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STUDY OF NET PRODUCTIVITY OF PHOTOSYNTHESIS OF ANDIJAN-36 COTTON VARIETY

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Annotation

In order to combat diseases in a timely manner, it is necessary to determine the situation with the types of phytosanitary diseases, their spread and development. Accounting for cotton diseases is carried out in small areas with 4 repetitions in 4-row sections, each 7 m long. In this case, the thickness of the seedlings is calculated several times: before making a single and harvest.

Key words:

guza variety, soil, minerals, fertilizers, yields, proteins, fats, carbohydrates, weak phosphorus, chlorine, carbonic acid.

The development of root rot disease is in a slow period: when the cotton grass sprouts and before unification. Under production conditions, 10 plants from 10 places per hectare (in the chess method) are taken into account and the degree of disease is determined. When considering Gomm disease, its seed, leaf, stem, and pod forms are considered separately, and the extent of the disease is determined based on the root accounting method.

Macrosporiosis is also calculated 2 times: in the period before unification and at the opening of the cocoon by taking 10 samples from 10 places per 1 m² of area - by taking the plant.

In the calculation of verticilliosis wilt disease, 10 samples with 10 plants per hectare are taken in the form of a checkerboard. In the first sample, five rows are required at the edge of the branch, while in the following, 29 rows are thrown or 50 meters are walked forward.

The degree of infection with wilt is determined during the stages of cotton development, the first cocoon and the opening of the cotton.

Seed germination and root rot in wheat and barley are determined as follows:

1. The number of seeds left unharvested after full germination and the number of grasses lost after germination are counted. Root rot during the night, flowering and ripening phases is determined on the following 5-point scale:

0 - the disease is not observed;

1 - in the colptil, in the enicotyl, a distinct light brown color at the base of the stem streaks and banded spots appear;

2 - spots occupy more than half of the above organs;

3 - The lower parts of the colptilla, epicotyl and stem are completely blackened, the spike is full does not develop and the number of seeds decreases;

4 - The plant withers.

To account for diseases of leaves, stalks and ears of cereals, the crops should be sown once every 7-10 days from the second half of the stem phase (depending on weather conditions) from about 15-30 March to the end of flowering (April 25 - May 5). fields are inspected. The obtained data can be compared with perennial data and meteorological data to determine whether diseases are on the rise or stop developing. Areas against the remnants of the disease and developmental factors are fully studied.

Typically, a plant cell is made up of three parts: the cell membrane, which is made up of carbohydrate compounds that cover the cell surface. The protoplast is the most important living part of the

cell and is located around the walls of the cell membrane. Finally, the center of the cell is occupied by a vacuole (Latin: vacuo - space). The vacuole contains cell sap, which contains water-soluble carbohydrates, proteins, salts, alkaloids, and other compounds.

One of the most characteristic features of a plant cell is the presence of a very mature structured skin and a vacuole with elongated growth characteristics. The size of the cell is due to the elongation of the vacuole. The centriole, which is involved in the division of the animal cell, is in the higher plant cell. The turgor state in living plant cells depends on water. For example, a cut plant will wither after a while. This is because the cell water in the vacuole, which holds the cell tightly and stretches, gradually evaporates and the tissue loses its internal density. This phenomenon is called plasmolysis. Water is also extremely important as a solvent. Many substances are absorbed into the cell by dissolving them in water, and the substances used are also removed from the cell in solution. The chemical reactions that take place in a cell occur only in an aqueous solution. For example, proteins, fats, carbohydrates, and other substances decompose as a result of chemical interactions with water.

Finally, water plays an important role in heat distribution and heat-cyclic separation in the cell. When the ambient temperature decreases or rises, heat is absorbed or released due to the rupture and re-formation of hydrogen bonds between water molecules.

Aqueous solutions contain a wide variety of mineral salts. The cell contains the following mineral salts: cations - potassium, sodium, calcium, magnesium; anions - weak phosphorus, chlorine, carbonic acid residues and many other salts. These salts are necessary for physicochemical processes in the cell.

Ions of inorganic salts increase the osmotic pressure in the cell, water exchange and even some enzyme activity.

The plant cell protoplast is colorless, but its constituent plastids (chloroplasts, chromoplasts) are green, red, or pinkish red. In terms of physicochemical state, the protoplast consists of a multi-phase hydrosol colloidal (Greek kalla - glue), ie a sticky and mucous substance with a density of 1.03-1.1. corresponds to

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A GENERAL UNDERSTANDING OF THE CELL STRUCTURE OF MEDICINAL PLANTS

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Annotation

Since the organelles in plant and animal cells are similar in molecular structure and chemical composition, the function they perform is also similar. This indicates that there is a commonality in the origin of plant and animal organisms. Each cell is a whole independent unit surrounded by a plasma membrane or plasmalemma. The cell communicates with the external environment through this plasmalemma. As a result, it is supplied with nutrients.

Key words:

plants, environment, result, function, fungi, cell, cellulose. ugit. mineral soil.

All living organisms are divided into two major worlds according to their cell structure: prokaryotes and eukaryotes.

In prokaryotic organisms (bacteria, green algae), the genetic markers of the cell carry the genoform (Greek gene - birth, origin, form). The nuclear material is evenly distributed in the cell and does not have a nuclear shell. The eukaryote is the advanced nucleus in the cell of organisms (plants, fungi, and humans), and the chromosomes in it are involved in the transmission of genetic traits from generation to generation. The cells of eukaryotic organisms are drastically different from each other. The animal cell does not have the plant-specific skin plastids and vacuoles. Glycogen accumulates in the cells of animals and fungi, and starch in plants. The cell skin of plants is mature, made of cellulose; the cell skin of fungi is composed of the substance chitin.

So, one of the most important characteristics of a cell is its diversity and similarity. For example, the cell protoplast (Greek protos - first; plastos - formed) has a complex structure, as a result of its evolution from several organelles or organoids (nucleus, plastids, mitochondria, ribosomes, lysosomes, etc.) will be formed. The function performed by organelles differs sharply in structure.

Typically, a plant cell is made up of three parts: the cell membrane, which is made up of carbohydrate compounds that cover the cell surface. The protoplast is the most important living part of the cell and is located around the walls of the cell membrane. Finally, the center of the cell is occupied by a vacuole (Latin: vacuo - space). The vacuole contains cell sap, which contains water-soluble carbohydrates, proteins, salts, alkaloids, and other compounds.

One of the most characteristic features of a plant cell is the presence of a very mature structured skin and a vacuole with elongated growth characteristics. The size of the cell is due to the elongation of the vacuole. Centriol, which is involved in animal cell division, is not found in higher plant cells.

Vegetable oil, essential oil, glycerin (trihydric alcohol) and fatty acids are composed of olenin, palmetin, stearin.

One of the main properties of lipids is that they are hydrophobic (i.e., "water-repellent") - insoluble in water, but soluble in some organic solutions.

The protoplasts of plants contain simple fats and complex lipids (lipoids or fat-like substances). Lipids include phospho and glycolipids as well as some pigments (carotenoids). These are part of the cell. Fats and lipids perform the function of providing energy (strength) in the cell.

In addition to oils, in the intercellular space of plants, essential oils are found in the form of oil droplets (lavender, mint, lagonilus-blue, basil and other plants). Essential oils are widely used in the perfumery industry.

Carbohydrates are also found in protoplasts. Carbohydrates consist of simple or monosaccharides and complex polysaccharides. Monosaccharides (fructose, sucrose) are well soluble in water. Polysaccharides (starch granules, fiber, cellulose). In the cell, carbohydrates are the main source of energy in the metabolic process. Ribose and deoxyribose from carbohydrates (pentoses) are part of RNA, DNA and ATF. Carbohydrates bind to active biological substances in the cell structure to form important substances such as glycosides, glycoproteins. These are the molecular properties of the cell.

ATF (adenosine triphosphate) is very important in cell life. It is involved in the synthesis of biological macromolecular substances in the absorption of energy in the cell.

Living cells contain 60-90% of water, which is dissolved in other chemicals.

The physical properties of the cell - size, elasticity - depend on water. In the normal case, the cell has a density, i.e. an elastic property, the property of which depends on the pressure exerted on the walls of the cell fluid. This pressure is equal to the fluid pressure of the elastic pressure. This normal state of the cell is called turgor (lat. Turgore - overflow).

The turgor state in living plant cells depends on water. For example, a cut plant will wither after a while. This is because the cell water in the vacuole, which holds the cell tightly and stretches, gradually evaporates and the tissue loses its internal density. This phenomenon is called plasmolysis. Water is also extremely important as a solvent. Many substances are absorbed into the cell by dissolving them in water, and the substances used are also removed from the cell in solution. The chemical reactions that take place in a cell occur only in an aqueous solution. For example, proteins, fats, carbohydrates, and other substances decompose as a result of chemical interactions with water.

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INNOVATIVE SOCIETY

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ANNOTATION

This article provides a comprehensive overview of what social innovation is and how it is being promoted today.

Key words:

social innovations, social purpose, activism, virtual volunteering, microcredit.

Social innovations are new social practices that aim to meet social needs in a better way than the existing solutions, resulting from - for example - working conditions, education, community development or health. These ideas are created with the goal of extending and strengthening civil society. Social innovation includes the social processes of innovation, such as open source methods and techniques and also the innovations which have a social purpose—like activism, virtual volunteering, microcredit, or distance learning. There are many definitions of social innovation, however, they usually include the broad criteria about social objectives, social interaction between actors or actor diversity, social outputs, and innovativeness (The innovation should be at least "new" to the beneficiaries it targets, but it does not have to be new to the world). Different definitions include different combinations and different number of these criteria (e.g. EU is using definition stressing out social objectives and actors interaction). Transformative social innovation not only introduces new approaches to seemingly intractable problems, but is successful in changing the social institutions that created the problem in the first place.

- **Networking** - we help organizations across Europe to connect, learn from each other, and share experiences through the Social Innovation Community portal.
- **Competition** - every year we organize the European Social Innovation Competition to source and support new solutions to societal challenges, and thereby raise awareness about social innovation. Other European contests also support social innovators, such as the Registers Awards, and the Social Innovation Tournament.
- **Funding** - we offer direct funding to support social innovation through the Employment and Social Innovation Programmer, Horizon 2020, particularly under the SME Instrument which is open to social enterprises, or the Collective Awareness Platforms. Social innovation may also be funded in your country or region under the EU structural and investment funds - Guide to Social Innovation (5 MB). Moreover, the Commission also offers seed funding for the development of innovative ideas that address social challenges through the Social Challenges Platform.
- **Ecosystems** - we improve the conditions for social innovation and social enterprises in Europe, also to attract private investors. Learn about the Social Business Initiative and the Start-Up & Scale-Up Initiative. They build on the conclusions of an external expert group (GECES) and a mapping of social enterprises' ecosystems in each of the 28 EU countries.
- **Impact** - we gather and disseminate evidence about the benefits of social innovation and methodologies for result measurement. See the report Strengthening social innovation in Europe Journey to effective assessment and metrics (2012), the work on social impact (2 MB) completed within the Social Business Initiative or research projects carried out for that purpose.
- **Incubation** we support incubation structures for social innovation in Europe, through EU-wide networks of incubators such as Transition and Benisi.

• **Exploring** - we look for new ideas, applications or fields for social innovation – see for instance this Paper on social innovation and open manufacturing (2019), this Paper on Collaborative economy with a social purpose (2019).

Social innovation can take place within government; the for-profit sector, the nonprofit sector (also known as the third sector), or in the spaces between them. Higher education institutions, such as the Cambridge Centre for Social Innovation, Cambridge Judge Business School, University of Cambridge, leverage the power of research to support this aim. Research has focused on the types of platforms needed to facilitate such cross-sector collaborative social innovation. Historical studies suggest that transforming any system may take many years, and requires not only the capacity for multiple partnerships, but also for engaging policy, legal and economic institutions.

Social entrepreneurship, like social enterprise, is typically in the nonprofit sector excluding both for-profit and public organizations. Both social entrepreneurship and social enterprise are important contributions to social innovation by creating social value and introducing new ways of achieving goals. Social entrepreneurship brings "new patterns and possibilities for innovation" and are willing to do things that existing organizations are not willing to do.

Social innovation is often an effort of mental creativity which involves fluency and flexibility from a wide range of disciplines. The act of social innovation in a sector is mostly connected with diverse disciplines within the society. The social innovation theory of 'connected difference' emphasizes three key dimensions to social innovation. First, innovations are usually new combinations or hybrids of existing elements, rather than completely new. Second, their practice involves cutting across organizational or disciplinary boundaries. Lastly, they leave behind compelling new relationships between previously separate individuals and groups. Social innovation is also gaining visibility within academia.

Since 2014, a subdomain of social innovation has been defined in relation to the introduction of digital technologies. The subdomain is called digital social innovation and refers to "a type of social and collaborative innovation in which innovators, users and communities collaborate using digital technologies to co-create knowledge and solutions for a wide range of social needs and at a scale and speed that was unimaginable before the rise of the Internet"

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PUMPKIN BIOECOLOGY, ITS CULTIVATION AND MEDICINAL PROPERTIES.

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Annotation

As the fruits of the pumpkin crop stop growing, their biochemical composition changes. When both watermelons and melons ripen, their sugar content increases and the ratio of carbohydrates in them changes. Pumpkin seeds are not matured after harvesting, as they can germinate quickly after fresh separation from the fruit. When the fruit is overripe, the seeds germinate inside the fruit and produce green seeded leaves. This is usually the case with light-skinned fruits. A.I. According to Filov [1969], the bacteria touch the air due to the breakdown of the mucous layer surrounding the seed, resulting in seed germination, and the seed pods turn color due to the passage of light through the fruit walls.

Key words :

pumpkin, saline soil, fertilizer, trace element, selection, seed, yield, result.

When autumn comes, we will all see the grief of winter. One of the main nutrients we save for the winter is squash. So what kind of pumpkin plant? How to grow it? Let's answer the question of what its benefits are.

Pumpkin is an annual herbaceous plant belonging to the family Cucurbitaceae. Pumpkin roots are strongly developed compared to watermelon and melon roots. The main roots of the squash penetrate to a depth of 2 m, the radius of propagation of the lateral roots reaches 2-5 m. According to most data, the total length of the main roots reaches 17.5 m in a single bush. In the early growth phases of pumpkin crops, the roots develop strongly relative to the aboveground parts. Therefore, they are not transplanted or propagated from seedlings.

In general, the growth, development and distribution of roots in pumpkin crops depends on soil type, mechanical composition and depth of groundwater placement. Well-known scientist K.I. Pangalo, in his book *The Origin and Development of the Melon Plant*, writes that the earliest generations of the squash crop were perennials that grew lianas. Nowadays, the pumpkin crop also has shrubby and transitional forms. However, most cultivars grow mostly transient.

In some varieties of squash, the length of the main stem and even the side stems exceed 10 m.

The leaves of the squash are large, the bands are long, and the shape, color, and plumage vary depending on the species and cultivar. In squash, there are mainly single-sex flowers, but in some cases there are bisexual flowers, which do not bear fruit, or even if they bear fruit, the fruit is seedless. In the squash, several of the male flowers are in clusters, while the female flowers are arranged separately. Female flowers are formed mainly on the side stems, while male flowers are formed on the main stem²

Pumpkin seeds begin to bloom 25-35 days after germination. First the male flowers open, after 5-10 days the female flowers open. Later, the male and female flowers open at the same time. Male flowers open one day, female flowers 2-3 days (opening in the morning and closing in the evening). They are pollinated by ants, thrips, bees and other insects. Most of the female flowers are shed and have 2-5 fruits that ripen on the stalk.

The fruit of the squash crop is a multi-seeded fake-berry fruit, i.e. a squash, which weighs from a few tens of grams to 80 kg.

The growth and development of the fruit of the pumpkin crop can be divided into two stages: the first - the stage of its formation from the appearance of fruit nodes; the second is the stage from when the fruits stop growing to full ripening.

Depending on the ripening period in squash varieties, it takes 46-68 days from the appearance of nodules to the ripening of fruits.

Pumpkin varieties grown in Uzbekistan belong to the following three types: hard-shelled or ordinary squash - *Cucurbita pepo*; The largest fruit - *Cucurbita maxima* and nutmeg squash - *Cucurbita moschata*. is calculated. There are 27 species of squash belonging to the genus *Cucurbita*, of which only 6 species are cultivated and the rest are found in the wild. In Uzbekistan, only 5 varieties of squash were included in the State Register (2011): muscat squash - Kashgar-1644 and Palov kadi-268; Spanish-73 and Stofuntovka from large fruits; hard-shelled - Nonkadi included. Below we talk about the cultivation of some of these misty pumpkin varieties.

Recommended varieties for sowing: Ispanskaya – 73, Kashgarskaya – 1644, Palov kadu – 268.

Seed selection. Planted pumpkin seeds should be clean, highly germinating, disease-free, medium-sized, whole. The seeds are cleaned of seeds and mixtures of other plants.

Land preparation. In the cultivation of squash, the preparation of the soil for planting is an important condition that ensures that all subsequent technological measures will give good results. In autumn the soil is plowed to a depth of 35 cm. Mineral and organic fertilizers are applied before plowing. In the spring, the soil is treated with a long-toothed harrow to retain moisture in the soil. When planting pumpkins in the early period, the soil is not re-plowed in the spring, when sowing in the evening, the soil should be re-plowed. It is cut to a depth of 22 cm without overturning the soil.

Sowing time and scheme. The germination of pumpkin seeds depends on the correct timing of sowing. It is planted until April 15 in the southern regions, until April 20 in the central regions, and until April 30 in the northern regions. Pumpkin seeds are sown when the soil temperature reaches 14–15 ° C.

For planting pumpkins take a wide furrow with a row spacing of 360 cm. Such edges allow the pumpkin stalks to spread well. Seeds are sown to a depth of 3–6 cm, and 50–60 g of seeds are used for every 1 hectare of land.

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MYCOBIOTA OF REPRESENTATIVES OF THE FAMILY SOLANACEAE (TOMATOES, EGGPLANT, BELL PEPPERS, PEPPERS, POTATOES) IN THE CONDITIONS OF THE FERGANA VALLEY.

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Annotation

The Central Asian Experimental Station of the All-Union Institute of Botany (now the Uzbek Research Institute of Botany, which has two experimental departments in the Fergana region), as well as expeditionary inspections by the Institute of Botany, vegetable crops the collection and study of world collections plays a major role. Many cultivars are created by combining artificial selection with natural selection, so many of them are well adapted to adverse environmental conditions.

Key words:

farming, vegetable varieties, bell peppers, artificial selection, scientific institution, to build.

With the development of agriculture and the growth of human culture, the concept of various plants grown has expanded, and the methods of artificial selection have improved. Regular selection of vegetables, melons and other crops, depending on the quantity and quality of the product, has led to the creation of a large number of local varieties. Folk selection covers a centuries-old period, but it is not fully described.

People's selection has achieved great success in many countries, including Uzbekistan. Many good varieties of melons, especially melons, and many varieties of various vegetables have been created in our country. Many varieties have been formed in one place or another for a long time and have taken the names of their ancient cultural centers and have survived to the present day.

. Most of them went through a selection of improvements, received the numbers listed in the selection book, and were regionalized in some regions or in the country as a whole. In terms of their importance and value, wild varieties are equated with selection varieties in our country and are the golden fund of selection.

Advances in plant taxonomy, botany, and microscopy, as well as the study of the process of sexual seed formation in plants, the methods of artificial hybridization and mass hybridization, have had a significant impact on the development of selection.

The beginning of the work of the famous American breeder L. Berbank (1849-1926) on the scientific basis of selection, the source material and the field of cultivation also coincides with this period. The main style of his work was to confuse the plants with great care and to select them with great care. He has grown wonderful varieties of agricultural crops of various districts.

The activity of NI Vavilov (1887-1943) played an important role in the development of selection as a science, he created the doctrine of the origin of modern plant ecology of selection in the world and their geographical distribution. Under his leadership, an extremely rich collection of plants (containing more than 300,000 specimens) was created. He did a great deal of work on the establishment of selection institutions. NI Vavilov founded the doctrine of plant immunity in 1919, in 1920 described the law of homologous series in the genetic variability of closely related species, genera and even families, developed a method of hybridization based on the doctrine of ecological groups of cultivated plants.

Under his leadership, the first scientific institutions for the selection and breeding of vegetable crops were established. In these institutions, he and his colleagues created and improved 76 varieties of vegetable crops in a relatively short period of time (1920-1927), and conducted research on the harmonization and transmission of traits in a number of vegetable plants; research on interspecific crossbreeding, study of heterosis in vegetable crops, research on elite seed and mass seed, etc. Many specialists, who later became great scientists, passed the scientific school created by Jegalov. SI Jegalov is rightly the founder of scientific selection and seed production of vegetable crops.

Although information about some aspects of selection can be found in the works of several scientists of the XVIII century, selection was formed as a science at the beginning of the present century, after the establishment of selection institutions.

Breeding and seed production in Uzbekistan. Selection of vegetable crops in Uzbekistan has gone through several stages in its development, including through simple, folk selection, industrial and scientific selection.

The Uzbek breeders, whose names have not been preserved, have created a number of varieties of bell peppers, cucumbers, root vegetables, peppers, and many unique varieties of melons that have not lost their significance. Many of these varieties have been, or remain, varieties that have undergone a variety-enhancing selection and have been isolated by scientific institutions and regionalized in our country.

The achievements of the national selection of our country in the creation of varieties of melons are especially noteworthy. Currently, there are more than 160 varieties of melons grown in the country. Among the 33 regionalized varieties of melons, there are 8 cultivars and 18 cultivars of national selection. As a result of centuries-long selection, each melon hearth has its own melons of a particular soil-climate and historical conditions, which have been planted for centuries. This has led to the consolidation of certain characters over the generations. That is why each melon hearth has its own varieties created by its people.

The Uzbek vegetable experimental station has made a significant contribution to the development of scientific and practical selection and seed production of vegetables, melons and potatoes. After World War II, the station was reorganized into the Uzbek Experimental Station for Vegetables and Cabbage, and in 1961 it was reorganized into the Uzbek Research Institute of Vegetables and Potatoes. Now the institute has 8 base departments located in the main regions of the country.

In Uzbekistan, in the 1930s, the Republican Inspectorate for Variety Testing of Agricultural Crops and the State Inspectorate for Seed Quality Control and their regional and district branches, as well as the Republican Association "Sortsemovosh" were established in all regions. Varieties and hybrids of greenhouse crops will be tested at the Zangiota State Variety Testing Station. It is a part of the joint-stock company and has 17 seed farms in different regions of the country. In 1997, the Uzbek company was established to provide farms with seed potatoes, and 25 seed farms were attached to it. There is a private commercial firm "Daniel", which sells seeds in the country since 1996.

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THE EFFECT OF SHORT-ROTATION CROP ROTATION ON SOIL FERTILITY.

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Annotation

One of the most important quality traits that distinguishes soil from different rocks is fertility. Agricultural production vehicle is the main land of national significance in agriculture, will be determined by the performance of these. Soil interacts directly with the environment, absorbs solar energy, elements with various nutrients, and accumulates them as a result of complex biophysical and chemical processes.

Key words:

vegetation, soil, development, water, air, heat, chemical environment, plants, moderate reaction.

In addition to nutrients, plants need light, heat, and oxygen, and the green part needs carbon dioxide. These substances and the necessary conditions are delivered to plants at different levels through the soil. The development of the doctrine of soil fertility is associated with the name of acad.V.R.Williams. In the modern scientific literature, the scientist's concept of soil fertility is widespread. According to V.R. Williams (1936) fertility is the ability of soil to provide plants with water and nutrients at the same time, continuously. Williams includes the heat and light needed for plants as cosmic factors.

1.Fertility, as a very complex property of soil, depends on many chemical, physical and biological processes that take place in the soil. Fertile soil should be able to provide plants with the necessary nutrients, water, air, heat, have a moderate reaction, do not store various harmful substances. To do this, the water-physical properties and regimes of the soil, nutrient and salt regimes, biochemical, oxidation-reduction processes in the soil must be favorable. Based on this, it is now possible to give the following broader understanding of soil fertility.

Fertility is the ability of the soil to provide water, nutrients, as well as their root systems with sufficient air, heat and a favorable physical and chemical environment and all other conditions necessary for the normal growth and development (formation) of plants.

Hence, the productive capacity of the soil depends on many processes and events that take place in it. All growing life cycles of plants are directly related to different properties of the soil or the processes that take place in it. Therefore, when using soil, it is necessary to be able to simultaneously influence all factors and conditions of fertility. Soil fertility is a relative concept, and fertility depends not only on soil properties but also on the type of crop grown. For example, if one soil is considered fertile for one plant, another will be less fertile. Because the demand of different plants for soil fertility (factors) is not the same.

2. Fertility, which is the specificity of a soil, is formed during the processes of soil formation and is determined by the sum of all the properties of the soil, not by any one or two properties of the soil (for example, nutrients, humus content or physical properties). It should be noted that fertility is characterized not only by the top layer of soil in which the roots of plants grow, but also by the structure and properties of the subsoil and the entire soil profile. The supply of water and nutrients to plants is greatly influenced not only by the humus or loam layer of the soil, but also by the deeper layers. Hence, fertility is determined by

the nature and characteristics of all layers (profiles) of the soil. Along with the formation of fertility in the soil, the necessary factors and conditions for plants occur. These include all physical, biological, chemical properties, compositions and regimes of soil. Usually, the elements (factors) and conditions of soil fertility are distinguished.

Elements of soil fertility include the availability of easily digestible forms of nutrients (N, P, K, etc.) necessary for plant growth, and the availability of factors such as water, air, and heat that are comfortable for plants. These factors, in turn, are directly related to the elements of the atmosphere. Conditions of soil fertility include all properties and regimes of soil. The most important such properties and regimes include physical, water, air properties and regimes directly related to the mechanical composition and structure of the soil, properties related to the absorption capacity of the soil (absorbed cations composition, reaction of the soil solution). These soil conditions are also related to atmospheric conditions. The special topics of this course of lectures describe in detail the properties, regimes and fertility factors of the soil. The elements and conditions of soil fertility are directly related to each other, and the change of one of them affects the other and thus of soil fertility. When using soil in agricultural production, it is necessary to influence all the factors and conditions of soil fertility.

3. The following types of soil fertility are distinguished: natural, artificial, potential, effective (efficient), relative and economic fertility. It is a characteristic fertility for natural soils that have not been touched by human

Fertility, like the process of soil formation, is closely related to processes such as the change, accumulation, and transfer of substances that cause quantitative and qualitative changes in fertility factors and conditions. These changes can be in a positive direction for the development of productivity and thus lead to its improvement (accumulation of nutrients, their transition to a more easily assimilated form for plants, improvement of structure, etc.), or in a negative direction leading to a decrease in productivity (leaching of nutrients), their subsequent transformation into a form to be assimilated, the breakdown of the structure, etc.). Changes in soil properties can also lead to an initial level of fertility over a period of time. Thus, a change in productivity over a given period (growth period, annual or crop rotation period, etc.) can lead to its recovery in an incomplete, normal, and expanded state. The formation of soil fertility at a lower level than in the initial period means an incomplete recovery of soil fertility. The return of soil fertility to its initial level means a normal recovery of fertility. The fact that the soil is created above its initial level of fertility means that fertility has been restored in an expanded manner.

Restoration of soil fertility is an objective law of the process of soil formation, and is inherent in all forms of its manifestation.

The development of a natural soil formation process The incomplete, simple or extended type of fertility recovery is determined by specific soil formation processes or their co-development. Under the conditions of soil use in agriculture, the restoration of its fertility occurs under the influence of natural factors and human impact on the soil in different ways.

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STUDY OF FERTILITY AND PRODUCTIVITY OF SILKWORM BREEDS FROM ABROAD.

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Annotation

Silk - occurs in the silk secretory glands of the silkworm. The silk separation gland consists of tubes divided into three pieces, located on either side of the worm's body. The size of the silk gland is 40% of the total size of the worm, the length of which is 5 times the length of the worm's body when stretched. As the fibroin formed in the lower pair of silk-separating glands passes through the reservoir, it is surrounded by sericin and emerges in the form of two streams that do not coalesce along the single excretory tract. Accordingly, the cocoon strip consists of two fibers coated with sericin and glued. The cross section of the cocoon is reminiscent of an ellipse divided into two equal pieces.

Key words:

Cocoon length, yarn, density, sunlight, steam, heated air, high frequency current, vacuum, hermetic method, radioactive light, chemical fashion, freezing way.

The food-saturated silkworm begins to wrap around the cocoon. Cocoon wrapping can be divided into 4 periods. In the first period, the worm takes out the silk and takes it to the air. This is called cotton los. In the second period, the worm movement is short-lived, making the thread relatively dense. This cocoon is called losi and is not suitable for chewing. In the third period, the worm wraps around the main part of the cocoon. This part makes up 70-85% of the shell and is suitable for rinsing. During this period, the worm uses its head like a pendulum and casts a thread in a semi-octagonal shape. In the fourth period, the inner shell of the cocoon is shed. The cocoon strip here is thinner and looser than the previous ones. This part of the cocoon shell is also unsuitable for rinsing.

The quality of raw silk depends, of course, on the cocoon, and the quality of the cocoon depends on the feed, the correct execution of the silkworm feeding process. Mulberry silkworm breed or hybrids are distinguished from each other by their distinctive appearance, appearance and shape of the cocoons..

The color of the cocoon can be white, light yellow, greenish white, novvot color, pink. The most valuable of these is the white cocoon.

The shape of the cocoons can be round, oval, oval-shaped, cylindrical, with one or both ends sharp-pointed. The size of the cocoons is determined by the length, the diameter of the hemispheres, the diameter of the waist. φ The hemispheres where the head of the umbilicus is located are smaller and are called the diameter of the head hemispheres. The part where the abdomen is located is relatively larger and is called the diameter of the tag hemispheres.

The length of the cocoon is usually 24-40 mm and more, the diameter of the cross-section can be 12-22 mm and more. The size of the cocoon depends on the breed of silkworm and the sex of the feeding conditions.

The granularity of the cocoon. The surface of the cocoon has a rough (granular) structure, and as it penetrates, the roughness decreases and becomes smoother. The size of the grains depends on the breed of the cocoon, the density of the shell and the feeding conditions.

Depending on the size of the grains, they are divided into small, medium, large and spread granules.

Granularity - 1 cm² on the surface of the cocoon shell, expressed by the number of grains. Depending on the breed and location of the cocoon, the number of grains per 1 cm² can be from 50 to 150. If the grains in the cocoon look fine and clear, such cocoons have a dense and hard shell, and their silkiness and fineness are good.

Each silk fiber is composed of tightly connected fibers - fibrils with a diameter of 0.3-3 μm . The length of the cocoon is different from the total and continuous length.

Total length is the length of yarn spun from the beginning to the end of a single cocoon, regardless of the number of breaks. This length is 1200-1500 meters.

The elongation of the rope until it breaks is called elongation. Silk fiber is very stretchy. Silk fiber can stretch up to 24% of its original length without breaking.

The density of cocoon yarn averages 1.33–1.34 mg / mm³.

If we heat the silk to 1400S, it does not lose its properties. It does not conduct electricity. Sericin is soluble in water. Fibroin is insoluble.

Natural silk is extremely hygroscopic. It absorbs up to 30% of the moisture in the air.

Chemical composition of cocoon yarn: fibroin 70-80%, sericin 20-30%, ethers 0.4-0.6%, alcohol 1.2-3.3%, minerals 1.0-1.7% does.

The sponge inside the cocoon is killed so that it does not turn into a butterfly. \varnothing There are several ways to kill an umbilical cord. These are: by sunlight, by steam, by heated air, by high-frequency current, by vacuum, by hermetic method, by radioactive rays, by chemicals, and by freezing.

Among them, the most widely used method in production is the method of killing with steam and heated air.

During the day, the cocoons, which are spread in a thin layer on the sun blade, are heated to a temperature of 50-60oS. It dies as a result of burns because it is a critical temperature for them. Although it is an easy method of killing, ultraviolet rays of the sun are harmful to silk, and both fibroin and sericin are not used in practice because they undergo denaturation (altering the natural properties of a substance under the influence of the environment), destruction (decomposition of the normal structure of the substance).

In this method, the cocoon is isolated from the outside environment and no oxygen is allowed to enter the sponge to breathe. It takes more than 48 hours to kill a sponge in a hermetic box. When sealed, it contained 1.95-4.4% carbon dioxide and 19.76% oxygen, after 48 hours the amount of carbon dioxide increased to 12.65%, while the oxygen content decreased to 2.4%. \varnothing The umbilical cord suffocates due to lack of oxygen. After being killed in this way, the cocoons should be dried in shady dryers. The water and air permeability of the cocoons killed in this method is good, allowing a lot of silk to be pulled. But because of its long duration, it has not been applied to production.

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ИССЛЕДОВАНИЕ ДВУХКОНТУРНЫХ ЦЕПЕЙ С РАСПРЕДЕЛЕННЫМИ ЭЛЕКТРОМАГНИТНЫМИ ПАРАМЕТРАМИ

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Аннотация:

Разработаны математические модели двухконтурных магнитных цепей датчиков с учетом распределённости параметров магнитной цепи и потоков рассеяния, замыкающихся через нерабочие воздушные зазоры.

Ключевые слова:

двухконтурные магнитные цепи, стержень, магнитный поток, магнитное напряжение, математическая модель, распределенный параметр.

Исследованы одно - и многоконтурные магнитные цепи электромагнитных преобразователей расхода жидкости с кольцевыми каналами и электрические цепи активной зоны в качестве цепей с распределенными параметрами, а также получены соответствующие аналитические выражения. (рис.1) [1].

Система дифференциальных уравнений для элементарного участка магнитной цепи длиной dx , составленная на основе законов Кирхгофа, имеет следующий вид:

$$\begin{cases} \frac{d^2 U_{\mu 12}}{dx^2} = (Z_{\mu p1} + Z_{\mu p2}) C_{\mu p12} U_{\mu 12} + Z_{\mu p3} C_{\mu p23} U_{\mu 23}, \\ \frac{d^2 U_{\mu 23}}{dx^2} = Z_{\mu p2} C_{\mu p12} U_{\mu 12} + (Z_{\mu p2} + Z_{\mu p3}) C_{\mu p23} U_{\mu 23}, \end{cases} \quad (1)$$

где $Z_{\mu p1}$, $Z_{\mu p2}$, $Z_{\mu p3}$, $C_{\mu p12}$, $C_{\mu p23}$ - погонные значения магнитных сопротивлений длинных ферромагнитных стержней и магнитных емкостей (магнитных проводимостей по классической аналогии цепей) между ними соответственно [2], приходящиеся в единицу длины магнитной цепи; $U_{\mu 12}$ и $U_{\mu 23}$ - магнитные напряжения между соответствующими стержнями.

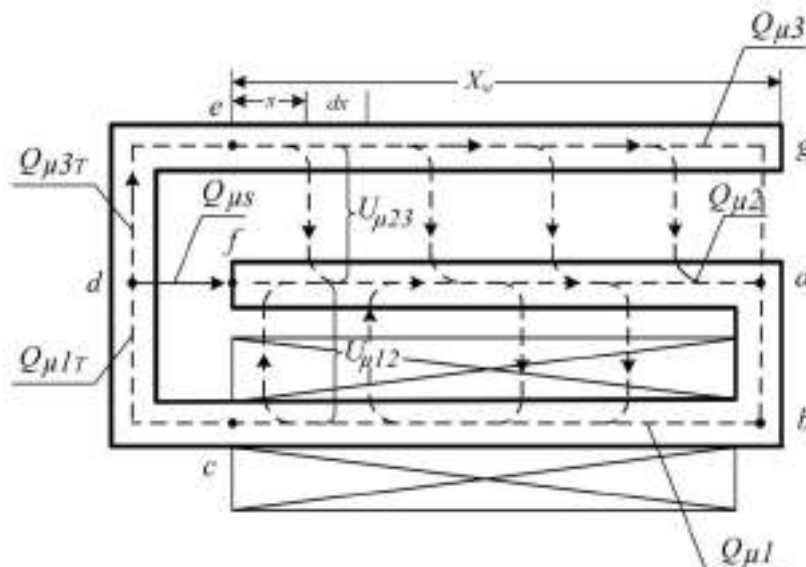


Рис. 1. Конструктивная схема двухконтурной магнитной цепи

С целью упрощения анализа рассматриваемой магнитной цепи принимаем следующие условия: $Z_{\mu\mu1} = Z_{\mu\mu2} = Z_{\mu\mu3} = Z_{\mu\mu}$; $C_{\mu\mu12} = C_{\mu\mu23} = C_{\mu\mu}$.

Общие решения систему дифференциальных уравнений (1) пишутся как [3]:

$$U_{\mu12} = A_1 e^{\gamma_1 x} + A_2 e^{-\gamma_1 x} + A_3 e^{\gamma_2 x} + A_4 e^{-\gamma_2 x}, \quad (2)$$

$$U_{\mu23} = A_1 e^{\gamma_1 x} + A_2 e^{-\gamma_1 x} - A_3 e^{\gamma_2 x} - A_4 e^{-\gamma_2 x}. \quad (3)$$

здесь $A_1 \div A_4$ – постоянные интегрирования; $\gamma_1 = \sqrt{3Z_{\mu\mu}C_{\mu\mu}}$; $\gamma_2 = \sqrt{Z_{\mu\mu}C_{\mu\mu}}$ – коэффициенты распространения магнитных потоков в магнитной цепи.

Для исследуемой двухконтурной магнитной цепи выполняется следующее условие [4]:

$$Q_{\mu1}(x) = Q_{\mu2}(x) + Q_{\mu3}(x). \quad (4)$$

Из (4) находим $Q_{\mu3}(x)$, подставляем его в соответствующее дифференциальное уравнение, составленное для исследуемой магнитной цепи, получим следующую систему уравнений:

$$\begin{cases} Z_{\mu\mu1}Q_{\mu1} + Z_{\mu\mu2}Q_{\mu2} = \frac{dU_{\mu12}}{dx} + f_B, \\ Z_{\mu\mu3}Q_{\mu1} - (Z_{\mu\mu2} + Z_{\mu\mu3})Q_{\mu2} = -\frac{dU_{\mu23}}{dx}. \end{cases} \quad (5)$$

Решая систему алгебраических уравнений (5) находим значения $Q_{\mu1}$ и $Q_{\mu2}$:

$$Q_{\mu1} = \frac{\gamma_1}{3Z_{\mu\mu}} A_1 e^{\gamma_1 x} - \frac{\gamma_1}{3Z_{\mu\mu}} A_2 e^{-\gamma_1 x} + \frac{\gamma_2}{Z_{\mu\mu}} A_3 e^{\gamma_2 x} - \frac{\gamma_2}{Z_{\mu\mu}} A_4 e^{-\gamma_2 x} + \frac{2}{3Z_{\mu\mu}} f_B, \quad (6)$$

$$Q_{\mu2} = \frac{2\gamma_1}{3Z_{\mu\mu}} A_1 e^{\gamma_1 x} - \frac{2\gamma_1}{3Z_{\mu\mu}} A_2 e^{-\gamma_1 x} + \frac{1}{3Z_{\mu\mu}} f_B, \quad (7)$$

$$Q_{\mu3} = -\frac{\gamma_1}{3Z_{\mu\mu}} A_1 e^{\gamma_1 x} + \frac{\gamma_1}{3Z_{\mu\mu}} A_2 e^{-\gamma_1 x} + \frac{\gamma_2}{Z_{\mu\mu}} A_3 e^{\gamma_2 x} - \frac{\gamma_2}{Z_{\mu\mu}} A_4 e^{-\gamma_2 x} + \frac{1}{3Z_{\mu\mu}} f_B. \quad (8)$$

Постоянные интегрирования $A_1 \div A_4$ определяются с помощью следующих граничных условий: (рис.1):

$$U_{\mu23}(x)|_{x=0} = Q_{\mu s} W_{\mu s} - Q_{\mu 3T} Z_{\mu de}; \quad Q_{\mu 3}(x)|_{x=x_M} = 0; \quad (9)$$

$$U_{\mu12}(x)|_{x=0} = Q_{\mu s} W_{\mu s} + Q_{\mu 1T} Z_{\mu cd}; \quad U_{\mu12}(x)|_{x=x_M} = -Q_{\mu 1}(x)|_{x=x_M} Z_{\mu ab}; \quad (10)$$

здесь $Q_{\mu 1T} = Q_{\mu 1}(x)|_{x=x_M}$; $Q_{\mu s} = Q_{\mu 2}(x)|_{x=0}$; $Q_{\mu 3T} = Q_{\mu 3}(x)|_{x=0}$; $Z_{\mu ab}$, $Z_{\mu cd}$ и $Z_{\mu de}$ – магнитные сопротивления участков магнитной цепи “ab”, “cd” и “de” соответственно. Можно принять $Z_{\mu cd} = Z_{\mu de} = Z_{\mu T}$.

Подставив в (9) и (10) значения магнитных потоков и магнитных напряжений, соответствующих граничным условиям, и решая их относительно неизвестных, можно получить значения $A_1 \div A_4$.

Подставляя значений $A_1 \div A_4$ в (2), (3), (6)-(8), получим:

$$U_{\mu12} = C_1 ch[\beta_1(1-x^*)] + C_2 sh[\beta_1(1-x^*)] + C_3 sh(\beta_1 x^*) + C_4 sh[\beta_2(1-x^*)] + C_5 ch[\beta_2(1-x^*)] - C_6 sh(\beta_2 x^*), \quad (11)$$

$$U_{\mu23} = C_1 ch[\beta_1(1-x^*)] + C_2 sh[\beta_1(1-x^*)] + C_3 sh(\beta_1 x^*) - C_4 sh[\beta_2(1-x^*)] - C_5 ch[\beta_2(1-x^*)] + C_6 sh(\beta_2 x^*), \quad (12)$$

$$Q_{\mu1} = -\frac{1}{3Z_{\mu}} \beta_1 C_1 sh[\beta_1(1-x^*)] - \frac{1}{3Z_{\mu}} \beta_1 C_2 ch[\beta_1(1-x^*)] + \frac{1}{3Z_{\mu}} \beta_1 C_3 ch(\beta_1 x^*) - \frac{1}{Z_{\mu}} \beta_2 C_4 ch[\beta_2(1-x^*)] - \frac{1}{Z_{\mu}} \beta_2 C_5 sh[\beta_2(1-x^*)] - \frac{1}{Z_{\mu}} \beta_2 C_6 ch(\beta_2 x^*) + \frac{2F_B}{Z_{\mu}}, \quad (13)$$

$$Q_{\mu 2} = -\frac{2}{3Z_{\mu}} \beta_1 C_1 \operatorname{sh}[\beta_1(1-x^*)] - \frac{2}{3Z_{\mu}} \beta_1 C_2 \operatorname{ch}[\beta_1(1-x^*)] + \\ + \frac{2}{3Z_{\mu}} \beta_1 C_3 \operatorname{ch}(\beta_1 x^*) + \frac{F_B}{3Z_{\mu}}, \quad (14)$$

$$Q_{\mu 3} = \frac{1}{3Z_{\mu}} \beta_1 C_1 \operatorname{sh}[\beta_1(1-x^*)] + \frac{1}{3Z_{\mu}} \beta_1 C_2 \operatorname{ch}[\beta_1(1-x^*)] - \\ - \frac{1}{3Z_{\mu}} \beta_1 C_3 \operatorname{ch}(\beta_1 x^*) - \frac{1}{Z_{\mu}} \beta_2 C_4 \operatorname{ch}[\beta_2(1-x^*)] - \frac{1}{Z_{\mu}} \beta_2 C_5 \operatorname{sh}[\beta_2(1-x^*)] - \\ - \frac{1}{Z_{\mu}} \beta_2 C_6 \operatorname{ch}(\beta_2 x^*) + \frac{2F_B}{Z_{\mu}}, \quad (15)$$

$$\text{бу ерда } C_1 = \frac{Q_{\mu s}(2W_{\mu s}+Z_{\mu t})(2Z_{\mu}\beta_1 \operatorname{sh}\beta_2+4Z_{\mu ab}\beta_1\beta_2 \operatorname{ch}\beta_2)}{\Delta_3}; \quad C_2 = \frac{(2W_{\mu s}+Z_{\mu t})6Q_{\mu s}Z_{\mu}\beta_2 \operatorname{ch}\beta_2}{\Delta_3}; \\ C_3 = \frac{6(Q_{\mu 1t}+Q_{\mu 3t})Z_{\mu t}Z_{\mu}\beta_2-4F_B Z_{\mu} \operatorname{sh}\beta_2+4F_B Z_{\mu ab}\beta_2 \operatorname{ch}\beta_2}{\Delta_3}; \quad C_4 = \frac{2(Q_{\mu 1t}+Q_{\mu 3t})Z_{\mu t}Z_{\mu}\beta_1 \operatorname{ch}\beta_1}{\Delta_3}; \\ C_5 = \frac{2(Q_{\mu 1t}+Q_{\mu 3t})Z_{\mu t}\beta_2(2Z_{\mu ab}\beta_1 \operatorname{ch}\beta_1+3Z_{\mu} \operatorname{sh}\beta_1)}{\Delta_3}; \quad C_6 = \frac{2Q_{\mu s}Z_{\mu}\beta_1(2W_{\mu s}+Z_{\mu t})+4F_B Z_{\mu} \operatorname{sh}\beta_2+4F_B Z_{\mu ab}\beta_2 \operatorname{ch}\beta_2}{\Delta_3}; \quad \Delta_3 = \\ 4Z_{\mu}\beta_1 \operatorname{sh}\beta_2 \operatorname{ch}\beta_1 + 8Z_{\mu ab}\beta_1\beta_2 \operatorname{ch}\beta_1 \operatorname{ch}\beta_2 + 12Z_{\mu}\beta_2 \operatorname{ch}\beta_2 \operatorname{sh}\beta_1; \quad Z_{\mu} = Z_{\mu\text{п}} X_M; \quad \beta_1 = \gamma_1 X_M; \quad \beta_2 = \gamma_2 X_M.$$

Выражения (11)-(15) являются математическими моделями двухконтурной магнитной цепи датчиков, учитывающие распределенность параметров в обоих контурах цепи. [6]:

Таким образом, в статье разработаны математические модели двухконтурной магнитной цепи датчиков с распределенными параметрами. Они могут быть использованы при определении конструктивных параметров магнитных цепей и исследовании статических и динамических характеристик датчиков электрических и неэлектрических величин.

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Волшебные руки - Шохрух Абдуллаев (творческий портрет Шохруха Абдуллаева)

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Аннотация:

Эта статья посвящена творчеству молодого исполнителя Абдуллаева Шохруха. Статья посвящена творческому портрету Абдуллаева Шохруха. Кроме того, в статье рассматривается его исполнении и награды.

Ключевые слова:

Шохрух Абдуллаев, рубоб, исполнитель, народные инструменты, народная музыка.

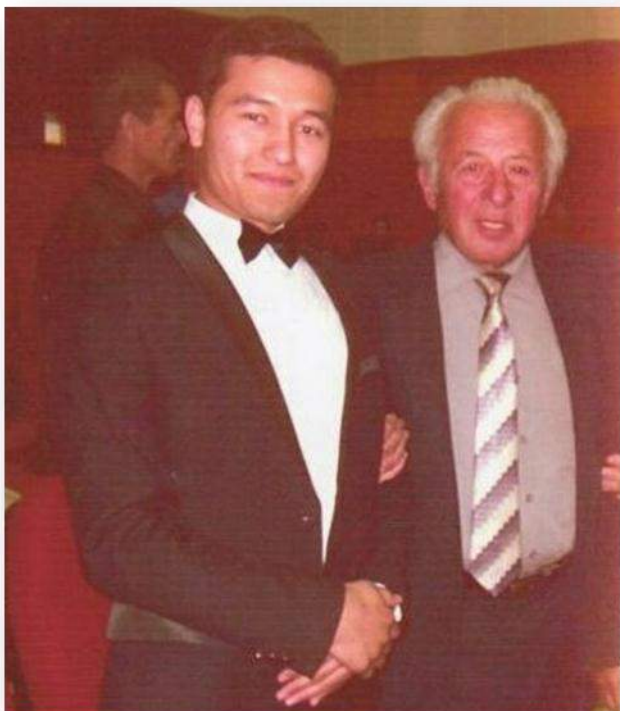
**Как будто стёрлись юности черты, И словно потерял из виду ты Возлюбленной жилище, где
звучал Рубаб, и голос милый отвечал.
Абу Али Ибн Сино.**

Жизнь абсолютно каждого человека, так или иначе, связана с музыкой. Уникальность музыки в том, что она одна из многих видов искусств, которая притягивает к себе внимание, действует на чувства помимо воли и разума, и даёт возможность переживать время, как «движущийся образ вечности», и, проникая в глубины человеческой души музыка «исцеляет», возвращая человеку внутреннюю цельность, восстанавливает его гармонию с окружающим миром.

Музыка проходит тонкой нитью рядом с нами на протяжении всей жизни. Служение музыки стало смыслом жизни замечательного молодого исполнителя на кашкарском рубобе Шохруха Абдуллаева, лауреата республиканских и международных конкурсов, солиста Академического оркестра народных инструментов Государственной Филармонии Узбекистана, Рубаб является одним из самых любимых инструментов в Узбекистане уже на протяжении более тысячи лет. Он имеет две парные и одну дополнительную струну. Его куполообразный резонатор с кожаной мембраной увенчан изящным длинным грифом. Играют на рубобе, ударяя по струнам специальной пластиной-плектором. Во времена Абу Али Ибн Сино, рубаб считался инструментом возлюбленных, а Низами сравнивал нежный, утончённый звук рубоба с щебетом певчих птиц.



Основы музыки Шохрух получил в специализированной школе-интернат искусств у Пармановой Зебинисо и Абдуллаева Карима по классу кашкарского рубаба. Затем после завоевания



первого места на республиканском конкурсе «Санъат гунчалари», Шохрух без экзаменов был принят в колледж искусств города Самарканда, в класс заслуженного деятеля культуры Узбекистана Рахмонова Олимбая Рахмоновича, который получил образование в Ташкентской государственной Консерватории в классе профессора Васильева Феоктиста Никифровича. Васильев Ф.Н. был одним из первых профессиональных исполнителей на кашкарском рубабе, он разработал системный метод обучения игре на рубабе. После окончания колледжа Шохрух поступает в Государственную Консерваторию Узбекистана, где обучается у замечательных педагогов-профессоров, таких как Мирфаёзова Баходир Алимовича и Азимова Карим Турсунмурадовича. Параллельно с учёбой Шохруха приглашают работать в Академический оркестр народных инструментов Государственной Филармонии Узбекистана в качестве солиста, где и по сей день, он ведёт творческую работу, обогащая оркестр новыми произведениями и инструментовками, которые

сам пишет.

За годы учёбы в Государственной консерватории Узбекистана и после её окончания Шохрух Абдуллаев дал много концертов в областях нашей Республики – Самарканд, Гулистан, Бекобод, Хорезм, Каракалпакстан, Андижан, Фергана, Наманган, где публика с восторгом встречала его исполнение.



Также помимо концертов в областях, Шохрух даёт концерты и в самой Консерватории, в Республиканском музыкальном лицее-интернате им.Р.Глиэра, в Ташкентском колледже культуры, в лицее «Одарённых детей» при Государственной консерватории Узбекистана.

Заслуженный артист Узбекистана Тохир Ражабий из знаменитой музыкальной династии, впервые услышав Шохруха поражается его исполнением и всегда присутствует на его концертах, где они совместно исполняют какое-либо произведение узбекской классики.

Шохрух Абдуллаев впервые исполнил Концерт для рубаба с оркестром Рустама Абдуллаева с Молодёжным симфоническим оркестром, под управлением Заслуженного артиста Узбекистана, дирижёра Камолиддина Уринбаева, показав тем самым, что и народный инструмент может звучать с симфоническим оркестром.



В 2018 году в марте месяце Шохрух Абдуллаев участвовал в Международном конкурсе «Живой родник», в городе Казань Российской Федерации, где занял первое место, и был приглашён на концерт в США в Корнеги Холл. В том же году в городе Москва, Шохрух был удостоен Гран-При на II Международном конкурсе исполнителей им. Р.Глиэра. В октябре в городе Алма-Ата (Казахстан) проходил Международный фестиваль оркестров, посвящённый юбилею Курмангазы, Шохрух выступает в качестве солиста, где с блеском исполняет «Лезгинку» Тофика Кулиева.

В последние годы в нашей стране реализуются комплексные мероприятия по повышению духовно-просветительского уровня народа, укреплению материально-технической базы учреждений культуры и искусства, поддержке представителей сферы. В связи с этим, президентом Республики Узбекистан Шавкатом Миромоновичем Мирзиёевым, была утверждена концепция дальнейшего развития национальной культуры в Республики Узбекистан, в котором Министерство культуры Республики Узбекистан, предложило проводить на традиционной основе

республиканский конкурс «Халқ чолғулари ижрочилари»

(“ Исполнители на народных музыкальных инструментах”), который состоялся в конце июня 2019 года. Шохрух Абдуллаев участвовал в этом конкурсе и не смотря на сильную конкуренцию среди участвовавших, он был удостоен 1 места.



Шохрух Абдуллаев не ограничивает себя только исполнительской деятельностью, он сочиняет произведения для кашкарского рубаба, делает инструментовку для оркестра, где работает. Среди произведений, которые он инструментовал для народного оркестра – Г.Холиков – «Гульчехра», М.Мухторов – «Ёшлик вальси», Камбар Гусейнли «При лунном свете», Камал «Сандан нигаранам» азербайджанская народная песня, Г.Манчини – «Лунная река», Т.Кулиев «Дарихма», Ж.Жахонгиров «Концерт для тара с оркестром», Рамин Джавади «Игра престолов», П.Чайковский – Концерт для скрипки с оркестром ре мажор - финал, Г.Ханмамедов – Концерт № 4 для тара и симфонического оркестра.

Шохрух Абдуллаев отличается от других исполнителей тонким чувством, он иначе слышит рубаб. Слушая его исполнение, можно помимо рубаба услышать и другие инструменты, такие как танбур, азербайджанский тар. Когда Шохрух начинает исполнять какое-либо произведение, слушатель замирает, в каждом его исполнении новшество – штрих не свойственный рубабу, иное звучание, к которому не привык слушатель. Каждый выход на сцену - это подарок для публики, так как звучат новые произведения, которые раньше не исполнялись. Что и было отмечено, во время Международного конкурса в городе Казань, Москва, Казахстан, где его исполнение было оценено на высшем уровне.

Шохрух Абдуллаев не останавливается на достигнутом, совершенствуется, ищет себя. Он даёт «путёвку в жизнь» новым или забытым произведениям. Он просвещает публику, воспитывает, что и составляет высшее назначение искусства.

Тем самым, в ходе своей деятельности Шохрух удовлетворяет определённые потребности публики, внося свой вклад в реализацию общих социальных функций музыкального искусства. Шохрух знакомит публику с ценностями узбекского музыкального искусства и вместе с тем своими достижениями.

«Имеющие терпение способны создавать шёлк из листьев и мёд из розовых лепестков»- Алишер Навои

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СЕРҚИРРА САНЪАТКОР - ТОХИР РАЖАБИЙ.

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Аннотация:

Ўзбек мусика маданияти тараккиётида, ижрочилик санъатининг ривожланишида салм оқли хисса кушиб келаётган серқирра ижодкор ва ажойиб созанда, устоз Ўзбекистонда хизмат кўрсатган артист Тохир Ражабийдир. У янги замон воқеълигини анъанавий навосозлик воситалари ёрдамида теран бадий тафаккури ила ёркин ва таъсирчан ифода эта олган ижодкор хақида

Калит сўзлар:

кашқар рубоб, ўзбек миллий мусикаси, эстрада мусикаси ижрочиси, Ўзбекистонда хизмат кўрсатган артист.

Марказий Осиё қадим - қадимлардан юксак маданият ўчоги, илм-фан ривож топган замин сифатида маълум ва машҳур бўлиб келган. Бу заминдан етишиб чиккан буюк олимлар муайян фанлар, шунингдек меъморшунослик, ва барча санъат турлари билан боглик санъатшунослик илмларига улкан хисса қўшиб келишган.

Ўлмас мумтоз мусикий хазинамиз, халқимиз орасидан а профессионал ва ҳаваскор созандалар, мақомлари ижроларида доимо янграб келган. Асрлар оша устозлардан - шогирдларга, авлодлардан – авлодларга ўтиб, мукаммаллашиб, бойитилиб, бизнинг давримизгача яшаб келди ва халқимизнинг бебаҳо мўлкига айланди.

Халқимизнинг мусика бойликлари жуда ҳам улкан ва кўп қиррали, сермазмун ва ранг - барангдир. Оҳангдор куйларимиз кишига қувонч, бахш этади, шу билан бирга оғир дамларини енгил қилади. У инсоннинг олийжаноб фазилатлари, ҳис-туйғуларини ифодалаб берувчи кучга эга. Ана шундай куйларни талқин этишда эса Ўзбек халқининг маънавий ва миллий бойлиги хисобланган тамбур, дутор, най, чанг, ғижжақ, қонун, уд, рубоб каби миллий чолғулар и мавжуд

Хусусан ўзбек созандачилик санъатида кўп чолғулар қатори кашқар рубоби алоҳида ўрин тутди. Бу чолғу ўзининг жарангдорлиги ва инсон қалбига яқинлиги, ўрганиш ҳамда ижро этиш жиҳатидан ижро амалиётида синалган ва бир мунча қўлайлиги билан халқимизнинг севимли чолғуларидан бирига айланган.

Ўзининг салкам ярим асрлик сермахсул ижодий фаолияти давомида ўзбек мусика маданияти тараккиётида, ижрочилик санъатининг ривожланишида салмоқли хисса кушиб келаётган серқирра ижодкор ва ажойиб созанда, Ўзбекистонда хизмат кўрсатган артист Тохир Ражабийдир.

Тохир Ражабий 1946 йили Тошкент шаҳрида, ўзбек халқининг ардоқли ҳофизи, бастакор, Академик Юнус Ражабий оиласида таваллуд топади. Унинг қалбида санъатга бўлган илқаваси оила шароитида шаклланади. У успирилик ва ёшлик давридаги кундалик лавҳалар



ҳақида хотирлаб, уйларининг доимо машҳур ёзувчи ва санъаткорлар билан гавжум бўлиб, уларнинг қизгин баҳс мунозарали, навоийхонлик, гоҳ хофизхонлик қилишлари, давра суҳбатларини, улар ижросидаги сержило куйларни, дилрабо қўшиқларни бир бурчакда ўтириб тинглашларини, энг ноёб ва унутилмас дақиқалари деб ҳисоблайди.

Ёш Тохир Ражабийнинг мусикага бўлган хаваси уни 1958 йили Глиер номидаги мусика мактабига чорлайди. Мактабда ўқиётган давриданок у кашқар рубоби ижрочилигини турли усул ва йуллари, чалиш куникмаларини ўзлаштиради. 1964 йили мусика мактабини тамомлаб, Тошкент Давлат Консерваториясига ўқишга киради. Консерваторияда ўзининг кўп йиллик ўқитувчилик фаолияти давомида талайгина шогирдлар тайёрлаган истеъдодли муаллим, устоз профессор Ф.Н.Васильев синфида таҳсил олади.

Ўқиш даврида Тохир Ражабий ўз ижрочилик маҳоратини ошириш мақсадида кўп ижодий изланишлар олиб боради. Талабалик йилларидаёқ 1967 йили Алишер Навоий номидаги опера ва балет катта театрига оркестр артисти лавозимига ишга таклиф қилинади. 1969 йили Консерваторияни муваффақиятли тамомлаб, театрда мустақил тарзда ўз ижодий фаолиятини бошлайди. Бу таклифни Тохир Ражабий ўзига билдирилган ишонч деб қабул қилади.

Тохир Ражабий ўзбек созандачилик санъатини кўплаб хорижий мамлакатларда ҳам тарғиб қилиш баҳтига муяссар бўлган санъаткордир. У Польша, Венгрия, Чехославакия, Германия, Бельгия, Ироқ, Испания, Норвегия каби жуда кўп хорижий мамлакатларда концерт сафарларида бўлиб, яккахон созанда ва ансамбль жамоаси таркибида чолғучи сифатида иштирок этиб, мусика ихлосмандларига ўзбек миллий мусика санъатини намойиш этди.



Тохир Ражабийни серқирра санъат соҳибидеб бажиз номламадик. У Ражабийлар сулоласи анъанасини муносиб давом эттирган холда, унинг созандачилик фаолияти хофизлик санъати билан бойиб борди. Халқимизга дилрабо қўшиқлар тухфа этиш ниятида магнит тасмаларига ёзилган “Гиря”, “Баёт I-II”, “Ушшоқ”, “Қашқарчаи Ушшоқ”, “Чапандози қаландар”. “Сарпарда”, “Насруллои”, “Кучабоги I - II” каби бир қатор ўзига хос охангларда ижро этилган қўшиқ ва ашулалар юқоридаги фикримизнинг яққол далилидир.

1973 йилдан бошлаб Тохир Ражабийнинг ижодий фаолияти Дони Зоқиров раҳбарлигидаги Ўзбекистон телерадиоси қошидаги ўзбек халқ чолғу асбоблари оркестри билан боғланади. Оркестрда ишлаб юрган кезларида ўзбек халқ куйлари, қардош республикаси композиторларининг асарларини радио овоз ёзиш студиясида, магнит тасмасига ёзишни бошлайди. Оркестр журлигида Шарқ ва қардош республика композиторларининг талайгина асарларини ёзишга мувоффақ бўлади.

Ўзбекистонда мусикий эстрада жанрининг шаклланиши турли даврларда турлича кечганига карамай, ушбу жанрда миллий чолғулар иштирокидан унумли фойдаланилмаган, яъни ўзбек миллий чолғуларини эстрадада оркестри сафига киритиш борасида маълум чалкашликларга йул куйилган. Бундай холатни ўтган асрнинг 70 - 80 йилларида унумли ижод қилган эстрада хонандаларидан Муҳаббат Шамаева, Раъно Шарипова, Эсон Кандов ва бошқалар ижро этган асарларда учратиш мумкин. Хусусан, Ўша даврларда оркестр сафига ўзбек миллий чолғуси - дойра каторида Озарбайжон (Эрон, Арман) торининг киритилиши бир томондан оркестр тембирини бошқа халқ чолғуси иштироки билан бойитсада. иккинчи томондан уни ўзбекона садоланишини тулакони таъминлай олмаган.

1976 йилдан то бугунги кунгача Тохир Ражабийни кашқар рубобидеб ёзган куйлари 150 дан ортик, эстрада оркестри журлигида жаҳон ва Шарқ куйлари 30 дан ортик, классик мумтоз қўшиқлари 20 дан ошиқ бўлиб, Ўзбекистон радиосининг олтин фондига муҳрланган.

Тохир Ражабий иқтидори туфайли самараларга эришиб, бу борада ижрочи санъаткорлар вакилларига намуна бўла олди. У нафақат мақом куйларидан намуналарни балки, айти пайтда бошқа халқлар куйларини ҳам ўзига хос жозиба ва миллий руҳда қашқар рубобида талкин этиб келмоқда.

1990 йилда Тохир Ражабийнинг кўп йиллик ижодий фаолияти, ўзбек санъати ижрочилик мактабини шаклланишидаги беқиёс хизматлари инobatга олиниб, давлатимиз томонидан шарафли - “Ўзбекистонда хизмат кўрсатган артист” унвони билан тақдирланди.

Серқирра ижод соҳибини ўзбек санъатига бетакрор хисса қўшган сеvimли устоз созанда Тохир Ражабийнинг ижодлари ҳақиқий баркамоллик тимсоли десак муболаға бўлмайди.

Машҳур, устоз рубобчи созандаларимиз Муҳаммаджон Мирзаев, Эргаш Шукуруллаев, Аббос Баҳромов, Ари Бобохонов. Сулаймон Тахалов, Қобилжон Усмонов, Адҳам Худойқул ов, Ҳамидулла Нурматов ва Рифатилла Қосимовлар қашқар рубоби сози тарғиботига катта хисса қўшдилар. Ушбу буюк созандаларимиз қаторида ўзининг ёрқин ижро услуби, ўзгача оҳанги билан ажойиб куйларимизни халқимиз қалбига муҳрланишида бебаҳо хизмат қилган устоз созанда. Ражабийлар сулоласининг вакили, ўзбек мусикасининг отаси, мақом алломи Академик Юнус Ражабийнинг суюкли фарзанди, Ўзбекистонда хизмат кўрсатган артист Тохир Ражабийдир

Дарҳақиқат, эл ардоқлаган санъаткор сифатида Тохир Ражабий тенги йук созанда - рубобчи, оташнафас хофиз ҳамда меҳрибон устоз сифатида кўп қиррали ва ниҳоятда унумдор ижодий фаолият кўрсатмоқда. Шунингдек, у янги замон воқеълигини анъанавий навосозлик воситалари ёрдамида теран бадиий тафаккури ила ёркин ва таъсирчан ифода эта олган ижодкордир.

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ФУНКЦИЯ И ФОРМА В АРХИТЕКТУРЕ.

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Аннотация

В статье анализируется взаимозависимость формы и ее формообразующая функция во взаимном эстетическом и архитектурном решении.

Ключевые слова:

Функция, функциональные связи „форма, формообразования ,архитектура,.

Функция архитектуры социально и исторически конкретно. Функциональные требования, предъявляемые к архитектуре, не только изменяются во времени, но и несут на себе отпечаток современных им социальных условий. В сферу функций архитектуры попадают как социально-материальное ее назначение, так и эстетическое, более того, идейно-художественное. Поэтому можно говорить о двойных функциях архитектуры или, точнее, о двойном-социально-материальном и идейно-художественном-ее содержании.

Эстетическое-неотделимая ,органическая часть функционального. Эстетически-художественное воздействие архитектуры-одно из составляющих ее широкой социальной функции. Стремление к возможно более точному соответствию формы ее функции всегда признавалось в архитектуре наиболее верным направлением.

Архитектурная функция-понятие сложное. Вместе с тем она не аморфна, но структурно сформирована и обладает определенными закономерностями организации в пространстве и времени, от характера которых в конечном итоге зависит характер архитектурной композиции.

Первичным функциональным элементом и методологической основой для конкретного выявления связи функции и формы является функциональная единица. Это ,как правило, пространственная ячейка определенных габаритов, обеспечивающих осуществление того или иного функционального процесса. Другим элементом, определяющим методологическую основу взаимоотношения функции и формы, является функциональная связь-коммуникация, необходимая для деятельности той или иной функциональной единицы.

По существу, этими двумя элементами и определяется основная функциональная сущность любых произведений архитектуры. Композиция функциональных единиц и их связей определяет основу формообразования элементов зданий, сооружений, комплексов, города в целом.

Функциональные единицы и связи образуют так называемое функциональное ядро, являющееся методологической основой в современном типовом проектировании. Как правило, основой для габаритной характеристики функционального ядра являются данные антропометрии, а также параметры и величины, определяемые оборудованием или механизмами. Так например, komponуются функциональные ядра многих промышленных сооружений, гаражей, библиотек, торговых помещений и т.п. Окончательные размеры функционального ядра могут и должны быть нормализованы на основе модульной координации.

Функциональные связи бывают нескольких родов: один из них соединяют между собой функциональные единицы, другие-группы функциональных ядер. Последний вид функциональных связей играет огромную роль в композиции зданий и сооружений. Осуществление функциональных связей между различными группами функциональных ядер в наиболее рациональных формах-одна из центральных задач, которые решают проектировщики при компоновке любых объектов. Процесс возникновения новых функциональных требований в области архитектуры бесконечен.

Перечень объективных и субъективных условий, определяющих формообразование, схематически может выглядеть следующим образом: типологические требования: уровень и возможности строительной техники: конструкции. материалы: экономические соображения и условия: социальная структура общества : формы общественного сознания, в том числе эстетические нормы: биология. физиология. психология. в том числе закономерности зрительного восприятия: климат и природное окружение: фактор времени. традиции и т.п.

Сравнение этих объективно существующих факторов затруднено прежде всего потому, что все они имеют различные формы выражения. Главное, что процесс формообразования соединен с творческой сущностью созидания и с процессом восприятия, а они оба. В свою очередь, неразрывно связаны с субъективными факторами.

Формообразующие факторы нельзя ставить в единый ряд, на одну качественную ступень прежде всего потому, что их различие обусловлено принадлежностью к высшим и низшим порядкам явлений – порядкам, включающим или поглощающим друг друга.

Поэтому рассматривая и анализируя эти отдельные звенья, надо все время иметь в виду взаимозависимость и противоречивость этих факторов.

Изучая формообразование, необходимо постоянно иметь в виду специфический аспект воздействия формы на человека и на человеческое общество в целом. В исследовании сложной последовательности формообразующих процессов восприятие субъекта (комплекс субъективного) будет тем звеном, без которого невозможно понять и раскрыть общие закономерности формообразования.

Восприятие архитектурных форм, разумеется, – не просто зрелищный процесс, как это понимается иногда некоторыми исследователями архитектуры. Зрительное восприятие архитектурных форм – лишь одно из составляющих сложного процесса, в котором человек всегда является участником, а не пассивным зрителем.

Представления о взаимосвязи формы и функции изменяются во времени: «Форма следует за функцией» (Луис Салливан): «Форма и функция едины» (Франк Ллойд Райт). Однако характер связи формы и функции не столь однозначен и тесен: к 60-м годам нашего столетия это мнение уже достаточно изменилось.

«..Форма не только выражает функцию, но и является еще аналогом эмоциональной жизни общества на данном этапе его расцвета или увядания». – пишет М.Блэк как английский конструктор-художник. Он признает весьма ограниченные рамки прямой тесной связи формы и функции. Это происходит, по его мнению, лишь при особых условиях. «Форма следует за функцией, если это форма тех современных объектов и механизмов, в которых необходимость решения научных и технологических проблем исключает все другие соображения, а сознание инженеров полностью поглощено сверхчеловеческой задачей – проникнуть в ее неизвестное». А.Блек утверждает. Что «опыт последних тридцати лет говорит об отсутствии достаточно прочной связи между функцией и формой». Мнение М.Блэка интересно еще и потому, что его высказывает художник-конструктор, т.е. создатель таких объектов, где, казалось бы, слияние функции и формы должно быть особенно полным. Прямая и тесная взаимозависимость функции и формы кажется очевидной только с первого взгляда. Действительная роль функции в формообразовании иная.

Функциональные условия и требования являются первопричиной, побуждающей и вызывающей создание формы. С их помощью определяется: «что надо сделать?» или «что должно быть»? Он является той своеобразной силой, которая порождает формообразование, сообщает ему начальный импульс, а затем и поддерживает этот процесс. Более того, после завершения процесса формообразования эти условия и требования продолжают контролировать жизнь формы; она становится бесполезной, ненужной, если изменяется функция объекта. Так обстоит дело, если функциональные требования или условия рассматривать суммарно. Однако как об этом говорилось выше, следует различать отдельные группы функциональных условий. Группа функционально – технологических требований, например не всегда будет активным началом в формообразовании.

Анализ показывает, что в процессе формообразования функционально-технологические условия и требования (или другие «несоциальные» условия) нередко находятся на втором плане и не оказывают непосредственного влияния на характер формы, ее частей, стилистические характеристики и детализацию; эти условия необходимы, но недостаточны.

Анализ формообразования жилища выявляет относительно ограниченное количество «функционально –необходимых параметров», имеющих действительно принципиальное значения. Перечень таких факторов для жилища в общем-то невелик: защита от нежелательных климатических воздействий (охлаждения или перегрева), от вторжения посторонних людей, возможность получения питьевой воды, устройство очага, Именно этим принципиальным условиям прежде всего должно удовлетворять жилище вне зависимости от времени и места, в форме ли современного многоэтажного дома. И эти же примеры показывают, что перечисленные выше обязательные требования на форму жилища непосредственно не влияют, поскольку удовлетворяются самыми разнообразными вариантами. Итак, очевидно, односложный, положительный или отрицательный, ответ или вопрос, определяет ли форму, явился бы грубой ошибкой. Да форма определяется функцией, но в своеобразных пределах, где между отдельными группами функциональных требований нет ни тесной прямой зависимости, ни разрыва.

В целом функция влияет на создание формы как побуждающая и контролирующая сила. Любая функция не может быть отделена от социального.

Функция изменяется, совершенствуется, развивается или отмирает, каждый раз преломляясь через социальные грани своего бытия: она всегда более гибка и подвижна, нежели порождаемая ею форма. Функция первой отражает требования и условия человеческого общества. Форма «идет» за функцией. При этом функция как нечто отражающее материальные потребности и идеологию общества на определенных уровнях его развития может существенно изменяться и варьироваться, тогда как, например, в сферах, связанных с биологией человека, оставаться почти неизменной. Форма также не может рассматриваться только как оболочка для функции или ее производная. Бесспорно и обратное-активное воздействие архитектурной формы на развитие функции.

Вместе с тем опережающая роль функции имеет огромное значение в процессе формообразования. Совершенно очевидно, что в выигрыше окажется тот архитектор (или художник-конструктор), который начнет свои творческие поиски с переосмысления функции, а не с совершенствования уже существующей формы, ее гармонизации. В этом случае может быть обеспечено более глубокое решение архитектурно-композиционной задачи по сравнению с уже существующими.

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ТУТДА FUZARIUM ТУРКУМИ ЗАМБУРУҒЛАРИНИНГ ЗАРАР КЕЛТИРИШИ ВА УНГА ЎЗБЕКИСТОН ШАРОИТИДА САМАРАЛИ КУРАШ ЧОРАСИНИ ҚЎЛЛАШ

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Аннотация:

Мақолада республикамиз қишлоқ хўжалигининг асосий тармоқларидан бири бўлган пиллачилик ва ва уни ривожланишига салбий таъсир кўрсатаётган омиллар ҳақида баён қилинган . Пиллачиликнинг озуқа базасини мустаҳкамлаш тут барги ҳосилини оширишни асосий омилидир . Кейинги йилларда тутнинг касалликлари туфайли уруғнинг унувчанлиги, кўчатлар нобуд бўлиши, барг ҳосил миқдори пасайиши кузатилмоқда. Тут дарахтининг ҳосилдорлигини оширишда серҳосил навларни етиштириш қулай агротехник тадбирларни қўллаш билан бирга унинг касалликларига қарши кураш чораларини илмий асосда ишлаб чиқиш зарур.

Калит сўзлар:

касаллик, патоген, замбуруғ, бактерия, фунгицид, зараркунанда, микоплазма.

Abstract:

The silkworm breeding is one of the main agricultural areas of our republic. Raising the leaf leaf depends on the strengthening of the feeding base of the sericulture. In recent years, due to the diseases of the cucumber, it has been observed that the seeds are susceptible to disease, the loss of seedlings, and the decrease in leaf yield. While cultivating high yield varieties in cultivation of the mulberry tree, it is necessary to develop scientific measures to combat the disease, along with application of favorable agro-technical measures.

Key words:

microorganisms, soil, plants, humus, actinomycetes, fungi, biochemistry, fertility, bacteria

Қишлоқ хўжалиги кундан-кунга жадал ривожланмоқда ва айни пайтда республикамизда пиллачиликка жуда катта эътибор берилмоқда . Президентимиз Ш.М.Мирзиёевнинг 2017 йил 29 мартдаги“ Ўзбекипаксаноат уюшмаси фаолиятини ташкил этиш чора тадбирлари” тўғрисидаги қарорини қабул қилиниши пиллачиликни янада ривожлантиришга асос бўлди . Қарорда тармоқ нуфузини ошириш учун озуқа базасини жадал ривожлантириш , сифатли ипак қурти уруғи етиштириш тизимини кенг йўлга қўйиш ,саноатбоп пилла хом ашёси етиштириш ва пиллани қайта ишлаш корхоналаринингтўлиқ қувват билан ишлашини таъминлаш соҳанинг экспорт салоҳиятини кенгайтириш бўйича аниқ тадбирлар белгиланган.

Ипакчилик қишлоқ хўжалигининг муҳим йўналишларидан бири ҳисобланиб, унинг келажакдаги ривожланиш даражаси ипак қуртининг ягона ва алмаштириб бўлмайдиган озиқа базаси – тут дарахтининг барг сифати ва миқдорига боғлиқ. Тут дарахтининг касалликлари ва зараркунандалари барг сифати ва миқдорига салбий таъсир кўрсатади ва уларни бутунлай нобуд қилади.

Ипакка бўлган талаб ҳозирги кунда тиббиётда, электротехника, муҳофаа ва техника соҳасида ҳам муҳим ўрин эгалламоқда. Тут дарахтининг барги билан бир қаторда унинг меваси, уруғи ва толаси хўжалик жихатдан аҳамиятли ҳисобланади ва тут меваси қанд моддаси ва витаминларга жуда бойлиги билан катта аҳамиятга эга. Тиббиёт бобокалони Абу Али ибн Сино тут меваси ширасини оғиз-томоқ иллатларини, шишларни ҳамда чиллаширни даволашда, пешоб ҳайдовчи омил сифатида қўллаган. Пилласининг ғумбаги эса мўйнали ҳайвонлар учун жуда тўйимли озиқ ҳисобланади. Бир кг ғумбак мўйнали ҳайвонлар учун 2,5 кг гўшт ўрнини босиши мумкин

Тут дарахтининг касалликлари замбуруғлар, бактериялар, вируслар, микоплазмалар, актиномицетлар томонидан келтириб чиқарилади ва улар зарари йилдан-йилга ортиб бормоқда. Ҳозирги вақтда тутда 100 дан ортиқ касалликлар аниқланган, бу касалликларга қарши кураш жараёнида уларга бевосита кимёвий, биологик, физикавий ва агротехник усуллари қўлланилмоқда.

Тут касалликлари орасида энг кўп тарқалгани фузариоз бўлиб уни *Fusarium* туркумига оид замбуруғлар келтириб чиқаради. Фузариум турлари тупроқда ҳавода сув ҳавзаларида ўсимлик қолдиқларида кенг тарқалган ҳаёт кечириши жихатидан турлича бўлган ўсимликлар группасидир. В.И.Билайнинг (1977) фикрича бу замбуруғлар факультатив фитопаразитлар ва сапрофитлардир. Республикамиз шароитида фузариоз касаллигини систематикаси тарқалиши ва қарши кураш чоралари А.Ш.Шералиев (1983) томонидан тутнинг фузариоз касаллигини ўрганган. Унинг берган маълумотида кўра, республика бўйлаб ўтказилган кузатишлар ва микологик текширишлар натижасида фузариоз замбуруғининг 10 турга ва 13 та тур хиллари тутни касаллантиради. Бу замбуруғлар касалланган тут дарахтининг баргидан, новдасидан, илдизидан ва уруғидан ажратиб олинган. Текширишлар туфайли тутдан *Fusarium solani*, *F. lateritium*, *F. oxysporum*, *F. gibbosum* турлари билан касалланганлиги аниқланган ва унда намоён бўлган касаллик Андижон вилоятидаги Хўжаобод ипакчилик давлат хўжалигида уруғдан экилган, пайвандланган ва кўп йиллик тут дарахтларининг 10-35% фузариоз билан касаллантирган. Уруғдан унган кўчатлар фузариоз касаллиги билан касалланиши кўчатлар униб чиққандан 17-26 кун ўтгандан кейин амалга ошади. Бундай кўчатларнинг уруғ куртак баргларида сарғиш-жигар рангдаги доғлар пайдо бўлиб, улар қовжираб қуриydi. Касаллик белгилари ҳақиқий баргларда ҳам кузатилади, касалланган барглар юзасида дастлаб сарғиш доғлар пайдо бўлади ва кейинчалик жигар рангга киради. Ҳаво ҳарорати кўтарилган вақтда бундай барглар оч яшил рангга кириб, сўлий бошлайди, пояси кўндаланг кесилганда ёғочлик қисми жигар рангга ёки қорамтир рангга кўринади. Маълумотларга кўра тутнинг фузариоз касаллигини 10 дан ортиқ турдаги *Fusarium* замбуруғлари келтириб чиқаради. Касаллик туфайли 30-35% уруғдан экилган кўчатлар, 40-45% пайвандланган кўчатлар, 20-25% кўп йиллик тут дарахтлари нобуд бўлади. Касаллик кўчатларнинг ётиб қолиши, илдиз чириши ва сўлиши тарзида намоён бўлади.

Тутзорларда фузариоз вилт касаллигининг кенг тарқалишига асосий сабаб, тутзорлар орасига ғўза, полиз васабзавот экинларини экиш натижасида инфекциянинг тупроқда тўпланиши, касалликка чидамли навларни аниқланмаганлиги ва қатор ораларидаги тупроққа ишлов беришда тут илдиз тизимини зарарланишидир. Вилоятимиз хўжаликларида пиллачиликкозиқ фондини мустаҳкамлаш ва яхшилашнинг асосий тадбирлари қуйидагилардан иборат: тутзорларни кенгайтириш, дала четларига, йўл ёқаларига тут кўчатларини ўтқозиш ва уларни яхши парваришlash туфайли барг ҳосилини кўпайтириш; ўғит ва механизациядан самарали фойдаланиш асосида тут барглари таннархини арзонлаштириш; тутзорларни яхши навли тутлар қаламчаси ва пайвандлаш йўли билан етиштирилган серҳосил кўчатлардан ташкил қилиш. Тутнинг фузариоз касаллигига қарши, уруғни экишдан олдин (узген, олгин) фунгицидлар билан дориланганда тажриба вариантида 88.5% кўчатлар сони сақланиб, касал ўсимликлар 5-10% ни ташкил қилган, назоратда бу кўрсаткич мувофиқ равишда 64.2% ва 25-36% га тенг бўлган (Шералиев, 1989). Тутнинг фузариоз касаллигига қарши, уруғ билан биргаликда тупроқда *Trichoderma lignorum* (штамм 2398) биологик препаратини солиш ҳар гектар ердан олинандиган кўчатлар сонини 100-135 мингтага етказиб, касал ўсимликларни 2,8 мартаба камайишига олиб келган. Тупроққа *Aspergillus terreus*, *Penicillium notatum*, *Trichothecium roseum* замбуруғларини уруғ экишдан олдин солиш ҳам тутнинг фузариоз касаллигига қарши яхши натижа беради деган хулосага келган (Зупаров, 1984).

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E-Conference Globe

ФОСФОР ВА КАЛИЙ ЭЛЕМЕНТИНИНГ ЎСИМЛИКЛАР ҲАЁТИДАГИ АҲАМИЯТИ (БЕДА ЎСИМЛИГИ МИСОЛИДА)

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Ҳозирги пайтда Мухтарам Президентимиз томонидан қишлоқ хўжалигига катта эътибор бериб келинмоқда. Бу соҳада кўплаб қарор ва фармонлар тасдиқланиб, уларнинг ижроси таъминланиб келинмоқда. Президентимизнинг “Қишлоқ хўжалиги соҳасида давлат тизими бошқаруви тизимини такомиллаштириш чора тadbирлари тўғрисида” ПФ 2019-йил 17-апрельдаги 5708-сон фармонда "...Бугунги кунда қишлоқ хўжалигида олиб борилаётган ишлар барчаси аҳолини сифатли, арзон, биологик соф маҳсулотлар билан таъминлашга, ҳамда ҳар бир ердан унумли, самарали фойдаланишга қаратилган бўлиб, буларни ҳар бир қишлоқ хўжалик соҳаси ходими чуқур англаган ҳолда бу ишларга ўзининг муносиб хиссасини қўшмоғи лозим..." таъкидлаб ўтилган.

Ҳар бир экинни экишдан аввал унинг озуқага бўлган талаби ҳисобга олинади ва шунга асосан жой танланади. Экин экилгандан кейин уни керакли озуқа билан таъминлаш муҳим саналанади. Керакли органик, минерал озуқалар билан таъминлаш, шу билан уларни ўсимликнинг керакли фазасида қўллаш юқори ва сифатли ҳосил гаровидир. Буларни яхши билган деҳқон доимо ўз мақсадига эришаверади. Биз кўпинча ҳаётда қўллайдиган фосфорли ва калийли ўғитларни ўсимлик ҳаётида нақадар катта аҳамиятга эга эканлигини тўлиқ билавермаймиз. Ҳозир уларнинг қисқача ўсимлик ҳаётидаги аҳамиятига тўхталиб ўтаемиз.

Фосфор аҳамияти. Ўсимликларнинг озикланишида азотдан кейинги ўринда турувчи энг муҳим элементлардан бири фосфор ҳисобланади. Ўсимликлар фосфорни, асосан, ортофосфат кислотанинг анионлари ҳолида ўзлаштиради. Ўсимликларда фосфорнинг органик бирикмаларидан нуклеин кислоталар, азотли асослар, углеводларнинг молекулалари ва фосфат кислоталари таркиб топган юқори молекуляр мураккаб моддалар энг муҳим рўл ўйнайди. Улар организмлар ҳаёт фаолиятининг энг муҳим жараёнларида – оксиллар синтезида, ўсиш ва кўпайишда, ирсий хусусиятларнинг наслдан-наслга ўтишида иштирок этади. Ўсимликларнинг хужайраларида фосфор энергия алмашинувида, турли хил моддалар алмашилиши жараёнларида ниҳоятда муҳим рўл ўйнайди. У углевод ва азот алмашилишида, фотосинтез, нафас олиш жараёнларида ҳам иштирок этади. Синтетик жараёнларнинг амалга ошиши учун энергияга бой фосфорли бирикмалар айниқса катта аҳамиятга эга, улар орасида аденозинтрифосфат (АТФ) асосий рўл ўйнайди. Ўсимликларда фосфор етишмаслиги буларнинг ёш ниҳоллик пайтида, хали яхши ривожланмаган илдиз системасининг ўзлаштириш хусусияти паст бўлган даврда айниқса яққол сезилади. Бу даврда фосфор етишмаслигининг салбий таъсирини кейинчалик фосфор билан кўп озиклантириш орқали ҳам тузатиб бўлмайди. Ўсимлик фосфорни вегетатив органлари интенсив ўсаётган даврда энг кўп ўзлаштиради, шунга кўра ўсишнинг бошланғич даврлари фосфорли озикланишга нисбатан олганда критик давр ҳисобланади. Шу сабабли ўсимликларни вегетация бошланишида осон эрийдиган фосфор билан таъминлаш ниҳоятда муҳим аҳамиятга эга.

Фосфорнинг катта миқдори ўсимликларда минерал ва органик шаклларда учрайди. Фосфорнинг минерал шакллари фосфорик кислота шаклида бўлиб, у ўсимлик томонидан биринчи навбатда углеводларни конверсиялашда иштирок этади. Ушбу жараёнлар шакар лавлаги таркибидаги шакарнинг тўпланишига, картошка илдиз меваларидаги крахмалга ва бошқаларга таъсир қилади. Фосфор эски ўсимлик органларидан ёшларга ўтиши мумкин. Фосфор, айниқса, ёш ўсимликлар учун

жуда зарур, чунки у илдиз тизимини ривожланишига ёрдам беради, донли донларни интенсивлигини оширади. Хужайра ширасидаги эрувчан углеводлар миқдорини кўпайтириш орқали фосфор қишки экинларнинг қишга чидамлилигини оширади. Фосфор азотдан фарқли ўлароқ, экинларнинг ривожланишини тезлаштиради, уруғланиш, ҳосил бўлиш ва меваларнинг пишиб етилиш жараёнларини рағбатлантиради.

Фосфор жуда муҳимдир ўсимликларнинг озикланиши учун. У метаболик жараёнларнинг аксарият қисмида – энергия, метоболизм, кўпайиш ва бўлинишда фаол иштирок этади. Усиз нафас олиш, фотосинтез ва ферментатсия жараёнларининг ўтиши мумкин эмас. Хужайра мембраналарининг ўтказувчанлигини тартибга солишга ёрдам беради. Фосфор айниқса мевалар ва гуллар учун айниқса зарур. Бу уларнинг шаклланишини тезлаштиради, ўсимликларнинг декоратив фазилатларини яхшилайти. Ўсимликларнинг илдизидаги фосфор миқдори ўсимликларнинг поя, сомон ва палакларига қараганда кўпроқ бўлади.

Калийнинг аҳамияти. Калий ўсимликлар ҳаётида муҳим физиологик рўл ўйнайти. Калий ўсимликлардаги бирор органик бирикмалар таркибига кирмайди. Калийнинг фотосинтез, оксидланиш процеслари интенсивлигига ва ўсимликда органик кислоталар ҳосил бўлишига ижобий таъсир этади, углевод ва азот алмашинувида иштирок этади. Калий таъсирида ўсимликларнинг совуққа чидамлиги ортади, бу ҳол шакарлар миқдорининг кўплиги ва хужайраларда осмотик босимнинг кўтарилиши билан боғлиқ. Калий билан етарли даражада озиклантирилганда ўсимликлар турли касалликларга чидамли бўлади. Калий механик элементлар, найсимон тутамлар ва луб толаларнинг ривожланишига ёрдам беради, шунинг учун пояларнинг бақувват ва ётиб қолмайдиган бўлишига, зиғир ва каноп толаларининг миқдори ҳамда сифатига ижобий таъсир этади. Калий картошканинг шакли ва таъминини яхшилайти, қанд лавлаги таркибидаги шакар миқдорини оширади, нафақат кулупнай, олма, шафтоли, узумнинг ранги ва хидига таъсир қилади, дон, тамаки барглари, сабзавотлар, пахта толаси, зиғир сифатини яхшилайти. Калий хужайра деворларининг шаклланишига таъсир қилади, донли пояларнинг мустаҳкамлигини ва уларнинг яшашга чидамлилигини оширади. Калийни озиклантиришга бўлган талабнинг ўсиши илдиз экинлари, сабзавот, кунгабоқар, гречка ва тамакида қайд этилган. Картошка тугунаклари ва илдизмевалиларнинг кули ўз таркибидаги калий миқдорининг кўплиги билан ажралиб туради.

Ўсимликларда калий етишмовчилиги билан (углеводлар ва азотнинг етарли миқдорига қарамай) углеводларнинг харакати сусаяди, фотосинтез интенсивлиги, нитратларнинг камайиши ва оксил синтези пасаяди, репродуктив органларнинг ривожланиши тўхтайти, шоналар ва бошланғич тўпгуллар ривожланмай қолади, дон пуч бўлади ва униб чиқиш даражаси пасаяди. Калий репродуктив органларга нисбатан вегетатив органларда кўп бўлади. Алмашинувчи калий ўсимликларнинг озикланиши учун асосий манба ҳисобланади. Алмашинувчи калийни ўсимликлар осон ўзлаштиришга сабаб унинг бошқа катионлар билан алмашганида эритмага осон ўтиш ва ўсимликларга осон сингишидир. Яна калий етишмаганда ўсимликда оксил синтези секинлашади, натижада азот алмашинуви умуман бузилади, оддий углеводларнинг анча мураккаб углеводларга айланиш тўхтаб қолади. Калий шакарларнинг барглардан бошқа органларга оқиб ўтишини кучайтиради, углевод, алмашинувида иштирок этадиган ферментларнинг, жумладан, сахароза ва амилазанинг активлигини оширади.

Ўсимликларнинг қари баргларида калий ва фосфор элементларининг миқдори кам бўлади. Донли ва дон дуккакли экинларнинг кулида фосфор 40-50%, калий 30-40% , магний 8-12% ни ташкил этади. Картошка ва илдизмевалиларнинг кулида калий миқдори 40-60% ни ташкил этади. Беда дуккакли ўсимлик, шунинг учун, унга минерал азот кўп ишлатилмайди, беда ўзи азот тўплайди. Аксинча унга кўпроқ фосфор ва калий керак бўлади. Дастлабки ривожланиш даврларида беданинг фосфорга эҳтиёжи катта. Бу даврда фосфор етарли бўлса, кейинги даврларда беда пишиқ ривожланади. Калий элементи оз миқдорда керак бўлади, шунинг учун уни фосфор билан бирга қўллаш яхши самара беради. Иккинчи ва учинчи йилги бедага 60-90 кг фосфор, 30-45 кг калий солиш мумкин.

Фосфор. Беда ривожланишининг дастлабки пайтлари, уруғ уна бошлагандан 20-25 кундан то 6-7 та барг чиқаргунга қадар бу элементга талаби юқори бўлади. Ўсимликнинг шу даврда фосфор билан етарли таъминланиши кейинги ривожланишига ижобий таъсир кўрсатади.

Олимларнинг аниқлашича, беда тупроқдаги ва ўғитлар таркибидаги сувда қийин эрийдиган фосфорларни кучсиз ўзлаштиради. Ўсимликка фосфор етишмаганда барглари майда бўлиб, ранги тўқ яшил, зангори тусга киради. Пастки баргда тўқ қўнғир ва қора доғлар ҳосил бўлади, қуриётган барглари сарғаймай туриб, қўнғир ва қора тусга киради. Ўсимликнинг ўсиши сустлашади, гуллаши ва уруғ ҳосил қилиши кечикади, тугунак бактерияларнинг авж олиши ёмонлашади. Фосфор ҳосилнинг ошишига, оксил, минерал моддалар ва витаминларнинг кўпайишига олиб келади. Фосфорнинг беда ҳосилига ижобий таъсири суғориладиган шароитларда, айниқса, юқори.



Калий. Калий бедада оксил ва қанднинг синтезланишини яхшилаётди. Фотосинтез жараёнида ҳосил бўлган пластик моддаларнинг бошқа органларга ўтишига ёрдам беради. Беданинг совуққа чидамлилигини оширади. Бедага калий етишмаса, пастки барглари оч яшил-сарғиш рангга киради, четларидан бошлаб майда, кейинчалик қўнғир тусга кирадиган оқиб доғлар пайдо бўлади, четлари тепага қараб буралади, кейинчалик бужмайиб қолади. Поянинг юқори бўғин оралиқлари қисқаради. Тупроқда ўсимлик учун калий етишмаслиги иккинчи ўримдан бошлаб аниқ билинади. Кўпинча, бундай ўсимликлар қишда нобуд бўлади. Калий етишмаганда беданинг замбуруғ касалликларига чидамлилиги пасаяди. Тургор пасаяди, фотосинтез секинлашади, тугунакларнинг азот тўплаши камаёди.

Бўз –воҳа тупроқларида ўсимлик ўзига оладиган фосфор юқори қатламларда 26,4 мг/кг, пастки қатламларда 2,4 мг/кг, калий эса 530 ва 160 мг/кг оралиғида ўзгариб, кесманинг қуйи қатламларида уларнинг миқдори пасайиб кетади.

Хулоса ўрнида шуни айтишимиз мумкинки, ҳар бир экинни экишдан олдин тупроқни озуқа билан таъминланганлик даражасини билиш, экишга таёрланган экинни тупроққа, озуқага, минерал ва органик моддаларга талабини билган ҳолда етиштиришни йўлга қўйиш муҳим аҳамиятга эга. Айниқса экинни макро ва микроэлементлар билан таъминланганлик даражасини тўлиқ билиш мақсадга мувофиқ бўлади. Ўсимликлар организмда калий ва фосфор билан боғлиқ муаммолар келиб чиқишидан олдин уларни шу икки элементга бой бўлган ўғитлар билан таъминлаш юқори ҳосил гарови ҳисобланади.



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LEGAL CONSCIOUSNESS AND LEGAL CULTURE OF UZBEKISTAN.

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Annotation

Consciousness and legal culture, independence Uzbekistan is a great country with a great future,

Keywords

Research in the field of law. Legal education, high spirituality is an invincible force,

Higher spiritual education is actually passed on to a person through breast milk, mother's teachings, and ancestral heritage. Just as a bird flies into the sky with its double wings, so the perfection of man is spirituality and enlightenment. As long as these aspects are perfectly developed in each person, the development of the society in which he lives and works will not be neglected. The Constitution, by its legal nature and status, is recognized as the supreme law with the highest legal force in any state. because the supremacy of the constitution and its unconditional application are important not only in our social life, in the process of law-making, but also in its direct application in the practice of law.

Man must learn to be submissive and obedient to his decisions, and to the man looking out the window of the lesson, the world seems to be divided.

The Action Strategy for the further development of the country pays great attention to the topic of legal consciousness and culture. In this sense, the issues of legal consciousness, legal education and legal culture have become one of the main issues in the development of our country today. Education. the term is a social category that is repeated many times in human behavior in daily life. The unified system of all types of education includes a single system of social education, which includes political education, cultural education, spiritual education, environmental education, aesthetic education, as well as legal education and other types of education. In the system of social education, like other types of education, legal education is of special importance. Legal education is formed and developed on the basis of moral, aesthetic, spiritual and other similar types of social education. That is, legal education is closely related to all types of social education. In particular, the task of each state, whose main goal is to build a highly developed rule of law and civil society, is to raise the level of legal awareness and legal culture of its population.

The social development of any state depends on the legal culture of the citizens of that state. Indeed, a highly developed legal consciousness and legal culture is an integral feature of the rule of law and civil society. A high level of legal awareness and legal culture is the product of legal education. Legal education plays a key role in shaping the legal consciousness and culture of the population. Enlightened thinker Abdullah Avloni also said, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster. not in vain. Because similar categories, such as "legal consciousness, legal education and legal culture", which are inextricably linked and complement each other, in this logical sequence and sequence, indicate the state of the legal system of society. Legal education is a complex and multifaceted phenomenon, which cannot be defined unambiguously. The definition of legal education depends on the study of which aspect of this process, including the social aspect, the role of the state as a system of social enforcement, or the role of the state as an element of social governance, crime prevention, and so on. Legal education is a special type of legal influence on the mind of an individual in an organized manner and for a specific purpose. It is known that the category of legal education has been interpreted and interpreted differently by

scholars. Legal education is a process of pedagogical influence on the legal consciousness of individuals and social groups through a purposeful, planned and specific methods of legal education.

Legal culture means the level of legislation of the society, the level of public awareness of the existing laws, the observance of the rule of law by citizens, law enforcement agencies and intolerance of those who do not comply with them. Legal culture is conditionally divided into the legal culture of society and the individual. The legal culture of society is the legal consciousness, legality, laws is seen as a type of social culture that reflects a certain level of literacy and legal experience and encompasses all the riches that humanity has created in the field of law. The legal culture of society is the basis for ensuring individual freedom and security, ensuring human rights, its legal protection and social activism. The legal culture of the individual is an integral part of the legal culture of society. This activity is in line with the development of society and its culture in the field of law, resulting in a permanent legal enrichment of the individual and society. Undoubtedly, the high legal culture of the individual ensures the development of society. In almost all his speeches, the President of the Republic of Uzbekistan draws attention to the importance of legal culture and the issues of its promotion. For example, in his report on the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan (December 7, 2016) he said: "Improving the legal culture, educating citizens in the spirit of respect for the law is important in ensuring the rule of law. Sh. In his report, "Our Parliament must become a real school of democracy, the initiator and main executor of reforms," Mirziyoyev critically analyzed the activities of political parties, their parliamentary factions and deputies, and said: Would it be worthwhile to introduce a new system in which the Central region operates through political parties? The rapid development of a democratic society and the success of reforms in this area largely depend on the level of legal awareness and legal culture of the people. High legal culture is the foundation of a democratic society and an indicator of the maturity of the legal system. In this regard, taking into account the current political and legal reality, it is necessary to develop a comprehensive program of targeted measures aimed at radically improving legal education and enlightenment in our country, the promotion of legal knowledge in society. Will the implementation of this program ensure that the population will be treated with respect for human rights and freedoms, and citizens will have a greater sense of obedience to the law, Uzbekistan is a country with a great future,

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XUDOYBERDI TO'XTABOEV ASARLARIDA SINONIM SO'ZLARNING QO'LLANISHI.

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Annatsiya:

Ushbu maqolada, ma'nodosh so'zlar tilning lug'aviy jihatdan boylik darajasini ko'rsatib beruvchi o'ziga xos vositalari ochib berilgan. Tilda ma'nodosh so'zlarning ko'p bo'lishi tilning estetik vazifasini yanada to'liq bajara olishni osonlashtirishi ko'rsatib berilgan. Maqolada, Xudoyberdi To'xtaboev asarlarida sinonim so'zlarning qo'llanishi juda yaxshi yoritib berilgan.

Kalit so'zlar:

Ma'nodosh so'zlar, Og'zaki nutq, yozma nutq, yozuvchi, sinonim.

Ma'nodosh so'zlar tilning lug'aviy jihatdan boylik darajasini ko'rsatib beruvchi o'ziga xos vositadir. Tilda ma'nodosh so'zlarning ko'p bo'lishi tilning estetik vazifasini yanada to'liq bajara olishni osonlashtiradi. Bu juda qadim zamonlardan beri anglangan, idrok etilgan va o'rganilgan. Yozuvchilar tilimizdagi ma'nodosh so'zlar ichidan tasvir maqsadi va ruhiga muvofiq keladigan aniq so'zni topib o'z asarlarida qo'llashga harakat qiladilar, shu tariqa qahramonlar ruhiyati hamda tasvir ob'ektining eng kichik qirralarigacha real ko'rsatib berishga intiladilar. Badiiy matndagi sinonimlar tahlilida, asosan ikki jihatga e'tiborni qaratish zarur. Ulardan biri muallifning ikki yoki undan ortiq ma'nodosh so'zdan ifodalanayotgan mazmun uchun eng maqbulini tanlash bo'lsa, ikkinchisi ayni bir matn tarkibida ikki yoki undan ortiq ma'nodosh birliklarni badiiy tasvir maqsadiga uyg'un holda qo'llashi masalasidir.¹

Sinonimlar yunoncha *synonymos* bir nomli ya'ni bir umumiy ma'noga ega bo'lgan (denotative ma'nosini bir xil), qo'shimcha ma'no ottenkasi, uslubiy bo'yog'i, qo'llanishdagi xususiyati va shu kabi belgilar bilan farqlanadigan so'zlar.² Sinonimlar o'z tarkibidagi tovushlari, talaffuzi jihatidan boshqa-boshqa bo'lgan so'zlardir. Sinonimlar shaklan bo'lsa-da, ma'no jihatdan ayni bir tushuncha yoki tasavvurni ifodalab birlashtiruvchi bir ma'noni bildiradi. Bir sinonimik qatorga kiruvchi so'zlarning, birlashtiruvchi ma'nosi bir xil bo'lsa-da lekin bu so'zlarning ma'no ottenkalari bir-biridan farqini ko'rsatadi. Demak, birlashtiruvchi ma'nosi bir xil, talaffuz va yozilishi hamda qo'shimcha ma'nolari har xil bo'lgan so'zlarga sinonimlar deyiladi. Og'zaki va yozma nutqda sinonimlarning katta amaliy ahamiyati bor. Sinonimlar nutq boyligini oshiradi. Sinonimlar bir so'zni o'rinsiz takror ishlatishga yo'l qo'ymaydi. Sinonimlar bir so'zni o'rinsiz takror ishlatishga yo'l qo'ymaydi, uslubning ravonligini ta'minlaydi, jumalarning ixcham tuzilishiga keng yo'l ochadi, so'z ma'nolarini o'rganish jarayonida chuqur fikr yuritishga imkon beradi. Sinonimlar badiiy adabiyotda muhim tasvirlash vositalaridan biri hisoblanadi.

Xullas, sinonimlar tildagi go'zallik va rang-baranglikni ro'yobga chiqarishda muhim ahamiyatga egadir.³

X. To'xtaboev asarlari tahlili jarayonida quyidagi o'rinlarda ma'nodosh so'zlarni uchratdik.

Namozboy garchi jo'ralarining ko'ziga beparvo, loqayd ko'rinayotgan bo'lsa-da qurshovga tushganlarini sheriklaridan oldinroq fahmlagan uni yorib chiqish uchun fikran reja axtarayotgan edi. (12) Ushbu o'rinda beparva, loqayd leksemalari o'zaro ma'nodoshlikni yuzaga keltirgan.

¹ Yo'ldoshev M. Badiiy matn va uning lingvopoetik tahlili asoslari. T.: Fan. 2006. 45-bet.

² Hojiyev A. Tilshunoslik terminlarining izohli lug'ati. T.: Fan. 2002. 88-bet.

³ Pinhasov. Hozirgi o'zbek adabiy tili. Leksikologiya va frazeologiya. O'qituvchi. T.: 1969. 22-27-betlar.

Salim qassobning ko'z o'ngidagi haligi og'ir, bosiq, shoshmasdan go'sht chaynab o'tirgan ulug'vor yigit o'rniga bamisoli dahshatli bir dev paydo bo'lgan edi. (13) bu gapda esa ulug'vor, og'ir, bosiq so'zlari bir sinonimik qatorni tashkil etadi. Bunda X. To'xtaboev tildagi tayyor sinonimlardan foydalanib qolmasdan yozuvchidan juda katta mahorat talab qiluvchi kontekstual sinonimlardan ham o'rinli foydalangan. Yuqoridagi gapda "og'ir", "bosiq" leksemalarining bosh ma'nolari "O'zini tuta biladigan, vazmin" (O'zbek tilining izohli lug'ati. I qism. 133-bet) "Ulug'vor" leksemasining bosh ma'nosi "hurmatlashga, olqishlashga sazovor – yuqori darajadagi olijanob" (O'zbek tilining izohli lug'ati. II qism. 273-bet). Bundan tashqari og'ir bosiq, ulug'vor leksemalari dahshatli bir dev birikmasiga nasbatan antonimlikni hosil qilgan. Bu o'rinda ham sinonimiya, ham antonimiyani yuzaga keltirish yozuvchi mahoratining bir ko'rinishidir.

Adibning bu boradagi mahoratini quyidagi gapdan yaqqolroq ko'rishimiz mumkin.

Axir o'zing bu osiy bandalarini birini boy, G'ani, birini kambag'al-u yo'qsil qilib, yaratgan ekansan, nega endi ularning ko'ngliga g'ulu solib jiqqamusht qilib urishtirasan. ("qasoskorning oltin boshi" 312-bet)

Ushbu o'rinda boy, G'ani va kambag'al, yo'qsil leksemalari bir vaqtning o'zida sinonimiyani va antonimiyani yuzaga keltirgan.

Kontekstual sinonimik munosabat nutqning o'zida voqe bo'ladi, matndan tashqarida yo'qqa chiqadi.⁴ Bunda sinonimik munosabat bir so'z turkumi bilan boshqa turkum leksemasi orasida birikma, jumla, hatto abzas orasida, shaxs, narsa, mavhum tushuncha nomi bilan shuning tasviriy muqobili orasida paydo bo'ladi.

quyidagicha kontekstual sinonimlarni uchratdik.

1. Uning qop-qora sochlari allaqanday xushbo'y, dimoqni qitiqlovchi hid taratib turar edi. (342-bet). Ushbu gapda xushbo'y leksemasi dimoqni qitiqlovchi hid leksemasi bilan o'zaro kontekstual sinonimiyani hosil qilgan.

2. Hamma jim qoldi. Poyonsiz cho'lning sukunati yana ham kuchaydi. (334-bet). Bu o'rinda esa sukunat leksemasi jim qoldi predikativ birligi bilan ma'nodoshlik hosil qilgan.

3. Olijanob me'dasi to'q, ozodlik yo'liga jonini tikkan bu yigitning har bir so'zi Namoz uchun Qur'on oyatidek muqaddas bo'lib qolgan. (347-bet).

Bu gapda olijanob leksemasi va me'dasi to'q ozodlik yo'liga jonini tikkan birikmalari o'zaro kontekstual sinonimiyani hosil qilgan. Bundan tashqari yozuvchining, yana bir mahorati "O'zbek tilining izohli frazeologik" lug'atida uchraydigan "me'dasiga tegmoq" iborasini "me'dasi to'q" shaklida berib, yangi okkuzionolizm hosil qilganligida ham ko'rinadi. "Me'dasi to'q", ozodlik yo'liga jonini tikkan birikmalarining umumiy semasi olijanob leksemasining bosh ma'nosi (yuqori darajada odobli, xulq-atvori, odamgarchiligi juda balandlar)ga monand shakllantirilgan.

4. O'zini ojiz-u notovondek seza boshladi, ammo uning tabiatiga yot bo'lgan bu ruhiy holat bir-ikki daqiqadan so'ng tarqaldi-yu o'rmini qasoskor, beshafqat, yovuzona bir tuyg'u egalladi. (97-bet).

Sinonimik qatorni tashkil qilgan qasoskor, beshafqat, yovuzona leksemalari sifat va ravish turkumdagi so'zlardir. Yovuzona so'zi o'zbek tilining izohli lug'atida "yovuzlarcha" shaklida berilgan bo'lib, adib tasvirni yanada qabartirib ko'rsatish maqsadida affikslar sinonimiyasidan ham foydalangan.

5. Mard eding, arslon eding, shahid ketding. (313-bet).

Ushbu gapda arslon so'zi ko'chma ya'ni zabardast dovyurak ma'nosida mard, leksemasiga nisbatan ma'nodoshlikni hosil qilgan.

Yozuvchi sinonimlarni qo'llashda gradatsiyaga ham alohida e'tibor berishi ham alohida e'tibor berishi asar ta'sir kuchuni yanada oshirgan.

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⁴ Rahmatullayev Sh. Hozirgi o'zbek adabiy tili. T.: 2010. 85-bet.

BOSHLANG'ICH SINFLARDA MASAL NAMUNALARINI O'QITISHDA MUAMMOLI TA'LIM TEXNOLOGIYALARINI QO'LLASH TAJRIBASI

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Annatsiya.

Ushbu maqolada, masal namunalarini o'qitishda muammoli ta'lim texnologiyalarini va keys topshiriqlarini ma'ruza va amaliy mashg'ulotlarda qanday qo'llash mumkinligi haqidagi fikr mulohazalar yoritib berilgan.

Kalit so'zlar:

Masal, muammoli savollar, muammoli ta'lim texnologiyalari, keys topshiriqlar.

Muammoli ta'lim – bu mantiqiy fikrlash operatsiyasi va o'quvchilarning izlanishli faoliyati qonuniyatlarini hisobga olib tuzilgan ta'lim va o'qitishning ilgari ma'lum bo'lgan usullarini qo'llash qoidalarining yangi tizimidir. Shuning uchun ham muammoli ta'lim ko'proq o'quvchi fikrlash qobiliyatining rivojlanishini, uning umumiy rivojlanish va e'tiqodining shakllanishini ta'minlaydi. Didaktikaning barcha yutuqlarini istisno qilmay, balki ulardan foydalangan holda muammoli ta'lim ilmiy bilim va tushunchalarni, dunyoqarashni shakllantirish, shaxs va uning intellektual faolligini har tomonlama rivojlantirish vositasi sifatida rivojlantiruvchi ta'lim bo'lib qoladi.

Masal namunalarini o'qitishda muammoli ta'lim texnologiyalarini va keyslarni ma'ruza va amaliy mashg'ulotlarda qo'llash mumkin. Amaliy mashg'ulot mavzusi tez yechimga ega bo'lmagan, muammo shaklida talabalarga taqdim etiladi. Muammoli savollar tizimini ishlab chiqish talabalarni puxta o'ylagan va imkonli javoblarni hisobga olishni nazarda tutadi. Ma'ruza mazmuni bo'yicha savollarni ikki guruhga bo'lish mumkin:

– mazmuni aniqlashtirishga yo'naltirilgan, savollar: ma'ruzani ayrim bayonini takrorlash talab etiladi;

– mazmuni kelgusi rivojlanishi bilan bog'liq bo'lgan, savollar: ma'ruzani to'ldirishni talab etadi.

Amaliy mashg'ulot munozarani tashkillashtirish quyidagilarni nazarda tutadi:

– amaliy mashg'ulot jarayonida berilgan savollarga erkin fikr aytishlari va talabalar tomonidan o'zlarining javoblarni asoslab berishlarini ta'minlash;

– boshqa talabalar tomonidan mos javoblarning tushunishni ta'minlash;

– aniqlik kiritish, to'ldirish, o'zgartirishlarni tushunishni ta'minlash;

– berilgan savollarga tasdiqlovchi javoblar berishni tashkillashtirish.

Amaliy mashg'ulotga kirish jarayonida mavzu muhokamasini eslatadi, ularning ahamiyatini va dolzarbligini, ma'ruza material bilan bog'liqligini asoslaydi. Bilimlarni faollashtirish jarayonida amaliy mashg'ulotda keyingi ma'ruzalarni tushunishlari uchun talabalar tomonidan o'zlashtirilgan bilimlarning yetarliligini va ularni muhokamadagi ishtiroklarini aniqlaydi. Bilimlar yetarlicha to'liq bo'lmaganida zarur bo'lgan bilimlarni ularni shaxsiy bayon etish, talabalar bilan suhbat shaklida o'zlashtirish, aniqlashtirish, o'zgartirishlarni (ikkinchi variant camaraliroq hisoblanadi) tashkillashtiradi.

Faollashtirilgan bilimlar asosida talabalarni mashg'ulotda hal etiladigan muammoga, "olib kiradi" va uni ifodalaydi.

1. Muammoni yechishni boshlashdan avval, talabalar belgilangan muammoni qabul qila olishlarini ta'minlash maqsadida, uni dastlabki yechib ko'rishni tashkillashtiradi. Talabalar bilan birgalikda tavsiya etilayotgan yechimlarni muhokama qiladi, ularda paydo bo'lgan qiyinchiliklarni aniqlaydi va tahlil qiladi.

2. Muammoni yechish yo'llarini izlashni tashkillashtirishga o'tadi: birinchi muammoni ifodalaydi, so'ngra muammoli savollar orqali va ularga berilgan javoblarni muhokama qilib talabalarni uni yechish yo'llariga, ya'ni birinchi oraliq xulosaga olib keladi. Shu tartibda keyingi kichik muammolarni yechish yo'llarini izlashni tashkillashtiradi.

Ta'lim jarayonida o'ziga xos natija beruvchi ta'im texnologiyalaridan biri- keys-stadidir. Bu texnologiya ham muammoli ta'lim texnologiyalar qatoriga kiradi.

Ta'lim berish vaziyati – keys-stadi qo'llashdan maqsad ta'lim oluvchilarni muammoni ifodalashni va maqsadga muvofiqroq yechim izlashga yo'naltirishdan iborat.

Quyida **muammoli talim texnologiyalari va keys topshiriqlari** asosida adabiy-estetik qarashlarni shakllantirish yuzasidan o'tiladigan darsning qismi yuzasidan beriladigan topshiriq bo'yicha tayyorlanishi mumkin bo'lgan namunalar keltirmoqchimiz.

“Chumchuq bilan chumoli” masali yuzasidan muammoli ta'lim texnologiyalari va keys topshiriqlari. Dastlab, masal o'qitiriladi. Masal o'qitirilgach, talabalar quyidagi talablar asosida muammoni hal qilishga harakat qiladilar:

| Muammoning turi | Muammoning kelib chiqish sabablari | Muammoni yechish yo'llari va harakatlaringiz | Asarda ilgari surilgan estetik qarashlar |
|--|--|--|--|
| Chumchuqning dangasaligi, manmansiragani, erinchoqligi | Chumchuqning o'ziga ortiqcha bino qo'yishi | Insonlarda chumchuqa bor bo'lgan salbiy illatlarga qarshi kurash | Mehnatsevarlik, ishchanlik, kamtarlik |

O'quvchilar bilan suhbat asosida muammoning turi va kelib chiqish sabablari hal etilgani ma'qul, chunki boshlang'ich sinf o'quvchilari asarni tahlil qilish malaka va ko'nikmalariga ega emas. Muammoning turi va kelib chiqish sabablari aniqlangach, beriladigan topshiriq muammoni yechish yo'llari va ularning olib bormoqchi bo'lgan harakatlari, asarda ilgari surilgan estetik qarashlar haqidagi ilk tasavvurlari yechiladi.

Muammoli ta'lim texnologiyalari turli rasmlar orqali ham hosil qilish mumkin. Masalan, chumoli va chumchuq (ramziy) rasmi ko'rsatilib, unga bo'lgan o'quvchilarning munosabati so'raladi. Chumchuqning holatidan va chumolining holatidan qanday xulosa ciqarish mumkinligi muammo sifatida qo'yilishi mumkin. Har bir o'quvchi o'z fikrlarini yozadi, so'ngra muhokama qilinishi mumkin.

Keys topshiriqlari

Vaziyat. Masalda Chumchuqlar Chumolilarning har kuni tinimsiz yuk tashib yurishlarini mazax qilishi, Chumolilarning esa ularga parvo ham qilmay, indamasdan ishlab yuraverishi, Chumchuqlarning ulardan don so'rashi, o'zlarini baland olishi, natijada Mushukka yem bo'lishi.

Savollar: (masal matniga tayangan holda javob beriladi)

1. Chumchuqlarga qanday ta'rif bera olasiz?
2. Masaldagi asosiy to'qnashuv nimadan iborat?
3. Masal qahramonlarining qaysi gaplari orqali ularga ta'rif bera olasiz?

Misollar keltiring.

4. Masaldagi personajlarni qay tarzda qutblarga ajratish mumkin?

1- keys

“Chumchuq bilan chumoli” masali muammosini, uning sabablarini hamda muammoni yechish uchun oz taklifingizni ko'rsating.

2- keys

“Chumchuq bilan chumoli” masalida qaysi adabiy-estetik qarashlar mavjud?

“Asalari bilan pashsha” masali yuzasidan masali yuzasidan muammoli ta’lim texnologiyalari va keys topshiriqlari

Bu masal yuzasidan ish olib borilganda dastlab rasm ustida ishlash ham yaxshi natija berishi mumkin. O’quvchilar rasm asosida ishlash jarayonida, o’qituvchi topshirig’iga ko’ra, asalari bilan pashshaning ko’rinishlarini ham tasvirlashga harakat qiladilar.

| Muammoning turi | Muammoning kelib chiqish sabablari | Muammoni yechish yo’llari va harakatlaringiz | Asarda surilgan qarashlar ilgari estetik |
|---|---|--|---|
| Pashshaganing farosatsizligi, ishyoqmasligi | Pashshaganing asalariga bo’lgan qo’pol munosabati | Insonlarda pashshaqa bor bo’lgan salbiy illatlarga qarshi kurash | Farosatli bo’lish, mehnatsevarlik, ishchanlik |

O’quvchilar yuqoridagi kabi ishlarni bajarib bo’lgach, o’zlarining pashshada bor bo’lgan salbiy illatlarga munosabatini, qanday bo’lish kerak ekanligi haqidagi o’qituvchi tomonidan berilgan yo’naltiruvchi savol va topshiriqlarni bajaradilar.

Keys topshiriqlari

Vaziyat. Bahor kelgach, Asalarining asal yig’ishni boshlashi, Pashshaning asalarini xafa qilishi, sharbatining to’kilib ketishi, Pashshaning och, madorsiz, daraxt po’stlog’iga yopishib yotgani.

Savollar: (masal matniga tayangan holda javob beriladi)

1. Asalarining harakatini tasvirlang.
2. Pashshaga qanday ta’rif berasiz? U to’g’ri qildimi?
3. Shunga o’xshash qaysi masalni bilasiz?

1- keys

Insonlarda pashshada bor bo’lgan salbiy illatlarga qarshi qanday kurashish mumkin, deb o’ylaysiz?

2- keys

“Asalari bilan pashsha” masalida, sizningcha, qaysi adabiy-estetik qarashlar tarannum etiladi?

Masal janrini asosida o’rgatish orqali o’quvchilarning nutqini o’stirish ham ko’zda tutiladi, chunki, muammoli ta’lim jarayonida ular o’z fikrlarini mustaqil bayon qiladilar, tavakkur qilish jarayoni kechadi. Albatta, masallarda ham umuminsoniy qadriyatlar ulug’lanadi, badiiy-estetik qarashlar namoyon etiladi.

Masal janri ustida ishlashda muammoli ta’lim texnologiyalarining ahamiyati katta. Muammoli ta’lim o’quvchilarning fikrlash qobiliyatining rivojlanishini, uning umumiy rivojlanish va e’tiqodining shakllanishini ta’minlaydi.

Muammoli ta’lim o’quvchilar ilmiy dunyoqarashini shakllantirishning asosiy usuli bo’lib, insonning bilish va amaliy faoliyatini boshqaruvchi muayyan shaxsiy subyektiv yo’llanma sifatida tushuniladi. Muammoli vazifalardan foydalanish usuli bizga, nazariyani amaliyot bilan bog’lash, imkonini beradi, bu materialni ta’lim oluvchilar uchun yanada ko’p dolzarbli qiladi.

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Annotatsiya:

Ushbu maqolada til va jamiyat, ular o'rtasidagi bog'liqlik, jamiyatdagi omillarning tilga ta'siri haqida fikr yuritiladi.

Kalit so'zlar:

Sotsiolingvistika, til, jamiyat, ijtimoiyomil, axborotuzatuvchi qabulqiluvchi, muhit

Annotation:

This article discusses language and society, the relationship between them, and the impact of social factors on language.

Keywords:

Sociolinguistics, language, society, social factor, transmitter, receiver, environment

Аннотация:

В этой статье обсуждаются язык и общество, их взаимосвязь и влияние социальных факторов на язык.

Ключевые слова:

социоллингвистика, язык, общество, социальный фактор, передатчик, приемник, среда.

Sotsiolingvistika atamasining paydo bo'lganiga ko'p bo'lgani yo'q. Unga qardosh bo'lgan etnolingvistika va psixolingvistikadan farqli o'laroq sotsiolingvistikaga aniq ta'rif berish qiyin. Aslida bu uch atama ko'pincha bir-biri bilan to'qnash kelib tursa ham ular tadqiqot maqsadlari, tarqalishi va ishlatilishi bilan farq qiladi.

Aslida, aytish mumkinki, sotsiolingvistika tadqiqotlari "til sotsiologiyasi" nomi bilan olib borilib, jamiyat va til orasidagi munosabatlarni o'rganadi. Agar biz aniqroq gapirmoqchi bo'lsak, sotsiolingvistika unga yondosh bo'lgan sohalardan "til-jamiyat" munosabatini o'rganish yuzasidan tilshunoslikka zamonaviy yondashib, til va jamiyatni qandaydir birlikning bo'laklari emas, balki alohida tizim sifatida qaraydi. Bunday holatda sotsiolingvistikaning vazifasi jamiyat hamda til tizimlaridagi aloqa, ya'ni bog'liqlikning omillarini o'rganishdir.

Sotsiolingvistika o'zining fan sifatidagi izlanishlarida tilshunoslik tizimidagi uslublardan foydalansada, biroq u tilni alohida birlik sifatida o'rganuvchi tilshunoslikdan farq qiladi. Sotsiolingvistikaning eng muhim vazifalaridan biri – tildagi o'zgarishlarni jamiyatdagi o'zgarishlar bilan bevosita bog'liq ekanligini o'rganishdir. Bu va boshqa jarayonlarda ham tilning o'zgarishi yoki rivojlanishini o'rganish sotsiolingvistikaning asosiy tadqiqot obyekti hisoblanadi. Albatta, bu fikrlar ko'p qirrali sotsiolingvistika imkoniyatlarini yetarlicha izohlay olmasligi mumkin. Ehtimol, biz har jihatdan ko'rib chiqiladigan sotsiolingvistik tadqiqotlarning parametrlarini yoritish orqali ko'rib chiqsak, masalaga oydinlik kiritarmiz.

Sotsiologik izlanish obykti odatda ikki yoki undan ortiq bo'lgan sohalarda amalga oshiriladi. Quyida biz bu parametrlarning yettitasini ko'rib chiqamiz. Sotsiologik izlanish obykti o'z ichiga turli ijtimoiy faktorlarni, aynan tildagi farqlarga aloqador xususiyatlarni qamrab oladi. Bu faktorlarning miqdori vaqti kelib o'zgarishi mumkin, lekin asosiy izlanishlar quyidagi uch faktorni ta'kidlaydi:

- 1) axborot uzatuvchi;
- 2) qabul qiluvchi;
- 3) muhit.

I. *Axborot uzatuvchi* (so'zlovchi) ning ijtimoiy kelib chiqishi ayrim sohaga xos shevada ko'proq namoyon bo'ladi. Ayniqsa bu Hindistondagi tabaqalarning shevalarida kuzatiladi. Shuningdek erkaklar va ayollar orasidagi nutqda ham buni uchratishimiz mumkin.

II. *Qabul qiluvchi* (tinglovchi)ning ijtimoiy kelib chiqishi ko'proq Sharq tillariga xosdir. Masalan, yoshi kattalarga murojaat qilinayotganda hurmat belgisi sifatida alohida shevada so'zlanadi. Yana bir o'ziga xos nutq uslubi "bolalar nutqi" bo'lib, bu bolalarning so'zlash uslubi emas, balki kattalarning bolalarga gapirish usuli ham bir qancha tillarga xosdir. Tinglovchiga taaluqli bo'lgan nutq turi yana hindlarga aloqador bu maxsus usul bukri, bir ko'zi so'qir, pakana odamlar bilan suhbat jarayonida, hattoki ular yo'qligida ham, ular haqida gapirilganda ham saqlanadi.

III. Uchinchi parameter muhit bo'lib, u yuqoridagilardan boshqa so'zlashuvga aloqador barcha elementlarni o'z ichiga oladi. Deyarli barchat tillarda ijtimoiy muhit tufayli vujudga kelgan atamalar bunga misol bo'la oladi.

IV. Albatta, yuqorida aytilgan uch parametрни bir-biridan ajratib bo'lmaydi. Aksincha sotsiolingvistikaning o'ziga xos turlari bilan o'zaro bog'liq. Masalan, hindularning ayollar va erkaklar nutqi so'zlovchiga ham, tinglovchiga ham bog'liq. Agar suhbatdoshlar ichida erkak bo'lsa, erkaklar nutqidan foydalanilsa, ayollar nutqi esa ayollarning o'zaro tili hisoblaniladi.

To'liq til etiketi axborot uzatuvchi, qabul qiluvchi va muhit faktorlarga asoslangan bo'ladi. Shuningdek bu uch xususiyatni ba'zan alohida olib o'rganishimiz ham mumkin. Aytaylik, so'zlovchi yoki tinglovchining yoshi, ijtimoiy kelib chiqishi, qarindoshlik aloqalari ham rol o'ynaydi.

Yuqorida aytib o'tilgan faktorlar tillar o'rtasidagi farqni ko'rsatibgina qolmay, tekshirishlarning asosi ham bo'la oladi. Masalan, hindlarning sinfiy dialektlarini o'rganishda biz ikkala turni ham ko'rishimiz mumkin.

V. Yana bir muammoli fikr Xyonigsvald tomonidan tashlangan bo'lib Los-Anjelesdagi konferensiyada munozaralarga sabab bo'lgan. Unda aytilishicha insonlar o'z ona tilida fikrni o'z tiliga xos bersa, boshqa tilda o'sha tilga xos xususiyat bilan berishga harakat qiladi. Bu millat tilshunosligi deb atalib, sotsiolingvistikaning qiziqarli mavzularidan biridir. Ko'p davlatlarda aholi orasida nutq "yuqori" va "quyi" nutqlariga ajratiladi, xuddi rasmiy va norasmiy til singari.

Bunday hollarda biz xalq tiliga yengil qaramasligimiz kerak, chunki xalq tili uzoq yillardan beri sayqallanib, dono fikrlar bilan boyib boradi.

VI. Keyingi parametr – turli-tumanlik o'lchovlari. Bu atama geografik o'lchovlarga yoki tildagi so'zlarning soniga ham asoslanmagan. U jamiyatdagi tillarni yoki bir tilning har xil joylarda tarqalgan variantlarini o'zaro farqlaydi. Bu o'lchovlarni ham biz uch turga bo'lamiz.

1. Multidialekt – bunda bir tilning bir jamiyat yoki xalq orasida millat tilini o'rganiladi. Masalan, Buyuk Britaniyadagi yuqori sinf vakillari va bu sinfga kirmaydiganlarning tilidagi farq, shuningdek Janubiy Hindistonning rasmiy va norasmiy tilidagi farqlar kuzatiladi.

2. Ko'p tillilik – bunga bir jamiyatdagi xalqlarning turli tillarda gaplashishi kiradi. Bunday ko'p tillarda gaplashuvchi aholilar Belgiya, Gana, Hindiston, Kanada, Paraguay mamlakatlarida uchraydi.

3. Ijtimoiy xilma-xillik (multisotsialniy). Bu tilning turli jamiyatlarda ishlatilishida kuzatiladi. Tadqiqotchining vazifasi tilning jamiyatda yoki tilshunoslikdagi farqini o'rganishdir. Uorfning gipotezasiga ko'ra til ma'lum bir jamiyatda madaniyat o'zgarib borishi bilan o'zgarib, sayqallanib boradi. Uorfning farazi ingliz tilini Britaniyada va Amerikada qo'llanilishi va Britaniya ingliz tili va Amerika ingliz tili grammatikasi orasidagi farqlarga mos keladi. Keyinchalik Fisherning (1966) Ponap orolidagi xalqlarning til va jamiyat tuzilishining tahlillarida ko'rishimiz mumkin.

VII. Keyingi parametr - tilning qo'llanilishi. Bunda ham tadqiqotning uch turini ko'rib chiqamiz.

1. Birinchi qo'llanilishi jamiyatshunosning qiziqishlariga mos keladi. Sotsiolingvistikaning faktori – jamiyatning to'liq yoki ayrim qismlarini qamrab olgan tilning ishlanilishi. Masalan, Janubiy Hindistonning sinfiy dialektlarini olsak, u uchga bo'linadi: a) rasmiy; b) ayrim joylarda yashovchi hindlarning tili; c) butun mamlakatning tili.

Til so'zlovchining ijtimoiy kelib chiqishi, gapirilayotgan muhit, tinglovchining shaxsiga bog'liq ravishda tanlanadi.

2- tur esa til tarixi bilan bog'liq. Bunda quyidagi masalalar o'rta tashlanadi:

Tildagi o'zgarishlar turli ijtimoiy sharoitlarda turlicha bo'ladimi?

Bir tilning turli jamiyatlardagi o'zgarishlari bir xil sur'atda boradimi yoki farq qiladimi?

Ijtimoiy dialektlarda tilning tarixi muhim o'rin tutadimi?

Tadqiqotchi bu savollarga tarix manbalardan yoki tilning rivojlanish tarixidan javob topishi mumkin. Masalan, U.Labovning Nyu-York va Martas-Vinyard orolidagi til o'rganish jarayonlarini kuzatganidek.

Uchinchi qo'llanilishi til loyihachilariga bog'liq. Tilshunos, maorif xodimlari, huquqshunoslar, qonun chiqaruvchilar, rasmiy tilga aloqasi bo'lgan rahbarlar til loyihachilari hisoblanadi.

Turli tillar va dialektlarda gaplashuvchi aholi jamiyatini o'rganayotgan tadqiqotchi quyidagi savollarga duch keladi: tilning qaysi birliklari rasmiy yoki norasmiy, qaysi so'zlar rasmiy-publistik usulda, qaysi so'zlar keng miqyosdagi kitobxon uchun yoki ta'lim muassasalari, sud tizimlariga xos bo'lishini aniqlash lozim? Mavjud sharoitda tatbiq etilayotgan rasmiy til qanday bo'lishi mumkin edi? Xatlar yozilishida o'zgarishlarning sodir bo'lishi yoki ma'lum normalarga amal qilinishi qanday bo'lgan?

Bunday muammolarga til o'rganayotgan odamlar, albatta, hammasi duch keladi. Ayniqsa, Osiyo va Afrika xalqlari yoshlari o'zi yashab turgan jamiyat va undagi normalar turlicha bo'lganligi sababli boshqa tillarni o'rganishdagi shunday muammoga duch keladi. Yuqorida aytib o'tilgan muammolar sotsiolingvistlarning keying yillardagi olib borilayotgan izlanishlarida aks etmoqda. Lekin hali yechimini topishi lozim bo'lgan muammolar talaygina. Yangi tadqiqotlar o'z navbatida yangi dalil, isbotlarni talab qiladi. Shu bilan birga kelgusi tadqiqotlarning istiqboli aniq va ravshan.

Sotsiolingvistika yangi davrga yuz tutmoqda. Kelajakda biz tilshunoslar, jamiyatshunoslar va til tarixchilarining hamkorlikda sotsiolingvistika sohasidagi tadqiqot natijalarini, yutuqlarini ko'rishga umid qilamiz.

E-Conference Globe

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BOSHLANG`ICH TA`LIM SAMARADORLIGINI OSHIRISHDA INAVATSION VA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARIDAN FOYDALANISH.

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Annotatsiya:

ushbu maqolada hozirgi zamon talablariga mos ta`lim berish uchun boshlang`ich ta`limda qo`llash mumkin bo`lgan bir nechta noan`anaviy usullardan foydalanish ko`rsatib o`tilgan.

Kalit so`zlar:

boshlang`ich ta`lim, nostandart testlar, interfaol o`yinlar, kreativ yondashuv, aqliy qobiliyat.

Hozirgi kunda maktab va maktab o`quvchilarining asosiy maqsadi o`quvchilarga yangi noan`anaviy dars usullaridan foydalanib ta`lim berish va tarbiyalashdir. Har bir ishning padevori mustahkam bo`lsa ko`zlangan maqsadga oson erishiladi. Kelajak avlodimiz bo`lgan yoshlarga hozirgi zamon talablariga mos, dunyo yoshlari bilan har sohada tenglasha oladigan o`zining iqtidori, qobilyati, salohiyati bilan O`zbekiston deya atalmish vatanimizning nomini yanada yuksaklarga ko`taradigan darajada ta`lim tarbiya berishni boshlang`ich ta`limdan boshlashimiz juda ham muhimdir. Shu maqsadni inobatga olib barcha maktablar boshlang`ich ta`lim samaradorligini oshirishni o`z oldiga maqsad qilib qo`yadi. Boshlang`ich ta`lim samaradorligini oshirishda innovatsion va zamonaviy pedagogik texnologiyalaridan foydalanish hozirgi zamon talabiga juda mos keladi. Har bir o`quvchi o`ziga hos iqtidor va qobilyatga ega. Ularni iqtidor va qobiliyatini yuzaga chiqarish va yanada rivojlantirish o`qituvchining kasb mahoratiga ijodkorligiga va o`z ustida tinmay ishlashiga va dars o`tish metodiga bog`liq. O`qituvchi pedogogik mahoratiga erishishi uchun avvalo ijodkor bo`lishi kerak. Ijodkor o`qituvchi albatta boshlang`ich ta`lim samaradorligini oshirishda innovatsion texnologiyalardan unumli foydalana oladi va har bir dars o`quvchilar ongida muxrlanib qoladi. Yangi pedogogik texnologiyalaridan foydalanib ta`lim berish o`quvchilarni erkin fikrlashga, qobilyatlarini namoyon qilishga, nutqini rivojlantirishga, bilim olish va unga erishish uchun tinmay izlanishga, vatanparvarlikga, tengdoshlari bilan do`stona munosabatda bo`lib ular bilan o`z fikrlarini almasha olishga o`rgatadi.

Bu jarayonni amalga oshirish uchun har bir darsda o`qituvchi mavzuga oid bo`lgan turli nostandart testlardan va didaktik o`yinlardan foydalanishi maqsadga muvofiqdir. O`qish darsida quydagi nostandart test topshiriqlari o`quvchilarning o`zlashtirgan bilimlarini oshirishi bilan birgalikda obyekt va uning qismlarini tanish, o`ziga xos xususiyatlarini aniqlash ko`nikmalarini nazorat qilish va baholash jarayonini haqqoniy va odilona amalga oshirish imkonini beradi.

1. Ertakli rasm qahramonlarini aniqlang va jadvalga har bir rasm ostiga mos raqamlarni yozing.
1) “Ayoz bobo” ertagi; 2) “Ur to‘qmoq”ertagi; 3) “Qizil qalpoqcha”ertagi; 4) “Maugli”ertagi; 5) “Maqtanchoq quyon”ertagi; 6) “Bo‘g‘irsoq”ertagi; 7) “Uch og‘ayni botirlar”ertagi





Rasmi va ko‘p javobli nostandart test javobi quyidagicha bo‘ladi.

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | 3 | 6 | 1 | 7 | 5 | 4 |
|---|---|---|---|---|---|---|

Yuqorida berilgan nostandart test orqali har o‘quvchilar mustaqil fikrlash bilan birgalikda muammoning yechimini bir necha usullar bilan topish malakasini o‘zlashtiradi. Bu testing yana bir afzalligi o‘qituvchi uchun o‘quvchilarning bilim darajisini aniqlashi osonlashadi. Sababi e‘tibor beradigan bo‘lsak, rasmlar chalkash holatda bo‘lgani uchun har bir o‘quvchi to‘g‘ri javobni topib rasmning ostiga belgilashi shart. Bunda tabiiyki bir nechta o‘tilgan mavzular yoki ertaklarni takrorlash imkoniyati yaratiladi. Bu testlarning darajasini o‘qituvchi sinf o‘quvchilarining bilim darajasiga qarab murakkablashtirishi yoki soddalashtirishi mumkin.

Rasmda berilgan ertaklarni aniqlab mos raqamlarni yozing

Javobi: 1,2,3,4.

| | | Asarlar nomi | Raqamlar |
|---|--|-------------------------------|----------|
|   | | “O‘g‘irlangan quyosh” ertagi | 1 |
| | | “Bo‘g‘irsoq”ertagi | 2 |
| | | “Uch og‘ayni botirlar” ertagi | 3 |
| | | “Suvarakxon” ertagi | 4 |

Bu rasmi test ham o‘quvchilarning zukkologi va eslab qolish qobiliyatini oshirish imkonini beradi.

Yuqorida ko‘rsatib o‘tilgan nostandart test topshiriqlari o‘quvchilarning mavzu bo‘yicha olgan bilimlarini mustahkamlash va ko‘nikma, malakalar hosil qilishda muhim rol o‘ynaydi. Ertak va uning qahramonlari, badiiy asar va undagi voqea rivoji, asar muallifi yuzasidan ma‘lumotlar beradi. Ta‘lim-tarbiya jarayonida Blum taksonomiyasiga binoan o‘quv topshiriqlarining bajarilishiga erishish - talabalarning bilim darajasini nazorat qilish va baholashda nostandart test topshiriqlaridan foydalanish nazoratning haqqoniyligi va keng qamrovliligini ta‘minlaydi.

Hozirgi zamonaviy ta‘limda har bir o‘qituvchi o‘zida boshqaruvchanlik qobiliyatiga ega bo‘lishi zarur. Chunki noan‘anaviy ta‘lim jarayonida o‘qituvchining darsdagi ro‘li ancha kamaygan. Endi o‘quvchilar mustaqil fikrlash orqali dars mavzusini o‘zlashtirishi talab etilmoqda. O‘qituvchi faqatgina yo‘naltiruvchi, aniqlovchi, xato va kamchiliklarni tuzatib to‘g‘ri yo‘lga boshlovchi maqomida turibdi. O‘qituvchi endi har bir darsni qiziqarli o‘tkazish va o‘z oldiga qo‘ygan maqsadlarni amalga oshirishi zarur. Bu jarayonni tashkillashtirish uchun darslarda interfaol usullardan foydalanish ham katta samara beradi. Chunki bu o‘yinlar har bir o‘quvchini mustaqil fikrlashga o‘rgatadi. Darslarni turli xil harakatli o‘yinlar bilan tashkil etish jarayoni boshlang‘ich sinf o‘quvchilarining yosh xususiyatlariga ham mosligi bu jarayonga katta imkoniyat yaratib beradi.

Alifbe o'rgatish davri.

“Nima yetishmaydi o'yini”

O'yinning maqsadi: O'quvchilarning og'zaki nutqini o'stirish lug'atini boyitish, o'quvchilarning kuzatuvchanligini, diqqatini oshirish.

O'yin uchun jihozlar: sinf xonasi burchagidagi stol ustiga qopqog'i yo'q choynak, qalamdon (ichidagi qalamlar sochilgan holda), ruchka (siyohi yo'q), ruchka qopqog'i, muqovasi alohida turgan kitob va bir oyog'i yo'q stul.

O'yinni o'tkazish tartibi: Bu o'yinda o'qituvchi o'quvchilarni ikki guruhga bo'ladi. Har bir guruhdan bir o'quvchi chiqib, stol ustidagi buyumlarning nimasi kamligini aytishi va ularni joylashtirishi kerak bo'ladi. Agarda o'quvchi narsaning nomini to'g'ri ayta olmay yoki uning nimasi kamligini bilmasa, unda shu o'quvchi o'z gurihiga jarima baho olib beradi.

O'yin shu tariqa davom etadi. O'yin so'ngida har bir guruh bahosi hisoblab ko'riladi, yuqori baho olgan guruh g'olib deb e'lon qilinadi.

“Nima” o'zgardi o'yini

O'yinni maqsadi: o'quvchilarni lug'at boyligini oshirish, sezish va eslab qolish qobiliyatini o'stirish, og'zaki nutqini faollashtirish.

O'yin uchun jihozlar: Stol ustiga o'yinchoqlardan 6 dona (qo'g'irchoq, piramida, mshina, ayiqcha, kubik, koptok). O'yinchoq turlari har bir sinfnig sharoiti va imkoniyatiga qarab tanladi.

O'yinni o'tkazish tartibi: o'qituvchi o'quvchilarga stol ustidagi hamma o'yinchoqlarning nomi va ularning joylanishi bilan tanishtiradi. So'ngra o'qituvchi o'quvchilardan bittasini chaqirib, unga stol ustidagi o'yinchoqlarni yaxshilab ko'rib olsihni taklif etadi. O'qituvchi tanishib chiqqanidan so'ng orqasiga o'grilib turadi. keyin shu o'qituvchi stol ustidagi narsalarning o'rnini alamshtirib qo'yadi.

O'quvchi stoldagi qaysi narsaning joyi o'zgarganligini aytib beradi. Agar bola o'zgarishni bilmasa, yordamga boshqa o'quvchini chiqaradi. O'yin shu tariqa davom etadi. O'yin o'quvchilarning o'zlashtirishiga qarab murakkablashtiriladi.

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BOSHLANG'ICH MATEMATIKA KURSIDA INDUKSIYA, DEDUKSIYA VA ANALOGIYA USULLARI.

N.Abdullayeva ADU

Maqolada boshlang'ich matematika kursida induksiya, deduksiya va analogiya usullaridan foydalanish ko'rib chiqilgan.

В статье рассматривается использование индукционных, дедукционных и аналоговых методов в курсе начальной математики.

The article discusses the use of induction, deduction, and analogue techniques in a primary mathematics course.

Kalit so'zlar:

induksiya, deduksiya, analogiya, arifmetik misol, raqamlash, yig'indi, qo'shiluvchi, usul, geometrik material.

Ключевые слова:

индукция, дедукция, аналогия, арифметический пример, нумерация, суммирование, сложение, метод, геометрический материал.

Keywords:

induction, deduction, analogy, arithmetic example, numbering, summation, addition, method, geometric material.

Bilish - bugungi kungacha insoniyat tomonidan yaratilgan barcha ixtirolar, ularning olamdagi narsalar va hodisalarni ko'proq bilishga bo'lgan ehtiyojlari, qiziqishlari, hamisha intilib yashashga undagan bu jarayon – bilish jarayonining nima ekanligini to'la anglab olish muhimdir. Bilish - bu ob'ektiv borliq tasnifining ongda ifodasidir. U his - tuyg'ularda, fikrlashda, tilda xatti - harakatda namoyon bo'ladi. Bilish - jarayoni reallikda integrallashgan tasnifga ega, bilish o'qitish jarayonida, ilmiy tadqiqot jarayonida va falsafiy refleksiya jarayonida sodir bo'ladi.

Usul - bilish vositasi. Bilish esa nazariya bilangina to'laroq bo'ladi. Demak, usul va nazariya bir-biriga yondashib ketadi.

Har bir usul o'zaro ta'sirdagi ob'ektning faqat bir tomonini, xossasini, sifatini munosabatini aniqlaydi, xolos. Har bir ob'ekt boshqa ob'ektlar bilan bog'liqdir. Shuning uchun uni bilishda bu aloqadorlikka e'tibor bermoq lozim. Ya'ni ma'lum metod qo'shni metodlar bilan aloqadordir.

Usul va yo'l orasida farq bor. Usul - tadqiqot asosi, ish shundan boshlanadi, yo'l esa - tanlanadi. Ular ikkovi narsaning, tadqiqot ob'ektining mohiyatini ifodalamaydi, balki qo'yilgan maqsadni amalga oshirish uchun mo'ljalga olib boradi.

Ishlatilayotgan usullar yangi yoki eski bo'lishi mumkin, lekin yangi usul eskisini butunlay inkor qilmaydi, foydali tomonlarini o'zida saqlab qoladi. Ma'lum ma'noda yangi usul eski usulning merosxo'ridir. Induksiya va deduksiya ilmiy xulosaning bir turi. Ular qadimgi zamonlardan beri ma'lum. Induktiv usul fanlarni mantiqiy umumlashtirishdan hosil bo'lgan. Mayda-chuyda, xususiy, ayrim qonunlardan yirik, umumiy qonunni keltirib chiqarishda induksiya yo'lidani foydalaniladi. Agar elementlar guruhida inobatga olinayotgan xossa barcha elementlarga tegishli bo'lsa, induksiya to'la bo'ladi, aks holda, chaladir.

Induktiv xulosa – xususiyan umumiyga qarab boradigan xulosadir.

Induksiya usulini hamma fanlarda uchratish mumkin. Masalan, matematikada. Indekska ketma-ket bir necha qiymat berib borilganda, ma'lum qoida o'z kuchini saqlab qolsa, bu indekska istagan qiymatni (ma'lum chegarada) berganda ham u o'z kuchini saqlab qoladi, degan xulosaga, ya'ni yangi bir umumiy qonunga kelish mumkin.

Umumiy qonun avvalgi bir-biri bilan bog'liq bo'lmagan ayrim fikrlarni, faktlarni umumlashtirish natijasidir. Mendelev tomonidan kashf etilgan kimyoviy elementlarning davriy qonuni ham induksiya asoslangan. Massa bilan energiya orasidagi munosabatni ifodalovchi A.Eynshteyn qonuni saqlash qonunlari ichida eng umumiydir.

Induksiya metodi bilishning shunday yo'liki, bunda o'qituvchining fikri birlikdan umumiylikka, xususiy xulosalardan umumiy xulosalarga boradi. Bu metoddan foydalanib biror qonuniyatni yechish yoki qoidani chiqarish uchun o'qituvchi misollar, masalalar, ko'rgazmali materiallarni puxtalik bilan tanlaydi.

Yuqoridagi fikrlardan boshlang'ich matematika kursi ham mustasno emas.

Masalan: Boshlang'ich matematika kursida o'n ichida raqamlashga o'rgatish bosqichida yig'indi bilan qo'shiluvchi orasidagi bog'lanishni tushuntirish uchun o'quvchilarni xulosaga induktiv yo'l bilan olib kelinadi.[1]



kabi bir qator mashqlar bajarilgandan keyin o'quvchilar quyidagicha umumiy xulosani ifodalaydilar. Agar yig'indidan birinchi qo'shiluvchi ayrilsa, ikkinchi qo'shiluvchi qoladi, agar yig'indidan ikkinchi qo'shiluvchi ayrilsa, birinchi qo'shiluvchi qoladi.

Matematika faniga ta'alluqli bo'lgan formulalar ham induktiv xulosa chiqarish asosida kashf qilingan bo'lsa, ajab emas. Boshlang'ich matematika kursida o'rganiladigan to'rtburchak perimetri va yuzasini topish formulalarini qarab chiqaylik. To'rtburchak perimetri berilgan shakllning tomonlari uzunliklari yig'indisiga teng qiymatdir. Turli to'rtburchaklarni tomonlari yig'indisini hisoblash orqali umumiy xulosa kelib chiqilgan. To'rtburchak yuzasini hisoblashda ham shu fikrga asoslanilgan deyish mumkin. [3]

Xususiy hollardan umumiy holga o'tish abstraksiyasiz bo'lmaydi. Umumiy qonunlardan hayotda foydalanish uchun endi abstraksiyadan konkret hollarga o'tish lozim. Umumiy fikrdan, qonundan xususiy qonunlarni mantiqiy ravishda keltirib chiqarish, kashf etish deduksiyaning vazifasidir. Deduksiya metodi – bu yo'l umumiyroq bilimlar asosida yangi xususiy bilimlarni olishdan iborat.

Deduksiya metodi bilishning shunday yo'liki, bu umumiy bilimlar asosida yangi xususiy bilimlarni olishdan iborat. Deduksiya – bu umumiy qoidalardan xususiy misollarga va aniq qoidalarga o'tishdir.

Deduksiyadan foydalanishda yo'l qo'yiladigan xatolar ko'pincha o'zlashtirilgan umumiy qoida konkret hol uchun qo'llanilishi mumkin yoki mumkin emasligini aniqlay olmaslikdan kelib chiqadi. Bu holni o'qituvchi nazarda tutib, masalan, ko'paytirishning konkret mazmunini mustahkamlashda $a+a+a$ kabi misollar bilan bir qatorda $a+a+b+a$ kabi hollarni ham qarash zarur.[2]

Ma'lumki, boshlang'ich sinf matematika kursida geometrik materiallarning boshlang'ich tushunchalari o'rganiladi. Geometrik shakllarning asosiy xossalari ham kichik yoshdagi maktab o'quvchilariga tanishtiriladi. Uchburchak shaklini tanishtirishda umumiy xulosalardan xususiy xulosalarga boriladi. Bir to'g'ri chiziqda yotmaydigan uchta nuqtadan va shu nuqtalarni ikkitalab tutashtiruvchi uchta kesmadan iborat shakl uchburchak deyiladi deb ta'riflangan. Uchburchak uchta tomoniga va uchta burchagiga asosan xillanadi: teng tomonli, teng yonli, turli tomonli, to'g'ri burchakli, o'tkir burchakli va o'tmas burchakli. Umumiyligi ular uchburchaklardir. Bunday misollarni ko'plab keltirish mumkin. [3]

Umumiy qonundan xususiy oqibatlarining mantiqiy kelib chiqishiga ko'plab misol keltirish mumkin. Induksiya va deduksiya usullarining birligiga bir misol keltiramiz. Qadimgi zamonlarda, bundan ikki ming yil ilgari ham elementar algebraik tenglamalar bo'lgan. Matematiklar amaliy hayotda paydo bo'lib qolgan har bir tenglamani uning o'ziga xos usuli bilan yechar edilar, demak, ma'lum qonun-qoida yo'q edi. Al-Xorazmiy har xil xususiy hollardan induksiya yo'li bilan uchta kvadrat tenglama tuzdi.

Uning yechish algoritmini al-Xorazmiy kashf etdi.

Mana, o'n ikki asrdirki, jahonning hamma maktablarida, universitetlarida, ishlab chiqarishda uchraydigan istalgan algebraik tenglamaga a, v, s qiymatlarini qo'yib deduksiyadan induksiya, ya'ni umumiylikdan xususiylikka o'tib, masalani hal qilib kelmoqdalar.

Hozir induksiya - deduksiya usullari fan, texnika, texnologiya, tarixda, ayniqsa, ishchi gipoteziasini ishlatib nazariya yaratishda samarali qo'llanilmoqda.

Induksiya, deduksiya va analogiya - bu uchta metod yangi bilimlarni egallashning har bir holi asosida yotuvchi xulosalarning xususiyatlariga qarab bir – biridan farq qiladi.

Analogiya - shunday xulosaki, bunda predmetlar ba'zi belgilarning o'xshashligi bo'yicha bu predmetlar boshqa belgilari bo'yicha ham o'xshash, degan taxminiy xulosa chiqariladi. Analogiya «xususiyan xususiya boradigan» bir konkret faktdan boshqa konkratlarga boradigan xulosadir.

Boshlang'ich matematika kursida nomanfiy butun sonlarni qaramlash muhim o'rin tutadi. Nomanfiy butun sonlarni qaramlash bir necha bosqichda amalga oshiriladi. Dastlab birinchi bosqichda birinchi o'nlik sonlarini raqamlash: 1,2,3,4,5,6,7,8,9, 0 va 10 sonlarini o'nta raqamdan foydalanib raqamlab chiqamiz. Ikkinchi bosqichda 11 dan 20 bo'lgan sonlar raqamlanadi. Uchunchi bosqichda 21 dan 100 gacha bo'lgan sonlarni raqamlashga o'rgatiladi. Nomanfiy butun sonlarni raqamlashda analogiya usulidan foydalaniladi, yani xususiyan xulosalardan keyingi xususiyan xulosalarga o'tiladi. Birinchi va ikkinchi bosqichlar mukammal o'rgatiladi. Yaxlit sonlar yoniga birdan to'qqizgacha bo'lgan sonlar navbat bilan yozilib borilishini o'quvchilar o'zlari oldingi xususiyan xulosalardan yangi xususiyan xulosalarga boradilar. [1]

Boshlang'ich matematika kursida nomanfiy butun sonlarni to'rt arifmetik amallarni bajarish ham analogiya metodi asosida o'rgatiladi.

M: nomanfiy butun sonlarni qo'shish va ayirishning yozma usullari, kichik sonlar ustida amallarning bajarilishidan ko'p xonali sonlarni qo'shish va ayirishga kerakli xulosa chiqarilishiga sabab bo'lishi analogiyaga asoslangan.[3]

$$\begin{array}{r}
 75 \\
 + \underline{28} \\
 \hline
 103
 \end{array}
 +
 \begin{array}{r}
 375 \\
 + \underline{628} \\
 \hline
 1003
 \end{array}
 +
 \begin{array}{r}
 1375 \\
 + \underline{2628} \\
 \hline
 4003
 \end{array}
 +
 \begin{array}{r}
 41375 \\
 + \underline{72628} \\
 \hline
 114003
 \end{array}$$

Bu kabi misollarni yechgandan keyin o'quvchilarning o'zlari bir xonali sonlardan boshlab ko'p xonali sonlarni yozma qo'shish amali shu kabi bajariladi deb xulosa chiqarishadi. Bunday misollarni nafaqat qo'shish amali uchun, balki ayirish, ko'paytirish va bo'lish amallari ham analogiya «xususiyan xususiya boradigan» bir konkret faktdan boshqa konkratlarga boradigan xulosa chiqarish orqali o'rgatiladi.

Bu metodlardan foydalanish asosida aqliy operatsiyalar: analiz, sintez, taqqoslash, umuiylashtirish va abstraksiyalash yotadi. Butunni uni tashkil etuvchi qismlarga ajratishga yo'naltirilgan fikrlash usuli analiz deb ataladi.

Predmetlar yoki hodisalar orasidagi bog'lanishlarni o'rnatishga yo'naltirilgan fikrlash usuli sintez deb ataladi.

M: O'qituvchining 1 o'nlik va 2 ta birlikdan tuzilgan son qanday ataladi degan savolga javob berishda sintez qilinadi, 25 sonida nechta o'nlik va nechta birlik bor degan savolga javob berishda analiz qilinadi.[1] Analiz va sintez o'zaro bog'liqdir, bu masala yechishda keng qo'llaniladi.

M: Bir tup g'ozadan 6 ta chanoq, ikkinchi tupdan 4 ta chanoq paxta olindi. Ikkala tup g'ozadan necha chanoq paxta olingan?

Masalaning analizi - uni berilgan va izlanayotganlarga ajratishdan iborat. Sintez – masala savoliga javob berishda 6 va 4 sonlarini birlashtirishdan iborat.

Taqqoslash usuli qaralayotgan sonlar, arifmetik misollar, masalalarning o'xshash va farqli alomatlarini ajratishdan iborat.

M: To'g'ri to'rtburchak haqida tasavvurga keltirish uchun nomuhim alomatlar, rangi, tayyorlangan materiali, tekislikdagi holati, tomonlari, uzunliklari, munosabatlarini turlantirish kerak.

Muhim alomatlarini o'zgarishsiz qoldirish kerak, ya'ni hamma burchaklari to'g'riligi, qarama - qarshi tomonlari tengligi saqlanib qolishi kerak.

Boshlang'ich sinflarda sonlarni, ifodalarni taqqoslash, masalalarni taqqoslash kabilar qaraladi.

Yangi tushunchalarni, qonunlarni o'rganishda o'quvchilar umumlashtirishga duch keladilar.

Umumlashtirish bu o`rganilayotgan ob'ektlardan umumiy muhim tomonlarini ajratish va ularni nomuhimlardan ajratishdan iborat. O`quvchilarda to`g`ri umumlashtirishlar shakllantirishning zaruriy sharti tushunchalarning, xossa va faktlarning muhim alomatlarini o`zgartirmagan holda nomuhim alomatlarini o`zgartirishdan iborat.

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БОШЛАНҒИЧ СИНФЛАРДА ХАЛҚ ОҒЗАКИ ИЖОДИНИ ЎРГАТИШ

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Бошланғич таълим методикаси кафедраси ўқитувчилари

Калит сўз:

халқ оғзаки ижоди, мақол, эртак, тез айтиш, рамзлар, бадиийлиги, фантазия, миллий кадриятлар.

Ключевые слова:

устное народное творчество, пословица, сказка, скороговорка, символы, художественность, фантазия, национальные ценности.

АННОТАЦИЯ:

Мазкур мақолади халқ оғзаки ижоди дурдоналари мақоллар, тез, айтиш, эртақларнинг таълим-тарбиявий аҳамияти ҳақида фикр-мулоҳазалар юритилган.

Халқ донишмандлиги – мақолларда турмуш ҳодисалари билан боғлиқ бўлган ватанпарварлик, мардлик, қаҳрамонлик, меҳнатсеварлик, дўстлик, илм-ҳунар, вафодорлик каби ахлоқ намуналари маъқулланиб, нодонлик, қорқоқлик, эгрилик, ёмонлик, умидсизлик, ёлғон гапириш, ялқовлик каби ярамас иллатлар қораланади. Топишмоқнинг таълимий ва тарбиявий аҳамияти мантиқий тафаккурни ривожлантиради. Уларга жавоб топиш эрмак учун эмас, билки ўрганилаётган билимлар системасининг тараққиёти учун зарурдир.

Биз бошланғич синф ўқитувчиларининг асосий вазифамиз ёш авлодга савод ўргатиш билан бирга уларнинг дунёқарашини шакллантириш, халқ оғзаки ижоди билан таништиришдан иборат.

Халқ оғзаки ижоди катта тарбия воситаси бўлиб, улар узоқ даврлардан буён сайқалланиб, авлоддан авлодга ўтиб келмоқда. Халқ оғзаки ижоди материаллари бир қараганда оддийроқ туюлса-да, аслида ундаги ҳар бир сўзнинг замирида бутун бир тарих, воқеа-ҳодисаларга муносабат бор.

Фикрини баён қилиш тафаккур ва нутқ орқали амалга оширилади. Ўқувчида тафаккур қанчалик ривожлантирилса, унинг фикр баён қилиш қобилияти, маҳорати шунча ошади. Ёш авлодни тарбиялашда, болаларнинг чуқур билим, кўникма олишида улар нутқининг ривожланишида мақол, эртак, топишмоқ ва тез айтишлар роли жуда каттадир. Мақоллар, эртақлар болаларда яхши билан ёмонни ажрата билишни ўргатса, топишмоқлар орқали табиат ҳодисаларини билиб олишга, уларга ўз муносабатларини билдиришга, тез айтишлар орқали кичик ва мактаб ёшидаги болалар нутқидаги айрим товушларни бузиб талаффуз этиш ҳолларини тузатишга, умуман олганда болалар талаффузидаги нуқсонларни йўқотишга ёрдам беради.

Бошланғич синф ўқувчиларида ифодали ўқиш ва ифодали нутқ малакаларини ҳосил қилиш, уни такомиллаштиришда халқ оғзаки ижодидан ҳам кенг фойдаланилади. Халқ оғзаки ижодини ўқиш жараёнида ўқувчиларнинг маърифий билими кенгайди, нутқи ўсади, эстетик завқланиш юзага келади, бадиий дил ривож топади. Бунинг устига матндаги тасвир объектга нисбатан унинг шахсий-эмоционал муносабати ҳам юзага чиқади. Ўқиш дарсларида бадиий матннинг мазмуни ва вазифаларига боғлаб мақоллар, эртақлар, топишмоқ, тез айтишлардан фойдаланилади ва у ўқувчиларга шарҳлаб берилади.

Халқ оғзаки ижоди маҳсули бўлган эртақ, нақл-афсона, кўшиқлар ҳар қандай кишини мағизига чуқурак киришга ундайди. Агар ушбу намуналар асосида сахна асарлари ёзилса, халқ оғзаки ижодини қайта кашф этгандай бўласиз.

Халқ оғзаки ижодининг ўзига хос рамзлари, тимсоллари мавжуд. Улар узоқ даврлардан буён сайқалланиб, авлоддан авлодга ўтиб келмоқда. Халқ оғзаки ижодида, айниқса мақол, эртақ, топишмоқ, тез айтиш ёки болалар кўшиқларида биронта рамз ё тимсол тугул, биронта сўз ҳам бекорга қўлланилмайди.

Халқ оғзаки ижоди дурдонаси ҳисобланган халқ мақоллари дарс самарадорлигини ошириб, ўқитувчидан дарсга пухта тайёргарлик кўришни талаб этади. Ҳар бир дарсда ўтиладиган мавзу юзасидан мақоллардан кенг фойдаланиш мумкин. Чунки бошланғич синф ўқувчиларининг ўқиш китобларида ҳам мавзулардан кейин мақоллар берилган. Мақолларни болаларга ўргатиш жараёнида ўқитувчи ҳар бир мақолнинг мазмунини билиши керак. Болалар қурак ёдлаб олмасдан, унинг маъносини, моҳиятини ҳам тушуниб етишлари керак.

Мақоллар - донишмандлик рамзи. Улар ўқувчиларни чуқур фикрлашга, фикрни ихчам ва аниқ, образли қилиб ифодалашга ўргатади, ёш авлодни миллий истиклол ғояси, анъана ва урф-одатларга содиқ, халқ меросини кўз қорачиғидай асраш руҳида тарбиялашда мақоллар жуда муҳим восита вазифасини ўтайди.

Келтирилган ҳар бир мақолнинг қандай фикр ифодаланиши, уларнинг тарбиявий аҳамияти ҳақида суҳбат уюштирилади. Натижада ўқувчилар мақолларнинг нутқ таъсирчанлигини оширувчи воситалардан бири эканлигига ишонч ҳосил қиладилар.

Эртақлар жуда қадим замонларда дунёга келган. Улар халқ оғзаки ижодининг “жонли суви” ҳисобланади. Ўзбек халқ эртақлари ўзининг тузилиши, шакли билан турли-тумандир. Улар бошқа халқ оғзика ижоди маҳсулларида бадиийлиги, фантазияларга бойлиги билан ажралиб туради. Эртақларда хасислик, дангасалик ва бошқа ёмон иллатлар кулги остига олинади.

Ўзбек халқ эртақлари ўқитувчиларга болаларни ахлоқан, маънавий жиҳатдан тарбиялашда жуда катта ёрдам беради. Эртақ айтиб ёки ўқиб бераётганда болаларнинг ёш хусусиятларини ҳисобга олиш ва шу эртақ қаҳрамонлари тасвирланган расмлардан фойдаланиш керак. Бу орқали бола ўқишни билмаса ҳам расм орқали эртақларни номини ажрата оладиган малакага эга бўлади. Улардаги ижобий қаҳрамонлар болаларга намуна бўлиб хизмат қилади. “Зумрад ва қиммат” эртагини болаларга ўқиб бериб, кейин эртақ қаҳрамонларига бўлган муносабатини сўрайдиган бўлсак, болалар сеҳрлар кампирдан Зумрадни меҳнатсеварлиги, меҳрибонлиги учун мукофот олганини, қимматни эса ахлоқи ёмонлиги, ялқовлиги учун жазо олганини гапирадилар.

Ўзбек халқ эртақларидан “Йигитга етмиш ҳунар ҳам оз” эртаги болалар тарбиясида меҳнатга бўлган ҳурмат ва муҳаббатни ривожлантирса, “Сусанбул”, “Овчи, Кўкча ва Доно” эртақлари эса жамоа, дўстлик, биргаликда ҳаракат қилишни шакллантиради.

Ҳозир замонавий педагогик технологиялар умумий ўрта таълим мактабларида кенг қўлланилмоқда. Яъни компьютер технологиясидан фойдаланилмоқда. Фойдали томони эртақ китобларни хоҳлаганини излаб топиш ва профессионал актиёрлар томонидан мақомига етказилиб ўқилганлиги бўлса, зарарли томони бола компьютер монитори олдида узоқ вақт ўтириши мумкин эмас. Оддий эртақларни ҳар доим ҳам ўқишлари мумкин, лекин компьютердаги эртақларни албатта катталар ёрдами билан ўқишлари керак.

Ёш авлодни комил инсон қилиб тарбиялашда халқ оғзаки ижоди билан таништириш, нафосат ва гўзалликка интилиши, уни ҳис этиши ва бу жараёндан завқланиши, миллий бадиий қадриятларни қадрлаши ва ўзидан кейинги авлодга уни етказиши учун шахсий масъул эканлигини ҳис қилдирмоғимиз керак. Ана шу комил инсонни тарбиялаш, таълим жараёнида уларни фаоллаштириш йўллари ҳал қилиниши лозим бўлган долзарб масалалардан биридир.

Ўқитувчининг вазифаси ёш авлодга халқ оғзаки ижодини чуқур ва мустаҳкам ўргатиш, шу ўрганганларини амалиётда қўллаш кўникмалари ва маҳоратини ҳосил қилиш, илмий дунёқарашини

шакллантиришдан иборат. Демак, ўқитувчи асосий эътиборини ўқувчининг сўз бойлигини ошириш, ихчам ва раван гапиришга қаратмоғи лозим.

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THE IMPORTANCE OF CONTEMPORARY INNOVATIVE DEVICES IN FOREIGN LANGUAGE EDUCATING

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Abstract:

This article concentrates on defining the essence of up-to-date innovative technologies in the process of educating foreign languages. A large number of modern technologies, which possess several types, had been analyzed so as to clarify their significance as well as efficiency during the process of language teaching. This very article discusses about the analysis of innovative devices as means of educating efficacious language. The author attempts to reveal how to surge the specificity of innovative devices in teaching foreign languages successfully.

Key words:

contemporary devices, audio-recorder, digital acquiring platforms, language learning websites, lingua-phone classroom.

Since the beginning of twentieth century the majority of developing and developed countries' fields which are implemented via modern digital devices instantaneously. That is to say that one of the most imperative branch is named education system which is regarded as the most efficient and the most prestigious structure of enhancing future superior intelligence in harmony. Due to the fact that people's social lives have already completely surrounded by a verity of high technologies. Therefore, it is impossible to imagine even a day without contemporary technologies. Approximately for decades modern devices became part of the humankind's life. In accordance with studying which is done by the Council for Research Excellence, in current period the average adolescence spends roundly 8,5 hours daily looking at screens. Moreover, it is universally true that nearly each spheres the usage of digital technologies eases the task fulfillment process, manages time along with possible costs, improves productivity as well as efficiency leading to the successful prosperity step by step in a perfect manner.

With the advent of advanced technologies distinctive facilities for learning, communicating and also working became open to humankind. Especially, in recent years, it was unlikely not to perceive how day by day the demand for the usage of technology in the branch of education which is developing. It is undoubtedly true that from preschool establishments to higher educational organizations or else institutions, the most imperative tool that widely contributes to the regular improvement of education is innovative technology. [1]

What is more, it is undeniably true that certainly, not so long ago, technology commenced being utilized in the sphere of foreign languages educating along with applied linguistics. The utility of such devices is able to educators, teachers to apply classroom activities and to increase the process of language acquiring. Additionally, new modern technologies comes in handy with the easiest execution of a task from language being acquired. It is the fact that the list of technological devices being used in classrooms to ameliorate language learning involves Interactive whiteboards,

Multimedia systems, Laptops, Audio recorders, Digital Learning Platforms, Moodle Platphorms, Mobile applications, Lingua-phone cabinets and so on.

As we know that an overwhelming majority of organizations have been carrying out some researches in accordance with finding out how being enhanced teaching foreign languages maximally and correspondingly. For this crucial reason, it should be mentioned that in accord with American Council on the Teaching Foreign Languages whilst technology may play a pivotal role in providing as well as improving language acquiring, the efficiency of any technologies hinges on the superior knowledge, high intelligence and expertise of the qualified language teacher who creates and eases the language learning atmosphere perceptibly. In that case, to gain high results in foreign languages educating an accurate or appropriate technology or each class or else individual, overall, should be opted by educator taking into consideration skills, age, besides, the eligibility of learning style. Due to the fact that learning styles include visual style, auditory style, kinesthetic style. The author persuades a great number of educators, who may be linguists, psychologists, pedagogies, methodologists and others, it does not matter, to depict below educational innovations which are widely utilized during teaching foreign languages process. [2]

Interactive Whiteboard can be clearly defined as a touch-sensitive screen which works in connecting with a computer and a projector. By the help of this tool teacher represents already prepared lesson via electronic version. While presenting prepared multimedia presentation or instructing the special lesson teacher can highlight, circle, underline, or overwrite the elements that is efficacious whilst explaining grammatical rules as well as specific language elements which are the most rudimentary part of any foreign languages.

Apart from interactive whiteboard, another generation of innovative technologies which is named **Lingua-phone cabinet**. It is the most indispensable place of teaching and learning foreign languages processes. It is a special class equipped with a complex crucial equipments that are sound engineering, video and multimedia tools, audio that permits making a fresh atmosphere as well as optimal circumstances for autonomous work of language learners on professionally mastering the abilities of non-native speech.

Contemporary lingua-phone systems are facilitative and portative to utilize which does not need additional training of teacher. Learners, especially, language learners can simultaneously study non-native languages utilizing any programs that allow them to accomplish it in Lingua-phone cabinet and the merely thing ought to be implemented to download essential program to the computer. Modern lingua-phone cabinets permit the following ones:

- to substantially increase perception of studying materials;
- to record the work of any students on a tape recorder or teacher`s computer for further analyses;
- to promote motivation during learning process;
- to deal with personal, peer and group activities;
- to focus on the process of language learning;
- to improve learners speaking abilities, listening abilities, enrich vocabulary along with pronunciation.[3]

Audio recorder has been introduced and utilized in a wide range of approaches or techniques in language teaching. Via utilizing this type of tools educators try to support learners with the opportunities to produce verbal output allowing learners to practice and improve their speaking capabilities. The utility of such educative innovation provides learners with feedback which is stated by teachers on their performances. From Sachiko Aoki perspective, during recording activities most of learners can cheer up their mood. This is mainly because at that time teachers give a feedback them, besides, feedback from students to students, teachers to students seems to have a positive effect on the speaking performance of students. Learners can listen to, evaluate and edit their own recorded voice as well as look for their mistakes and weaknesses. [4]

Digital Learning platforms. It is the fact that such types of digital innovations have essentially altered teaching process. Digital Learning Platforms which are a piece of softwares designed to assist educator in the process of educating. The usage of this tool can be helpful both for teachers and students equally. This kind of tool which is versatile and universal totally. The resources of acquiring are accessive for learners not only in the classroom, but also they can utilize it whatever they want, whenever they selected. Using Digital Learning platforms learners possess interactive tasks, real communications and multimedia materials.

The merits of Digital Learning platforms for pedagogies are as follows:

- it is comprehensively creative as well as totally automatical;
- it portrays a clear opinion of learners progress during the process of learning;
- planning lessons are much easier;
- give teachers the skill to revise which topics are challenging and which topics are effective to their students perfectly and appropriately.[5]

Another representative of teaching language innovations is **Language Learning websites.** It is obvious that this type of websites is extremely heyday among any learners, especially, they maybe adults or else the youngs, it does not matter. This is mainly because Language Learning websites are forever beneficial to search fruitful information which is related to the online atmosphere characterized by suggesting language learners practice on some or the whole language abilities, such as listening, writing, reading, speaking as well. [6]

Taking everything into consideration, it can be concluded that teaching as well as learning processes of foreign languages which are the most valuable notions to collaborate the students unique or peculiar abilities within the usage of numerous up-to-date innovative technologies efficiently and accurately. That is to say that if such kinds of modern technologies are utilized in the education system, it can be reliable for creating peculiar and fabulous environment substantially. Moreover, it provides classes with free from pressure environment, guarantees more wonderful perception of acquiring aids and keeps classes in touch with the whole of resources essential for language learning.

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MAKTABGACHATA'LIMYOSHIDAGI BOLALARGA IQTISODIY TASAVVURLARNI SHAKLLANTIRISH USULLARI

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Annotatsiya:

Mazkur maqolada maktabgacha ta'lim yoshidagi bolalarga iqtisodiyot haqidagi tasavvurlarini shakllantirish, iqtisodiy bilimlarga qiziqishlarini yanada oshirish va kelajakda yuksak iqtisodiy salohiyatga ega bo'lgan yoshlarni tarbiyalash haqida keltirib o'tilgan. Shuningdek, maqolada mazkur masala yuzasidan metodlar va ilmiy takliflar ham berib o'tilgan.

Tayanch sòzlar:

matematik tasavvurlar, iqtisodiy madaniyat, bozor munosabatlari, tadbirkorlik, iqtisodiy hislat, iqtisodiy faoliyat,

Ключевые слова:

математические разделы, экономическая культура, рыночные отношения, предпринимательство, экономическая характер, хозяйственная деятельность

Keywords:

mathematical sections, economic culture, market relations, entrepreneurship, economic character, economic activity

Barchamizga ma'lumki har qanday davlatning qay darajada rivojlanganligi uning iqtisodiy rivojlanish òrni bilan bevosita bog'liq hisoblanadi. Iqtisodiy rivojlanish òrnini esa òsha davlatda yashovchi fuqarolarning iqtisodiy bilim darajalari belgilab beradi.

Shu òrinda òtmishga nazar tashlaydigan bòlsak kommunistik mafkura ostidagi sobiq sovet tuzimi davrida insonlarda mehnatga haq tòlash orqali boqimandalik mafkurasi, shaxs manfaatini jamoa manfaatiga bòysundirish, rasmiy buyuruqbozlik kabi harakatlar oqibatida shaxsning iqtisodiy tashabbuskorligi barham topdi.

Mustaqillikka erishilgandan sòng iqtisodiy sohalarda yuksak òsish darajalariga erishildi. Hozirgi kunda esa davlatimiz iqtisodiyotini yanada rivojlantirish maqsadida qator ishlar olib borilmoqda. Xususan 26.03.2020-yilda Òzbekiston Respublikasi Prezidenti Sh.Mirziyoyev «Iqtisodiyotni rivojlantirish va kambag'allikni qisqartirishga oid davlat siyosatini tubdan yangilash chora -tadbirlari tòg'risida»gi 5975-sonli farmoni, «Har bir oila – tadbirkor» dasturi hamda «Har bir oila – tadbirkor dasturini amalga oshirish tòg'risida» gi PQ 3777-sonli qaror va boshqalar ishlab chiqildi. Bundan tashqari Prezidentimiz 2020-yilni «Ilm – ma'rifat va raqamli iqtisodiyotni rivojlantirish» yili deb e'lon qilganlari ham iqtisodiyotga katta e'tibor qaratilganidan dalolatdir.

Maktabgacha ta'lim tizimida iqtisodiy tasavvurlarni shakllantirib bormoqlik bu kelajak avlodni yuksak iqtisodiy bilimlarni òzlashtirishida mustahkam poydevor vazifasini ótaydi. Maktabgacha ta'lim tashkilotlarida ta'lim olayotgan bolalarga iqtisodiy bilim berish va uni takomillashtirish uchun eng avvalo tarbiyachi pedagoglarning iqtisodiyot va iqtisodiy rivojlanish haqida yuksak va metodik bilimlarga ega bòlmog'ligi kerak. Eng avvalo yosh kadrlar bolalarga qanday qilib iqtisodiy bilim, iqtisodiy tarbiya berish va iqtisodiy hislatlarni (tejamkorlik, tashabbuskorlik, ijtimoiy faollik, yarativchanlik, ishchanlik, mehnatsevarlik va boshqalar)ni shakllantirish va rivojlantirish haqidagi bilim va metodik usullarni qòllash tòg'risida kònikmalarni òzlashtirib, malakalarini oshirib bormoqliklari zarur.

Biz bolalarda iqtisodiy tasavvurlarni shakllantirishda eng avvalo ularda tejamkorlik salohiyatini shakllantirmoqlik zarur. Birgina iqtisodiyotning xislatlaridan biri bo'lgan tejamkorlik orqali bolada ishbilarmonlik qo'lidagi bor narsa va imkoniyatlardan to'laqonli foydalanish ixtiro qilish va intellektual salohiyatini yanada oshirishga katta yordam beradi. Maktabgacha ta'lim tizimidan boshlab bolalarga davlat iqtisodiyotining qay turi yaxshi rivojlangan va qaysi iqtisodiy faoliyat hozirgi kunda rivojlanayotganini tizimli o'rganib, bolalarni shu yo'nalishlarda tarbiyalab borish kelajakda sifatli kadrlarni yetishishida va davlatning keyingi iqtisodiy bosqichlarida bilimli va malakali, yangicha qarashdagi yoshlarni yetishib chiqishida ham katta hissa qo'shadi.

Iqtisodiyot bevosita matematika fani bilan aloqador bo'lib, bunda maktabgacha ta'lim yoshidagi bolalarga matematik tasavvurlarini shakllantirish ham ustuvor harakatlardan biri hisoblanadi. Hozirgi kunda bolalarga yangicha usuldagi metodlarni qo'llash va shu bilan bir qatorda matematik tushunchalarni hosil qilishda bolalar o'yin faoliyati orqali o'qitish maqsadga muvofiq bo'ladi. Bolalarning barchasiga albatta harakatli o'yinlar yoqishi ma'lum. Ularning shu harakatlarini ham iqtisodiy tasavvurni shakllantirishga yo'naltirish mumkin. Buni misol tariqasida ko'rib chiqadigan bolsak:

Iqtisodiyot albatta bozor munosabatlari bilan aloqador. Bu barchamizga ma'lum, bolalarga matematik tasavvurlarini hosil qilish faoliyati davomida «Men savdogarman», «Men xaridorman», «Biz bozordamiz» mavzusi ostida o'yin tashkil etish maqsadga muvofiqdir. Bunda bolalar ikki guruhga ajralishadi va navbat bilan biri savdogar sotuvchi va biri xaridor istemolchi bo'lib ular o'rtasidagi o'zaro savdo muhiti va aloqalarini yuzaga keltirish orqali o'zaro savdo jarayonida bir-biri bilan bo'ladigan munosabat madaniyatni shakllantirish mumkin. Bu kabi o'yinlarda tarbiyachining roli va tashabbuskorligi katta ahamiyat kasb etadi. Shu birgina o'yin faoliyati davomida matematik tasavvurlarini va shu bilan bir qatorda bolada savdo aloqalari jarayonida yuzaga keladigan iqtisodiy munosabat haqida tushunchani shakllantirsa ham bo'ladi. Bundan tashqari bolalarda savdo-sotiq va tadbirkorlikka bo'lgan qiziqishini ham oshirish mumkin. bu kabi ishlarni amalga oshirayotganda tarbiyachi quyidagilarga e'tibor bermoqligi zarur:

- Iqtisodiy tasavvurlarni uyg'otishda bolaning qiziqishlarini inobatga olish
- Mashg'ulot jarayonida bolalarga yangicha va inovatsion metodlardan qo'llash
- Bolalarda iqtisodiyot haqida tushuncha shakllantirishda amaliy o'yinlarning, ekskursiyalarning tashkil etilishi

Shu birgina iqtisodiy tasavvurlarni shakllantirish orqali biz quyidagi natijalarga erishishimiz mumkin:

1. Bolalarni kasbga yo'naltirish
2. Matematik tushunchalarni yana da rivojlantirish
3. Bolalarda ixtirochilik, kreativlik salohiyatini yanada rivojlantirish
4. Kelajakda ishbilarmon tashabbuskor yoshlarni yetkazib berish va boshqa natijalarni ham o'z ichiga oladi

Xulosa qilib aytadigan bolsak barcha say-harakatlar bir maqsad ostida olib borilmoqda. Bu davlatning iqtisodiy tomondan rivojlanishi, kelajakda tashabbuskor tadbirkor yangi inovatsion qarashlarga ega bo'lgan yosh avlodning o'sib shakllanib borishini ko'zda tutilmoqda. Shu o'rinda O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning «Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz» asarlarida: «Hozirgi kunda bizning oldimizda ana shu erishilgan yutuqlarimizni yanada mustahkamlab, xalqimizning hayot darajasi va sifatini yanada oshirishdek yangi ulkan vazifalar turibdi va bu vazifalarni bugungi globallashuv davrida dunyoda iqtisodiy inqiroz, qarama-qarshilik va nosog'lom raqobat, xomashyo resurslarining narxi pasayib borayotgan keskin va murakkab bir shaoritda amalga oshirishimizga to'g'ri kelmoqda» deb aytib o'tganlar. Bundan ko'rinib turibdiki iqtisodiyot va aholini yashash tarzini yaxshilash maqsadida o'sib kelayotgan yosh avlod va kadrlar yanada bilimli va iqtisodiy salohiyatga ega bo'lmoqliklari zarur.

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ЧЎЛПОН ШЕЪРЛАРИГА ДОИР МАТН ТАБДИЛИДАГИ ХАТОЛИКЛАР

Исломова Соҳиба

Андижон давлат университети докторанти

Аннотация:

Ушбу мақолада Чўлпон шеърларининг қайта нашрларида учрайдиган матний тафовутлар ҳақида сўз боради.

Аннотация:

В данной статье идёт речь о текстуальных различиях, встречающихся в произданных стихотворениях Чулпана.

Annotation:

This article discusses the textual differences encountered in reprintis of Chulpon's poems.

Калит сўзлар:

асосий таянч нусха, ёрдамчи нусха, матний тафовут, шеърий тўплам, матний тафовут, шеърий тўплам.

Ключевые слова:

основная опорная копия, вспомогательная копия, текстовое различие, сборник стихотворений.

Key words:

main point, auxiliary print, textual differences, poetic collection.

Қайта нашрларда сўз ва сўз шаклларни ёзилишидаги хатоликлар ва шу билан боғлиқ юзага келувчи ҳар хилликларнинг асосий омиллари сифатида тил ва имло меъёрларининг қатъийлашмагани, бу борада таҳририятлар кўп жиҳатдан автоном иш юритганини кўрсатиш мумкин. Шунингдек, даврга оид газета-журналлар ва китобларнинг нашр сифати ҳамда сақланиш ҳолатига ҳам кучли омиллардан деб қараш лозим. Ниҳоят, учинчи, пировард натижага таъсири ғоят кучли субъектив омилни – қутлуғ ишга бел боғлаган нашрга тайёрловчи мутахассисларнинг тайёргарлик даражасини ҳам эътироф этмоқ керак. Қўйилган мақсадга етиш – Чўлпон ижодий меросини бор бўйи билан тиклаш ва асарларини тезроқ ўқувчиларга етказиш мақсади билан бу ишга кўпчилик киришди, лекин эзгу ниятнинг ўзи натижанинг яхши бўлишини кафолатлай олмади. Хуллас, мазкур ва уларга ёндош омиллар таъсирида қайта нашрлардаги сўз ва сўзшаклларнинг ёзилишида анча тафовутлар бор, услубий ғализ, мазмуни ғалат мисраларга кўп бора дуч келамиз. Ушбу мақоламизда Чўлпон асарларининг асосий таянч нусхалари билан қайта нашрларини ўзаро қиёслаб, сўз ва сўзшаклларнинг ёзилишидаги тафовутларни қараб чиқамиз.

“Ўзбек ёш шоирлари” жамоа тўпламига киритилган “Суйган чокларда” шеърининг 5-банд 1-мисрасидаги “шитир этса” (شيتير نپتسه) қўшма феъли қайта нашрдан “ЯОС” ҳамда Асарлар-2016”да “шеър айтса” тарзида янглиш берилган. Банд аввалида шоир нима демоқчи эканлигини тўғри англанса, бу ўриндаги матний хатолик баргараф этилган бўлар эди: йўлларингда сўлган барг шитир этса, унинг овози қулоғимга турли мусиқа каби эшитилади, қачон сенинг мусиқадек ёқимли овозинг мени суйганингни билдиради.

“Булоқлар” тўпламидан ўрин олган “Кетдинг” номли шеърнинг 4-банд 3-мисрасидаги “борлик” (بارلىق) сўзи қайта нашрлардан фақат “ГТ” тўпламидагина тўғри таъдил қилинган, “ЯОС”, “Асарлар–94” ҳамда “Асарлар–2016” тўпламларида бу сўз “фирок” тарзида хато берилган:

Боғчангга ёш қўллар экалар гуллар,
Очилмоқ истайлар лола, сунбуллар,
Фирок куйларини куйлар булбуллар,
Сен бўлса йўқликка урдинг-да, кетдинг,

Кўкармай, яшармай, қурдинг-да, кетдинг!..[5.92]

Шеъринг банднинг дастлабки 3 та мисрасида гўзал табиат манзаралари тасвирланмоқда: ёш қўллар гул эжомда, лолалар, сунбуллар очилмоқда – ҳаёт қайнамоқда, шунинг учун булбуллар “борлик куйларини” куйламоқда. Кейинги мисралар эса буларга контраст тарзида, “йўқлик”ка кетган марҳумга “таънали” мурожаат мазмунида. Яъни банддаги “борлик” ва “йўқлик” калит сўзлари қаршилантириш асоси, қайта нашрларда эса бу сўз ўзгартирилган. Бу камчилик эътиборсизликдан, мазмунни синчиклаб уқишга ҳаракат қилинмаганидан келиб чиқади.

“Тонг сирлари” тўпламидан ўрин олган “Кишан” шеърининг 4-банд 1-мисрасидаги “қулуп” (قۇلۇپ) сўзи қайта нашрлардан: “ЯОС”, “ГТ” ва “Асарлар–2016”да “қулф” шаклида, “Асарлар–94”да эса “қилич” тарзида таъдил қилинган. Маълумки, оғзаки нутқда “қулф” сўзи ҳозирги кунда ҳам “қулуп” деб талаффуз қилинади, лекин адабий тил меъёрларига амал қилган ҳолда “қулф” шаклида ёзилади. Хўп, биринчи ҳолни адабий тил меъёрларига мувофиқлашга ҳаракат натижаси дейиш мумкин. Аммо бу сўзни “қилич” деб таъдил қилиш мазмунга ўтиришмайди, ғализлик келиб чиқади:

Қилич бирлан сенинг эркинда кўп йиллар қолиб кетдим...

Фақат, ҳар тебранишдан қуртулишликни умид этдим[5.61].

Бу шаклда биринчи мисрадан “қўлимда қилич билан кўп йиллар сенинг эркинда қолиб кетдим” деган маъно чиқади. Яъни лирик қаҳрамон кишанга шундай демоқда. Қўлида қиличи бўлган инсон қандай қилиб тутқунликка йиллар давомида бош эгиб туриши мумкин?! Кишанланган одам қилични қандай ушлаши мумкин, ким унга қилич бериб кўяркан?.. Демак, асос манба матнига асослансак ҳам, мантиқ тарозисига кўйиб кўрсак ҳам бу ўринда “қулф” сўзини ишлатмоқ даркор.

“Соз” тўпламга кирган “Янги мен” шеъридаги “қучоғида” (**quchoğida**) сўзи “Асарлар-2016” тўпламида “қучоғингда” тарзида нотўғри таъдил қилиниб, услубий ғализлик юзага келган:

Менинг янги ватанимда

На Мажнун бор, на-да занжир!

Мунда ҳар бир ишлаганнинг

Бахти **қучоғингда** келур![5.229]

Кўриб турганимиздек, парчадаги учинчи-тўртинчи мисраларда услубий ғализлик бор: “ҳар бир ишлаганнинг” учинчи шахсда бўлса, “қучоғингда” иккинчи шахсда, яъни шахс сондаги мослашув бузилган.

Чўлпон шеърларини асосий таянч нусха билан қайта нашрларини ўзаро қиёсласак, юқорида санаб ўтилган матний тафовутларни кўплаб учратишимиз мумкин. Мазкур хатоликларни бартараф этиб, Чўлпон шеърларининг илмий-танқидий матнини яратиш бугунги кунда адабиётшунослар олдидаги кечиктирилмас вазифа бўлиб қолмоқда.

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ХУРОСОН ҒАЗНАВИЙЛАР ДАВРИДА

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Аннотация.

Мазкур мақолада Ғазнавийлар сулоласининг ҳокимият тепасига келиши ҳамда улар омонидан олиб борилган ислохотлар кенг ёритиб берилган. Энг кучли ҳукмдорлар даврида мамлакатнинг гуллаб-яшнаши, ижтимоий айниса фантализм соҳасидаги ишлар яққол ифодалаб берилган.

Калит сўзлар:

Хуросон, ғазнавийлар, қорахонийлар, салжуқийлар, давлат бошқаруви, ислохотлар.

Кириш

Инсоният тарихида тўлиқ ёритилмаган ва ҳали ҳануз мавҳум қолаётган асарларни таржима қилиш, уларни тарихий ўрганиш, улар устида тадқиқотлар олиб бориш тилшунослар, адабиётшунослар, манбашунослар ҳамда тарихчилар олдида долзарб масала бўлиб қолмоқда.

Маълумки, Ўрта Осиё тарихига оид маълумотларни асосан араб ва форс тилларида битилган манбалардан ўрганишимиз мумкин. Жумладан, Наршахий, Рашидиддин, Шарафиддин Али Яздий, Абдураззок Самарқандий, Мирхонд, Хондамир, Абулғозий, Баёний, Ибрат каби улуг муаррихлар халқимиз тарихини ҳаққоний ёзиб қолдирганлар. Миллий ўзликимизни англаш, миллий туйғуларимизни тиклаш, тарихимизни чуқур ўрганиш зарурияти юзага келди. Бугунги кунда қадимий бой ва бебаҳо адабий меросимизни, тарихимизни, ўтмишда яшаб ижод этган, тарихимиз, адабиётимиз ва маданиятимиз хазинасига муносиб ҳисса қўшган алломалар, олимлар, шоиру-адибларимизнинг ҳаёти ҳамда ижодини чуқур ўрганиш, миллий кадрларимизни тиклаш, улар қолдирган дурдона асарларни тарғиб қилишда иборат.

Асосий қисм

Мазкур муаммони ечишда Н.Иброҳимов, Б.Аҳмедов, У.Каримов, А.Ўринбоев, О.Бўриев, М.Исҳоқов, Ш.Воҳидов каби шарқшунос олимларимиз ўзларининг катта хиссаларини қўшишган. Жумладан, машҳур рус тарихчилари В.В. Бартольд, В.Ф.Семёнов, А.Ю. Якубовский, Б.Д.Греков, Г.В.Вернадский ҳамда Ф.Бернье, К.Д.Оссон, К.Э.Босворт, Н.Я. Бичурин каби Европа олимлари мазкур муаммоларнинг ечимини топишда астойдил ҳаракат қилдилар [8, p. 70].

Ғазнавийлар давлати – Хуросон, Шимолий Ҳиндистон ҳамда қисман Мовороуннаҳр ва Ҳоразмда ғазнавийлар сулоласи бошқарган туркий давлат.

Ғазнавийлар давлатига Алптегиннинг ғуломи ва куёви Сабуктегин асос солган. Давлат номи салтанатнинг пойтахти Ғазна шаҳри номидан олинган. Туркий ғуломлар хизматлари эвазига сомонийлардан Хуросон ва Афғонистоннинг турли вилоятлари (Ғазна¹, Қобул ва бошқа) ни бошқариш ҳуқуқини олганлар. Собуктегин Ғазна вилоятининг ноиб ва қўшин амири этиб тайинлангач (977), у бу мулкларни мустақил бошқаришга киришган. 994–995 йилларда Хуросонда бўлиб ўтган 2 жангда сомонийлар амири Нуҳ ибн Мансур ва Ноиб Сабуктегин бошчилигида бирлашган қўшин исён кўтарган турк саркардалари Абу Али Симжурий (Абулҳасан Симжурийнинг ўғли) ва Фойик қўшинларини тор-мор келтириш жараёнида Сабуктегиннинг сиёсий нуфузи янада ортади [1, p.150].

¹ Ғазнавийлар давлати пойтахти.

Ғазнавийлар давлатининг энг кучайган даври амир Сабуктегин, айниқса, султон Маҳмуд Ғазнавий ҳукумронлиги йилларига тўғри келади. XI аср бошларига келганда Мусулмон Шарқининг энг қудратли давлатларидан бирига айланган Ғазнавийлар давлатининг чегаралари ғарбда Рай ва Исфаҳон шимоллари, Каспий денгизи ҳамда шимолий-ғарбда Хоразм ва Орол денгизигача чўзилган, шарқда эса Шимолий Ҳиндистоннинг каттагина қисмини ўз ичига олган ва жанубда Балуҷистонгача етган эди [10, p.217–218].

Маҳмуд Ғазнавий сомонийлар сулоласи барҳам топгач, уларнинг Хуросондаги бутун худудини, кейинчалик Хоразм давлатини (1017) ҳам ўз салтанати таркибига қўшиб олган. Бироқ, Жанубий Тохаристон (ҳозирги Шимолий Афғонистон) дан ташқари Тохаристон (ҳозирги Сурхондарё вилояти ва жанубий Тожикистон) худудларини ҳам эгаллаш учун ғазнавийлар кураш бошлаганларида қорахонийлар билан уларнинг манфаатлари ўзаро тўқнашди. Кескин курашлар натижасида Чағониён ва Термиз ғазнавийларга бўйсундирилган. Ғазнавийлар билан Қорахонийлар давлати ўртасидаги чегара Амударё деб эътироф қилинган.

1024–1025 йилларда Маҳмуд Ғазнавий Термиз яқинида Амударёни кечиб ўтиб, Темир дарвоза (Темир қопқа) орқали суғдга ҳужум қилган ва Самарқандгача борган. Бу ҳарбий юришлар натижасида Омул (Чоржўй) гача бўлган вилоятлар қорахонийлар ҳукмронлигидан чиқиб, ғазнавийлар таъсирига ўтган [10, p.217–218]. Бу даврда Ғазнавийлар давлати Шарқдаги йирик мусулмон давлатига айланган эди. Бироқ, Маҳмуд Ғазнавийнинг ўғли ва валиаҳди Масъуд Ғазнавий ҳукумронлиги даврида (1030–1041) Ғазнавийлар давлати ўз қўл остидаги худудларни бирин-кетин қўлдан чиқариб, аста-секин таназзулга юз тута бошлади.

XI аср ўрталаридан бошлаб ғазнавийларнинг асосий рақиби *салжуқийлар* бўлди. Ғазнавийлар давлати таркибидан биринчи бўлиб Хоразм ажралиб чиқди. Ғазнавийларнинг Хоразмдаги ноиб Олтинтош вафот этгач (1032), унинг ўғли Ҳорун ғазнавийларга қарши исён кўтарди (1034). У салжуқийлар ва қорахонийлар билан дўстона алоқа ўрнатиб, Хоразмни Ғазнавийлардан мустақил деб эълон қилган. Бу пайтда қорахонийлар ва ғазнавийлар ўртасида Чағониён, Хутталон, Термизни эгаллаш учун яна кескин кураш бошланган [3, p.184].

Марв яқинидаги Данданакон жанги (1040 йил май) да Масъуд Ғазнавий қўшини салжуқийлардан енгилгач, ғазнавийлар Хуросонни бутунлай қўлдан чиқаришди. Мағлубиятга учраган султон Масъуд Ғазнавий Ғазнага қочган ва кейинчалик фитначилар томонидан ўлдирилган (1041 йил). Тахтга Масъуднинг укаси Муҳаммад ўтирган. Лекин Маъсуднинг ўғли Мавдуд (ҳукмронлик даври: 1041–1048) амакиси Муҳаммаднинг қўшинини енгиб, уни ўлдирган ва тахтга ўтирган [1, p.220]. Султон Мавдуднинг Амударё қисмидаги вилоятларни қайтариб олишдаги саъй-ҳаракатлари натижасиз тугаган. Султон Фаррухзод (ҳукмронлик даври: 1053–1059 йй) нинг ҳаракатлари бир мунча самарали бўлиб, у кетма-кет икки жангда салжуқийлар қўшинини мағлубиятга учратди. Лекин кейинчалик Алп Арслон Ғазнавийларни енгилгач муваффақ бўлди.

Икки ўртада тузилган битим (1059 й) га мувофиқ, Ғазнавийлар Мовороуннаҳр ва Тохаристонга бўлган ҳар қандай ҳуқуқларини йўқотдилар. Уларнинг худуди Ғазна вилояти ва Шимолий Ҳиндистоннинг бир қисми (Панжоб ва бошқа) билан чекланиб қолди. Бу худуд ҳам XII асрнинг 60-йилларида Ғурийлар давлати Ғазнавийларни Шимолий Ҳиндистонга бутунлай сиқиб чиқардилар, пойтахт Ғазнадан Лаҳорга кўчирилди (1161 й). Ғурийлар давлати ҳукмдори Гиёсиддин Муҳаммад қўшини Лаҳорни босиб олгач, Ғазнавийлар давлати бутунлай тугатилди (1186 й) [7, p.192].

Ғазнавийлар ҳукмронлиги қуйидагича давом этган: Алптегин (962–963), Исҳоқ (963–966), Билгатегин (966–972), Пиритегин (972–977), Сабуктегин (977–997), Исмоил (997–998), Маҳмуд Ғазнавий (998–1030), Муҳаммад (1030), Масъуд Ғазнавий (1030–1041), Мавдуд (1041–1048), Масъуд II (1048) Али Абул Ҳасан (1048–49), Абдур Рашид (1049–1053), Тўғрул (1053), Фаррухзод (1053–1059), Иброҳим (1059–1099), Масъуд III (1099–1114), Шерзод (1114–1115), Арслон (1115–1118), Баҳромшоҳ (1118–1152), Хусравшоҳ (1152–1160), Хусрав Малик (1160–1186) [4, p.90].

Давлатни бошқариш. Ғазнавийлар давлатида бошқарув тизими ўзининг мураккаблиги билан диққатни жалб қилади. Бошқарув тизимининг марказида даргоҳ ва девонлар [5, p.49–82] (вазирликлар) турган. Даргоҳга олий ҳукмдор фаолияти билан боғлиқ хизматлар ва амаллар кирган. Ғазнавийлар даврида хожиблик хизматининг ўрни алоҳида эътиборга лойиқ бўлган. Даргоҳ фаолиятида сипоҳдор (сарой хизматчиси), давотдор (олий ҳукмдорнинг ҳужжатларини юритувчи), пардадор (махрам; хуфий ишларини бажарувчи), мартабадор (саройдаги ўрта амалдор), хазиначи, жома хона ва фаррош каби мансаб ва хизматларнинг ўрни катта бўлган [5, p.350].

Девонлар ижроия идоралари бўлиб, ўша давр манбаларида 5 та девон номи учрайди. Улар вазир девони (бош вазир девони); ҳарбий ишлар девони; элчилик ва бошқа расмий тадбирларни юритиш девони; молия девони; почта хабар девони. Вилоят бошлиғини волий деганлар ва уни олий ҳукмдор тайинлаган. Вилоятлардаги бошқарув ишларини амид олиб борган. Шаҳар бошлиғини раис деб атаганлар. Шаҳар микёсида шихна, кутвол (қалъа комендант), соҳиби девон (маъмурий бошқарувчи) каби амалдорлар ҳам фаолият кўрсатганлар [2, p.133].

Ғазнавийлар давлати қудратли ҳарбий кўшинга эга эди. Олий кўмондонлик ҳукмдорнинг қўлида бўлган. Бош кўмондон-сипоҳсолор эса сулоланинг энг ишончли вакили ёхуд шу хонадон аъзоси ҳисобланган. Маҳмуд Ғазнавий сипоҳсолор мансабига укаси Муҳаммад Юсуфни лойиқ топган. Юқори даражалиги ҳарбий лашкарбошилар, ўрта даражадагилари сарҳанг дейилган. Ҳарбийлар ўз почта-хабар ва қозилик хизматларига эга бўлган. Ғазнавийлар кўшинида ҳарбий кемалар (дарё ва денгиз флоти) ҳам мавжуд эди.

Хулоса

Ғазнавийлар давлатида илм-фан ва маданият, хусусан, адабиёт ривожланган. Маҳмуд Ғазнавий она тили туркийдан ташқари форс, араб, ҳатто паҳлавий тилларини ҳам мукаммал билган ва ўзи шеърлар битган. Унинг саройида 400 дан ортиқ олим, шоир ва санъткорлар тўпланиб, фаол ижод билан шуғулланишган. Абу Райҳон Беруний, шунингдек, Фаррухий, Унсурий, Манучехрий каби шоирлар, Носир Хусрав, Утбий Гардизий, Байҳақий шулар жумласидан бўлиб, Ғазнада яшашган. Беруний ўзининг “Қонуни Масъудий” ва Байҳақий ўзининг “Тарихи Масъудий” асарларини Масъуд Ғазнавийга бағишлаган [2, p.190]. Фирдавсий машҳур “Шоҳнома” достонини Маҳмуд Ғазнавийга тақдим этган. Бироқ буюк табиб Абу Али Ибн Сино Ғазнага султон саройига боришдан бош тортган [9, p.88]. Шимолий Ҳиндистонни исломлаштириш ва турклаштириш жараёни айнан Ғазнавийлар давридан бошланган.

Ғазнавийлар давлатида қурилиш ва меъморчиликка ҳам катта эътибор қаратилган. Ғазна, Балх, Нишопур Лоҳур ва бошқа шаҳарларда кўплаб мадрасалар, масжидлар, хонақолар, саройлар ва боғлар қурилган, кутубхоналар фаолият кўрсатган [6, p.37]. Хусусан, пойтахт Ғазна шаҳри гуллаб яшнаган.

Юқоридаги маълумотлардан келиб чиқиб шуни хулоса қилиш мумкинки, Ғазнавийлар даврида илм-фан ниҳоятда ривожланган ва Хуросон тарихида муҳим из қолдирган.

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THE ROLE OF MOISTURE IN PLANT LIFE

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Abstract.

The importance of biological nitrogen in world agriculture is enormous. Even In Western Europe, 1-1.2 tons of mineral fertilizers are applied per hectare , 25% of the plant's nitrogen demand due to mineral fertilizers will be satisfied. In the future, the yield of agricultural crops will increase As the temperature rises, so does the demand for nitrogen. The optimal amount of soil during the growth of the plant is limited field moisture capacity (CHDNS) is required to be in the range of 60-100% di. Limited field moisture capacity (CHDNS) is the amount of gravitational water in the soil that binds to the soil after it has flowed into the soil pores. the remaining water is to retain the maximum amount of water in the soil ability. In this case the soil is dried and turned into absolutely dry soil relative to its humidity is determined.

Key words.

cryophytes, plants, agriculture, Flora, moisture factor

Introduction.

Detected humidity CH DNS-is equal to 100% of. This indicator is the mechanical composition of the soil and depends on the amount of humus. 100% when the humus content in the average sandy soils is 2% CHDNS corresponds to 25-26% of absolute dry soil moisture. In sandy, low-humus soils, this figure is 22-24%, in heavy clay soils can be 27% and more. At least field moisture capacity (EKDNS), (in Russian HB –naimenshaya vlogoemkost) is often used as a synonym for CHDNS. But this term is less convenient because most of the soil moisture dries out the lower the field the capacity will be much lower. Also to the ground the maximum accumulated moisture is called the minimum field moisture capacity. Does not fit into the plug. A bush with a minimum field moisture capacity rock moisture (fading coefficient, hygroscopic humidity) is also present. The productive moisture index is also widely used in lyot. Each crop has its own optimal soil moisture. This the indicator also varies according to the developmental phases of the plant possible. Soil when soil moisture is equal to 100% of CHDNS All the capillaries are filled with water and connected, large The cracks (bribes) are filled with air. Hence the plant root does not feel the lack of oxygen. From them to find the root capillaries throughout life, depending on the genotype of the species and cultivar Swallows water for 5-20 days. Soil moisture CHDNS from 100% if high, the roots will feel a lack of oxygen and such moisture is more than necessary. Therefore CHDNS is 100% can be called the upper limit of optimal humidity. Evaporation of water from the soil surface, the surface of the growing plant due to which the moisture in the driving layer of the soil is constantly reduced and at some point the single water capillary system breaks.

Main part.

Moisture is ecological in the life and activity of organisms essence.

The main source of moisture is moisture from the atmosphere (rain, snow, hail, fog) and most of it is tropical falls into the region. For example, Indonesia, the Amazon Valley, Some parts of Africa receive 2,000 mm of moisture a year. But some parts of the tropics are arid regions including the Sahara, northern parts of Chile, In some parts of Africa, the humidity is 1.8 mm for 10 years falling Non-tropical areas have low humidity will be. But in this case the mountainous districts — the Alps, the Pyrenees, Scandinavian Mountains, Himalayas, Pamir-Tien Shan Mountains systems, the Andes, the Urals, the Sayan, the Caucasus Mountains are rich in moisture mountains. For example, Britain and Scandinavia 2500 mm throughout the

year in the mountains, and even in some cases Humidity drops to more than 4000 mm. Asia, from the Caspian Sea East China and North America and Central Asia. The soils have an average annual humidity of 250 mm falls. For example, in the Sahara from 100 mm throughout the year low, South and Southeast Asian lands year during the 2000-4000 mm, 1300 m high Shillong plateau while it receives more than 12,000 mm of moisture. In the southern and southeastern regions of Asia, 95% of the annual humidity in summer falls. Asian moisture drop and its distribution is a very contrasting region in terms of its low humidity A lot of moisture falls on the shoreline 220 times less than in the districts, Deserts, steppes and in very dry areas the humidity is less than 50%. It is known that from north to south, the dry season is much longer stretches, goes, For example, the dry days of the year are 7 for Valencia If the day is 206 for El Kantara, North Africa is uneven 100 to 300 days in the districts, 300 dry in the Sahara The day coincides, such a situation in the Karakum of Central Asia, It also applies to the Kyzylkum deserts. From an environmental point of view, the temperature and humidity levels are close plants that are similar to each other in natural areas communities occur, even some insects (mosquitoes) a species in the Mediterranean and Kapsk biogeographic regions occurs. Climatic factors are the amount of moisture that falls from the atmosphere The amount varies under different climates under the influence of temperature, light humidity drops. For example, it is average in tropical climates (Panama) temperature 26.7°C , humidity 3352 mm; Chicago The average temperature in the district is 10.7°C , humidity 857.7 mm, 1567 m high altitude (Egual), average annual temperature 4.4°C , the amount of moisture is 2285 mm (Dajo, 1975). The main source of moisture in mountainous areas is snow, it is a specific environmental factor. Snow in the soil and in it from freezing of organisms (animals, plant roots) saves. In winter, the temperature at the bottom of 1m of snow is -0.6°C , snow above -33.7°C . In addition, the moisture in the snow melts increases. Organisms are in nature, depending on the source of water and moisture ecologically adaptable and geographically oriented regions spreads over. Water, plant and animal cells, tissues, the main part of the protoplasm, their forms a liquid juice. Water cells and tissues generates and controls osmotic pressure. The flora that occurs on Earth every year representatives release 600-700 trillion water into the atmosphere in the form of water vapor produces; 1 m³ will contain from 1 g to 25 g of water vapor in the air. From the accumulation of these pairs in the soil, every year there are 10-40 from 100 mm of moisture accumulates. Moisture in the air in the form of vapors epiphytes, ephemerals, succulents, mosses, lichens, algae absorb and own collects in their bodies, 70-90% in the animal protoplasm of Think and active activity will be water until. In larvae hatching from beetle eggs Up to 50%, some jellyfish have up to 98% water in their body. Younger than the older tissues of living organisms The tissue collects more water. In dry and hot climates, the plants are on specific seasons formed the rhythms of development. For example, a year is short the growing development of periodic ephemeral forms spring or autumn corresponds to the period of humidity. Their whole development the cycles take place in 15-30 days, during the spring humidity. Even some perennials to the rhythm of the seasons of nature adapted they are also called ephemeroids or geofemeroids called. Plants belonging to this group are uncomfortable (decrease in temperature, freezing of the earth) and slows down the development, to the point, in a very short time the whole goes through developmental stages (tulip, choi sunbuli, brown). Plants have several atmospheres in their root cells which is the swelling power. For example, in forest trees 30atm, around, 20-40atm. In grass plants, desert and steppe 60atm in plants. This force is in the soil allows it to absorb moisture. Swelling power of moisture in the root system of plants the moisture from the roots to the leaves of the plant, because it is large reaches and as a result rises more than 100 meters. In most cases the plants have the power to swell. Ga 15 atm to retain moisture in the soil. And is rare. That is why the moisture is mainly plant roots and water in the body through the ustitsa apparatus during cuticles and peridermal transpiration, it radiates from the entire surface of the body and accounts for 10% of total evaporation.

Plants adapted to the terrestrial environment with water depending on the supply and retention of moisture and divided into homohydric groups. Weaving of plants belonging to poiklylohydric groups the amount of water in the product is not constant, its amount varies depending on the humidity level of the environment. This is it The plants of the group have all kinds of moisture (rain, has the properties of absorbing dew, mist, steam); drought-stricken plants are in a state of anabiosis (algae, fungi, lichens, mosses, etc. Cells and tissues in the body of homohydric plants will be constantly supplied with water. Most to this group tall plants. They are round vacuoles in the cell medicine Allows you to have a constant supply

of water, in addition The plant branches are covered with a low-permeable cuticle and moisture transpiration is controlled by the stomata apparatus is displayed. Transpiration of most of the water absorbed by plants In the process consumes some amounts of the substance, while breathing The waste is released into the environment (glucose, bark etc.). The volume of transpiration is very large, for example, in hectares 3-6 thousand t for transpiration of plants during the growing season consumes water. This figure is from the atmosphere to this district corresponds to the amount of moisture that falls. The rate of transpiration is daytime for most plants 15-200 g / m² per hour during the day and 1-20 g / m² at night. Plant and ecological groups in relation to moisture. In the process of evolutionary development in living organisms that certain properties have emerged in relation to moisture the qualities provide them with water, each species is unique requires a certain amount of moisture. Plants for body moisture management organisms belonging to the group are in their own bodies can't actively control the water regime, they depend on the humidity in the body and the humidity in the environment.

Conclusion.

This group plants do not have stomata apparatus, [stomata protector the tissue is not well developed. This group is on the soil surface common algae, fungi, lichens, mosses and representatives. Gymnohydride group plants to the previous group of plants have absolutely opposite signs, they are water in the body supply stomata apparatus, internal cells, moisture impermeable tissue, through the leaves of the rope occurs and there is the same amount of moisture in the body. They are (The moisture in the mother is the amount of moisture in the environment not related. Most representatives of plants in the world this gymnohydride belongs to the group. Basic ecological groups of plants in relation to moisture as follows: hydrophytes, hydrophytes, xerophytes, psychrophytes, cryophytes, mesophytes, ephemerals and ephemeroids.

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ZAMONAVIY HIKOYACHILIKDA RAMZIY IFODALARNING AKS ETISHI (NAZAR ESHONQULNING “ISTILO” HIKOYASI MISOLIDA)

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Annotatsiya:

Ushbu maqolada modernizm yo'nalishi, undagi ramziylik haqida gap boradi. Nazar Eshonqulning “Istilo” hikoyasidagi ramzlar, obrazlar tahlil qilinadi. Hikoyadagi ramzlarning o'ziga xos xususiyatlari ko'rsatib o'tiladi. Tahlil qilish jarayonida “Istilo” hikoyasidagi ramziylikning G'arb adabiyotidagi ramzlar, obrazlar bilan o'xshash jihatlari ham namoyish etiladi.

Kalit so'zlar:

Nazar Eshonqul, modern adabiyot, ramz, ramziy obraz, motiv, begonalashuv.

Nasrimizning o'tgan asr 80-90 yillaridagi yangilanish odatiy an'anaviy yo'ldan birmuncha o'zgacharoq kechdi, XIX asr oxiri – XX asr boshlarida G'arbda paydo bo'lgan adabiy oqimga o'xshash sifatlar namoyon bo'ldi... Xususan, obyektiv olam, voqea-hodisalar tasviri, qahramon xatti-harakatlari, uni o'rab turgan muhit va sharoit, zamon va makon endi to'g'ridan-to'g'ri badiiy to'qimaga aylantirilmay, ularning inson tasavvuri, shuuriga ta'siri, qahramonning unga ongli munosabati badiiyatga aylantirildi. Endi kitobxon qahramon bilan emas, balki uning tafakkuri bilan muloqotga kirishadigan, uning tafakkur jarayoni bilan bahslashadigan bo'ldi.

Shu ma'noda, Nazar Eshonqul o'zbek nasriga, ayniqsa, hikoyachiligiga yangi ovoz, yangi ruh olib kirdi. U mana shu janrni Sharq va G'arb adabiyoti an'analari bilan uyg'unlashtirayotgan adiblardan biridir.¹

Nazar Eshonqul asarlarida modernizm adabiyotida yetakchilik qiladigan hayot haqiqatiga rioya qilish an'aanasi muhim rol o'ynaydi. Nazar Eshonqul Frans Kafka, Albert Kamyu g'arb modernistlari kabi tasvirning hayotdagiga, borliqdagi o'xshashi emas, balki odamning ichki olamini, ruhiy kechinmalarini aks ettirish yo'lidan boradi.

Adibning “Istilo” hikoyasi ham kishida tamoman o'zgacha taassurot uyg'otmay qolmaydi. Hikoyada ikki kishining o'zaro suhbatini keltiriladi. Asar bilan yaqindan tanishish jarayonida kitobxon tahlikaga tushib qoladi, o'zini xuddi hikoya qahramonlaridan biri sifatida tasavvur qila oladi. Hikoyada keltirilgan “tarbiyaviy soatlar” (vahshiyona tarzda jazolanishlar) o'quvchi qalbini junbushga keltirib yuboradi. Xususan, quyidagi parchani o'qisangiz, undagi muhit sizning kayfiyatingizga ham o'z ta'sirini o'tkazmay qolmaydi:

...Maxsus yog'och to'shakka yotqizilgan bobosi va otasining avval bosh chanog'ini kesib oldilar: bobosi va otasi irodali edi, kesishayotganda biror marta miq etishmadi... Bosh chanoqlarini olishgach ikkalasining ham ancha bujuriga o'xshash kulrang-oqish miyalari ochilib qoldi. G'animlar qandaydir (avval tayyorlab qo'yishgan, chog'i) ikkita ilon topib kelishdi. Ilonlar tinmay dumini likillatar va tilini chiqarib vishillardi. Jarroh g'anim ilonlarni bosh chanoqqa solib, uni qaytadan joyiga tikib qo'ydi: u ishiga ancha usta edi, hammasini ko'z ochib yumguncha bajardi. Avval otasi chinqirib yubordi. Uning qo'l oyog'ini

¹ <https://saviya.uz/hayot/tarjimai-hol/nazar-eshonqul-1962/>

yechib qo'yishdi. U boshini ushlagancha, baqirar, silkir, boshiga mushtlar va maydonda uyoqdan- bu yoqqa dumalardi...²

Naqadar dahshatli va achinarli holat. Zero, SSSR hukumati ham aynan shu tarzda xalqimizni jazoladi. To'g'ri, ilonlarni bosh chanog'imizga qo'ymadi. Biroq, undan-da og'ir qismatni bizga ravo ko'rdi. Xalqimizni 70 yil davomida quldan battar ahvolga soldi. Tarixda chuqur iz qoldirgan, butun dunyoni lol qoldirgan ajdodlarimizni ular tan olmadi. Bizni buyuk ota-bobolarimizni unutishga undadi, muqaddas dinimizni, milliy an'ana va qadriyatlarimizni oyoqosti qildi. Hikoyada ham Nazar Eshonqul jarroh obrazi orqali SSSRning yovuz qiyofasini, uning vahshiyona ishlarini ko'rsatib berdi. Yana jarroh obrazi Frans Kafkaning "Jazo koloniyasida" hikoyasidagi ofitserni ham eslatib yuboradi. Zero, ofitser jallodlik va yovuzlikdan iborat jazo mashinasini qo'llashning tarafdori edi. Shu bilan birga u har qanday inson aybdor va u jazo olishi kerak, deb hisoblardi.

Bundan tashqari, asarda SSSR tuzumining vahshiy siyosatini, yovuz mafkurasini Nazar Eshonqul juda ta'sirli qilib ochib bergan. Zero, "Istilo" hikoyasidagi qahramonlar dialogida aynan ana shu masalga e'tibor qaratiladi:

-Xususan, fuqaro o'zini hokimiyatning odami deb hisoblashi va kimnidir nazorat qilishi kerak. Bir fuqaro ikkinchi fuqaroni, ikkinchi fuqaro uchinchini, uchinchisi to'rtinchini va so'nggi fuqaro esa birinchi fuqaroni nazorat qiladi... Mening loyihamda hatto ota bolasini ham yoki bola otani ta'qib etish huquqi beriladi... Ta'qib ulug' va g'oyat samarador mashinadir.

...Menimcha, sizning loyihangiz hayotiy va ilmiy asosga qurilgan...

...Sizga, jigaram, maslahatim shu, qonunni hech qachon tushunarli qilib yozmang. Dunyo o'zining sirliligi bilan maroqli; mushtingizni ko'rasting-u ichida nima borligini hech qachon bildirmang.

Shu o'rinda, Ravlik Morozov nomi yodimga tushdi. U bolaligida otasini sotib bergan. Sobiq Ittifoq esa bolani "qahramon" darajasiga ko'targan. Ushbu hikoyada ham ana shunday holat haqida gap ketgan. Zero, dahshatli tuzum va mafkura tufayli kishilarda vijron, rahm-shafqat, insoniylik umuman yo'qolib borgan. "Tushda kechgan umrlar" romani qahramoni Soat G'aniyevich singari vahshiy, toshyurak, imonsiz kimsalar ko'payib borgan. Adolatsiz qonunlar, turli xil ko'zbo'yamachiliklar sababli qanchadan qancha begunoh kimsalar aybsiz aybdorga aylanishgan. O'zini "ittifoqning jonkuyari" sifatida namoyish qilgan nopok kimsalar birovlarining to'kilgan qoni, yetimlarning ko'zyoshiga e'tibor ham berishmagan. Tuzum uchun, mafkura uchun, siyosat uchun ular o'z yaqinini ham ayab o'tirishmagan. Yana bir muhim jihatlardan biri shundaki, Nazar Eshonqul shavqatsiz tuzumga xizmat qiluvchilarning yovuz basharasini ochib berish uchun ularning qabrlarni kavlab, suyaklarni itlarga berishlarini ham hikoyada ko'rsatib o'tgan. Naqadar razillik... Hatto, hayvon ham bunday qilmaydi. Bu kimsalarni hayvon deb atab ham bo'lmaydi.

Bundan tashqari, hikoyada dahshatli bahaybat maxluq haqida ham gap ketadi. Maxluq bu-yovuz siyosat olib boruvchi, barchani qo'g'irchoqdek o'ynatuvchi, hammani chiqargan qonunlari, qoidalari bilan boshqarib turuvchi SSSR tuzumini boshqaruvchi kimsalar ramzidir:

...Maxluq esa butun shaharni o'kirigi va har bir uygacha o'rnatib qolgan o'zining mavjud va manguligini har lahza yodga solib turadigan badbo'y hidi bilan boshqarardi-aslida ham shaharni undan oldin mana shu mozor va shilta hidi zabt etgandi. Maxluq shahrga bostirib kirganda ko'chalarda hid aqlni ozdirgan bir-birining go'shtini yeyotgan quturgan olomonni ko'rgandi...

Bu yerda ham Nazar Eshonqulning boshqa hikoyalarida uchragani kabi "badbo'y hid" tushunchasi uchraydi. Bu yerda "badbo'y hid"-kelajakda bo'ladigan noxushliklar ramzi.

Bir narsa kitobxon e'tiborini tortishi tabiiy. Nega endi bosh qahramon olomonni to'planib turgan vaqtida "maxluqbashara", deya ta'riflaydi? Sababi, kishilar ham asta-sekin manqurtga aylanib borardilar. Kimlarning avlodi ekanligini, asriy ana'analarimizni, hattoki shariat qonun-qoidalarini ham unutib borishardi. Zero, ushbu "maxluqbashara olomon"-adolatsiz siyosatga ko'ngan, o'z vujudidan yuragini sug'urib otgan, jaholat botqog'iga botgan kishilar ramzidir. Xo'sh, bosh qahramonimiz o'zi-chi? U qanday shaxs? Kim(lar)ning ramzi? Gap shundaki, bosh qahramonimiz ham qusurlardan holi emas. Balki, uning yo'l

² <https://kh-davron.uz/kutubxona/uzbek/nazar-eshonqul-besh-hikoya.html/>

qo'rgan xato va kamchiliklari boshqalardan ko'ra ko'proqdir. U barchadan yashirib yashaydi, hammadan, har narsadan qo'rqib hayot kechiradi. Muallif uni quyidagicha tasvirlaydi:

...har bir qadamini shubha va ishonchsizlik bilan tashlar, ko'p yugurganidan shishib ketgan o'pkasi hansirar, tizzalari qaltirar va bilinar-bilinmas boshi aylanardi. Bu ochlikdan edi; u uch kuncha avval shahar chekkasidagi axlatlar uyumi orasidan bir bo'lak chaynalmagan go'sht parchasini topib olgandan beri hech vaqo totmagan va oshqozoni o'zini unutib qo'yganidan norozi bo'layotganday har dam-har damda quldirab qo'yardi... U o'zi ham bilmaydigan qandaydir jinko'chadan o'tar ekan, ufunut anqib turgan yashiltob iflos hovuzdan qonib ichib olgandi... U iflos va badbo'y narsalarga ko'nikib qolgandi".

Naqadar, achinarli holat?! Nima uchun qahramonimiz bunday holatga tushdi? Bunga kim aybdor. Menimcha, bosh qahramonning boshiga tushgan hamma ishga o'zi sababchidir. Chunki uning do'sti qahramonlarcha o'lgan vaqtida u yashirishni, o'zgalarning ko'ziga ko'rinmay, tinch hayot kechirishni istadi. Zero, shu o'rinda hikoya epigrafni keltirib o'tsam: "Sen bu dunyoga xaloskor o'lgan kuni kelgan eding..." Agar qahramonimiz harakat qilganida, atrofiga sog'lom fikrlovchi insonlarni yig'ib, hukumatga qarshi bosh ko'targanida, balki, u ham qahramon sifatida tilga olinar edi. Biroq, ming afsuski, u: "Och qornim-tinch qulog'im", deb siyosatga ham aralashmadi. Atrofdagi nohaqliklarga jimgina ko'z yumdi. U na kunduzi, na kechasi halovat topdi. Tushlari uni uyqusida ham ta'qib etadi. Qahramonimiz: "Senga zarurmidi meni ul vahm orollariga boshlab borish, meni uyquda ham ta'qib etish ey, ulug' tush", -deb alahsiraydi. Zero, muallif tush motividan mahorat bilan foydalangan: ...U tushi orqali Momohavo kulbasigacha kezib va bir necha marta falak qabulida ham bo'lgandi. Motiv (motiv obraz) shakliy va mazmuniy jihatlardan muayyan turg'unlik kasb etgan, bir yoki bir necha ijodkorning asarlarida qaytarilib turishi bilan ularning ijodiy intilishlarini namoyon etib turuvchi obrazdir. Masalan, tush motivi, asosan, xalq dostonlarida keng qo'llangan. Yuqorida ham muallif tush motividan foydalangan. Nosir bu bilan qahramonni go'yoki tushi tufayli vijodi qiynalayotganini ham ko'rsatib bergan.

Bundan tashqari, hikoyada siyosiy hamda ruhiy begonalashuv mavjuddir. Ya'ni qahramon na tuzum siyosatiga, na xalq turmush-tarzigaga qiziqadi. Bu siyosiy begonalashishga misol bo'la oladi. Zero, SSSR davrida juda ko'plab kishilar siyosatdan uzoqlashib, unga aralashmay qo'yganlar. Agar aralashsalar, bu juda yomon oqibatlariga olib kelishidan havotirda bo'lganlar. Ya'ni, siyosiy hokimiyat xalq hokimiyati, umumxalq hokimiyati, deb e'lon qilingan bo'lsada, aslida u ma'lum bir guruhning-elitaning xususiy mulkiga aylandi. Buning asosida esa butun bir xalq davlat siyosiy hokimiyatidan begonalashdi va bu begonalashgan omma bilan nomenklatura orasida ulkan jarlik paydo bo'ldi.³ Bosh qahramonning ruhiy begonalashishi esa unda borib-borib junlar paydo bo'lishi, qandaydir uvillash va oxirida qo'zichoqqa aylanib qolishi, insonlar qatoridan o'chirilishi bilan xarakterlanadi. "Istilo" hikoyasida qahramon o'zini bo'ridek uvillayapman deb o'ylaydi. Biroq, aslida u qo'zichoqqa aylanadi. Zero, qadim zamonlardan bo'ri obrazi ramziylik kasb etgan. Bo'ri-o'zbek xalq og'zaki ijodida totemik obraz. Qad. manbalardan yetib kelgan rivoyatlarda B. turk urug'i avlodining davomchisi sifatida ta'riflanadi.⁴ Qahramonning qo'zichoqqa aylanishi sababi, menimcha, uning tinmay xavotirda bo'lgani, hammadan qochib yurgani, qo'rqqoligidadir...

-Nima bu, - so'radi tovushi xotinchalishi.

- Qo'zichoq, -dedi barvasta – Biz adashibmiz. Bu yerda hech zog' yo'q. Aftidan, bu qo'zichoq adashib kirib qolganga o'xshaydi...

-Och qolibdi, ustiga-ustak xalqobga yotib, hamma yog'ini ho'l qilibdi, -dedi barvasta, ammo ajoyib qo'zichoq ekan, bizga darrov elakishib qoldi.

...Terisi juda noyobidan, shekilli, yaltirashini qara. Uni o'zim parvarish qilaman.

³https://vaqt.ucon.com/publ/turli_mavzular/begonalashuv_va_tanazzul_hamda_ijtimoiy_oqib_atlar/18-1-0-1034

⁴[https://uz.m.wikipedia.org/wiki/Bo'ri_\(obraz\)](https://uz.m.wikipedia.org/wiki/Bo'ri_(obraz))

Qo'zichoq o'zaro suhbatni tushungandek, ko'zlarini tantiqlik bilan yumib oldi; har-har damda u ko'zlarini cho'chib ochar, lekin hech qanday xavf yo'qligini sezgach, yana barvastaning barmog'ini ochiqib so'rardi.

Albatta, har qanday badiiy asar zamirida ma'lum bir tarbiyaviy g'oya yotadi. Nazar Eshonqulning o'tkir qalami orqali dunyoga kelgan hikoyalar o'ta sinchkov kitobxonlarning ham qalb to'ridan mangu o'rin egallay oladi. Zero, nosir asarlari o'zining ramzlarga boy ekanligi bilan o'quvchi aqlini shoshirib qo'yadi. Muallif syujetni shunaqangi qiziqarli tanlaydiki, hatto uni o'qiyotgan inson nafas olishni ham unutib qo'yadi, atrofidagi makon va zamon unga ta'sir qilmay qo'yadi. Zero, buyuk adib O'tkir Hoshimov: "Ikkita eng xolis va beshafqat hakam-Kitobxon va Vaqt sinovidan o'tgan asar haqiqiy asardir", -degan edi. Zero, Nazar Eshonqul asarlariga ana shunday "haqiqiy asar" deb baho bersak, menimcha, arziydi.

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PSYCHOLINGUISTIC FACTOR IN IMPROVING CHILDREN'S WRITTEN SPEECH

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Annotation:

Much attention is paid to the introduction of bachelor's and master's degrees in the reformed secondary school, the widespread use of a competency-based approach, as well as practical skills that form the basis of professional competencies. As for psycholinguistics, it has to do with having competencies in three areas: research, diagnostics, and psychological correction. In this regard, there is a need to include in the educational process various types and forms of independent work of students with elements of research, diagnostics and correction.

Keywords:

Activity, speech activity, speech expression, language and speech, form of communication, message, tuner and listener, speech planning, mechanism, speech comprehension, written speech, contemplation, varnish, broka.

Every nation has its own culture, customs, language and script that reflect its minority. Uzbek is an extremely rich and attractive language. At the same time, science and technology are developing rapidly in the world, and as a result, many new concepts, words and phrases are entering our lives from abroad. Many changes have taken place in world linguistics as a result of the introduction of a number of disciplines such as psycholinguistics, semantics, kingvukulturology, progmalinguistics, and it is necessary to inculcate in the minds of children, to form oral and written speech. The role of the science of psycholinguistics in the implementation of the skills of correct and fluent use of speech is invaluable. It is necessary to teach children to improve written speech through psycholinguistic methods. It is a very difficult issue for a child to master the language system. Some scholars have even suggested that the child's brain is adapted to process structures that were previously specific to human speech, and that the result of the processing of the structure is the transformational grammar of the language. This means that the child has button features for processing information, and when they are focused on the speech being heard, the child creates a grammatical structure of the little language. As proof of this, it should be noted that at a young age there is a biologically justified period for a person to learn a little language, and separate structures are formed in the human brain that perform linguistic functions. Children learn new language forms from their parents' speech, imitating them, the child hears something new, repeats it, and through it acquires new information. This process is necessary for the child to be able to think independently and to form oral and written speech fluently. Writing is an important, new character system for the child. In order to form written speech in children, it is first necessary to write the letters correctly and pronounce them correctly in oral speech. Describing written speech as a monologue, L.S.Vigotskiy explains it as follows: "Written speech is white in any situation, spontaneously, without any difficulty, when the child is in a state of speaking. a sheet of paper is a conversation with an imaginary interlocutor." Verbal speech takes place in a direct communication environment, so it is expressed "faster and more inaccurately" and uses non-linguistic means - facial expressions and gestures - to express meaning in the speech process. Written speech, on the other hand, does not have these tools that provide additional information in oral communication. The complexity of mastering

and implementing written speech depends on its nature: if oral speech is carried out mainly by the activity of speech-hearing and speech movement analyzers, written speech consists of the activities of visual-hearing and movement analyzers.

Although the whole brain and all parts of its cortex are involved in the writing process, certain parts of the cerebral cortex are more involved. Research conducted by B.G. Ananyev, A.R. LURIYA L.S. Svetkova, E.S. Beyn, M.K. Burlakova and other scientists shows that the development of sensory-acoustic-motor and optical-motor functional systems of writing and reading skills requires special speech activity. associated with the restoration of the mechanisms of the brain, ie the interaction between the analyzers. In this case, the Wernicke zone (the temporal area of the left hemisphere - responsible for the differentiation of speech sounds), the Brock zone (the posterior part of the lower forehead hemisphere), the frontal lobes of the brain stem (BMI) (programming speech activity and thinking performs storage), BMI anterior sections, BMI premotor zone (responsible for following the desired sequence of sounds when writing words). The origin of speech is determined not by the system of associative connections inherent in passive reactivity, but by the nature of the planned behavior. J. Miller highlights the aspect of behavioral planning through the analysis of transformational products and emphasizes not only the reactivity of man, but also his activity. In the process of speech activity, actions are automated and speech movement is raised to the level of skill. And the whole activity shapes the skill. It is true that speech is an important condition for the full development of a person. The more accurate and vocabulary a child's speech is, the easier it will be for him to express his thoughts, the more opportunities he will have to perceive the world around him, and the more he will interact with adults and his peers. will be complete and meaningful, its mental development will also take place actively. A child's intellect is shaped by its relationship with its environment.

Whichever language the relationship is used in, the child's thinking will grow in that language, but language will not be able to determine this growth in the slightest. As we organize this issue, it is important to note that we record the concepts of language and speech as a separate phenomenon. Speech is a material, physical process that results in speech sounds, and language is a system of abstract signs and linguistic structures. Therefore, Watson organizes the connection between speech and thought, not the connection between language and thought. Scholars such as Vygotsky and Piaget deal with language and thinking issues as a tool for people to exchange knowledge and information. In what situation does our thinking process manifest when we hesitate to say something? The peculiarity of this hesitation is that in this case the thinking is in a certain state, that is, its known parts consist of a sensory image, word or symbol. But they are abstract in nature.

For a moment these words and characters appear and open. Through speech in expression some are identified and materialized; some fall as a result of selection. It can only be called preparation to say something. It follows that much of our spiritual life is spent working on the instantaneous patterns of the scheme of thought. This process is called thinking and it does not have a linguistic form. In a sense, this can be called internal speech.

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THE IMPORTANCE OF ENGLISH PRONUNCIATION AND THE IMPORTANCE OF IT IN TEACHING

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Abstaction:

Given article , there are fully information about English pronunciation and how to learn it . There are also some examples English pronunciation . It can be learned much things about pronunciation through article .

Key words:

Pronunciation , grammar , spelling , phonetic , International Phonetic Alphabet

Contributing this particular gift can occasionally be a bit tricky, for several reasons. First, your students have already studied English for years and their pronunciation habits are not easy to change. A second problem for those of you who are native speakers of English is that you produce sounds so naturally that you may not be aware of how you do it, so even when you know that your students' pronunciation is wrong, you may not know what the problem is or how to correct it. Finally, the overwhelming majority of Amity teachers are not native speakers of the British "RP" accent ("Received Pronunciation", also known as "BBC English" or "the Queen's English") which is the accepted English standard in Kazakhstan in most textbooks, including Junior and Senior English for Kazakh. (Even in the UK, this accent is spoken by only a fairly small minority.) The upshot of all this is that teaching pronunciation may a more complicated issue than it seems.

The good news, however, is that through dint of hard effort it is possible for students to make some improvement in their pronunciation, particularly when they are attending to their pronunciation. (In other words, even future teachers with fairly heavy accents can learn to pronounce words accurately enough when paying attention that they provide an acceptable model for their own students.) If you pay attention to your own pronunciation, and spend a little time browsing through typical Kazakh English textbooks, you should also be able to learn enough about the mechanics of pronunciation to be able to help students. Finally, as long as you are aware of the differences between your own accent and RP, you can provide a useful pronunciation model for your students.

In class, speak naturally using your own accent, although if there are marked regional features to your speech you might lean as far in the direction of a more broadly accepted standard as is comfortable for you.

Learn the differences between your accent and RP. If you are not familiar with the International Phonetic Alphabet and the accepted RP pronunciation of words.

When teaching pronunciation, in places where your accent differs from RP, don't insist that students follow you rather than the standard. (Future teachers will need to teach the standard in textbooks.) Rather, point out the difference between your accent and the standard so that students are aware of it.

Many of the pronunciation problems you encounter in students will have less to do with the fine tuning of a particular English accent than with simply getting them to pronounce words in a way that is more or less acceptable in any variety of English, so focus your efforts on the many areas where you can help students in their pronunciation.

Pronunciation is definitely the biggest thing that people notice when you are speaking English. You can live without advanced vocabulary, you can use simple words to say what you want to say. You can use 'simple' grammar. But there is no such thing as "simple pronunciation". If the pronunciation is poor, neither Grammar nor vocabulary would help you! Here is an anecdote about this: After coming back from a vacation in the USA, a friend of mine said: "Whenever I spoke to a person in America, they kept asking me 'What? What?' I would repeat my sentence again and again.

In the absence of a good model and without guidance, the learner will perceive, produce and internalize sounds of the target language based on the native language sounds. For this reason, if not given emphasis at the very beginning, pronunciation will never be acquired well.

Naturally: as a result of exposure and interaction in the environment of the target language and its culture. By teaching: providing a good pronunciation model (instructors with native-like pronunciation, recordings, etc.), explaining differences, using phonetic symbols to make pronunciation visible, limited peer interaction, effective error correction, exercising accurate pronunciation.

The written language is a significant source of input to EFL students. The higher the spelling inconsistency is, the more negative the influence on pronunciation will be. The English spelling does not serve as a guide to pronunciation. On the contrary, it can often be misleading. For instance: "s" has got five different ways of pronunciation: SPELLING VS. PRONUNCIATION "s" has got five different ways of pronunciation: /s/ as in basic, past, say; /z/ as in because, rose; /ʃ/ as in sugar, sure; /ʒ/ as in casual, usually, television; /m/ as in aisle, island.

The lack of adequate language teacher training in pronunciation, with the result that teachers may lack knowledge and confidence. Teachers are often left without clear guidelines and are confronted with contradictory purposes and practices for pronunciation instruction, no systematic way of deciding what, when and how to teach it (Derwing & Foote, 2011). A common problem is deciding whether to focus on segmentals or on suprasegmentals, and to what extent? A related challenge is how to address production and perception.

Pronunciation is more important than it seems to be and has always been acknowledged that it is a fundamental part of one's oral ability in the target language. The students need intensive contact with good pronunciation models in the beginning of the learning process. The goal of teaching pronunciation is to enable students to become "not perfect pronouncers of English but intelligible, communicative, confident users of spoken English for whatever purposes they need."

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3. CAMBRIDGE English Phonetics and Phonology
4. Introduction to English Phonetics and Phonology

MODERN WAYS TO AUTOMATE THE INVENTORY PROCESS

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Annotation:

This article is devoted to the consideration of the application of bar coding and radio frequency identification technologies, which make it possible to increase the efficiency of the inventory process of material resources.

Key words:

inventory, inventories, bar coding, radio frequency identification technology.

Currently, any enterprise is obliged to carry out such a procedure as an inventory. And warehouses are no exception. The inventory is carried out at least once a year (mandatory inventory carried out before the preparation of annual reports). In warehouses, inventory is usually carried out much more frequently.

Inventory means stopping the warehouse for a certain period. A simple warehouse can be expensive, especially if it is large enough. For this reason, companies are interested in carrying out the inventory procedure as soon as possible.

Today, warehouses are solving this problem by introducing modern software and hardware systems that automate inventory operations and make the inventory process as a whole much faster and more accurate.

Based on this, we can say that the study of the latest means of conducting an inventory is very important and relevant. It is these tools that will be considered in this article. To begin with, let's define what an inventory is. "Inventory is understood as an assessment of the presence and condition of the organization's property as of a certain date by comparing actual data with accounting data. Inventory is the main way to control the safety of the company's property". Warehouse inventory has its own characteristics:

- Inventory of a warehouse begins, as a rule, with drawing up a detailed work plan, where accounting zones are approved, the timing for each of the zones, as well as field employees;
- Difficulty tracking natural losses in the warehouse (shrinkage, deterioration, etc.);
- When receiving and shipping goods, warehouse personnel can often make mistakes, which leads to misgrading, shortages and surpluses, which are found as a result of the inventory;
- The complexity of the warehouse inventory process due to the need to process a large amount of data (especially in the case of large warehouses) in a limited time frame.

Let's go directly to the issue of automation. Automation of the warehouse inventory process is the first step towards eliminating the influence of the human factor and accelerating any processes in the company.

The structure of a modern hardware and software complex used in the inventory process usually includes:

- automated accounting system (for warehouses it is WMS (Warehouse Management System) or warehouse management system);
- specialized means of marking storage places and items of inventory property (various types of marking material with already applied identifiers, as well as equipment for applying or programming such identifiers on blank blanks);
- means of collecting data of used identifiers
- (data collection terminals - TSD).

Control of the compliance of the actual level of stocks with accounting data is possible by means of an inventory, which is a periodic determination of the quantity of stocks by means of their physical count. The main purpose of the inventory is to determine the real amount of available inventory, identify surpluses and shortages and make sure the information about the available inventory is accurate and complete, based on its comparison with the information obtained during the inventory. The type and frequency of the inventory, as well as the list of checked nomenclature items are determined by the management of the enterprise. There are two types of inventory: complete and selective. Carrying out a complete inventory covers the entire list of stocks of material resources available at the enterprise and requires a temporary stop of warehouse operations at the time of its implementation. Suspension of acceptance and release of stocks from the warehouse during a full inventory is justified by the need to reflect the most accurate information about the available inventory. A complete inventory is carried out once or twice a year and may take several days. During its implementation, a significant number of employees from various departments of the enterprise are involved, who may not always be familiar with the subject area. Selective inventory is carried out at a specified frequency according to the established list of stock items without the need to stop warehouse operations. In most large enterprises, a dedicated staff, the Inventory Team, is responsible for conducting this inventory to supplement and sometimes replace the complete inventory. Inventory can be carried out without fail. In accordance with the Federal Law "On Accounting"

the reasons for the mandatory inventory are:

- 1) transfer of property for rent, redemption, sale, as well as transformation of a state or municipal unitary enterprise;
- 2) preparation for the preparation of annual financial statements;
- 3) change of financially responsible persons;
- 4) identification of the facts of theft, abuse or damage to property;
- 5) natural disaster, fire or other emergency caused by extreme conditions;
- 6) reorganization or liquidation of the organization;
- 7) other reasons provided by the legislation of the Republic of Uzbekistan.

The final result of the inventory is a reconciliation of information on stocks, identification of deviations between recorded in accounting and actual data, as well as recalculation and the necessary corrective measures. The problem of carrying out an inventory consists in the presence of the risk of errors caused by the human factor, and in the impossibility of promptly obtaining information about the level of stocks in the warehouse, which, as a result, can lead to discrepancies in accounting statements. Solve this problem allows the automation of the inventory process, which consists in the use of special software and technical means of identification. These tools, depending on their type and the software used, can cover both individual stages of the inventory, and apply to the entire process as a whole. The most widespread today is the barcoding technology based on automatic identification, collection and transformation of information presented in the form of bar codes printed on certain rules for combinations of elements of the established shape, size and color. The barcode applied to the identification object is read and transferred to the system using a special barcode scanner device. The advantages of this technology are comparative simplicity, accuracy, reliability, and its low cost. The disadvantages include the need for direct optical contact of the scanner with a barcode when reading it, a single use of the barcode, as well as its fragility due to exposure to the environment.

Certain rules for combinations of elements of the established shape, size and color. The barcode applied to the identification object is read and transferred to the system using a special barcode scanner device. The advantages of this technology are comparative simplicity, accuracy, reliability, and its low cost. The disadvantages include the need for direct optical contact of the scanner with a barcode when reading it, a single use of the barcode, as well as its fragility due to exposure to the environment.

The cost of RFID tags significantly exceeds the cost of barcode labels, which in some cases makes the use of radio frequency identification technology economically impractical. The inventory process using bar coding or RFID technology is carried out in several stages. The first stage is preparatory and includes the

formation of a database in accordance with accounting documentation, assigning individual inventory numbers to accounting units, printing barcodes or labels for RFID tags and marking all inventory items.

The second stage is the actual inventory process, in which the commission employees scan and transfer information with the help of reading devices from barcodes or RFID tags located on fixed assets and inventory items to the information system

The third stage consists in analyzing the results of the inventory, comparing the information received with accounting data and automatically generating the necessary reporting documents by the software. An important factor in the use of technologies for automatic identification of inventory objects is the existence of a unified information system for managing stocks of material resources at the enterprise. If available, it should be possible to integrate inventory software into the enterprise information environment in order to increase the efficiency of the inventory process.

To do this, you should make sure that the software is compatible with the information system used at the enterprise, and also check if the equipment used is in the list of supported devices. The most common way to achieve compatibility between the enterprise information system and the software used in the inventory process is to unify the file formats used. In the absence of a unified information system at the enterprise, the inventory software can be a separate stand-alone module. Automating the inventory process using the presented technologies can achieve the following results:

- 1) reduce the time of inventory taking, reduce labor costs for inventory taking, minimize the number of employees involved in the process and reduce the burden on the remaining staff;
- 2) minimize the amount of inaccurate information arising from employee errors, as well as reduce the search time for this information that has already appeared in the system;
- 3) ensure the completeness and correctness of the inventory results;
- 4) to quickly analyze and process a significant amount of information, to minimize paper workflow;
- 5) automatically generate reporting documents.

Thus, the use of the automatic identification technologies presented in this article can significantly increase the efficiency of the inventory process of material resources, reduce the costs incurred, reduce the time of its implementation and achieve the most accurate information processing.

For this reason, many organizations interested in a successful inventory are opting for automation over manual inventory tracking. In most cases, the choice is made in favor of barcoding technology, due to its relatively low cost compared to radio frequency identification technology, as well as sufficient functionality for conducting inventory in most enterprises.

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МАЪДАНЛИ ЎЎИТЛАР МЕЪЁРЛАРИ ҲАМДА СУҒОРИШ ТАРТИБЛАРИНИ КУЗГИ ЖАВДАР БОШОҒИНИНГ БИОМЕТРИК КЎРСАТКИЧЛАРИГА ТАЪСИРИ

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Аннотация

Андижон вилоятининг оч тусли бўз тупроқлари шароитида кузги жавдар ўсимлиги бошоғининг биометрик кўрсаткичларига ҳамда дон ҳосилдорлигига қўлланилган маъданли ўғитлар меъёрлари ва суғориш тартибларининг таъсири ўрганиб чиқилди.

Калит сўзлар:

кузги жавдар, оч тусли бўз тупроқ, маъданли ўғитлар, суғориш тартиби, ЧДНС, бошоқ, дон, сомон, ҳосилдорлик.

Бугунги кунда Республикамизда қишлоқ хўжалиги соҳасининг ғаллачилик тармоғини ривожлантириш борасида юксак ишлар амалга оширилмоқда. Айниқса, ғалла экинлари турларини кўпайтириш ва экин майдонини кенгайтириш, юқори ва сифатли ҳосил берадиган навларини яратиш ва хориждан олиб кирилаётган янги навларни интрадукция қилиш бўйича Ҳукуматимиз томонидан кўплаб қарор ҳамда фармонлар қабул қилинмоқда ва ижроси ишлаб чиқариш шароитида таъминлаб келинмоқда.

Ушбу қарор ва фармонларда кўзда тутилган вазифалардан келиб чиққан ҳолда, Андижон вилоятининг оч тусли бўз тупроқлари шароитида кузги жавдарнинг “Вахшская–116” навидан юқори ва сифатли дон ҳосили етиштиришда маъданли ўғитлар меъёрлари ҳамда суғориш тартибларига бўлган талабини ишлаб чиқиш учун илмий тадқиқот ишлари олиб борилди.

Тажриба ўтказиш тартиби ва усули

Илмий тадқиқот ишлари 2016–2019 йиллар мобайнида Пахта селекцияси, уруғчилиги ва етиштириш агротехнологиялари илмий–тадқиқот институти (ПСУЕАИТИ) Андижон илмий–тажриба станциясининг оч тусли бўз тупроқлари шароитида олиб борилиб, кузги жавдарни маъданли ўғитлар билан озиклантириш меъёрлари ва суғориш тартибларини ўсимликнинг ўсиши, ривожланиши ва дон ҳосилдорлигига таъсири ўрганилди.

Тажриба 6 та вариант 4 такрорланишда бир ярусда жойлаштирилди. Тажриба даласида эгат кенлиги 70 см, узунлиги 100 м. Ҳар бир булакчалар майдони 560 м², ҳисобга олинadиган майдон 280 м². Тажрибаларнинг умумий майдони 1,4 га. Тажриба 3 йил давомида 1:1 (ғўза:ғалла) қисқа ротацияли алмашлаб экиш тизимида олиб борилди. Тажрибада кузги жавдарнинг Давлат ресстрига киритилган “Вахшская–116” нави экилди.

Тажрибада маъданли ўғитларнинг уч хил ($N_{100}P_{50}K_{80}$ кг/га; $N_{150}P_{75}K_{120}$ кг/га; $N_{200}P_{100}K_{160}$ кг/га) меъёрлари ҳамда икки хил (ЧДНСга нисбатан 70–70–60% ва 70–80–70%) суғориш тартиблари белгиланган.

1–жадвал
Тажриба тизими

| № | Суғориш тартиби нисбатан, % | ЧДНСга | Маъданли ўғитларнинг йиллик меъёри, кг/га |
|---|--------------------------------|--------|--|
| 1 | 70–70–60 | | NPK: 100–50–80 |
| 2 | | | NPK: 150–75–120 |
| 3 | | | NPK: 200–100–160 |
| 4 | 70–80–70 | | NPK: 100–50–80 |
| 5 | | | NPK: 150–75–120 |
| 6 | | | NPK: 200–100–160 |

Кузги жавдарни озиклантиришда, азотли ўғитлардан аммиакли селитра (N–34%), фосфорли ўғитлардан суперфос (P_2O_5 –12–14%), калийли ўғитлардан калий хлор тузи (K_2O –50%) ишлатилди. Тажрибадаги кузги жавдарга фосфорли ўғитлар йиллик меъерининг 70% ва калийли ўғитларнинг 100% миқдори кузда, шудгор остига, фосфорли ўғитлар қолган 30% миқдорини туплаш даврида азотли ўғит билан 1–озиклантиришда берилди, 2–озиклантириш эса найчалаш даврида азотли ўғитлар билан ўтказилди.

Тадқиқот натижалари

Кузда экилган бошоқли дон экинларининг тўлиқ униб чиқиши жуда кўп омилларга боғлиқ бўлиб, асосан худуднинг географик жойлашув ўрни, навнинг ботаник ва биологик хусусиятлари, экиш муддатлари ва меъёрлари, тупроқ намлиги, маъданли ўғитлар билан озикланиш даражаси, ҳарорат ва бошқа омилларга боғлиқдир¹ [1].

2016–2017 йил амал даври мобайнида кузги жавдар кўчатларининг униб чиқиши ва кўчат қалинлиги бўйича олинган маълумотларни кўрсатишича қўлланилган маъданли ўғитлар меъёрларининг таъсири вариантлар ўртасида сезиларли бўлди.

Олинган маълумотлар таҳлил қилинганида, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрларда қўлланилиши белгиланган назорат 1–вариантда 1 м² да униб чиққан кўчатлар сони 384,6 донани кўрсатган бўлса, маъданли ўғитлар $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрларда қўлланилган 2–3 вариантларда бу кўрсаткич 400,2–407,7 донани ташкил этиб, назорат вариантыга нисбатан 15,6–23,1 дона кўчат кўп униб чиққанлиги кузатилди.

Тажрибадаги иккинчи суғориш тартибида ҳам (суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–80–70%) юқоридаги қонуният сақланганлиги кузатилиб, бунда маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрларда қўлланилиши белгиланган назорат 4–вариантда 1 м² да униб чиққан кўчатлар сони 407,4 донага тенг бўлган бўлса, маъданли ўғитлар меъёрлари $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га оширилган ҳолда қўлланилган 5–6 вариантларда униб чиққан кўчатлар сони 430,6–438,9 донани кўрсатиб, назорат вариантыга нисбатан 23,2–31,5 донагача кўчат кўп униб чиққанлиги аниқланди.

Кузги жавдарнинг қишлаб чиқиши билан, амал даври охиригача бўлган давр оралиғи ўсимликнинг яшовчанлиги ҳисобланади. Яшовчанлик бир қанча омилларга: тупроқ–иқлим шароитига, озикланиш даражасига, экиш муддатлари ва меъёрларига, суғоришга, навнинг биологик хусусиятига боғлиқ ҳолда турлича бўлади² [2].

2016–2017 йил вегетация даври давомида ўтказган тажрибадан олинган маълумотларда ҳам юқоридаги фикрлар маълум даражада ўз исботини топди.

Жумладан, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёрлари қўлланилган назорат 1–вариантда қиш даврида кўчатларнинг нобуд бўлиши 1 м² да ўртача 6,4 фоизни кўрсатиб, қишдан чиққан кўчатлар сони 360,0 донани ташкил этган бўлса, ушбу суғориш тартибида суғорилиб,

¹ https://eprajournals.com/jpanel/upload/1258am_10.EPRA%20JOURNALS.pdf

² <https://usajournalshub.com/index.php/tajabe/article/view/786>

маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилган 2–3 вариантларда кўчатларнинг нобуд бўлиш кўрсаткичи 1 м^2 да ўртача 5,8–5,4 фоизга тенг бўлиб, қишдан чиққан кўчатлар сони 377,0–385,7 донани ташкил этган ҳолда, кўчатларнинг нобуд бўлиши назорат вариантыга нисбатан 0,6–1,0 фоизга кам бўлганлиги кузатилди.

Иккинчи суғориш тартиби (суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–80–70%) да ҳам юқоридаги қонуниятлар кузатилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёрлари қўлланилган назорат 4–вариантда қиш даврида кўчатларнинг нобуд бўлиши 1 м^2 да ўртача 6,0 фоизни кўрсатиб, қишдан чиққан кўчатлар сони 383,0 донага тенг бўлган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилган 5–6 вариантларда бу кўрсаткич 1 м^2 да ўртача 5,5–5,0 фоизга тенг бўлиб, қишдан чиққан кўчатлар сони 406,9–417,0 донани ташкил этганлиги кузатилиб, қиш даврида кўчатларнинг нобуд бўлиши назорат вариантыга нисбатан 0,5–1,0 фоизга кам нобуд бўлганлиги аниқланди.

Аммо, амал даври охирида вариантлар кесимида ҳақиқий кўчат қалинлиги ўрганилганида, туплаш фазасидан пишиш даври охиригача ўтган вақт ичида кўчатларни ҳар–хил агротехник ва бошқа омиллар таъсирида нобуд бўлганлиги кузатилди.

Жумладан, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёри қўлланилган 1–вариантда амал даври охирига келиб, ҳақиқий кўчат қалинлиги $339,1 \text{ м}^2/\text{дона}$ нобуд бўлган кўчатлар 5,8 фоизни ташкил этган бўлса, маъданли ўғитлар меъёри оширилиб, яъни $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га миқдорларда қўлланилган 2–3 вариантларда амал даври охирига келиб, ҳақиқий кўчат қалинлиги ҳисобланганида $360,0–369,5 \text{ м}^2/\text{дона}$ нобуд бўлган кўчатлар сони эса 4,5–4,2 фоизни кўрсатиб, назорат вариантыга нисбатан нобуд бўлган кўчатлар 1,3–1,6 фоизга кам бўлганлиги аниқланди.

2–жадвал

Қўлланилган омилларнинг жавдар кўчатларни униб чиқиши ва кўчат қалинлигига таъсири, 2016–2017 йй.

| № | Униб кўчатлар $\text{м}^2/\text{дона}$ | чиққан сони, | Қишдан кўчатлар $\text{м}^2/\text{дона}$ | чиққан сони, | Ўсув даври охиридаги кўчатлар $\text{м}^2/\text{дона}$ | сони, |
|---|--|--------------|--|--------------|--|-------|
| 1 | 384,6 | | 360,0 | | 339,1 | |
| 2 | 400,2 | | 377,0 | | 360,0 | |
| 3 | 407,7 | | 385,7 | | 369,5 | |
| 4 | 407,4 | | 383,0 | | 362,3 | |
| 5 | 430,6 | | 406,9 | | 391,5 | |
| 6 | 438,9 | | 417,0 | | 402,8 | |

Иккинчи суғориш тартибида ҳам юқоридаги қонуниятлар ўз аксини топганлиги кузатилиб, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–80–70% бўлганида суғорилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёрлари қўлланилган 4–назорат вариантда амал даври охирига келиб ҳақиқий кўчат қалинлиги $362,3 \text{ м}^2/\text{дона}$ нобуд бўлган кўчатлар 5,4 фоизга тенг бўлган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитлар $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га миқдорида қўлланилган 5–6 вариантларда ҳақиқий кўчат қалинлиги амал даври охирига бориб $391,5–402,8$ донани, нобуд бўлган кўчатлар эса 3,8–3,4 фоизни кўрсатиб, назорат вариантыга нисбатан кўчатлар 1,6–2,0 фоизга кам нобуд бўлганлиги қайд этилди.

Олинган маълумотлардан кўришиб турибдики, маъданли ўғитлар меъёрлари ҳамда суғоришлар сонининг ортиб бориши кўчатларнинг униб чиқиши ва ҳақиқий кўчат қалинлигига таъсири сезиларли бўлганлиги аниқланган.

Кузги жавдарнинг тупланиши бошқа кузги дон экинлари каби асосий кўрсаткичлардан бири ҳисобланади. Кузги жавдарнинг тупланиши кузда учинчи ва тўртинчи баргларнинг ҳосил бўлиши билан бошланади. Кузги жавдар асосан кузда тупланади, айрим ҳолларда (кеч экилганда) баҳорда

ҳам тупланишини давом эттириши мумкин. Тупланиш ва найчалаш кузги жавдарга нисбатан тез ўтади, аммо бошоқлаш ва гуллаш чўзилади³ [3].

Тажрибадан олинган натижалар шуни кўрсатадики, кузги жавдарнинг ўсиб ривожланишида, суғориш тартиблари ҳамда маъданли ўғитлар меъёрларининг таъсири сезиларли бўлди.

Жумладан, 2016–2017 йил вегетация даврида ўтказилган тажрибадан олинган маълумотларга қараганда, суғориш олди тупроқ намлиги ЧДНСга нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрда қўлланилган назорат 1–вариантда кузги жавдарнинг бўйи амал даври охири (1.06) га бориб ўртача 72,5 см, умумий поялар сони 518,8 м²/донани, маҳсулдор поялар сони эса 419,2 м²/донани кўрсатиб, умумий пояга нисбатан маҳсулдор пояларнинг улуши 80,8 фоизни ташкил этган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилган 2–3 вариантларда, ўсимликнинг бўйи амал даври охирига бориб, тегишли равишда 86,2–92,7 см. ни, умумий поялар сони 601,2–646,6 м²/донани, маҳсулдор поялар сони эса 506,2–552,2 м²/донани ташкил этган ҳолда умумий пояга нисбатан маҳсулдор пояларнинг улуши 84,2–85,4 фоиз эканлиги аниқланиб, назорат вариантыга нисбатан ўсимликнинг бўйи 13,7–20,2 см га, умумий поялар сони 82,4–127,8 м²/донага, маҳсулдор поялар сони эса 87,0–133,0 м²/донага, умумий пояга нисбатан маҳсулдор пояларнинг улуши 3,4–4,6 фоизга юқори натижа олинганлиги аниқланди.

3–жадвал

Қўлланилган омилларни кузги жавдар ўсимликнинг бўйи, умумий ва маҳсулдор поялар сонига таъсири, 2016–2017 йй.

| № | Ўсимлик бўйи, см | Умумий поялар сони, м ² /дона | Шундан маҳсулдор поялар сони, м ² /дона |
|---|------------------|--|--|
| | 1.06 | | |
| 1 | 72,5 | 518,8 | 419,2 |
| 2 | 86,2 | 601,2 | 506,2 |
| 3 | 92,7 | 646,6 | 552,2 |
| 4 | 73,8 | 565,2 | 461,2 |
| 5 | 91,5 | 673,3 | 575,0 |
| 6 | 100,2 | 733,1 | 639,2 |

Иккинчи суғориш тартибида ҳам юқоридаги қонуниятлар сақланганлиги кузатилиб, бунда суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–80–70% бўлганда суғорилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёрлари қўлланилган назорат 4–вариантларда амал даври охирига бориб, ўсимликнинг бўйи 73,8 см. ни, умумий поялар сони 565,2 м²/донани, шундан маҳсулдор поялар сони 461,2 м²/донани кўрсатиб, умумий пояга нисбатан маҳсулдор пояларнинг улуши 81,6 фоизга тенг бўлган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитлар $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрларда қўлланилган 5–6 вариантларда вегетация даври охирига бориб, ўсимликнинг бўйи ўртача 91,5–100,2 см, умумий поялар сони 673,3–733,1 м²/донага, маҳсулдор поялар сони эса 575,0–639,0 м²/донага, умумий пояга нисбатан маҳсулдор пояларнинг улуши 85,4–87,2 фоизга тенг бўлиб, назорат вариантыга нисбатан ўсимликнинг бўйи 17,7–26,4 см га, умумий поялар сони 108,1–167,9 м²/донага, маҳсулдор поялар сони эса мос равишда 113,8–178,1 м²/донага, умумий пояга нисбатан маҳсулдор пояларнинг улуши эса 3,8–5,6 фоизга юқори эканлиги қайд этилди.

Кузги жавдар ўсимлигининг бошоқ узунлиги, бошоқдаги дон сони, бир бошоқдаги дон оғирлиги ва 1000 дона дон вазни жавдар ҳосилдорлигининг муҳим кўрсаткичлари ҳисобланади⁴ [4].

2016–2019 йиллар мобайнида олиб борилган тажрибамизда, кузги жавдарнинг ҳосил элементларига маъданли ўғитлар меъёрлари ҳамда суғориш тартибларининг таъсири ўрганилганида ўзига ҳос бўлганлиги кузатилди.

³ https://elibrary.ru/title_about.asp?id=8393

⁴ <https://elibrary.ru/item.asp?id=32662067>

Жумладан, 2016–2017 йил вегетация даврида олиб борилган тажриба натижаларига асосланадиган бўлсак, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрда қўлланилган 1–вариантда (назорат) бошок узунлиги ўртача 11,3 см, битта бошокдаги дон сони 39,3 донани, битта бошокдаги дон оғирлиги 0,829 г ва 1000 дона дон вазни 21,1 г. ни ташкил этган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитлар меъёрлари оширилиб, яъни $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га миқдорда қўлланилган 2–3 вариантларда тегишли равишда бошок узунлиги ўртача 12,5–13,0 см. ни, битта бошокдаги дон сони 40,1–41,6 донани, битта бошокдаги дон оғирлиги 0,874–0,924 г. ни ҳамда 1000 дона дон вазни 21,8–22,2 г. эканлигини кўрсатиб, назорат вариантыга нисбатан бир бошок узунлиги 1,2–1,7 см. га, бир бошокдаги дон сони 0,8–2,3 донага, бир бошок оғирлиги 0,045–0,095 г. га ҳамда 1000 дона дон вазни 0,7–1,1 г. га юқори натижа кўрсатганлиги қайд этилди.

4–жадвал

Маъданли ўғитлар меъёрлари ва суғориш тратибларини кузги жавдар бошоғининг биометрик кўрсаткичларга таъсири, 2016–2017 йй.

| № | Бошок узунлиги, см | Битта бошокдаги дон сони, дона | Битта бошокдаги дон оғирлиги, г | 1000 дона дон оғирлиги, г |
|---|--------------------|--------------------------------|---------------------------------|---------------------------|
| 1 | 11,3 | 39,3 | 0,829 | 21,1 |
| 2 | 12,5 | 40,1 | 0,874 | 21,8 |
| 3 | 13,0 | 41,6 | 0,924 | 22,2 |
| 4 | 11,8 | 39,5 | 0,837 | 21,2 |
| 5 | 13,2 | 40,5 | 0,891 | 22,0 |
| 6 | 13,8 | 42,0 | 0,945 | 22,5 |

Иккинчи суғориш тартиби, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–80–70% бўлганда суғорилган вариантларда ҳам юқоридаги қонуният кузатилиб, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрда қўлланилган назорат 4–вариантда бир бошок узунлиги ўртача 11,8 см, бир бошокдаги дон сони 39,5 дона, бир бошок оғирлиги 0,837 г. ва 1000 дона дон вазни 21,2 г. га тенг бўлган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитлари $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрларда қўлланилган 5–6 вариантларда бир бошок узунлиги 13,2–13,8 см. ни, бир бошокдаги дон сони 40,5–42,0 донани, бир бошок оғирлиги 0,891–0,945 г. ни ҳамда 1000 дона дон вазни 22,0–22,5 г. ни ташкил этиб, бу кўрсаткичлар, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрда қўлланилган назорат 4–вариантга нисбатан бир бошок узунлиги 1,4–2,0 см. га, бир бошокдаги дон сони 1,0–2,5 донага, бир бошок оғирлиги 0,054–0,108 г. га ҳамда 1000 дона дон вазни 0,8–1,3 г. га юқори эканлиги аниқланди.

Олинган маълумотлардан кўришиб турибдики, ҳар икки суғориш тартибида ҳам маъданли ўғитларнинг меъёрлари $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га ортиши бошокнинг узунлиги, битта бошокдаги дон сони, битта бошокдаги дон оғирлиги ва 1000 дона дон вазнига таъсири сезиларли бўлганлиги кузатилди.

Андижон вилоятининг оч тусли бўз тупроқлари шароитида кузги жавдарнинг “Вахшская–116” навини маъданли ўғитлар меъёрлари ҳамда суғориш тартибларига бўлган талаби ўрганиб чиқилди.

Тажриба вариантларидан олинган натижаларга кўра, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70–70–60% бўлганда суғорилиб, маъданли ўғитлар $N_{100}P_{50}K_{80}$ кг/га меъёрда қўлланилган назорат 1–вариантда дон ҳосилдорлиги уч йилда ўртача 36,0 ц/га ни ташкил этган бўлса, ушбу суғориш тартибида суғорилиб, маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилган (2–3 вариантлар)да уч йилда ўртача мос равишда 42,7–46,5 ц/га дон ҳосили олинди, назорат вариантыга нисбатан қўшимча 6,7–10,5 ц/га дон ҳосили олинганлиги қайд этилди.

5-жадвал

Маъданли ўғитлар меъёрлари ва суғориш тартибларини дон ва сомон ҳосилдорлигига таъсири

| № | Суғориш тартиби ЧДНСга нисбатан, % | Маъданли ўғитларнинг йиллик меъёри, кг/га | Дон ҳосилдорлиги, ц/га | Сомон ҳосилдорлиги, ц/га |
|---|------------------------------------|---|------------------------|--------------------------|
| | | | Уч йилда ўртача | Уч йилда ўртача |
| 1 | 70-70-60 | НПК: 100-50-80 | 31,6 | 38,5 |
| 2 | | НПК:150-75-120 | 44,2 | 54,9 |
| 3 | | НПК:200-100-160 | 53,4 | 68,2 |
| 4 | 70-80-70 | НПК: 100-50-80 | 33,1 | 41,1 |
| 5 | | НПК:150-75-120 | 45,8 | 58,7 |
| 6 | | НПК:200-100-160 | 55,2 | 72,8 |

Иккинчи суғориш тартиби, суғориш олди тупроқ намлиги ЧДНС га нисбатан 70-80-70% бўлганда суғорилиб, маъданли ўғитларнинг $N_{100}P_{50}K_{80}$ кг/га меъёри қўлланилган назорат 4-вариантида уч йилда ўртача 39,7 ц/га дон ҳосили олинган бўлса, шу суғориш тартибида суғорилиб, маъданли ўғитлар $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилган 5-6 вариантларда дон ҳосилдорлиги уч йилда тегишли равишда 47,7-51,9 ц/га ни ташкил этиб, назорат вариантга нисбатан 8,0-12,2 ц/га кўп дон ҳосили олинганлиги кузатилди. Келтирилган маълумотлардан кўриниб турибдики, кузги жавдарнинг дон ҳосилдорлигига маъданли ўғитлар меъёрлари ҳамда суғориш тартибларининг таъсири сезиларли бўлганлиги кузатилди.

Хулоса.

Маъданли ўғитлар ($N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га) меъёрларининг ортиб бориши кўчатларнинг униб чиқишига ижобий таъсир этиб, назорат вариантларга нисбатан суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-70-60% суғориш тартибида 15,6 м²/донадан 23,1 м²/донагача, суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-80-70% суғориш тартибида эса 23,2-31,5 донагача кўчатлар кўп униб чиққанлиги аниқланди.

Суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-70-60% бўлганда суғорилиб, вегетация даври давомида маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилганида 1.06 кунига келиб назорат вариантыга нисбатан ўсимликнинг бўйи 13,7-20,2 см. гача, умумий поялар сони 82,4-127,8 м²/гача, маҳсулдор поялар сони 87,0-133,0 м²/донагача, суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-80-70% бўлганда суғорилган вариантларда эса назорат вариантыга нисбатан ўсимликнинг бўйи 17,7-26,4 см. гача, умумий поялар сони 108,1-167,9 м²/гача, маҳсулдор поялар сони 113,8-178,0 м²/донагача юқори бўлганлиги аниқланди.

Суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-70-60% бўлганда суғорилиб, вегетация даври давомида маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилганида назорат вариантыга нисбатан бошоқ узунлиги 1,2-1,7 см. гача, битта бошоқдаги дон сони 0,8-2,3 донагача, битта бошоқдаги дон оғирлиги 0,045-0,095 г. гача, 1000 дона дон вазни 0,7-1,1 г. гача, суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-80-70% бўлганда суғорилган вариантларда эса назорат вариантыга нисбатан бошоқ узунлиги 1,4-2,0 см. гача, битта бошоқдаги дон сони 1,0-2,5 донагача, битта бошоқдаги дон оғирлиги 0,054-0,108 г. гача ва 1000 дона дон вазни 0,8-1,3 г. гача, юқори бўлганлиги кузатилди.

Суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-70-60% бўлганда суғорилиб, вегетация даври давомида маъданли ўғитларнинг $N_{150}P_{75}K_{120}$ ва $N_{200}P_{100}K_{160}$ кг/га меъёрлари қўлланилганида, назорат вариантыга нисбатан уч йилда ўртача дон ҳосилдорлиги 12,6-21,8 ц/га. гача, сомон ҳосилдорлиги 16,4-29,7 ц/га. гача, суғориш олди тупроқ намлиги ЧДНСга нисбатан 70-80-70% бўлганда суғорилган вариантларда эса назорат вариантыга нисбатан дон ҳосилдорлиги 12,7-22,1 ц/га. гача, сомон ҳосилдорлиги 17,6-31,7 ц/га. гача юқори бўлганлиги қайд этилди.

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PROVISIONS AND DIFFERENCES OF PROVERBS RELATED TO OTHER GENRES OF FOLK WORK

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Abstract

The article provides information about the differences and similarities between proverbs, sayings, riddles, which are examples of folklore. There is an idea of how different they are in terms of meaning and where they can be used.

Key words:

proverbs, sayings, riddles, folklore, adages, scientific literature.

I. Introduction

Adages are also very similar in form and content to proverbs. Many scholars have confirmed that adages are close to proverbs in terms of text, size, and art. In fact, in many literatures, the term proverb is used interchangeably with a proverb. Adages usually enhance the speaker's eloquence and shape. However, proverbs and adages have their own genre characteristics, which can always be imagined in different ways. This verdict means affirmation or denial. At the same time, folk proverbs have a complete idea of the content, and they always make sense, even if they are used separately. Proverbs are used as an important part of a speaker's speech, and adages cannot be used alone because they do not convey a complete idea of the content. There is confusion between the concepts of proverbs and adages in the scientific literature. It should be noted that scientific observations show that there is a difference between proverbs and adages. In particular, the proverb, when used separately, expresses a complete idea and explains a similar situation that occurs in life. When the adage is used separately, it does not express an independent meaning and serves to enhance the artistry of the speaker's thought.

II. Main part

Depending on the circumstances of the marriage, a person may quote a proverb to substantiate his opinion. However, we can express whether the proverb is used in a literal or figurative sense by visualizing what is happening.

Let's look at the proverb:

"If you plow the land, plow in autumn, if you do not plow in autumn, plow hundred times"

If, for some reason, a farmer does not plow in the fall but does not reap in the spring, the above proverb applies. However, if the action of a person is delayed and the next action does not work, the proverb *"If you plow the land, plow in autumn, if you do not plow in autumn, plow hundred times"* can be used as an example. But it is often more figurative than proverbial.

*If there is no wind, the top of the tree will not move;
Do not plant millet for fear of sparrows;
Don't burn the blanket with bitterness;*

Words of wisdom such as are often used figuratively. A study of English proverbs shows that examples of this genre are almost identical in content to Uzbek proverbs. But such closeness cannot be explained by the fact that one nation has adopted a proverb from another. In our opinion, it is better to explain such closeness by the similarity of a simple way of life, the closeness of relationships in people's lives and, in general, the fact that in many situations of life they create the same situation. For example:

In Uzbek: "It hurar karvon o'tar",

In English: "The dogs bark, but caravan goes on"

Or "When the cat is away, the mice will play"

In Uzbek: "Mushuk yo'q bo'lsa sichqon bayram qiladi" or "Otning o'limi –itning bayrami" we can give examples.

Among our people, there is a proverb, "A good word comes out of a snake's nest, and a bad word comes out of a knife's sheath."

If we separate the intellectual parts of this proverb into the following form, we get the adage: "Ahmad spoke as if coming out of a snake's nest" In this sentence, the phrase "coming out of a snake's nest" does not have an independent meaning when used separately. It turns out that proverbs and adage, in fact, have a close place in the life of the people, in the level of expression of their living conditions. Only as a result of the historical process, one of them was formed as a proverb, and the other began to live as an adage. Thus, the role of proverbs and adage in the life of the people is close to the level of expression of everyday situations, and one of them has historically been formed as a proverb, and the other lived as an adage. This means that proverbs and adage are close in form and content, but proverbs are a relatively independent genre, and adage do not show this independence.

Proverbs are a phenomenon between oral art and philosophy, and no one can deny the judgment they contain, because such a judgment has been tried and tested over and over again over the centuries, and then because of the same feature became the wisdom of history and acquired a propaganda essence. Therefore, it has become customary for the ideas in the proverbs to be accepted by the audience without any objections or comments. There is no room for argument in proverbs because the power of logic is so strong and convincing. Therefore, proverbs can be used anywhere in the speech, for any purpose. Nevertheless, proverbs, adages or riddles are always said and listened to in a more serious tone than other genres of folklore in general. But in some cases, proverbs can be used in a sarcastic way.

For example: *Long hair and short wit – Sochi uzun – aqli kalta*

that is, to very handsome but ignorant people.

Kings have long hands – Podshoning kuragi uzun

people who have access to everything, who have unlimited opportunities, and who sometimes go beyond the norm. As we have seen, Uzbek and English folk proverbs differ from other genres of folklore in many respects, but as a product of creativity, many are created anonymously, live orally, are widely varied, and read with its popularity it has in common with all genres of folk oral art. And the study of their differences also shows that proverbs are different from other genres. This embodies proverbs as a genre in folk paremic art that needs to be studied separately and separately.

III. Conclusion

In short, in Uzbek and English folklore, proverbs differ from other genres, especially proverbs or riddles, in that they have complete conclusions and ideas. In some cases, proverbs and riddles may be similar in form or tone. But proverbs have a special meaning, they have an exemplary meaning, a concise expression and a clear idea, they are based on the rich experience of our ancestors.

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HOW TO DEVELOP CRITICAL THINKING IN YOUTH

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Abstract:

This article discusses how to think critically among young children and adolescents and the positive aspects of doing so. It also suggests effective methods needed for students to learn critical thinking. The reason is that critical thinking teaches a person to approach existence with a realistic eye.

Keywords:

critical thinking, skills, children, youth, students, strategies to develop critical thinking skills

In the world of education, the phrase “critical thinking skills” is used so widely, that most of us don’t stop to truly contemplate about what it means for our early learners. Over the years, many educational buzzwords have come and gone, but now more than ever before are teachers and researchers realizing the true importance of planting the seeds for critical analysis.

So, what is critical thinking and why is it important to develop it in youth? *Critical thinking is the mental process of objectively analyzing a situation by gathering information from all possible sources, and then evaluating both the tangible and intangible aspects, as well as the implications of any course of action.* Another words, critical thinking is analyzing, integrating and evaluating what you experience, read, hear and understand. Youth can change the world when they use critical thinking to decide whether someone’s opinions, ideas or wisdom is just, fair and right.

The function of education is to teach one to think intensively and to think critically... Intelligence plus character, that is the goal of true education. — said Dr. Martin Luther King, Jr.

As parents, when we teach youth to think, we are imparting critical problem-solving skills that will help them excel not only in academics but in every aspect of life. To awaken this spirit, we need to know about the activities that encourage thinking skills. When we understand and practice these critical thinking processes through activities we pass these skills to our youth. Although youth are naturally curious, they need to channel that quality to learn more effectively. Critical thinking is also one of the skills needed to develop leadership qualities in your child besides initiative, positive thinking, and responsibility. Here are few of the strategies which are helpful in developing critical thinking in the youth.

Strategies to develop critical thinking skills

- ✓ *Use everyday activities to pose questions that encourage youth to think.* Questions are important to stimulate the thought process. Read storybooks with the child, pausing to ask questions such as, “What do we understand from this word?” “How does this make you feel?” “Why do we think the girl did that?” “Was that the right thing to do?” “What could she have done instead?” and “What do we think will happen next?” Open-ended questions are better for enhancing critical thinking than a multiple choice question because we limit the thinking process of a child.
- ✓ *Help children learn reasoning skills in everyday activities.* For example, if your child refuses to go to bed at a particular time, help him to reason out why it is important by asking, “What happens when...” types of questions. Encourage him to suggest alternatives and discuss whether or not they will work.

- ✓ Have your child join activity classes to hone her/his skills in art, craft, music or sports. Creativity and critical thinking are closely associated with each other. Encourage her to try different ways of expressing her creativity. For example, if she/he is taking piano lessons, have her /his describe what she/he hears when she/he plays a particular song or what the music makes her think about.
- ✓ Workshops and training programs that teach how to promote better thinking skills in youth. One of them is Bloom's taxonomy utilized at schools and educational institutions aimed towards building knowledge within various learning domains. It basically leads youth from one learning skill to next and is an important tool in encouraging critical thinking as well. It helps in getting the right resources and facts straight that are needed for critical thinking and problem-solving.
- ✓ Brain teasers, logic puzzles, sorting and classification activities, and creative thinking exercises are other good sources that encourage thinking abilities in the youth. Robotics and chess are few of the enrichment activities which teach critical thinking to youth.

There can be other strategies and activities which can be adopted and adapted according to the adults and children's need and abilities.

One pertinent question that comes to mind at this juncture is: "*how to develop critical thinking skills in students*". It is interesting to note that critical thinking ability can be inculcated in the learner at any point of the educational hierarchy (from primary school to tertiary institutions). What varies is the level of engagement at each level. Thus, while it is important to start developing critical thinking in the learner right from the primary school, it is better effected in students at the tertiary level. This is because students at this level are more mentally matured to cope with the rigours involved. However, the question on how to develop the ability in students still remains. This is a methodological issue. What method do we adopt in order to effectively develop critical thinking in the students? As may be observed, critical thinking is about being both willing and able to evaluate one's thinking, and could be effected through the teaching and learning of any subject on the school curriculum. Developing critical thinking skills in students, involves learning the art of suspending judgement (for example, when reading a novel, watching a movie, engaging in dialogical/dialectical reasoning). To do this successfully, one should adopt a perspective rather than judgmental orientation; that is, avoiding moving from perception to judgment as one applies critical thinking to issues.

Critical thinking is based on concepts and principles, not on hard and fast rules. These concepts are exemplified in: identification of problem, rational inquiry, conceptual analysis, logical reasoning, nature of argument, identification of premises, and conclusion; while principles involved in critical thinking include: acquisition of knowledge through thinking, reasoning and questioning based on facts; learning what to think through how to think; judgment of effectiveness of argument through reflective thinking; critical thinking as a search for meaning and critical thinking as a skill that can be learned among others. It employs not only logic (formal/informal), but broad intellectual criteria of clarity, credibility, accuracy, precision, relevance, depth, breadth and significance.

Critical thinking is highly significant to learning. There are two phases to the learning of content. The first occurs when learners construct in their minds the basic ideas, principles and theories that are inherent in the content, for the first time. This is a process of internalization. The second phase occurs when learners effectively use those ideas, principles and theories as they become relevant in the learners' lives - known as the process of application. Good teachers cultivate critical thinking, that is, intellectually engaged thinking, at every stage of learning. The teacher questions the students often in a Socratic manner. The point here is that, the teacher who fosters critical thinking fosters reflectiveness in students, by asking questions that stimulate thinking which is essential to the construction of knowledge.

In short, children and youth need practical, tangible and daily opportunities to learn and practice critical thinking. With adults as allies, young people can turn home, school and the community into laboratories of practice for critical thinking. At home, families can practice critical thinking through discussions and connectivity; in classes, teachers can challenge students to critique sources, knowledge and

ideas; throughout the community, young people can question everything, everywhere by reflecting on what is presented, whether or not it matters and what can be done with it, for it or towards it.

Developing individual and group critical thinking skills and abilities happens through education and opportunities. Whether led by young people among themselves or through youth/adult partnerships, critical thinking education can be nestled into any issue or action, topic or subject. Conscious reflection and examination can lead learners and teachers towards understanding, engagement and meaning.

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THE SYSTEM OF LEARNING ADJECTIVES IN PRIMARY SCHOOL

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The system of studying adjectives assumes a gradual complication and expansion of the material both from the side of vocabulary and from the side of grammar. In the first grade, students observe the lexical meaning of adjectives, learn to ask these words what questions? what? what? what kind?; in the second grade, changes in adjectives by gender and number are studied depending on the nouns, in the third grade - the declension of adjectives and the spelling of case endings. At the same time, at the lessons of the Russian language and reading, new adjectives are introduced into the speech of children, the meaning of previously known ones is clarified. The ability to use them correctly in coherent speech is formed.

The method of studying adjectives is primarily due to their linguistic characteristics. Adjectives indicate a feature of an object. The essence of the semantic meaning of adjectives requires considering them in connection with nouns. The grammatical features of adjectives (gender, number, case) also depend on the noun. Therefore, in order to understand the names of adjectives, it is important already from the first grade to direct the attention of children to establishing the dependence of the adjective on the noun. In the first grade, this is specifically expressed in the fact that students, firstly, select a feature for the subject and, secondly, develop the ability to establish a connection between words in a sentence with the help of a question, that is, to single out phrases consisting of an adjective and a noun (no term). Later, in the II and III classes, this dependence is more and more concretized: in what number, gender, case is the noun, in the same gender, number, case the adjective is used. Thus, the semantic and grammatical properties of adjectives determine the following methodological requirement: work on adjectives should go both in terms of vocabulary, and in terms of morphology and syntax.

In the literature (S.F. Zhuikov, M.S. Yagodina, etc.), it is noted that recognizing adjectives among other parts of speech is a certain difficulty for younger students. Especially difficult are adjectives, the lexical meaning of which does not coincide with the grammatical one (free-flowing, odorous, hanging). Pupils often refer to adjectives as nouns like kindness, courage, blueness, that is, nouns denoting qualities. According to M.S. Yagodina, it is more difficult for students to recognize relative adjectives as compared to qualitative ones.

First stage (Grade I) Initial acquaintance with adjectives (as yet without a term), of course, begins with observations of the lexical meaning of adjectives and the questions they answer. The attributes of objects are diverse and can characterize an object in terms of color, shape, size, material, purpose, belonging, etc. Therefore, to form a concept, it is necessary to reveal this multifaceted meaning of adjectives.

The teacher shows an object or a drawing of an object, the students name its signs and write down, for example: a ball (to and to about and?) Red, round, rubber, light, small. The ribbon (how about me?) Is blue, wide ... It must be noted that the words are written, and the object with its signs is in the life around us.

Students' awareness of the role in our speech of words that answer the questions of what? what? which ?, facilitates, for example, the comparison of text without adjectives and with adjectives.

The accuracy of the description is significantly increased if words are used that denote features of objects. What is the correct formulation of questions for words? what? what? in essence it is associated with understanding the gender of nouns and adjectives and the syntactic dependence of adjectives on nouns. Since students become familiar with the category of gender only in grade II, first-graders learn to pose the question practically, guided by the meaning of the words: what tomato? ripe, what kind of plum? ripe, what kind of apple? ripe. Recognition of words that answer the question what? And words that answer the question what? what? what? (singular and plural), it is advisable to associate with observations of the number of objects. This introduces an element of awareness into the actions of the students.

An important place in the study of adjectives is occupied by creative works, both oral and written: a description of an excursion to a forest, a park, a description of trees, birds, animals. It is widely used in the classroom for clarity in the form of objects, paintings, object drawings. In the course of observing certain phenomena, students learn to highlight the signs of objects and select the exact words that call these signs.

The following types of exercises are effective:

1. Dissemination of proposals.
2. Recovery of deformed sentences.
3. Drawing up stories based on the picture and key words. This type of exercise develops the ability not only to accurately use words, but also grammatically correct, taking into account the connection between the adjective and the noun.



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Annotatsiya.

Ushbu maqolada XX asrning boshlarida o'zbek bolalar she'riyati va adabiyoti tarixida o'chmas iz qoldirgan Chustlik shoir haqida ma'lumotlar berilgan. Zafar Diyor she'riyatida xalqning o'sha kezlardagi turmushi, manfaati hamma narsadan ustun qo'yilgan. Istedodli shoir oz fursat ijod qilgan bo'lsada lekin kitobxonlar nazariga tusha oldi.

Kalit so'z:

Samsoqtepa, yigitlar bilim yurti, "Qurilish kuylari", "Qo'lingga qurol ol!"

Chust – bu qadimiy o'lka o'zidan bir qancha iste'dodlarni yetishtirib chiqargan. Ushbu iste'dodlar esa yurt nomini, bayrog'ini balandlarga ko'tarib kelmoqda. Shunday yulduzlardan biri O'zbek bolalar adabiyotining ko'zga ko'ringan vakillaridan biri Zafar Diyordir. U bolalar adabiyotining o'ziga xos sahifalarini kashf etgan ijodkor edi. Shoir bor-yo'g'i o'ttiz to'rt yil umr ko'rgan bo'lib, yigirma yilga yetar-yetmas ijod qilgan bo'lsa-da, shu qisqa davr mobaynida iste'dodli shoir, nosir, dramaturg sifatida bolalar adabiyotida o'z o'rniga ega bo'ldi. U 1912-yil Namangan viloyatining Chust tumanidagi Samsoqtepa qishlog'ida kambag'al dehqon oilasida tug'ildi. Uning oilasi 1916-yilda Toshkent shahriga ko'chib ketdi¹. Avval eski maktabda, so'ng bolalar uyida ta'lim va tarbiya oldi. Bo'lg'usi shoir 1927-yilda O'zbek yigitlar bilim yurtiga o'qishga kirib, uni 1933-yilda a'lo baholar bilan tugatadi, shu yerda adabiyot muallimi bo'lib xizmat qildi. 1941-yilda esa Toshkent Davlat pedagogika institutini tugatdi².

Yigirmanchi yillar oxiri va o'ttizinchi yillar boshlarida hozirgi "Tong yulduzi" gazetasida, "Yosh kuch" va "Kolxozchi bolalar" kabi bolalar jurnallarida ilk she'rlari chop etila boshladi. Zafar Diyorning ilk she'ri yosh shoirlarning "Qurilish kuylari" to'plamida bosilib chiqdi. Ko'p o'tmay uning "Qo'shiqlar" nomli birinchi she'riy to'plami 1933-yilda nashr etildi³. Shoirning ijodiy faoliyati jurnalistika bilan chambarchas bog'liqdir. U 1941-yildan to umrining oxirigacha respublika gazetarida mas'ul kotib, bo'lim mudiri vazifalarida ishladi. Shoirning "Qo'shiqlar" to'plamidan so'ng "Tantana" (1938), "She'rlar" (1939), "Bizning qurolimiz", "Bizning oila" (1942), "Muborak" (1940), "Sovg'a" (1944) kabi she'riy to'plamlari chop etildi. Zafar Diyor Ikkinchi jahon urushi yillarida rang-barang janrlarda samarali ijod qildi. Uning "Qurol bering menga ham!" she'ri Hamid Olimjonning "Qo'lingga qurol ol!" asariga hamohang. Shuningdek, "Orzu", "Temirchilar maktubi", "Otam kelar yaqinda", "Tabassum", "To'qqizinchi may", "Po'lat qanotlar", "Lola", "Parvoznoma", "Qahramonning o'limi", "Kitob mening do'stimsan", "Birinchi qadam", "Lager qo'shig'i", "Bog'chamiz" kabi she'rlari yoshlarni qahramonlik, vatanparvarlik va do'stlik ruhida tarbiyalashda muhim rol o'ynaydi. Zafar Diyor mohir bolalar shoiri bo'lishi bilan birga, yana navqiron naslning suyakli dramaturgi ham edi. Uning uch qismdan iborat "Baxtli yoshlik", "Uch og'ayni" pyesalarida bolalar o'rtasidagi do'stlik, ahillik ardoqlanadi. U adabiy-tanqidiy maqolalar muallifi, tarjimon va nosir ham edi. Shuningdek Zafar Diyor o'zbek bolalar adabiyotida doston janrini boshlab bergan shoirlardan hisoblanadi (Mashinist, Kazbek...).

¹ www.ziyouz.com/o'zbek_ziyouzilari/ZafarDiyor

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Vatan
Yana gulga
To'lgay vatan,
Biz qo'ynida yayraymiz;
Gul novdaga
Qo'nib turgan
Bulbul kabi sayraymiz...
Biz shu ko'rkam
Gulbahorning
Go'zal asl gullari!⁴

Ushbu "Vatan" she'ri bolalar uchun juda tushunarli xalqona yozilganki, hattoki tez yod olsa ham bo'ladi. Shoir she'rlarida mavzuni tabiat bilan chambarchas bog'lab berganini yuqoridagi she'rdan ko'rishimiz mumkin. Bolalar va kattalarning sevimli shoiri Zafar Diyor 1946-yil 14-aprelda Toshkentda vafot etdi. Shoir vafot etgani bilan uning qoldirgan chirog'i o'chmadi ya'ni vafotidan keyin "Kichkina bog'bon haqida doston" (1947), "Chaman" (1948), "Gunafsha" (1952), "Qanotli do'stlar" (1958), "Suv bilan suhbat" (1976) kabi to'plam va saylanmalari nashr etildi⁵. Bugungi kunda yurtimiz maktab darsliklarida Zafar Diyor she'rlarini uchratishimiz mumkin, chunki uning she'riyati bolalarning sevimli she'rlari sirasiga kiradi va bu albatta shoirning xotirasini barhayot qiladi. Bugungi kunda Zafar Diyor xotirasiga bag'ishlab Namangan viloyatida "Adiblar hiyoboni"da shoirning haykali qad rostladi.

Foydalanilgan adabiyotlar ro'yxati:

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METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract

The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy.

Key words:

education system, pedagogical and information technologies, new methods.

I. Introduction

In the process of development of pedagogical technologies and their integration into the educational process, as well as the rapid exchange and improvement of information technology, everyone has the opportunity to strengthen their professional training and skills. The introduction of advanced pedagogical technologies in the educational process is one of the milestones of the National Training Program. Today, innovative pedagogical technologies and interactive methods are widely used in education, especially in foreign language teaching. The application of innovative pedagogical technologies in foreign language education - the orientation of the individual in accordance with the needs of society, the organization of education on the basis of these requirements creating favorable conditions for the manifestation and development of the language. Another distinctive feature of pedagogical innovative technologies is the priority of student activity, the fact that the student or pupil is a key figure in the educational process.

II. Main part

Knowledge in the educational process, the correct formation of lexical, grammatical, pronunciation concepts, the correct structure of the knowledge system in the mind of the student, the ability to self-control are part of innovative pedagogical technologies. Today, the most effective teaching methods in the educational process, guaranteed to achieve the goals of teachers, form the basis for students to develop independent thinking, free decision-making skills solve their problems, get out of various situations without difficulty; such teaching methods capable of preparing are the most advanced feature of pedagogical technology. Today, at the initiative of the head of our state, great attention is paid to language learning in our country. If we look at the above, we will once again be convinced of the importance of language in the development of our country. The following interactive methods can be recommended for teaching vocabulary to students in English classes. The students are divided into groups. Whichever group has the most ideas is encouraged.

Game-exercise. This game can be used as a group or as a team. That is, it allows each student to realize their knowledge and potential. This game can also be used to reinforce a lesson or to control students' knowledge. For example, "Find the lost word." Multiple learned words are added and one unexplored word is mixed up. Students recall the learned words in their minds, find the unlearned word and show it to the teacher. This method is useful for reinforcing the learned words.

Creative research game. In this case, the teacher tells you to find the wrong sentence in the story or to find the sentences that do not fit the content of the story. Students search and find such a sentence and prove why it is superfluous. These games do not take much time, do not require special equipment, but give good results.

A game is a competition. In this case, various inter-row competitions can be organized. It also includes quizzes, various competitions, Olympiads. These games can be played in class or outside the classroom.

Content-based role-playing games. In this game, students play the role of heroes in stories or fairy tales according to the purpose set by the teacher in the lesson, or play a variety of roles by organizing a round table. For example: reporter, historian, agricultural worker, etc. Such games stimulate students' interest in knowledge, encourage them to explore creatively, and help them learn about professions.

Impossible. In this style, the teacher reads a certain text. Students should find a sentence or phrase that describes events that may not have happened. This method of humor requires students to be alert, careful and observant, as well as not to be indifferent to what is happening around them.

III. Conclusion

It also stimulates their interest in extracurricular science literature and popular science films and helps them develop storytelling skills. After this practice has been repeated several times, it is possible for students to develop such stories later. The goal of the interactive lesson is to give students as many opportunities as possible to communicate freely in a foreign language.

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INNOVATIVE METHODS OF TEACHING ENGLISH AND THEIR IMPACT ON THE EDUCATIONAL PROCESS

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Abstract

Today, foreign language skills are becoming an integral part of vocational education. Experts in various fields have a high level of cooperation with foreign partners, so they have a high demand for language learning. In modern society, foreign languages are becoming an important part of vocational education. Such knowledge is first acquired by people in schools, colleges, high schools, and later in institutes, training courses, or by familiarizing themselves with basic information sets that help them learn a foreign language independently.

Key words:

Foreign language, skills, education, knowledge, methods, speaker, grammar.

I. Introduction

Today, there is a large collection of teaching materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers. The ability to use information technology and modern teaching methods helps to quickly grasp new materials.1 By combining different methods, a teacher will be able to solve specific curricula. In this regard, teachers and students need to become familiar with modern methods of teaching foreign languages. As a result, they develop the skills to choose the most effective ways to achieve their goals. Using a variety of teaching and learning methods can be effective. Teaching takes place in small steps and is based on the student's existing knowledge system. As time goes on, innovation in every field increases. There are also different styles of language teaching. When teaching English, it is best to use step-by-step instructions, depending on the age and level of the learner. Students are divided into groups based on elementary education, intermediate education, and advanced education. A special program will be developed by the teacher for each stage.

II. Main part

At the initial stage, the emphasis is on pronunciation. According to Harmer, the first requirement for those who know the native language during the conversation is pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation. Although grammar and vocabulary are important, it is useless if the speaker mispronounces them. Native speakers can also understand speech with grammatical errors if the speaker pronounces the words correctly. Therefore, in teaching, the main focus is on pronunciation. In this case, the use of different audios of native speakers gives good results. The teacher should teach the correct pronunciation of letters and words during the lesson. There is also a strong emphasis on oral and reading skills in the early stages. If we look at the types of speech activities in foreign language teaching, the following tasks should be performed in their teaching:

- a) Create a reading mechanism;
- b) Improving oral reading techniques;
- c) Teach them to understand what they are reading.

At the elementary level, the emphasis is on reading aloud. Reading texts are also going from simple to simple. However, it should be noted that although the work in the early stages is mainly focused on the development of oral skills, it does not solve the problem of developing oral speech in English. She is only in the process of preparing for a real oral presentation. In addition, reading words beautifully and fluently will increase a student's love of learning the language.

In addition, students will be introduced to The Present indefinite Tense, The Past indefinite Tense. , Are required to be familiar with verb tenses such as The Future indefinite Tense and to be able to use verb forms vividly in these tenses. Students learn that nouns are used in the singular and the plural, that suffixes "s" or "es" are added to the third person singular form of a verb in the present indefinite tense, and that interrogative, negative, and imperative forms of sentences are also introduced at an early stage during the study period.

At the intermediate stage of teaching English, the focus should be on using techniques that help to increase thinking, speaking, and initiative in reading and understanding larger texts. Students will be given homework assignments. Question-answer exercises are used to strengthen the student's speech, improve memory, and repeat. New words from the text are memorized. Questioning and answering will help you to memorize the words and use them in your speech. In addition, a variety of games in the classroom can increase a student's interest in language learning and speed up learning. In the Hot Ball game, students form a circle and say one of the new words to each other on the ball. Participants do not repeat each other's words, are expelled from the game if they repeat or stop speaking. That's the way to play. In the middle stage, grammar is taught in more depth than in the first stage, and students are given exercises and tests based on the rules of grammar. Computer and phone language learning programs are also great for elementary and middle school language learning. Examples include Talk (English speaking practice), Daily English, Learn English (English master), How to speak real English. These programs are designed to include all sections of reading, listening, and testing. Recording new words on a phone dictaphone is another great way to listen in your spare time. Also, showing more English subtitles and cartoons is an effective way to teach the language.

At the higher level, independent work plays a special role, especially in a foreign language. The requirements for this course are different from those of the previous stages. The lesson is no longer based on oral speech, because at this stage most of the language material is studied passively (receptively). That is, reading comprehension plays a key role. Texts are also large in size and language material is complex. Reading, speaking, listening exercises are held regularly. When organizing a lesson, a separate day is set for Reading, a separate day for Speaking, and a special day for Listening. Homework is also more complex than previous steps. Speaking lessons include a 2-minute talk with a topic. Alternatively, text cards will be distributed to students. Each student gives their opinion on the topic on the card of their choice. The speech requires the use of previously used phrases, phrases, introductory words, new words, synonyms.

Homework can be used to prepare additional text topics using the press, periodicals, media, and online materials. Students will be interested to learn about interesting research and scientific discoveries.

III. Conclusion

In conclusion, modern language teaching is aimed at forming a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

Adequate attention should be paid to the development of speaking skills and social resilience in educational training. In addition, the success of any lesson in education depends in many ways on the proper organization of the lesson. The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently and develop their will.

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SOUNDING OF UZBEK NATIONAL MUSIC PERFORMANCE: TRADITION AND NEW TRENDS

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Abstract.

This article provides information on the process of sounding the Uzbek national music, the role of technical and technological aspects in the sound. In general, the art of voting begins with the archive. It also outlines the focus on national performance and measures to develop this area in our country.

Key words:

The process of sounding the Uzbek national music, technical and technological aspects, Bukhara ShashMakom series, Makom art, Twelve Makom system and others.

From the first years of our independence, special attention has been paid to the development of culture and art. Because the nation's responsibility to the past and the future requires special attention to its spirituality. The main goal is to study our cultural and spiritual heritage of the past, to popularize it, to bring up perfect people through these values, and ultimately to pass them on to future generations. The art of performing national music also plays a special role in the deep study of our national culture and spirituality. National music performance plays an important role in the study of the history of our art, its traditional aspects, the analysis of the diversity of performance methods. The main goal of the current work is to further strengthen and develop the achievements of music, to encourage the work of creative workers in this field and to provide them with social protection. The historical roots of Uzbek music date back a long time. Studying it in depth requires hard work and consistent research. Effective work in this area is being carried out in many research institutions and educational institutions of the country. Music takes a person to a new world, reveals life in new colors, evokes good feelings and encourages creative work. The sounds of music not only nourish us spiritually, but also help us to develop mentally and become a well-rounded person.

"If we want to promote art and culture, we must first of all promote classical makom art. We must do our best to ensure that the melodies, the spirit and philosophy of makom take root in the hearts and minds of everyone, especially in the minds and hearts of our young generation, "said the President of the Republic of Uzbekistan Shavkat Mirziyoyev.

When we talk about the classical makoms, our minds naturally embody the image of master artists who have shown spiritual courage and zeal in the difficult conditions of the recent past in conveying this priceless value to us. For example, the first attempts to study the Makoms were made on the Fergana-Tashkent road, where the most prominent teachers of the time - Mirza Qasim Khafiz, Mulla Toychi Tashmukhammadov, Shorahim Shoumarov, Inogomjon Khafiz and Ilkhom Khafiz - were honored. He will be fortunate enough to receive from them the necessary professional lessons and the answers to their prayers. At the same time, Yunus Rajabi, who is always thirsty for knowledge and devotion to art, is committed to the perfect practical study of the powerful *Bukhara ShashMakom series*. In Samarkand he met famous artists - Khoji Abdulaziz Rasulov, Levi Bobokhonov, Mikhail Tolmasov, Gavriel Mullakandov, from whom he learned the Samarkand ways of Shash Makom. Not content with this, Shash Makom went to his hometown of Bukhara, where he learned from Makom teachers such as Ota Jalal, Ota Giyos, Usta Shadi, Qori Kamol, Abdusamad Begijon, Qori Najm, Domla Khalim Ibodov. At the same time, Yunus Rajabi, who perfectly mastered the Samarkand-Bukhara and Tashkent-Fergana traditions of the classical Makoms, was able to do amazing things.

After the independence of our country, the restoration, development and widespread promotion of centuries-old national musical values among our people became a priority. In this regard, President Shavkat Mirziyoyev signed a resolution *"On measures to further develop the Uzbek national makom art"* (November 17, 2017), *"On holding an international conference on the art of makom"* (April 6, 2018) and *"International Bakhshimism"*. The decision to hold an art festival (November 1, 2018) not only excited the hearts, but also delighted the spirit of the great teachers.

It is known that the topic of the history of Makom art is one of the most interesting, topical and multifaceted issues in Uzbek musicology. At one time, Ishaq Rajabov, a Makom scholar, Doctor of Arts, and a teacher, covered many aspects of this topic. In particular, the Bukhara ShashMakomi was formed in the middle of the XVIII century on the basis of the gradual development of the *Twelve Makom system*, including the historical conditions of the Khorezm Makom and the Fergana-Tashkent Makom road. Today, Makom scholars are conducting scientific research in many ways based on the scientific teachings created by the teacher Ishaq Rajabov. It is true that in recent years there has been a growing interest in the history of Makoms among young people.

There is no doubt that *the Decree of the President of the Republic of Uzbekistan dated May 26, 2013 "On measures to further enhance the role and influence of culture and art in society"* is extremely important in enhancing the social status of the national musical heritage. The makoms have been passed down from generation to generation, mainly as an oral tradition. The musicians and singers-songwriters, who were skilled performers of this classical music, studied at the traditional teacher-student school. At the same time, the Makoms had a unique and unique school of performance and style in the central cities. It is now possible to study and continue these centuries-old traditions in a consistent and thorough manner. Of course, there is the issue of combining *"traditional"* and *"innovative"* methods in the educational process, which is a modern requirement. Therefore, the effective use of modern technological opportunities in the educational process, the creation of a new generation of textbooks, music collections and teaching materials is on the agenda.

Whether it is a national music performance or a variety show, the art of recording begins with the archive, and each sound operator must know the type of phonogram, the sound signal, and the content of the work. In the studio, you need to know the volume of "Speech and Music", multi-channel, serial recordings in accordance with the requirements of the recording process, their attachment, the basic methods of amplification, hardware settings, signal processing. To do this, the student must know the natural physical properties of sound, the dynamic range of sound, the real sound of the frequency range, its vibration and timbre, sound perception, sound parameter quality, nonlinear distortion of sound, various noises during the tract, sound transmission range.

These tasks are carried out with the correct organization of the use of equipment, the competent use of technological equipment, the measurement and repair of quality indicators, the improvement of recording technology.

It should also be noted that in each century, a certain musical instrument has played a leading role in the performance of national music. For example, in the peoples of the East, including Central Asia, from the 7th to the 18th centuries, a series of works called "Twelve Makoms" were performed, with the *Ud* being the main instrument, while the late 18th and early 19th centuries. In Bukhara, one of the most developed cities in Central Asia in terms of literature, art and culture, instead of the series "Twelve Makoms" was formed "ShashMakom", in the performance of which *"Tanbur"* was the main musical instrument. The great composers of the world, Bach, Beethoven, Mozart, and others, also raised music and its performance to great heights. As a result, mankind has created and perfected a variety of musical compositions, and has risen to the top in the field of singing. New homes, concert halls, and churches were built to promote these masterpieces. But at that time, such artistic achievements were used only by a small number of citizens. A certain group of citizens naturally saw this wonderful live performance. With the advent of radio and television, music and the art of singing began to be enjoyed by many peoples.

However, due to the lack of technical development and technical shortcomings, the sound quality has deteriorated. At that time, sound technology was mainly adapted to information, and by the middle of the twentieth century, the technique of sound recording, methods of high-definition, long-distance transmission

of sound has improved significantly. This wave solved the distance of emotional and aesthetic deformations. The new look of the technical transmission means that it delivers the acoustic direction of sound in a lively, natural way. The development of science in the world, the role of institutes and firms in achieving this is great. As a result, the industrial base of modern acoustics has expanded. Many new studio equipment, mixers, microphones, uselitels, and monitors have been created. In addition, radio and television transmitters; sound recording equipment, acoustic system, player; tape recorders, etc. At the same time, there are more than 500,000 amplifiers manufactured worldwide. To solve such complex problems, computer technology plays an important role in solving sound processing and related technical problems.

Now it is the turn of the national music performances. It is true that this is a difficult process, but it can show other aspects of the Uzbek national music. In short, it is the duty of young professionals to voice our national melodies and performances using modern computers and modern technologies, to introduce Uzbekistan to the world as a world-renowned school with excellent knowledge and experience in the field of sound.

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КОНСТИТУЦИЯ – ХАЛҚ ФАРОВОНЛИГИ ВА ЮРТ ТИНЧЛИГИ АСОСИ

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АННОТАЦИЯ:

Ҳар бир давлат ўз тараққиёт йўлини танлар экан, энг муҳим мақсад ва вазифаларини белгилаб олади. Мамлакатимиз мустақиллигининг илк даврида қабул қилинган Конституцияда ҳам халқимизнинг хоҳиш-иродаси, инсон ҳуқуқ ва манфаатлари, давлат тузилиши ўз ифодасини топган. Бош қомусимиз, жинси, ирқи, миллати, дини, ижтимоий келиб чиқишидан қатъи назар, юртимиз фуқаролари тенглигининг кафолатлигини қайд этди ва замонавий демократик тараққиёт учун замин яратди.

Калит сўзлар:

Ўзбекистон Республикаси Конституция, инсон ҳуқуқ, Маъмурий суд, Ўзбекистон Республикаси Олий Мажлиси,

Ўзбекистон Республикаси Конституцияси халқимизнинг кўп минг асрлик бой миллий давлатчилик тарихий-ҳуқуқий ва маънавий меросига асосланган. Ўзбекистон ҳудудида давлатчилик ва ҳуқуқ тарихи ўзининг чуқур илдизларига эга бўлиб, қадим-қадим даврларга бориб тақалади.

Соҳибқирон Амир Темур бобомиз “Давлат қонунлар асосида қурилмас экан, ундай салтанатнинг шуқуҳи, қудрати ва таркиби йўқолади”, деб таъкидлаган эдилар. Шу нуқтаи назардан, Конституция ва қонун устуворлигини таъминлаш биз бунёд этаётган демократик ҳуқуқий давлатнинг бош мезони ҳисобланади.

Ўзбекистон Республикасининг Конституциясига сўнгги йилларда киритилаётган ўзгартиш ва қўшимчалар бевосита Ҳаракатлар стратегиясининг йўналишлари билан боғлиқлигини қайд этиш зарур. Мазкур икки ҳужжат бир-бирини бойитишга, тўлдиришга қаратилган чамбарс ҳуқуқий тизимга айланди.

Киритилган дастлабки ўзгартиш ва қўшимчалар мамлакатимизда судьялар мустақиллигини таъминлаш ва инсон ҳуқуқлари ҳимоясини кучайтириш мақсадида судларни ихсослаштиришга қаратилди. Бунинг замирида суд ҳокимиятининг чинакам мустақиллигини таъминлаш орқали самарали ва ҳаққоний одил судловга эришиш мақсади мужассамдир. Зеро, суд ҳокимияти мустақил бўлмас экан, судлар томонидан адолатли қарорлар қабул қилинмайди. Бунинг оқибатида мамлакатда ҳуқуқ устуворлигини таъминлаб бўлмайди.

Ўтган тўрт йил давомида ўтказилган суд-ҳуқуқ соҳасидаги конституциявий ислохотлар ўзининг самарасини бермоқда. 2016 йилга қадар жиноят ишлар бўйича судлар томонидан санокли даражада оқлов ҳукми чиқарилган бўлса, сўнгги 4 йил давомида ноҳақ айбланган 2,3 мингга яқин киши оқланди.

2017 йил 6 апрелдаги қонун билан Конституциянинг 111-моддаси янги тахрирда қабул қилинди. Унга асосан, Ўзбекистон Республикасида суд ҳокимиятининг мустақиллиги конституциявий принципага риоя этилишини таъминлашга кўмаклашадиган янги тузилма – **Ўзбекистон Республикаси Судьялар олий кенгаши ташкил этилди.**

Судьялар олий кенгашига доир норманинг Конституциядан жой олгани эса унинг конституциявий мақомга эга эканидан дарак беради. Бугунги кунда бунга ўхшаш ҳамжамиятларнинг мақоми **Франция, Италия, Болгария, Польша, Украина, Қозғистон, Арманистон каби давлатларнинг конституцияларида, Нидерландия, Дания, Швеция, Ирландия, Литва, Буюк Британия, Венгрия** каби давлатларнинг қонунчилигида мустақамлаб қўйилганига гувоҳ бўлиш мумкин.

Конституцияга киритилган ўзгартиш ва қўшимчалар билан бир вақтда қабул қилинган “Ўзбекистон Республикаси Судьялар олий кенгаши тўғрисида”ги Қонун билан Судьялар олий кенгашининг фаолияти батафсил тартибга солиниши билан унинг конституциявий мақоми янада мустақамланди.

Қонунга кўра, судьялик лавозимларига номзодларни танлов асосида танлаш, энг малакали ва масъулиятли мутахассислар орасидан судьяларни тайинлаш, судьялар дахлсизлиги бузилишининг ва уларнинг одил судловни амалга ошириш борасидаги фаолиятига аралашининг олдини олиш бўйича чора-тадбирлар кўриш Судьялар олий кенгашининг асосий вазифаларидан бири этиб белгиланди.

Ушбу тажриба 1985 йил 29 ноябрдаги БМТ Бош Ассамблеяси томонидан маъқулланган Суд органлари мустақлигининг асосий тамойилларига тўлиқ мувофиқ келади.

Суд ҳокимиятининг икки олий органи – Ўзбекистон Республикаси Олий суди ва Олий хўжалик судининг мавжудлиги суд тизимини бошқариш вазифаларининг такрорланишига, ягона суд амалиёти таъминланмаслигига олиб келаётган эди.

Шу туфайли **Ўзбекистон Республикаси Олий суди ва Олий хўжалик суди бирлаштирилди**, қуйи хўжалик судлар иқтисодий судларга айлантирилди. Ўзбекистон Республикаси Олий судига эса фуқаролик, жиноий, маъмурий ва иқтисодий суд иш юритуви соҳасидаги суд ҳокимиятининг ягона олий органи мақоми берилди.

Маъмурий органлар томонидан жисмоний ва юридик шахсларга давлат хизматларининг кўрсатилиши муносабати билан улар ўртасида вужудга келадиган оммавий-ҳуқуқий низоларни ҳал қилишга қаратилган янги ихтисослашган судлар – **маъмурий судлар** тузилди.

Шу муносабат билан **203 та** туман (шаҳар) маъмурий судлари негизида вилоят марказларида **14 та** туманлараро маъмурий судларни ташкил этилди.

Ривожланган хорижий мамлакатлардан **АҚШ, Англия, Франция, Япония** каби давлатларда ҳам бутун мамлакат миқёсида ягона судлов органининг мавжудлиги ҳуқуқни қўллаш амалиётининг самарали тарзда кечишини кўрсатмоқда.

Маъмурий судларнинг ташкил этилиши ҳар бир шахснинг ўз ҳуқуқ ва эркинликларини давлат органлари ва мансабдор шахсларнинг ғайриқонуний хатти-ҳаракатлари устидан судга шикоят қилиш орқали ҳимояланиш имкониятини кучайтирса, иқтисодий судларнинг туманлараро, туман ҳамда шаҳар миқёсида ташкил этилиши ушбу маъмурий-ҳудудий бирликлардаги тадбиркорлик субъектларининг одил судловга эришиш имкониятларининг жойларда турган ҳолда ошишига олиб келади.

Хорижий мамлакатлардан **Австрия, Германия, Финландия, Швецияда** ҳам давлат органлари ва мансабдор шахсларнинг фуқароларнинг ҳуқуқ ва эркинликларига дахлдор бўлган хатти-ҳаракатлари ва қарорлари устидан келтирилган шикоятларни кўриб чиқиш ваколатига эга **ихтисослашган маъмурий судларнинг фаолият юритаётганини кузатиш мумкин.**

Конституциянинг 107-моддаси аввалги тахририда судларнинг ваколат муддати кўрсатиб ўтилган эди. Мазкур ваколат муддати 2017 йил 12 апрелда қабул қилинган қонун билан “Судлар тўғрисида”ги Қонунга киритилган 63¹-моддада мустақамлаб қўйилди.

Унга кўра, судьялар биринчи марта **беш йиллик муддатга**, навбатдаги **ўн йиллик муддатга** ва судьялик лавозимида бўлишнинг **муддатсиз даврига** белгиланган тартибда тайинланади ёки

сайланади. Судьяларнинг бундай ваколат муддатига тайинланиши ёки сайланиши судьялар мустақиллигининг янада кучайишига хизмат қилади.

2017 йил 31 майдаги қонун билан давлат ҳокимияти тизимида Ўзбекистон Республикаси Конституциявий суднинг ўрни ва ролини кучайтиришга қаратилган Ўзбекистон Республикасининг Конституцияси 108 ва 109-моддаларига ўзгартиш ва қўшимчалар киритилди.

Бундан ташқари, киритилган қўшимчага кўра, Ўзбекистон Республикаси Конституциявий суди конституциявий судлов ишларини юритиш амалиётини умумлаштириш натижалари юзасидан ҳар йили Ўзбекистон Республикаси Олий Мажлиси палаталарига ва Ўзбекистон Республикаси Президентига мамлакатдаги конституциявий қонунийликнинг ҳолати тўғрисида ахборот тақдим этади.

Сўнгги йилларда жамият ва давлат ҳаётида парламентнинг ўрни ва ролини оширишга жиддий эътибор қаратилмоқда. Парламент том маънода олий вакиллик органи сифатида фаолият олиб бориши учун, энг аввало, ҳар бир депутат электорат ва сайланган сиёсий партиянинг манфаатини ифодалаши зарур.

Бундай манфаат қонунларни қабул қилишда намоён бўлади. Қабул қилинаётган ҳар бир қонуннинг ижроси тегишли давлат бошқаруви органлари томонидан таъминланиши ҳаммага маълум. Аммо давлат бошқаруви органи фаолиятининг самарадорлиги уларга кимлар раҳбар этиб тайинланётганига ҳам боғлиқдир. Шу боис, халқ вакиллари ҳукумат аъзолари тайинланмасдан аввал номзодлар билан танишиб, уларга саволлар билан мурожаат этиш имкониятига эга бўлишлари лозим.

Шуни инобатга олган ҳолда, 2019 йил 5 март куни қабул қилинган “Ҳукуматни шакллантириш тартиби демократлаштирилиши ва унинг масъулияти кучайтирилиши муносабати билан Ўзбекистон Республикасининг айрим қонун ҳужжатларига ўзгартиш ва қўшимчалар киритиш тўғрисида”ги Ўзбекистон Республикасининг Қонуни билан Конституцияга муҳим ўзгартиш ва қўшимчалар киритилди.

Унга кўра, Вазирлар Маҳкамасининг аъзоларига номзод Бош вазир томонидан Олий Мажлис Қонунчилик палатасига кўриб чиқиш ва маъқуллаш учун тақдим этилади. Номзод маъқуллангач Ўзбекистон Республикаси Президенти томонидан тасдиқланади. Ушбу ўзгартиш парламент олдида фақатгина Бош вазирнинг эмас, балки ҳукумат ҳар бир аъзосининг масъулиятини кучайтиришга, қонунлар ижросини масъулият билан таъминланишига хизмат қилади.

2017 йил 29 августда шаҳар таркибидаги туманларда халқ депутатлари Кенгашларини ташкил этишга доир Конституциянинг 99-моддасига ўзгартиш киритишни назарда тутувчи қонун қабул қилинди. Ушбу ўзгартишга асосан **Тошкент шаҳар таркибидаги туманларда маҳаллий вакиллик органлари учун сайловлар ўтказилди.** Бу орқали шаҳарга бўйсунадиган туманларда истиқомат қилаётган фуқаролар ҳам маҳаллий вакиллик органлари орқали маҳаллий миқёсдаги давлат бошқарувида иштирок этиш ҳуқуқига эга бўлдилар.

Киритилган ўзгартиш маҳаллий давлат ҳокимияти органларини тенглик ва демократик усулларда ташкил этиш имконини берди. Сабаби, шаҳар таркибидаги туманларнинг мақоми вилоят таркибидаги туманлар билан бир хил бўлишига қарамай, уларда халқ депутатлари Кенгаши фаолият олиб бормас эди.

Шунингдек, **2019 йил 4 сентябрь куни Конституциянинг 117-моддасига** киритилган ўзгартиш ва қўшимчаларга биноан оғир ва ўта оғир жиноятлар содир этганлиги учун суднинг ҳукми билан озодликдан маҳрум этиш жойларида сақланаётган шахслар **сайловда иштирок этмайди.**

Бунинг мазмуни шундаки, ижтимоий хавфи катта бўлмаган ва унча оғир бўлмаган жиноятларни содир этганлиги учун суднинг ҳукми билан озодликдан маҳрум этиш жойларида сақланаётган шахслар сайловда иштирок эта оладилар.

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E-Conference Globe

SOME PROBLEMS OF TEACHING IN VOCATIONAL COLLEGES

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Abstract

The article provides detailed information on English language teaching methods and the problems that may arise during the application of these methods. The benefits of using different methods in learning new languages have been debated and proven by a variety of facts.

Key words:

Teaching methods, educational buildings, scientific and practical manuals.

I. Introduction

The future of our country, the future of our people, the prestige of our country in the world community depends, first of all, on how our children grow up, and become human beings. We must never forget such a sharp move. Since Uzbekistan gained independence, many changes have taken place in the field of education. State programs and laws have been developed, such as the Law on Education and the National Training Program. It should be noted that to date, a lot of work has been done in our country and is still being done. In rural areas, educational buildings have been built and equipped with new equipment. Many scientific and practical manuals have been developed.

II. Main part

Rooms in schools, colleges, lyceums and universities have been enriched with equipment. Every year, Olympiads, competitions, grants are organized to increase the potential of students. Significant progress has been made in sports. Our young people are showing great results in the world. Teacher training for human perfection is incomparable. For us, education should be the motto of every institution, teacher, employee, "life, death, happiness or destruction." Now it is time to create professional colleges in line with modern requirements.

This requires a new approach to teaching the subject "Foreign Language" in the newly established educational institutions. One of the main objectives of the Vocational Colleges program is to consolidate the English language knowledge, skills and competencies acquired by the school up to 9th grade within new topics, to enhance their oral and written speaking activities and to ensure communication.

According to the National Training Program, students of professional colleges are required to master one of the foreign languages, as well as perfect professional knowledge.

Students will have mastered one of the foreign languages as a subject in pre-9th grade education. They can speak on general topics such as "Family", "My School", "My Home", "My Friend", "Uzbekistan", "Symbols of Uzbekistan", "England", "America". Therefore, the main purpose of foreign language teaching in professional colleges is not to repeat the knowledge acquired in school, but to form and develop a speech related to the specialty. Students entering colleges need to be taught to work with texts and terms relevant to their field so that they are not left with the knowledge they have acquired in school.

Professor J.J. Jalolov's "Methods of teaching foreign languages" identifies five goals of foreign language teaching in professional colleges and universities. They are practical, educational, pedagogical, developmental and professional goals. Professional purpose is not encountered in the school education

process. Our goal is to develop this professional skill in college students. Because, after graduating from college, they go directly to work in an enterprise or go to university. In the future, a specialist visiting the enterprises and factories may encounter equipment and machinery imported from abroad. He has to work directly on the equipment and then he can rely on his knowledge of the foreign language. Or, a student who has graduated from a medical college in a field can accept a foreign patient in his / her field of activity, in which case he / she has to rely on his / her knowledge of a foreign language.

We also need to choose texts that are career-oriented. For example, in the pedagogical professional college are mainly related to education: "Jahon Otin Uvaysiy", "Behbudi", "Abdulla Avloni", "Uzbek Pedagogues", "Education system of Uzbekistan", "Primary and Secondary Education in Uzbekistan", "Education system of England", "Primary and Secondary Education in England", "Primary and Secondary Education in England", "Texts such as "Education system of the USA", "Primary and Secondary Education in the USA", "" should be taught and new words should be reinforced with exercises. Many new technologies can be used in their consolidation. Boomerang, Chain, Brainstorming and Cluster methods should be used effectively. Each text taught will of course include terms and words related to the new profession. In developing students' professional lexical potential, the development of texts and the selection and training of professional colleges for a specialized profession are important for the next generation.

The use of new words learned from English in the field in English lessons and the disclosure of their meaning will ensure that in the future young employees and workers, managers will reach a higher level. The purpose of the "National Training Program" is to provide personnel who will be able to compete with other countries in the world intellectual market, who in the future will know their field and can apply it in practice.

III. Conclusion

So, based on the words mentioned above, English teachers in every professional college should teach students professional words throughout the lesson and reinforce them with exercises. This is because the content of professional speech consists of terms related to the field.

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ОЛЧА ДАРАХТИДА УЧРОВЧИ ЗАРАРКУНАНДАЛАРНИНГ МОРФОЛОГИЯСИ, БИОЛОГИЯСИ ВА ЗАРАРИНИ ЎРГАНИШ ХАМДА ҚАРШИ КУРАШНИ ҚЎЛЛАШ.

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Аннотация:

Хозирги кунда Республикамиз ҳудудида олчанинг асосий зараркунандаларининг зарари, тарқалиши, биоэкологик хусусиятлари ва уларга қарши кураш чоралари таъкидлаб ўтилган.

Калит сўзлар:

Зараркунанда, *Caliroa limacine*, *Rhagoletis cerasi*, *Rchynchites auratus*.

Аннотация:

В настоящее время на территории республики основными вредителями вишни являются поврежденные, распространенные, биоэкологические свойства и мероприятия по борьбе с ними.

Abstract:

At present the damage, distribution, bioecological features of the main pests of cherries in the territory of the Republic and measures to combat them.

Боғдорчилик, мевачилик- қишлоқ хўжалигининг мева, узум ва резавор меваларни етиштирадиган муҳим соҳаси ҳисобланади. Аҳолининг мева ва мева маҳсулотларига, саноатнинг мева хом ашёсига бўлган эҳтиёжларни қондиришга хизмат қилади. Жаҳон боғдорчилигида 200 дан ортиқ мева турлари экилади.

Республикада мева ва резавор меванинг 20 тури экилади. Данакли мева дарахтларидан ўрик, шафтоли, олхўри, гилос, олча асосий ўринни эгаллайди.

Олча-раънодошлар оиласига мансуб мевали дарахт, 150 га яқин тури бор. Асосан Осиёда, шу жумладан, ўрта Осиё ва Кавказда 25 га яқин тури ўсади. Олча мева бандининг узунлиги билан бошқа данакли мевалардан фарқ қилади. Таркибида 7,3-14,5% қанд, 0,8-2,4% органик кислоталар, 0,15-0,88% ошловчи моддалар мавжуд. Экилгандан сўнг 3-4- йили ҳосилга қиради. 6-7-йили яхши ҳосил беради. Олчага қисқа танали қилиб, сийрак поғонали шакл берилади. Ўзбекистонда олчанинг Гриот, Любская 15, Подбелская, Самарқанд, Тургеневка, қора шпанка навлари экилади. Олча дарахтига зараркунандалардан олча арракаши, олча пашшаси, олча филчаси ва бошқалар зарар келтиради. Олча шиллиқ арракаши (*Caliroa limacine*) - пардақанотлилар туркуми, ҳақиқий арракашлар оиласига қиради. Каттаёшдаги зараркунандаси қора, ялтироқ, танасининг узунлиги 4-6 мм, сохта қурти яшил-сарик, қора шиллиқ билан қопланган. Узунлиги 10 мм. Сохта қурти пилла ичида тупроқда қишлайди. Баҳорда ғумбакка айланади. Вояга етганлари зона шароитига қараб кеч баҳорда учиб

чиқади. Улар кўпинча партеногенетик усулда кўпаяди. Урғочиси барглarning орқа томонидаги тўқимасига биттадан, жами 50-75 тагача тухум кўяди. Тухумлари эса 8-14 кун ривожланади. Личинкаси 17-28 кун барглар билан озикланиб, тупроқда ғумбакка айланади. Жами 3 марта насл беради. Зараркунанда олча, гилос, дўлана, олхўри, беҳи, нок ва бошқаларни зарарлайди. Личинкаси баргнинг устки томонидан этини қиртишлабозикланади, остки томонидаги пўстига тегмайди, яъни баргнинг бир томонини ғалбирлайди. Олча шиллик арракаши тухумларини трихограмма зарарлайди ва йирткич қандалалар сўриб йўқотади. Личинкаларида яйдоқчилар паразитлик қилади.

Олча пашшаси (*Rhagoletis cerasi*) икки қанотлилар туркуми, олачипорлар оиласига киради. Пашша қорамтир-кўнғир, деярли қора, ялтироқ, эркагининг ўлчами 2,9-4 мм, урғочиси 4-5,3 мм, бош ва кўкрак қалқони ёрқин тўқ сариқ, елкасида узунасига иккита тирноғи ёрқие тўқ сариқ, қаноти ялтироқ, 4 та кўнғир кўндалангига чизиқли. Тухумининг ўлчами 6-7 мм, личинкаси оқ, оёқсиз, бош томони торайган, олдинги қисмида икки хитинлашган илмоқли оғиз-томоқ аппарати мавжуд. Ғумбагининг ўлчами 3,5-4,5 мм, бочкасимон. Ўрта Осиё ва бошқа худудлардакўплаб кўпаяди. Асосан гилос ҳамда олча, шилви ва зиркни зарарлайди. Ғумбаги сохта пилла ичида тупроқнинг 3-5 см чуқурлигида қишлайди. Тупроқнинг 5 см чуқурлигидаги харорати ўртача 10 С дан юқори бўлганда пашшалар учиб чиқади. Жинсий вояга етмаган пашшалар ўсимлик битлари, шира битлар, мевалардан ажралган томчи ширалар билан кўшимча озиклангач, 2-3 кундан сўнг жинсий кўшилади ва 7-13 кундан сўнг мева пўсти остига 1-2 тадан тухум кўяди. Жами 70-150 та тухум кўяди. Эмбрионал ривожланиш 6-10 кун, личинкаларнинг озикланиши 15-25 кун давом этади. Озикланиб бўлган личинкалар тупроққа тушади ва сохта пилла ичида ғумбакка айланади, қишлашга кетади. 10-20% ғумбаклар диапаузага кириб, икки қиш ғумбаклик холида қишлайди. Зарарланган мевалар ялтироқлигини йўқотади, ёнларида чуқурчалар хосил бўлади, мағзи юмшайди ва чирийди.

Олча филчаси (*Rhynchites auratus*) кўнғизлар туркумига, найўрарлар оиласига киради. Бу кўнғиз тилла ранг-яшил тусли, елкаси қип-қизил, бутун танаси оч рангли узун тукчалар билан қопланган. Эркаги олд кўкрагининг икки ёнида тирноққа ўхшаш тикани бор. Кўнғизининг узунлиги 5,5-9 мм. Личинкаси сирғиш-оқ, эгилган оёқсиз, узунлиги 7-8 мм. Тухуми оқ, чўзинчоқ юмалоқ шаклда, узунлиги тахминан 1 мм. МДХ нинг Европа қисмида Кавказ, Олтой ва Ўрта Осиёда тарқалган. Ғумбаги 6,5-7 мм, ранги оқ бўлиб, малла тусда товланади. Гавдасини калта тук босган. Ғумбаги ташқи кўринишида вояга етган кўнғизга ўхшайди. Кўнғизлари ва қисман личинкалари тупроқда қишлайди. Кўнғизлар олча гуллағанда тупроқдан чиқади. Улар олча ва гилоснинг куртаклари, барглари ва ғунчаларини зарарлайди, кейин олча ва гилоснинг ёш тугунчаси билан озикланади, у мева этини кемириб чуқурчалар очади. Олча филчаси тупроқда 4-12 см чуқурликда имаго стадиясида қишлайди. Апрель ўрталаридан июнь ойининг ўрталаригача кўнғизлар тухум кўяди. Урғочиси мева данагига биттадан тухум кўяди ва экскрементлари ҳамда еган мева эти билан тешикни бекитади. Жами 150 тага яқин тухум кўяди. Тухумдан 7-8 кунда личинка чиқади. Личинка 20-30 кунда озикланишни тамомлаб, мевани ташлаб кетади. Олча ва гилос пишадиган даврда кўплаб личинкалар мевалардан чиқади. Олча филчаси бир йилда бир марта насл беради, қисман диапауза муносабати билан зараркунанда 2 йилда бир марта насл беради.

Кураш чоралари. Олча зараркунандаларига қарши курашиш учун дарахт атрофидаги тупроқни зараркунанда ғумбаклари ва сохта куртлари бор вақтида юмшатиш тавсия этилади. Тупроқ икки марта юмшатиш, қишда суғорилса, талайгина ғумбаклар ва сохта куртлар нобуд бўлади. Тўкилган мевада олча филчасининг личинкаси бўлади, шунга кўра уларни июнда териб олиб, йўқотиб юбориш керак. Зараркунандалар учиб чиқиш ва личинкалар пайдо бўлиш даврида фосфорорганик препаратлардан: Митак, 20% эм.к. (3,0-6,0 га л), Кинмикс, 5% эм.к. (0,3 га л), Децис 2,5% эм.к. (0,5-1,0 га л), Данадим, 40% эм.к. (0,8-2,0 га л) билан пуркаш тавсия этилади.

Хулоса қилиб айтганда мевали дарахтларнинг зараркунандаларига қарши ўз вақтида сифатли кураш чоралари олиб борилса мўл хосил олишга эришилади.

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METHODS OF TEACHING EXPRESSIVE READING OF LYRICAL WORKS IN THE SECOND GRADE

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The emotional impact of the work must also be taken into account when analyzing the work. Let the reader not only read the text, but let the author be excited about the exciting story. Encourage students to think critically when analyzing text.

The Elementary Reading Book contains a wide range of fiction and non-fiction articles. As you know, life is depicted in art through images. At its center is man, his relationship to nature and society. The rules of depiction of being, reality in the work of art through images, objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology. First of all, the teacher's attitude to the events described in the work is the focus of the teacher. Students gradually begin to understand the specifics of depicting reality through images. Second, any work of art depicts specific historical events. Only a historical approach to the events in the work can give a true assessment of the work. Third, it is important to introduce the author's life and views to the age of the students. Fourth, it is important to teach students to understand the ideological direction of a work of art when analyzing it.

According to psychologists, understanding a work of art is not enough. Perception of a work is a complex process that involves some kind of relationship to the work, to the reality it portrays. Younger students have two attitudes toward a literary hero.

1. Emotional attitude to the literary hero.
2. Elementary analysis.

Students use their own insights to evaluate the characters in the play. They lack vocabulary and experience to evaluate other qualities of a hero. The teacher's task is to show the qualities that the students do not notice and to include them in the students' speech. One more thing to note:

1. Students do not take into account the circumstances in which they acted in expressing their attitude to the protagonist.
2. They don't understand why the protagonist has to do this, they have to do the right thing for him.

Working on a work of art is a complex process, and the educational tasks of teacher reading lessons require taking into account the specifics of the work of art and the readiness of students. In a work of art, all the components are interconnected. The characters in the play develop. As the story unfolds, new aspects of the protagonists are revealed. These features require a holistic reading, comprehension, that is, synthesis when working on a work. After reading from beginning to end, the work is analyzed, and then proceeded to a high-quality synthesis. Students will need to be prepared to read a work of art before they can begin reading. Hence, the preparatory period provides the synthesis-analysis-synthesis process. Students need to have a clear idea of life in order to understand the content of the work. Preparations are underway.

Tasks of preparatory work:

1. Enrich students' perceptions of the events reflected in the play, provide new information that affects the conscious perception of the text, create conditions for students to relate the facts described in the work of art to their own observations in life.
2. To acquaint with the life of the writer, to arouse interest in the writer, his life and work.
3. To prepare students for emotional perception of the work.
4. Explain the lexical meaning of words that interfere with the understanding of the content of the work.

There are different forms of preparation, and the teacher chooses the type of work depending on the content and circumstances. 2-5 minutes are allotted for the preparation period.

1. In the process of analyzing the parts of the text, students, under the guidance of the teacher, identify the main part of each part and find the title, the teacher writes the titles on the board in the form of a plan.

2. The undivided text is selected, the headings are written on the board in the order of the text plan. Students will be asked to divide the text into sections using the headings provided. They read the text, highlight the first part, and so on. Non-fragmented text is selected, and the headings are mixed and typed. Students will be asked to divide into higher sections. Students read the text, highlight the relatively complete section, and select the appropriate title from the board. The work is continued in this way and a text plan is drawn up. Question and answer statements and, in some cases, adverbs can be used to make a plan, but each plan should use the same type of statement.

Thus, in developing students' ability to work on a text, they focus on the content of the work and the way it is done.



ANALYSIS OF BUKHARIAN FOLKLORE PIECES AND THEIR SEMANTIC FEATURES

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Abstract

Folk art plays an important role in the emergence and development of professional art. In turn, professional art has influenced and enriched the development of folk art. The need to preserve and develop folk art in society, to restore the lost, stems from the desire to meet their aesthetic needs, to live well and improve their lives.

Key words:

Folklore, writer, poet, ethnographic ensembles, ceremonies.

I. Introduction

Today, great opportunities and conditions have been created for the preservation and development of folk art. This is evidenced by the existence of museums and nature reserves nationwide, the scientific study and publication of folk art, the existence of many folklore and ethnographic ensembles, and the implementation of measures to promote the arts.

Folklore. With the formation of human speech, the people began to develop their oral art. species and genres also began to emerge without mixing. These syncretic creations, which include various forms of human artistic thought, are inextricably linked with all aspects of primitive human life and activity. It reflects people's religious and mythological views, basic scientific (empirical) knowledge, and ideas about nature and society. However, such specimens of folklore have not survived, but their traces and parts have survived in various ideas and views on the way of life of the people, in the structure of folk customs, rituals, ceremonies, holidays, in some written sources, in later folklore works. The emergence of writing also gave rise to literature historically related to folk oral art.

II. Main part

The main feature of literature is the connection of the literary text with some creative activity (writer, poet, playwright), the consolidation of writing as a specific creative movement, which is a turning point in the development of human artistic thinking. Although literature took on all aesthetic concepts and artistic forms from folklore during its development, it developed independently on the basis of its own artistic laws. Folklore, as an independent form of word art, coexisted with it. For many years the general aesthetic demands and needs of human society have been inextricably linked not only with literature but also with folklore. The independent development of these two types of word art, the diversity of the social environment in which literary and folklore works are created, and the diversity of the creative process have further enhanced their specific features. As a result, literature and folklore continued to develop as two independent types of word art, oral and written, with their own specific aesthetic systems, genres, and artistic features. The concept of ceremonial folklore, according to B. Sarimsakov, includes two important components - the plot of the ceremony (manner of conduct and actions) and its verbal part. In this context, if we analyze the complexity of the wedding, we must first focus on the place and purpose of their performance, the style of performance and the performers.

During the years of independence, the collection, study and publication of Bukhara folklore has become more active and consistent. In particular, it should be noted that Bukhara has achieved effective results in the study of folklore of weddings and mourning ceremonies. In this series O.Safarov and his students D.Urayeva, D.Narzullayeva, F.Hayitova with greetings typical of Bukhara weddings, taboos, cliffs, spring games of girls, mourning ceremonies, or The gods of death, the gods of death, the gods of death were recorded, based on their best examples "To'y muborak, yor-yor (Happy wedding, yor-yor)" (2000) and "Bo'zlardan uchgan g'azal-ay (Gazal-ay flying from the ice)" (2004). The collections were arranged and published. The poetics of the listed genres has been theoretically developed, the features corresponding to the nature of these genres have been clarified and generalized. In their example, the gaps in Uzbek folklore have been filled. In particular, D. Orayeva's monograph on the poetics of the Uzbek mourning ceremony has a special place in this series. Thus, the undiscovered aspects of Uzbek ceremonial folklore were discovered and the science of ceremonial studies was enriched.

III. Conclusion

The oral nature of the creative and performing process and the participation of the majority in it (collective) are the main features of folk oral art. Many of its features, such as tradition, variability, popularity, and anonymity (author's anonymity), are reflected in this central feature of the folklore creative process. Samples of folklore are created orally, using a wide range of oral traditions and popular repertoire in connection with ancestors and generations, which allows for the stability of artistic forms, the consolidation of common passages from text to text, and the abundance of similar mobile plots. Every creator and performance changes something in the traditional work, something is interpreted differently from the previous one, something is added or dropped. Such variability depends on the social environment, living conditions, the needs of the audience, and the potential of the performer (creator). But any change, any re-creation during the performance, takes place within the framework of a centuries-old tradition. Thus, the viciousness of the living oral tradition leads to the spread of many versions of folklore.

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МАТЕМАТИКА ФАНИНИ УМУМКАСБИЙ ВА ИХТИСОСЛИК ФАНЛАРИ БИЛАН ИНТЕГРАЦИЯЛАШНИНГ АҲАМИЯТИ

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Аннотация.

Мақолада техника олий таълим муассасаларида математика фанини умумқасбий ва ихтисослик фанлар интеграцияси асосида ўқитишнинг аҳамияти ёритилган.

Калит сўзлар.

Техника, интеграция, ривожлантириш, семантик, мантикий, умумқасбий, ихтисослик, математик моделлаштириш.

Мамлакатимизда таълим тизимини такомиллаштириш, математика фанини ўқитишнинг амалий йўналтирилганлиги, интеграциялашган алоқаларни амалга оширишни таъминайдиган муаммолари ва математика ўқитишда касбга йўналтириш тизимини такомиллаштириш бўйича қатор илмий изланишлар олиб борилмоқда.

Замонавий муҳандислик ҳамда иқтисодиёт фанлари асосларини чуқур ўзлаштириш учун, энг аввало, математика фани асосларини тўлақонли ўрганиш талаб этилади. Техника олий таълим муассасаларида ўқитилиши йўлга қўйилган турли мутахассислик фанларига нисбатан математика фанини ўқитиш учун ажратилган вақт ҳажмига кўра, мазкур фанлар ичида етакчи ўринни эгаллайди. Улар муҳандислик таълимининг ажралмас қисми сифатида талабаларга ўзлари танлаган мутахассисликларнинг фан-техника тараққиёти жараёнидаги ўрни ва аҳамиятини англашга ёрдам беради, шунингдек, математик билимларидан касбий муаммоларни ҳал этиш воситаси сифатида фойдаланиши мумкинлигига нисбатан ишончнинг қарор топишини таъминлайди. Математика билимлари муҳандислар ижодий тафаккури касбий компетенция доирасини кенгайтириб, уларда математик моделлаштириш методи ҳамда ўрганилаётган ҳодисаларнинг натижаларини олдиндан ташхис қилиш кўникма ва малакаларини шакллантиришга ёрдам беради.

Математика фанининг мазмуни катта миқдордаги билимлар мажмуидан иборат бўлиб, уни ўрганиш учун ажратилган вақт эса чекланган. Мазкур ҳолат талабаларнинг билимлар мажмуини мукамал ўзлаштиришларига имкон бермайди. Техника олий таълим муассасаларида ташкил этилувчи таълим жараёнида математика фани билан боғлиқ муаммолар орасида қуйидагиларни кўрсатиш мумкин:

- 1) муҳандиснинг математик билими мазмуини ҳозирги замон техникаси ва ишлаб чиқариш эҳтиёжларига яқинлаштириш;
- 2) математика таълими ва муҳандислик фанлари ўртасида узвийликни таъминлаш;
- 3) муҳандислик иши эҳтиёжлари ва математика фанига мос дастур ва дарсликлар яратиш;
- 4) ўқув материалнинг баёни усулларини такомиллаштириш ва ўқитиш жараёнида талабалар фаоллигини ошириш;
- 5) ўқитишнинг интерфаол методларини яратиш;
- 6) мутахассислик кафедралари ўқитувчиларининг математик саводини ошириш;
- 7) махсус кафедраларда техника олий таълим муассасаларининг ихтисосликлари билан боғлиқ илмий-тадқиқот ишларини ташкил этиш;
- 8) муҳандислик (саноат, қишлоқ хўжалиги, қурилиш, ходимлари) фаолияти учун математикадан зарур бўлган йўл-йўриқлар бериш.

Юқорида санаб ўтилган муаммоларни ҳал этилиши муҳандислик иши эҳтиёжларига имкон борича яқин бўлган математика таълими мазмунини такомиллаштиришни талаб қилади.

Математика таълим мазмунини такомиллаштиришнинг самарали усули бу математика фанини ихтисослик фанлари билан интеграциялаш ҳисобланади. Интеграция – бу янги элементлар пайдо бўладиган барча элементларни бирлаштиш жараёни.¹

Таълим тизимига татбиқ этилганидек, "интеграция" концепция сифатида икки хил маънога эга: *биринчи навбатда*, талабалар атрофидаги дунёни яхлит кўринишини ҳосил қилади (бу ерда интеграция таълимнинг мақсади деб ҳисобланади), *иккинчидан*, у мавзу билимларининг яқинлашиши учун умумий платформани топади (бу ерда интеграция - ўрганиш воситаси). Амалда билимларни интеграциялашувидан мақсадга йўналтирилмаган ҳолда фойдаланиш кўпроқ даражада амалга оширилади.

Техника олий таълим муассасалари талабалари турли хил фанларни ўрганишларида тизимли билим, кўникма ва малакаларга эга бўлишлари зарур. Махсус (умумқасбий ва ихтисослашган) фанларнинг таркибий қисмлари ўртасидаги алоқалар турли хил бўлиб, улар орасидаги элементларнинг таркибига боғлиқ. Таълим интизомининг турли таркибий қисмлари ўртасида аниқланган фактлар, ходисалар, тушунчалар, тоифалар, қоидалар, формулалар, схемалар орқали фанлар ўртасида ўрнатилган кўплаб уланишларни аниқлаб олиш мумкин. Ушбу алоқалар илмий мавзудаги «информатив» ёки информацион томонлари ўртасида пайдо бўлади. Шу билан бирга, ҳар бир фан турли хил таркибий қисмларга эга: фан тили, тадқиқот усуллари, назария, қўлланиладиган қисм, машқ ва фаннинг муайян тузилишини ташкил этувчи вазифалар.

Ўзаро алоқалар интеграциялашуви жараёни сифатида мустақил билимлар соҳасидаги умумий ва назарий тушунчаларни шакллантириш ёки амалий муаммоларни ҳал қилиш усуллари натижасида юзага келади. Билимларни бирлаштириш янги назарий ва амалий натижаларни бериши ва мутахассисларни тайёрлаш даражасини оширишга ёрдам беради.

Тармоқлар аро алоқалар техника олий таълим муассасалари математикасини махсус (умумқасбий ва ихтисослашган) фанлар билан интеграциясининг мантиқий ва семантик даражаларини аниқлаш имконини беради (1-жадвалга қаранг):

1-жадвал.

Махсус фанлар интеграцияси

| № | Фанлар блоки | Блок фанлари | Интеграция даражалари |
|----|----------------------|--|-----------------------|
| 1. | Умумқасбий фанлар | Чизма геометрия ва муҳандислик графикаси. Назарий механика. Метрология, стандартлаштириш ва ўзаро алмашувчанлик. Материалшунослик ва конструкцион материаллар технологияси. Электротехника ва электроника. Термодинамика ва иссиқлик техникаси. | мантиқий |
| 2. | Ихтисослашган фанлар | Автомобиллар ва тракторлар конструкцияси. Ички ёнув | семантик |

1. ¹ Яковлев И.П. Интеграция высшей школы с наукой и производством [текст] / И.П. Яковлев. - Л.: Изд.ЛГУ, 1987. - 202 с.

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|--|--|--|--|
| | | двигателлари назарияси асослари. Автомобиллар ва тракторларни синаш асослари, эксплуатацияси ва сервиси. | |
|--|--|--|--|

Техника олий иаълим муассасаларида талабаларга математика фани асосан биринчи ва иккинчи босқичларда ўқитилади. Талаба ўзининг танлаган соҳаси (мутахасислиги) юзасидан тўлиқ тасаввурга эга бўлиши ва касбига нисбатан қизиқишини янада юксалтириш мақсадида математика фанини махсус фанларга боғлиқ ҳолда амалга ошириш лозим бўлади. Бунда талабаларга машғулотларда математика фани махсус фанларга боғлиқлиги ва бу фанларни ўзлаштиришда асос бўлишини тушунтириш зарур. Ҳар бир маъруза ва амалаий дарс машғулотларида мавзунини техника масалаларига боғлаш ва масаланинг ечимини математик йўллар билан ҳал қилиш зарур. Бу билан талабалар математика фанига қизиқиши ва касбига нисбатан дунёқарашлари янада ривожланади.

Бўлажак муҳандис кадрларни тайёрлашда математика фанини махсус фанлар билан интеграциялаш асосида ўқитиш муҳим аҳамият касб этади.

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