqqan qovurg'alar bo'lib, uchtasi do'ng tomonga, ikkitasi yon tomonga joylashgan.Mahsulot hidi va mazasi arbabodiyon mevasining mazasini va hidini eslatadi. Bundan tashqari fenxelnining urug'ida efir moylari mavjud bo'lib, urug'idan efir moyi olinadi.Fenxel o'simligidan mahsulot tayyorlash uchun uning hosili yig'ib olinadi.O'simlikning hosilini yig'ib olish birmuncha murakkab jarayon hisoblanadi.Chunki unig urug'larining pishishi bir xil muddatda ro'y bermaydi.Oldin pishganlari to'kilib ketishi mumkin.Shularni e'tiborga olib, urug'lar qo'ng'ir rangga kira boshlaganda birinchi marta qo'lda teriladi.Shu davrda ularning tarkibida ko'p miqdorda efir moyi to'plangan bo'ladi.Keyingi hosil terimlarini 10-12 kundan so'ng mexanizmlar yordamida amalga oshirish mumkin.Hosilni uzog'i bilan 5-6 kun ichida terib olish tavsiya qilinadi. Mevasi tarkibida 3—6,5% efir moyi, 20% gacha yog' va oqsil moddalar bo'ladi. Efir moyi pishgan va maydalangan mevadan suv bug'I yordamida haydab olinadi. U rangsiz yoki och sarg'ish, uchuvchan, arbabodiyon moyi hidini eslatuvchi hidga ega, oldin achchiqroq-yoqimli, so'ngra shirinroq maza beruvchi tiniq suyuqlik. Efir moyi tarkibida 50—60% anetol,10—20% fenxon ketoni, 10% gacha metilxavikol, oz miqdorda anis aldegid va anis kislota va boshqa birikmalar bo'ladi.[134- bet]

Fenxel O'zbekiston yoki Qoraqalpog'iston sharoitida katta maydonlarda ekib o'stirish va undan xomashyo yetishtirish mutaxassislar oldida turgan dolzarb masalalardan biri hisoblanadi.

Fenxel o'simligi bizning Qoraqalpog'iston sharoitida may oyining uchinchi o'n kunligida harorat kunduzi + 34° C kechasi +21° C bo'lgan sharoitda ekildi.Iyun oyining birinchi o'n kunligida eng past harorat +28° C eng yuqori harorat +39° C bo'lgan sharoitda unib chiqdi.Sentyabr oyining birinchi o'n kunligida bo'yi 90-95 sm oralig'ida o'sdi.

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TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA

№	The subject of the article / Тема статьи / Maqola mavzusi	Page / Страница / Sahifa
1	HADISLARDA SOG‘LOM VA BARKAMOL AVLOD MAVZUSI	3
2	KUCHLI ZILZILALARDA TURAR JOY BINOLARINING SEYSMIK RISKINI BAHOLASH MASALALARI (Jizzax viloyati misolida)	8
3	FRAZEOLOGIK BIRLIKLARDA VARIANTLANISH HODISASI	14
4	BIOLOGIYA FANIDA INNOVATSION TEXNOLOGIYALAR	18
5	ATIRGULNING INNOVATSION YETISHTIRISH TEXNOLOGIYASI	23
6	TECHNOLOGY OF GROWING PEPPERS IN THE GREENHOUSE	28
7	MOSH HOSILDORLIGI VA DON SIFATINI OSHIRISHDA GERBITSIDLARNING TA’SIRI	32
8	APPLICATION OF GIS FOR CADASTRAL REGISTRATION OF WATER CHANNELS	39
9	СТРАТЕГИИ И ЭЛЕМЕНТЫ, СПОСОБСТВУЮЩИЕ РАЗВИТИЮ СПОСОБНОСТЕЙ К КРИТИЧЕСКОМУ МЫШЛЕНИЮ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА	46
10	THE WAY OF IMPROVING THE CONVERSATIONAL STYLE IN ENGLISH LESSONS	54
11	THE ROLE OF WILLIAM CAXTON IN THE ENGLISH LANGUAGE	58
12	USE OF GEOGRAPHIC INFORMATION SYSTEMS FOR TOURISM DEVELOPMENT IN SURKHANDARYA REGION	62
13	MAP OF SURKHANDARIS DISTRICT IN RECREATION AND TOURISM RESEARCH	68
14	STUDENTS ' PHYSICS MATERIALS ACCORDING TO CREATIVE THINK FORMATION	77
15	FANLARNI O‘QITISHDA O‘QUVCHILARNING O‘QUV FAOLIYATI SAMARADORLIGINI OSHIRISH YO‘LLARI.	83
16	MATEMATIKA FANIDA O‘QUVCHILARNI KREATIV FIKRLASHGA O‘RGATISH	90
17	MATEMATIKA FANINI O‘QITISHDA KREATIV YONDASHUV VA MAVZULARNI HAYOTIY MASALALAR BILAN BOG‘LASH	98
18	FAN - TEXNIKA TARAQQIYOTI VA INSON MA'NAVIYATI	103
19	SHAMOLDAN ELEKTR ENERGIYASI OLIH. SHAMOL ELEKTR STANSIYALARINI KENG TARG‘IB QILISH	109
20	BULUTLI TEXNOLOGIYALAR ASOSIDA IQTISODIY TIZIMLARDA BOSHQARUV SAMARADORLIGINI OSHIRISH	115
21	MUHAMMAD SHAYBONIYXONNING O‘RTA OSIYOGA BOSQINI	120
22	OQSAROY – AMIR TEMUR KUCH QUDRATI TIMSOLI	127

23	CONFLICT SCENES IN WILLIAM SHAKESPEARE'S TRAGEDIES	134
24	THE IMPACT OF TEST CONTENT VALIDITY IN TEACHING AND LEARNING ENGLISH	137
25	THE ROLE OF BREATHING TECHNIQUES IN THE CORRECT SINGING OF A SINGER	141
26	MECHANIZATION OF FISH FEEDING PROCESSES	144
27	CRITICAL ANALYSIS OF LINGUISTIC TERMINOLOGY IN ENGLISH AND ARABIC LANGUAGES	147
28	IBRATNING "JOME UL – XUTUT" ASARI HAQIDA	151
29	TOSHKENT SHAHRI EKOLOGIYASIGA TRANSPORT VOSITALARINING TASIR DARAJASI	154
30	PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES	158
31	THE SIGNIFICANCE OF USING THE FIRST LANGUAGE IN ENGLISH CLASSES	162
32	INTERCHANGE OF DIFFERENT WORD MEANING IN LINGUISTICS	167
33	SIGNIFICANCE OF THE PROCESS AND FUNDAMENTALS OF THE PREPARATION OF YOUTH FOR PHYSICAL EDUCATION	174
34	TALABALARNING JISMONIY TARBIYASIDA SPORT VA SOG'LIQNI SAQLASH TURIZMI	181
35	LEARNING FROM FILMS IS MOTIVATING AND ENJOYABLE	187
36	IMPROVING CRITICAL THINKING SKILLS OF 15-17 AGED STUDENTS THROUGH ENGLISH CLASSES	193
37	COMMUNICATIVE-COGNITIVE APPROACH TO TEACHING OF FOREIGN LANGUAGES	198
38	THE IMPORTANCE OF KNOWING HOW TO RUN FOR LONG DISTANCE IN TRACK AND FIELD ATHLETICS	201
39	CHILDREN VOCABULARY THROUGH PEDAGOGICAL TECHNOLOGIES	205
40	ODDIY FENXEL (DORIXONA UKROPI) O'SIMLIGINING DORIVOR XUSUSIYATLARI	210