



VOLUME-15



ISSUE-2



May - 2023

WORLD SCIENTIFIC RESEARCH JOURNAL



WORLD SCIENTIFIC RESEARCH JOURNAL

International scientific electronic journal

Volume-15 _Issue-2

May - 2023

World scientific research
journal

Jahon ilmiy tadqiqot
jurnali

MUASSIS:

Qo'qon davlat pedagogika instituti,
"Ustozlar uchun" MCHJ

TAHRIRIYAT | EDITORIAL

Tahririyat kengashi raisi:

D.SH.Xodjayeva- filologiya fanlari nomzodi,
dotsent

Jamoatchilik kengashi raisi:

D.SH.Xodjayeva- filologiya fanlari nomzodi,
dotsent

Bosh muharrir

D.SH.Xodjayeva- filologiya fanlari nomzodi,
dotsent

Mas'ul muharrir:

N.S.Jo'rayev - psixologiya fanlari nomzodi,
dotsent

Mas'ul muharrir yordamchisi:

O.Y.To'xtasinova- filologiya fanlari
nomzodi, dotsent

Nashr uchun mas'ul:

Rasulov Inom Muydinovich -
pedagogika fanlari bo'yicha falsafa
doktori (PhD), dotsent

O'zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot va
ommaviy kommunikatsiyaragentligi
tomonidan berilgan 1547 raqamli
guvohnoma asosida ro'yhatga olingan

Tahririyat manzili:

Farg'ona viloyati, Qo'qon shahri, Turon
ko'chasi, 23-uy

Telefon:

(0373) 542-38-38

E-mail:

info@wsrjournal.com

Tahrir kengashi:

Sh.Farmonov - O'zR FA akademigi
Sh.Namozov - O'zR FA akademigi
S.Rashidova - O'zR FA akademigi
I.Asqarov - kimyo fanlari doktori, professor
V.Xo'jayev - kimyo fanlari doktori, professor
Sh.Abdullayev - kimyo fanlari doktori, professor
M.Isakov - kimyo fanlari doktori, professor
R.Rasulov - fizika-matematika fanlari doktori, professor
B.Samatov - fizika-matematika fanlari doktori, professor
D.Akbarov - fizika-matematika fanlari doktori
A.Xusanov - fizika-matematika fanlarinomzodi, dotsent
V.Isaqov - biologiya fanlari doktori, professor
G'.Abdullayev - biologiya fanlari doktori
A.Batashov - biologiya fanlari doktori
D.Mamatqulov - biologiya fanlari nomzodi, professor
H.Xonboboev - texnika fanlari nomzodi, dotsent
B.Nu'monov - texnika fanlari bo'yicha falsafa doktori (PhD)
I.Oxunov - kimyo fanlari bo'yicha falsafa doktori (PhD)
R.Payg'amov - kimyo fanlari bo'yicha falsafa doktori (PhD)
N.Valiyev - kimyo fanlari bo'yicha falsafa doktori (PhD)
A.Gapparov - Kimyo fanlari nomzodi, dotsent
N.Karimov - O'zR FA akademigi
A.S.Sagdullayev - O'zR FA akademigi
O.Akimova - filologiya fanlari doktori, professor (Rossiya)
V.Borisova - filologiya fanlari doktori, professor (Rossiya)
I.Artyushkov - filologiya fanlari doktori, professor (Rossiya)
M.Rasulova - filologiya fanlari doktori, professor
Sh.Iskandarova - filologiya fanlari doktori, professor
D.Nabiyeva - filologiya fanlari doktori, professor
O.Bozorov - filologiya fanlari doktori
A.Ziyayev - filologiya fanlari doktori (DSc)
D.Jamoliddinova - filologiya fanlari doktori (DSc)
Z.Qobilova - filologiya fanlari doktori (DSc)
M.Hoshimova - filologiya fanlari nomzodi, dotsent
M.Siddiqov - filologiya fanlari nomzodi, dotsent
M.Jamoliddinov - filologiya fanlari nomzodi, dotsent
O.O.Bozorov - filologiya fanlari nomzodi
M.Rasulova - filologiya fanlari nomzodi, dotsent
V.Karimova - filologiya fanlari bo'yicha falsafa doktori (PhD)
M.Djo'rayev - filologiya fanlari bo'yicha falsafa doktori (PhD)
G.Kislov - falsafa fanlari doktori, professor (Rossiya)
G.Abdullayev - falsafa fanlari doktori, professor
M.Aminova - falsafa fanlari nomzodi, dotsent
M.Temirboyev - falsafa fanlari nomzodi
T.Fayzullayev - siyosat fanlari doktori, professor
A.Rasulov - tarix fanlari doktori, professor
R.Shamsiddonov - tarix fanlari doktori, professor
Q. Akbarov- tarix fanlari nomzodi
T.Haydarov - iqtisod fanlari doktori, professor
N.Babayeva - iqtisod fanlari nomzodi, dotsent
N.Erkaboyeva - pedagogika fanlari doktori, dotsent
S.Alimsaidova - pedagogika fanlari doktori, dotsent
Z.Azimova - pedagogika fanlari doktori, dotsent
V.Qodirov - pedagogika fanlari doktori, dotsent
A.Tolibjonov - pedagogika fanlari nomzodi, dotsent
J.Azamov - yuridika fanlari bo'yicha falsafa doktori (PhD)
D.Soliyeva - psixologiya fanlari doktori, dotsent
O.Bektoshev - filologiya fanlari bo'yicha falsafa doktori (PhD)
M.Ergashev - filologiya fanlari bo'yicha falsafa doktori (PhD)
N.Aliboyeva - filologiya fanlari bo'yicha falsafa doktori (PhD)
G.Nazirova - pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
A.Abdurashitov - pedagogika fanlari bo'yicha falsafa doktori (PhD)

Fan tarmoqlari: Matematika, fizika, informatika, geografiya, psixologiya, ijtimoiy fanlar

BUGUNGI KUNDAGI MAMLAKATIMIZDA TA'LIM TIZIMIDAGI ISLOHOTLAR VA ULARNING NATIJALARI

Dilbar kaipbergenova

Toshkent davlat texnika universiteti "Mexanika" fakulteti

"Amaliy ingliz tili" kafedrasida katta o'qituvchisi

ANNOTATSIYA

Ushbu maqolada bugungi kundagi mamlakatimiz ta'lim tizimida amalga oshirilayotgan islohotlar tahlili shuningdek ushbu islohotlarning bugungi kundagi ahamiyati hamda uning jamiyatdagi o'rni va roli tahlil qilingan. Bundan tashqari ushbu maqolada oliy ta'lim tizimida qabul qilingan normativ-huquqiy hujjatlar tahlil qilingan. Bundan tashqari ta'lim tizimini va sifatini takomillashtirish yuzasidan keng xorijiy tajriba o'rganilgan. Ushbu tahlillar natijasida O'zbekiston Respublikasi ta'lim tizimi takomillashtirish yuzasidan taklif va tavsiyalar ishlab chiqilgan.

Kalit so'zlar: Oliy ta'lim, ta'lim, ta'lim-tarbiya, pedagog, yoshlar, islohotlar, moliyaviy mustaqillik, ta'lim sifati.

KIRISH. Bugungi kunda yurtimizda barcha sohalarda amalgam oshirilayotgan islohotlarni ko'rishimiz mumkin. Misol tariqasida Prezidentimiz Shavkat Mirziyoyev mamlakatimizda ta'lim-tarbiya tizimini takomillashtirish, ilm-fan sohasi rivojini jadallashtirish masalalari alohida etibor qaratilmoqda. Davlatimiz rahbari 2022-yil O'qituvchi va murabbiylar kuni munosabati bilan soha vakillariga yo'llagan tabrik nutqida ta'kidlaganidek, taraqqiyotning tamal toshi ham, mamlakatni qudratli, millatni buyuk qiladigan kuch ham ilm-fan, ta'lim va tarbiyadir. Shuning uchun ham, O'zbekistonda ta'lim tizimini kompleks rivojlantirish, malakali kadrlar tayyorlash maqsadlariga katta kuch va mablag'lar yo'naltirilmoqda. Maktabgacha ta'lim, maktab va oliy ta'lim tizimlari, ilmiy-tadqiqot muassasalari faoliyatida sifat o'zgarishlari ro'y bermoqda. Biz ustozni otaday ulug' deb bilgan, doimo ardoqlagan ma'rifatparvar xalqning vakillarimiz. Men ham o'qituvchi, muallim deganda o'zim uchun eng aziz va hurmatli bo'lgan, ziyoli va zamonaviy, samimiy va mehribon insonlarni tasavvur qilaman. Chunki hammamizga ham shu muallim saboq va ta'lim berib, mehribon otalarimiz qatorida tarbiyalagan, – dedi davlat rahbari yig'ilish avvalida. – Bugungi kunda O'zbekistonning yangi taraqqiyot davri poydevorini yaratyapmiz. Bunda bizning eng yaqin ko'makchilarimiz ustoz va murabbiylar, ilmiy va ijodkor ziyolilardir. Har bir oila, har bir bola hayoti maktab bilan bog'langani, bu masala davlatning, jamiyatning eng muhim ishi ekani ta'kidlandi. Hammamiz aziz farzandlarimiz hayoti va taqdirini o'qituvchi va murabbiylarga ishonib topshiramiz. Mana shunday beqiyos boylik posbonlari, kelajak bunyodkorlari bo'lgan bu mo'tabar

zotlarga munosib hurmat-eh-tirom ko'rsatishimiz kerak, – dedi Prezident. Inson borki, avlod - ajdodi kimligini, nasl - nasabini, o'zi tug'ilib o'sgan yurt, vatanining tarixini bilishni istaydi. Vaholanki, har bir insonning o'tmishi, kelajagi tarixga bog'liq. Shuningdek, shaxs ma'naviy tarbiyasida milliy va tarixiy ong, dunyoqarash muhim o'rin tutadi. Birinchi Prezidentimiz Islom Karimov: "Insoniyatning ko'p yillik tajribasi shundan dalolat beradiki, dunyodagi zo'ravon va tajovuzkor kuchlar qaysi bir xalq yoki mamlakatni o'ziga tobe qilib bo'ysundirmoqchi, uning boyliklarini egallamoqchi bo'lsa, avvalambor, uni qurolsizlantirishga, ya'ni eng buyuk boyligi bo'lmish milliy qadriyatlari, tarixi va ma'naviyatidan judo qilishga urinadi" deya ta'kidlagan edi.

Sobiq sho'rolar davrida bir qator fanlarda, jumladan, falsafa, til, adabiyot va tarix fanlarida turli kamchiliklarga yo'l qo'yildi. Natijada, bu fanlarni o'zlashtirish, o'rganish jarayonida ko'plab muammolar paydo bo'ldi. O'quvchi yoshlar ongiga milliy tarixdan ko'ra o'zga g'oya va qadriyatlarning singdirilishi tariximizga bo'lgan qiziqishning susay- ishiga olib keldi. Asl tariximiz o'qitilmasligi oqibatida o'quvchilar ongida milliy tariximiz bilan bog'liq bo'shliq vujudga keldi. Mana shu bo'shliq ayrim yoshlarimizda tarixiy ongning yo'qolishiga va uning o'rnini turli xil begona g'oya va qarashlar egallab olishiga sabab bo'ldi.

O'zbekiston o'z mustaqilligiga erishganidan so'ng xaqqoniy tariximizni yaratish. uni o'quvchi yoshlar ongiga singdirish, ma'naviyatini shakllantirish borasida bir kator ishlar amalga oshirila boshlandi. Xozirda turli tashkilot va o'quv muassasalarida milliy o'zlikni anglash, uni yot g'oyalar ta'siridan saqlash, hamda milliy g'urur tushunchasining mohiyati naqadar axamiyatli ekanligi xususida tushuntirish ishlari olib borilmoqda. Bularning barchasi tarixiy va milliy ongi rivojlanga yuksak ma'naviyatli yoshlarni tarbiyalashga qaratilgan harakatlardir. Zero, Islom Karimov ham "...tarixiy xotirasi bor inson - irodali inson. Kim bo'lishidan qat'i nazar, jamiyatning xar bir a'zosi o'z o'tmishini yaxshi bilsa, bunday odamlarni yo'ldan urish, har xil aqidalar ta'siriga olish mumkin emas. Tarix saboqlari insonni hushyorlikka o'rgatadi. irodasini mustahkamlaydi", deya ta'kid lagan edi. Tarixiy ong qanchalik rivoj lansa, shaxs o'zini shunchalik chuqurrok anglay boradi. Shuning uchun, o'quvchi yoshlar ongiga vatanimiz tarixiga ehtirom tuyg'usini singdirish, ajdodlarimiz kimligini uqtirish, ular erishgan ilmiy va amaliy yutuqlarini o'rgatish, yoshlar qalbida milliy g'urur va iftixor tuyg'ularini uy- g'otish g'oyat muhimdir. Tarix o'qitishning samarali bo'lishida darsni to'g'ri tashkil etish muhim rol o'ynaydi. Dars jarayoni va amaliy mashg'ulotlarda o'quvchilarning bilim faoliyati mashg'ulotning mazmuni uning g'oyaviy-siyosiy va ilmiy-nazariy jihatdan yuqori saviyada bo'lishi, o'qituvchining ta'sirli va hayotiy misollar yordamida o'rganilayotgan tarixiy faktlar, voqea-hodisalarning mohiyatini jonli va ishonarli tarzda ochib berishi hamda o'quvchilarda uni o'rganishga ishtiyoq uyg'ota olishiga bog'liqdir. Bundan tashqari texnik vositalar, tarixiy kino - filmlar, rasm, ko'rgazmali qurollar, sahna ko'rinishlari ham muhim rol o'ynaydi. O'quvchilar tarixiy ongi rivojlanishida tarix fani darsliklari asosiy

vositalardan biridir. Maktab darsliklarida berilgan mavzular tarixiy materiallar asosida o'quvchi ongida o'tmish xaqida tasavvurni vujudga keltiradi. Darsliklar asosida o'quvchi asrlar davomi ajdodlari yaratgan qadriyatlarini o'rganadi shu bilan birga unda ajdodlarga mos avlod bo'lish, vatanparvarlik tuyg'usi shakillanadi. Bu esa darslarning puxta ishlanishi asosida yuzaga keladi. Darsliklardagi materiallarning asosli bo'lishi uning uzoq muddat amal qilinishiga sabab bo'ladi. Hozirda o'quvchilar bilim olishlari, ko'nikmalarni egallashlari uchun zamon talabiga javob beradigan ta'lim dasturlari ishlab chiqilmoqda. Shuningdek, talim maskanlarida xizmat qilayotgan o'qituvchilar eng zamonaviy texnologiyalardan foydalanib, o'quvchilarning chuqur bilim va ko'nikmalarga ega bo'lishlarida katta hissa qo'shmoqdalar. Bundan tashqari, o'quvchi tarixiy ongining rivojlanishida mahalliy materiallar, badiiy adabiyotlar ham muhimdir. Mahalliy materiallarning afzalligi shundaki, o'quvchi mustaqil holda yashash joyidagi yoshi kattalarning hikoya, rivoyat, matallarini eshitish orqali o'zligini chuqurroq anglay boshlaydi. Natijada, unda ilk tarixiy dunyoqarash paydo bo'ladi.

Ammo globallashuv davrida jahonda ilm-fan, texnika va texnologiyalar shiddat bilan rivojlanayotganini aslo ko'zdan qochirib bo'lmaydi. Bu esa o'z navbatida ta'lim, ilm-fan oldiga yangi talablarni ko'ndalang qo'yimoqda. Ta'lim tizimini muntazam isloh etish, o'qitishning zamonaviy usul va vositalarini takomillashtirish, ta'lim mazmunini boyitib borish, demak, bugungi kunning ham dolzarb talabi bo'lib qolaveradi.

Bugun amaldagi ta'lim tizimimiz zamonaviy, rivojlangan davlatlardagi kabi globallashuv talablariga javob bera olmayaptimi? Ta'lim tizimida yechimini kutayotgan qanday muammolar bor? Kadrlar tayyorlash milliy tizimining globallashuv jarayonida bozor talablariga to'liq javob bermasligi, ta'lim tizimida o'quv jarayonining moddiy-texnika va axborot bazasi takomiliga yetkazilmaganligi, yuksak malakali pedagog kadrlarning yetishmasligi, hozirgi zamon talablariga mos o'quv-uslubiy va ilmiy adabiyotlar kamligi, fan, ta'lim va ishlab chiqarish o'rtasida o'zaro aloqaning zaifligi tizimdagi kamchiliklardan hisoblanadi.

Bugungi kunda o'quv muassasalarini bitirib chiqayotgan o'quvchi va talabalarda mustaqil fikrlash layoqati to'la rivojlangan, deb bo'lmaydi. Ularda ilm-fan yutuqlariga, amaliyotga tayangan yechimlar qabul qilish uchun malaka va bilim yetarli emas. Shu bois maktab, kollej va akademik litseylarni bitirgan yoshlarimizning ko'pchiligi mustaqil hayotda o'z o'rnini topa olmayapti. Sir emas, akademik litseylar va kasb-hunar kollejlari bitiruvchilarining taxminan 10 foizigina oliy o'quv yurtlariga birinchi yili o'qishga kirmoqda, xolos. Albatta, mustaqillikning ilk yillaridan boshlab yurtimizda ta'lim tizimini isloh etishga katta e'tibor qaratildi va bugungi kunga kelib sohada ma'lum yutuqlarga erishildi. Uzluksiz ta'lim tizimida, xususan, maktabgacha ta'lim, umumiy o'rta ta'lim, o'rta maxsus, kasb-hunar ta'limi, oliy ta'lim, kadrlar malakasini oshirish va qayta tayyorlash, maktabdan tashqari ta'lim turlarida katta o'zgarishlar yuz berdi. Qo'lga kiritilgan yutuqlar o'zimizniki.

REFERENCES

1. Orakbayevna, K. D., Normuminovich, M., & Muxiddinovna, M. Z. (2021). English language teaching methodology for non-native speakers. *Linguistics and Culture Review*, 5(S3), 1721-1725.
2. Orakbayevna, K. D. (2022, February). SYNTACTIC AND SEMANTIC FEATURES OF COMPARISON IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES. In *Conference Zone* (pp. 145-147).
3. KHUSENALIYEVNA, K. D., CHORIYEVNA, A. Z., & ORAKBAYEVNA, K. D. (2021). Lexico-semantic features of technical teams of English and Uzbek languages. *Journal of Contemporary Issues in Business and Government*, 27(2), 4083-4088.
4. Orakbaevna, K. D. (2022). USING THE PRINCIPLE OF UNITY IN EDUCATION. *PEDAGOG*, 1(4), 1467-1473.
5. Orakbayevna, K. D. (2022). Using effective language learning strategies in teaching English. *Texas Journal of Philology, Culture and History*, 2, 1-3.
6. Orakbayevna, K. D. (2022). THE IMPORTANCE OF GRAMMAR IN LEARNING A FOREIGN LANGUAGE. *Confrencea*, 7(7), 69-72.
7. Kaipbergenova, D. (2016). CHET TILI O'QITUVCHILARINING KASBIY VAZIFALARI VA PEDAGOGIC MAHORATI HAQIDA. *ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА*, 33(4), 48-50.
8. Kaipbergenova, D. (2017). THE IMPORTANCE OF MATERIAL DESIGNING IN LANGUAGE TEACHING. *ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА*, 34(3), 62-63.
9. Каипбергенова, Д. О. (2016). The role of language learning strategies in learning foreign languages. *Молодой ученый*, (12-4), 83-85.
10. Sport, H. (2016). Cognitive factors: systematically forgetting in second language learning. *Молодой учёный*, 3, 832.
11. Orakbaevna, K. D. (2022). USING THE PRINCIPLE OF UNITY IN EDUCATION. *PEDAGOG*, 1(4), 1467-1473.
12. Каипбергенова, Д. О. (2020). СОВЕРШЕНСТВОВАНИЕ ПРАКТИКИ ОРГАНИЗАЦИИ СИСТЕМЫ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ НА ОСНОВЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ. In *Инновационное развитие: потенциал науки и современного образования* (pp. 211-213).
13. Orakbayevna, Kaipbergenova Dilbar, Mirzakulov Ixom Normuminovich, and Maxmudova Zulfiya Muxiddinovna. "English language teaching methodology for non-native speakers." *Linguistics and Culture Review* 5.S3 (2021): 1721-1725.
14. Orakbayevna, K. D. (2022, February). SYNTACTIC AND SEMANTIC FEATURES OF COMPARISON IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES. In *Conference Zone* (pp. 145-147).
15. KHUSENALIYEVNA, K. D., CHORIYEVNA, A. Z., & ORAKBAYEVNA, K. D. (2021). Lexico-semantic features of technical teams of English and Uzbek languages. *Journal of Contemporary Issues in Business and Government*, 27(2), 4083-4088.

16. Orakbayevna, K. D. (2022). Using effective language learning strategies in teaching English. *Texas Journal of Philology, Culture and History*, 2, 1-3.
17. Kaipbergenova, D. (2017). THE IMPORTANCE OF MATERIAL DESIGNING IN LANGUAGE TEACHING. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 34(3), 62-63.
18. Kaipbergenova, D. (2016). ШЕТ ТИЛИ О'QITUVCHILARINING KASBIY VAZIFALARI VA PEDAGOGIC MAHORATI HAQIDA. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 33(4), 48-50.
19. Orakbayevna, K. D., Normuminovich, M., & Muxiddinova, M. Z. (2021). English language teaching methodology for non-native speakers. *Linguistics and Culture Review*, 5(S3), 1721-1725.
20. Orakbayevna, K. D. (2022, February). SYNTACTIC AND SEMANTIC FEATURES OF COMPARISON IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES. In *Conference Zone* (pp. 145-147).
21. KHUSENALIYEVNA, K. D., CHORIYEVNA, A. Z., & ORAKBAYEVNA, K. D. (2021). Lexico-semantic features of technical teams of English and Uzbek languages. *Journal of Contemporary Issues in Business and Government*, 27(2), 4083-4088.
22. Orakbayevna, K. D. (2022). THE IMPORTANCE OF GRAMMAR IN LEARNING A FOREIGN LANGUAGE. *Confrencea*, 7(7), 69-72.
23. Orakbayevna, K. D. (2022). Using effective language learning strategies in teaching English. *Texas Journal of Philology, Culture and History*, 2, 1-3.
24. Orakbaevna, K. D. (2022). USING THE PRINCIPLE OF UNITY IN EDUCATION. *PEDAGOG*, 1(4), 1467-1473.
25. Kaipbergenova, D. (2017). THE IMPORTANCE OF MATERIAL DESIGNING IN LANGUAGE TEACHING. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 34(3), 62-63.
26. Kaipbergenova, D. (2016). ШЕТ ТИЛИ О'QITUVCHILARINING KASBIY VAZIFALARI VA PEDAGOGIC MAHORATI HAQIDA. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 33(4), 48-50.
27. Sport, H. (2016). Cognitive factors: systematically forgetting in second language learning. *Молодой учёный*, 3, 832.

ROLE-PLAYS AND DIDACTIC GAMES

Shukurova Nozima Otabek qizi

Qashqadaryo viloyati Kòkdala tumani XTBga qarashli

76-maktabning ingliz tili fani òqituvchisi

Annotation:

This article deals with the important roles of role-plays and didactic games in the English classes. There are several reasons for using role-play and didactic games in the classroom and teachers can use for themselves.

Key words: Role-play, didactic games, Feed-in language,...

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. It can be an integral part of the class and not a one-off event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to". Therefore, if you think positive and have a go, you may be pleasantly surprised.

Role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Why is role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

It's fun and motivating

Quieter students get the chance to express themselves in a more forthright way

The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities. In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environmental situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a "lost property office" role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role play began the students felt armed with the

appropriate language. At higher levels the students will not need so much support with the language but they will need time to get into the role.

The role of the teacher :

Facilitator-students may need new language to be fed in by the teacher.If rehearsal time is appropriate the feeding in of new language should take place at this stage.

Spectator-The teacher watches the role-play and offers comments and advice at the end.

Participant- It is sometimes appropriate to get involved and take part in the role-play yourself.

Bring situations to life

Realia and props can really bring a role-play to life.A group of my young learners recently played the roles of pizza chef and customer.A simple cone of white card with CHEF written on it took a minute to make and I believe it made the whole process more fun and memorable for the class.As soon as it was placed on their heads they became the pizza chef and acted accordingly. Rearranging the furniture can also help. If you are imagining you are at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door.Keep it real and relevant.

Try to keep the roles you ask students to play as real to life as possible.It may be hard for students who have little opportunity to travel to imagine they are in "Ye Olde Tea Shop" in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some L1 to explain about the local culture or to translate local menus into English for the guest to their country . Students working in the business world may find it easy to role-play a business meeting with colleagues visiting from abroad.If you are working with young children , try to exploit their natural ability to play. They are used to acting out a visit to the shops or preparing food ,as that is how they play with their friends.

Feed-in language

As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need.

As mentioned in the role of the teacher section, feeding –in the language students need is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural

language. Role-play can be a lot of fun. If you still feel reluctant to use it in the class I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results! Although we don't have time to explore each of these in detail, it is important to note that all of them focus on group experiences rather than on unilateral behavior of the teacher. The group should share in the defining of the problem, carrying out the role playing situation, discussing the results, and evaluating the whole experience. The teacher must identify the situation clearly so that both the characters and the audience understand the problem at hand. In casting the characters, the wise teacher will try to accept volunteers rather than assign roles. Students must realize that acting ability is not at stake here but rather the spontaneous discharge of how one thinks the character of his role would react to the defined situation. Players may be instructed publicly so that the audience can interpret the meaning of their behaviour. Be sure to allow for creativity of the actors within their character roles and do not overstructure the situation.

The discussion and analysis of the role-playing situation depends upon how well we involve the audience. Key questions may be asked by the leader and/or buzz groups may be formed. All members of the group should participate and the reactions of the actors may be profitable compared to those of the audience.

The audience is just as much involved in the learning situation as the actors are. In the analysis and discussion time, the audience should provide possible solutions to the realistic problem situations which surface. It is important to evaluate role playing in the light of the prescribed goals. Categorizing behaviour is often overdone and gets in the way of the learning process. Evaluation should proceed on both group and personal levels, raising questions concerning the validity of the original purpose.

Throughout the entire process it will be necessary to deal with certain problems which arise in role playing situations. The backward, silent member must be encouraged to contribute. Create an atmosphere in which he is unafraid to share ideas, confident that no one will laugh at his contributions or harshly criticize his conclusions.

At the end of the discussion time the group should collectively measure its effectiveness in reaching biblical solutions to the role problem posed at the beginning.

Reference:

1. Role Play - Gillian Porte Ladousse (Oxford 1987)
2. The Practice of English Language Teaching - Jeremy Harmer (Longman 1989)

ОСОБЕННОСТИ ДОСРОЧНОГО РАСТОРЖЕНИЯ СПОРТИВНОГО КОНТРАКТА ПО ЗАКОНОДАТЕЛЬСТВУ РЕСПУБЛИКИ УЗБЕКИСТАН

С.С. Мамадалиев

Мамадалиев Сардорбек Санжарбек угли

Магистрант Ташкентского государственного юридического университета по специальности «Спортивное право»

Аннотация: В статье рассматривается правовая природа и особенности спортивного контракта, а также комплексный анализ оснований досрочного расторжения спортивного контракта по законодательству Республики Узбекистан.

Ключевые слова: особенности спортивных правоотношений, спортивный контракт, общие и специфические основания досрочного расторжения спортивного контракта.

На сегодняшний день спортивные контракты становятся ключевым инструментом регулирования правоотношений в профессиональном спорте. Иными словами, спортивные контракты являются неотъемлемой частью профессионального спорта, их заключение представляет собой важный этап в карьере любого спортсмена. Однако, как отмечает Э.Т. Мусаев, природа спортивного контракта в правовой науке является малоизученной, поэтому исследования правовой природы контрактов в спорте являются актуальными и востребованными [1, С. 63]. На наш взгляд, правильное понимание правовой сущности и особенностей спортивных контрактов является крайне важным, так как недостаточная информированность в этой области может привести к возникновению конфликтных ситуаций и неблагоприятным последствиям как для спортсменов, так и для спортивных организаций.

Необходимо сразу подчеркнуть, что легального определения термина «спортивный контракт» в законодательстве Республики Узбекистан отсутствует. Вместе с тем, анализ норм законодательства Республики Узбекистан свидетельствует, что спортивный контракт должен рассматриваться исключительно как трудовой договор.

Так, в частию первой статьи 25 Закона Республики Узбекистан «О физической культуре и спорте» в новой редакции установлено, что спортсмен имеет право на заключение трудовых договоров с физкультурно-спортивными и другими организациями в порядке, установленном законодательством. Кроме того, согласно части третьей статьи 28 вышеуказанного Закона принадлежность спортсмена к физкультурно-спортивной организации определяется на основании

трудового договора, заключенного между спортсменом и физкультурно-спортивной организацией, и (или) на основании членства спортсмена в физкультурно-спортивной организации. Статья 503 Трудового кодекса Республики Узбекистан (далее – ТК РУз) в новой редакции, который вступил в силу с 30 апреля 2023 года, устанавливает особенности правового регулирования труда спортсменов.

В свою очередь проведенный анализ зарубежного опыта свидетельствует, что спортивный контракт может быть регулирован как нормами трудового, так и нормами гражданского законодательства. В.П. Васькевич утверждает отношения между спортсменами-профессионалами и профессиональными спортивными клубами могут регулироваться при помощи либо гражданско-правовых, либо трудовых, либо смешанных договоров [2].

Так, согласно Закону Республики Казахстан от 03.07.2014 г. № 228-V «О физической культуре и спорте» договор о спортивной деятельности представляет собой гражданско-правовой договор, заключаемый между спортсменом, тренером или иным специалистом в области физической культуры и спорта и физкультурно-спортивной организацией.

Однако отмечается проблемы в правовом регулировании спортивных контрактов в Республики Казахстан в связи с тем, что ни трудовое законодательство, ни Закон Республики Казахстан «О физической культуре и спорте» не содержит особенностей регулирования труда работников данной сферы [3, С. 123].

В Кодексе Соединённых Штатов Америки термин «профессиональный спортивный контракт» означает соглашение, по которому физическое лицо нанимается или соглашается оказывать услуги в качестве игрока профессиональной спортивной команды, с профессиональной спортивной организацией или в качестве профессионального спортсмена [4]. Законодательство США предусматривает случаи, когда между индивидуальным спортсменом и профессиональной спортивной организацией объективно невозможно заключать трудовые договоры. Например, контракт между спортивной организацией Ultimate Fighting Championship представляет собой контракт с самозанятыми-профессионалом [5].

На наш взгляд, спортивный контракт охватывает как трудовой договор со спортсменом, так и договор гражданско-правового характера, заключаемый в отдельно взятых обстоятельствах. На сегодняшний день существует довольно большое количество видов спорта, и не всегда является возможным заключать трудовой договор между индивидуальными спортсменами и профессиональными спортивными организациями. По моему мнению, необходимо на законодательном уровне регламентировать порядок и условия

заключения договоров гражданско-правового характера между спортсменами и профессиональными спортивными организациями.

Основания досрочного расторжения спортивного контракта: Исходя из положений действующего законодательства Республики Узбекистан, спортивные контракты могут быть прекращены досрочно:

- а) по соглашению сторон;
- б) по инициативе спортсмена;
- в) по инициативе профессиональной спортивной организации-работодателя;
- г) по обстоятельствам, не зависящие от воли сторон.

Расторжение спортивного контракта по соглашению сторон является одним из способов досрочного расторжения контракта, который происходит путем взаимной договоренности между спортсменом и профессиональной спортивной организацией. Одной из особенностей данного способа расторжения является избежание судебных разбирательств и конфликтов между сторонами. Расторжение спортивного контракта по соглашению сторон имеет ряд достоинств, в том числе:

- быстрое разрешение споров между сторонами;
- сокращение издержек на судебные разбирательства;
- сохранение доброжелательных отношений между сторонами.

Следует указать, что расторжение спортивного контракта по соглашению сторон имеет свои особенности, которые оказывают влияние на процесс расторжения и правовые последствия для сторон контракта.

Первой особенностью является необходимость подписания дополнительного соглашения об условиях расторжения контракта обеими сторонами. Данный документ должен содержать все существенные условия расторжения, такие как дата расторжения, условия выплаты компенсации (если таковая предусмотрена договором) и правовые последствия для сторон.

Второй особенностью является тот факт, что расторжение контракта по соглашению сторон может иметь дополнительные юридические последствия. Например, если игрок и клуб договорятся о расторжении контракта во время сезона, то возникают вопросы о выплатах со стороны клуба, остатков зарплаты и дополнительных вознаграждений, которые предусматривал контракт. В этом случае может потребоваться разрешение дополнительных юридических вопросов.

Расторжение спортивного контракта по инициативе спортсмена является довольно распространенной практикой в спортивной индустрии. Этот вид расторжения контракта обычно основывается на финансовых, спортивных или других причинах, которые характеризуются большой важностью для спортсмена.

В ч. 1 ст. 160 ТК РУз установлено, что работник вправе прекратить трудовой договор, заключенный на неопределенный срок, а также срочный трудовой договор до истечения его срока, в письменной форме предупредив об этом работодателя за четырнадцать (14) календарных дней. Необходимо отметить, что срок данного предупреждения не всегда соответствует установленным спортивными федерациями (ассоциациями) срокам предупреждения. Так, в соответствии с ч. 1 ст. 14 Регламента по статусу и переходам футболистов (2020 г.): «В случае, когда клуб незаконно не выплачивает футболисту две зарплаты в установленные условиями контракта даты, футболист вправе расторгнуть контракт. При этом футболист, письменно уведомив клуб, должен предоставить ему 15-дневный срок для полного выполнения своих финансовых обязательств. В процессе применения данного правила могут быть учтены и другие положения».

Законодатель, с учетом данного обстоятельства, установил, что продолжительность срока предупреждения о прекращении трудового договора по инициативе спортсмена определяется сторонами трудового договора с учетом сроков, устанавливаемых Министерством развития спорта Республики Узбекистан по рекомендациям спортивных федераций (ассоциаций) Республики Узбекистан по соответствующим виду или видам спорта (ст. 503 ТК РУз)

Одной из главных особенностей расторжения контракта по инициативе спортсмена является то, что этот вид расторжения может быть затруднен для спортсмена в силу наличия штрафных санкций, которые могут быть предусмотрены в контракте. Так, согласно ч. 9 ст. 160 ТК РУз при досрочном прекращении срочного трудового договора по инициативе работника может быть установлена выплата работником неустойки. При таких обстоятельствах спортсмен выплачивает неустойку работодателю, если индивидуальные трудовые отношения прекращены по инициативе спортсмена, а также по основаниям, связанным с виновными действиями (бездействием) спортсмена. Однако если в спортивном договоре не определен размер неустойки, стороны освобождаются от ее выплаты.

Актуальной проблемой при расторжении спортивного контракта по инициативе спортсмена, на наш взгляд, является то, что законодатель не принимает во внимание внутренние нормы (локальные акты) спортивных федераций (ассоциаций), регламентирующие порядок и процедуру прекращения спортивных контрактов с игроками.

Сложилась практика, согласно которому необоснованное прекращение спортивного контракта может привести к юридической ответственности для спортсмена в связи с нарушением условий спортивного контракта и локальных актов спортивных федераций (ассоциаций) по видам спорта. Особые положения расторжения трудового договора с футболистами содержатся в Регламенте по

статусу и переходам футболистов (2020 г.) Ассоциации футбола Узбекистана. Настоящим регламентом установлено, что сторона, прекратившая трудовой договор без уважительной причины выплачивает другой стороне компенсации, а также понесет спортивные санкции.

Иными словами, даже если законодательство Республики Узбекистан разрешает спортсменам досрочно прекращать трудовой договор со спортивными организациями, в случае необоснованного его прекращения спортсмену налагаются санкции спортивной организацией, что приводит к коллизии между законодательством Республики Узбекистан и локальными актами спортивных федераций.

Расторжение спортивного контракта по инициативе спортивной организации является не менее важным вопросом, чем расторжение контракта по инициативе спортсмена. Решение о расторжении контракта в этом случае принимается руководством спортивной организации. Одной из главных особенностей расторжения контракта по инициативе спортивной организации является то, что это решение может быть спровоцировано различными причинами и самое главное должно быть обоснованным и законным. В основном, такие решения принимаются, когда спортсмен не соблюдает условия спортивного контракта.

В соответствии с ч. 2 ст. 161 и ч. 14 ст. 503 ТК РУз обоснованность прекращения трудового договора, в частности спортивного контракта, означает наличие одной из следующих причин (оснований):

- 1) ликвидация спортивной организации;
- 2) изменение численности или штата работников спортивной организации, обусловленное изменением технологии, организации производства и труда, сокращением объема работ;
- 3) несоответствие спортсмена занимаемой должности или выполняемой работе вследствие недостаточной квалификации. Следует отметить, что плохая игра или травма спортсмена не могут стать достаточным основанием для досрочного и одностороннего расторжения спортивного контракта [6, 29]. Судебная практика Спортивного арбитражного суда (CAS) показывает, что плохое выступление спортсмена в отсутствие строгих формулировок в спортивном контракте о плохом выступлении спортсмена не является основанием для законного расторжения спортивного контракта. Так в деле №CAS 2010/A/2049 постановила, что: «...ничто в Контракте не оправдывает расторжение контракта на основании спортивных результатов. Более того, довольно часто случается так, что клубы подписывают игроков, которые впоследствии разочаровывают своими спортивными результатами. В отсутствие строгих формулировок в контракте, неудовлетворительные спортивные результаты вряд ли могут быть законным нарушением контракта...» [7].

4) систематическое нарушение спортсменом своих трудовых обязанностей. Систематическим нарушением трудовых обязанностей является повторное совершение спортсменом дисциплинарного проступка в течение года со дня привлечения спортсмена к дисциплинарной или материальной ответственности либо применения к нему мер воздействия, предусмотренных трудовым законодательством и иными правовыми актами о труде, за предыдущее нарушение трудовых обязанностей;

5) однократное грубое нарушение спортсменом своих трудовых обязанностей. Перечень однократных грубых нарушений трудовых обязанностей, за которые может последовать прекращение трудового договора с работником, определяется:

- правилами внутреннего трудового распорядка;
- трудовым договором между собственником и руководителем организации, а также трудовым договором между работником и работодателем в случаях, предусмотренных ТК РУз;
- уставами и положениями о дисциплине в отношении отдельных категорий работников, на которых распространяется действие уставов и положений о дисциплине.

6) спортивная дисквалификация на срок шесть и более месяцев. В соответствии с Законом Республики Узбекистан «О физической культуре и спорте» спортивная дисквалификация спортсмена представляет собой отстранение спортсмена от участия в спортивных соревнованиях, которое осуществляется международной спортивной федерацией (ассоциацией) по соответствующему виду спорта или республиканской спортивной федерацией (ассоциацией) по соответствующему виду спорта за нарушение правил вида спорта или положений (регламентов) о спортивных соревнованиях либо антидопинговых правил, утвержденных международными спортивными организациями, или норм, утвержденных республиканскими спортивными федерациями (ассоциациями).

7) нарушение спортсменом, в том числе однократное, антидопинговых правил, утвержденных международными антидопинговыми организациями.

Таким образом, решение об осуществлении данного процесса может защитить интересы спортивной организации и важно учитывать все правовые и финансовые аспекты. В то же время, расторжение контракта по инициативе спортивной организации может быть сложным процессом, который имеет свои особенности и последствия.

В статье 168 ТК РУз законодатель предусмотрел **основания прекращения трудового договора по обстоятельствам, не зависящим от воли сторон**. Основаниями, по которым спортивный контракт подлежит досрочному расторжению, являются следующие:

- 1) призыв спортсмена на военную или альтернативную службу;
- 2) вступление в законную силу приговора суда, которым спортсмен осужден к наказанию, исключающему возможность продолжения прежней работы, а также направлению работника по постановлению суда в специализированное лечебно-профилактическое учреждение;
- 3) нарушение установленных правил приема на работу, если допущенное нарушение не может быть устранено и препятствует продолжению работы;
- 4) наступление обстоятельств, которые в соответствии с законодательством препятствуют продолжению трудовых отношений (признание спортсмена полностью неспособным к трудовой деятельности в соответствии с медицинским заключением, выданным в установленном порядке, а также лишение разрешения или лицензии на выполнение определенной работы и другие);
- 5) вступление в законную силу решения суда о ликвидации спортивной организации, являющегося работодателем;
- 6) отмена решения суда или отмена (признания незаконным) решения Государственной трудовой инспекции Министерстве труда и занятости Республики Узбекистан о восстановлении спортсмена на работе;
- 7) смерть спортсмена, а также признание судом спортсмена безвестно отсутствующим или объявление спортсмена умершим;

Вывод: Резюмируя проведенный научный анализ, можем заключить, что спортивный контракт рассматривается как в узком смысле в виде трудового договора, так и в широком смысле – трудового договора и договора гражданско-правового характера. При досрочном прекращении спортивных контрактов с профессиональными спортсменами необходимо применять индивидуальный подход и учитывать особенности их трудовой деятельности. Как отмечает Э.М. Таюфович [1, 68], при рассмотрении споров, возникающих из спортивных договоров, нужно оценивать их природу и соответственно выбирать нормы трудового или гражданско-правового законодательства, подлежащие применению.

Также рекомендуется:

1. дополнить статью 3 Закона Республики Узбекистан «О физической культуре и спорте» определением спортивного контракта следующего содержания:

«**Спортивный контракт** – письменное соглашение, по которому спортсмен нанимается или соглашается оказывать услуги физкультурно-спортивной организации».

2. дополнить статью 503 ТК РУз частями 16 и 17 следующего содержания:

«В трудовом договоре со спортсменом может быть предусмотрено условие об обязанности спортсмена произвести в пользу работодателя денежную выплату (компенсацию) в случае досрочного прекращения трудового договора по инициативе спортсмена без уважительных причин, а также в случае расторжения трудового договора по инициативе работодателя по основаниям, которые относятся к дисциплинарным взысканиям

Размер и порядок денежной выплаты (компенсации), предусмотренной частью шестнадцатой настоящей статьи, определяется трудовым договором.».

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Мусаев Э.Т. Актуальные проблемы правового регулирования спортивного контракта. Журнал правовых исследований. 2021, 6 том, №7. - С. 61-69.
2. Васькевич В.П. О договорном регулировании профессиональной спортивной деятельности // Законы России: опыт, анализ, практика», 2009. - №1. - С. 47-52.
3. Хасенов, М.Х.; Букенов, Р.О. Пробелы и коллизии правового регулирования труда в сфере физической культуры и спорта в Республике Казахстан. Вестник 2021, №1. - С. 120-132.
4. Кодекс Соединенных Штатов Америки – <https://uscode.house.gov/>.
5. Статья: How do UFC contracts work? - <https://www.quora.com/How-do-UFC-contracts-work>.
6. XIANG Huiying, ZHANG Lin. CAS Jurisprudence on Just Cause Termination of a Contract in Professional Football[J]. Journal of Shanghai University of Sport, 2022, 46(2). - С. 24-33.
7. Решение КАС от 12.08.2010 г. № 2010/А/2049 Al Nasr Sports Club v. F. M., - <https://jurisprudence.tas-cas.org/Shared%20Documents/2049.pdf>.

CRITERIES OF SELECTING GRAMMAR MATERIALS

Ismoilov Alisher Pulatjon ugli

Andizhan state institute of foreign languages

second year student of Master's degree

Abstract

This article compares grammar materials in two languages and provides a quick overview of Criteria of selecting grammar in general. The following paragraphs of the article also explain how grammar differs and are similar in teaching. A number of basic explanations and short samples are provided to illustrate the topic's grammatical point. Since they are one of the primary elements of literary works and are regularly utilized in everyday speech, metaphors. The majority of individuals struggle greatly when trying to understand metaphors since their structure does not allow for a clear understanding. It naturally happens whenever a non-native speaker of the language initiates a discussion with a native speaker of English.

Key words: aforementioned, explanations, authentic materials, technology, curricular goals, suitable teaching, incorrect grammar, audio-visual, strengthening grammar, self-confidence

Language plays a very important role in our daily lives, because it is a way to communicate our ideas to others. With language everyone can express feelings, wishes, opinions, and needs. Therefore, without language it will be difficult for everyone to understand the meaning of the words of others. English is currently very important to learn, because it is an international language that is generally used to communicate with people who come from abroad. In addition, English in Indonesia has also developed into a medium for self-image intellectually and socially. Many young people today use English in their daily activities, although there are still some of them who mix their mother tongue with English. This is added to the empirical reality which shows that most of the reference books used in higher education institutions in Indonesia are still written or published in foreign languages, especially English. However, in general the English skills possessed by students in Indonesia are inadequate. Learning English grammar is a challenging thing for learners in Uzbekistan who do not make English a mandatory language in this country. This actually happens in other non-speaking English countries. This is because English has a different grammar than these countries' language. In language teaching program, grammar is the necessary component as it is the fundamental and dominant position to help the learners reach certain language proficiency. As a crucial component in learning English, it is the basic skill for four other English proficiencies, i.e., listening, writing,

speaking, and reading skills. Without knowing grammar, a language learner is barely able to acquire the other skills as aforementioned. There are some factors to be believed as the trigger on why students become attracted to or avoiding the grammar lesson, including their interest on the methods and materials their teachers used in grammar classes. Teaching material is a set of content in the curriculum that supports teachers in the teaching and learning process explained that teaching material is a key component in most language programs. It is the content of the curriculum in the form of subjects with topics accompanied by certain explanations. In addition, it is equipped with things such as information, tools and texts that are to help teachers in delivering the material in the teaching and learning activities. Based on the types of teaching materials, teachers may use the authentic and non-authentic/contrived ones. Authentic materials are those not designed pedagogically but being used for learning. Some of examples are clippings, newspapers, movies, advertisements, or news. Authentic materials give learners into direct contact of reality level of English language because they are created by native English speakers. On the contrary, nonauthentic materials are those prepared for pedagogical purpose such as books, handouts, worksheets, and modules. Non-authentic materials are useful for teaching grammar in language learning process. Teaching materials are an important part of the implementation of education in schools. Through teaching materials, the teacher will find it easier to carry out learning and students will be more assisted and easier to learn. Teaching materials can be made in various forms according to the needs and characteristics of the teaching materials to be presented. They are prepared with the hope of being useful for all parties with an interest in learning and expected to be used as a reference in developing students' skills in the future. Therefore, development of interesting teaching materials is the responsibility of the teacher. Currently, we are living in the age of knowledge and technology, including the use of teaching materials. Technology makes it very possible for students, as learning subjects, to learn anything, anytime, and anywhere, whether they are deliberately designed or those who live to take advantage. The teacher's role has changed slightly. The teacher is not the only source of learning. Apart from themselves, teachers can develop and utilize various learning resources to facilitate the learning of their students. In the learning process, where students' learning is limited, tied, or controlled by curricular goals in the curriculum, the materials studied need to be selected and adapted to these goals. In other words, teaching materials must be created as interesting as possible by making use of technology. It is at this time that the role of teachers and teaching materials becomes important and urgent to facilitate student learning both at school and when studying at home or elsewhere in order to achieve predetermined curricular goals¹. The teaching materials used by teachers and students in learning, if designed and developed carefully and according to the correct

¹ ,Хошимов Ў., Ёқубов И. Я. Инглиз тили ўқитиш методикаси - Т.: 2003.

procedures referring to the principles of learning and the principles of effective message design for the student learning process, will be very effective in supporting or facilitating their learning process. With teaching materials students can repeat studying the material back at home. Developing teaching materials is one of the abilities that teachers must have ². This ability must be realized in an effort to provide various teaching materials needed by students in order to achieve the expected competencies. As a teacher, as well as a developer of teaching materials, the teacher is the person most responsible for managing the delivery of information and environmental arrangements in the process of mastering students' knowledge. There have been several studies that put concern on the materials and the methods to deliver the materials. However, most of these studies focused on quantitative study types and there have not, as far as we have searched on the topic, been any studies on grammar materials that students wanted which had been carried out with qualitative studies, especially with an emphasis on using the phenomenological approach. The current study using qualitative methods was aimed at exploring the students' perception embodied in the phenomena they revealed on the specific grammar materials and the use of appropriate learning aids in delivering the materials. With their importance, students must be involved in determining which materials are the best to be used as teaching materials. This of course requires research to find out their perceptions of interesting and appropriate learning materials. For this reason, this study attempted to reveal the perceptions of students after they took and passed grammar classes about how the teaching material suited their wishes which they deemed appropriate and interesting. The findings are related to the teaching materials in grammar classes which attracted the students' interest.

Media of material delivery.

The participants mentioned that a video or a movie that contain entertainment for English learning was suitable teaching materials used to teach them in mastering English grammar. "I love when the teacher uses expression in a movie to teach English grammar. For me, it is so obvious in terms of feeling on how I should use a specific English grammar or perhaps tenses in my daily conversation." "Audio-visual such as a fragment of a story in a specific background, for example, the difference between 'will' and 'be going to' feels so clear when we truly see 'the situation'. Consequently, we don't have to illustrate the grammar point in our mind based on the teacher's explanation, but we see it directly the use of correct grammar. That is what I feel when studying English with audio-visual". The dialogue in a movie, for example, is so clear to illustrate the tenses. It is much different from what I have to go through when reading the textbook. Audio-visual indeed helps me understand English grammar more. In addition, by learning visually, I don't get bored easily.³

² Хошимов Ў

³ Жалолов Ж.Ж. Че тили ўқитиш методикаси- Т. : 2012 .

The respondents mentioned that audio materials are one of the interesting teaching materials when used properly. For example, when the teacher brought up a lesson using English songs, they felt that it was very valuable as they knew that songs were not always written with the correct grammar. This broadened their knowledge that some songs were meant to be composed in incorrect grammar to create the ‘beauty rhyme’ for the listeners. “When the teacher explained the specific grammar using songs and she interestingly showed us which songs used the correct grammar and which songs used the incorrect one was epic. At that time, I could comprehend that, as a student majoring English like me, grammar could produce beauty when used properly based on the rhythm of a song.” (R.1) “I remember a song the teacher played with a lyric ‘I don’t care who you are, etcetera’ and she explained it as a noun clause which is not written in a question form, indeed it made me understand the grammar. At first, when she used the textbook to give us explanation, I was still confused. However, after the song, it was clear to me.” (R.3) “Listening using songs and after that my teacher explained the grammar was, in my opinion, the best part in teaching grammar. By enjoying the music, we know how to express our feeling, even with good grammar.”

Power Point with the creative animation was attractive for students. All participants agreed that learning grammar using Power Point in the classroom was interesting. However, when the teacher could not make a good PowerPoint, the explanation fell into boredom for the students. “Learning grammar was conducted by reading, discussing and doing the exercise using PowerPoint like you did in your classes was awesome. The layout including the animation you presented created a feeling to want more. Honestly, I was amazed with the teacher’s skill in making PowerPoint when colors and shapes helped the students to wander more.” Learning using visual displays such as Power Points with animation is more fun than learning from printed books. “When the teacher used PowerPoint with the link was the amazing part of her teaching. She used example of grammar point in the Power Point by linking it to songs or movie clips; that was perfect. We didn’t want to chat with friends but to focus on her explanations.”⁴

Games using flash card or also using Kahoot! attracted the respondents as the fun atmosphere could make the students easier to understand any subject given. “Teaching materials need to be more creative like using Kahoot! to deliver the material or replace the quiz to be more interesting. It becomes interesting and creative because it replaces paper-based examinations by utilizing classroom facilities” . “Learning grammar using Kahoot! is more challenging. Flash cards are too. The point is that grammar is a heavy subject. It can be lighter when the teacher knows how to conduct the class, for example, by giving the students the appropriate and fun games”. “Games are important in

⁴ Ахмедова Л.Т., Нормуратова В.И. Teaching English Practicum / Практикум по методике преподавания английского языка - Т.: 2011.

learning grammar. Therefore, the teacher must compose the teaching materials as interesting as possible, such as using games, with Kahoot! for example.”

Reasons of Why the Material is Interesting

The content

The material contents are the first thing that attracted the respondents in this study to learn English grammar. When the contents seemed not too formal by giving too many theories and much explanation, the respondents perceived that it is easy to grasp the meaning of the teaching materials delivered. “The content. When the teacher present the explanation without having too much explanation but us as the students that must practice the theory in real sentences, it makes us valuable. Yes, it is so worth it. “We see that the explanation in the textbook is so simple to understand while asking the students to practice more. It is the translation that the teacher teach us that every single sentence can be felt the real meaning and usage with correct grammar. Yes, the content is the first thing that attracts me to learn more in the class.”

Technology

Technology indeed helps teachers develop teaching materials. PowerPoint with advanced technology, for example, can evoke different feelings inside the respondents compared to PowerPoint without any link to other technology forms. “My teacher has brought us to the different level when she presented her PowerPoint. Her acquisition of technology makes us refresh our brain all the time. Previously, I thought that learning grammar could be very boring and tiring. But, when she involve technology, it becomes fun and interesting.” “I love the way my teacher deliver her teaching materials when using technology. It creates different atmosphere while us practicing the correct grammar. Sometimes, I wonder why so many teachers still stick to the traditional way of material delivery when there is a tremendous progress in technology. She is a good example of using technology embedded into teachinglearning process.

Media of Material Delivery

Audio Visual

Audio-visual becomes the first perception of the interesting teaching materials in this study. The video can be effective for English learning, especially grammar. Meanwhile, explained that video or movie can increase students’ interest in learning as it can create an enjoyable feeling. The audio-visual used by teacher can make the students enthusiastic, because it provides a fun learning experience. This perception is however in contrast with that using media such as audio-visual cannot be assumed that students can learn languages more effectively. In addition, the material also should be selected and designed appropriately: teaching materials that work well in one class may not function well in other classes. As the most widely taught international languages in many countries of the world, many citizens throughout the globe use English as a means of communication in important meetings at the international level. In Indonesia, English is the first foreign language studied as a compulsory subject from junior high

school to college. One of the efforts to improve English language skills done by educational institutions is that English is introduced as early as possible, starting from elementary schools. In the world of higher education, students' English proficiency cannot be separated from the learning process provided by the teachers. Teachers as facilitators try to provide the best teaching and learning process for their students. One of the approaches given by the lecturer is to use learning media. Learning media is one component of learning that has an important role in the process of teaching and learning activities. Every teacher must take advantage of the media in every learning activity. Therefore, they need to learn how to determine the right media in order to streamline learning objectives. Learning media has various types that can be used, one of which is audio-visual that can be accepted by the senses of sight and hearing. English is a subject that develops communication skills both orally and in writing, understanding and disclosing information. The process of teaching and learning activities by utilizing audio-visual media will be more effective, interactive and interesting. Teachers become more optimal in delivering material content and students will find it easier to understand. One example in teaching grammar, the teacher presents an English conversation video using a projector and loudspeaker and gives stresses on the grammar used by the speakers in the video. As a result, the process of teaching and learning English activities is no longer boring for the students. They become more motivated to learn English. ⁵

Audio listening materials when used appropriately can make student put so much attention on them. Audio can make students more concentrate on understanding material from the conversations in improving listening skill rather than using video which sometimes even makes students just enjoy the visual appearance. According to, using an audio recording journal can improve students' listening skills and grammar. Song is a very good 'tool' to help students learn English or, more specifically, songs are believed to be able to motivate students during learning English. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning language is nothing but learning various types of meaningful sounds. Songs can also make a class more interesting and lively. When students like the songs taught by the teacher, they will be happy and enthusiastic about doing it. According to there are many advantages to using songs as a learning resource. First, the song is a linguistic resource. In this case, the song becomes a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Songs also represent language that students have already recognized in a new and fun form. Songs also allow for natural and fun repetition of language. Songs can be used to develop all language skills in an integrative way, including improving students' pronunciation skills. Second, songs are an affective / psychological resource.

⁵ Жалолов Ж.Ж. Че тили ўқитиш методикаси- Т. : 2012 .

Apart from being fun, songs are also able to motivate students and foster a positive attitude towards English. Songs are not something that scares or threatens students. Even songs can help increase students' self-confidence. As a proof that they have mastered something in English, students can proudly sing English songs in front of their parents. Third, songs are a cognitive resource. Songs help improve memory, concentration and coordination. Students become more sensitive to rhyme signs as a tool to interpret meaning. Forth, songs can be a culture resource and a social resource. It also revealed that, despite learning grammar, songs provide tremendous benefits for learning pronunciation. Some important features of pronunciation such as stress and rhythm and intonation can be trained naturally through songs. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullabies, patriotic songs, parody, sport songs, traditional songs, and so on. Consequently, we have to note that not all English songs can be used as a learning resource. Songs whose music is too dominant, for example, or songs that contain too much metaphorical language, slank language, are not good for learning. Teachers must choose songs that are simple and fit the learning needs (curriculum, for example). The choice of songs should also consider the lyrics that can be heard clearly, as well as correct pronunciation. As students will use the songs as a model, of course they have to find the best model. If the teacher is going to sing it, it must also be ensured that the teacher will provide a good model for the students. Regarding the 4 main skills that must be taught and must be mastered by students, i.e., listening, speaking, reading, and writing, grammar will always be present in each of them. Therefore, the choice of songs must be suitable with the delivery of good and correct grammar.

Power Point.

Teachers' skills in making a very interesting PowerPoint containing teaching materials on grammar support the students' understanding on the materials. PowerPoint is more effective than textbook in encouraging students for learning. Moreover, according to, PowerPoint can become the centre of students' attention although the content may not be interesting. Effective teachers are able to master subject matter and strategies and skills in using teaching media. Today there are a lot of media that can be used by teachers or instructors in the learning process. Therefore, it is not only easier for the teacher to convey their knowledge but also useful for students to capture and understand lessons easily. PowerPoint is teaching media that can help Advances in Social Science, Education and teachers teach language skills, one of which is grammar. In this modern and technological era, teachers are required to be dynamic in relation to rapidly developing technological developments. If the teaching system used by teachers is still conventional, it is feared that students will find it difficult to develop and follow technological developments in society. In the past, the conventional teaching system emphasized the activity of the teacher explaining in front of the class providing a blackboard or other supporting tools. Currently, teachers are facilitated by

the presence of PowerPoint software which has an impact on students' understanding. In using PowerPoint media in the learning process, not all students and teachers know and understand the function of each menu in Microsoft Power Point. The teacher's role in being creative and innovating in composing material in an attractive manner is a major factor in addition to the other factors described above. Through the PowerPoint, students and teachers can combine with other methods to support language learning activities in class. The interest in using this media will continue to be of interest for the next years.

Games.

The respondents in this study perceived that they enjoyed and felt enthusiastic in learning by using flashcard as teaching material in the classroom, especially when games were chosen as the theme of the class. This statement is supported by that flashcard is able to contribute and support students in learning activity. Flashcard can help students memorize new vocabulary and this will later help the construction of grammar. In grammar classes, students are able to feel comfortable to remember new vocabulary through word card games when they have to make sentences with randomly selected words from their collections using the correct grammar. Another game that can make student be interested in grammar is Kahoot!. It is an online platform which has been used recently in language learning as the creative tool to deliver the teaching materials or an assessment tool. Kahoot! is a free online application that teachers can access to teach all materials with various levels. It explained that assessment using Kahoot! can make students more interested and challenged. Therefore, Kahoot! is one of teaching material that teachers can use to teach grammar. Many people think that English is a difficult and boring subject. To eliminate this perception, an English game should be created. Use of this game is intended to facilitate learning English. This game is also an appropriate learning medium to convey material in a fun and easy way. Technological developments make it easier to choose English learning games. English teachers can choose English learning games from the internet which are then applied in English teaching and learning activities. There are many benefits of using English games in teaching and learning activities. Boredom and hardship are the main factors why many people are reluctant to learn English. Although this language is very familiar in the world, it still takes a long time to master it. To get rid of boredom of the English language, using English learning games is the best way that can be used. This method can be used in between teaching and learning activities where games are only a learning medium. However, teachers must understand not to apply too many games in English lessons. In addition, selection of games must be in accordance with the material described so that sustainability is created. English games are also very useful to increase enthusiasm in English learning activities. This is because there are lots of communicative and collaborative games that can attract student involvement in the learning process. This English learning game can also increase student participation to

be more active in teaching and learning activities. The most important thing is to choose the type of English learning games that suit the material and the character of the students themselves. If teachers are still unsure about using games in class or to teach children, they can practice them right away. They can try to observe the difference between learning English using games and not. In this time, games may also eliminate the perception that English is difficult. As English games are a technique that is widely used to teach English, there are many reasons why using games in learning English in the classroom, one of which is to bring joy to learning. For English teachers, the purpose of giving English lessons is so that the students can use the language. By using English games, students will unconsciously participate in using English and also directly stimulate students' interest in learning English. The use of games in learning English, of course, must be carefully prepared by the teachers. Teachers must be able to focus the game's function in learning English, whether to attract students to learn, whether to provide fun exercises or to reinforce the material that has been taught. Some games require some material and equipment such as cards, pictures, pencils, paper, etc. which of course must be prepared in advance. In addition, the most important preparation is, of course, the teacher him/herself; the teacher must understand very well about the games to be applied. ⁶

What makes games interesting, although there are three items in this section of finding in this study, technology will become our centre of attention since the content and delivery method follow after the use of technology in teaching materials. They said that technology is somewhat a must in educational world. Technology is an effective and efficient medium in the teaching and learning process. As a learning medium, technology is associated with various activities that are used to access, collect, manipulate, and present or communicate information. The technology referred to includes equipment (such as computers, laptops, and other devices), software applications and circuits (for example internet, Wi-Fi, local network infrastructure, and others). The use of technology as a learning medium will clearly make the teaching and learning process effective and efficient because it can make it easier for a teacher to get or convey information (messages or content, material) lessons, can help increase student understanding, present data/information more interesting or reliable, facilitate the interpretation of data, and obtain information. Therefore, in this case, it can be said that technology as a medium plays an important role as an effective and efficient tool in the teaching and learning process. Learning activities are the most basic activities in the whole educational process. This means that educational attainment depends a lot on how the teaching and learning process is designed and carried out professionally. As today, using technology, especially laptops and the internet, is very helpful in teaching and learning activities. In an effort to improve the quality of education, one

⁶ Ахмедова Л.Т., Нормуратова В.И. Teaching English Practicum / Практикум по методике преподавания английского языка - Т.: 2011.

of them is utilizing technology in the teaching and learning process which is oriented towards the interests of students and facilitates the need for cognitive, effective and psychomotor development. Technology is a system that can facilitate educators and students to learn more widely and also varied. The materials they can learn are also more varied, not only in the form of word presentation, but can be richer with text, visual, audio, film, and animation variations as illustrated in this current study. The content of teaching materials along with the method on how the content is delivered may be dependent upon technology to make the materials interesting. The performance by creating, using and managing appropriate technological processes and resources is pivotal in delivering such interesting teaching materials. The PowerPoint things mentioned in this study has demonstrated that effective technology can bring joys to the respondents to study. The Power Point teaching delivery will be more enjoyable when technology is used appropriately. It will help in best utilizing the lecture time, limit disruption by students, provide outstanding methods for presenting the lecture materials, and enhance the concentration and engagement of the students. This current study, using a phenomenological approach, has succeeded in revealing several inputs to teaching English, especially grammar⁷. This can be seen from the phenomena expressed by respondents as consumers of this grammar learning. This qualitative research also touches their desires more deeply because they reveal things that suit their wishes without being guided by 'yes or no questions' as in quantitative studies. This suggests that, because language is always associated with feeling, qualitative research should be a counterweight to quantitative research⁸.

However, when grammar teachers follow technological developments, especially in terms of learning media, which are adapted to learning materials, learners can select which media is most suitable for them. This can be explored by knowing their opinion as much as possible about their comfort when learning grammar materials using the media/technology. In this study, PowerPoint linked to video and audio can give a deep impression on the respondents' feelings. Therefore, they revealed that this learning method with media was very suitable for them and helped them understand the materials given which were suitable for the real situation in the native speaker background seen in the video. The phenomenological approach used in this study is very helpful for directing the analysis of the phenomena that occur in grammar learning, especially learning that includes media as a tool to convey learning materials. Studies on grammar materials can be recommended by using this approach to get positive and negative phenomena from the learners to improve the grammar learning method itself.

⁷ Жалолов Ж.Ж. Че тили ўқитиш методикаси- Т. : 2012 .

⁸ Ахмедова Л.Т., Нормуратова В.И. Teaching English Practicum / Практикум по методике преподавания английского языка - Т.: 2011

Reference

1. Хошимов Ў., Ёқубов И. Я. Инглиз тили ўқитиш методикаси - Т.: 2003
 2. Жалолов Ж.Ж. Че тили ўқитиш методикаси- Т. : 2012
 3. Ахмедова Л.Т., Нормуратова В.И. Teaching English Practicum / Практикум по методике преподавания английского языка - Т.: 2011.
 4. Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge, Cambridge University Press.
- Alekseeva I.V. Use of situational pictures at English lessons //Foreign languages at school. - 2002. - No. 6.

**YANGILANAYOTGAN O'ZBEKISTONDA ILM-FAN VA TA'LIM
TIZIMIDAGI ISLOHATLAR**

Jumaniyozova N.S.

*Toshkent davlat transport universiteti
"Ijtimoiy fanlar" kafedrasida v.b. dotsenti*

Annotatsiya: Ushbu maqolada so'ngi yillarda mamlakatimizda tub islohotlar amalga oshirilib, davlat va jamiyat boshqaruvini tubdan yangilash, ijtimoiy sohani modernizatsiyalash borasida keng ko'lamli yangilanish va tashabbuslar amalga oshirilmoqda. Shu asosda yurtimiz kelajida iqtidorli va istiqbolli, malakali va raqobatbardosh professional kadrlarga juda katta ehtiyoj vujudga kelishini nazarda tutgan holda yangilanayotgan o'zbekistonda ilm-fan va ta'lim tizimidagi islohatlarga aloxida e'tibor qaratilayotgani haqida to'xtalib o'tilgan.

Kalit so'zlar: Professional ta'lim, ilm-fan, dual ta'lim, pedagogika, pedagogik faoliyat, ehtiyoj, modernizatsiya, ta'lim-tarbiya, davlat ta'lim standartlari, davlat ta'lim talablari, innovatsiya, texnologiya.

Kirish. Bugun jahonda o'zining munosib o'rnini ega bo'lib borayotgan O'zbekistonimizda ilm-fan va ta'lim-tarbiya tizimini yanada takomillashtirish, ilm-fan sohasi vakillarini har tomonlama qo'llab-quvvatlash bo'yicha tegishli farmon va qonunlar qabul qilayotgani barchani birday quvontiradi, albatta. Yuksak taraqqiy etgan mamlakatlar tajribasi tahlil qilinsa, ilm-fan, innovatsion texnologiyalar hamda ta'lim-tarbiya masalalariga davlatning eng muhim vazifasi deb qaralgani, kerak bo'lsa, ushbu soha vakillarini har tomonlama ijtimoiy qo'llab-quvvatlaganiga va rag'batlantirilganiga guvoh bo'lamiz. Zero, millat va davlat ravnaqi, tom ma'noda, yuksak tafakkur sohiblari qo'lida ekani ayni haqiqatdir desak mubolag'a bo'lmaydi.

Yurtimizda o'tgan qisqa yillar davomida ijtimoiy sohada amalga oshirib kelinayotgan ulkan islohotlar markazida, shubhasiz, ilm-fan, ta'lim masalasi turibdi. Davlat rahbarining bevosita g'oyasi va tashabbusi asosida bugungi kunda maktabgacha ta'lim, o'rta ta'lim, oliy va o'rta maxsus ta'lim tizimida muhim islohotlar ro'y bergani jamiyatimizdagi o'zgarishlar yaqqol dallidir.

Prezidentimiz Murojaatnomasidagi ta'lim-tarbiya, ilm-fan sohasiga oid fikr-mulohazalar nafaqat o'z xalqimiz o'rtasida, balki dunyo miqyosida ham e'tirofga loyiq ko'rilmogda. Xalqaro jamoatchilik va diplomatik korpus vakillari Prezident Shavkat Mirziyoevning O'zbekiston parlamentiga yo'llagan Murojaatnomasida ta'kidlangan muhim tashabbuslarning dolzarbligini mamnuniyat bilan qayd etmogda. Xususan, Indoneziyaning O'zbekistondagi elchisi Sunario Kartadinata bu haqda to'xtalib, jumladan, quyidagilarni bayon etadi: "O'zbekiston Prezidentining ijtimoiy-siyosiy hayotning barcha jabhalarini qamrab olgan va kelajakka yo'naltirilgan

Murojaatnomasi menda katta taassurot qoldirdi. Murojaatnomada ta'lim va yosh avlodni kamol toptirish masalalariga urg'u berilgani alohida e'tiborga loyiq. Bularning barchasi juda muhim va strategik ahamiyatga ega". Shu kabi e'tiroflar o'z o'rnida O'zbekistonning xalqaro maydondagi imidji va reytingini yanada yuksalib borayotganidan dalolat beradi .

Prezidentimizning Murojaatnomasida maktab bitiruvchilarini oliy ta'lim bilan qamrab olish darajasini 2020 yilda kamida 25 foizga va kelgusida 50-60 foizga yetkazish, 2020-2021 o'quv yilidan boshlab davlat granti asosida o'qishga qabul bo'yicha davlat buyurtmasi parametrlarini bosqichma-bosqich oshirib borish, masofaviy o'qitishni kengaytirish, xotin-qizlarni oliy ta'limga qabul qilishda alohida grantlar ajratish kabi vazifalar belgilab berilgan edi. . Albatta, bu borada ko'plab ishlar amalga oshirildiki, bundan barchamiz yaxshi xabardormiz. Quvonarlisi shundaki, yaqinda bo'lgan Murojaatnomada mazkur sohaga oid bir qator muhim tashabbus va takliflar ilgari surildi, aniqrog'i, aniq-ravshan raqamlar keltirildi.

Biz o'z oldimizga mamlakatimizda Uchinchi Renessans poydevorini barpo etishdek ulug' maqsadni qo'ygan ekanmiz, buning uchun yangi Xorazmiylar, Beruniylar, Ibn Sinolar, Ulug'beklar, Navoiy va Boburlarni tarbiyalab beradigan muhit va sharoitlarni yaratishimiz kerak. Bunda, avvalo, ta'lim va tarbiyani rivojlantirish, sog'lom turmush tarzini qaror toptirish, ilm-fan va innovatsiyalarni taraqqiy ettirish milliy g'oyamizning asosiy ustunlari bo'lib xizmat qilishi lozim. Bugungi kunda ta'lim sohasini tubdan takomillashtirish davr talabiga aylangan. Ushbu talabdan kelib chiqqan holda, ta'lim sohasidagi munosabatlarni tartibga soluvchi qonunlar qabul qilinmoqda. Jumladan, O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni 2020 yil 23 sentyabr kuni qabul qilingan bo'lib, uning maqsadi ta'lim sohasidagi munosabatlarni tartibga solishdan iborat.

Mazkur qonun bilan ta'lim sohasidagi asosiy prinsiplar belgilangan bo'lib, ular asosan ta'lim ustuvorligining tan olinishi; ta'lim olish shaklini tanlash erkinligi; ta'lim sohasida kamsitishlarga yo'l qo'yilmasligi; ta'lim olishga doir teng imkoniyatlarning ta'minlanishi; ta'lim va tarbiyaga milliy hamda umuminsoniy qadriyatlarining singdirilganligi; ta'lim va tarbiyaning insonparvarlik, demokratik xususiyati; ta'limning uzluksizligi va izchilligi; o'n bir yillik ta'limning hamda olti yoshdan yetti yoshgacha bo'lgan bolalarni bir yil davomida umumiy o'rta ta'limga tayyorlashning majburiyligi; davlat ta'lim standartlari va davlat ta'lim talablari doirasida ta'lim olishning hamma uchun ochiqligi; o'quv dasturlarini tanlashga doir yondashuvning yagonaligi va tabaqalashtirilganligi; insonning butun hayoti davomida ta'lim olishi hisoblanadi. Yangi Qonun keng imkoniyatlarga yo'l ochdi. Jumladan, ta'lim shakllari kengaydi: ishlab chiqarishdan ajralgan holda ta'lim olish (kunduzgi); ishlab chiqarishdan ajralmagan holda ta'lim olish (sirtqi, kechki, masofaviy); dual ta'lim; oilada ta'lim olish va mustaqil ta'lim olish; katta yoshdagilarni o'qitish va ularga ta'lim

berish; inklyuziv ta'lim; eksternat tartibidagi ta'lim; mudofaa, xavfsizlik va huquqni muhofaza qilish faoliyati sohasida kadrlar tayyorlash .

Ta'lim tizimining asosiy vazifalaridan biri zamonaviy texnologiyalar bilan jihozlanayotgan ishlab chiqarishda faoliyat yurituvchi, ilmiy rivojlanishni qo'llab quvvatlovchi kadrlar tayyorlashdir. Ta'lim shakllarining kengligi iqtidorli yoshlarga o'z qobiliyatlarini yanada kengroq ochish imkonini berish bilan bir qatorda ana shunday yoshlar bilan ishlash tizimini yanada takomillashtirish masalalarini yanada dolzarblashtiradi. OTMlari iqtidorli yoshlarni o'z dargohlariga jalb qilish bilan bir qatorda ular bilan ishlash uchun ilmiy-tadqiqot ishlari, talabalar konstruktor byurolari, talabalar ilmiy to'garaklari, ilmiy seminarlarda qatnashish kabi shakllarda ishlashni rivojlantirish masalalarini o'rta tashlaydi. Iqtidorli talabalarni ta'lim muassasiga jalb qilinishi ularni izlash va aniqlash tizimini takomillashtirish, ularni umumiy va maktabgacha ta'lim davridan tizimli ravishda aniqlab, qobiliyatlarini rivojlantirishga imkoniyat yaratish tizimini takomillashtirishni taqazo etadi. Eksternat ta'limi iqtidorli talabalarga o'z imkoniyatlaridan kelib chiqib, ta'lim olish tempini o'zi belgilashga sharoit yaratar ekan, ta'lim dargohlari ularga iqtidorlari va qiziqishlaridan kelib chiqqan holda qo'shimcha dasturlar asosida o'z bilimlarini kengaytirishga sharoit yaratish choralarini izlashi darkor. Masofaviy ta'lim shakli, qo'shimcha, ikkinchi ta'lim olish imkoniyatlarini ochishga yordam berishi mumkin. Dual ta'lim nafaqat professional ta'lim tizimida, balki oliy ta'limda ham qo'shimcha ta'lim dasturlari sifatida, ta'lim oluvchilarning imkoniyatlari, qiziqishlari va intilishlari asosida mutaxassilikni egallash dasturlarini taklif etib, ta'lim olish imkoniyatlarini kengaytirishga yordam berishga sharoit yaratadi. Shu bilan bir qatorda, ushbu ta'lim turlarini tashkillashtirishda ta'lim oluvchilarga individual-psixologik yondoshuv zarurligini unutmaslik kerak, chunki, mustaqil ta'lim olish ko'nikmalari pedagoglar bilan muloqada shakllanadi va u har bir insonda turlicha. Ta'lim jarayoni kommunikativ ko'nikmalarni shakllantirishda ham muhim o'rin tutadi, eksternat, masofaviy ta'lim shakllari bo'yicha ta'limni tashkilashtirishda, ushbu jihatlar ham chuqur o'rganib chiqilishi lozim. Ushbu vazifalarni hal etishda, pedagog xodimlarga qo'yiladigan vazifalar juda katta va ular ham "Ta'lim to'g'risida"gi Qonunda o'z aksini topgan. Ushbu majburiyatlarni ado etishda pedagoglarga o'z fanini puxta bilish bilan bir qatorda psixologik pedagogik bilimlar, nutq madaniyati, ichki madaniyat va ma'naviyat, keng tafakkur talab etiladi. Shuning uchun har bir pedagog o'z malakasini oshirishda ushbu masallarni inobatga olishi, OTMlar esa, masofaviy ta'lim imkoniyatlaridan keng foydalanishi maqsadga muvofiq deb o'ylayman.

"Ta'lim to'g'risida"gi Qonun mamlakatimizning yangi uyg'onish davri oldiga quygan vazifalarni hal etishga keng imkoniyatlar ochib bermoqda, pedagoglardan esa Qonun ustivorligini ta'minlagan holda berilayotgan imkoniyatlardan samarali foydalanish, vazifalarni hal etishga ijodiy yondoshish va mas'uliyatni his etish talab etiladi.

Prezidentimiz Shavkat Mirziyoev o'zining mamlakatimizda ta'lim-tarbiya tizimini takomillashtirish, ilm-fan sohasi rivojini jadallashtirish masalalari muhokamasi bo'yicha o'tkazgan videoselektor yig'ilishidagi ma'ruzasida: "Biz ustozni otaday ulug' deb bilgan, doimo ardoqlagan ma'rifatparvar xalqning vakillarimiz. Men ham o'qituvchi, muallim deganda o'zim uchun eng aziz va hurmatli bo'lgan ziyoli va zamonaviy, samimiy va mehribon insonlarni tasavvur qilaman." - deb ta'kidlab o'tgan edi. Darhaqiqat, o'tmishda ham, hozirda ham davlat va jamiyat ravnaqiga asos bo'lgan ta'lim, tarbiya, ilm-fan barcha erishilgan g'alabalarga muhim omil bo'lib xizmat qilgan. Bunga tarixdan ko'plab misollari keltirish mumkin.

Ma'lumki, dunyoga hukmronlik qilish da'vosida bo'lgan frantsuz armiyasi 1870-1871 yillarda bo'lib o'tgan urushda o'zidan anchayin kuchsiz bo'lgan Prussiyadan mag'lubiyatga uchragan edi. O'shanda Parij ko'chasida ketayotgan frantsuz zobitiga yuzlanib, bir kampir "Bolam, eshitishimcha sizlar qandaydir yalangoyoq pruss askaridan yengilgan emishsizlar. Shu rostmi?" - deb aytganida, boyagi frantsuz zobiti kampirga qarab: "Biz yalangoyoq pruss askaridan emas, balki prussiyalik o'qituvchidan mag'lubiyatga uhradik" - degan ekan. Alqissa, shu o'rinda Prezidentimizning o'z faoliyatlarining dastlabki yillarida aytgan va keyinchalik zamonamizning eng muhim shoriga aylanib ketgan "Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak", degan so'zlarida naqadar katta ma'no bor ekanligiga yana bir bor amin bo'lasan, kishi.

Xulosa qilib aytganda, mamlakatimiz yuksak maqsadlarni ko'zlab katta yo'lga chiqqan ekanmiz, ya'ni, bugundan "Uchinchi Renessans" poydevorini barpo etayotgan ekanmiz, barchamiz yagona maqsad yo'lida Prezidentimizga kamarbasta bo'lib, vijdonan ishga kirishsak, albatta, zafar biz tomonda bo'ladi, qilgan ezgu niyatlarimiz ro'yobga chiqadi. Maqsadimizga erishimizda birinchi navbatda albatta ilm-fan, ta'limni o'rni beqiyosdir.

REFERENCES:

1. Мирзиёев Ш. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. 2-жилд. – Тошкент: Ўзбекистон, 2019. – Б. 88
2. Раматов, Ж.С., Ҳасанов, М.Н., & Жуманиёзова, Н.С. (2022). ТАЛАБА-ЁШЛАР МАЪНАВИЙ ДУНЁҚАРАШИНИ ШАКЛЛАНТИРИШНИНГ САМАРАЛИ УСУЛЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10-2), 866-874.
3. Nazarova, N. J. R., & Jumaniyazova, N. S. (2023). YANGI O'ZBEKISTONDA TA'LIM SIFATINI OSHIRISH VA UNDA MALAKALI KADRLARNI TAYYORLASH MASALASI. *Educational Research in Universal Sciences*, 2(4), 138-143.
4. Muratova, D. A., & Jumaniyazova, N. S. (2018). BERUNIY AND EUROPE. *Теория и практика современной науки*, (5), 24-26.

5. Назарова, Н. Ж., Муратова, Д. А., & Жуманиязова, Н. С. (2022). ЎЗБЕКИСТОН ТЕМИР ЙЎЛ ТРАНСПОРТ ТИЗИМИДА АЁЛЛАРНИНГ ЎРНИ ВА РОЛИ. *Scientific Impulse*, 1(3), 331-336.
6. Ж. С. Раматов, М. Ҳасанов, & Лочин Азаматович Валиев (2022). АУРОБИНДО ГХОШ ҲАЁТИ ВА ИЛМИЙ ФАЛСАФИЙ МЕЪРОСИ. *Academic research in educational sciences*, 3 (6), 1161-1169.
7. J. S. Ramatov, M. Hasanov AL-FAROBIIY SIYOSIY DAVRAN VA IJTIMOIIY-MADANIY ANVOL // *Pedagogik fanlarda akademik tadqiqotlar*. 2022 yil. 6-son. URL: <https://cyberleninka.ru/article/n/al-farobiy-davridagi-siyosiy-va-izhtimoiy-madaniy-vaziyat> (kirish sanasi: 12.11.2022).
8. М.Н.Ҳасанов, А.А.Азимбаев, Ҳалилов Ў., & Каримов Б. (2022). АБУ НАСР ФОРОБИЙНИНГ ШАХС МАЪНАВИЙ КАМОЛОТИГА ДОИР ҚАРАШЛАРИ . *JOURNAL OF NEW CENTURY INNOVATIONS*, 4(3), 147–153. Retrieved from <http://www.wsrjournal.com/index.php/new/article/view/629>
9. Ж. С. Раматов, & М. Ҳасанов (2022). МАФКУРАВИЙ ТАҲДИДЛАРНИ ОЛДИНИ ОЛИШДА АХЛОҚИЙ ТАРБИЯНИНГ АҲАМИЯТИ. *Academic research in educational sciences*, 3 (6), 952-956.
10. Ramatov, J.S., Valiev, L.A., Xasanov, M.N. XIX ASRDA HINDISTONDAGI IZHTIMOIY - FALSAFIY JARAYONLAR // *ORIENSS*. 2022. №6. URL: <https://cyberleninka.ru/article/n/hih-asrda-indistondagi-izhtimoiy-falsafiy-zharayonlar> (kirish 12/11/2022).
11. Ф. А. Кушаков, М. Н. Ҳасанов, Р. Ў. Баратов, Ж. С. Раматов, & С. Ҳ. Султанов (2022). ЯНГИ ЎЗБЕКИСТОНДА ИНСОН ҲУҚУҚЛАРИ ВА СЎЗ ЭРКИНЛИГИ. *Academic research in educational sciences*, 3 (10), 803-810.
12. Раматов, Ж. С., Муратова, Д., Султанов, С. Ҳ., Тухтабоев, Э., Кушаков, Ф., & Ҳасанов, М. Н. (2022). ИЖТИМОИЙ АДОЛАТ ВА ҚАДРИЯТЛАР ПЛЮРАЛИЗМИ. *World scientific research journal*, 8(1), 102-108.
13. Раматов, Ж.С., Баратов, Р.Ў., Султанов, С.Ҳ., Муратова, Д.А., Ҳасанов, М.Н., & Эрнӣезов, У.К. (2022). ЁШЛАР ЗАМОНАВИЙ МАДАНИЙ ҚИЁФАСИ ВА УМУМИНСОНИЙ ҚАДРИЯТЛАР ТУШУНЧАСИНИНГ МАЗМУН-МОҲИЯТИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10), 376-386.
14. Hasanov, M., & Tuhtaboev, E. (2021). THE PERFORMANCE OF THE PERFECT MAN IN THE EASTERN RENESSANCE (ON THE EXAMPLE OF FARABI'S VIEWS). *Innovative Technologica: Methodical Research Journal*, 2(05), 1-6.
15. Hasanov M., Tuhtaboev E. THE PERFORMANCE OF THE PERFECT MAN IN THE EASTERN RENESSANCE (ON THE EXAMPLE OF FARABI'S VIEWS)

//Innovative Technologica: Methodical Research Journal. – 2021. – Т. 2. – №. 05. – С. 1- 6.

16. М.Н.Хасанов, Д.А.Ҳафизов, Р.Х.Тоиров, & Х.Қ.Болтабоев. (2022). АБУ НАСР ФОРОБИЙ ЯШАГАН ДАВРДАГИ ИЛМ-ФАН ВА ТАЪЛИМ-ТАРБИЯ . JOURNAL

OF NEW CENTURY INNOVATIONS, 4(3), 137–140. Retrieved from

<http://www.wsrjournal.com/index.php/new/article/view/627>

17. Kaipbergenova, D. (2016). СНЕТ ТИЛИ О’QITUVCHILARINING KASBIY VAZIFALARI VA PEDAGOGIC MAHORATI HAQIDA. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 33(4), 48-50.

18. Orakbayevna, K. D., Normuminovich, M., & Muxiddinova, M. Z. (2021). English language teaching methodology for non-native speakers. *Linguistics and Culture Review*, 5(S3), 1721-1725.

19. Orakbayevna, K. D. (2022, February). SYNTACTIC AND SEMANTIC FEATURES OF COMPARISON IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES. In *Conference Zone* (pp. 145-147).

20. KHUSENALIYEVNA, K. D., CHORIYEVNA, A. Z., & ORAKBAYEVNA, K. D. (2021). Lexico-semantic features of technical teams of English and Uzbek languages. *Journal of Contemporary Issues in Business and Government*, 27(2), 4083-4088.

21. Orakbayevna, K. D. (2022). THE IMPORTANCE OF GRAMMAR IN LEARNING A FOREIGN LANGUAGE. *Confrencea*, 7(7), 69-72.

22. Orakbayevna, K. D. (2022). Using effective language learning strategies in teaching English. *Texas Journal of Philology, Culture and History*, 2, 1-3.

23. Orakbaevna, K. D. (2022). USING THE PRINCIPLE OF UNITY IN EDUCATION. *PEDAGOG*, 1(4), 1467-1473.

24. Kaipbergenova, D. (2017). THE IMPORTANCE OF MATERIAL DESIGNING IN LANGUAGE TEACHING. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 34(3), 62-63.

25. Kaipbergenova, D. (2016). СНЕТ ТИЛИ О’QITUVCHILARINING KASBIY VAZIFALARI VA PEDAGOGIC MAHORATI HAQIDA. ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА, 33(4), 48-50.

26. Бўрихаджаева, М.С. (2023). МАМЛАКАТ ИҚТИСОДИЁТИДА АВТОМОБИЛ ТРАНСПОРТИ КОРИДОРЛАРИНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3 (1-2), 338-345.

27. M.S.Bo‘rixadjayeva. (2023). YANGI O‘ZBEKISTONDA TA’LIM MUASSASALARIDA BERILAYOTGAN E’TIBOR VA TALABALARNI IMLIY

FAOLYATGA YO'NALTIRISH . PEDAGOGS Jurnal, 28(1), 68–75. Retrieved from <http://pedagoglar.uz/index.php/ped/article/view/3107>

28. M.S.Bo'rixadjayeva. (2023). PEDAGOGIKNING KASBIY MAHORATINI SHAKLANTIRISH INTERFAOL USULLARI . World Scientific Research Journal, 12(2), 128–133. Retrieved from

<http://wsrjournal.com/index.php/wsrj/article/view/2541>

29. Bo'rixadjayeva, M. S. (2023). YANGI O'ZBEKISTONDA IQTISODIY TAFAKKURNI SHAKLLANISHINING USULLARI. World scientific research journal, 12(2), 134-138.

30. Bo'rixadjayeva, M. S. (2023). BUGUNGI KUN YOSHLARNI HAYOTIY BARDOSHLILIGI–MUAMMOLARNI YENGISH MANBAI SIFATIDA. World scientific research journal, 12(2), 139-143.

THE DEVELOPMENT OF CRITICAL THINKING AT ENGLISH CLASSES

Kambarova L.R. - Teacher

Email: Li26ka0695@gmail.com

Department of Social–Humanitarian and Exact Sciences.

Tashkent State University of Economics, Tashkent,

Republic of Uzbekistan

Abstract: The article is devoted to the study of the implementation of activities aimed at developing and improving critical thinking of learners' into English teaching/learning process. The paper analyzes the need to introduce useful and effective techniques into the traditional educational process and identifies the main positive opportunities for using methods and approaches in the education system.

Key words: techniques, foreign language, gaming, approach, challenge, assessment.

Nowdays in various scientific studies you can find different definition of the term "critical thinking". Some scholars define it as intelligent reflective thinking focused on deciding what to believe and what to do. Critical thinking, according to them opinion - the search for common sense and the ability to abandon their own prejudice. Critical thinkers are able to come up with new ideas and see new opportunities, which is very important when solving new problems.

Critical thinking does not mean negativity or criticism, under this concept implies a reasonable consideration of a variety of approaches with to make major judgments and decisions. Focus on critical thinking assumes that nothing is taken for granted and each student, regardless of authority, develops his own opinion in the context of the curriculum. This is an open mind that does not accept dogma that develops by imposing new information on the life experience. This is where it differs from traditional thinking. Critical thinking is the starting point for the development of creative thinking, they develop in synthesis, interdependently.

- The technology of critical thinking gives the trainee:
- Ability to work collaboratively with others
- Ability to be responsible for one's own education
- Improving the efficiency of information perception
- Increasing interest, both in the studied material and in the learning process
- Desire and ability to become a person who learns throughout life.

Critical thinking technology gives the teacher the opportunity to:

- Create an atmosphere of openness and responsibility in the classroom cooperation

▪ Use a system of effective techniques that contribute to development of independence;

▪ Help students become practitioners and analysts at the same time who at the same time are able to competently analyze their own activity;

▪ Become a source of valuable information for colleagues

When it comes to teaching foreign languages, communication methods have recently received a new impetus. There is a turn from the assimilation of various aspects of the language (vocabulary, grammar) to the active use of a foreign language in life. A foreign language becomes, on the one hand, a means of obtaining professional or other information, and on the other hand, a means implementation of communication. However, effective communication can only be said if the person has correctly perceived or passed on information. In this regard, more and more often from teachers and psychologists, one can hear that communicative competence effective only if a person has a critical thinking.

How to ensure the development of critical thinking in the classroom foreign language? On the one hand, this is difficult, because due to its specificity, mastering this subject requires a large amount of "externally created" reproductive environment. However, the teaching of a foreign language of its communicative nature has always been distinguished by its creative character, more focused on creating their own speech products.

All this above definitely requires creativity, independence and critical thinking. Based on this position, the use of critical thinking technology techniques to

English lessons are as simple as they are necessary. The technology is based on the three-phase structure of the lesson. The first stage is the "challenge", during which the students' previous knowledge is activated, interest in the topic awakens, and the goals of studying the upcoming educational material are determined. The activity of students at this stage: the student "remembers" what he knows about the issue under study (makes assumptions), systematizes information before studying it, asks questions that he would like to get an answer to.

Suitable methods and techniques:

- compiling a list of "known information", a story-assumption, by keywords;
- systematization of the material (graphic): clusters, tables;
- true and false statements;
- mixed up logical chains, etc.

So, the information received at the first stage is listened to, recorded, discussed, the work is carried out individually - in pairs - groups.

At this stage, I successfully apply the following game techniques:

Reception "Clean Board"

It is carried out by repeating the material covered. Before the start of the lesson, the teacher at different ends of the blackboard attaches leaflets in the form of white blots on which the questions are written. At the beginning of the lesson, he asks the students to "clear" the board from the tricks of the "evil chalk", the image of which is also attached to the board. Students take turns coming to the blackboard, removing the inkblot and answering the questions written on them. The score is received by the one who collected the most blot.

Clustering technique

The meaning of this technique is to try to systematize the existing knowledge on a particular problem.

A cluster is a graphical organization of material that shows the semantic fields of a particular concept. The word cluster means "beam, constellation" in translation. Clustering allows students to think freely and openly about a topic.

Students write down a key concept in the center of the sheet, and draw arrows from it - rays in different directions that connect this word with others, from which the rays diverge further and further.

Pictogram

Picture writing used as a methodological means of mediated memorization. The general view of a pictogram is a set of graphic images used for the purpose of effective memorization and subsequent reproduction of events, dates, concepts.

Can be used when explaining new material and when checking homework.

The second stage - "comprehension" - is meaningful, during which the direct work of the student with the text takes place, and the work is directed, meaningful. The reading process is always accompanied by student activities (marking, tabulation, journaling) that allow you to track your own understanding. At the same time, the concept of "text" is interpreted very broadly: it is a written text, a teacher's speech, and video material.

The teacher's activity at this stage: maintaining interest in the topic while working directly with new information, gradual progress from knowledge of the "old" to the "new".

Student activity: the student reads (listens) the text using the active reading methods proposed by the teacher, makes notes in the margins or takes notes as he comprehends new information.

Suitable techniques and methods:

Active reading methods:

- marking using the icons "v", "+", "-", "?" (as you read, they are placed in the margins on the right);
- maintaining various records such as double diaries, logbooks;
- search for answers to the questions posed in the first part of the lesson, etc.

There is direct contact with new information (text, film, lecture, paragraph material), work is carried out individually or in pairs.

"Flight Log" technique was developed as part of the technology for the development of critical thinking (TRCMCHP). It allows not only to get an adequate picture of the degree of assimilation of the material by students, but also helps students develop the ability to capture information using graphic methods, learn to assess their strengths and weaknesses, and makes it possible to visualize a given problem.

The third stage is the stage of "reflection" - reflections. At this stage, the student forms a personal attitude to the text and fixes it either with the help of his own text or his position in the discussion. It is here that an active rethinking of one's own ideas takes place, taking into account the newly acquired knowledge.

Teacher's activity: return students to the original notes - suggestions, make changes, additions, give creative, research or practical tasks based on the information studied.

Student activities: students relate "new" information to "old" information using the knowledge gained at the comprehension stage.

Suitable methods and techniques:

- filling in clusters, tables, establishing cause-and-effect relationships between blocks of information;
- return to keywords, true and false statements;
- answers to the questions posed;
- organization of oral and written round tables;
- organization of various types of discussions;
- writing creative works (five lines, syncwines, essays).

Conclusion: creative processing, analysis, interpretation, etc. studied information; work is carried out individually - in pairs - groups.

Gaming activities can be carried out through:

Reception "writing syncwine"

The most popular technique used at the stage of reflection was syncwine. Sinkwain is a poem, which is a synthesis of information in a concise form, which allows you to describe the essence of the concept or to reflect on the basis of the knowledge gained.

The rules for writing this poem are a certain number of words per line and the purpose of each line:

1st line - the title of the poem, the topic (usually a noun);

2nd line - description of the topic (two adjectives);

3rd line - action (usually three verbs related to the topic);

4th line - feeling (a phrase of four words expressing the author's attitude to the topic);

5th line - repetition of the essence, a synonym for the first line (usually a noun).

Students learn to write similar poems in pairs, reminding each other of the rules of writing, choosing vocabulary. Then the cinquain is written individually. The purpose of writing such a poem may be the development of concepts, a reflective assessment of what has been passed.

Sinkwain can help to organize the final repetition, summarize the information received, evaluate the conceptual baggage of students, teach how to express complex feelings and ideas in a concise form.

Another trick of this technology, which is often used, is marking the text as it is read "Insert".

I - interactive

N - noting self-activating "V" - already knew

S - system system markup "+" - new

E - effectivt for effective "-" - thought differently

R - reading and reading and thinking "?" - I do not understand, I have questions

T-thinking

While reading the text, it is necessary to ask students to make notes in the margins, and after reading the text, fill in the table, where the icons will become the headings of the table columns. The table summarizes information from the text.

Graphic forms of organizing material can become the leading device at the semantic stage, for example, diaries and "logbooks".

In conclusion, I will focus on the benefits of using game techniques based on critical thinking.

Students acquire the ability to:

– work with an increasing and constantly updated information flow in various fields of knowledge;

- express your thoughts (orally and in writing) clearly, confidently and correctly in relation to others;

- develop their own opinion on the basis of comprehension of various experiences, ideas and ideas;

- solve problems; the ability to independently engage in their own learning (academic mobility);

- cooperate and work in a group; the ability to build constructive relationships with others.

- work effectively with other people; express their thoughts clearly, confidently and correctly in relation to others.

In conclusion, it is important to mention that foreign language lessons contribute to the development of critical thinking through a variety of material and interactive approaches. Foreign language in this case is both a goal and a means of learning. When performing any

tasks, students must understand the main idea, recreate the logic presentation, highlight the problem, compare with what is already known in this areas, and determine what additional information we need, to draw a conclusion and formulate one's point of view on a particular question or problem. As you can see, this requires formation certain intellectual skills and improving not only all language skill at foreign lessons, but develop critical thinking as well.

List of used literature:

1. Bahtiyorova F.H. The use of critical thinking in EFL (English as a foreign language) classrooms // Republic of Uzbekistan
2. Ziguang Yan. English as a Foreign Language Teachers' Critical Thinking Ability and L2 Students' Classroom Engagement // School of Foreign Studies, Hebei University, Baoding, China Volume 12 – 2021
3. Vdovina E. Developing Critical Thinking in the English Language classroom: A Lesson Plan. Saint-Petersburg State Polytechnical University, Saint-Petersburg, Russia and Lourdes Cardozo Gaibisso, Secondary School, Montevideo, Uruguay December 2013, 54-68
4. Brumfit Ch. The Communicative Methodology in Language Teaching / Ch., Brumfit. - Cambridge University Press, 2008. – 456 p.
5. Обметко С. Ю. Приемы технологии критического мышления на уроках английского языка // Интерактивное образование. Выпуск №70, 2017

**TUPROQDAGI FOSFATLARNI FAOL PARCHALOVCHI
BAKTERIYALARNI KUZGI BUG'DOY RIZOSFERASIDAN
AJRATIB OLISH**

¹*Yo'ldashev Abduvali Alisher o'g'li*

²*Tashbayev Sherzodbek Abdurasulovich*

Andijon davlat universiteti

Zoologiya va biokimyo kafedrası 2-kurs magistranti

Andijon davlat universiteti

Zoologiya va biokimyo kafedrası dotsenti Ph.D

Anotatsiya: Kuzgi bug'doy rizosferasidan ajratib olingan kulturalar nafaqat $\text{Ca}_3(\text{PO}_4)_2$, balki Rossiya tuproqlarida keng tarqalgan AlPO_4 va FePO_4 birikmali tuzlarni ham yuqori darajada parchalashi aniqlandi va buning natijasida o'simlikning fosforli oziqlanish imkoniyati yaxshilanadi. Tuproqning fosforlanishini yechishning samarali yo'llaridan biri qiyin parchalanuvchi fosforli birikmalarining mikrobiologik transformatsiyasi bo'lib hisoblanadi. Ayrim tuproq mikroorganizmlari o'zining hayot faoliyati davomida turli xil organik kislotalar va fermentlar ajratib chiqarib, tuproqda zahira holda o'rnashgan va o'simliklar uchun qiyin o'zlashtiriladigan fosforni parchalashda ishtirok etadi.

Kalit so'zlar: Kuzgi bug'doy, fosfor, tuproq mikroorganizmlari, organik kislotalar, *Bacillus subtilis*

Mikroorganizmlar vositasida fosfor elementining biologik parchlanishi tuproqning fosforli rejimiga elementning qaytarilishi deb tavsiflanadi. Bir tarafdin olib qaraganda, o'zlashtiriladigan tuproq fosfatlarining mikroorganizmlar vositasida bog'lanishi yuz bersa, ikkinchi tomondan esa, tuproqdagi qiyin parchalanuvchi fosforning mineral va organik birikmalarini mikroorganizmlar o'zlashtirishi natijasida fosfor kislotasining o'zlashtirilish darajasi ortadi va buning natijasida nobud bo'lgan mikroorganizmlarning hujayra tanasida mineralizatsiyalangan fosfor holda to'planadi.

Tuproqdagi organik moddalarning mikroorganizmlar yordamida biologik singdirilishi tufayli organik moddalarning parchalanishi sodir bo'ladi. Aniqlanishicha, o'simliklarning qoldiqlari va mahalliy o'g'itlarning parchalanishi natijasida tuproqda fosforning biologik singdirilishi ortadi va tuproqning fosforli rejimi yaxshilanadi. Ko'pchilik qishloq xo'jaligi mikrobiologlari va mikrobiolog-ekologlarni qiziqtiradigan asosiy masala, ayrim tuproq bakteriyalarining kam boyitilgan va sho'r mineral fosfatlarning, xususan, $\text{Ca}_3(\text{PO}_4)_2$ va gidroksilapatitning parchalanishidir [1, 2]. Fosforparchalovchi mikroorganizmlar asosida bioo'g'itlar tayyorlash va ular ajratgan kislotalar hamda boshqa almashinuv reaksiyalari ta'sirida tuproqdagi erimaydigan

fosfor birikmalarini o'zlashtiriladigan holga olib o'tish mumkin [3, 4, 5, 6]. *Burkholderia sp.* avlodining fosforparchalash xususiyatlarini va *Burkholderia cepacia* SS-A 174 shtamining esa $\text{Ca}_3(\text{PO}_4)_2$ organik kislotalar hosil qilib parchalash xususiyatlarini o'rganish lozim. Mullan va uning hammualliflari fikriga ko'ra, *Burkholderia cepacia* tuproqning pH ko'rsatkichi past bo'lganda polifosfatlarni organik kislotalar yordamida parchalaydi [7, 8, 9, 10].

Fosforparchalovchi mikroorganizmlar yordamida erimaydigan tog' jinslari tarkibidagi fosfatlardan ortofosfatlarni ajratish, ularning fenotipiga xos bo'lib, ulardan qishloq xo'jaligida fosforli mineral texnologiya sifatida foydalanish mumkin [11, 12].

Fosforparchalovchi bakteriyalarning fosforparchalashga bo'lgan moyilligi organik kislotalar va past pH darajasida sodir bo'ladi [13]. Tuproqdagi organik kislotalarni past pH darajasida mikroorganizmlar hosil qiladi va ular yordamida qiyin parchalanuvchi fosfor birikmalari o'zlashtiriladigan formaga aylanadi [14, 15].

Tadqiqotlarimiz davomida kuzgi bug'doy o'simligi rizosferasi mikroflorasidan tuproqda qiyin parchalanadigan va o'simliklar uchun o'zlashtirilishi qiyin bo'lgan fosfor birikmalarini shu o'simlikka xos bakteriyalar yordamida parchalab, ularni o'simliklar oson o'zlashtiriladigan turga olib o'tish, tuproqning fosforli rejimini yaxshilash va fosforli oziqlanishni tartibga solishni o'z oldimizga asosiy maqsad qilib qo'ydik.

Natijada, sug'oriladigan va madaniy o'zlashtirilgan tipik bo'z tuproqlarda o'stirilaётgan kuzgi kasallangan bug'doy rizosferasidan 10 ta bakteriya izolyatlari ajratib olindi (1-jadval). Bakteriyalarning tuproqdagi fosfor birikmalarini o'z hayot faoliyati natijasida ajratadigan organik kislotalar yordamida parchalash xususiyatiga ko'ra tanlab olindi (1-jadval).

1-jadval

№	$\text{Ca}_3(\text{PO}_4)_2$						Fosfor uni					
	1	2	3	4	5	6	1	2	3	4	5	6
1	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	5	10	15	20	24	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	6	8,5	16	19	23	23	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-

Izoh: Kislota ajratish xususiyati: d-zona hosil etish xususiyatiga qarab

Kuzgi bug'doy rizoferasidan ajratib olingan kulturalar nafaqat $\text{Ca}_3(\text{PO}_4)_2$, balki Rossiya tuproqlarida keng tarqalgan AlPO_4 va FePO_4 birikmali tuzlarni ham yuqori darajada parchalashi aniqlandi va buning natijasida o'simlikning fosforli oziqlanish imkoniyati yaxshilanadi. Tuproqning fosforlanishini yechishning samarali yo'llaridan biri qiyin parchalanuvchi fosforli birikmalarining mikrobiologik transformatsiyasi bo'lib hisoblanadi. Ayrim tuproq mikroorganizmlari o'zining hayot faoliyati davomida turli xil organik kislotalar va fermentlar ajratib chiqarib, tuproqda zahira holda o'rnashgan va o'simliklar uchun qiyin o'zlashtiriladigan fosforni parchalashda ishtirok etadi. Bizning asosiy maqsadimiz, radioaktiv ^{32}P izotopidan foydalangan holda fosforparchalovchi rizobakteriyalarning $\text{Ca}_3(\text{PO}_4)_2$ parchalash mexanizmini miqdoriy jihatdan o'rganishdir. Kuzgi bug'doy rizoferasidan ajratib olingan №5 va №9 kulturalarning $\text{Ca}_3(\text{PO}_4)_2$ parchalash mexanizmini yechish uchun radioaktiv ^{32}P foydalanildi va tajriba O'zR FA Yadro Fizikasi Instituti bilan hamkorlikda olib borildi.

Ilmiy izlanishimizning keyingi bosqichi kuzgi bug'doyning rizoferasidan ajratib olingan faol kulturalarning kultural-morfologik va fiziologik-biokimyoviy xususiyatlarini o'rganishdan iborat.

Bakteriyalarning qaysi turga mansubligini aniqlash ishlari ularning koloniyasini o'rganishdan boshlandi va keyinchalik turning morfologik, kultural (har-xil oziqa muhitlarida o'sishi) xamda fiziologik-biokimyoviy belgilari aniqlandi. Mikroorganizmlar qattiq ozuqa muhitlarining yuzasida rivojlanganda shu turning o'ziga xos belgilarini yuzaga chiqaradi. Xar bir ajratib olingan koloniyalarni tavsiflashda quyidagicha: koloniyaning shakli, uning o'lchami, optik xususiyatlari, rangi, yuza qatlami, kabi belgilar xisobga olindi. Kuzgi bug'doy rizoferasidan ajratib olingan kulturalar bir biriga nisbatan antoganistik xususiyatini namoyon etmasligi va aksincha ular birgalikda simbioz yashashi, baliq pepton agari va DNKli ozuqa muhitida DNK parchalanishi hisobiga nukleaza fermenti faolligini aks ettirdi.

2-jadval

Kultura lar nomi	Koloniyalar o'lchami	Hujayra o'lchami, mkm	Rangi	Optimal t, C°	Tiniqligi	Shilim shiqligi
№5	2,7-3,1	0,7-0,8×2,2-2,3	Oq sariq	30-37	-	-
№9	2,1-2,4	0,5-0,7×2,4-2,7	Oq sariq	30-37	-	-

Kuzgi bug'doy rizoferasidan ajratib olingan kulturalar morfologik tuzilishiga ko'ra har-xil xususiyatni namoyon etishi 2-jadvalda keltirilgan.

Ajratib olingan kulturalarning tur mansubligini aniqlashda morfologik kriteriyalarning etarli emasligi, ularning kultural, fiziologik va biokimyoviy xususiyatlarini o'rganishni taqozo etadi va shu jihatlariga qarab ajratib olingan bakteriyalarning qaysi avlod va turga mansubligi aniqlanadi. Shu xususiyatlarini hisobga olib, kuzgi bug'doy rizosferasidan ajratilgan 2 ta kulturalning kultural, fiziologik va biokimyoviy xususiyatlarini o'rganishda bosqichma-bosqich testlar qo'yildi 3-jadval .

3-jadval

№	Umumiy belgilari	№5	№9
1	Gramm usulida bo'yalishi	+	+
2	10% NaCl eritmasida o'sishi	+	+
3	Jelatinaning parchalanishi	+	+
4	Kazeinning parchalanishi	+	+
5	Kraxmalning parchalanishi	+	+
6	Letsitinaza faolligi	+	+
7	Foges-Proskauer reaksiyasi	+	+
8	Katalaza faolligi	+	+
9	Haroratga bo'lgan munosabati, max t, C ⁰	40-50	40-50
10	Kislorodga bo'lgan munosabati	aerob	aerob
11	Eshbi ozuqa muhitida o'sishi	+	+

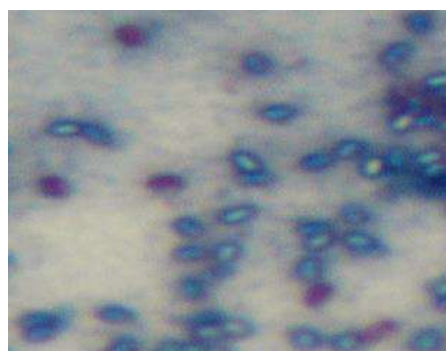
Kultural xususiyatlari ko'ra, kuzgi bug'doy rizosferasidan ajratib olingan kulturalar bir biriga yaqin va o'xshash xususiyatlarini namoyon etdi va ikkala kultura ham Gramm usulida yaxshi bo'yalish xususiyati, yodli gentsian fiolet kompleksi hujayrada yaxshi saqlanishi hamda spirtli eritmada rangsizlanishga chidamliligini aks ettirdi shuningdek, fuksin bilan ishlov berilgandan keyin binafsha rangga kirishi aniqlandi. Bakteriyalarning 10% NaCl chidamliligi, jelatinani parchalashi, kraxmalni gidrolizlaganda esa, hujayra atrofida zona hosil bo'lishi, kazeinning parchalanishi esa koloniya atrofi yaltirash jarayoni bilan borishini, letsitinning gidrolizlanishi esa xolin birikmasining cho'kishi kabi jarayonlarni aks ettirdi.



№5



№9



1-rasm. *Bacillus subtilis* shtammlarining mikroskop (2000 marta kattalashtirilgan) ostidagi umumiy ko'rinishi va gigant koloniyalari

XULOSA

Glyukoza+pepton+NaCl ozuqa muhitida pepton tarkibidagi kreatinning 10% KOH bilan reaksiyasi natijasida atseton hosil qilmaydi ya'ni, Foges-Proskauer reaksiyasiga munosabati salbiy, organizmda to'planadigan zaharli H_2O_2 parchalab katalaza faolligini namoyon etadi va maksimal haroratga bo'lgan munosabati 40-50°C, nafas olish jarayonida O_2 ohirgi elektron aktseptori sifatida foydalanib, aerob bakteriya turiga kiradi hamda Eshbi oziqa muhitida yaxshi o'sishi aniqlandi.

Demak, kuzgi bug'doy rizosferasidan ajratib olingan kulturalar morfologik-kultural va fiziologik-biokimyoviy xususiyatlarini o'rganish natijasida bu bakteriyalar tayoqchasimon aerob spora hosil qiluvchi bakteriya *Bacillus* avlodining *B. subtilis* turi ekanligi aniqlandi.

Foydalanilgan adabiyotlar

1. Goldstein A.H., Rogers R.D., Mead J // Separating phosphate from ores via bioprocessing. Bioresource Technology, 1993.-№ 11.P.1250-1254.
2. Banic S. Variation in potentiality of phosphate solubilization soil microorganisms with phosphate and energy source // Zentrabl Microbiology. Poland, 1983.-№ 138.P. 209-216.

3. Berthelin F., Leyval C., Laheurte F., De-Giudiei P. Involvements of roots and Rhizosphere microflora in the chemical weathering of soil minerals. In *Plant Root Growth: an ecological perspective*. Special publication series of the British Ecological Society, NO. 10. Blackwell Scientific, Oxford, 1991.
4. Rodriguez H., Gonzales T., Selman G. Expression of the mineral phosphate solubilizing gene from *Erwinia herbicola* in two rhizobacterial strains // *Journal of Biotechnology*.-England, 2000. № 84.P. 155-161.
5. Son H.J., Parc G.T., Cha M.S., Heo M.S. Solubilization of insoluble inorganic phosphate by a novel salt and pH tolerant *Pantoea agglomerans* R-42 isolated from soybean rhizosphere // *J. Bioresource Technology*.-England, 2000.-№ 97. P. 204-210.
6. Dubey S.K., Billore S.D. Phosphate solubilizing microorganisms (PSM) as inoculant their role in augmenting crop productivity India-A review// *Crop Resource Hisar*.-India, 1992.-№ 5.P.11-17.
7. Lin T.F., Huang H.I., Shen F.T., Young C.C // The protons of gluconic acid are the major factor responsible for the dissolution of tricalcium phosphate by *Burkholderia cepacia* CC- A174 // *J. Bioresource Technology*.-England, 2006.-№ 97.P. 957-960.
8. Mullan A., Quinn J.P., McGrath J.W. Enhanced phosphate uptake and polyphosphate accumulation in *Burkholderia cepacia* grown under low pH conditions // *J. Microbiol Ecology*.-Paris, 2002.-№ 44. P. 69-77.
9. Safura B.K., Yeo T.S., Martin W.L., Duron M.R., Robert D.R., Goldstein A.H. Cloning of a mineral phosphate-solubilizing gene from *Pseudomonas cepacia* // *Appl. Environ Microbiology* J.-England, 1995.-№ 61.P. 972-978.
10. Alexander M. *Introduction to Soil Microbiology*. 1997. 33-399. John Wiley and sons, New-York . Asea P.E.A.
11. Cunningham J.E., Kuyack C. Production of citric and oxalic acids and solubilization of calcium phosphate by *Penicillium bilaji* // *Appl. Environ Microbiology* J.England, 1992.- № 58.P.1451-1458.
12. Nahas E., Banzatto D.A., Assis L.S. Fluorapatite solubilization by *Aspergillus niger* in vinasse medium.// *Soil Biology and Biochemistry* J.- USA, 1990.-№ 22. P. 1097-1110.
13. Moghami a., Tate M.E., Oades J.M. Characterization of rhizosphere products especially 2-ketogluconic acid. *Soil Biology and Biochemistry* J.- USA, 1988.- №10. P. 288-292.
14. Babu Khan S., Yeo T.S., Martin W.L., Duron M.D., Rogers R.D., Goldstein A.H. Cloning of a mineral phosphate solubilizing gene from *Pseudomonas cepacia* // *Appl. Environ Microbiology* J.-England, 1995.-№ 61. P. 972-978.
15. Liu S.T., Lee L.Y., Tai C.Y., Ilorng C., Chang Y.S., Wolfram J.H., Rogers R., Goldstein A.H. Cloning of a *Erwinia herbicola* gene necessary for gluconic acid production and enhanced mineral phosphate solubilization in *Escherichia coli* HB 101 // *Journal Bacteriology*.-Japan, 1992.-№ 174.P.5814-5819.

THE LEXICAL PROBLEM OF TRANSLATING ENGLISH COUNTING RHYMES INTO UZBEK LANGUAGE

Komilova Khabibakhon Zafarbek kizi

Student of Andijan State Institute of Foreign Languages

Phone: +998902068868

E-mail: khabibikomilova@gmail.com

Supervisor: Gavharoy Isroiljon kizi

PhD senior teacher of Andijan State Institute of Foreign Languages

Abstract: Translating English counting rhymes into Uzbek language poses a lexical problem due to differences in grammar, vocabulary, and counting systems. The words used in English may not have an equivalent in Uzbek, leading to confusion and ambiguity. Uzbek language also has its own counting system, making it difficult to translate without losing the meaning and rhythm of the rhyme. Translators must use creative and flexible approaches to modify the original English rhyme to fit Uzbek language and culture, approaching translation with sensitivity and cultural awareness. This article explores the difficulties of translating English counting rhymes into Uzbek language and provides insights into how translators can overcome these challenges.

Key words: grammar, vocabulary, translation process, translators, an equivalent, meaning, rhythm, language education.

Introduction. The lexical problem of translating English counting rhymes into Uzbek language is a complex issue that requires a deep understanding of both languages and their cultural contexts. Counting rhymes are a popular form of children's literature in English-speaking countries. They are used to teach children how to count and to develop their language skills. However, when these counting rhymes are translated into other languages, they often present a lexical problem. This is particularly true when translating English counting rhymes into Uzbek language. Uzbek is a Turkish language spoken primarily in Uzbekistan and other Central Asian countries. It has a distinct grammar and vocabulary from English, which makes it difficult to translate English counting rhymes into Uzbek language.

Translation problem related to finding equivalent words. The main problem with translating counting rhymes is that the words used in English may not have an equivalent in Uzbek language. For example, the English counting rhyme "One, two, buckle my shoe" has a specific meaning and rhythm. However, when translated into Uzbek, the meaning and rhythm may be lost. The phrase "buckle my shoe" does not have an equivalent in Uzbek language, which makes it difficult to convey the same meaning and rhythm. These languages have their own unique grammar, vocabulary, and counting system, which makes it challenging to translate English counting rhymes

into Uzbek. For example, the English word "one" has several equivalents in Uzbek, depending on the context and gender of the noun. The word "two" also has different forms in Uzbek, depending on whether it is used as an adjective or a noun. This can lead to confusion and ambiguity when translating the problem of finding equivalent words when translating English counting rhymes into Uzbek language arises due to the fact that some words in Uzbek language have multiple meanings, which can create confusion and ambiguity in the translation process. This can be particularly challenging when translating counting rhymes, as the rhythm and meaning of the rhyme must be preserved while also accurately conveying the numbers and language concepts being taught. Additionally, cultural nuances and context must be carefully considered to ensure that the translated rhyme is relevant and effective for the target audience. Overcoming this challenge requires a deep understanding of both languages and cultures, as well as an ability to adapt to the needs of the audience and collaborate with educators and language experts to ensure accuracy and effectiveness. Ongoing professional development is also important for translators to stay up-to-date with best practices and trends in translation and language education.

Translation problem of words with multiple meaning. Another problem with translating counting rhymes into Uzbek language is that some words may have multiple meanings. This can lead to confusion when translating the rhyme. For example, the word "jump" in the English counting rhyme "Jumping Jacks" can be translated into Uzbek as "tushish", which means both "jump" and "bounce". This can make it difficult to convey the same meaning and rhythm as the original English rhyme. One of the challenges that translators face when translating English counting rhymes into Uzbek language is the problem of having words with multiple meanings. This can lead to confusion and ambiguity in the translation, especially when the word has different meanings depending on the context. English is a language with many homonyms, which are words that sound the same but have different meanings. For example, the word "bear" can mean an animal or to tolerate something. Similarly, the word "bank" can mean a financial institution or the side of a river. These homonyms can create difficulties in translation, as the translator must choose the correct meaning based on the context. Uzbek language also has its own share of homonyms, which makes it challenging to translate English counting rhymes accurately. For example, the Uzbek word "to'rt" can mean both "four" and "square." Similarly, the word "besh" can mean both "five" and "hand." These multiple meanings can cause confusion in translation, especially when the word is used in a rhyme. To overcome this challenge, translators must carefully consider the context of the word and choose the correct meaning based on the rhyme's rhythm and meaning. They must also be aware of any cultural nuances that may affect the interpretation of the word. For example, the word "hand" may have different cultural significance in Uzbek than in English, so the translator must adapt the rhyme accordingly. Another approach that translators can use is to modify the

rhyme to avoid words with multiple meanings. For example, if a particular word has multiple meanings in Uzbek, the translator can replace it with a synonym that has a clearer meaning. This approach can help to reduce confusion and ensure that the rhyme is accurate and culturally appropriate. However, modifying the rhyme in this way can also change its rhythm and meaning, which may affect its effectiveness as a teaching tool. Counting rhymes are designed to help children learn numbers, language, and rhythm, so any modification must be done carefully to preserve these elements. In general, the problem of having words with multiple meanings is a significant challenge that translators face when translating English counting rhymes into Uzbek language. This challenge requires careful consideration of the context and cultural nuances of the word, as well as creative approaches to modifying the rhyme to avoid confusion. Despite these challenges, translating counting rhymes can help children learn language, numbers, and rhythm, and preserve cultural traditions for future generations.

Cultural acceptance of translated counting rhymes. Another challenge of translating counting rhymes is adapting them to the cultural context of the target language. Counting rhymes often contain cultural references, idioms, and wordplay that may not make sense or be relevant in another culture. For example, an English counting rhyme that mentions "Mary, Mary, quite contrary" may not be meaningful in Uzbek culture, where the name Mary is not commonly used. Some counting rhymes are specific to certain cultures and may not make sense or be relevant in other cultures. For example, the German counting rhyme "Fünf Finger hat die Hand" (The hand has five fingers) may not be as relevant or meaningful in a culture where people do not use their hands to count. Another challenge in translating counting rhymes is adapting them to the cultural context of the target language. Many counting rhymes in German and English reference specific cultural practices or objects that may not be familiar to speakers of the other language. For example, the German counting rhyme "Ene mene miste, es rappelt in der Kiste" (One, two, three, there's a rattling in the box) refers to a game where children guess what object is inside a box based on its sound. Translating this rhyme into Uzbek requires finding an equivalent cultural reference that will make sense to Uzbek-speaking children

Counting system problems when translating counting rhymes. In addition, Uzbek language has its own counting system, which differs from the English counting system. In English, the numbers are pronounced in a specific order (one, two, three, etc.). However, in Uzbek language, the numbers are pronounced in a different order (bir, ikki, uch, etc.). This can make it difficult to translate English counting rhymes into Uzbek language without losing the meaning and rhythm of the rhyme. English uses a base-10 system, while Uzbek uses a base-20 system. This means that numbers are counted in groups of 20 in Uzbek, which can make it difficult to fit the rhythm of the rhyme. For example, the English rhyme "One, two, buckle my shoe" would need to be

modified in Uzbek to fit the counting system, such as "Bir, ikki, patikamni yaltir" (One, two, tie my shoe).

Solution to the translating problems. To overcome these lexical problems, translators must use creative and flexible approaches. They may need to modify the original English rhyme to fit the Uzbek language and culture. For example, they may need to replace certain words with Uzbek equivalents or use synonyms to convey the same meaning. They may also need to adjust the rhythm and structure of the rhyme to fit the Uzbek language. In order to make easier the challenge of translating English counting rhymes into Uzbek language with words that have multiple meanings, there are several strategies that translators can employ. Firstly, translators must carefully consider the context and cultural nuances of the word to ensure that they choose the correct meaning based on the rhyme's rhythm and meaning. This requires a deep understanding of both languages and cultures, as well as an ability to adapt to the needs of the audience. Secondly, translators can modify the rhyme to avoid words with multiple meanings. However, this approach must be done carefully to preserve the rhyme's rhythm and meaning, as well as its effectiveness as a teaching tool. Translators can replace words with synonyms that have a clearer meaning or use alternative phrases that convey the same message. Thirdly, translators can work closely with educators and language experts to ensure that the translated counting rhymes are culturally appropriate and effective in teaching language, numbers, and rhythm. This collaborative approach can help to ensure that the translated rhymes are accurate, relevant, and engaging for the target audience. Finally, translators can continue to develop their skills and knowledge by attending training programs, workshops, and conferences focused on translation and language education. This ongoing professional development can help them stay up-to-date with the latest trends and best practices in translation and language education, and improve their ability to overcome challenges like words with multiple meanings. Overcoming the challenge of translating English counting rhymes into Uzbek language with words that have multiple meanings requires a combination of strategies, including careful consideration of context and cultural nuances, modification of the rhyme to avoid confusion, collaboration with educators and language experts, and ongoing professional development. By employing these strategies, translators can help preserve cultural traditions and promote language learning for future generations.

Approaches to overcome translating issues. One approach to translating counting rhymes is to focus on preserving the rhythm and rhyme scheme of the original text while adapting the words and phrases to the target language. This approach requires a careful balance between staying faithful to the original text and adapting it to suit the needs of the target audience. Another approach is to create entirely new counting rhymes that are culturally relevant and meaningful in the target language. This

approach requires a deep understanding of the target culture and its linguistic features, as well as creativity and imagination to create engaging and memorable rhymes.

Conclusion. Translating English counting rhymes into Uzbek language presents a lexical problem due to the differences in grammar, vocabulary, and counting systems. However, with creative and flexible approaches, translators can overcome these challenges and convey the same meaning and rhythm as the original English rhyme. It is important to recognize the linguistic differences between languages and to approach translation with sensitivity and cultural awareness. Translating counting rhymes from one language to another is a challenging task, especially when the languages have different grammar, vocabulary, and counting systems. Uzbek language has its own unique challenges, including a different counting system and cultural nuances. Translators must use creative and flexible approaches to modify the original English rhyme to fit Uzbek language and culture, approaching translation with sensitivity and cultural awareness. Despite these challenges, translating counting rhymes can help children learn language, numbers, and rhythm, and preserve cultural traditions for future generations.

References:

1. Alimova, N. (2016). The Translation of Children's Literature: A Case Study of English Nursery Rhymes Translated into Uzbek. *Journal of Language and Literature Education*, 4(2), 67-78.
2. Baker, M. (2011). *In other words: A coursebook on translation*. Routledge.
3. Hatim, B., & Mason, I. (1997). *The translator as communicator*. Routledge.
4. Khasanova, N. (2019). Translating Nursery Rhymes into Uzbek: A Study of Linguistic and Cultural Challenges. *International Journal of Applied Linguistics and Translation*, 5(1), 1-13.
5. Muminova, D. (2017). The Problems of Translating Children's Literature from English into Uzbek. *Journal of Literature and Art Studies*, 7(5), 282-287.
6. Nida, E. A. (1964). *Toward a science of translating: With special reference to principles and procedures involved in Bible translating*. Brill

XODIMLARNI TO`G`RI BOSHQARISH ORQALI MEHNAT UNUMDORLIGINI OSHIRISH

Azizova Sitora Shodiqulovna

*Toshkent Davlat Iqtisodiyot universiteti magistratura bosqichi,
2-kurs talabasi*

Anotatsiya. Ushbu maqola tashkilotlarda mehnat unumdorligini oshirishda xodimlarni to'g'ri boshqarishning hal qiluvchi rolini o'rganadi. Bu iste'dodlarni rivojlantirish, maqsadlarni belgilash, samarali muloqot, tan olish va ish joyidagi samaradorlik va umumiy ishlashni oshirish uchun sog'lom ish va hayot muvozanatini rivojlantirish kabi asosiy strategiyalarni ta'kidlaydi. Ushbu amaliyotlarni amalga oshirish orqali korxonalar o'z ishchi kuchining to'liq salohiyatini ishga solishi va barqaror o'sishga olib kelishi mumkin.

Kalit so'zlar: mehnat unumdorligi, xodimlarni boshqarish, ish joyidagi samaradorlik, samaradorlikni oshirish, motivatsiya, muloqot, o'qitish, tan olish, ish va hayot muvozanati.

Anotation. This article explores the crucial role of proper Personnel Management in increasing labor productivity in organizations. It highlights key strategies such as Talent Development, Goal Setting, effective communication, recognition, and developing a healthy work-life balance to increase workplace productivity and overall performance. By implementing these practices, businesses can harness the full potential of their workforce and lead to sustainable growth.

Keywords: labor productivity, employee management, workplace efficiency, productivity enhancement, motivation, communication, training, recognition, work and life balance.

Аннотация. В этой статье рассматривается решающая роль правильного управления персоналом в повышении производительности труда в организациях. В нем подчеркиваются ключевые стратегии, такие как развитие талантов, постановка целей, эффективное общение, признание и поддержание здорового баланса между работой и личной жизнью для повышения производительности и общей производительности на рабочем месте. Внедряя эти методы, предприятия могут полностью раскрыть потенциал своей рабочей силы и привести к устойчивому росту.

Ключевые слова: производительность, управление персоналом, производительность на рабочем месте, повышение производительности, мотивация, общение, обучение, признание, баланс между работой и личной жизнью

Mehnat unumdorligi har qanday tashkilotning muvaffaqiyati va o'sishini belgilaydigan hal qiluvchi omil hisoblanadi. Xodimlarni samarali boshqarish samaradorlik darajasini oshirishda muhim rol o'ynaydi. Ushbu maqola xodimlarni boshqarishning samarali strategiyalari orqali mehnat unumdorligini oshirishning turli usullarini o'rganishga qaratilgan. Ushbu yondashuvlarni amalga oshirish orqali tashkilotlar ko'proq jalb qilingan ishchi kuchini yaratishi, ish faoliyatini oshirishi va biznesning yaxshi natijalariga erishishi mumkin.

Motivatsiya: motivatsiyalangan xodimlar eng yaxshi natijalarga erishish ehtimoli ko'proq. Ish beruvchilar ijobiy ish muhitini yaratishga, raqobatbardosh kompensatsiya paketlarini taklif qilishga, martaba o'sishi uchun imkoniyatlar yaratishga va xodimlarning yutuqlarini tan olishga e'tibor qaratishlari kerak.

Aniq aloqa: samarali muloqot umidlar, maqsadlar va ishlash standartlarining ravshanligini ta'minlash uchun juda muhimdir. Muntazam jamoaviy uchrashuvlar, individual aloqa sessiyalari va ochiq aloqa kanallari yanada faol va samarali ishchi kuchiga hissa qo'shadi.

O'qitish va rivojlantirish: xodimlarning malakasi va bilimni oshirish uchun uzluksiz ta'lim va rivojlanish dasturlariga sarmoya kiriting. Tegishli o'qitish imkoniyatlarini taqdim etish nafaqat samaradorlikni oshiradi, balki ishdan qoniqish va xodimlarni ushlab turish stavkalarini oshiradi.

E'tirof va mukofotlar: xodimlarni o'z hissalarini va yutuqlari uchun tan olish va mukofotlash tegishlilik hissini uyg'otadi va ularni ustunlikka undaydi. Yaxshi ishlab chiqilgan mukofotlar va tan olish tizimini joriy qilish mahsuldorlik darajasini sezilarli darajada oshirishi mumkin.

Ish va hayot muvozanati: moslashuvchan ish tartibini taklif qilish, sog'lomlashtirish tashabbuslarini targ'ib qilish va xodimlarning farovonligini qo'llab-quvvatlash orqali sog'lom ish va hayot muvozanatini rag'batlantirish. Xodimlar shaxsiy hayotlarida o'zlarini qadrli va qo'llab-quvvatlashlarini his qilsalar, ular ishda g'ayratli va samarali bo'lishlari mumkin.

Xodimlarni to'g'ri boshqarish orqali mehnat unumdorligini oshirish samaradorlikni oshirish va tashkiliy maqsadlarga erishishning hal qiluvchi jihati hisoblanadi. Mehnat unumdorligini oshirishning ba'zi strategiyalari:

- **Maqsadlarni moslashtirish:** tashkiliy maqsadlarni aniq etkazish va xodimlarning ishi ushbu maqsadlarga qanday hissa qo'shishini tushunishini ta'minlash. O'lchanadigan, erishish mumkin bo'lgan va umumiy qarashga mos keladigan individual va jamoaviy maqsadlarni belgilang.
- **Samarali aloqa:** menejerlar va xodimlar o'rtasida ochiq va shaffof aloqa kanallarini rivojlantirish. Muntazam fikr-mulohazalarni rag'batlantiring, konstruktiv tanqid qiling va yaxshi ishlashni tan oling. Aniq muloqot xodimlarga umidlarni tushunishga, muammolarni zudlik bilan hal qilishga va o'zlarini qadrli his qilishga yordam beradi.

- O'qitish va rivojlantirish: xodimlarni o'qitish va rivojlantirish dasturlariga ularning malakasi va bilimlarini oshirish uchun mablag ' sarflang. Seminarlar, seminarlar, onlayn kurslar yoki murabbiylik dasturlari orqali kasbiy o'sish imkoniyatlarini taqdim eting. Malakali ishchi kuchi yanada samarali va shug'ullanadi.
- Vakolat va avtonomiya: xodimlarga o'z rollarida ma'lum darajada avtonomiya va qaror qabul qilish vakolatini bering. Xodimlar mulkka ega bo'lganda va o'zlarini ishonchli his qilsalar, ular ko'proq g'ayratli va samarali bo'lishadi. Ijodkorlik, yangilik va mustaqil fikrlashni rag'batlantirish.
- Ishlashni boshqarish: ishlashni muntazam baholash, maqsadlarni belgilash va ishlashni kuzatishni o'z ichiga olgan mustahkam ishlashni boshqarish tizimini joriy etish. Yuqori samarali xodimlarni tan oling va mukofotlang, shu bilan birga yaxshilanishga muhtojlarga konstruktiv fikr va ko'rsatmalar bering.
- Ish va hayot muvozanati: masofaviy ish variantlari yoki moslashuvchan soatlar kabi moslashuvchan ish tartiblarini taklif qilish orqali ish va hayot muvozanatini targ'ib qiling. Uzoq muddatda charchamaslik va mahsuldorlikni saqlab qolish uchun xodimlarni tanaffus va ta'tilga chorlang.
- Ishchi kuchini optimallashtirish: qiyinchiliklar, samarasizliklar yoki ortiqcha vazifalarni aniqlash uchun ish jarayonlari va ish oqimlarini tahlil qiling. Jarayonlarni soddalashtirish, iloji boricha takrorlanadigan vazifalarni avtomatlashtirish va samaradorlikni optimallashtirish uchun texnologiyadan foydalanish.
- Xodimlarni jalb qilish: ijobiy ish madaniyatini rivojlantirish va xodimlarning faolligini rag'batlantirish. Ijtimoiy hamkorlik, jamoani shakllantirish va xodimlarni tan olish uchun imkoniyatlar yarating. Jalb qilingan xodimlar ko'proq sodiq, samarali va boshqa joylarda ish qidirish ehtimoli kamroq.
- Farovonlik tashabbuslari: sog'lomlashtirish dasturlarini taklif qilish, sog'lom ish muhitini targ'ib qilish va ish va hayot integratsiyasini qo'llab-quvvatlash orqali xodimlarning farovonligini birinchi o'ringa qo'ying. Jismoniy va ruhiy salomatlik muammolarini hal qilish xodimlarga diqqatni jamlashga va eng yaxshi ishlashga yordam beradi.
- Doimiy takomillashtirish: xodimlar jarayonlar, tizimlar va ish oqimlarini yaxshilashni aniqlash va taklif qilish huquqiga ega bo'lgan doimiy takomillashtirish madaniyatini rag'batlantirish. Qayta aloqa va ishlash ko'rsatkichlari asosida strategiyalarni muntazam ravishda ko'rib chiqing va yaxshilang.

Ushbu strategiyalarni amalga oshirish orqali tashkilotlar o'z xodimlarini samarali boshqarishi, mehnat unumdorligini oshirishi va o'sish va muvaffaqiyatga yordam beradigan ijobiy ish muhitini yaratishi mumkin.

Xodimlarni boshqarishning samarali strategiyasini amalga oshirish mehnat unumdorligi nuqtai nazaridan sezilarli natijalarga olib kelishi mumkin. Motivatsiya darajasining oshishi, muloqotning yaxshilanishi, rivojlangan ko'nikmalar va muvozanatli ish muhiti xodimlarning faolligi va samaradorligini oshirishga yordam

beradi. Xodimlarni boshqarishni birinchi o'ringa qo'yadigan tashkilotlar umumiy samaradorlik, ish sifati va xodimlarning qoniqishini yaxshilaydi.

Muhokama: Xodimlarni boshqarishga e'tibor qaratib, tashkilotlar xodimlar o'zlarini qadrligi va vakolatli his qiladigan ijobiy ish madaniyatini yaratishi mumkin. Motivatsiyalangan ishchi kuchi qo'shimcha milga borishi, samarali hamkorlik qilishi va innovatsion g'oyalarga hissa qo'shishi ehtimoli ko'proq. Xodimlarni boshqarishning samarali amaliyotlari, shuningdek, sodiqlik tuyg'usini kuchaytiradi, bu esa aylanma stavkalari va ishga qabul qilish xarajatlarining pasayishiga olib keladi.

Xulosa va takliflar:

Xodimlarni to'g'ri boshqarish orqali mehnat unumdorligini oshirish uchun tashkilotlar quyidagi strategiyalarni amalga oshirishlari kerak:

- Ijobiy ish muhitini yaratish va raqobatbardosh kompensatsiyani taklif qilish orqali motivatsiyani birinchi o'ringa qo'ying.
- Kutishlar va maqsadlarning ravshanligini ta'minlash uchun samarali muloqotni targ'ib qiling.
- Xodimlarning malakasini oshirish uchun o'qitish va rivojlantirish dasturlariga mablag' sarflang.
- Xodimlarning hissalarini tan olish uchun mukofotlar va tan olish tizimini joriy qiling.
- Xodimlarning farovonligini qo'llab-quvvatlash uchun ish va hayot muvozanatini rag'batlantiring.

Ushbu strategiyalarni doimiy ravishda baholash va takomillashtirish o'zgaruvchan tashkiliy ehtiyojlar va rivojlanayotgan xodimlarning umidlari bilan hamnafas bo'lish uchun juda muhimdir. Ushbu yondashuvlarni qo'llash orqali tashkilotlar o'z ishchi kuchining to'liq salohiyatini ochib berishi mumkin, bu esa mehnat unumdorligini oshirishga va uzoq muddatli muvaffaqiyatga olib keladi.

ADABIYOTLAR:

1. Ivantsevich J.M., Lobanov A.A. Inson resurslarini boshqarish. - M., 1993. - 304 b.
2. Tilkunov, A.L. Samaradorlik xaritasi: ekspress diagnostika usuli qanday // Xodimlar. - 2007. - 2-son.
3. Pertsova, N. Kadrlar hisoboti // Firma siri. - 2004. - No 14 (53). 4
4. Lvov, S. Xodimlarning rivojlanishiga investitsiyalarning daromadlilikini qanday o'lchash mumkin? (ROI - investitsiyalarni qaytarish) / Sergey Lvov, Aleksey Karpov // Bugun menejment. - 2003. - 6-son.
5. Kotin, M. Chuqur ko'milgan investitsiyalar // Firma siri. - 2004. - No 8 (47).
6. Ulrich, D. Samarali xodimlarni boshqarish: tashkilotda HR menejerining yangi roli / Per. ingliz tilidan. - M., 2007. -304 b.
7. Becker B.I., Huzlid M.A., Ulrich D. Kadrlar bo'limi ish faoliyatini o'lchash: odamlar, strategiya va mahsuldorlik / Per. ingliz tilidan. - M., 2007. - 304 b.
8. Talitskiy, E.B. Samarali kadrlar bo'limi yaratish. HR menejeri uchun qo'llanma. - M., 2008. - 232 b.

KARRALI INTEGRALLARNI AMALIY DASTURLARDA ISHLASH

Sevara Xaitboyeva

Sevara Olimova Zokir qizi

Chirchiq davlat pedagogika universiteti

Annotatsiya: Ushbu maqolada karrali integrallarni amaliy dasturlarda ishlash, zamonaviy matematik tizimlar – MatLab, Maple, Mathematica, MathCad dasturlaridan foydalangan holda mexanika, matematika, fizika, muxandislik va boshqaruv masalalarini yechish haqida soʻz yuritiladi

Kalit So'zlar: kompyuter texnologiyalari, matematik tizimlar, dinamik sistemalar, differensial tenglamalar

KIRISH

Biz bilamiz matematika fani tabiat va jamiyatda kechayotgan jarayonlarni oʻrganish va tahlil etishda asosiy vositalardan biri sifatida eʼtirof etiladi. Ushbu vositalarning imkoniyatlaridan samarali va tez suratlar bilan foydalanishni kompyuter texnologiyalarining zamonaviy yutuqlarsiz tasavvur etib boʻlmaydi. Masalan, koʻp holatlarda vujudga kelgan matematik muammoni tez va berilgan aniqlikda hal etish uchun maʼlum bir algoritmik tilni bilish talab qilinadi. Lekin muammo shundaki, matematiklar ichida dasturlash muhitlarining imkoniyatlaridan yaxshi voqif boʻlmaganlari ham yoʻq emas. Ushbu muammoni bartaraf etish uchun ancha qulayliklarga ega boʻlgan hisoblash sistemalari yaratila boshlandi.

ASOSIY QISM

Hozirgi kunda, ilmiy sohalarda matematika muammolari ustida olib borilayotgan ilmiy-metodik izlanishlarni zamonaviy matematik tizimlar – MatLab, Maple, Mathematica, MathCad larsiz tasavvur etish qiyin. MatLab dasturi - kompyuterda turli yoʻnalishdagi: mexanika, matematika, fizika, muxandislik va boshqaruv masalalarini yechish, turli xil mexanik, energetik va dinamik sistemalarni modellashtirish, loyihalash, tavsiflash va tahlil qilish masalalarining aniq, tez, samarali hal etish uchun moʻljallangan sistema va turli xil sohali foydalanuvchilarga moʻljallangan dasturlash tilidir.

MATLAB dasturining yaratilishi professor Kliv B.Mouler (Clive B.Mouler) va MathWorks firmasi prezidenti Djek Litl (Jack Little) lar faoliyati bilan bogʻliq. Bir necha yillar Nyu-Mexiko, Michigan va Stenford universitetlarining matematika kafedrasida va kompyuter markazlarida ishlagan Kliv Mouler, keyinchalik faoliyatini MathWorks firmasida davom ettirgan. 1984-yilda u, Fortran dasturida matrisali hisoblashlar va chiziqli algebra masalalarini yechish paketlarini yaratish ishlarida qatnashgan va birinchi marta "MATLAB" atamasini kiritgan.

“MATLAB” so‘zi inglizcha “Matrix Laboratory” so‘zlarining qisqartirilgan ifodasidir. Dastlab, MATLAB paketi matrisali hisoblashlar, dasturlar kutubxonasi uchun qulay qobiq sifatida qo‘llanilgan bo‘lsa, keyinchalik yuzlab yuqori malakali matematiklar va injener-texnik dasturchilar tajribasida, o‘ziga xos laboratoriya sharoitida uning imkoniyatlari ancha kengaydi va hozirga kelib, ilmiy-texnikaviy dasturlash tili sifatida kompyuter algebrasi tizimlarining ilg‘or vakillaridan biriga aylandi.

Xuddu yuqoridagi matematik tizimga o‘xshash Maple ham kompyuterda analitik va sonli hisoblashlarni bajaruvchi, 2000 dan ko‘proq komandalarni o‘z ichiga olgan va algebra, geometriya, matematik analiz, differensial tenglamalar, diskret matematika, fizika, statistika, matematik fizika masalalarini dastur tuzmasdan yechish imkoniyatini beruvchi matematik tizim paketidir. Aytish mumkinki, Maple bu yuqorida sanab o‘tilgan sohalardagi matematik masalalarni yechib beruvchi katta kalkulyatordir. Maple takomillashib bormoqda, hozir uning Maple 9.5, Maple 12 va boshqa versiyalari keng tarqalgan. Maple yadrosidan Matematika, MATLAB, Mathcad va boshqa tizimlar simvolli hisoblarni amalga oshirishda foydalanmoqdalar. Maple tizimini Kanadaning Waterloo Maple Inc firmasi yaratgan va u uzoq davom etgan rivojlanish va sinovdan o‘tish davrini bosib o‘tgan. Albatta, Maple tizimi hali juda qudratli emas, u ayrim sohalarda boshqalar kabi oqsamoqda. O‘zining jiddiy matematik hisoblarga yo‘naltirilganligiga qaramasdan Maple tizimi studentlar, o‘qituvchilar, aspirantlar, ilmiy xodimlar va shuningdek maktab o‘quvchilari uchun ham zarurdir. Maple tizimi matematikani o‘rganishda interaktiv vosita bo‘lib xizmat qilishi mumkin. Maple tizimining interaktiv imkoniyatlari Tools>Assistants, Tools>Tutors menyusida joylashgan. Uning Calculus>SingleVariable, Calculus>Multi-Variable, Calculus>Linear Algebra bo‘limlari borki, ular yordamida bir o‘zgaruvchili, ko‘p o‘zgaruvchili funksiyalar, differensial tenglama, integrallar, karrali integrallar, chiziqli algebraga oid ko‘pgina masalalarni interaktiv usulda talabalarga o‘rgatish mumkin. Jumladan, aniq integralni integral yig‘indining limiti sifatida aniqlashda funksiyani tanlash, nuqtalar soni va ularni turli xil usullarini tanlash, ommabop taqribiy usullardan foydalanish imkoniyatlari mavjud. Komanda berilgach integral yig‘indining qiymati va integralning aniq qaymati kelib chiqadi. Kompyutersiz bu ishni faqat chiziqli funksiyalar uchun bajarish mumkin xolos.

Ikki karrali integralning ta'rifi.

$f(x, y)$ funksiya biror D sohada aniqlangan bo'lsin. D sohani n ta D_i qismlarga bo'lamiz. Har bir D_i qismda $P_i(x_i, y_i)$ bittadan nuqta tanlaymiz hamda

$$S_n = \sum_{i=1}^n f(x_i, y_i) \Delta S_i \quad (1)$$

yig'indini to'zimiz. (1) yig'indiga $f(x, y)$ funksiya uchun D sohadagi **integral yig'indi** deyiladi. λ qism sohalarning diametrlarining eng kattasi bo'lsin. $\Delta S_i, D_i$ sohaning yuzi. |

Ta'rif. (1) integral yig'indining, qismlarga bo'linish usuliga, P_i nuqtalarning tanlanishiga bog'liq bo'lmagan $\lambda \rightarrow 0$ dagi limiti mavjud bo'lsa, bu limitga $f(x, y)$ funksiyaning D sohadagi **ikki karrali integrali** deyiladi va

$$\iint_D f(x, y) ds$$

simvol bilan belgilanadi.

Ikki karrali integral aniq integralning ikki o'zgaruvchili(argumentli) funksiya uchun umumlashgan holidir.

Ikki karrali integral ham aniq integralning asosiy xossalariga ega. Aniq integralning xossalarini takrorlashni tavsiya etamiz.

Ikki karrali integralni hisoblash.

Ikki karrali integralni hisoblash ikkita aniq integralni ketma-ket hisoblashga keltiriladi. D soha $y \in y_1(x), y \in y_2(x)$ funksiyalar grafklari

hamda $x \in a$ va $x \in b$ to'g'ri chiziqlar bilan chegaralangan bo'lsin, ya'ni

$$\left\{ \begin{array}{l} a \leq x \leq b \\ y_1(x) \leq y \leq y_2(x) \end{array} \right.$$

tengsizliklar bilan aniqlangan bo'lsa, ikki karrali integral quyidagicha hisoblanadi:

$$\iint_D f(x, y) ds = \int_a^b \int_{y_1(x)}^{y_2(x)} f(x, y) dy dx = \int_a^b dx \int_{y_1(x)}^{y_2(x)} f(x, y) dy \quad (1)$$

Oxirgi aniq integral **ichki integral** deb ataladi va uni hisoblashda x ni o'zgarmas deb, integrallash y bo'yicha olib boriladi. Ichki integralni hisoblash natijasi **tashqi integral** uchun integral osti funksiyasi bo'ladi.

D soha

XULOSA

Bugun ham kelajakda ham ta'lim va ilmiy tadqiqot ishlarida professional matematik paketlardan foydalanishga bo'lgan e'tiborning yanada kuchayishi shubhasizdir. Shu nuqtai-nazardan olganda, ayniqsa, matematika, mexanika, amaliy matematika va informatika, informatsion texnologiyalar, iqtisodiyot, sotsiologiya va boshqa qator mutaxassislik yo'nalishlari bo'yicha shug'ullanuvchilarning professional matematik paketlar bilan ta'minlanish darajasini yuqoriga ko'tarish dolzarb muammolardan biridir.

ADABIYOTLAR

1. Claudio Canuto, Anita Tabacco "Mathematical Analysis", Italy, Springer, I-part, 2008, II-part, 2010.
2. W. WL.Chen "Linear algebra", London, Chapter 1-12, 1983, 2008.
3. W.WL.Chen "Introduction to Fourier Series", London, Chapter 1-8, 2004, 2013.
4. W.WL.Chen "Fundamentals of Analysis", London, Chapter 1-10, 1983, 2008.

**INNOVATSION TEXNOLOGIYALAR YORDAMIDA CHEGIRMALAR
MAVZUSINI O'QITISH METODIKASI**

Nazarboyeva Xosiyat Gulmirzo qizi
Chirchiq davlat pedagogika universiteti
Aniq va tabiiy fanlarni o'qitish metodikasi
(matematika) mutaxassisligi magistri,
nazarboyevax@gmail.com

Annotatsiya: Mazkur maqolada o'quvchilarning mustaqil va ijodiy faoliyatlarini rivojlantirishdagi ta'lim turlari haqida ma'lumotlar keltirilgan. Shuningdek, chegirmalardan foydalangan holda integrallarning qiymatlarini oson hisoblash mumkinligi misollar yordamida asoslangan.

Kalit so'zlar: matematika, metod, pedagogika, texnologiya, o'quv, amaliy, ko'nikma va malakalar, ta'lim-tarbiya, faoliyat, tajriba, ijodiy fikr.

Аннотация: В данной статье представлена информация о видах образования в развитии самостоятельной и творческой деятельности учащихся. Также на примерах обосновано, что значения интегралов можно легко вычислить с помощью вычетов.

Ключевые слова: математика, метод, Педагогика, технология, учеба, практика, умения и навыки, Образование, деятельность, опыт, творческое мышление.

Annotation: This article contains information about the types of education in the development of independent and creative activities of students. Also, the fact that it is possible to easily calculate the values of integrals using discounts is based on using examples.

Key words: mathematics, pedagogy, method, technology, teaching, practice, skills and competencies, education, activity, experience, creative thinking.

O'zbekiston Respublikasi prezidentining "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risidagi" qarorida quyidagi asosiy masalalarni keltirilgan:

Ta'lim jarayonini, oliy ta'limning o'quv reja va dasturlarini yangi pedagogik texnologiyalar va o'qitish usullarini keng joriy etish, magistratura ilmiy-ta'lim jarayonini sifat jihatidan yangilash va zamonaviy tashkiliy shakllarni joriy etish asosida yanada takomillashtirish;

Oliy ta'lim muassasalari ilmiy salohiyatini mustahkamlash, oliy ta'limda ilm-fanni yanada rivojlantirish, uning akademik ilm-fan bilan integratsiyalashuvini kuchaytirish, oliy ta'lim muassasalari professor-o'qituvchilarining ilmiy tadqiqot faoliyati samaradorligi va natijadorligini oshirish, iqtidorli talaba-yoshlarni ilmiy

faoliyat bilan shug'ullanishga keng jalb etish. Ushbu masalalardan ko'rinadiki qarorda asosan oliy ta'lim tizimini rivojlantirish, raqobatbardosh kadrlar tayyorlash, zamon talabi asosidagi darslar sifatini yaratish va fanlarni o'qitilishidagi zamonaviy yondashuvlarni tahlil qilish kabi bir qancha masalalar ko'rib chiqilgan. Shuning uchun ta'limda eng muhim strategik yo'nalish bo'lib, bu ta'lim muassasalarini innovatsion faoliyati hisoblanadi.

Innovatsiya so'zining o'ziga ta'rif beradigan bo'lsak, "Innovatsiya" atamasi lotincha "novation" so'zidan olingan bo'lib, "yangilanish", "in" qo'shimchasi esa lotinchadan "yo'nalishida" deb tarjima qilinadi, agar buni yaxlit "innovation" kabi ko'rinishida tarjima qilsak - "o'zgarishlar yo'nalishida" deb tarjima qilinadi, izohlanadi. Innovatsiyaga har qanday turdagi yangilik sifatida emas, balki mavjud tizimning samaradorligini muayyan ravishda oshiradigan omil sifatida qarashimiz lozim. [1,6]

O'qitish va o'quv muhitini yanada boyroq va samaraliroq qilish uchun o'qituvchilar "Power point" taqdimotlari orqali o'z darslarini o'tkazadilar. Bunda o'qituvchining batafsil va kompleks tayyorgarligi muhim. Oddiy doska bilan jihozlangan sinfxonalar samarali ta'lim jarayonida innovatsion vosita yoki ta'lim jihozi hisoblanmaydi. Endi texnologiyalar o'qituvchilar uchun ham, o'quvchilar uchun ham hayotni osonlashtirmoqda. Ommaviy ravishda "Smart sinfxonalar", "tezkor sinflar", "virtual sinflar", "aralashtirilgan ta'lim", "mobil o'qitish", "shaxsiylashtirilgan ta'lim" deb nomlanuvchi zamonaviy o'qitish usullari joriy etilmoqda. Ularning mamlakatimiz maktablarida ham matematika fanini o'qitish jarayonida qo'llanilishi mumkin bo'lganlarini ko'rib o'tamiz [1,15].

Maktablar Play Station va I Padlarni yaxshi biladigan o'quvchilar avlodi bilan muloqot qilish uchun raqamli o'qitish usullarini tobora ko'proq tadbiq qilmoqdalar va matematika sinfidagi barcha o'quvchilarni kengroq qamrab oluvchi qilishga harakat qilmoqdalar.

O'quvchilar video darsni va dars materiallarini uyda o'rganib kelishadi, maktabga kelgandan keyin o'qituvchilar va sinfdoshlarining savollariga javob berishishadi, dars doirasidagi muammoli vaziyatlar va masalalarni yechishadi. Ushbu o'qitish uslubi matematika sinfidagi odatiy muammoni hal qiladi, ya'ni o'quvchining uy vazifalarini passiv bajarish darajasi aktiv holatga o'tadi. [2,32].

Darslarda ba'zi integrallarning qiymatlarini oddiy usullarda hisoblash birmuncha qiyinchiliklar tug'dirishi mumkin. Ammo, chegirmalardan foydalangan holda bu integrallarning qiymatlarini oson hisoblash mumkin. Shu sababdan matematik analiz va kompleks analiz kurslarini o'zlashtirayotgan talabalar uchun muhim qo'llanma hisoblanadi.

Shularni inobatga olgan holda biz ushbu ishimizda oliy ta'limning matematika mutaxassisligi yo'nalishi talabalari uchun o'rganishlarida bir qancha murakkablik paydo qiluvchi mavzulardan biri bo'lgan "Chegarasi cheksiz bo'lgan xosmas

integrallar” mvzusini o’qitishning metodini keltiramiz. Chegarasi cheksiz bo’lgan xosmas integrallarni chegirmalar yordamida oson hisoblash mumkin.

Bir o’zgaruvchili chegirmalar nazariyasi dastlab O.Koshi tomonidan tadqiq qilingan. Chegirmalar nazariyasiga doir bir qancha muhim natijalar Sh.Ermit, Yu.Soxotskiy, E.Lindlyoflarning ishlarida rivojlantirilgan [4,25].

Funksiyaning chegirmalarini hisoblashda foydalaniladigan formulalarni keltiramiz:

1) Agar $z = a$ nuqta $f(z)$ funksiyaning birinchi tartibli qutb nuqtasi bo’lsa,

$$\operatorname{res}_{z=a} f(z) = \lim_{z \rightarrow a} (z - a) f(z) \quad (1) \text{ bo`ladi.}$$

2) Agar $f(z) = \frac{\varphi(z)}{\psi(z)}$ uchun $\varphi(z)$ va $\psi(z)$ funksiyalar a nuqtada golomorf

bo’lib, $\psi(a) = 0, \psi'(a) \neq 0$ bo’lsa, u holda

$$\operatorname{res}_{z=a} f(z) = \frac{\varphi(a)}{\psi'(a)} \quad (2)$$

3) Agar $z = \infty$ nuqtada $f(z)$ funksiya golomorf bo’lsa,

$$\operatorname{res}_{z=\infty} f(z) = \lim_{z \rightarrow \infty} z[f(\infty) - f(z)] \quad (3)$$

Agar $a \in \mathbb{C}$ nuqtada $f(z)$ funksiyaning golomorf bo’lishi sharti bajarilmasa, u holda funksiya shu nuqta atrofida o’rganiladi. Odatda, bunday nuqta $f(z)$ funksiyaning maxsus nuqtasi deb qaraladi.

1-tarif ([2,],[3]). Agar $f(z)$ funksiya ushbu

$$\{z \in \mathbb{C}: 0 < |z - a| < r\}$$

sohada (anuqtaning o’yilgan atrofida) golomorf bo’lsa, u holda anuqta $f(z)$ funksiyaning yakkalangan maxsus nuqtasi deyiladi.

Agar $f(z)$ funksiya ushbu

$$\{z \in \mathbb{C}: R < |z| < \infty\}$$

sohada golomorf bo’lsa, u holda aq ∞ nuqta $f(z)$ funksiyaning yakkalangan maxsus nuqtasi deyiladi.

Faraz qilaylik, $f(z)$ funksiya $K = \{z \in \mathbb{C}: 0 < |z - a| < R\}$

sohada golomorf bo’lib, a nuqta bu funksiyaning yakkalangan maxsus nuqtasibo’lsin. $f(z)$ funksiya K da ushbu Loran qatoriga yoyaylik.

$$\begin{aligned} f(z) &= \sum_{n=-\infty}^{+\infty} c_n (z - a)^n \\ &= \sum_0^{\infty} c_n (z - a)^n + (z - a)^{-1} + c_{-2} (z - a)^{-2} + \dots + c_{-n} (z - a)^{-n} + \dots \end{aligned}$$

Ravshanki bu qator K sohada yaqinlashuvchi, jumladan K sohaga tegishli bo’ladi.

$$\gamma_p = \{z \in \mathbb{C}: |z - a| = p: 0 < p < R\}$$

Aylana ham tekis yaqinlashuvchi bo’ladi. . [5,208].

2-ta'rif. Ushbu: $\frac{1}{2\pi i} \int_{\gamma_p} f(z) dz$ (1)

miqdor, ya'ni funksiyaning Loran qatoriga yoyilmasidagi c_{-1} koeffitsient funksiyaning yakqalangan maxsus nuqtasidagi chegirmasi deyiladi $\text{res}_{z=a} f(z)$ kabi belgilanadi:

Bu ta'rifdan quyidagi natija kelib chiqadi.

$$\text{res}_{z=a} f(z) = \frac{1}{2\pi i} \int_{\gamma_p} f(z) dz$$
 (2)

Natija. Agar nuqta funksiyaning bartaraf etiladigan maxsus nuqtasi bo'lsa, funksiyaning shu nuqtadagi chegirmasi nolga teng bo'ladi:

$\text{res}_{z=a} f(z) = 0$ formulalardan foydalanamiz:

1) Agar z nuqtada $f(z)$ funksiyaning birinchi tartibli qutb nuqtasi bo'lsa,

$$\text{res}_{z=a} f(z) = \lim_{z \rightarrow a} (z - a) \cdot f(z)$$

2) Agar $f(z) = \frac{\varphi(z)}{\theta(z)}$ uchun $\varphi(z)$ va $\theta(z)$ funksiyalar a nuqtada holomorflar bo'lib,

$\theta(a) = 0, \theta'(a) \neq 0$ bo'lsa, u holda: $\text{res}_{z=a} f(z) = \frac{\varphi(a)}{\theta'(a)}$ bo'ladi. [4,78].

Misol. Ushbu: $\frac{z^3+1}{(z+2)^2 \cdot (z-3)}$ funksiyaning $z = 3$ nuqtadagi chegirmasini toping.

$z = 3$ nuqta funksiyaning birinchi tartibli qutb nuqtasi.

(1) formuladan foydalanib, $z = 3$ funksiyaning nuqtadagi chegirmasini topamiz:

$$\text{res}_{z=3} f(z) = \lim_{x \rightarrow 3} (z - 3) \cdot f(z) = \lim_{x \rightarrow 3} \frac{z^3 + 1}{(z + 2)^2 \cdot (z - 3)} = \frac{28}{25} = 1 \frac{3}{25}$$

funksiyaning nuqtadagi chegirmasi: $1 \frac{3}{25}$ ga teng bo'ladi. [3,125].

Umuman olganda o'qituvchining ko'p qirrali faoliyati va uning qobiliyati, ijodkor va fidoiy bo'lishi hamda shogirdlarini barkamol insonlar qilib tarbiyalash masalasi davlat siyosati darajasidagi dolzarb masalalardan biridir.

Foydalanilgan adabiyotlar:

1. Barakayev M, Tojiyev M, D. Yunusova, K. Mamadaliyev. Matematika o'qitish texnologiyalari va loyihalash. Innovatsiya-Ziyo. Toshkent-2020.
2. To'ychiyev T.T., Tishabayev J.K., Djumabayev D.X., Kitmanov A.M. "Kompleks o'zgaruvchili funksiyalar nazariyasi fanidan MUSTAQIL ISHLAR" Toshkent "MUMTOZ SO'Z" 2018.
3. Matematik analiz kursidan misol va masalalar to'plami. 3-qism (kompleks analiz) O'zbekiston, 2000
4. Xudoyberganov G., Vorisov A., Mansurov X. Kompleks analiz. (ma'ruzalar). T, "Universitet", 1998.
5. Sidhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publishers Pvt.Ltd.

6. Fisher, K. D. (2010). Technology-enabled active learning environments: An appraisal. CELEExchange. Centre for Effective Learning Environments, 2010(6–10), 1–8.

Internet manbalari:

- 1.<http://toshkent.uz/uz/news/antide/4073>.
- 2.<http://ziyo.net>.
- 3.<http://www.mathematices.com>.
- 4.<http://www.ziynet.uz>
- 5.<http://www.roman.by>

DEPICTION OF NATURE IN LITERATURE. ECO-CRITICAL READING
OF WORKS WRITTEN IN ENGLISH

Niyozov Jumanazar Farxod o'g'li

Teacher at Uzbekistan State University of World Languages

[*jumanazarnf@gmail.com*](mailto:jumanazarnf@gmail.com)

Annotation. Even though readership about texts concerning the study of literature and environment first appeared in American and English literary world, today it extends beyond the United States to include Europe, The Far East, India and Thailand. In this article, the researcher analyzes several examples of works of that nature, using eco-critical approach. The article begins by offering a general introduction to ecocriticism and its main purpose in contexts. Subsequently, in a series of subtitled sections, it investigates the following topics: Romantic aesthetics and preservationist practices in American poetry; contemporary concerns about nature and its devastating power depicted in some climate change novels; description of dystopian ecosystem in well-known representatives of cli-fi. The article concludes by stressing the importance for humans to build up harmonious relationship with the non-human world and become eco-conscious or environment conscious.

Key words: ecocriticism, climate change fiction, cli-fi, eco-conscious, transcendentalist, dystopian, post-apocalyptic.

Introduction

Nature and literature have always shared a close relationship as is evidenced in the works of poets and other writers down the ages in almost all cultures of the world. Today the intimate relationship between the natural and social world is being analyzed and emphasized in all departments of knowledge and development. The literary critic tries to study how this close relationship between nature and society has been textualized by the writers in their works. History has proved this every now and then that with every change in the civilisation the relationship of animals and human beings have also changed and the effect on civilisation of the changes in environment has been so acute that sometimes it has wiped the whole civilisation from the face of the earth. Therefore, concern for ecology is one of the most discussed issues today. It is the concern of every country to replenish the diminishing factors of ecology which threatens human beings the most.

Literature well known for reflecting the contemporary issues could not have remained unaffected from this theme. The world of literature throngs with works dealing with beauty and power of nature. However, the concern for ecology and the threat that the continuous misuse of our environment poses on humanity has only

recently caught the attention of the writers. It is this sense of concern and its reflection in literature that has given rise to a new branch of literary theory, namely Ecocriticism

Methodology

In the past years, studies about the relationship between literature and the physical environment have emerged as a formal field of study. Known as ecocriticism, this new approach is a particular strand of scholarship that illustrates how environment concerns such as climate change and environmental preservation are manifested in the literary works of today's writers. The simplest definition of ecocriticism comes from the succinct statement of Cheryl Glotfelty, leading ecocritic and thinker, who stated that ecocriticism is "the study of the relationship between literature and the physical environment" [2, p.1]. Pioneering treatments of ecocriticism were provided by Cheryl Glotfelty and Harold Fromm and by Laurence Buell.

At present, ecocritical studies and practices are now more interdisciplinary in approach. In most cases, practitioners of ecocriticism now draw on cultural theory and criticism to explore how elements in nature leads to new understandings and interpretations of our sense of nations, communities, identities, and bodies. Most critical reflections on ecocriticism do not only show us the connection between literature and the physical environment and the expanding scholarly conversation in this emerging field; they also underscore both the texts and the cultural practices that concern them.

Result and Discussions

Nature as a beauty and inspiration

The most opinionated and favorable views regarding nature can be traced to the poets and authors of the Romantic movement who had anointed nature with different names in their works and have won accolades and fame worldwide. Among such poems are Wordsworth, Shelley, Keats, Byron and many such eminent poets of England. However in American poetry too such spirit of inspiration was observed in the poems of many versatile poets and one of the notable among them is Robert Frost. Nature has been a subject of research since ages. The mysterious nature has infatuated many writers and poets with its astounding beauty and wonderful charm. Be it Wordsworth, Thoreau or Emerson, Keats, none of the writers had been left untouched by the mysteriousness and uniqueness of nature.

Where Wordsworth and Thoreau developed a pantheistic attitude towards nature, Emerson focused on the transcendentalist attitude of it, Keats having had realized the harsh realities of nature developed an escapist attitude towards it. Thus from time to time nature has been a subject of concern not only for the writers but also for the ecocritics that have helped us to gain a deep insight of nature, and be more sensible towards its protection. In America, the writers like Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman have expressed ecological ideas in their works. They are known as transcendentalists and the aim of this literary movement is to achieve cultural

independence from European models. These writers have created the foundational work of American eco-centered writings.

In the transcendentalism era, the natural world has been treated as a prestigious subject for writing both the poem and the prose. The poets like Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman who are influenced by ecological ideas, in their poems, have dealt nature as a prime subject. For instance, in all his poems, Emerson has expressed a triangular relationship between God, nature and man. He often compares the manifestations in nature with the growth in man and considers it as a sign of divinely development.

Emerson (1883-1882) begins the poem "The Song of Nature" with eco-critical note. The poem is written in the form of an address to nature in which she explicates her various form and beauty. In the very opening line of the poem, nature expresses her appearance in the world as night and morning, the pits of air, the gulf of space and the moon. As she describes herself;

*Mine are the night and morning,
The pits of air, the gulf of space,
The sportive sun, the gibbous moon,
The innumerable days. [5, p. 51]*

Through these lines, nature has established her supremacy in the world and enumerates that she is part of all living and non-living things. Emerson believes that the physical environment is perfectly constructed and it is never subjected to decay by any sort of external forces. In his poems, he connects human nature with environmental as he says "No low can be sacred to me but that of my nature" [5, p. 52]. He strongly advocates for human relationship which must be co-existed with nature.

Henry David Thoreau (1817-1862), one of the leading transcendentalists, is a prolific writer and an ardent lover of nature. In his poems, he employs the themes of nature and society and propagates the concept of nature throughout his poems. In the poem "Nature", he exhibits his benign interest towards nature through calling himself as the child of nature;

*For I'd rather be thy child and pupil, in the forest wild,
Than be the king of men elsewhere,
And most sovereign slave of care;
To have one moment of thy dawn,
Than share the city's year forlorn. [9, p. 43]*

Walt Whitman (1819-1892) is another remarkable poet in the transcendentalism era. His poems deal with American; democracy, landscape and the people. He believes that every human being is influenced by their surroundings. Therefore, most of his poem, he discusses the theme of recycle or regeneration that a man can alienate himself from the natural world but he cannot escape from his connection to it. In the poem "When Lilacs Last in the Dooryard Bloom'd", he epitomizes the concept of

regeneration. Though the poem is considered to be a pastoral elegy, the elaborate depiction of natural world and rustic human society typify the regeneration of both nature and human. As he depicts;

*When lilacs last in the dooryard bloom'd,
And the great star early droop'd in the western sky in the night,
I mourn'd, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love. [10, p. 383]*

Whitman uses the symbols of a bird, star and flowers to develop an idea of nature sympathetic to yet separate from humanity. For example, the song of the bird signifies Whitman's understanding of nature and its beauty. He vacillates on the nature of symbolic mourning. At times he seems to see his offering of the lilac blossom as being symbolically given to all the dead; at other moments he sees it as futile, merely a broken twig.

Nature as a devastating and fearful power

Nature has always proved to be stronger than man. It has often shown its power by controlling manpower through natural calamities like famine, drought, flood, earthquake etc. Man's life and nature are so interlinked that it is not possible for human beings to separate themselves from its influence. Therefore they have no choice but to accept both nature's bounty and adversity.

One group of writers write predominantly the relationship between man and nature. They have given more poignancy to the exploration by dealing not only with beauty of the nature but also with power of the nature.

Amitav Ghosh is one of the most eminent and accomplished writers of this genre with a strong eco-consciousness. He occupies a significant place in the world of eco-criticism. His works deal with the major themes of migration, displacement, subaltern experiences as well as the global concerns of environment related to flora and fauna. His novel, *The Hungry Tide* (2004) is considered for analyzing his consciousness towards ecology. Human beings are closely associated with the nature. They constantly depend on it and interact with it.

The story of Amitav Ghosh's novel *The Hungry Tide* unfolds in the backdrop of Sunderbans which is a bioregion. Sunderbans is a beautiful land situated amid the wind and the tides and largely covered by mangrove forest. The two main characters around whom the story revolves are Kanai Dutt and Piyali Roy. Kanai is a translator and business man who comes to the Island of Lusibari to meet his aunt Nilima. Through his late uncle Nirmal's notebook, Kanai happens to know about the conflict between human and non human life forces, resettlement tragedy of Morichjhapi in the name of conservation. The diary also reveals the story of Kusum and her son Fokir who are the victims of eviction from the island of Morichjhapi. Piyali is an American born

cetologist who comes as a researcher to conduct studies on Irrawaddy dolphins which are exclusively found in the rivers of Tide country. She takes the help of Fokir to trace the region of dolphins.

The novel explores not only nature in its beauty but it also appears as hungry for human blood. The ebb and flow represents all the traumatic issues of nature. The following description about mangrove forest that Kanai reads is apt to the situation:

A mangrove forest is a universe into itself...Mangrove leaves are tough and leathery, the branches gnarled and the foliage often impassable dense. Visibility is short and the air still and fetid. At no moments can human beings have any doubt of the terrain's utter hostility to their presence, of its cunning and resourcefulness, of its determination to destroy and expel them. Every year dozens of people perish in the embrace of that dense foliage, killed by tigers, snakes and crocodiles. [7, pp. 7-8]

It unfolds the devastating effects of nature towards man. In the section "Canning", Kanai becomes speechless and shocked on seeing the plight of the passengers in the mud. Champahati, the threshold of Sundarbans, was merely "a pond filled with foaming grey sludge" [7, p. 9]. The Malta river, which in 1970s was a "... vast waterway, one of the most formidable rivers he had ever seen", had become "no wider than a narrow ditch" [7, p. 24] at low tide. He felt upset and disturbed to the sight of the people travelling to Canning. They had to walk through the mud piled up to the level of their hips.

Ghosh, through *The Hungry Tide* presents, important ongoing controversies between governmental agencies, nongovernmental organizations, environmental activists, socialists, human and animal rights protection groups, tribal, tidal inhabitants and urban inhabitants, about the exigency for inculcating fair environmental policies that do not show favour to any one species while crushing another. The novel concludes with several positive measures suggested towards an eco-friendly relationship between human populations and their environment.

Dystopian description of nature

Dystopian signifies the worst condition like that of inferno. And dystopian environment suggests the debased condition of natural, ecological and environment resources. The condition is brought into the universe by human actions, conscious or unconscious, direct or indirect. Present world under the influence of huge technological advancements and utilitarian attitude have almost brought havoc upon nature and its climate. Western philosophy believes man to be the most significant entity on the planet. This often leads to irreversible damage to other species as well as to our physical environment. Most of our technological advancements are the result of this human-centered approach. Not only scientists but also literary artists are addressing this issue with great concern.

A change of climate, which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere, is considered as climate change.

Climate change is affecting humanity and is almost reaching the extent of being incorrigible and life on Earth is bit-by-bit vanishing. Many species are almost extinct, the oceans are warming, plastic trash is killing wildlife and wars are looming over various parts of the world owing to droughts and scarcity of resources.

J.G. Ballard's novel, *The Drowned World* (1962) is considered one of the best examples of early climate change fiction. It is set in a post-apocalyptic world following the melting of the ice-caps. The polar ice caps have melted and submerged much of the Northern hemisphere. It chiefly deals with London which is submerged under a dense lagoon, and which is covered in tropical vegetation as a result of a drastic shift in climate. A biologist in London sets off on a mapping expedition. The author uses the novel to explore the unconscious impulses of survivors of the humanity. As the world regresses, so does its inhabitants. The morals that held society together disintegrate, and civilization unravels. The character of Riggs shows not only the out-datedness of conventional middle-class models of Englishness but it also represents, through his hopelessness, a much anticipated disintegration of all societal conditions. The novel ends with the character Kerans admitting to the fate, and accepting his ensuing journey:

His time there had outlived itself, and the air-sealed suite with its constant temperature and humidity, its supplies of fuel and food, were nothing more than an encapsulated form of his previous environment, to which he had clung like a reluctant embryo to its yoke sac. The shattering of this shell, like the piercing doubts about his true unconscious motives set off by his near drowning in the planetarium, was the necessary spur to action, to his emergence into the brighter day of the interior, archaeopsychic sun. [1, p. 146].

The post-apocalyptic world in this novel is not a place where its inhabitants rebuild the structure in haste, rather it's a place with an alternative time-system where the unconscious drives of modernity can be examined without restraint. The world here is concurrently pre- and post-apocalyptic. The protagonists are situated in a space after the first disaster but before their own personal deaths, left in a visible „zone of transit“ [1, p. 35].

In Ballard's *The Drowned World*, men of the future venture into a flooded London, intent on looting the city of its treasure. The environment is not a physical locale as much as it is “an ontological structure” where changes can transform or destroy our inner worlds” [4, p. 19]. Bacigalupi's *The Wind up Girl* (2009) is set during the time when the world runs out of fossil fuels. Bangkok is depicted as one of only a few south-east Asian cities left, now below sea level and desperately holding off the rising waters with a series of springpowered pumps. This novel deals with environmental issues and presents a calamitous future. Climate change has ravaged the American southwest. The characters search for the rights to control the area's water supply. Economic inequality has led the world to the destruction of the climate, leading further to almost devastation of the planet. Thailand's environment ministry works like a guerrilla force to ensure

the country's survival, burning entire villages to the ground at the first sight of crop plagues.

The devastation of nature is linked to the tragic devaluation of man by these eco-conscious fictionists. Automation and the war machines are direct offshoots of modern development. This has devalued and dehumanized life on the planet. Through their writings the fictionists suggest a through revision of our value system and our priorities. They question the anthropocentric assumption that the non-human world exist for human welfare. Cheryll Glotfelty (1996) opines that man needs:

To understand and critique the root cause of environmental degradation and formulate an alternative view of existence that will provide an ethical and conceptual foundation for right relations with the earth. [8, p. xxi]

The writers from different parts of the world have been raising awareness campaign against dystopian environment borne by human beings.

Conclusion

This paper is uniquely concerned with the way ecocriticism as a mode of literary theory has the ability to function. From ecofeminism, to traditional nature writing, to concerns of globalization and the environment, ecocriticism is a discipline that is still a teenager compared to older forms of literary theory and criticism.

An ecologically focused criticism is a worthy enterprise primarily because it directs our attention to matters about which we need to be thinking. Consciousness raising is its most important task. For how can we solve environmental problems unless we start thinking about them? [8, p. xxiv]

This “ecologically focused criticism” goes beyond the mere identity of environmental concepts in a text, or even considerations about how those concepts reflect human-constructed conceptions of the environment. Instead, the brand of ecocriticism is one that utilizes an interdisciplinary approach in dealing with the real issues of the environment. These approaches include anthropological, historical, psychological, theological, and psychological understandings, as well as a host of other fields and subfields of study. It is literary criticism that invites different fields of study to contribute to an understanding of various texts. As we are familiar with the fact that literature and art mirrors the society in its realistic form and help us in the revelation that there has been a long tradition of study of nature and human relationships with it. It would also be perfect to say that eco-criticism is a study of the interdependence of the human relations with nature, so making use of the eco-critical approaches and applying it on literary aspects will be an attempt to once again remind of that magical relationship of the human beings with nature.

References

1. Ballard, J.G. (2008). *The Drowned World*. London: Harper Perennial.
2. Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*, Massachusetts, USA: Belknap Press,

3. Bacigalupi, Paolo (2009). *The Windup Girl*. London: Night Shade Books.
4. Clarke, J. (2013). *Reading Climate Change in J.G. Ballard*. *Critical Survey*, 25(2).
< Accessed on 14 July, 18 from <http://www.jgballard.com/novels>
5. Emerson, Ralph Waldo (1993). "Nature" in *Essays: First and Second Series*. Ed. John G. Hunt. New York: The New Press.
6. Garrad, Greg (2004). *Ecocriticism*. London and Newyark: Routledge
7. Ghosh, Amitav. (2004). *The Hungry Tide*. London: Harper Collins.
8. Glotfelty, C. and Fromm, H. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*, Georgia: University of Georgia Press,
9. Thoreau, Henry David (1854). *From Walden, or , Life in the Woods*. <Retrieved from <https://biography.com/writer/henry-david-thoreau> on March 19, 2019 >
10. Whitman, Walt. (2007). *Leaves of Grass*. Pennsylvania: The Pennsylvania State University Press.

INTENSIV O'QITISH TEXNOLOGIYALARINING PEDAGOGIK JIHATLARI

Murodullayeva Nilufar Bakirali qizi.

Chirchiq davlat pedagogika universiteti Aniq va tabiiy fanlarni o'qitish metodikasi(matematika) mutaxassisligi magistri,

murodullayevanilufar98@gmail.com

Annotatsiya: Maqolada Intensiv, intensiv o'qitish, pedagogik texnologiya, intensiv texnologiya tushunchalari asoslab berilgan. Shuningdek matematika o'qitishda intensiv texnologiyalarni joriy etish tamoyillari hamda ta'limni faollashtirish omillariga alohida to'xtalgan.

Kalit so'zlar: Intensiv, intensiv o'qitish, pedagogik texnologiya, intensiv texnologiya, matematika o'qitishda intensiv texnologiyalarni joriy etish tamoyillari, ta'limni faollashtirish omillari.

Intensiv- inglizcha so'z bo'lib jadal, tez, kuchli degan ma'nolarni anglatadi.

Intensiv o'qitish - oldinga qo'yilgan rejani qisqa vaqt ichida o'quvchilarga puxta yetkazib berish.

Pedagogik texnologiya – O'qituvchining o'quvchilarga o'qitish vositalari yordamida muayyan sharoitlarda ta'sir ko'rsatishi va bu faoliyat mahsuli sifatida ularda oldindan belgilangan shaxs sifatlarini intensiv shakllantirish jarayonidir.[1]

Zamonaviy dunyoning barcha sohalarini kompyuter texnologiyualari va informatikasiz tasavvur qilib bo'lmaydi. Matematika kuchli hisoblash vositalaridan foydalanish va katta hajmdagi ma'lumotlarni o'rganish o'quv jarayonini tezlashtirish va chuqurlashtirishga yordam beradigan fanga aylandi. Bunday innovatsion o'qitish usullari intensiv texnologiyalar deb ataladi.

Matematikani o'qitishda intensiv texnologiyalarni muvaffaqiyatli joriy etish tamoyillari:

1. O'rganish interaktiv bo'lishi va o'quv jarayonida faol ishtirok etishi kerak
2. Texnologiyalardan foydalanish o'quv jarayonini murakkablashtirmasdan, uni osonlashtirishi kerak
3. Dasturlar ta'lim jarayoniga integratsiyalashgan bo'lishi va ta'lim standartlariga javob berishi kerak [2]

Matematikani o'qitishda intensiv texnologiyalar o'quv jarayonini sezilarli darajada tezlashtirishi va olingan bilim sifatini oshirishi mumkin. Asosiy shart-talabaning ehtiyojlari va xususiyatlarini hisobga olgan holda texnologiyalar turlari va usullarini to'g'ri tanlash.

Matematika o'qitishda masofaviy ta'lim, kompyuter dasturlari va o'yin texnologiyalardan foydalanish kabi intensiv texnologiyalar o'quvchilarga matematik

muammolarni muvaffaqiyatli yengish uchun keng imkoniyatlar yaratdi. Bunday o'qitish usullari talabalarni o'quv jarayoniga faol jalb qilishga qaratilgan, tanqidiy fikrlashni rivojlantirishni rag'batlantiradi va nostandart vazifalarni hal qilishga imkon beradi. [3]

Multimedia dasturlari, interfaol doskalar, grafik muharrirlar va boshqalar kabi kompyuter texnologiyalaridan foydalanish o'quvchilarga matematik tushunchalarni tasavvur qilish imkonini beradi, bu esa o'quv jarayonini yanada qiziqarli va tushunarli qiladi

O'qitishning intensivlashuvi deganda biz har bir vaqt birligida o'qituvchi va o'quvchining o'quv-tarbiyaviy ish samaradorligini oshirishni tushunamiz.

O'qituvchi va talabalar ishining intensivligi maqbul darajada qolishi, ortiqcha yuklamaga olib kelmasligi, ularning sog'lig'iga salbiy ta'sir ko'rsatmasligi va shu bilan birga ularning ishi yuqori samarali bo'lishi uchun eng yaxshi mashg'ulotni tanlash kerak.

O'qituvchilar - innovatorlar ta'limni faollashtirishning quyidagi asosiy omillarini aniqlashga imkon beradi: [4]

1. Mashg'ulotning maqsadlilikini oshirish;
2. O'rganish uchun motivatsiyani kuchaytirish;
3. Ta'lim mazmunining informatsion imkoniyatlarini oshirish;
4. Ta'limning faol usullari va shakllarini qo'llash;
5. O'quv faoliyati sur'atini tezlashtirish;
6. Tarbiyaviy ish ko'nikmalarini rivojlantirish;

1.Diqqatni oshirish: Maktab o'quvchilarining o'quv faoliyatining intensivligi ularning qanchalik o'ziga xosligiga bog'liq. Maqsadlarning etarli darajada intensivligi o'qituvchi va talabalarni tushkunlikka soladi, o'rganishni bo'sh, tarqoq qiladi. To'g'ri belgilangan maqsad muvaffaqiyatli faoliyatni tashkil etishda hal qiluvchi ahamiyatga ega. Maqsad qonun sifatida inson harakatlarining yo'li va xarakterini belgilaydi. [5]

2.O'quv motivatsiyasini kuchaytirish: O'quv faoliyatining intensivligi ko'p jihatdan maktab o'quvchilarining o'qish motivlariga bog'liq. O'quv motivatsiyasini kuchaytirishni o'rganish samaradorligini oshirishning muhim usuli deb hisoblash kerak.

3.Darslar mazmunining informatsion qobiliyatini oshirish

Ta'lim jarayonining intensivlashuvi sharoitida ta'lim mazmuni strukturasi takomillashtirishning asosiy yo'nalishlarini qisqacha tavsiflashimiz mumkin:

a) uning uchta asosiy funktsiyasini - ta'lim, tarbiya va rivojlantirishni kompleks tarzda amalga oshirishga e'tiborni kuchaytirish;

b) har bir darsning mazmunini maksimal darajada to'yinganligini, shu bilan birga uning foydalanish imkoniyatini saqlab qolish orqali uning informatsion imkoniyatlarini oshirish;

- v) materialni kattalashtirilgan bloklarda taqdim etish, materialni o'rganish jarayonida umumlashtirish rolini kuchaytirish, umumlashtiruvchi darslarni o'tkazish;
- d) ta'lim mazmunida nazariyaning ahamiyatini oshirish;
- e) ayniqsa samarali bo'lgan joyda deduktiv yondashuvdan foydalanishni kengaytirish;
- f) fanlararo aloqalarni mustahkamlash;
- g) minimal mashqlar bilan kengroq o'quv va rivojlantiruvchi vazifalarni hal qilish uchun mashqlar tanlashni takomillashtirish;
- z) o'quv jarayonida algoritmik ko'rsatmalarni qo'llash;
- i) kompyuter qurilmalaridan foydalanish;
- j) umumiy ta'lim ko'nikma va malakalarini shakllantirish;
- k) yangilangan o'quv dasturlarida belgilangan yetakchi tushunchalar, ko'nikma va malakalarni o'zlashtirishga e'tibor qaratish.

4. Faollashtirish o'quv jarayoni

Ta'limni intensivlashtirish usullari orasida o'quvchilarning o'quv va kognitiv faoliyatini faollashtiradigan, ularning bilim olishini rag'batlantiradigan usullar, shakllar, vositalar va usullardan foydalanish alohida ahamiyatga ega. Bu erda muammoli qidiruv usullari, o'quv suhbatlari, muhokamalar, tadqiqot tajribalari, kognitiv o'yinlar, talabalarning mustaqil ishi, algoritmlash va boshqalar muhim rol o'ynaydi.

O'rganishni intensivlashtirish uchun nafaqat nazorat tezligi, balki uning tahliliyligi ham muhimdir. O'qituvchi nafaqat bilimlardagi bo'shliqlarni, balki ularning sabablarini ham bilishi kerak. Eng muhimi, psixolog faoliyatini qat'iy takomillashtirish, maktab o'quvchilarini pedagogik o'rganish, maktabda qolib ketish sabablarini aniqlashdir. Bunday sabablar orasida sog'lig'ining kamchiliklari, shaxsiyatni tarbiyalashdagi nuqsonlar, yomon uy sharoitlari, o'quv jarayonidagi kamchiliklar, shu jumladan individual yondashuvning yo'qligi va boshqalar bo'lishi mumkin

5. Ta'lim shakllarini takomillashtirish

Zamonaviy maktabda ta'limning turli shakllari - darslar, amaliy mashg'ulotlar, sinfdan tashqari mashg'ulotlar, ekskursiyalar, seminarlar, suhbatlar, maslahatlar, konferentsiyalar, ma'ruzalar, uy vazifalari qo'llaniladi

Ushbu bosqichda ta'lim shakllarini takomillashtirishning o'ziga xos xususiyati - o'qituvchilarning ma'lum bir bo'lim yoki mavzuni o'rganishning umumiy tizimida har xil turdagi darslardan foydalanish istagi. Bundan tashqari, eng tajribali o'qituvchilar o'zlarining uslubiy uslublarini ishlab chiqadilar, bu ularga ochib berishga imkon beradi kuchli tomonlari ularning mahorati va shakllarining xilma-xilligi tufayli o'quvchilarning bilim faolligini faollashtirish. e

6. Kompyuterlardan foydalanish

Texnik o'qitish vositalari har doim asosan o'rganishning ko'rinishini oshirish uchun ishlatilgan. Kompyuterlarning joriy etilishi o'quv va kognitiv faoliyatni boshqarish, uni faollashtirish uchun printsiplial jihatdan yangi imkoniyatlarni ochadi.

FOYDALANILGAN ADABIYOT

1. Pedagogik texnologiya o'quv qo'llanma. S.I.Mirhayitova. Toshkent 2020
2. Информационно-коммуникационные технологии в образовании: от мифа к реальности / А. А. Большаков, А. А. Кузнецов. М.: Юрайт, 2020.
3. [Использование информационных технологий обучения при подготовке учителей математики. <https://cyberleninka.ru/article/n/ispolzovanie-informatsionnyh-tehnologiy-obucheniya-pri-podgotovke-uchiteley-matematiki>](https://cyberleninka.ru/article/n/ispolzovanie-informatsionnyh-tehnologiy-obucheniya-pri-podgotovke-uchiteley-matematiki)
4. Umumta'lim maktabi didaktikasi. Ed. M.N. Skatkin. 2-nashr, M., 1982 yil.
5. Markova A.K. Maktab yoshida o'quv motivatsiyasini shakllantirish. M., 1983 yil.

ANALYSIS OF ENERGY MARKETS

Sharofiddinov Shohrux Ulug'bek o'g'li
Aliqulova Muqaddas Shuxrat qizi
Toshkent davlat iqtisodiyot universiteti
2-kurs magistr talabalari

Abstract

Due to the pressing global concern around climate change, the non-renewable energy industry is experiencing an unprecedented pace of growth. Taking into account the results of previous studies, it's important to consider energy costs, technological equities, and the level of unpredictability in regulations as they may influence the development of non-renewable energy, which can also be affected by external changes. The non-renewable energy market is highly vulnerable to significant fluctuations caused by certain variables, which can significantly elevate the chances of substantial alterations in profits. Given that non-renewable energy stocks are a recently developed investment asset, it is critical to accurately forecast the likelihood of substantial variations in the returns of non-renewable energy stocks. This is particularly important for managing the risk of a non-renewable energy investment portfolio.

Key words: Energy ,the non-renewable energy sector technology stocks, the energy sector, global warming, green energy, diesel, oil, heatoil, gsln.

Introduction

Alternative global energy futures showing wide spread both in methodology and content are commonly proposed in literature, and are also used for decision-support (Grunwald, 2011). Although the meaning can vary between situations or perspectives, an energy transition can be defined as a transition of an economic system from being dependent on one or several energy technologies to others (Fouquet and Pearson, 2012). On an aggregated global level such a transformation could be considered a global energy transition.

Smil (2014) describes two major global energy transitions from one dominant fuel to another that appear to have happened in modern history. First the change from wood to coal and later from coal to oil, both of which took 50 to 60 years. Despite these energy transitions, the use of coal continues to increase on a global scale and according to most statistics biomass still makes up around 10% of global primary energy supply (IEA, 2014). Since these apparent historical energy transitions has been correlated with increases in energy consumption, the absolute consumption of the individual energy sources have continued to increase, despite the fact that the share of individual energy sources might have decreased (Fouquet and Pearson, 2012).

Whether dependence on non-renewable resources should be seen as a problem or not is still somewhat disputed within the scientific community. Tilton (1996) even describes two different schools or paradigms concerning resource depletion consisting of those who are “concerned” and “unconcerned”. The concerned claim that Earth cannot support current or expected future demand for non-renewable natural resources while the unconcerned think that market incentives, public policy and new technology will be able to provide for society’s needs in an indefinite future. This could also be connected to the notion of weak and strong sustainability, where the proponents of weak sustainability thinks that all kinds of natural capital can be substituted by man-made capital, while others believe that there are limits to this kind of substitutability (Ayres, 2007).

A common argument against potential limitations for access to natural resources is to simply point at the fact that the reserves or resources are very large, or much larger than the current production. This argument is true for 14 many resources, but how it will affect future production is not clearly predictable. Taking the large global reserves and resources of coal as an example it has been claimed that they are sufficient to meet demand for “many decades” (BGR, 2009). Others point to the fact that more than 20 countries already appears to have reached a maximum coal production (Lin and Liu, 2010), or argue that the available coal might be less abundant than commonly assumed, which combined with a rapidly growing global demand could cause problems in the future (Heinberg and Fridley, 2010).

While similar discussions have occurred for a wide range of different natural resources, the most vivid debate on exhaustibility of resources has been about oil. Studies concerning if or when the global oil production will reach a maximum level (peak) as well as whether this is a problem or not lead to the formation of the concept commonly referred to as peak oil. Hubbert (1949) stated that the production of fossil fuels, not limited to oil, will inevitably rise until it passes through one or several maxima (peaks) and then decline to zero, where the area under the curve must be equal or lower than the initially present quantity. This can be seen as the foundation of resourceconstrained modelling based on the finite nature of oil and other nonnon-renewable resources (Jakobsson et al., 2009). Since then, a wide range of different attempts to describe potential future oil production has been made, leading to a range of different conclusions. However, in a study reviewing over 500 studies on these matters, the UK Energy Research Centre (UKERC) concludes that a peak in production of what is commonly referred to as conventional oil is likely before 2030, with a significant risk of it happening before 2020 (Sorrell et al., 2010). While some argue that a peak in conventional oil production is imminent, others argue that this peak could happen due to a peak oil demand (Brandt et al., 2013). The reasons for a peak in oil production are the result of an interplay between below ground constraints, such as physical depletion of resources and above ground limitations, for instance prices and

demand, and could also be affected by increased production of what is commonly referred to as unconventional resources (IEA, 2013).

Although the focus is commonly on fossil fuels, and especially oil production and the notion of peak oil, there is a growing debate on the depletion of other non-renewable resources, sometimes referred to as peak minerals (May et al., 2012). With regard to non-energy minerals, one important difference is that while energy resources, such as oil and other fossil fuels, are usually combusted and destroyed, the metals that are produced from other materials are recyclable (May et al., 2012).

METHODOLOGY

For this study, we will utilize the Hill estimator and an OLS log-log rank-size regression method, incorporating a perfect shift of $Y=1/2$, to evaluate the tail indices for non-renewable energy.

Hill's estimator

- Let r_1, r_2, \dots, r_N be a sample drawn from a population satisfying power law be decreasingly ordered largest absolute value of observations in the sample

$$|r|_{(1)} \geq |r|_{(2)} \geq \dots \geq |r|_{(n)} \geq |r|_{(n+1)}$$

- A subsample of n observations is chosen from the upper tail in ordered sample N :

$$|x_{max}| \geq |x_2| \geq |x_3| \geq |x_4| \dots \geq |x_n|$$

$n = kN$, while k stands for the truncation

- The Hill's estimator $\hat{\zeta}_{Hill}$ of the tail index ζ is as follow:

$$\hat{\zeta}_{Hill} = \frac{n}{\sum_{t=1}^n (\log|r|_{(t)} - |r|_{(n+1)})}$$

- The standard error of the estimator is:

$$s.e._{hill} = \frac{1}{\sqrt{n}} \hat{\zeta}_{Hill},$$

- The corresponding 95% confidence interval for the true tail index ζ is denoted by:

$$95\% CI_{Hill} = \left(\hat{\zeta}_{Hill} - \frac{1.96}{\sqrt{n}} \hat{\zeta}_{Hill}, \hat{\zeta}_{Hill} + \frac{1.96}{\sqrt{n}} \hat{\zeta}_{Hill} \right)$$

- Limitations
- Small sample bias
- Dependency issues

Gabaix and Ioannides (2004) assert that the Hill's estimator retains the efficiency attributes of a maximum likelihood estimator. Additionally, Hsing (1991) established the convergence to a normal distribution of Hill's estimator for stationary

sequences that satisfy certain mixing conditions, and also offered accurate estimators for the asymptotic variance. Quite a few inquiries have revealed that Hill's estimations have certain limitations on the inferences that can be derived from tail indices.

Embrechts et al. have demonstrated that in circumstances where observations are dependent and heterogeneous, the standard errors produced may be exaggerated, particularly in smaller sample sizes. The year of 1997 was significant in the literature on this subject, as evidenced by the works of Rosen and Gabaix in 1997, as well as Gabaix and Ioannides in 2004. Assuming data independence can lead to significant underestimation of the standard errors, as it is commonly accepted that a large number of extreme stock market returns occur in clusters, indicating a lack of independence among observations (Gabaix, 2009).

The OLS log-log rank=size regression with $\gamma = 0$ to estimate the tail index ζ :

$$\log(t - \gamma) = a - b \log|r|_{(t)}, \text{ where } t = 1, \dots, n$$

In other words, t is referred to the rank of an observation, and $|r|_{(t)}$ is its size:

$$\log(\text{Rank} - \gamma) = a - b \log(\text{size})$$

The OLS estimate \hat{b} is the log-log rank-size regression estimate of the tail index ζ

The standard approach of log-log rank-size regression in the form of equation (6) has been widely embraced in existing works including Rosen and Resnick (1980), Eaton and Eckstein (1997), Levy (2003) and Levy and Levy (2003).

OLS log-log rank-size regression with $\gamma = 1/2$

The OLS log-log rank=size regression with $\gamma = 1/2$ to estimate the tail index ζ :

$$\log(t - 1/2) = a - b \log|r|_{(t)}, \text{ where } t = 1, \dots, n$$

The OLS estimate \hat{b} is the log-log rank-size regression estimate of the tail index ζ

The shift of $1/2$ is optimal as it significantly reduces the finite-sample bias of the estimates.

The correct standard errors of the estimators can be calculated as:

$$s.e._{RS} = \sqrt{\frac{2}{n}} \hat{\zeta}_{RS}$$

The corresponding 95% confidence intervals for ζ is as follow:

$$95\% CI_{RS} = \left(\hat{\zeta}_{RS} - 1.96 \times \sqrt{\frac{2}{n}} \hat{\zeta}_{RS}, \hat{\zeta}_{RS} + 1.96 \times \sqrt{\frac{2}{n}} \hat{\zeta}_{RS} \right)$$

The advanced version of the OLS log-log rank-size regression technique, which incorporates an optimal shift and accurate standard errors suggested by Gabaix & Ibragimov in 2011, has been widely utilized in various research studies like Hinloopen and Gabaix and Landier (2008) and Ioannides et al. This text pertains to the year 2008.

The log-log rank-size regression using a 1/2 exponent is highly precise and effective even when power laws and GARCH processes with heavy tails are applied, common methods for representing economic and financial variables such as exchange rates. This differs from the typical approach of estimating log-log rank-size regressions when equal to zero. Ibragimov and colleagues (2013). (2008) also incorporated an adoption of the same methodology to investigate the impact of cultural diversity on the productivity of firms." Bosker et al. (2008) followed the lead of Hinloopen and Marrewijk (2006) by utilizing the same approach to explore how cultural diversity affects the efficiency of businesses. In the years 2007 and 2008, the authors Gabaix and Landier (2008), as well as Ioannides et al., published relevant works in their field. In the year 2008, Chasco and Le Gallo along with Chen et al. conducted research. The OLS log-log rank-size regression, which includes optimal shift and accurate standard errors as suggested by Gabaix & Ibragimov (2011), has become a popular method utilized in various studies, including those published in 2009.

Data description

We analyzed 5 types of non-renewable energy daily data. All information is provided by Global financial.com. We analyzed the data for diesel, gasoline, heatoil and oil from 31 December 2004 to 31 December 2021. Also we analyzed Gsln data from December 30, 2004 to November 29, 2021.

Table

Tail index estimates for non-renewable energy indexes (total sample).

	Truncation	Tail RS	$s.e._{RS} = \sqrt{2/n} \hat{\xi}_{RS}$	95% CI_{RS}	Tail Hill	$s.e._{Hill} = \sqrt{1/n} \hat{\xi}_{Hill}$	95% CI_{Hill}
--	------------	---------	---	---------------	-----------	---	-----------------

Diesel	10%	3.25	0.22	(2.82, 3.68)	2.80	0.13	(2.54, 3.06)
	5%	3.58	0.34	(2.91, 4.25)	3.34	0.22	(2.90, 3.78)
Gasoline	10%	2.45	0.17	(2.11, 2.78)	2.55	0.12	(2.31, 2.79)
	5%	2.37	0.23	(1.92, 2.82)	2.49	0.18	(2.15, 2.83)
Heatoil	10%	2.79	0.19	(2.42, 3.17)	2.86	0.14	(2.59, 3.14)
	5%	2.77	0.27	(2.25, 3.30)	2.74	0.19	(2.37, 3.10)
Oil	10%	2.50	0.17	(2.17, 2.82)	2.65	0.13	(2.40, 2.90)
	5%	2.37	0.23	(1.93, 2.81)	2.60	0.18	(2.26, 2.95)

Note. 31 December 2004–31 December 2021:

N = 4436, N = 4216 N = 4289 N =4436

10%N =443.6 10%N =421.6 10%N=428.9 10%N=443.6

5%N = 221.8 5%N =210.8 5%N =214.45 5%N =221.8

- Point estimates $\hat{\zeta}_{RS}$ for non-renewable energy indices lie between 2.5 to 3.6
- Point estimates $\hat{\zeta}_{Hill}$ for non-renewable energy indices lie between 2.55 to 3.34. Among non-renewable energies, Gasoline has the smallest tail index at both truncation levels.

Results and discussion

• $\zeta = 1$ is rejected. Because $\zeta > 1$ for all indices by both the log-log rank-size regression and Hill's estimation procedures.

• The null hypothesis $\zeta = 2$ is rejected in favour of $\zeta > 2$ for Gasoline 10% , Gasoline 5% Heatoil 10%, Heatoil 5%, Oil 10% Oil 5% by . both the log-log rank-size regression and Hill's estimation procedures.

• When we use the Hill estimator and the log-log rank-size regression $\zeta = 3$ and $\zeta > 3$ is not rejected for Diesel 10% Diesel 5% using the Hill's estimation

• The null hypothesis $\zeta = 4$ is rejected in favour of $\zeta < 4$ for all indices by both approaches

The conclusions that can be drawn are all non-renewable energy indices have finite first and second moments according to both approaches. Gasoline, heatoil, oil have finite second moments. But third moments may be infinite. In contrats, according to both estimation procedures, Diesel has finite third moments. The results illustrate

that Heatoil. Oil , Gasoline are the most heavy tailed among the non-renewable energy indices by both approaches

References

1. *Oil & Gas Journal*, "Worldwide look at reserves and production" (December 7, 2020).
2. *BP Statistical Review of World Energy 2021*.
3. *Oil & Gas Journal*, "Worldwide look at reserves and production" (December 7, 2020); U.S. Energy Information Administration estimates.
4. U.S. Energy Information Administration, *Short-Term Energy Outlook*, November 2021.
5. U.S. Energy Information Administration, *Short-Term Energy Outlook*, November 2021.
6. International Monetary Fund, *2021 Article IV Consultation with Saudi Arabia*, July 2021, pages 41, 44; Middle East Economic Survey, "Saudi Deficit Shrinks to Two Year Low," August 13, 2021.
7. World Bank, GDP growth, Saudi Arabia (website accessed September 2021).
8. U.S. Energy Information Administration, OPEC Net Oil Export Revenues, January 13, 2021.
9. *BP Statistical Review of World Energy 2021*.
10. *Oil & Gas Journal*, *Worldwide Look at Reserves and Production*, December 7, 2020.
11. U.S. Energy Information Administration, *Short-Term Energy Outlook*, November 2021.
12. U.S. Energy Information Administration, *Short-Term Energy Outlook*, November 2021.
13. *Middle East Economic Survey*, "Saudi-Kuwait Neutral Zone Output Rises To 270,000 b/d," April 9, 2021.
14. U.S. Energy Information Administration, International Energy Statistics.
15. Joint Oil Data Initiative (accessed August 2021). FACTS Global Energy, Middle East Petroleum Databook, Spring 2021, page 60
16. Schmidt, T. S. (2014). Low-carbon investment risks and de-risking. *Nature Climate Change*, 4(4),
17. 237e239.
18. <https://doi.org/10.1038/nclimate2112>.
19. Schroder, M. (2007). The Performance of Socially Responsible Investments: Investment Funds and
20. Indices. *Financial markets and portfolio management*, 18(2), 122-142. doi:10.1007/s11408-004-0202-1

21. Schultze, J. & Steineback, J. (1996). On least squares estimates of an exponential tail
22. coefficient. *Statistics & Risk Modeling*, 14(4), 353–372.
23. doi: 10.1524/strm.1996.14.4.353
24. Societe Generale. (2022). European Non-renewable Energy.
25. <https://sgi.smarkets.com/en/index-details/TICKER:ERIX/>
26. Solactive. (2022) Wilderhill New Energy Global Innovation Index (USD).
27. <https://www.solactive.com/Indices/?index=US96811Y1029>
28. Sun, T. (2021). Research on Financial Market Risk Based on GARCH-M Model. *E3S Web Conferences*, 251,

INFORMATIKA FANIDA O'QUVCHILARDA KOGNITIV JARAYONNI FAOLLASHTIRISHNING USULLARI

Abduxamidov Baxtiyor Abduxamid o'g'li

Jizzax davlat pedagogika universiteti, magistrant

Tel: +998974392018

baxtiyorabduxamidov32@gmail.com

Annotasiya: Ushbu maqolada informatika va axborot texnologiyalari fanini o'qitishni takomillashtirishning metodik tizimi, o'quvchilarda bilim, ko'nikma va malakalarni, algoritmik salohiyatini shakllantirish, fanning ta'lim samaradorligini oshirishda interfaol metodlardan foydalanishning yangicha usullarni tadbiq etish masalalari yoritilgan.

Kalit so'zlar: Algoritmiashtirish, dasturlash texnologiyasi, algoritmik fikrlash, Scratch muhiti,.

Algoritmiashtirish informatika fanining algoritmlarni yaratish jarayonlarini o'rganuvchi sohasi sifatida o'zining fundamental xususiyatiga ko'ra an'anaviy ravishda nazariy informatikaga mansubdir. Shu bilan birga, maktab informatikasini o'rganishda "foydalanuvchi" yondashuvi tarafdorlari ushbu bo'lim zamonaviy dasturiy ta'minotdan foydalanuvchi ko'nikmalarini rivojlantirish uchun amaliy ahamiyatga ega emasligini ta'kidlaydilar.

Axborotlashtirish jarayoni ta'siri ostida hozirgi vaqtda yangi ijtimoiy tuzilma - axborot texnologiyalarining yuqori darajasi bilan ajralib turadigan axborot jamiyati shakllanmoqda. Axborot resurslarini ishlab chiqarishni va ma'lumotlarga kirish imkoniyatini ta'minlaydigan rivojlangan infratuzilmalar yangi shakllanishida muhim rol o'ynaydi. Ular ishlab chiqarish va boshqarishning barcha tarmoqlarini avtomatlashtirish va robotlashtirish jarayonlarini faollashtiradi, bu ijtimoiy tuzilmalardagi tub o'zgarishlarni ta'minlaydi, natijada axborot faoliyati sohasi kengayadi[1].

O'quvchilarning fundamental bilimlarni egallaganlik darajasini oshirish bu bilimlarni amaliyotga tatbiq eta olish malakalarini sifat jihatidan oshirishga yo'naltirilgan vositalar sifatida yangi pedagogik texnologiyalar tatbiq etilmoqda. Ta'lim jarayonida turli xil pedagogik texnologiyalar va innovatsion usullarni qo'llanilishi dars-mashg'ulotlarning samaradorligini oshiruvchi omillardan hisoblanadi. Ta'lim mazmuni, shakli va usullarini takomillashtirish, ularning uzviyligini ta'minlash, o'qitishning noan'anaviy usullari, zamonaviy axborot va ta'lim texnologiyalaridan foydalanish, didaktik materiallar va texnik vositalarni qo'llash, fanlararo bog'lanishlarni hisobga olish bularning barchasi o'uvchilarning faolligini oshirishga qaratilgandir[2].

So'ngi yillarda mamlakatimiz ta'limi tizimida ham bir qator tub islohatlar amalga oshirilmoqda. Maktab ta'limidagi davlat talim standartlari takomillashtirildi, yani bunda o'quvchilarning bilimi, ko'nikmasi va malakalarini shakllantirishdan endi e'tibor ularda kompetensiyalarni shakllantirishga qaratilmoqda. Bugungi kunda jamiyat uchun butunlay yangi darajadagi mutaxassis talab qilinmoqda. U faol ijodiy fikrlovchi, izlanuvchan, turli masalalarda algoritm va dasturlar tuzish, ularni o'z amaliy faoliyatida qo'llay oluvchi mutaxassis bo'lib etishishi lozim. Shuning uchun ham maktab ta'limi muassasalari mutaxassislar tayyorlashda mehnat bozori talablaridan kelib chiqqan holda islohotlar sari yuz tutmoqda va uning asosiy vazifasi raqobatbardosh, kompetentli bitiruvchilarni tayyorlashdan iboratdir.

Zamonaviy kompyuterlarni boshqara olish malakasiga ega bo'lish har bir yosh avlodga zarurdir. Shuning uchun, umumiy o'rta ta'lim maktablarida Informatika fanining birinchi va muhim vazifalaridan biri o'quvchilarda aniq bir fikrlash usulini shakllantirishdir. O'qitish shakli va usuli yosh o'quvchilarning fikrlashini va ijodiy qobiliyatini rivojlantirishga yo'naltirilgan bo'lishi lozim. Masalaning qiyin tomoni shundaki, bir tomondan o'quvchining fikrlashini va ijodiy qobiliyatini rivojlantirish bo'lsa, ikkinchi tomondan ularga zamonaviy kompyuterlar olami haqidagi bilimlarni qiziqarli va uyg'un ko'rinishda berishdir.

Informatika fanining yosh darajasidagi dolzarblik jihatlari quyidagilarda akslanadi:

1. O'quvchilarda axborotlarni qayta ishlash jarayonida fikrlash tartibotlarini, jumladan, mantiqiy va abstrakt fikrlashni shakllantirish.

2. Kompyuterdan o'quv vositasi sifatida foydalanishni ta'minlash maqsadida, uning yordamida axborot ustida amaliy ishlar olib borish, zamonaviy dasturiy ta'minot bilan tanishish.

3. Kompyuterdan foydalanish ko'nikmasini shakllantirish o'quvchilarda uni o'rganilayotgan jarayonda hisoblash, tasvirlash, tahrirlash ishlarini bajarishda vosita sifatida qo'llash tajribasiga ega bo'ladilar.

4. Yoshlarda hisoblash texnikasiga nisbatan uning samarali vosita sifatidagi ijobiy munosabatlarni shakllantiradi.

5. Yoshlarda turli o'quv kurslarida olayotgan axborot va ma'lumotlarni kompleks ravishda o'rganish hamda ularning uzviyiligini ta'minlash ko'nikmasini shakllantiradi.

Kompyuter o'quvchilarning ijodiy va abstrakt fikrlash darajasini yaxshiroq tushunish, o'z navbatida keng va chuqur rivojlantirish imkonini beradi. Ma'lumki, bunday fikrlash uyg'unligi matematika va boshqa fanlarni o'zlashtirishga katta ta'sir ko'rsatadi.

Informatika fanining boshqa fanlarga o'xshamasligi o'quvchilarda yoqimli o'yin kabi tasavvur qoldirishi bilan birga, o'z ijodiy qobiliyatlarini ochishlariga turtki bo'lib xizmat qiladi. O'quvchilar kompyuterda ishlab izlanuvchi va tadqiqotchiga

aylanishadi. Bunda o'z tajribalariga tayangan holda ular hulosa chiqarish va umumlashtirishga o'rganadilar.

Yangi axborot texnologiyalarining rivojlanishi natijasida "Algoritmash asoslari" bo'limi doirasida informatika bo'yicha umumiy ilmiy tushunchalar berish va shu bilan birga, kompyuter fanlari uchun zarur bo'lgan ko'nikma va malakalarni shakllantirish va rivojlantirish mumkin bo'ladi. Foydalanuvchi zamonaviy dasturiy ta'minot bilan ishlashda, ya'ni, "Algoritmash asoslari" bo'limini nazariy va amaliy informatika o'rtasidagi ko'prikg aylantirish imkoniyati mavjud.

Maktab informatika fanida o'quchilarning algoritm tuzishni didaktik o'yinlar orqali o'rganishi tadqiqotimizning asosiy masalasidir. Ko'pgina o'qituvchilar doimiy ravishda yoshlarni o'qitishning samarali usullarini izlaydilar. O'qitishning yangi usullarini topish muammosi bugungi kunda tobora muhim ahamiyat kasb etmoqda. Pedagogika va psixologiya sohalarida ko'plab tadqiqotlar ushbu muammoga bag'ishlangan. Zamonaviy o'qituvchilar o'quvchilarda kognitiv jarayonni faollashtirishning eng samarali usullarini topishga harakat qilmoqdalar. Shu munosabat bilan ko'plab savollar darsda nostandart o'qitish usullaridan foydalanish bilan bog'liq. Ular orasida didaktik o'yinlardan foydalangan holda darslarga alohida e'tibor beriladi.

M.R. Fayziyeva va boshqalar tomonidan nashr etilgan informatika va axborot texnologiyalari 6-sinf uchun darslikda[3] "Dasturlash texnologiyasi. Obyektlarni boshqarish" nomli I bobida "Murakkab animatsiyalar yaratish. Ko'p sahnali multfilmlar yaratish" nomli dars mavzusi berilgan. Bu o'quvchilarda algoritmashga oid motivatsiyalarini kuchaytirishda yanada muhim rol o'ynaydi.

Odatda, barcha filmlar ssenariy yordamida sahnalarda namoyish etiladi. Filmning sifati ssenariyga bog'liq, albatta. Sahna hikoyaning zamon va makon bilan chegaralangan bir qismidir. Ssenariy esa o'ziga xos muayyan harakatlarni bajarish tartibi, yo'riqnomalar jamlanmasidan iborat algoritm sanaladi. Qisqacha aytganda, har bir multfilm odob-axloq, ota-onaga hurmat, Vatanga muhabbat, ezgulik va insoniylik kabi yuksak ma'naviy mezonlarni o'zida aks ettirishi lozim. Multfilmni boshlash uchun quyidagilarni aniqlab olish zarur:

- loyihada ishtirok etadigan spraytlarni aniqlash;
- spraytlar loyihada nimalar qilishi va nimalar deyishini, ya'ni multfilm ssenariysini tuzish;
- ssenariy asosida spraytlar uchun skriptlarni hosil qilish.

Ssenariy - syujet tuzilmasi, unga ko'ra ba'zi harakatlar amalga oshiriladi (spektakl, film, multfilm). Ssenariy muallifining maqsadini ijrochiga aniq tushunishni maqsad qilgan. Odatda u har bir sahnani, kamera pozitsiyalarini va sahna yo'nalishlari bilan xarakter dialogini tasvirleydi. Ssenariy qisqa va tushunarli bo'lishi kerak, shunda tomoshabinlar qiziqadi va zerikmaydi. Uning asosi g'oya yoki multfilmning o'zi syujetidir. G'oya yoki hikoya ikki yoki uchta jumlada ifodalanishi mumkin bo'lsa ham, umumiy natija uning qanchalik hayajonli ekanligiga bog'liq bo'ladi.

Bayonotning o'zi muammolarga ega bo'lishi kerak, shunda odam o'zi uchun biror narsa olishi mumkin. Bir tomondan, g'oyani ishlab chiqish sizdan ijodiy bo'lishni talab qiladi. Boshqa tomondan, hatto professionallar ham uchinchi tomon ma'lumot manbalarining yordamiga murojaat qilishadi. Siz mashhur komikslarni, filmga moslashtirilgan filmlarni tomosha qilishingiz, hazillarni o'qishingiz yoki xalq hazillarini ko'rishingiz mumkin. O'z g'oyangizni allaqachon yaratilgan narsaning nusxasi sifatida yaratishning hojati yo'q, hech bo'lmaganda o'z versiyangizni olish uchun boshqalardan turli usullarni olish kifoya. Har bir sahnada harakat sodir bo'lgan fonning batafsil tavsifi bo'lishi kerak. Animatsiya mavzusining o'zi avlodlar manfaatlarini, hozirgi paytda dolzarb bo'lgan muammolarni hisobga olgan holda tanlangan. U o'z hikoyasi bilan zamonaviy bolalarni o'ziga jalb qilishi kerak va ssenariy muallifining o'zi birinchi navbatda u kimga murojaat qilayotganini tushunishi kerak: tomoshabinlarning reaksiyalarini aniq bashorat qilish, u nimani orzu qilayotganini, uni nima ilhomlantirganini, nimadan qo'rqitayotganini va nima kuldirayotganini aniqlash zarur.

Maktab informatika fanida o'quchilarning algoritm tuzishni didaktik o'yinlar orqali o'rganishi tadqiqotimizning asosiy masalasidir. Ko'pgina o'qituvchilar doimiy ravishda bolalarni o'qitishning samarali usullarini izlaydilar. O'qitishning yangi usullarini topish muammosi bugungi kunda tobora muhim ahamiyat kasb etmoqda. Pedagogika va psixologiya sohalarida ko'plab tadqiqotlar ushbu muammoga bag'ishlangan. Zamonaviy o'qituvchilar o'quvchilarda kognitiv jarayonni faollashtirishning eng samarali usullarini topishga harakat qilmoqdalar. Shu munosabat bilan ko'plab savollar darsda nostandart o'qitish usullaridan foydalanish bilan bog'liq. Ular orasida didaktik o'yinlardan foydalangan holda darslarga alohida e'tibor beriladi.

Foydalanilgan adabiyotlar:

1. Slinkina I.K. Kichik yoshdagi o'quvchilarda algoritmik fikrlashni rivojlantirishda kompyuter texnologiyalaridan foydalanish. dissertatsiya mavzusi va avtoreferat. 2000 yil.
2. Boboqulov J.Q. Umumiy o'rta ta'lim maktablarida informatika fanidan dasturlashni o'qitishning ta'komillashtirilishi. Innovations in technology and science education. Volume 2. issue 7.2021.198-200.
3. Fayziyeva M. R., Sayfurov D. M., Xaytullayeva N. S., Tursunova F. R. Informatika va axborot texnologiyalari [Matn] : 6-sinf uchun darslik / – Toshkent : Respublika ta'lim markazi, 2021. – 160 b.

baxtiyorabduxamidov32@gmail.com

+998974392018

SCRATCH DASTURLASH MUHITI VA UNING KOMPONENTLARI

Abduxamidov Baxtiyor Abduxamid o'g'li

Jizzax davlat pedagogika universiteti, magistrant

Tel: +998974392018

baxtiyorabduxamidov32@gmail.com

Annotatsiya. Ushbu maqolada Scratch dasturlash muhiti va Scratch dasturi orqali animatsion multfilimlarni yaratish metodikasi tahlil qilingan. Shuningdek Scratch dasturidan samarali foydalanish bo'yicha tavsiyalar ilmiy taxlillar asosida keltirib o'tilgan.

Kalit so'zlar. Scratch dasturi, kamera, dastur interfeysi, uskunalar, spraytlar harakati, sahnalar, bloklar, skriptlar, piksellar, ranglar.

Scratch dasturi - bu integrallangan muhit bo'ib, uning yordamida nafaqat multplikatsion kadrlarni, balki turli animatsion kadrlarni yaratish mumkin, o'yinlarni, yangi loyihalarni yaratish va grafik muharririda chizishingiz mumkin bo'ladi.

Dastur interfeysi bir nechta qismlardan iborat: sahna, Spraytlar, bloklar palitrasi va skriptlar maydoni. Spraytlar (yoki kostyumlar) har qanday obyektlar: odamlar, hayvonlar, o'simliklar. Dasturni ishga tushirganingizda, muharrirda har doim sarig' mushuk paydo bo'ladi, bu Scratch ramzi..(1.1-rasm)

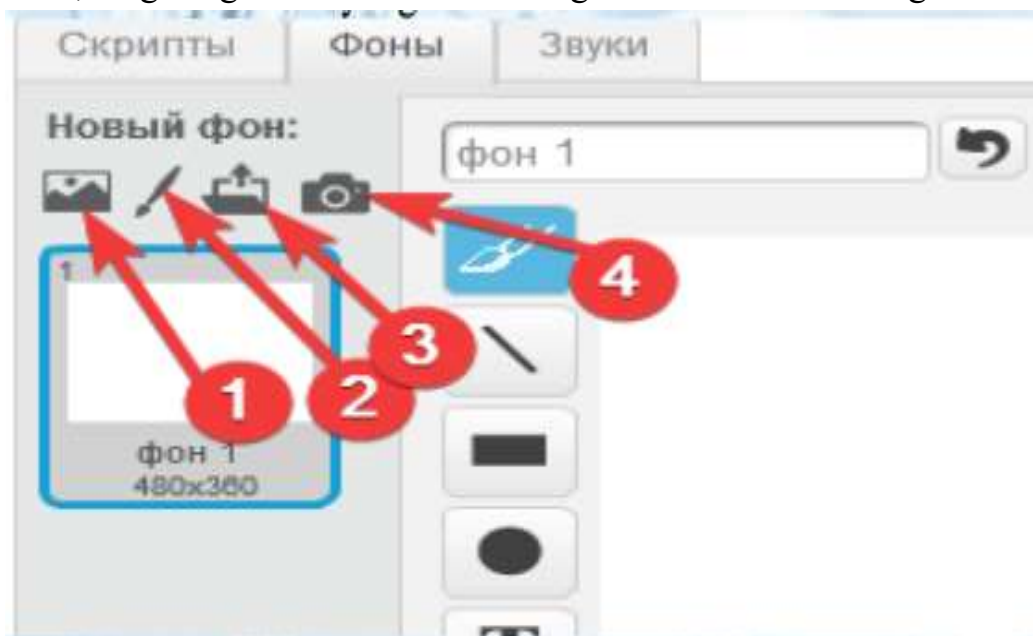
Dasturni ishga tushirgandan so'ng, 480 pikselli 360 o'lchamdagi oq sahna avtomatik ravishda yaratiladi. Orqa fonni almashtirish uchun pastki chap burchakda joylashgan "sahna" kvadratini bosib.

Quyidagi tugmalardan birini bosish orqali uni o'zgartirishingiz mumkin:
1.Kutubxonadan fon. 2.Yangi fonni chizish. 3.Fayldan fonni yuklab oling. 4.Kamera bilan yangi fon olish.

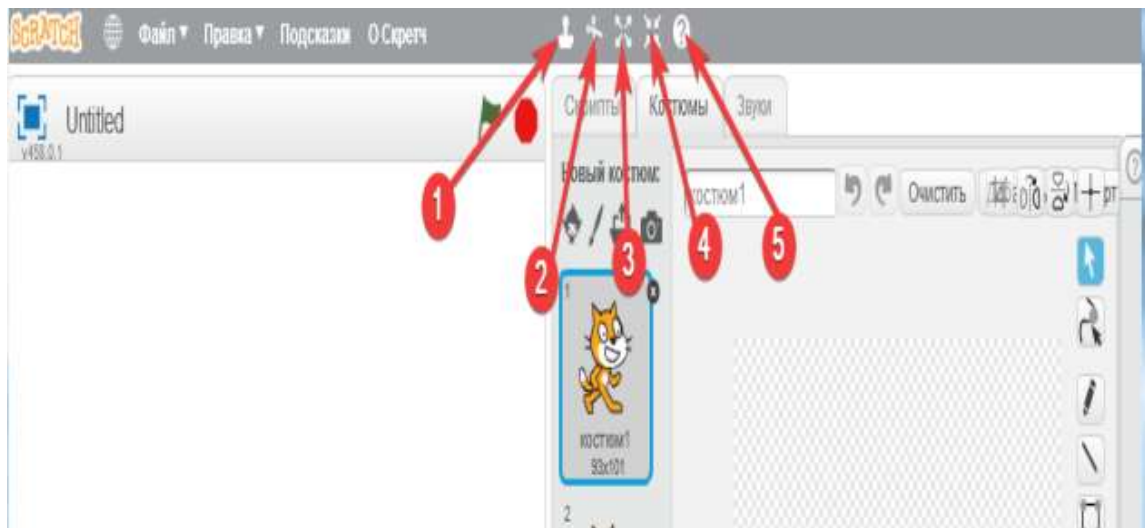


1.1- rasm. Scratch dasturi oynasining umumiy ko`rinishi.

Avval dasturni o`rganish uchun uni o`rnatish kerak, uni o`rnatib, dasturni yuklab, ishga tushursak, bizga eng birinchi o`rinda tatalag'ich mushik ko`zimizga tushadi.



Dasturning markaziy qismida sprayt bilan ishlash uchun 5ta tugma mavjud:
1.Nusxalash. 2.Olib tashlash. 3.Oshirish. 4.Kamaytirish.
5. Yordam.

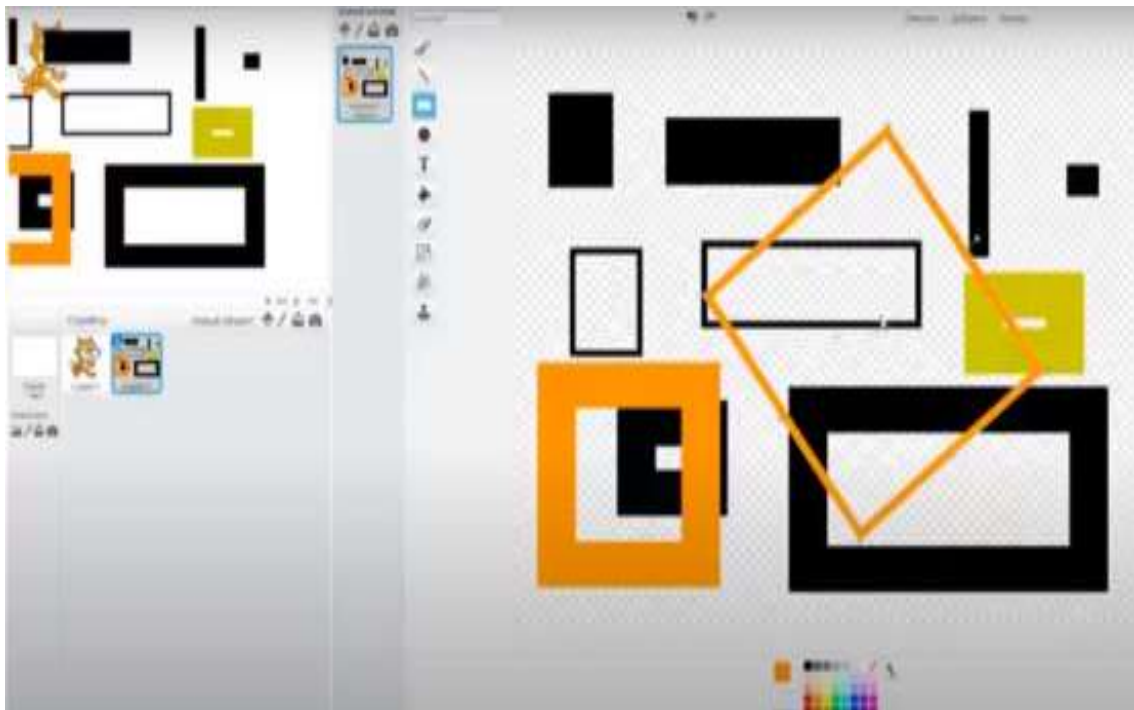


Sahnadan pastda ham mushukning kichikroq ko'inishiga ega bo'lsak, aslida u ham sprite, yuqoridagi sahnadagi tatalag'ich mushuk ham sprayt, kichik mushuk rasmi pastiga bossak, spraytlar bo'limidan boshqa personajlarni ham tanlash mumkin bo'ladi. Bu yerda chapda joylashgan kichikroq redaktor orqali personajlarni chizish mumkin. Tayyor spraytlardan ham foydalanish mumkin, yani turli personajlarni multfilm, o'yinda, animatsiyada qatnashtirib, qiziqarli sahna lavhalarni hosil qilish mumkin bo'ladi¹.

Bu yerda o'nta uskunalar bor, birinchisi moyqalamdir. Uning yordamida chiziq chizish mumkin, qalin chiziq, rangli chiziqlar chizaolamiz. "Polzunok"-suzuvchi kursor orqali chiziqarni o'zgartirish va uchirish mumkin. Yangi chiziqlar chizish va yuqorida agar sizga rasm ma'qul kelmasa, uni inkor etib, "Amallarni inkor etish"- "Отменить действия" bo'limini bosib, ularni uchirib yuborishimiz mumkin. Keyingi uskuna tog'ri chiziq. Bunda bir nechta uskunalar bor, jami ular 10 ta: qalin chiziq chizish uskunasi, to'g'ri to'rtburchak chizish uchun qalin chiziqlar, to'rtburchakni siljitish ham mumkin, turli tomonlarga siljitish, burish imkoniyatlari mavjud, keyingi uskuna oval instrumenti, undan so'ng rang berish uskunasi, uning yordamida figuralarga turli usullarda rang berish mumkin.

Keyingi uskuna bu tog'ri burchak ichi ochiq va ichiga rang quyilgan tog'ri to'rtburchaklarni chizish mumkin. (1.2-rasm.)

¹ G.N.Yunusova. SCRATCH dasturi orqali dasturlashtirishni uzluksiz ta'lim bosqichlarida o'qitish metodikasi. O'quv qo'llanma. Namangan-2021 y.



1.2-rasm.

To'g'ri to'rtburchak chizish uskunasida kvadrat chizish uchun qisib, keyin shift tugmasini ushlab turish kerak bo'ladi. Undan keyingi uskuna ellips chizish uskunasini, uni chizish uchun Shift tugmasini bosib turish kerak. Ellipsni chizishda qalin va ingichka chiziqlardan foydalanish Bu yerda lastik uskunasi uchirish uchun qo'llaniladi, rasm korrektirovkasini ham belgilaydi. Keyingi uskuna Text uskunasi yordamida sahnaga yozish, rasmlarni nomlash mumkin bo'ladi.

Navbatdagi uskuna "Rang bilan to'ldirish"- "Залить цветом" uning yordamida ob'ektni turli ranglar bilan turli usullarda to'ldirish mumkin bo'ladi. Rang berishda bitta rang bilan, 2 ta rang bilan yoki rang berishda yuqoridan pastga, o'ngdan chapga rang berish yoki yuqoridan pastga, markazni bo'ylab borish kabi usullarda rang bilan to'ldirish imkoniyatlari bor. Keyingi uskuna "Tanlash" uskunasi rasm fonini o'zgartirish, o'chirib tashlash mumkin. "Tanlash" yoki "Nusha qilish" ajratilgan ob'ektni nusha qilish, aylantirish uchun qo'llanadi. Yuqori burchakdagi papkalardan ham ish jarayonida foydalanish qulayliklar yaratadi. Birinchi papka spraytni kesishni, ikkinchisi o'ngdan chapga, uchinchisi yuqordan pastga va to'rtinchisi markazni belgilashga yordam beradi. Vektor rejimda esa rasm chizish mumkin. Spraytni uchirish uning o'ng tomonini bosib, "Удалить" tugmasini bosamiz. Vektor rejimida rasmni chizib uni har tomonlama

egiluvchanlikdan foydalanib, shaklga keltiramiz, tatalag'ich Mushukchamiz ham huddi shunday chizilgan. Spraytlar bilan Scratchda ishlash qulay, kod yozish talab etilmaydi. Buning uchun "События" sohasidan mahsus bloklarni mantiqiy olib quyish talab etiladi, albatta buning uchun mantiqiy quyilgan masalani maqsadga erishish uchun fikrlab, fikriy masalani hal etilishini tasavvur etib, bloklarni tanlab,

amalga oshirish maqsaga muvofiqdir.

Blokni tanlab, “Salom, dunyo” deb yozsak, ekranda bu jarayon uzliksiz ko’rinib turadi, yani mushukcha sh so’z bilan ekranda qolib ketadi, demak, bu so’z aytilib yoqolib ketishi uchun biz blokni vaqti ko’rsatilganini tanlashimiz kerak. Mabodo undan keyin ham “Salom”, “Salom. Men sizlarning sevimli Tatalag’ich Mushukchangiz, siz bilan!!!” deb yozsak, unda o’rtadagi bloklar ekranga chiqmay darrov uchinchi ohirgi blok bajarilib uning yozuvi ekranda hosil bo’ladi. Spraytlar nimaga kerakligini tushundingizmi, ular personajlarni tanlashga, ularning rang-barangligi esa yanada o’yinni, siz yaratgan animatsiyani, siz yaratgan loyihani qiziqarli va rag-barang qilishga yordam beradi. Bloklar esa harakatni, yozuvlarni va ovoz chiqarish uchun qo’llaniladi. Sahna foni uchun ham turli rasmarni personaj orqasiga qo’yish mumkin bo’ladi.

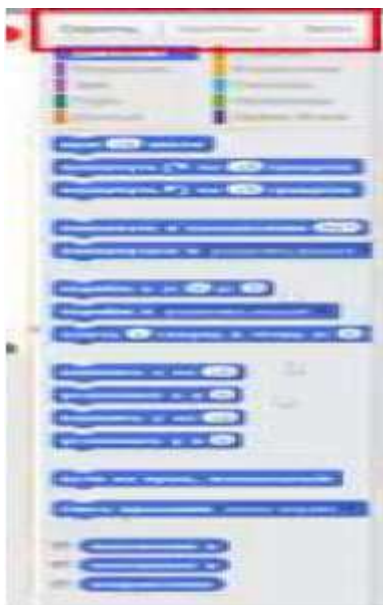
Spraytlarning harakati –bu dastur. Dastur nima? Bu buyruqlarning qat’iy ketma-ketligi, algoritmi. Ulani biror kodda yoziladi. Bizning misolimizda – bu kod-ma’lum bloklar to’plamidan mantiqiy mos kelgan bloklarni ketma-ket oylashtirishdir. Bizning dasturimiz Scratch va uning muhitida biz bloklarni joylashtirib, bloklarni bir biriga bog’lab sahnadagi tatalag’ich mshukchani harakat qildirishimiz mumkin, masalan, uni bir tomondan ikkinchi tomonga harakatini amalga oshiraylik.

Shunday qilib, bu darsda biz siz bilan spraytni harakat qildirishni o’rganamiz. Uni harakatga keltirish uchun chiroylik ko’k rangli bloklarni mantiqiy o’ylab quyishimiz zarurligini ta’kidlaymiz, yani ular yordamida kod yozamiz, mantiqiy ma’noli gaplarni tuzishimiz kerakki, ularning bajarilishida kodimiz ishlashi kerak.

Scratch dasuri dasturlashtirish uchun yaratilgan. Spraytni turli hil o’zgartirish bizni dastur yaratishga olib keladi. Biz rang-barang bloklardan, g’ishtchalardan yoki lego ko’rinishidagi bloklardan uy ko’rinishidagi turli shakllardagi mantiqiy bloklardan biror natijaga olib keluvchi blok ko’rinishidagi mantiqiy gaplardan dastur tuzib, uning natijasida o’yin, multfilm, animatsiya yaratishimiz mumkin.

Bloklardan iborat dastur tuzar ekanmiz, kod yozar ekanmiz, bu nima degan savolga javob berib ketish lozim albatta. Dastur - bu dasturlashtirishning o’zagi. U orqali har bir insonga, shu qatorda bolajonlarga ham dastulash dunyosi eshiklari ochiladi. Dastur - ketma-ket terilgan qat’iy buyruqlar ketma-ketligi. Dasturlashtirishni bilish uchun o’qishni, yozishni bilish hamda eng asosiysi mantiqiy fikrlashni bilish zarur. Bizning misolimizda bu dasturlashtirish Scratch dasturi bloklari yordamida amalga oshiriladi, dasturni o’rnatib unga kirsak, chap tomonda sahnada Tatalag’ich-mushuk sprayti joylashadi. O’ng tomonda yuqorida esa uchta soha bor, bularga kirsak, ularning nomlari scriptlar, kostyumlar va ovozlari-“звук” joylashgan. Dasturni yaratish uchun bizga sohachalar bilan ishlash kerak bo’ladi: spraytlar, scriptlar, sriptning tashqi ko’rinishini o’zgartirish,yozilgan ovozni qayta eshitish va ovozlari bo’limlari bilan ishlashga tog’ri keladi.Dasturlashtirishni Scratch dasturida boshlaymiz. Bu dasturning o’rtasida ko’zga tashlanib turadgan ko’k rangli bloklar

mavjud, uning yuqorisda esa 3 ta bo'limlardan iborat menyu mavjud.



1.3-rasm.

Bu Bloklar skriptar deyiladi, personaj Tatalag'ich-mushuk esa Sprayt deyiladi. Spraytni mahsus bo'limdan almashtirish mumkin. Scriptlar spraytni harakatlantirish uchun xizmat qiladi. Undan tashqari spraytning tashqi ko'rinishini almashtirish, chizish uchun, ovozlar uchun ham mahsus scriptlar mavjud.

Spraytni harakatga keltirish eng qiziqarli jarayon, uni o'rganish va bolalarni o'rgatish uchun masalan, mushukcha uchun boshida "Иди 10 шагов" buyrug'ini bosamiz. Mushukcha ozgina yurgan kabi bo'ladi, endi uni sahna bo'ylab yurishini tashkil etishni o'ylaylik. Endi "Boshqarish" bo'limiga kiramiz, u yerdan "Повторить" blokini topib olib kelib qo'yamiz, yani blokimizni u blok bilan tuyintiramiz, shunda bizning mushukchamiz ko'p marta yuradigan bo'ladi. Undan keyin yana "Всегда" blokini qo'ysak, bizning mushukchamiz doimo bir tomonga harakatini davom etadi, hattoki yo'lning qirg'og'iga kelsada yo'lini davom etaverishini kuzatamiz. "Иди 10 шагов" buyrug'ida qadamlar sonini o'zgartirish mumkinligini tushungandirsiz. Undan keyin qaytaris orqali toki qirg'oqqa yetguncha mushukchamiz bir necha marta 10ta qadam qilganini ko'rishingiz mumkin.

Endi biz kerak bo'lmagan blokni boshqa blok bilan almashtiramiz, chunki mushukchamiz juda sekin harakat qilyapti. Kerak bo'lmagan sariq blokni olib tashlaymiz va unga "Всегда" blokini qo'yamiz, kerak emas blokni esa o'rniga keltirib qo'yamiz.

Mushukchamiz harakat qilyapti, u doimo harakatda, hattoki yo'l qirg'og'iga kelganda ham yurishni davom etyapti. Endi "harakat"- "Движение" ichiga joylashgan bo'limdan, "Если край, то оттолкнуться" blokini tanlab qo'yamiz, endi mushukcha yurib, yo'l qirg'og'iga kelganda, yo'lini o'zgartiradi. Qirg'oqqa kelganda, to'ntarish qilish blokidan ham foydalanish mumkin. Spraytlar sohasida

kichkina doiraga bosamiz, unda inglizcha I yozuvi bor, va undan aylanish stiliniqidiramiz va tanlaymiz, u yerdan "Стиль вращения" yozuvini topamiz. Endi ikkinchi knopkani bosamiz, u mushukchani o'ng va chapga yurishini tashkil etadi. Mushukcha oyoqchalarini ham harakatga keltirsa qiziqarli jarayon bo'ladi dersiz. Shuning uchun shu jarayonni amalga oshirishimiz kerak. Mushukning oyoqchalarini grafik redaktorida chizib olishimiz ham mumkin, bu albatta bizning qanchalik ijodkor va tasavvurimiz rivojlanganligiga bog'liq. "Kostyumlar-

"КОСТЮМЫ" ichida joylashgan bo'limiga kirsak, u yerda tayyor ikkita rasmni ko'ramiz va uni yaratilgan multfilm yoki lavhamizga qo'shamiz, qushilgan rasm ham animatsiya shaklda bo'lganligi uchun spraytni ishga solsak, ishga solish uchun bizda bayroq rasmi bor tugma mavjud uni ezib animatsion harakatni amalga oshiramiz. Ikkita rasmlarni lavhamizga qo'shib mushukchani harakatini ko'ramiz, u juda tez harakat qiladi, uning tezligini ozgina kamaytirishimiz mumkin. Shunday qilib biz quyidagi harakatli lavhani yaratishga erishdik.



1.4-rasm.

Shunday qilib, doimo bloklar orqali kod yozganda, ularni fikrlab, jarayon va harakatni ko'z oldingizga keltirib, mantiqiy o'ylab, jarayonni tasavvur etib, bloklarni o'qib, tushunib yozish kerak. Masalan, bizning misolimizdagi bloklarni o'qiylikchi, mushukcha 10 qadam yuradi, agar u yo'lida qirg'oqqa kelsa, unda u buriladi, keyin "kostyumlar" bo'limiga o'tib, hamma narsani cheksiz marta oldingi tartibda hamma narsani qaytaramiz. Ya'ni o'quvchu albatta kodni o'qib, uni tasavvur qila bilishi, hatolarini topa bilishi zarurdir. Bu esa uni bloklardan kodni hato qilmay yozishiga yordam qiladi.

THE IMPLEMENTATION OF SUGGESTOPEDIA IN DIFFERENT LANGUAGE CONTEXTS

Suyunova Mokhinur

MA student of Uzbekistan State World Languages University

Abstract: This paper is a qualitative study and aims to explain the nature of the method of Suggestopedia as a whole together with defining core principles of this method. It further discusses the overall findings of previous studies on effectiveness of Suggestopedia in different language contexts that has attempted to improve a particular language aspect with the help of this method.

Key words: the brain function model, suggestology, suggestive norms, Suggestopedia

Suggestopedia has been explained in many publications as one of the particular modern era methods, and was once known for its effectiveness in facilitating memory retention and speed in students' acquisition of teaching material. Most textbooks of language teaching methodology, such as Stevick (1980), Richards and Rodgers (1986) and Nunan (1991), include Suggestopedia as one of the must-know terms in the history of the field. However, though it is a well-known teaching method, courses currently based on Suggestopedia are handful. This is partly because Suggestopedia is believed to require special skills to teach and is a difficult method to use (Osman, 2017). In addition, teachers are not quite sure about what they should do in Suggestopedia classes even after they have read publications about Suggestopedia, and they are unsure what elements in actual classroom activities will bring about what suggestive effect. This study, therefore, contributes to our knowledge of Suggestopedia, a teaching method receiving increasing attention from researchers of second language learning and teaching. Through concepts relating to semiotics/semiology and affordance that can be applied to analyze the course design and teaching practice in a Suggestopedic language course, a proper guidance is shown to teachers to follow in a suggestopedic class. The teacher's utterances, behavior, teaching materials and course structure are observed and analyzed. Elements identified in the observation are examined in their symbolic function, how these signs are interpreted, in what context and what kind of semiotic environment is created in the introductory language course. As the core of Suggestopedia, Lozanov provided his learners with an understanding about "the natural function of the brain". To explain the nature of "the natural function of the brain" and know how a teacher expects students to abandon their old commonsense ideas to form a new one, he collected contemporary existing facts about the brain and used them as the basis of his model of the brain function. This is generalized as the follows;

- 1) the brain naturally wants to learn new things and feels happiness when it learns;
- 2) the brain naturally recognizes all information at once no matter which area (central or peripheral) of consciousness the information is sent. The brain naturally recalls the information to which the brain has been exposed most. In this sense, the brain function of memorizing is already at its maximum, therefore, the ability to recall the information should be developed.
- 3) The conscious plane and the paraconscious (not conscious) plane are the two conceptual planes on which mental operations take place in the brain. For the purpose of sustaining the overall activity in the brain, both planes reside in parallel and communicate with one another continually. A significant amount of information kept in the paraconscious region is necessary to maintain conscious mental activity and reaction. On the paraconscious level, brain activity is largely instinctive, emotive, and limitless. The brain grows dissatisfied when it must do demanding conscious mental tasks without having enough mental reserves in the paraconscious region.
- 4) One area of the brain can instantly transmit information to other sections of the brain. The propagation of information across the brain cannot be stopped. As a result, the brain struggles to distinguish between reasoning and emotion, for instance. It's effective at association.
- 5) In general, the brain enjoys surprises and alterations to some extent. It dislikes mechanical repetition and linear outcomes that are quite predicable. But the brain also prefers a setting that is predictable and safe. In other words, when there is no threat, the brain is inherently interested and creative.
- 6) Multiple personalities are often created by the brain. A typical, healthy individual experiences a variety of personalities on occasion in many different facets of their life.
- 7) The holographic and hierarchical operations of the brain's information processing system are interwoven into its structure. While each component of the brain in such a structure can represent the whole brain system, it also processes certain information types in specific ways in response to requests from the integrated core personality.

Lozanov's first book in English, *Suggestology and Outlines of Suggestopedya* was published in the United States in 1978. Most of the research done in the field focused on describing Suggestopedya as a teaching method. Most of them explains Suggestopedya within a theoretical explanation of the effect of suggestion in the "session" (will later be called the "Concert session" as the class is taught with different types of music), and descriptions about its positive effects on memory retention and health promotion as a result of its psychotherapeutic effects. Despite not giving sufficient information about Suggestopedya's teaching practices in actual classrooms,

this book became the book to refer to among researchers who were interested in this method, because it was the only official publication containing original information from the inventor of the method. Also, for those teachers who wanted to apply this method, this had been the only authentic reference for the next ten years before Lozanov and Gateva's teacher's manual appeared in 1988. Learning in accordance with the natural function of the brain is one of the keys that Suggestopedia believes to lead to the success. Suggestopedia also considers that the brain is made to handle the complex whole and needs incoming information in the form of a complex whole in order for the information to be processed well. Therefore, Suggestopedia requires the teacher to prepare a course that gives information in the form of a complex whole (Lozanov, 1978, 2006, 2009; Gateva, 1991a).

Since it was developed by Lozanov, the method was implemented and the whole procedure of conducting language classes have been replicated, but not each and every of them has been noteworthy enough.

One of the research studies conducted with 30 first semester students of EESP

Maharaswati Denpasar as a classroom action research found that the class based on three-cycle (introduction, concert session, elaboration) Suggestopedia class helped first semester students improve their overall speaking abilities. Furthermore, the study showed that students showed positive responses towards the implementation of Suggestopedia in the class.

Another study that aimed to investigate the effectiveness of Suggestopedia on improving language abilities, specifically on speaking abilities, in Indonesia in 2019 came up with similar findings. The alternative hypothesis in this study also proved that students' group taught with Suggestopedia showed better learning outcomes in speaking abilities.

Unlike the other two studies, another research study by Muhammad Ali Mustapha that investigated the use of Suggestopedia in a language class was conducted in Nigeria in 2018 concluded that the implementation of Suggestopedia with aesthetic galleries, musical sounds, and suggestions helping anxiety or tension was beneficial for not only teachers but also for students in a listening class.

In conclusion, as Suggestopedia mainly concerns with social aspect of a learning environment and brain function of learners, it helps learners to overcome anxiety, fear or low self-esteem through social suggestions that remove social barriers in language learning.

References:

1. Gateva, E. (1990, October 28). Development of the potential creative talents of the personality through suggestopedia. In G. Lozanov (Ed.), *Proceedings of the International Conference on Suggestopedia in Salzburg*, 51–71. Stiftelsen Pedagogisk Utveckling.

2. Lozanov, G. (1967a, September 11–16). *Integral psychotherapy* [Paper presentation]. Simposio internazionale sui problemi farmacologici in medicina psicosomatica, Roma Università Cattolica, 11–16 September 1967.
3. Lozanov, G. (2007). *Establishing the Department of Suggestopedia* [Dr. Lozanov interviewed by Zlatka Dumeva in 2007]. LITTA: Lozanov International Teacher Trainers Association website, https://www.litta.net/evolution/department_suggestopedia/
4. Lozanov, G. (2009). *Suggestopedia/Reservopedia: Theory and practice of the liberating-stimulating pedagogy on the level of the hidden reserves of the human mind*. Kliment Ohridski University Press.
5. Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
6. Osman, T. (2017). The obstacles against the success of ‘Suggestopedia’ as a method for ELT (English Language Teaching) in global classrooms. *American Journal of Applied Psychology*, 6(5), 98-105. <http://www.sciencepublishinggroup.com/j/ajap>
7. Richards, J.C., & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge University Press.
8. Stevick, E.W. (1980). *Teaching languages: A way and ways*. Newbury House.

**XAVFLI YUKLAR BOJXONA NAZORATINI TA'MINLASHDA
E'TIBOR BERISH LOZIM BO'LGAN JIHATLAR**

Lutfullaev Shukrullo

*Qudratillaevich, Nazarov Abduslaom
Ortiqovich, Bojxona instituti QTMOF
katta o'qituvchilari*

Annotasiya: Ushbu maqolada xavfli yuklarning o'ziga xos xususiyatlari, ularni bojxona nazoratidan o'tkazishda ahamiyat berish lozim bo'lgan jihatlari, favqulodda holatlarda ular bilan amalga oshirish lozim bo'lgan harakatlar yoritilgan.

Kalit so'zlar: Xavfli yuklar, DOPOG, ADR, radiaktiv moddalar, portlovchi moddalar

Аннотация: В данной статье описаны специфические характеристики опасных грузов, аспекты, которые следует учитывать при их прохождении через таможенный контроль, и действия, которые следует совершать с ними в чрезвычайных ситуациях.

Ключевые слова: Опасные грузы, ДОПОГ, ADR, радиоактивные вещества, взрывчатые вещества.

Annotation: This article describes the specific characteristics of dangerous goods, aspects that should be considered when they pass through customs control, and actions that should be taken with them in emergency situations.

Key words: Dangerous goods, ДОПОГ, ADR, radioactive substances, explosives

Xalqaro tashuvlar uchun turli xil tovarlar mavjud bo'lib, ular ayrimlarining tashuvi jarayonida yuz berishi mumkin bo'lgan noxush holatlar evaziga transport vositasiga, tovarlarga, fuqarolarning hayoti va sog'lig'iga, atrof-muhitga zarar yetkazilishi mumkin. Ushbu toifadagi tovarlar xavfli yuklar deb ataladi. Ulardan ayrimlarining havo transportida tashuvi to'liq taqiqlangan bo'lsa, ba'zilar esa o'rash va qadoqlash bo'yicha muayyan talablar bajarilgan taqdirda tashilishi mumkin. Xavfli yuklar tashuvida sodir bo'lishi mumkin bo'lgan noxush holatlarining oqibati judayam ayanchli yakun topishi mumkin.

Jumladan, 1978 yilda Ispaniyaning Los-Alfakes shahrida xavfli yuk ortilgan transport vositasining halokati tufayli 200 nafar insonlar halok bo'lishgan hamda 300 nafari esa turli xil jarohat olgan. 1984 yilda Germaniyaning Langenbruk shahrida avtobus va xavfli yuk ortilgan avtosisterna avtoholakati tufayli 20 nafar insonlar halok bo'lishgan.

Xavfli yuklar tashuvida belgilangan talablarga rioya etmaslik juda og'ir salbiy holatlarni keltirib chiqarishi mumkin.

Xavfli yuklarni avtotransportda xalqaro tashuvi to'g'risidagi kelishuv DOPOG yoki ADR (fr. Accord relatif au transport international des marchandises dangereuses par route, fr. ADR) deb yuritiladi. Ushbu kelishuv Birlashgan millatlar tashkiloti tashabbusiga ko'ra ishlab chiqilgan. Hozirda ushbu kelishuvga dunyoning 54 mamlakati a'zo bo'lib, shu jumladan O'zbekiston ham 2020 yilda ushbu kelishuvga qo'shilgan. [1]

(Ma'lumot uchun: 2021 yildagi DOPOG kelishuvida jami 3549 ta xavfli yuklar ro'yxati keltirilgan.) [2]

O'zbekiston Respublikasi Bojxona kodeksining 21-moddasiga (Bojxona nazorati va bojxona rasmiylashtiruvi) ko'ra bojxona chegarasi orqali olib o'tiladigan tovarlar va transport vositalari bojxona nazoratidan o'tkazilishi kerak, shu jumladan xavfli yuklar hamda ular ortilgan transport vositalari ham.

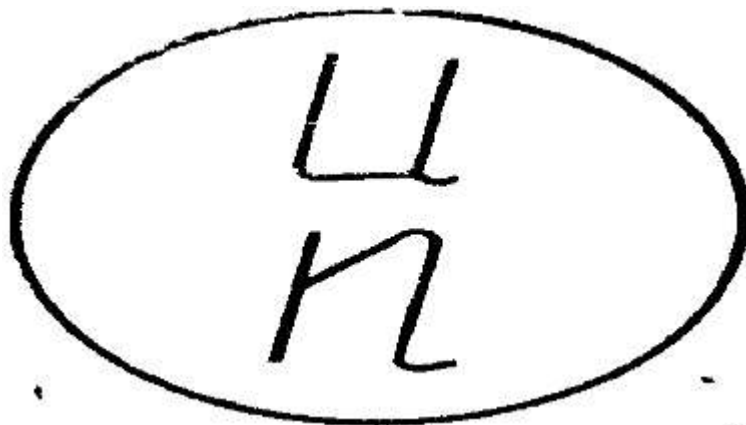
Xavfli yuklarni bojxona nazoratidan o'tkazishda ular to'g'risida (fizik, kimyoviy xususiyati, tovarlar ortilishi, qadoqlanishi, tashuvi bo'yicha talablar va xokazolar) dastlabki ma'lumotlarga ega bo'lish talab etiladi. Ushbu ma'lumotga ega bo'lmay turib bojxona nazoratini amalga oshirib bo'lmaydi.

O'zbekiston Respublikasi Vazirlar Mahkamasining 1995 yil 11 yanvarda "Avtomobilida xorijiy yuk tashuvchilarning O'zbekiston Respublikasi hududiga kirishlari, bo'lishlari, yuk olib o'tishlari va undan chiqib ketishlari tartibi to'g'risida"gi 11-son qarori 7-bandiga asosan O'zbekiston Respublikasi Davlat bojxona qo'mitasiga respublikaga kirib kelayotgan avtotransport vositalarining texnik holatini nazorat qilish yuklatilgan. Ushbu qarorga asosan chegara o'tkazish punktlarida transport nazorati (gabarit, og'ir vaznli yuklar nazorati) bojxona organlari tomonidan amalga oshirilib kelinmoqda.

O'zbekiston Respublikasi Prezidentining 2020 yil 10 yanvarda "Xalqaro shartnomalarga qo'shilish to'g'risida" gi PQ-4564-son qaroriga asosan Xavfli yuklarni xalqaro yo'llarda tashish to'g'risidagi Yevropa bitimiga (1957 yil 30 sentyabr', Jeneva) mamlakatimiz qo'shildi.

Yuqoridagiga asosan hamda fuqarolarning hayoti va sog'lig'i, atrof-muhitga zarar keltirilishining oldini olish maqsadida mamlakatimiz hududida xavfli yuklar tashuvi belgilangan qoidalar talabiga ko'ra amalga oshirilishi lozim. Xavfli yuklar ortilgan transport vositasi bilan favqulodda holatlarning sodir bo'lishi mamlakat uchun og'ir oqibatlarni keltirib chiqarishi mumkin.

Har bir xavfli yuk to'g'risida kuzatuv hujjatlariga ma'lumot kiritilishida Birlashgan millatlar tashkiloti belgisi bo'lishi shart:



1-rasm. Birlashgan millatlar tashkiloti belgisi

Belgilangan belgidan boshqa maqsadda foydalanish mumkin emas. Portlovchi, radiaktiv moddalar hamda turli xil gazlar tashuvida xavfli yukning UN raqamidan tashqari tovar nomi yozilishi shart. Xavfli yuk tashiyotgan transport vositasi old va orqa tomonlarida to‘q sariq rangdagi belgi qo‘yilishi lozim. ADR kelishuvi talablariga ko‘ra konteynerli sisternalar bilan intermodal tashuvlarni amalga oshirish mumkin. Bu kabi talablarni bojxona organi xodim bilishi lozim.

Xavfli yuklarning jami 13 guruhi (podguruhlar bilan birgalikda) mavjud.

1-jadval

Xavfli yuklar guruhlari

Guruh	Nomi
1	Portlovchi moddalar va buyumlar
2	Gazlar
3	Tez alanganuvchi suyuqliklar
4.1	Tez alanganuvchi qattiq moddalar
4.2	O‘z o‘zidan yonib ketishga moyil moddalar
4.3	Suv bilan reaksiyaga kirishi natijasida o‘zidan tez alanganuvchi gazlar chiqaruvchi moddalar
5.1	Oksidlovchi moddalar
5.2	Organik peroksidlar
6.1	Zaharli moddalar

6.2	Infeksion moddalar
7	Radioaktiv materiallar
8	Korroziv moddalar
9	Boshqa xavfli moddalar va buyumlar

Ushbu guruhlariga barcha mavjud xavfli yuklar kiritilgan bo'lib, ular fizik xususiyati va kimyoviy tarkibiga ko'ra tegishli guruhlariga ajratilgan.

Xavfli yuklarni tashuvda ularni shartli ravishda 3 guruhga bo'lish mumkin:

1. Tashuv davomida xavfli yuk sifatida baholanmaydi hamda oddiy tovar sifatida tashuvi amalga oshiriladi. Masalan: Somon (UN 1327) ADR kelishuvida xavfli yuk sifatida tartib raqamga ega.

2. Tashuvi taqiqlangan xavfli yuklar. Judayam xavfli yuk hisoblanganligi uchun tashuvi taqiqlangan.

3. ADR kelishuvida belgilangan talablar asosida tashuvi amalga oshirilishi mumkin bo'lgan xavfli yuklar.

Xavfli yuklarning xavfliligi quyidagi 3 mezoniga ko'ra aniqlanadi:

1. Fizik va kimyoviy xususiyatlariga ko'ra
2. Inson salomatligiga ta'siriga ko'ra
3. Atrof-muhitga yetkazadigan salbiy ta'siriga ko'ra

Xavfli yuklar tashuvda avtotransportga ortilgan xavfli yuklarning xususiyatini bildirib turuvchi maxsus rombik shaklidagi belgilar bo'lishi talab etiladi.



2-rasm. Xavfli yuklarning xususiyatini bildirib turuvchi maxsus belgilar

Avtotransport vositasiga o'rnatilgan rombik shakldagi belgilar orqa foni to'q sariq (oranjeviy) rangda bo'lsa, ushbu transport vositasiga portlovchi xavfli moddalar ortilganligini bildiradi.

Agarda rombik shakldagi belgilar orqa foni qizil rangda bo'lsa tez alanganuvchi moddalar, ko'k rangda bo'lsa suv bilan reaksiyaga kirishi natijasida o'zidan tez alanganuvchi gazlar chiqaruvchi moddalar, sariq rangda bo'lsa oksidlovchi moddalar, oq rangda bo'lsa zaharli moddalar avtotransport vositasiga ortilganligini bildiradi.

Tez alanganuvchi moddalar tashuvini amalga oshirayotgan haydovchiga avtotransport yaqinida chekishni taqiqlash lozim. Bundan tashqari undan o't o'chirish moslamasini soz holatda ekanligini doimiy ravishda tekshirib turishi talab etiladi.

Xavfli yuk ortilgan taradan suyuqlik oqgan yoki oqayotgan bo'lsa, yukni tashuvga qabul qilib olish taqiqlanadi.

Yuklarning tashuvi vaqtida yong'in sodir bo'lishi uchun 3 ta element yetarli hisoblanadi:

tez alanganuvchi moddalar;

kislrod;

yonish uchun sabab (uchqun, zarba, yuqori harorat).

Ayrim xavfli yuklar tashuvi davomida belgilangan harorat asosida tashuvni amalga oshirish talab etiladi. Chunki harorat ADR kelishuvida belgilangan normadan oshib ketsa, xavfli yuklarning o'z o'zidan yonib ketishiga sabab bo'lishi mumkin.

Xavfli yuklar to'g'risidagi kelishuvga ko'ra barcha xavfli tovarlar ma'lum bir qadoqlash guruhiga ega bo'lishi kerak. Qadoqlash guruhi tashilayotgan yukning xavflilik darajasini tavsiflaydi. Ular 3 guruhga bo'lingan:

I — juda xavfli yuk.

II — o'rtacha xavfli yuk.

III — pastroq xavfli yuk.

Lotin harflari tara yoki upakovka mos keladigan qadoqlash guruhini bildiradi:

X - I, II, III guruh xavf darajasidagi yuklar uchun;

Y- II, III guruh xavf darajasidagi yuklar uchun;

Z – faqat III guruh xavf darajasidagi yuklar uchun.

X guruhidagi qadoqlash har qanday xavflilik darajasiga ega yuklar uchun mo'ljallangan.

Y guruhidagi qadoqlash esa faqatgina II, III guruh xavf darajasidagi yuklar uchun mo'ljallangan. Juda xavfli yuklar (I) bilan **Y** guruhiga kiruvchi qadoqlashni amalga oshirib bo'lmaydi.

Z guruhidagi qadoqlash esa faqatgina III guruh xavf darajasidagi yuklar uchun mo'ljallangan. Xavflilik darajasi II, III guruhga mansub yuklar bilan Z guruhiga kiruvchi qadoqlashni amalga oshirib bo'lmaydi. [3]

Ushbu talablarni tashuvchi yukni qabul qilib olish jarayonida tekshirib olishi shart. Bizga ma'lumki, chegara o'tkazish punktlarida transport nazoratini bojxona organlari (*O'zbekiston Respublikasi Vazirlar Mahkamasining 1995 yil 11 yanvardagi 11-son qaroriga asosan*) amalga oshirib kelmoqda. Shunga ko'ra bojxona organlari xavfli yuklar qadoqlanishiga oid yuqoridagi talablarning to'g'ri amalga oshirilganligini nazorat qilishi lozim. DOPOG kelishuvi bo'yicha talablar to'g'ri bajarilganligini bojxona organi xodimi tovar yuk kuzatuv hujjatlarini ko'zdan kechirib tekshirib olishi mumkin.

Agarda xavfli yuklar tashuvda qadoqlash (upakovka) vositasi sifatida plastmassa konteynerdan foydalanilayotgan bo'lsa, uning ishlab chiqarilgan muddatini tekshirish talab etiladi. Chunki plastmassa konteynerlar ishlab chiqarilgan muddati 5 yildan oshgan bo'sa, bunday idishlarda xavfli yuklar tashuvini amalga oshirish mumkin emas. Bu holatni e'tibordan chetda qoldirish kerak emas.

Bojxona organi xodimi yuk kuzatuv hujjatidan xavfli yuk to'g'risidagi ma'lumotlarni o'qiy olishi lozim.

Masalan:

UN 1183 **ETILDIXLORSILAN**, 4,3 (3,8), I, (B/E)

Ushbu yozuvlar CMR yuk kuzatuv hujjatining 6, 7, 8-grafalariga yozilishi kerak.

2-jadval

CMR yuk kuzatuv hujjatida xavfli yuk tasniflanishi

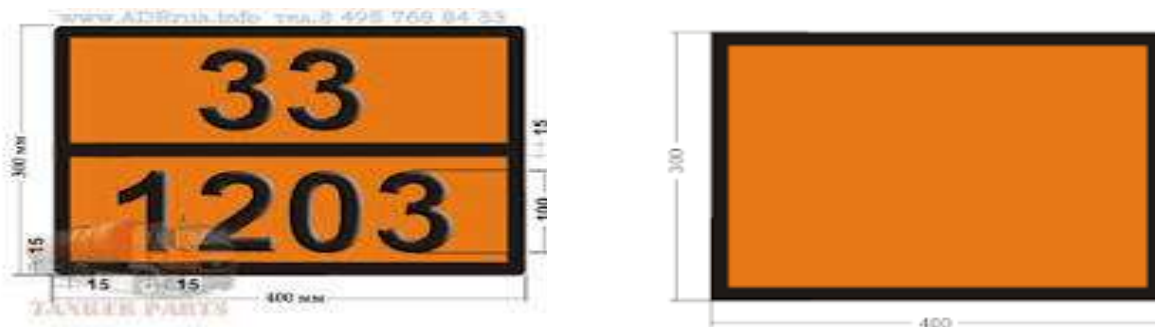
Birlashgan millatlar tashkiloti belgisi va tasniflanish raqami	UN 1183
tovar nomlanishi	ETILDIXLORSILAN
etiketkadagi model raqami	4.3 (3,8)
ushbu tovar uchun mo'ljallangan qadoqlash guruhi	PG I
tunneldan o'tish bo'yicha cheklov kodi	(B/E)

Sisternalardagi xavfli yuklar manzil punktga yetib borib tushirilgach:

agarda sisternada xavfli yuk qoldiqlari qolgan bo'lsa ADR-DOPOG kelishuvida belgilangan talablarga asosan tashuv amalga oshiriladi;

agarda sisternada xavfli yuk qoldiqlari qolgan bo'lsa hamda ularni tozalanganligi bo'yicha sertifikat berilsa, ADR-DOPOG kelishuviga asosan tashuv amalga oshirish talab etilmaydi.

Xavfli yuk ortilgan transport vositasiga o'rnatilgan to'q sariq rangdagi belgining uzunligi 30/40 sm bo'lishi lozim. O'lchamini 10 %ga o'zgartirish mumkin. Kichikroq transport vositasiga belgi o'lchami 30/12 sm bo'lishi lozim.



3-rasm. Xavfli yuk ortilgan transport vositasiga o'rnatiladigan to'q sariq rangdagi belgi

Yuqoridagi belgining qog'ozdan bo'lishi mumkin emas. Yong'in chiqqan vaqtda belgi yasalgan materialning 15 daqiqa yong'inga chidab berishi talab etiladi.

Xavfli yuklarni tashuvchi transport vositasidagi yong'in o'chirish moslamasi EN3 standartiga to'g'ri kelishi lozim. Har qanday yong'in o'chirish moslamasi xavfli yuklar tashuvida foydalanilavermaydi.

Xavfli yuklarni tashuvchi avtotransport vositasida yo'lovchilar bo'lishi mutlaqo mumkin emas. Faqatgina ekipaj a'zolari bo'lishi mumkin xolos.

Sisternada avval xavfli yuk tashilgan bo'lsa, ushbu transport vositasiga oziq-ovqat yuklash mumkin emas. (Hattoki 10 yil oldin xavfli yuk ortilgan bo'lsa ham) Shuning uchun avtomatlashtirilgan sisternalar tashuvi tarixi yuritilishi lozim.

Mamlakatimizda ayrim hollarda esa xavfli yuk tashilgan sisternalarga yog' mahsulotlari yuklanmoqda. Bu esa hayot uchun xavfli holatni keltirib chiqarishi mumkin.

Xavfli yukning miqdori 1000 kgdan kam bo'lsa, ADR-DOPOG kelishuviga asosan tashuv amalga oshirish talab etilmaydi. Xavfli yuk tashilayotganligini bildirib turuvchi belgini ilish talab etilmaydi. CMR yuk kuzatuv hujjatiga tovarlar miqdori bo'yicha kalkulyasiya yozilmagan bo'lsa, ADR-DOPOG kelishuviga asosan tashuv amalga oshirish talab etiladi. Ya'ni CMR yuk kuzatuv hujjatiga kalkulyasiyani yozish majburiy hisoblanadi.

Xavfli yuklarni tashuvchi transport vositalaridan sisterna va portlovchi moddalarni tashuvchi transport vositalari tegishli guvohnomalarni olishi lozim.

Radiaktiv moddalar tashuvida transport vositasi emas tovar qadog'i (upakovkasi) juda muhim sanaladi. Yo'l transport hodisasi yuz berganda ham transport vositasi ayanchli ahvolga kelishi mumkin, lekin qadoq radiaktiv moddaga ziyon yetkazmaydigan materialdan yasalgan bo'lishi lozim.

Aviatransportda radiaktiv moddalarning tashuvida radiaktiv modda joylashgan qadoq sifati samalyot qora qutisi kabi bo'lishi talab etiladi.

Xavfli yuklarning 4.3-sinfiga kiruvchi moddalar (Karbid kalsiy, litiy) suv bilan aloqa qilganda yonuvchi gazlar chiqarishi bilan xarakterlanadi. Yo'l transport hodisasi sodir bo'lib, yong'in chiqqanda atrofdagilar yong'inni o'chirishga harakat qilib suv sepishga urinishadi, ammo ushbu moddalarga suv tegsa reaksiyaga kirishib yonuvchi gazlar chiqarishni boshlaydi. Hamma holatlarda ham yong'inni o'chirish uchun suv yordam bermaydi, aksincha hatto bu teskarisiga ishlab ketishi mumkin. Ayrim xavfli yuklarni esa umuman o'chirishning iloji yo'q bo'lib, ular bir biri bilan reaksiyaga kirishib toki o'zi yonib tugamaguncha uni o'chirishning iloji bo'lmaydi.

Transport vositasiga o'rnatilgan raqamli to'q sariq rangdagi belgining ahamiyati beqiyos sanaladi. Yo'l transport hodisasi sodir bo'lib, yong'in chiqqanda Favqulodda vaziyatlar tarkibiy tuzilmasiga bu haqida xabar berishda ushbu belgi ham ma'lumot tariqasida aytilsa, yong'inni o'chirish uchun tegishli suyuqlikni to'g'ri tanlab (Xavfli yuklar bilan yong'in chiqqanda har doim suv uni o'chirish vositasi bo'la olmaydi) olib kelishiga erishish mumkin.

Agarda yo'lovchi tan jarohati olgan bo'lsa tez tibbiy yordamga, yong'in bo'yicha favqulodda vaziyatlar vazirligiga, ichki ishlar vazirligiga va boshqa xizmatlarga alohida alohida telefon qilishga to'g'ri keladi, ammo bu holatda ancha vaqt yo'qotiladi.

Rivojlangan mamlakatlar tajribasida esa bu holatlar sodir bo'lganda yagona aloqa xizmati mavjud bo'lib, bir marotaba telefon qilishning o'zi kifoya sanaladi. Bundan tashqari, hattoki mamlakatimiz fuqarolarining aksariyati ularda mavjud bo'lgan yagona aloqa xizmati raqamini (911) bilishadi. Bizning hududda harakatlanayotgan chet el haydovchilari bilan bog'liq favqulodda vaziyatlar sodir bo'lganda ular tegishli tashkilotlarimiz raqamini bilishmaydi.

Xulosa va takliflar:

1. Xavfli yuklarni samarali bojxona nazoratidan o'tkazish uchun chegara o'tkazish punktlarida faoliyat yuritayotgan inspektorlarni ADR-DOPOG kelishuvi talablari yo'nalishda dastlabki ma'lumotlarga ega bo'lishlari uchun ushbu yo'nalishda o'qitish.

2. Rivojlangan mamlakatlar tajribasidan kelib chiqqan holda, har qanday turdagi favqulodda holatlar uchun (tez tibbiy yordam, ichki ishlar, FVV...) yagona aloqa xizmatini ishga tushirish.

3. Favqulodda vaziyatlar operatorlarini ADR-DOPOG kelishuvi talablari bo'yicha maxsus kurslarda o'qitish.

4. Xavfli yuklar tashilgan sisternalar to'g'risida elektron platforma yaratish.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=XI-B-14&chapter=11&clang=_en
2. Топалиди В.А, Чубенко Н.М, Фатхуллаев С.А Международные автомобильные перевозки опасных грузов: Учебник. Ташкент.2021
3. <https://ru.wikipedia.org/wiki> Европейское соглашение о международной дорожной перевозке опасных грузов

UMUMIY PSIXOLOGIYANI O'QITISHNING METODIK XUSUSIYATLARI

Mamatqulova Gulmiraxon Akramovna

*Uzbekiston tumani maktabgacha va maktab ta'limi bo'limiga qarashli
50-maktab psixologi.*

2-maktab psixologi Ermatova Nafisaxon Muhammadjonovna

14-maktab psixologi Mamatqulova Gulhayoxon Avazbekovna

24-maktab psixologi Nasriddinova Sadoqatxon Nazirovna

Annotatsiya: Ushbu maqolada umumiy psixologiyani o'qitishning metodik xususiyatlari, psixologiyani o'qitish jarayonida ishlab chiqilgan qonuniyatlar, o'quv yurtlarida psixologiya o'qitish metodikasining umumiy masalalari haqida atroflicha bayon etilgan.

Kalit so'zlar: psixologiya, ta'lim psixologiyasi, o'qitish metodikasi, individual tajriba.

Kirish:

Psixologiyani o'qitish jarayonida ishlab chiqilgan qonuniyatlar asosida metodika fan sifatida belgilandi. Metodika o'zining o'rganish obyektiga ega bo'lib u psixologiyaning tarbiyalovchilarni takomillashtiruvchi o'qitishning hamma muammolarini qamrab oladi. Uning boshqa o'quv fanlari metodikalaridan farq qiluvchi tomoni psixologiyani o'rganish xususiyatlari, sabablari o'ziga xosliklari mavjud bo'lib, shunga bog'liq tarzda o'qitish usullari foydalaniladi. Fan o'zining kashf etgan qonuniyatlari yordamida hodisalarning bog'liqlik sabablarini tushuntirib beradi va shu bilan bu hodisani ma'lum sharoitlarda deyarli takrorlash imkonini beradi.

Adabiyotlar tahlili va metodologiya:

Ta'lim psixologiyasi shaxsning bilimlarni egallash, mustahkamlash uslublaridan iborat faoliyat jarayonini qamrab oluvchi qator savollarning tuzilishini o'rganadi, shuningdek, ularning natijasida odamning individual tajriba, bilim, malaka va ko'nikmalari shakllanadi. Inson dunyo bilan hamkorlikdan nimadir yangi narsa o'rganish va o'z ehtiyojlarini qondirish uslublarini takomillashtirib borganligi sababli ham bilim olishga bo'lgan intilish insonning butun umri davomida ta'qib etib boradi, chunki odam har bir amaliy bilimni hayotdan o'rganadi. Boshqacha qilib aytganda, ta'lim olish har bir faoliyatda mavjud bo'lib, u subyektning shakllanish jarayonini o'z ichiga qamrab oladi. Shunday qilib, ta'lim olish yetarli darajada keng tushunchadir, o'z ichiga nafaqat ta'lim olishning uyushtirilgan shakllarini, balki inson tomonidan kundalik hayotda egallanayotgan bilim va malakalarni ham o'z ichiga oladi.

Muammoli o'qitish usuli o'qitish jarayonining dasturlashtirish metodlari yo'nalishida haddan tashqari rasmiylashtirishga ma'lum miqdorda javob bergan. Bu metodlar, dasturlashtirish aspektiga emas, balki o'quvchi shaxsi tushib qolgan

vaziyatga e'tibor qaratiladi. Ularni tashkil qilinishi va boshqarish markazida o'quvchining muammoli vaziyatda ishtirok etishi hisobiga ular fikrlash faoliyati sababi va usullarini qidiradilar.

Natijalar:

Bugungi zamonaviy faol o'qitish usullarida ko'rsatilgan fikrlash turlarini rivojlantirishni boshqarish niyatida foydalanish uchun eng qiziqarli bo'lgan uchta usulni ko'rsatamiz. Bular dasturlashtirilgan o'qitish, muammoli o'qitish va interaktiv o'qitish usullaridir. Bu usullar ishlab chiqilishi va tarqalishi tarixiga to'xtalib o'tirmay, ularning har biri an'anaviy o'qitish usullarining cheklanmaganligini va yangi «faol» usullar bilan yaratiladigan to'siqlarni yengib tishga urinish sifatida paydo bo'lganligini ta'kidlash mumkin. Misol uchun, dasturlashgan o'qitish metodlari an'anaviy o'qitishning maqsad, vazifalarni yechish usullarini, rag'batlantirish shaklini va darsni bilishini nazorat etishni aniqlash va operatsiyalashtirishni hisobiga qayta tashkil qilishni ko'zda tutgan.

Muhokama:

Interaktiv o'qitish usullari bilimlarni inson o'zaro munosabatlari va aloqalarini tashkil qilish yordamida o'zlashtirish jarayonini boshqarish usullariga murojaat qiladi. Shu bilan o'qitishni boshqaruv markaziga o'qitilayotgan odamning o'zini, uning quv jarayonining boshqa real ishtirokchilari bilan o'zaro aloqalarini qamrab oladi. O'qitish — bu ijtimoiy, jamoatchilik jarayoni bo'lib, juda individual emasligini tan olgan holda qo'yilishi ilk qadam bo'ldi.

Xulosa:

Xulosa o'rnida aytish mumkinki, psixologiyani o'qitish usulini tanlash tasodifiy ixtiyoriy bo'lishi mumkin emas. Uni ikki muhim pedagogik talablarga rioya qilib amalga oshiriladi: birinchidan, quv material; ikkinchidan o'quvchilar yosh va psixologik xususiyatlari nazarda tutiladi. Psixologiyadan dars o'tishda idrok qilish faoliyati turlari va fikrlash shakllarini yo'naltirish niyatida o'qitishning ko'pgina ko'rinishli usullaridan foydalanish kerakdir.

Adabiyotlar ro'yxati:

1. Ochilov M. Yangi pedagogik texnologiyalar – Qarshi.: Nasaf, 2000
2. Hasanboyeva O., Djamilova N. Pedagogik fanlarni o'qitish metodikasi. – T.: 2008.
3. Haydarov F.I. Xalilova N.I Psixologiya fanlarini o'qitish metodikasi -T. Fan va texnologiyalar 2007
4. Toxtaxodjayeva M., Nishonova S., Hasanboyev J., Madyarova S., Kaldibekova A. va bosh. Psixologiya. – T.: Moliya, 2008.

THE ROLE OF SIMULTANEOUS INTERPRETATION IN THE TRANSLATION TYPES

Eldorbek Okhunov Avazbek ugli

Uzbekistan state university of world languages

Simultaneous Interpretation

Annotation: This article describes the role of simultaneous translation in types of translation, specific features of simultaneous translation, formation of simultaneous translation skills, improvement of reading and speaking speed of simultaneous interpreters.

Key words: types of translation, simultaneous translation, association of translators, translation skills.

Introduction:

Many researchers-scientists expressed opinions and researched in the field of simultaneous translation. Most of them are foreign and representatives of the Russian people. However, the work being carried out in this regard in our independent land is becoming visible. In this regard, professors and teachers of Tashkent State University of World Languages and Samarkand State Institute of Foreign Languages, which have departments of simultaneous translation, are making their contribution.

Literature analysis and methodology:

Initially, simultaneous interpretation was used in conferences. Later, it developed widely as a science. Of course, this field also has its own difficulties. As mentioned above, the simultaneous translation process has its own special training equipment. That is, with their help, it is easier to teach science. Simultaneous interpretation is more often used in conferences.

In the process of translation, many things are required from the translator, for example, he must have strong listening skills, vocabulary and the ability to concentrate thoughts are also necessary. Because in the process of simultaneous translation, the listener translates at the same time as the speaker. In such times, the translator must have thoroughly studied the methods of simultaneous translation. In addition, the translator must have speed. Up to now, the field of simultaneous translation has developed a lot, and a number of efforts are being made.

The difference between simultaneous translation and other types of translation is that this translation is complex. As discussed in the above chapters, there is no possibility to check and correct mistakes using a dictionary in simultaneous translation. It is known that in simultaneous translation, the translator must translate at the same time as the speaker. In order to study this field in depth, we need to search a lot and work on ourselves. In writing this work, I referred to the works and researches of a

number of scientists. Each profession has its own difficulties and requires great responsibility. The same goes for simultaneous translation. We know that simultaneous interpretation is used more often in conferences and political meetings.

Results:

Currently, there is not enough scientific research on the methods and theories of simultaneous translation from Uzbek to English and from Ingiz to Uzbek. As you can see, simultaneous interpretation and consecutive interpretation are used in conferences and other events. The interpreter cares about what the speaker says, not what he does.

There are special equipment for interpreters and listeners. Simultaneous translation consists of several levels, each of which has several steps. The most important of them are: adaptation, alternative search, decision-making and execution. If the tone of speaking in the original language is slower, the same tone should be maintained in the translated language.

Discussion:

In consecutive translation, the translator should wait for the next word of the speaker. This is a very convenient and simple translation method. Synchronous translation requires the interpreter to quickly predict, understand, understand and direct the information in the original language in a short period of time, relying on his thematic knowledge while listening and distinguishing when the speech is being spoken in the original language.

According to the decision of the International Association of Simultaneous Interpreters, a simultaneous interpreter is considered successful if he can translate only 80% of the speaker's content. Many people usually speak at a very fast rate, and while they are speaking, they always worry about the content of their speech. Moreover, they make it difficult by speaking in various local dialect accents.

Conclusion:

In conclusion, it can be said that simultaneous translation is one of the most complex types of translation. Therefore, we should pay special attention to each thing in the process of studying this type of translation. We should carefully study its history, that is, its origin, characteristics, requirements and duties imposed on the translator. We also need to develop vocabulary.

References:

1. Alshinbayeva. K : "Methodology of simultaneous translation: some strategies and features" 2003.
2. Chernov , Ghelly „Inference and anticipation in simultaneous interpreting: A probability – prediction model. Amstrerdam / Philadelphia; John Benjamins, 2004.
3. Christoffels, Ingrid „Cognitive studies in simultaneous interpreting “. Amsterdam, 2004
4. Kemin Fang „Simultaneous interpreting principles and training “. Journal of Beijing Vocational and Technical Institute of Industry , 2004.

MATRITSA ARGUMENTLI DARAJALI QATORLAR

Nixola Kamolova Toxirjonovna

Toshkent shaxri Chilonzor tumani Nizomiy nomidagi

Toshkent Davlat Pedagogika univertseti

Magistratura bo'limi aniq fanlarni o'qitish metodikasi (matematika)

mutaxassisligi 1-bosqich magistratura talabasi

Anotatsiya: Bu maqola matritsa argumentli darajali qatorlarning muhim aspektlarini ko'rsatadi. Matritsa argumentli darajali qatorlar matematikada keng qo'llaniladigan konseptdir. Ushbu maqolada matritsa argumentli darajali qatorlarning muhimliklarini, ularni qanday aniqlash va ishlatish imkoniyatlarini o'rganish uchun kerakli asosiy ma'lumotlar va metodlar taqdim etiladi.

Kalit so'zlar: matritsa, argumentli darajali qatorlar, aniqlovchi, ko'rsatuv, bir xil, bir xil darajali qatorlar, qo'shiluv, ayrishuv, element, boshqarish, indekslash, hisoblash.

Аннотация: В этой статье показаны важные аспекты многоуровневых массивов аргументов матрицы. Аргумент матрицы-это понятие, широко используемое в математике ранговых рядов. В этой статье представлены основные данные и методы, необходимые для изучения важности матричных аргументированных многоуровневых массивов, способов их определения и использования.

Ключевые слова: матрица, строки уровня аргумента, определитель, рендеринг, идентичность, строки уровня, сложение, вычитание, элемент, контроль, индексирование, вычисление.

Anotation: this article shows important aspects of matrix argument level series. The matrix argument is a concept in which level series mathematics dakeng is applied. This article provides the necessary basic information and techniques for studying the importance of matrix argument-level series, How to identify and use them.

Keywords: matrix, argument rank rows, determinant, default, uniform, uniform rank rows, join, subtraction, element, control, indexing, computation.

Matematikada matritsalar, argumentli darajali qatorlarning ifodalarini ifodalaydigan strukturali obyektlar hisoblanadi. Matritsalarda elementlar sonlar, o'zgaruvchilar yoki boshqa matritsalaridan iborat bo'lishi mumkin. Argumentli darajali qatorlar esa biron-biriga o'xshash elementlarga ega bo'lgan matritsalaridir.

Matritsa argumentli darajali qatorlarning muhimligini tushuntirishda, ularning uzunligi, tartiblash qoidalari, matematik operatsiyalar va muammolar ustida amalga oshirilishi keng jihatdan o'rgatiladi.

Matritsa yaratish: Matritsa argumentli darajali qatorlarni yaratish uchun quyidagi usullar mavjud:

- Batafsil elementlarga ega bo'lgan ro'yxatni matritsa sifatida ifodalash.

- Elementlarni boshqa matritsalaridan olingan ma'lumotlarga asoslangan holda matritsa sifatida yaratish.

- Matritsa yaratishda to'g'ridan-to'g'ri ifodaning berilishi.

Matritsa elementlarini aniqlash: Matritsa argumentli darajali qatorlarning elementlarini aniqlashda quyidagi metodlar qo'llaniladi:

- Elementlarni tartiblash, indekslash va raqamlash.

- Elementlar orasidagi aloqani ifodalash.

- Elementlar ustida matematik amallar bajarish.

Matematik operatsiyalarni amalga oshirish: Matritsa argumentli darajali qatorlar ustida quyidagi matematik operatsiyalar qo'llaniladi:

- Matritsa qo'shish va ayirish.

- Matritsa ko'paytirish.

- Matritsa transponirlash.

- Matritsa inversiyalash.

- Matritsa ustida darajani hisoblash.

Matritsa argumentli darajali qatorlar bilan ishlovchi natijalar quyidagilar bo'lishi mumkin:

- Elementlar orasidagi aloqalar va o'zaro bog'liqliklarni aniqlash.

- Matritsalarining xususiyatlari va qoidalarini tushuntirish.

- Matritsalarining o'zaro moslashuvini hisoblash.

- Matritsalarining transponatini va inversiyasini topish.

- Darajalar ustida hisoblashni amalga oshirish.

Matritsa argumentli darajali qatorlar mavzusida muhim munozaralar quyidagilar bo'lishi mumkin:

- Matritsa elementlarining tartiblashi va indekslashi qanday ta'sir qiladi.

- Bir matritsa boshqasiga qanday qo'shish va ayirish mumkin?

- Matritsa qo'shish amalining aloqasi va natijasi nima?

- Matritsa transponati va inversiyasi orasidagi farq nima?

- Darajalar ustida hisoblashda matritsalarining xususiyatlari va cheklashlari qanday ta'sir qiladi?

Xulosa va takliflar:

Matritsa argumentli darajali qatorlar matematikada keng qo'llaniladigan asosiy konseptlardan biridir. Ushbu maqola matritsa argumentli darajali qatorlarning yaratish, elementlarini aniqlash, matematik operatsiyalarni amalga oshirish va ular bilan bog'liq muammolarni hal qilishga doir muhim aspektlarni ko'rsatadi. Bu maqoladan o'rganilgan bilimlar bilan o'quvchilar matritsa argumentli darajali qatorlarning matematikdagi yaratish va boshqarish bilimlarini oshirishlari mumkin.

Foydalanilgan adabiyotlar

1. Gilbert Strang “Introduction to Linear Algebra”, USA, Cambridge press, 5 nd Edition, 2016.
2. Grewal B.S. “Higher Engineering Mathematics”, Delhi, Khanna publishers, 42nd Edition, 2012.
3. Rahmatov R.R., Adizov A.A., Tadjibayeva Sh.E., Shoimardonov S.K. Chiziqli algebra va analitik geometriya. O‘quv qollanma. Toshkent 2020.
4. Rahmatov R.R., Adizov A.A. “Chiziqli fazo va chiziqli operatorlar” O‘quv uslubiy qollanma. TATU, Toshkent 2019.
5. Соатов Ё.У. “Олий математика”, Т., Ўқитувчи нашриёти, 1- 5 қисмлар, 1995.
6. Рябушко А.П. и др. “Сборник индивидуальных заданий по высшей математике”, Минск, Высшая школа, 1-3 частях, 1991.
7. Мирзиёев Ш. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қураимиз. -Т.: Ўзбекистон, 2017. - 488 бет

ANALYSIS OF METHODS FOR CLEANING USED ENGINE OILS

Eshmetova Gulshona Tursunboyevna

Graduate student of the Tashkent Institute of Chemical Technology

Professor Maksumova OS Tashkent Institute of Chemical Technology

+998900521296

Annotation: This article presents an analysis of various methods for cleaning used engine oils. It explores different techniques, their effectiveness, and potential environmental implications. The study aims to provide insights into sustainable and efficient oil cleaning methods.

Keywords: used engine oils, oil cleaning methods, sustainability, efficiency, environmental implications.

Аннотация: В данной статье представлен анализ различных методов очистки отработанных моторных масел. В нем исследуются различные методы, их эффективность и потенциальные последствия для окружающей среды. Цель исследования - дать представление об устойчивых и эффективных методах очистки масла.

Ключевые слова: отработанные моторные масла, методы очистки масел, экологичность, эффективность, воздействие на окружающую среду.

Used engine oils pose significant environmental challenges due to their potential for pollution. Proper disposal or recycling of these oils is crucial to prevent harm to ecosystems. This article investigates different methods for cleaning used engine oils, aiming to identify effective and sustainable approaches.

1. **Filtration:** Filtration involves passing the oil through a series of filters to remove solid particles and contaminants. Various types of filters, such as cartridge filters, centrifuges, or activated carbon filters, can be employed.
2. **Distillation:** Distillation is a thermal separation process that utilizes the different boiling points of oil constituents. By heating the used oil, volatile components evaporate, and the condensed vapors are collected as purified oil.
3. **Solvent Extraction:** Solvent extraction employs solvents to dissolve impurities from the oil. The solvent is then separated, leaving behind purified oil. Common solvents used include hexane, toluene, or propane.
4. **Adsorption:** Adsorption involves the use of porous materials, such as activated carbon or zeolites, which trap impurities as the oil passes through. The adsorbent materials can be regenerated and reused after reaching their capacity.

Cleaning used engine oils is an essential process for recycling and reusing lubricants while minimizing environmental impact. Several methods are commonly

used for cleaning used engine oils, each with its advantages and limitations. Here's an analysis of some of the primary methods:

Sedimentation and Filtration:

- Sedimentation involves allowing the used oil to settle, allowing solid contaminants to separate and sink to the bottom. Filtration is then used to remove the remaining suspended particles.

- Advantages: Simple and cost-effective method. Removes larger particles and sediments effectively.

- Limitations: Ineffective in removing emulsified water, dissolved contaminants, and smaller particles. Requires additional treatment steps for comprehensive cleaning.

Distillation:

- Distillation involves heating the used oil to separate different components based on their boiling points. The process collects the condensed fractions, leaving behind contaminants.

- Advantages: Effective in removing water, fuel, and some dissolved contaminants. Can recover base oil for reuse.

- Limitations: Not suitable for removing additives and some high-boiling contaminants. Energy-intensive process. Requires careful control to prevent thermal degradation of the oil.

Acid-Clay Treatment:

- Acid-clay treatment uses sulfuric acid and an adsorbent clay material to remove impurities. The acid reacts with contaminants, and clay adsorbs them.

- Advantages: Effective in removing oxidation products, varnishes, and some contaminants. Relatively simple process.

- Limitations: Requires careful handling of corrosive acids. Incomplete removal of some contaminants. Generates acidic waste that needs proper disposal.

Solvent Extraction:

- Solvent extraction involves mixing the used oil with a selective solvent to dissolve and separate contaminants from the oil. The solvent is then evaporated, leaving behind purified oil.

- Advantages: Effective in removing a wide range of contaminants, including additives. Can recover high-quality base oil for reuse.

- Limitations: Requires the use of hazardous solvents and careful handling. Energy-intensive process. Generates solvent waste that needs proper disposal.

Membrane Filtration:

- Membrane filtration employs porous membranes to separate contaminants based on their size, allowing only clean oil to pass through.

- Advantages: Effective in removing smaller particles, emulsified water, and some dissolved contaminants. Can be combined with other methods for comprehensive cleaning.

- Limitations: Membrane fouling can occur, reducing efficiency over time. May require pre-treatment steps to remove larger particles.

It's important to note that many used oil cleaning processes often combine multiple methods to achieve better results. The specific method or combination of methods chosen depends on the quality requirements for the recycled oil, available resources, and environmental regulations. Additionally, proper disposal or treatment of waste generated during the cleaning process is crucial to ensure environmental sustainability.

The analysis of the various methods reveals the following findings:

1. Filtration effectively removes solid particles but may have limited efficiency in removing dissolved contaminants or emulsified water.
2. Distillation is a highly efficient method for oil cleaning, yielding high-quality purified oil. However, it requires substantial energy input and may not be suitable for small-scale operations.
3. Solvent extraction can effectively remove impurities but raises concerns regarding solvent disposal and potential environmental impact.
4. Adsorption techniques offer high removal efficiencies for a wide range of contaminants. However, the adsorbent materials require periodic replacement or regeneration.

The study highlights the importance of considering both the effectiveness and sustainability aspects of oil cleaning methods. Distillation appears to be highly efficient but energy-intensive, while solvent extraction may pose environmental risks. Adsorption techniques offer a promising balance between efficiency and sustainability, although the cost and availability of adsorbent materials need to be considered.

Conclusions and Suggestions:

Based on the analysis, it is concluded that adsorption techniques, such as activated carbon or zeolite-based filtration, offer a viable option for cleaning used engine oils. Further research and development should focus on improving the regeneration process and exploring sustainable alternatives for adsorbent materials. Additionally, comprehensive life cycle assessments should be conducted to evaluate the environmental impacts of each method thoroughly.

In conclusion, adopting sustainable and efficient methods for cleaning used engine oils is crucial for environmental preservation. By implementing advanced adsorption techniques and optimizing existing processes, we can mitigate the environmental risks associated with used oil disposal and contribute to a more sustainable future.

REFERENCES

1. ГОСТ 21046-89. Нефтепродукты отработанные. Общие технические условия. – Введен 1989-01-01. - М.: Госстандарт России: Стандартинформ, 2001. - 6 с.: табл.; 22см.
2. Маркелов, А. В. Метостабильность моторных масел в процессе эксплуатации в двигателях внутреннего сгорания / А. В. Маркелов, Ю. П. Осадчий, В. А. Масленников // Информационная среда вуза: Материалы XVII Междунар. науч.-техн. конф. / Ивановский гос. архит. - строит. универ. - Иваново, 2010.– С. 279 – 283
3. Пат. 85900 Российская Федерация, МПК {7} C10M175/02, B01D36/00. Установка для регенерации отработанных промышленных масел / А. Ф. Красненко, Н. В. Пучков, Т. С. Титова и [др.] ; заявитель и патентообладатель: Красненко Александр Федорович, Пучков Николай Васильевич - № 2008153069/22; заявл. 31.12.08; опубл. 20.08.09, Бюл. № 26.- 5 с.
4. Российская автотранспортная энциклопедия [Текст]. В 3 т. Т. 3. Техническая эксплуатация, обслуживание и ремонт автотранспортных средств: справоч. и науч.- практ. пособ. для специал. Отрасли «Автомобильный транспорт», для студентов и науч. сотруд. профильных учеб. заведений, НИИ / Гл. науч. ред. Е. С. Кузнецов - 3-е изд. перераб и доп. - М.: «Просвещение», 2001. - 461 с.
5. Фролов, М.Е. Применение маслораздаточного оборудования при проведении технического обслуживания транспортно-технологических машин // Фролов М.Е., Алехин А.В. Наука и Образование. 2021. Т. 4. № 3.
6. Остриков В.В., Корнев А.Ю., Манаенков К.А. Использование масел в двигателях зарубежной техники // Сельский механизатор. 2012. № 5. С. 32-33.
7. Шальнев, С.В., Алехин А.В. Направления повышения эффективности систем охлаждения двигателей внутреннего сгорания // Наука и Образование. 2020. Т. 3. № 4. С. 7.

**TALABALARNING CHET TILINI O'RGANISH JARAYONIDA
UCHRAYDIGAN QIYINCHILIKLAR VA ULARNI PSIXOLOGIK,
MNEMONIK TEXNIKALAR ORQALI BARTAF ETISH.**

Oyjamol Mingboyeva

Mirzo ulug'bek nomidagi O'zbekiston milliy universiteti

Ijtimoiy fanlar fakulteti

Psixologiya faoliyat turlari 1-kurs magistranti

Annotatsiya

Ushbu maqola bugungi kunda talabalarning til o'rganish jarayonida qiyinchiliklarga uchrayotgan va ularning nutqida bir muncha kamchiliklari mavjud bo'lgan muammolar hamda qanday qilib chet tilini oson o'rganish va mnemonik, psixologik texnikalardan foydalanish, o'zaro munosabatlarda to'g'ri gapirishni yo'lga qo'yish haqida keng yoritib berilgan.

Аннотация

В данной статье подробно рассмотрены проблемы, с которыми сегодня сталкиваются учащиеся в процессе изучения языка и которые имеют некоторые недостатки в своей речи, а также о том, как легко выучить иностранный язык и использовать мнемонические, психологические приемы, наладить правильную речь в общении.

Annotation

This article is widely devoted to the problems of students today with difficulties in the process of language learning and some shortcomings in their speech, as well as how to easily learn a foreign language and use mnemonic, psychological techniques, how to properly speak in a relationship.

Kalit so'zlar: Mnemonika, verbal, innovatsiya, programma, assotsatsiya, stress, dialog, muloqot kompetensiyasi

Ключевые слова: Мнемоника, словесность, инновации, программа, ассоциация, ударение, диалог, коммуникативная компетентность

Keywords: Mnemonics, verbal, innovation, software, assotation, stress, dialogue, communication competence

Bugungi kunda insonlar orasidagi muloqot qilish jarayonlari verbal nutqning shakllanganligi, talaffuz qilish ko'nikmalarining qanchalik rivojlantirilganligiga bog'liq. Ayniqsa shaxslar orasidagi kommunikatsion jarayonlarda gapirishsiz biror narsa, hodisa yoki voqealarni to'liq va to'g'ri tushuntirish mumkin emas. Hozirgi kunda odamlar dunyoning turli mintaqalarida yashab kelmoqda, ularning esa o'zaro aloqa vositasi ya'ni tili bir-birlarinikidan katta farq qiladi. Qolaversa, faqatgina muomala jarayonlarida emas, balki, taraqqiyotning shakllanishida, innovatsiyalar yaratishda,

qo‘shimcha bilim olish va tajriba orttirish bo‘yicha chet el fuqarolari bilan aloqa qilish uchun chet tilini bilish talab etiladi. Yangi bilimlarni egallashda bizning zamonamizda talabalarning ilg‘orligi esa yaqqol ko‘rinadi. Ular chet elda nashr etilgan asarlarni, ilmiy ishlarni ko‘rib chiqishi, dissertatsiyalar tayyorlashda chet el olimlarining yozgan adabiyotlaridan foydalanishi, va tahlil qila olishlari asosiy o‘rinda turadi, qolaversa, o‘zlarining olib borayotgan izlanishlari, natijalarini chet el to‘plamlarida, gazeta va nashryotlarda nashr qilishlari hamda ishlab chiqqan ilmiy ishlarining natijalarini ham keng ommaga taqdim etishlari muhim sanaldi. Shuning uchun ham talabalarning chet tiliga bo‘lgan qiziqishlari tobora ortib bormoqda. Ammo, chet tilini o‘rganishda duch kelayotgan qiyinchiliklar tufayli tilni oson o‘rganish va muloqotdagi muammolar tufayli ayrim talabalarda o‘rganishga bo‘lgan xohishning susayayotganini ko‘ramiz.

Ushbu muammolar eng avvalo chet tili so‘zlarini yod olishga bo‘lgan qiziqishning yo‘qligi, xotiraning sustligi, esda saqlab qolish qobiliyatining yaxshi rivojlanmaganligi, qo‘rquv yoki uddalay olmaslik programmasining ong ostiga joylashtirib olganligi kabilar chet tillarini o‘rganishdagi qiyinchiliklar sanalishi mumkin.

Insonda chet tilini o‘rganishga bo‘lgan qiziqishning yo‘qligi, surunkali dangasalik sababli olayotgan bilimlarining sifatini tushib ketishiga va to‘laqonli o‘rgana olmaslik hamda bu bilimlar o‘z ahamiyatini yo‘qotishlikka, natija samaradorligini tushib ketishiga olib keladi.

Xotiraning sustligi esa yod olinayotgan yangi so‘zlarning esdan chiqarilib qolinishiga, ma‘nolarini esa adashtirib yuborilishiga, xotirada vujudga keldigan ma‘lumotlar ba‘zasini yuzaga chiqarishda xatoliklarga uchrashga sabab bo‘ladi. Ayniqsa, to‘g‘ri yod olinmagan so‘zlar yoki assotsiatsiyalar bilan bog‘lanmagan lug‘at shakillari tezlik bilan unitilib ketadi va yodlangan chet tili so‘zlari xotirada saqlanib qolinmaydi. Psixologik tarafdin qo‘rquv jarayonlari ham chet tili so‘zlarini yod olishga salbiy ta‘sir ko‘rsatishi mumkin. Chet tili so‘zlarini yod olishda Qandaydir voqea, hodisalar sababli hayolning ma‘lum bir joyida bo‘lmasligi, diqqatning ko‘chuvchanligi tez bo‘lishi va diqqatni jamlay olmaslik, kabi qiyinchiliklarni keltirib chiqarishi mumkin.

Talabalar chet tilini o‘rgana olmaslikka sabab bo‘ladigan yana bir muhim muammo ularning ongida “men uddalay olmayman”, “mening qo‘limdan kelmaydi” kabi programmalarni joylashtirib olganliklarida. Ular ushbu yo‘nalish programmalari bilan o‘zlari o‘rgana olmasliklari, hattoki natijaga harakat qilmasdan qo‘l ko‘tarishlari natijasida chet tillarini o‘rganmasliklari yotadi. Yana bir chet tillarini o‘rganishga to‘sqinlik qiladigan omillardan biri bu tillarni o‘rganishda uzoq muddatning talab etilishi hisoblanadi.

Shuni ham aytish kerakki talabalarda diologik nutqlarning yo‘qligi faqatgina yod olingan lug‘at shaklida qolinishi va tajriba sifatida gaplashmaslik oqibatida chet tillarini o‘ranishda bir muncha qiyinchiliklarga olib kelinishi mumkin. Chet tillarini

o‘rganishdagi qiyinchiliklarni bartaraf etishda bir nechta yo‘llari mavjud bo‘lib, ulardan keng tarqalgani psixologik, mnemonik usullaridir.

Psixologik taraflama bu muammolarga yechim beradigan bo‘lsak assotsiativ esda qoldirish jarayonlari orqali bo‘lishi mumkin. Bunda o‘xshashlik va qarama- qarshilik (kontrakt) assotsiativlar orqali vujudga keltirish va shakillantirish zarur.

¹Esda olib qolishda qo‘llaniladigan maxsus metodik usullar ham mavjud bo‘lib, materialning tez va puxta esda olib qolishi va ko‘p darajada , biz esda olib qolish maqsadida foydalaniladigan alohida metodik usullarga bog‘liq bo‘ladi. Ulardan biri esga olib qolinayotgan materialni idrok qilish usullari , takrorlash, va h.k. Esda saqlab qolishda takrorlashning ham mavjud turlari bo‘lib, passiv va faol takrorlash hamda sidirg‘asiga takrorlash usullarini qo‘llash talab etiladi. Bunda samaralisi faol takrorlash hisoblanadi.

“Xotira mexanikalarining amaliy yordam beradigan eng muhim sohasi, menimcha so‘zlarni odlab qolish sanaladi.”² Mnemonistlarning fikricha “Til o‘rganishdagi eng qulay usul- o‘sha tilda gaplashayotganlarning ichida o‘rganishdir” bunda majburiy holat ham insonlarni til o‘rganishga undaydi. Asosan chet elda yurgan va o‘rgangan insonlarda o‘z tiliga nisbatan ishonchi yuqori bo‘ladi.

Chet tilini o‘rganishda “Kalit so‘z” texnikasidan³ foydalanish yaxshi samara beradi. Bunda assotsiativlar orqali biror so‘zga yodlanishi kerak bo‘lgan chet tilidagi so‘z ma‘lum voqea yoki hodisa tasavvur qilib bog‘lanadi. Natijada ushbu bog‘liqlik obrazli yoki hissiy bo‘lganigi tufayli xotirada ko‘p muddatda qoladi. Takrorlash orqali avtomatik yodga tushadigan bo‘lib qoladi va chet tili so‘zlari odatdagiday muloqot jarayonida ishlatiladi. Ushbu ko‘rsatilgan tartibdagi holatda yod olingan so‘zlar uzoq muddatda saqlanib qoladi va odatiy holatda saqlanadi.



Hozirda faqatgina adabiyotlardan emas, balki elektron tarzda turli saytlar orqali istalgan chet tillarini o‘rganish mumkin. Masalan: you tube, instagram, telegram ijtimoiy tarmoqlarida til o‘rgatuvchi loyihalar, <https://memoryleague.com>,

¹ “Umumiy psixologiya” P.I.Ivanov, M.E.Zufarova 136-146-bet. Toshkent 2023-yil.

² Shoxrux Mirzo Rahmanov-mnemonist.

³ “Mukammal xotira yoxud miyangiz qobilyatlarini qayta kashf eting” Sh.M.Rahmonov. Toshkent 2014.

<https://memrise.com>, <https://t.me/ibratfarzandlari> kabi ijtimoiy saytlar orqali yod olgan tillarini turli xil usullar yordamida o'rganishlari mumkin.

Xulosa o'rnida shuni aytish mumkinki, talabalarning chet tilini o'rganishdagi qiyinchiliklarini bartaraf etishda yuqoridagi usullar va ijtimoiy sayt va loyihalar orqali bilimlarni mustahkamlab borishlari maqsadga muvofiq bo'ladi. Psixologik qo'rquvni yengish va sabr toqat bilan ong ostidagi programmalarni o'zgartirish "men uddalayman" kabi motivatsiyalar bilan harakat qilish chet tilini o'rganayotgan talabada chuqurroq tilini o'rganish va faoliyat jarayonida mukammallikka erishishga ma'lum yo'nalish bo'ladi.

FOYDALANILGAN ADABIYOTLAR:

1. "Psixologik atamalar ruscha-o'zbekcha izohli lug'ati" Toshkent-2019.N.A. Sog'inov, Z.T.Nishanova, X.K Karimov, BM.Umarov, E.SH.Usmonov
2. "Mukammal xotira yoxud miyangiz qobilyatlarini qayta kashf eting" Sh.M.Rahmonov. Toshkent-2014.
3. "Umumiy psixologiya" P.I.Ivanov, M.E.Zufarova 136-146-bet. Toshkent-2023.
- 4.<https://memoryleague.com>
- 5.<https://memrise.com>
- 6.<https://t.me/ibratfarzandlari>

DISTINGUISH BETWEEN ACCURACY AND FLUENCY

Oripova Sarvinoz Narzullayevna

Teacher, Denau Entrepreneurship and Pedagogy Institute

Sobirjonova Mukhlisa Sobirjonovna

Teacher, Denau Entrepreneurship and Pedagogy Institute

m.sobirjonova11@gmail.com

Annotation: The best mental attack exercises are to get into people's collective creativity, to get ideas back from each other, and to build on each other's ideas. To do this successfully, team members need to trust each other and feel safe and comfortable, even if their opinions are strange, unconventional, or not yet fully formed, so they can share them openly. And warm-up exercises can be helpful here.

Key words: accuracy, fluency, Mental Attack, effective problem solving, in-depth problem-solving techniques.

Accuracy measures how well students use the language system, including grammar, pronunciation, and grammar. In other words, accuracy means the correct use of tenses, verb forms, conjunctions, and colloquialisms, among other things.

Accuracy activities are actions that focus on subtle aspects of language construction to ensure 100% accurate development of a language element, such as grammar exercises, filling in gaps, and so on. These are usually done during the supervised practice phase of the course. There is not much difference in these actions, as there can be both right and wrong answers. Accuracy is very important for most EFL learners and one of the main responsibilities of an EFL instructor is to correct mistakes and ensure the highest level of accuracy. However, while a certain level of accuracy is required for all communication, classroom tasks should not be focused on actions that are more precise than fluency, because fluency is equally important.

Fluency is not how much a student makes mistakes in grammar, pronunciation, or vocabulary, but how accurately he or she conveys the meaning.

In other words, the ease with which the student can speak and how well he or she can communicate without pausing and hesitating, without having to search for words or phrases, and without paying attention to the language of what he or she is trying to say.

It should be noted that a fluent speaker does not have to be 100% accurate, but they are still understandable. Fluent thinking activities focus on what students are communicating with, not how they are communicating. Conversations, role-plays, discussions, and projects can be examples of fluency activities.

However, it is wrong to focus on accuracy because accuracy is no more important than fluency. In fact, a student who is not fluent but fluent may be more successful in

communication than someone who is fluent. Our students want to learn to speak English to communicate. And if we turn it into something, communication is about understanding. In order to have all the beautiful and technical, communicative competence, it is necessary to be able to use vocabulary and grammar and their rules correctly to convey the message. Therefore, although a certain amount of clarity is definitely needed, it can be seen that fluency plays a big role in effective communication.

In the classroom, when planning a speaking activity, consider whether you are assessing your students for accuracy or fluency, and stick to that decision. If you want to focus on fluency, don't stop your students if they make a mistake, but if you're striving for clarity, make sure your students are developing the right language.

In short, both accuracy and fluency are important in the classroom and one should not be sacrificed for the other, and they are considered important.

Relative importance of accuracy and fluency.

Fluency is the speed and effectiveness of expressing your thoughts, especially in speech. There may be a few grammatical errors here and there in the explanation, but it should be conveyed in a way that is clear and shows how comfortable you are with the language.

In an academic or even professional setting, this is one of the skills you need to focus on for an oral presentation or discussion. The way you explain the topic or prove your point - smooth, clear and concise without too many pauses or hesitations - is just as important as the content of your presentation. Fluency outside the classroom helps to communicate with English speakers and avoid misunderstandings.

Practice speaking by talking to someone every day to become fluent in English. From time to time, enter a new word or phrase that you have learned. But remember, don't let the fear of making grammatical mistakes hold you back.

On the other hand, accuracy depends on your desired vocabulary, grammar, and punctuation, such as verb forms (past tense, present tense, etc.), article (a, an, the), and prepositions (un, on), and, ga).

This skill is especially important for written assignments at the university, such as essays and laboratory reports. This is an absolute necessity in the workplace where an email or report that contains errors in grammar or punctuation may be considered unprofessional.

In addition to the course, one of the easiest ways to increase your accuracy in English is to read any type of English material every day. Whether it's a novel, a non-fiction book, a newspaper, or a magazine, reading is an easy but effective way to master the nuances of English grammar and punctuation.

In a nutshell, of course, to be fluent in English, it is important to have a good understanding of both fluency and accuracy, but this is a learning journey that requires time and dedication.

Design a problem-solving activity for advanced adult learners.

There are some examples of problem-solving activities:

1. Tips for more effective problem solving
2. In-depth problem-solving techniques
3. Closing activities for a problem-solving workshop
4. Problem-solving techniques to identify and analyze problems
5. Warm-up activities or mental task for a problem-solving workshop
6. Problem-solving techniques for finding and developing solutions

Then there are several problem-solving activities for adults and we look through Warm-up activities or mental task for a problem-solving workshop with some examples.

At its core, mental attack is a creative activity. It develops out-of-the-box thinking to solve complex problems and provide creative solutions. But creativity is not just clicking and deleting. It is a skill and a muscle that requires exercise.

A “cold” transition to a mental attack session can reduce the effectiveness of you and your team. The brain needs to warm up for it to work best.

So, before moving on to the next mental attack, you should try this mental attack warm-up exercise to get a flow of creative juices.

Advantages of mental attack warm-up exercises:

You might think that a mental attack itself is a warm-up exercise that starts creative thinking. But if you enter unprepared for an ideological session, it will take more time for you to get into your creativity and mentally enter your “zone”. Just like drinking a cup of coffee before an early morning meeting, mental attack exercises recharge your mental powers and prepare you for the task at hand.

Also, brainstorming is not about individual ideas. It’s also about collaboration.

The best mental attack exercises are to get into people’s collective creativity, to get ideas back from each other, and to build on each other’s ideas. To do this successfully, team members need to trust each other and feel safe and comfortable, even if their opinions are strange, unconventional, or not yet fully formed, so they can share them openly. And warm-up exercises can be helpful here.

Creative warm-up exercises help teams relax, break the ice, build confidence, and shift mental focus to a more relaxed and creative head space. In other words, a mental attack warm-up exercise will help you activate your mental mechanisms before idea sessions so that you and your team are ready to hit the ground running with original ideas.

Mental Attack Exercises

How does it warm the brain? (Tip: This is not by wearing a bitch.)

Try the following mental attack exercises that will help you stretch your creative muscles and improve your innovation and problem-solving skills.

1. Alternative use

Alternative use is an exercise in ideas that reinforces different, ambiguous thinking.

How does this work:

Set the timer to 3 minutes.

Choose a simple object such as a toothbrush.

Write down as many ideas as possible about alternative ways to use this object. For example, a toothbrush can be used to clean things, brush your eyebrows, or create an interesting paint spray effect for an art project.

Go around the room and share your favorite ideas from each team member.

This is a fun and easy exercise that works for groups of all sizes. And finally, you need to have a wide mix of practical, unusual, and silly ideas. After a few rounds of exercise, you may be amazed at how creative you can be. This workout is a great way to warm up your brain and get comfortable with your team before embarking on a serious brainstorming session.

Mental attack warm-up exercise

2. Bad ideas

Mental attack is the creation of thoughts without judgment. The more creative and weirder it is, the better! But getting people to share unclean thoughts is easier said than done.

The “Bad Ideas” exercise will help your team approach ideas with an open mind and encourage them to consider all the possible benefits and applications of even the wildest suggestions.

How does this work:

Divide into groups of two or three.

Assign an objective bad idea to each group, such as “Wired Paper Socks” or “Ketchup Taste Popsicles”.

Give the groups five minutes to discuss all possible benefits, uses, and selling points for the product assigned to them.

Ask each group to “sell” the team for their bad ideas.

Enjoy it. Bad Ideas is a simple exercise that can start simple thinking and help your team focus on the benefits and opportunities rather than all the ways the idea may fail - it’s exciting and original during a formal ceremony is the perfect idea to create ideas. mental attack meeting.

3. Specialist or expert

The expert is very similar to the “Bad Ideas” exercise. The goal is to enter into an open mind that focuses on opportunities rather than obstacles.

How does this work:

Appoint someone as an “expert”.

Let the rest of the group shout at the two unrelated horses. These will be combined into a new "product". For example, let's say the team offers a "table" and a "sneaker". The product will be a "sneaker table" or "table sneaker".

The "expert" then works as an expert on this product and tries to sell the team all its great advantages and features.

This is a difficult exercise and puts the "expert" in place. But if your team is a game, it's a great way to help your team stand on their own two feet and solve problems creatively.

4. Run-on Story

You may have played this game while freezing. Run-On Story - This group creates one sentence story at a time.

How does this work:

Choose a moderator and share a simple suggestion with them (e.g., "Harry's Beach Vacation"). Keep it simple and spacious so that the group can fill in the details in a timely manner.

One person at a time walks around the room. Everyone shares a single sentence that continues the story.

Continue until the story comes to a natural conclusion or after the group has gone around a few times.

Run-On Story activity is an improvisational exercise based on quick thinking and creativity. It also encourages active listening, as everyone needs to pay attention to how the story unfolds so they can add constructiveness to the story when it's their turn.

These are also important skills for mental attack. Teams that listen well and collaborate well during an idea session are better able to rely on each other's ideas to create innovative solutions (and they often end up with surprising conclusions).

5. Draw the left hand with the right hand

The left and right sides of our brain control different areas of thought and function. The left hemisphere primarily guides our logical and pragmatic thinking (and the right side of our body). The right hemisphere controls our creative, spatial, artistic, and imaginary perceptions (and the left side of our body).

Brainstorming works best when logical and imaginative ideas and problem-solving skills work together. These creative warm-up exercises will help activate both sides of your brain.

As a team or organization grows, it will face problems. When it comes to communicating, resolving business-critical issues, or obstacles related to growth, design, user activation, and retention, or development, teams may face difficulties. In other words, problem-solving should be a part of your team's repertoire. Problem-solving activities are generally intended to assist a group or team in recognizing problems and challenges, brainstorming alternative solutions, and evaluating the most appropriate. It's not easy to find effective answers to difficult challenges, but the correct

approaches, methodologies creativity exercises, as well as games, can help your team be more productive in the process. Remember that not all challenges are the same, and diverse problem-solving strategies are required by businesses of various sizes, industries, phases of operation, etc. The team attempting to deliver the solution is also likely to produce varied results.

We'll go through a few problem-solving approaches in this blog post that you may apply in your next problem-solving workshop or team meeting. Each activity has a brief description and a link to a more extensive description. If any of these activities sound interesting for your next meeting, you can quickly incorporate them into a session agenda using Session Lab's workshop planner tool.

Adult learners can benefit from the following four tips to improve their problem-solving abilities:

There are many strategies to improve your problem-solving abilities if you feel out of your comfort zone when attempting to address a possible problem. Here are some pointers to help you improve your problem-solving skills:

1. Concentrate on the solution. It's easy to become fixated on the circumstances that led to the situation. Shifting your focus away from the current problem and toward potential outcomes and solutions might help you feel more optimistic and see fresh possibilities.

2. Define the issue clearly. It's difficult to solve a hazy problem that you never took the time to identify. There is no such thing as a flawless workplace, and there are usually several interrelated issues that may be resolved at any one time. If you find yourself becoming overwhelmed and side tracked while tackling a problem, go back to step one and double-check that you're working on a single issue.

3. Decide on a procedure. If you're working on a problem as part of a group, you must agree on some basic ground rules and processes before you begin. This will speed up the process and help you avoid future conflict.

4. Make sure you're listening actively. Great listeners are the best problem solvers. Problem-solving necessitates a thorough examination of a wide range of inputs and viewpoints. It's critical that all participants in the process feel heard.

The top problem-solving games, activities, and workouts for adults are included here.

Players must utilize critical thinking abilities to solve challenges in problem-solving games. Escape rooms, murder mysteries as well as Sudoku are a few examples of pastimes. The goal of these activities is to improve reasoning and decision-making skills in a group context while also encouraging employees to work together as a team.

Crossword puzzles

Crossword puzzles are word games in which players must fill in missing words based on hints. Words are interconnected, and players must consider the surrounding words when choosing the proper sentence for the space. You may construct a bespoke

crossword puzzle using an online crossword puzzle maker. Here are a few ideas to get you started:

1. Tastes and interests of teammates
2. Company history and knowledge
3. Terms and trends in the industry

Alternatively, make a random puzzle simply for fun.

Moral challenge

Some issues are more ethical than factual. Moral judgment is just as crucial as technical prowess in the decision-making process. By facing ethical issues or social puzzles, players can hone their moral problem-solving skills. To play these games, either download the applications or go to the website and follow the steps on your screen. These games are best played in groups since the more belief systems and perspectives there are, the more difficult it is to resolve an issue. These exercises prepare you to deal with conflicts in the real world.

Finally, people can engage in a variety of problem-solving activities. You can play online problem-solving games, which need a different skill set than problem-solving in person. When group members are separated and unable to exhibit or pick up physical signs, for example, communication must be much clearer and more plentiful. Even though many problem-solving games require props and in-person interaction, there are a variety of online games you may play with your friends. These activities can be used as both teaching aids and team-building exercises. Participants will likely feel a sense of success and confidence after completing the program. These games are also beneficial for practicing real-life conflict resolution, creative thinking, and teamwork.

Activities for the development of communication skills at various levels

A number of exercises, various fun exercises and games teach children to communicate better and increase vocabulary. But in some cases, for intermediate level students, adults make decisions about communication style and social norms and forget about those decisions themselves. If we imagine a world where adults communicate face to face,

The following are the basics of effective communication:

➤ **The rule of communication;**

The reality is that good communication is not an exact science – it is hard to achieve and the natural diversity of almost every audience means that there will probably always be some people who just do not respond to you. Nevertheless, these five golden rules should help you to become a more expert communicator:

1. *Know your audience.*
2. *Timing is everything.*

3. *What you say is less important than what other people want to hear.*
4. *Don't confuse broadcasting with communication.*
5. *Leave your ego at the door.*

➤ **Built-in listening and speaking rules;**

According to Dougherty, the foundational role that oral language plays in learning to read and write has long been recognised (Dougherty, 2014; Hart and Risley, 2003; Snow, Burns & Griffin, 1998). In order to maximise students' literacy and learning, teachers need to have solid understandings about oral language and its potential as an educative tool. Oral language involves expressive and receptive skills.

➤ **Dictionary fund;**

➤ **Practice speaking and listening in natural and pure language;**

The purpose of this is to identify the importance of listening and speaking as key and powerful components of effective literacy practice. The analysis is based on neo-Vygotsky theory, based on the methodology of analyzing the content of communication and strategies for speech observation in the educational environment. The nature of oral speech is analyzed not only from a functional, ontogenetic, and phylogenetic perspective, but also as a means of symbolic power and knowledge. Listening and speaking are discussed as active literacy processes, and two basic models of oral communication, the dialogic and the signaling model, are described. Finally, it presents research findings on effective literacy practices and draws conclusions about the importance of strengthening strategies that encourage listening and speaking in literacy practices.

➤ **Intonation;**

➤ **Turn and pause.**

Recent research on written communication is characterized by the contradiction of whether written and oral speech is based on the same abstract structure from which oral and written speech originates, or whether there are two more or less separate and autonomous systems. Proposing that written communication operate in a defined sense independent of oral (or conversational) communication implies the modular organization of our speech knowledge, i.e., the assumption that our speech knowledge consists of three systems, in which our knowledge of grammar is regulated. In phonetic analysis, a double vertical bar (||) is used to represent a distinct pause. In direct speech (in both fiction and nonfiction), a pause is conventionally indicated in writing by ellipsis points (. . .) or a dash (—).

Every activity, exercise, and game that incorporates these facts can further enhance your communication skills. Interactive games encourage students to express their needs and broaden their horizons. Also, if these sessions are fun for middle-aged

students, they will be more likely to participate. Everyone benefits from good communication and concentration. At the same time, school-age children always need effective communication with peers and adults, which makes their speech fluent and complete. Good communication should start at an early age. Effective communication skills give children the ability to meet their own needs. As children grow older, when difficult situations arise, their abilities develop in response to that situation. In school and in the social environment, a child's peers play an important role in shaping these skills. It shapes your attitude towards them and encourages you to communicate properly. At that point, the person you are talking to should be the most important person or close friend in your life. This means that if you are talking to someone on the phone, it is also a some way of communicating. Who you are talking to is important to you. It is better to use abbreviations and informal language when communicating with a friend, but it is better not to use abbreviations or informal language when talking to an adult, as this is a sign of respect. Some abbreviations have different meanings for different people, which can be misunderstood if you use abbreviations incorrectly. Effective communicators direct their messages based on who they are talking to, so try to keep the other person in mind when trying to deliver your message. In addition, communication in the classroom is important: success and successful teaching usually require knowledge and communication skills. The teacher should be familiar with the four popular communication methods - listening, speaking, reading and writing, and know how to use these skills effectively in a school setting and put them into practice.

Communication skills are very important to communicate with students, because teaching itself requires it. It is your job to understand and break down complex information, to convey that information clearly to your readers in oral and written sources, to present it in a way that engages their attention and opinion, to listen to and solve their questions or problems. need to feel responsible for. At the same time, you need to adapt the content to different teaching methods, encouraging students to learn the language perfectly. This will make your classroom a safe, useful and supportive learning environment. All of this requires good communication skills.

In conclusion, effective communication between teachers and students is very important. This is a great opportunity for the teacher to do his job well and achieve positive results for his students.

Effective coaching and mentoring will help you strengthen your communication with students because you need to focus on three main areas: fundamentals, principles, and practice.

Bibliography:

1. Pronunciation Instruction: A Review of Methods and Techniques. Leah GILNER
2. Teaching Writing: Yin Ling Cheung
3. <https://www.researchgate.net>
4. <https://learnenglishteens.britishcouncil.org>

EKOLOGIK TURIZM

Mo'minov Avazbek Ahmadjon o'gli
Toshkent Xalqaro Kimyo Universiteti
Turizm fakulteti 3-kurs talabasi.

Annotatsiya: Ushbu maqolada hozirgi paytda mamlakatimizda rivojlangan sohalar qatoriga kirib kelgan turizm va ekoturizm tushunchalarining mohiyati, hayotimizda tutgan muayyan roli hamda ahamiyati haqida so'z yuritiladi.

Kalit so'zlar: ekoturizm, turizm, tabiat, insoniyat, obida, arxeologik, muzey.

Abstract: This article will talk about the essence of the concepts of Tourism and ecotourism, the specific role and importance that we have played in our lives, which are currently among the developed areas in our country.

Keywords: ecotourism, tourism, nature, humanity, monument, Archaeological, Museum.

Аннотация: В данной статье речь пойдет о сущности, определенной роли и значении понятий туризма и экотуризма, которые в настоящее время входят в число развитых в нашей стране отраслей.

Ключевые слова: экотуризм, туризм, природа, человечество, памятник, археология, музей.

Mamlakatimizda turizm sohasining ekologik turizm yo'nalishi insoniyat oldidagi ekologik inqirozning oldini olish, insoniyatning barqaror rivojlanishi va yashab qolishi uchun, sayyoramiz tabiati va uning resurslarini saqlab qolishdagi najot yo'llarini axtarish zaminida shakllandi va rivojlanib bormoqda.

Ekoturizm (ekoturizm, yashil turizm) - antropogen ta'sirga nisbatan ta'sirlanmagan tabiiy hududlarga tashrif buyurishga qaratilgan barqaror turizmning bir shaklidir.¹ G'arbdagi "ekoturizm" atamasi XX asrning 80-yillari birinchi yarmida meksikalik ekolog Ektor Ceballos-Laskurain (ispancha Hector Ceballos-Laskurain) tomonidan konferentsiyalardan birida rasmiy ravishda ishlatilgan. U dam olish va ekologiya o'rtasidagi uyg'unlik g'oyasini aks ettirdi va katta Shuhrat qozondi. Ushbu ta'rifning variantlaridan biri ekoturizm tabiiy imtiyozlardan oqilona foydalanishga asoslangan rekreatsiyaning faol shakli sifatida. Bu qulaylik, ommaviy kommunikatsiyalar, tobora ko'payib borayotgan sayyohlik tovarlarining mavjudligi va iste'mol qilinishidan voz kechishni o'z ichiga oladi (masalan, tur realizmidan farqli o'laroq, bu yuqori darajadagi qulaylikni saqlab, tabiat va madaniyatga sho'ng'ishni o'z ichiga oladi).

¹ Лукичев А. Б. Сущность устойчивого и экологического туризма // Российский Журнал Экотуризма. — 2011. — № 1. — С. 3-6.



Insoniyat oldida turgan sayyoraviy ekologik muammolarni insoniyatning o‘zi bartaraf etishi kerak va bartaraf etishga majbur. Shu nuqtayi nazardan ham, mamlakatimizda ekoturizmni rivojlantirish masalalarini o‘z vaqtida hal qilishimiz, tabiatimizdagi bioxilma-xillikni saqlab qolish, tabiiy resurslarimizni muhofaza qilish hamda xalqaro ekologik inqirozlarning oldini olishga qo‘shgan hissamiz bo‘ladi. Shu o‘rinda O‘zbekiston Respublikasining Birinchi Prezidenti I.A. Karimovning ushbu so‘zlarini keltirishimiz o‘rinli bo‘ladi: *“Men turistik biznes deganda, turizmni shunchaki rivojlantirish emas, balki kengroq tushunchani nazarda tutaman. Bunda gap turizm faoliyati bilan bevosita bog‘liq bo‘lgan xizmat ko‘rsatish va servis tarmoqlarini rivojlantirish haqida bormoqda. Bu soha taraqqiyoti mamlakatimizga xorijiy turistlarni ko‘plab jalb etish bilan birga, eng muhimi, katta valuta tushumlarini ta‘minlash bilan yurtimizning iqtisodiy va ijtimoiy rivojiga ulkan hissa qo‘shishi muqarrar”*². Turizm sohasi o‘z rivojlanishini boshlayotganligi uchun respublikamizda iqtisodiyotning bu muhim tarmog‘ining istiqboli bo‘yicha ilmiy tadqiqotlar asta-sekinlik bilan tahlil qilinmoqda, ekoturizmni O‘zbekistonda tashkil qilishning mohiyati, an‘analari va strategiyasi, O‘zbekistonda milliy turizmni rivojlantirish modeli, milliy turizm biznesini tashkil qilish va boshqarish hamda turizm xavfsizlik asoslari bo‘yicha dastlabki muhim tahlillar natijalari chop qilindi. Shuningdek, O‘zbekistonda turizm sohasida oliy va o‘rta toifadagi mutaxassislar tayyorlash uchun dastlabki darsliklar, o‘quv-uslubiy qo‘llanmalar, sohani rivojlantirishda o‘quv-uslubiy ahamiyatga ega bo‘lgan muhim ilmiy adabiyotlar tayyorlanmoqda. O‘zbekistonda turizmni rivojlantirishning dolzarb masalalari va muammolari va ularning yechimlariga bag‘ishlangan, o‘quv va ilmiy adabiyotlarning nashr qilinganligi ham, iqtisodiyotimizda turizmning muhim sohaga aylanib borayotganligini bildiradi³. Mamlakatimizda turizmni shakllantirishda turizm sohalarining, turizm turlarining

² I.A.Karimov. Obod va ozod vatan, erkin va farovon hayot pirovard maqsadimiz. – Toshkent, O‘zbekiston, 2000. 232-b.

³ Н.Тухлиев, Т.Абдуллаева. Экологический туризм; сущность, тенденции стратегия развития. – Toshkent, 2006. 416-b., Tuxliyev I., Hayitboyev R. va boshqalar. Turizm asoslari. – Toshkent, 2014. 330-b. Tuxliyev I.S., Qudratov G‘.H., Pardayev M.Q. Turizmni rejalashtirish. – Toshkent, 2010. 265-b. Mamatqulov X.M. Turizm infratuzilmasi. O‘quv qo‘llanma. – Toshkent, 2011. 336-b.

mohiyatini anglab olishda turizm amaliyotida va nazariyasida etuk mutaxassislar, olimlarning yo‘qligi natijasida dastlabki vaqtlarda ko‘plab noaniqliklarga yo‘l qo‘yildi. Tajribasizlik natijasida dastlabki tadqiqotchilar ekoturizmning kelib chiqishi va uning maqsadi, vazifalarini to‘g‘ri tushunaolmadilar.



Ekologik turizm xalqaro miqyosda ommaviylashib borishi natijasida uning targ‘ibotiga va tashviqotiga bag‘ishlangan ilmiy-amaliy konferensiyalar tashkil qilish, o‘tkazish kuchaytirilgandan keyin noaniq fikr-mulohazalar, quruq tavsiyalar, ilmiy to‘plamlarda ekoturizmning ta‘rif va tavsiflarini belgilashdagi tavsiyalar ilmiy-amaliy jihatdan asoslanmagan holda ko‘payib ketdi (shaharlar ekoturizmi, tarixiy obidalar ekoturizmi, arxeologik qoldiqlar ekoturizmi, hayvonot bog‘lari ekoturizmi, muzeylar ekoturizmi va boshq.).

Yurtimiz turizmining o‘ziga xosligi shundaki, bu yerda musaffo tabiatdan bahramand bo‘lishingiz, mahalliy sog‘lomlashtirish maskanlarida sog‘lig‘ingizni tiklashingiz, yovvoyi va beg‘ubor tabiat qo‘ynida unutilmas va hatto ekstremal ta‘til o‘tkazishingiz hamda qishloq aholisi, haqiqiy o‘zbek qishlog‘ining turmush tarzi bilan tanishishingiz mumkin.

1. Zomin, Jizzax viloyati



2. Ugam-Chotqol milliy bog‘I



3. Amirsoy, Toshkent shahri



4. Nurota tog'ları



5. Aydarko'l ko'li



"Ekologik turizm yoki ekoturizm — tabiatni muhofaza qilishni targ'ib qiluvchi, atrof-muhitga "yumshoq" ta'sir ko'rsatadigan, mahalliy aholining faol ijtimoiy-iqtisodiy ishtirokini ta'minlaydigan tabiat va madaniy diqqatga sazovor joylarni o'rganish va zavqlanish uchun buzilmagan tabiiy hududlarga nisbatan atrof-muhitga mas'uliyat bilan sayohat qilish.ushbu faoliyatdan foyda olish. Tabiatni muhofaza qilish xalqaro ittifoqi .

"Ekoturizm-bu ekotizimlarning yaxlitligini buzmaydigan va tabiat va tabiiy resurslarni muhofaza qilish mahalliy aholi uchun foydali bo'ladigan iqtisodiy sharoitlarni yaratadigan hududning tabiiy va madaniy-etnografik xususiyatlari to'g'risida tasavvurga ega bo'lish uchun nisbatan buzilmagan tabiatga ega joylarga sayohat qilishni o'z ichiga olgan turizm.

Ekoturizm – «Tabiatni muhofaza qilish», «Biologiya», «Geologiya», «Geografiya», «Botanika», «Tabiatdan foydalanish iqtisodi», «Iqtisodiy ekologiya», «Bioekologiya», «Geoekologiya» va boshqa tabiiy fanlarning nazariyasi, asoslari, jamiyat va tabiat munosabatlarining hozirgi asrimizga kelib sayyoraviy chegaralarda keskinlashib borayotganligi holatlaridan kelib chiqdi. Shu nuqtayi nazardan bu fanlarning har qanday fan ta'limi va har qanday sohadagi o'rni deyarli bir-biriga o'xshash ta'rifni, tavsifni anglatadi. Bunday ta'rif va tavsiflarni G.A.Bekbulatova juda yaxshi tushungan va olimaning xulosalari bo'yicha «Ekoturizm» fanida ekologik fanlar nazariyasiga nisbatan ekoturizm amaliyoti ancha ustunroq darajalarni egallaydi⁴.

Umumfikrlarni jamlab, tahlil qilganimizda ekoturizm tabiat qo'ynida bo'lishlikdir. Shundan kelib chiqib, ekoturizmning o'rganish obyekti tabiat va tabiatning barcha resurslari hisoblanadi. Sayyoramiz biosferasi va uning barcha tabiiy geografik mintaqalari, dunyo okeani, tog'lar, daryolar, o'rmonlar, o'simliklar dunyosi, hayvonot olami, iqlim boyliklari va xususiyatlari ekoturizmning o'rganish obyekti hisoblanadi. Shu bilan birga xalqaro ekoturizm ilmiy-amaliy adabiyotlarida ekoturizmning asosiy obyektlari – alohida muhofaza qilinadigan tabiiy hududlar, milliy parklar, biosfera qo'riqxonalar, tabiat qo'riqxonalar, tabiat buyurtmaxonalari, tabiat rezervatlari

⁴ Bekbulatova G.A. Turizm va rekreatsiya geografiyasi. Ma'ruzalar matni. – Nukus,2008. 107-b.

deyilgan. Yana bir xulosa bo'yicha ekoturist o'z qiziqishi bo'yicha tanlagan tabiiy obyekt uning uchun ekoturizmdagi asosiy obyekt hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

1. A.Karimov. Obod va ozod vatan, erkin va farovon hayot pirovard maqsadimiz. – Toshkent, O'zbekiston, 2000. 232-b.

2. Н.Тухлиев, Т.Абдуллаева. Экологический туризм; сущность, тенденции стратегия развития. – Toshkent, 2006. 416-b., Tuxliyev I., Hayitboyev R. va boshqalar. Turizm asoslari. – Toshkent, 2014. 330-b. Tuxliyev I.S.,Qudratov G'.H., Pardayev M.Q. Turizmni rejalashtirish. – Toshkent, 2010. 265-b. Mamatqulov X.M. Turizm infratuzilmasi. O'quv qo'llanma. – Toshkent, 2011. 336-b.

3. Рахматулла Хайтбойев. Экологик туризм. - Toshkent – «Barkamol fayz media» – 2018 , 248- bet

TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA

№	The subject of the article / Тема статьи / Maqola mavzusi	Page / Страница / Sahifa
1	BUGUNGI KUNDAGI MAMLAKATIMIZDA TA'LIM TIZIMIDAGI ISLOHOTLAR VA ULARNING NATIJALARI	3
2	ROLE-PLAYS AND DIDACTIC GAMES	8
3	ОСОБЕННОСТИ ДОСРОЧНОГО РАСТОРЖЕНИЯ СПОРТИВНОГО КОНТРАКТА ПО ЗАКОНОДАТЕЛЬСТВУ РЕСПУБЛИКИ УЗБЕКИСТАН	11
4	CRITERIES OF SELECTING GRAMMAR MATERIALS	20
5	YANGILANAYOTGAN O'ZBEKISTONDA ILM-FAN VA TA'LIM TIZIMIDAGI ISLOHATLAR	31
6	THE DEVELOPMENT OF CRITICAL THINKING AT ENGLISH CLASSES	38
7	TUPROQDAGI FOSFATLARNI FAOL PARCHALOVCHI BAKTERIYALARNI KUZGI BUG'DOY RIZOSFERASIDAN AJRATIB OLISH	44
8	THE LEXICAL PROBLEM OF TRANSLATING ENGLISH COUNTING RHYMES INTO UZBEK LANGUAGE	51
9	XODIMLARNI TO'G'RI BOSHQARISH ORQALI MEHNAT UNUMDORLIGINI OSHIRISH	56
10	KARRALI INTEGRALLARNI AMALIY DASTURLARDA ISHLASH	60
11	INNOVATSION TEXNOLOGIYALAR YORDAMIDA CHEGIRMALAR MAVZUSINI O'QITISH METODIKASI	64
12	DEPICTION OF NATURE IN LITERATURE. ECO-CRITICAL READING OF WORKS WRITTEN IN ENGLISH	69
13	INTENSIV O'QITISH TEXNOLOGIYALARINING PEDAGOGIK JIHATLARI	77
14	ANALYSIS OF ENERGY MARKETS	81
15	INFORMATIKA FANIDA O'QUVCHILARDA KOGNITIV JARAYONNI FAOLLASHTIRISHNING USULLARI	89
16	SCRATCH DASTURLASH MUHITI VA UNING KOMPONENTLARI	93
17	THE IMPLEMENTATION OF SUGGESTOPEDIA IN DIFFERENT LANGUAGE CONTEXTS	100
18	XAVFLI YUKLAR BOJXONA NAZORATINI TA'MINLASHDA E'TIBOR BERISH LOZIM BO'LGAN JIHATLAR	104
19	UMUMIY PSIXOLOGIYANI O'QITISHNING METODIK XUSUSIYATLARI	113
20	THE ROLE OF SIMULTANEOUS INTERPRETATION IN THE TRANSLATION TYPES	115
21	MATRITSA ARGUMENTLI DARAJALI QATORLAR	117
22	ANALYSIS OF METHODS FOR CLEANING USED ENGINE OILS	120
23	TALABALARNING CHET TILINI O'RGANISH JARAYONIDA UCHRAYDIGAN QIYINCHILIKLAR VA ULARNI PSIXOLOGIK, MNEMONIK TEXNIKALAR ORQALI BARTAF ETISH.	124
24	DISTINGUISH BETWEEN ACCURACY AND FLUENCY	128
25	EKOLOGIK TURIZM	137