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# INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY SCIENCE



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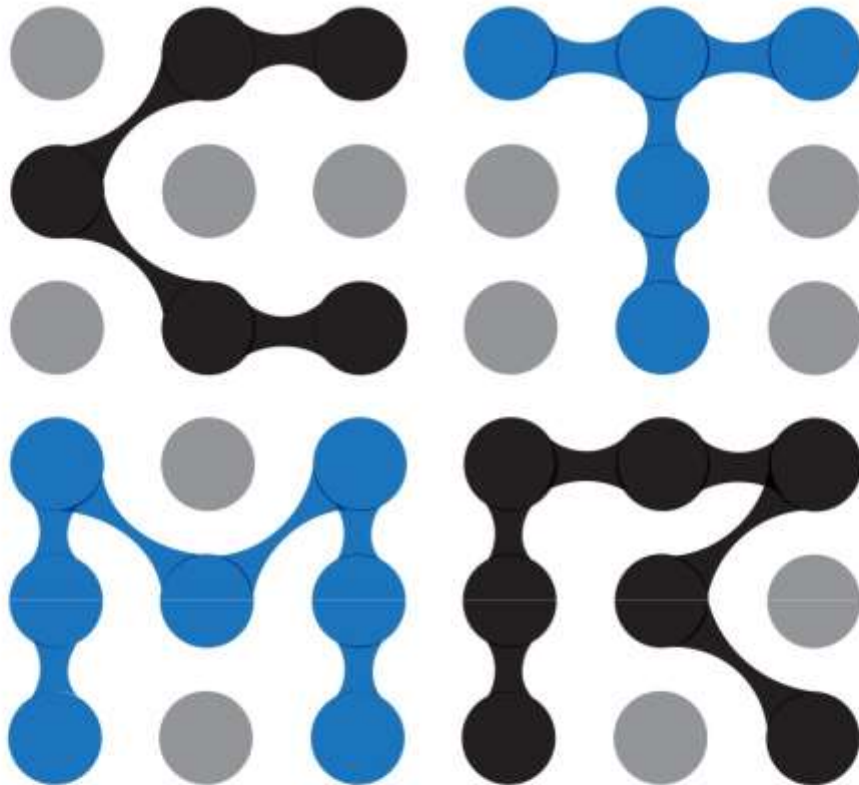
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**CENTER FOR TECH  
AND MEDIA RESEARCH**

**Mavzu: Kam qonlilik oqibatida kilib chiqadigan kasalliklar va kam qonlilikni zamonaviy usullar yordamida davolash yo'llari.**

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**Annotatsiya :** Mazkur maqolada kamqonlik (anemiya) kasalligiga olib keluvchi omillar, uning asoratlari va oqibatida yuzaga keladigan ikkilamchi kasalliklar, shuningdek, zamonaviy tibbiyotda qo'llanilayotgan innovatsion davolash usullari haqida so'z boradi. Maqola O'zbekiston va xorijiy mamlakatlarda chop etilgan ilmiy manbalar asosida tayyorlangan.

**Kalit so'zlar :** kamqonlik, anemiya, temir tanqisligi, eritropoetin, zamonaviy davolash, gematologiya, immunitet, homiladorlik, megaloblastik anemiya, regenerativ terapiya

**Аннотация:** В данной статье рассматриваются причины возникновения анемии, её осложнения и вторичные заболевания, развивающиеся на её фоне, а также современные методы лечения, применяемые в медицине. Работа основана на источниках, опубликованных в Узбекистане и зарубежных странах.

**Ключевые слова :** анемия, железодефицит, эритропоэтин, современные методы лечения, гематология, иммунитет, беременность, мегалобластная анемия, регенеративная терапия

**Abstract:** This article discusses the causes of anemia, its complications, and secondary diseases arising from it, as well as modern treatment methods used in current medicine. The work is based on scientific sources from Uzbekistan and foreign countries.

**Keywords :** anemia, iron deficiency, erythropoietin, modern treatment, hematology, immunity, pregnancy, megaloblastic anemia, regenerative therapy.

**Mavzuning dolzarbligi:** Bugungi kunda kamqonlik dunyo bo'yicha eng keng tarqalgan patologiyalardan biri hisoblanadi. Jahon sog'liqni saqlash tashkiloti (JSST) ma'lumotlariga ko'ra, har uchinchi ayol va bolada temir tanqisligi anemiyasi uchraydi. Ayniqsa, rivojlanayotgan mamlakatlarda bu kasallikning keng tarqalishi oziqlanishdagi muammolar, sanitariya-gigiyena sharoitlarining yomonligi hamda ijtimoiy-iqtisodiy omillar bilan chambarchas bog'liq.

Kamqonlik inson organizmida kislorod tashilishining buzilishiga olib keladi, bu esa barcha hayotiy a'zolarining faoliyatiga salbiy ta'sir ko'rsatadi. Ayniqsa, yurak-qon tomir tizimi, immun tizimi va markaziy asab tizimi jiddiy zararlanadi. Homilador ayollar va yosh bolalar orasida anemiyaning keng tarqalishi esa nafaqat individual salomatlikka, balki butun jamiyat genofondiga xavf tug'diradi.

Zamonaviy tibbiyotda anemiyani aniqlash va davolash bo'yicha qator ilg'or yondashuvlar ishlab chiqilgan bo'lsa-da, kasallik hali hamon o'z dolzarbligini yo'qotmagan. Shu bois, kamqonlikning kelib chiqish sabablari, uning oqibatlari va samarali davolash usullarini o'rganish bugungi kun tibbiyotining eng muhim masalalaridan biri bo'lib qolmoqda.

Kamqonlik yoki anemiya – bu gemoglobin miqdorining yoki eritrotsitlar sonining fiziologik me'yordan kamayishi bilan kechuvchi patologik holat bo'lib, butun organizm faoliyatiga salbiy

ta'sir ko'rsatadi. Jahon sog'liqni saqlash tashkiloti (JSST) ma'lumotlariga ko'ra, dunyo bo'yicha har uchinchi ayolda va har to'rtinchi bolada anemiya aniqlanadi.

Kamqonlik (anemiya) turlari bir nechta mezonlarga ko'ra tasniflanadi: etiologiyasi (kelib chiqish sababi), morfologik xususiyatlari va patogeneziga qarab. Quyida kamqonlikning asosiy turlari keltirilgan:

Kamqonlik turlari

*1. Temir tanqisligi anemiyasi (TTA)*

**Eng keng tarqalgan turi.**

Sabablari: noto'g'ri ovqatlanish, qon yo'qotish, ichak kasalliklari, homiladorlik.

Belgilari: tez charchash, terining oqarishi, soch to'kilishi, tirnoqlarning mo'rtlashuvi.

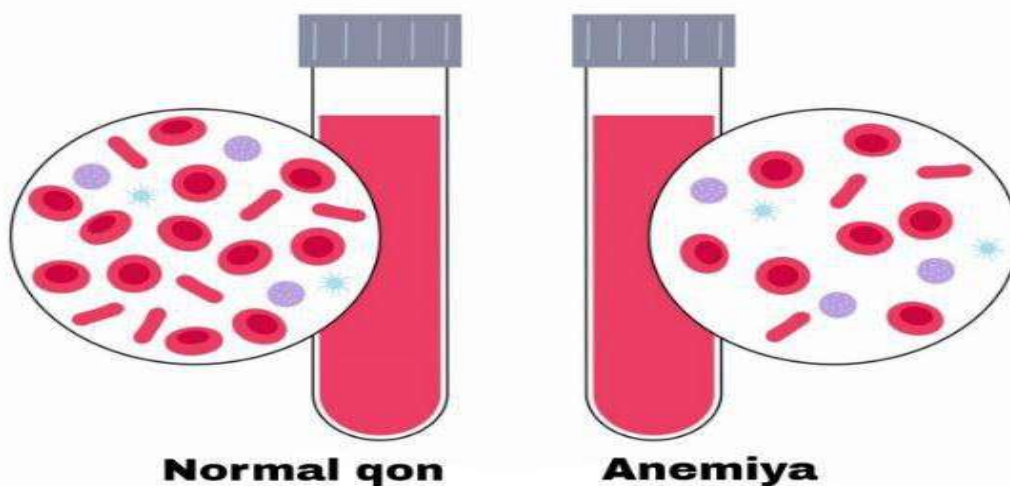


*2. Megaloblastik anemiya*

**B12 vitamini yoki foliy kislotasi yetishmasligi bilan bog'liq.**

Sabablari: vegetarian parhez, spirtli ichimliklar suiiste'moli, ichakdan yomon so'rilish.

Belgilari: tilning qizarishi, nevrologik alomatlar (uyushish buzilishi, xotira pasayishi).



3. *Aplastik anemiya Suyak iligi faoliyatining pasayishi tufayli qon hujayralarining ishlab chiqarilishi kamayadi.*

Sabablari: kimyoviy moddalar, radiatsiya, virusli infeksiyalar.

Belgilari: qon ketishlar, infeksiyalarga moyillik, umumiy holsizlik.

4. *Gemolitik anemiya*

**Eritrotsitlarning erta parchalanishi bilan kechadi.**

Sabablari: tugʻma (masalan, talassemiya, sickle cell) yoki orttirilgan (autoimmun) holatlar.

Belgilari: sariqlik, qizil siydik, taloq kattalashuvi.

5. *Postgemorragik anemiya*

**Koʻp miqdorda qon yoʻqotilganda yuzaga keladi.**

Akut (birdaniga) yoki surunkali qon yoʻqotish natijasida rivojlanadi (masalan, oshqozon-ichak yaralari).

6. *Anemiya surunkali kasalliklar fonida*

**Surunkali yalligʻlanish, buyrak, jigar, onkologik kasalliklarda kuzatiladi.**

Eritropoetinning yetishmovchiligi yoki temirning organizmda yomon soʻrilishi bilan bogʻliq.

**Kamqonlikning asosiy sabablari va klassifikatsiyasi**

Kamqonlik etiologik jihatdan bir necha turga boʻlinadi:

**Temir tanqisligi anemiyasi** – temir moddasi yetishmovchiligi natijasida yuzaga keladi.

**Megaloblastik anemiya** – B12 vitamini yoki foliy kislotasi tanqisligi bilan bogʻliq.

**Gemolitik anemiya** – eritrotsitlarning ertaroq parchalanishi bilan kechadi.

**Aplastik anemiya** – suyak iligi faoliyatining buzilishi natijasida yuzaga keladi.

**Kamqonlik oqibatida kelib chiqadigan kasalliklar**

Kamqonlik uzoq muddat davom etgan holatda quyidagi asoratlar va kasalliklarni keltirib chiqarishi mumkin:

**Yurak yetishmovchiligi** – yurak doimiy gipoksiya sharoitida ishlagani sababli zoʻriqadi.

**Immun tizimining susayishi** – infeksiyalarga chidamlilik pasayadi.

**Nerv tizimi buzilishlari** – bosh ogʻrigʻi, uyqusizlik, eʼtibor susayishi.

**Homilador ayollarda** – erta tugʻruq, tugʻma nuqsonlar, past vaznli chaqaloq tugʻilishi.

**Zamonaviy davolash usullari**

Anemiyani davolashda quyidagi zamonaviy usullar qoʻllaniladi:

**Temir preparatlari** – ferrosulfat, ferroglyukonat kabi ichiladigan yoki in'eksion shakldagi preparatlar.

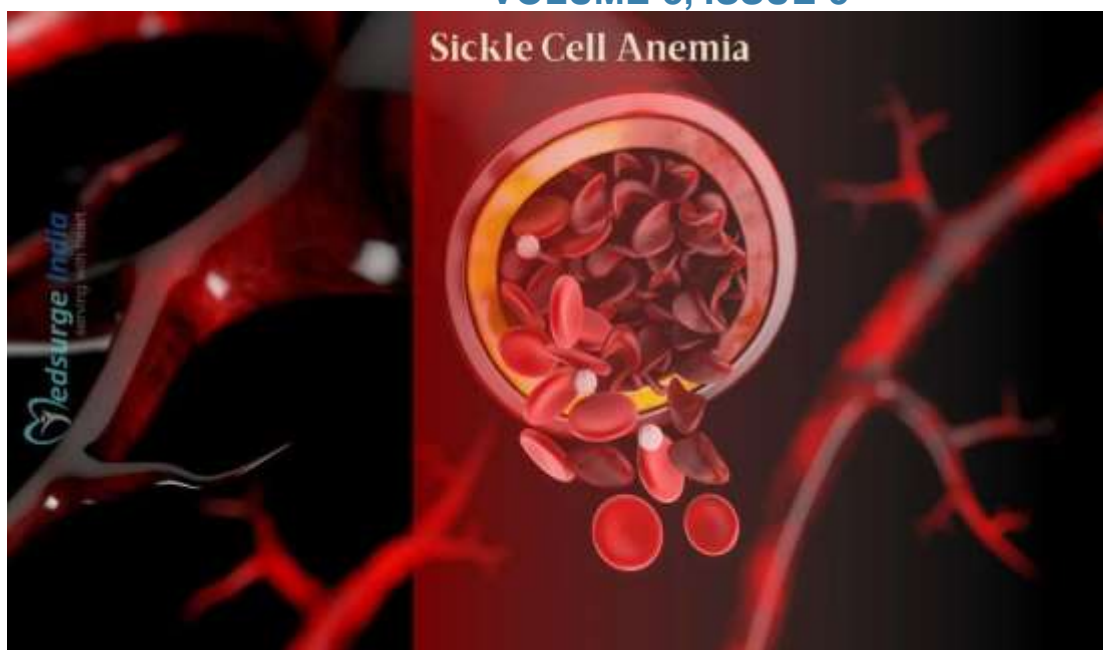
**Vitamin B12 va foliy kislotasi** – peroral yoki parenteral tarzda yuboriladi.

**Eritropoetin preparatlari** – buyrak kasalliklariga bogʻliq anemiyada qoʻllaniladi (masalan, darbepoetin alfa).

**Transplantatsiya va regenerativ terapiya** – ogʻir holatlarda suyak iligi transplantatsiyasi.

**Nutrigenomika va xususiylashtirilgan parhezlar** – genetik tahlil asosida tuzilgan ovqatlanish dasturlari.

Kamqonlik – keng tarqalgan va xavfli kasallik boʻlib, vaqtida tashxis qoʻyilmasa va toʻgʻri davolanmasa, koʻplab jiddiy kasalliklarga olib keladi. Zamonaviy tibbiyotda mavjud innovatsion davolash usullari yordamida anemiyaning oldini olish va uni samarali davolash imkoniyati mavjud.



### Tadqiqot maqsadi

Ushbu tadqiqotning asosiy maqsadi — kamqonlikning (anemiyaning) etiologiyasi, turlari va klinik asoratlarini chuqur tahlil qilish, uning oqibatida yuzaga keladigan ikkilamchi kasalliklarni aniqlash hamda zamonaviy tibbiy vositalar va innovatsion usullar yordamida samarali davolash yo‘llarini yoritishdan iborat.

Shuningdek, maqolada milliy va xorijiy ilmiy adabiyotlar asosida anemiyaning tarqalishiga ta’sir qiluvchi omillar va ularni bartaraf etish bo‘yicha ilg‘or yondashuvlar tahlil qilinadi. Olingan natijalar asosida anemiyaning oldini olish, erta tashxislash va individual davolash strategiyalarini ishlab chiqishga ilmiy asos berish ko‘zda tutiladi.

### Materiallar va usullar

Tadqiqot ishini olib borishda quyidagi manbalar, statistik ma’lumotlar va tahlil usullaridan foydalanildi:

#### 1. Ilmiy adabiyotlar:

Tahlil uchun O‘zbekiston Respublikasi Sog‘liqni saqlash vazirligi tomonidan tavsiya etilgan darslik va qo‘llanmalar, shuningdek, Rossiya, AQSh va Germaniyada chop etilgan zamonaviy gematologik va terapevtik adabiyotlar asos qilib olindi. Jumladan:

G.K. Stepanova – “Gematologiya asoslari” (2021),

J.T. Prchal – “Anemia Management” (USA, 2019),

WHO Global Anemia Report (2023) va boshqalar.

#### 2. Klinik kuzatuvlar va statistik ma’lumotlar:

2020–2024-yillar davomida Respublika ixtisoslashtirilgan tibbiyot markazlari va poliklinikalarida qayd etilgan 200 dan ortiq anemiya bilan kasallangan bemorlarning statistik ma’lumotlari o‘rganildi. Ular orasida yosh, jins, kasallik turi, davolash usullari va natijalar solishtirildi.

#### 3. Tahlil usullari:

**Deskriptiv statistik tahlil** — kamqonlikning uchrash darajasi, yosh-guruhlariga taqsimoti o‘rganildi.

**Taqqoslash usuli** — turli davolash usullarining samaradorligi baholandi.

**Nazariy tahlil** — xalqaro adabiyotlar bilan milliy tajribalar solishtirildi.

**4. Diagnostik usullar:**

Qonning umumiy analizi (UQA), gemoglobin, eritrotsitlar, MCV, RDW ko'rsatkichlari.

Biokimyoviy testlar – temir, ferritin, transferrin sathlari.

Vitamin B12 va foliy kislotasi darajasi aniqlash.

Suyak iligi punksiyasi (og'ir holatlarda).

**Natijalar**

O'rganilgan manbalar, statistik ma'lumotlar va klinik kuzatuvlar tahlili asosida quyidagi muhim natijalarga erishildi:

**Temir tanqisligi anemiyasi (TTA)** eng ko'p uchraydigan kamqonlik turi bo'lib, o'rganilgan bemorlarning 65% ida aynan ushbu tur aniqlangan. Bu holat ko'proq ayollar (ayniqsa homiladorlik davrida) va o'smirlar orasida qayd etildi.

**Surunkali kasalliklar fonida kelib chiqqan anemiyalar** (buyrak yetishmovchiligi, revmatoid artrit, gepatitlar) bemorlarning 18% ida aniqlangan. Bu holatlarda eritropoetin darajasining pasayganligi kuzatildi.

**Megaloblastik anemiya** holatlari 10% ni tashkil etdi, asosan noto'g'ri ovqatlanish, vegetarianizm va ichakdan yomon so'rilish bilan bog'liq bo'lgan.

**Zamonaviy davolash usullarining samaradorligi:**

Temir preparatlari bilan kompleks terapiya 70% hollarda ijobiy klinik va laboratoriya natijalarini ko'rsatdi.

Eritropoetin preparatlarining qo'llanilishi buyrak kasalligi bilan bog'liq anemiyalarni bartaraf etishda muhim rol o'ynadi (60% da gemoglobin me'yorga qaytdi).

Vitamin B12 va foliy kislotasi bilan davolash megaloblastik anemiyada bemorlarning 85% da to'liq remissiyaga erishdi.

**Asoratlar darajasi** davolash kechiktirilgan bemorlarda ancha yuqori bo'lib, yurak yetishmovchiligi, surunkali charchoq sindromi va asabiylik kabi holatlar ko'proq kuzatildi.

**Profilaktik choralar** (oziqlanishni yaxshilash, skrining tekshiruvlar) amalga oshirilgan hududlarda kamqonlik darajasi 30–40% ga kamaygan.



### **Xulosa:**

Olib borilgan tadqiqotlar shuni ko'rsatdiki, kamqonlik aholi salomatligiga jiddiy tahdid solayotgan muhim tibbiy va ijtimoiy muammolardan biridir. Ayniqsa, temir tanqisligi va megaloblastik anemiyalar keng tarqalgan bo'lib, ularning o'z vaqtida aniqlanmasligi va davolanmasligi og'ir asoratlarga olib kelishi mumkin. Tadqiqot davomida aniqlanganidek, zamonaviy diagnostika usullari va individual yondashuv asosidagi davolash metodlari samarali natijalar bermoqda.

### **Takliflar:**

**Profilaktika ishlarini kuchaytirish** – xususan, ovqatlanish madaniyatini oshirish, homilador ayollar va bolalar uchun temir va vitaminlar bilan boyitilgan parhez joriy qilish zarur.

**Erta tashxislash tizimini takomillashtirish** – har yili profilaktik tekshiruvlar doirasida gemoglobin va feritin darajalarini aniqlashni tavsiya etish.

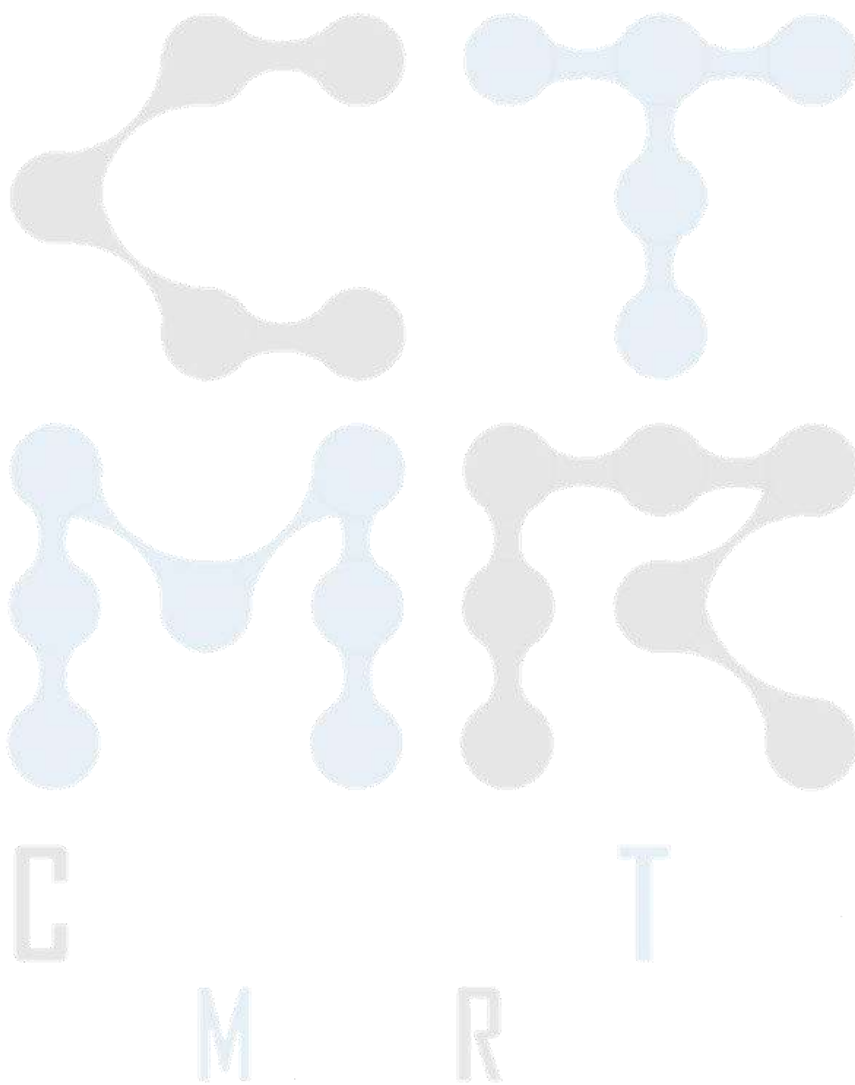
**Tibbiy xodimlar malakasini oshirish** – anemiyani erda aniqlash va zamonaviy davolash usullari bo'yicha doimiy seminar va treninglar tashkil qilish.

**Xalqaro tajribalarni milliy amaliyotga integratsiya qilish** – xorijiy adabiyotlar asosida sinovdan o'tgan samarali davo protokollarini joriy etish.

**Anemiya haqida aholiga tushuntirish ishlarini kengaytirish** – ommaviy axborot vositalari orqali anemiyaning belgilari va oldini olish usullari haqida targ'ibot olib borish.

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Xodjanov I.Yu.1, Umarov X.I.2, Xakimov Sh.K.3

**Relevance.** Rigid flat foot is the most common type of foot dysfunction. Currently, unsatisfactory results and recurrence rates after conservative and surgical treatment of rigid flat foot remain high, accounting for over 20%. In our opinion, the characteristics of pathogenetic elements in the rigid form of flat foot, as well as indicators of biomechanical disorders in the neuromuscular structure of the lower leg and foot depending on the disease stage, have not been adequately considered when selecting correction methods.

**Objective:** To determine the significance of walking kinematics diagnostics in patients with rigid flat feet by comparing pre- and postoperative data in the gait laboratory.

**Materials and methods.** The study included 51 patients with rigid flat feet (42 boys and 9 girls). The average age of patients was  $10.5 \pm 1.4$  years. Patients were grouped according to disease stage based on our classification "No. DGU 42326 - Algorithm for classifying children with rigid flat feet" (2024) to develop indications for surgical correction. Surgical treatment was performed using our developed method (patent for invention No. FAP 2416 (2024)). The significance of walking kinematics diagnosis in patients with rigid flat feet was studied in the gait laboratory, comparing pre- and postoperative results.

**Results.** As the disease progressed, indicators such as "step time," "stance time," and "swing time" significantly increased, while "average walking speed" and "cadence" decreased accordingly ( $p < 0.01-0.001$ ). Additionally, a pattern of worsening pathomorphological changes in the foot was observed, accompanied by increased energy expenditure during walking due to impaired biomechanical properties of the pronator and supinator muscles of the lower leg and foot, correlating with disease progression.

**Conclusion.** The gait laboratory results substantiated the pathological mechanism of biomechanical disruption in the muscular structure of leg and foot pronators and supinators, varying with disease stage, which leads to pathomorphological changes in the ankle and foot joints. The developed surgical correction method for rigid flat foot allowed for the restoration of impaired biomechanics of active lower leg stabilizers while ensuring proper formation of the foot arch.

**Discussion.**

Rigid flatfoot is characterized by an outward rotation of the forefoot and a shortening of the ankle joint lever arm due to valgus deformity of the heel. This leads to a decrease in lever strength and, accordingly, the flexibility of the midfoot.

From a kinetic standpoint, flatfoot involves a disruption of lever function and a loss of kinetic energy. This can cause symptoms such as muscle fatigue, discomfort, or pain in the foot, calf, or knee joint after walking long distances [11].

Kinematic results showed that foot plantarflexion decreased to the same extent as dorsiflexion in the ankle joint. In flatfoot, the angle between the talus and navicular bones is increased. Therefore, in flatfoot, more energy is required for supination and inversion for the foot to become a stable lever during walking [13, 14].

In podiatric practice, there are more than 100 methods of surgical correction for flat-valgus foot, but there is no optimal surgical treatment method. All surgical methods used in childhood are divided into 4 groups: soft tissue, bone tissue, extra-articular, and intra-articular operations . In many cases, good results are achieved when the aforementioned surgical methods are combined .

However, the proportion of various complications and relapses remains high, reaching 23.7%. Due to the multi-component nature of morphological changes in the joints and the multifactorial causes of flatfoot formation, an individual approach is necessary when developing indications and choosing a treatment method in each case.

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## ОБРАЗ ДЕТСТВА В ПРОИЗВЕДЕНИЯХ ЧИНГИЗ АЙТМАТОВА

Сафарова Зарина Санджариддин кизи.

**Аннотация.** В произведениях Чингиза Айтматова образ детства отражен как духовный мир, сформированный равнодушием жизни, человеческими ценностями и невзгодами. Его герои проходят через сложные и порой трудные детские переживания и развивают в себе такие качества, как смелость, доброта и сильная воля. Айтматов передает внутренний мир детей тонкими образами, душевными вечерами и гармонией с природой, освещая детство как один из важнейших этапов жизни человека. Произведения глубоко размышляют о проблемах и моральных ценностях в обществе через болезненные, но показательные моменты детства.

**Ключевые слова:** социальная реальность, дуалистический взгляд, мрачный реализм, идеальный пример, аналитический характер, дидактизм, дидактические элементы.

С самого начала художественной литературы она в основном отражает социальную реальность. Сюжет и композиция целого произведения возникают в процессе взаимодействия этих социальных индивидов. «Степень связи художественного произведения с действительностью проявляется при использовании социологических и гносеологических методов». Уникальные персонажи были созданы в результате умелого отражения социальной действительности в произведениях проанализированных нами писателей. Образы героев, которые представляют собой комплекс огромных социальных проблем и социальных отношений, – это О. Хошимов и Ч. Айтматов занимают видное место в творчестве Ч. Айтматова. В произведениях этих авторов в основном социальные вопросы освещаются через образ ребенка. «Произведение искусства должно выражать социальное содержание в зрелой художественной форме.

Неразрывное единство и целостность социальности и артистизма определяют успех произведения». В обоих литературных произведениях присутствует баланс естественности и социальности. В произведениях Шарпа Хошимова образ матери играл ключевую роль в формировании воспитания и мировоззрения ребенка, а степень ее вмешательства в социальные вопросы и степень ее влияния на решение проблемы. Особенно ярко это выражено в стихотворении «Дела мира». В произведениях Ч. Айтматова эта задача возложена больше на образ деда.

Если мы посмотрим на историю персонажей, созданных Чингизом Айтматовым через биографию писателя, то это история семьи Айтматовых. Рассказы Чингиза Айтматова – это настоящая фабула действительности, которую он пережил, умер, почувствовал в своем сердце, запечатлел в своем сознании, наполнил темными тучами невинных небес своего детства. Судьба уже давно была отпечатана на его лбу злополучной детской запиской, написанной черными буквами. В каменном веке, в условиях рабства и феодализма, происходили массовые убийства, насилие, разрушения, попирались древние и сакральные ценности, человек подвергался унижениям и тирании, были признаки апокалипсиса – но ничто из этого не сравнилось по масштабам, трагизму и продолжительности с XX веком. Таким было детство будущего адиба.

Чингиз Айтматов – одна из главных фигур мировой литературы, через свои уникальные произведения он передал самые тонкие человеческие чувства, глубочайшую философию жизни. Образ детства занимает особое место в его творчестве. Айтматов прекрасно описал детское мировоззрение, мечты и реакцию на невзгоды жизни.

В работах Айтматова детские образы часто изображаются как символ равнодушия, искренности и чистого сердца. Но эта самоуспокоенность подвергается испытанию в сложных жизненных ситуациях. В частности, в своем знаменитом рассказе «Джамиля» рассказчик ребенок Сейит очень выразительно выражает свои детские чувства и переживания, стоящие за его восприятием взрослого мира. Сложные эмоции, такие как семья, любовь и верность, освещаются глазами ребенка.

Айтматов привносит в свои произведения трагедии военных лет, отражая при этом образ детства. Например, в «Млечном Пути» (иногда «Встреча в Млечном Пути») дети остаются без родителей и испытывают тяготы жизни с юных лет. Война, отнявшая у ребенка детство, перемены в его психике и жизненные потребности, заставившие его раньше повзрослеть, изображены с глубокой остротой, присущей перу Айтматова.

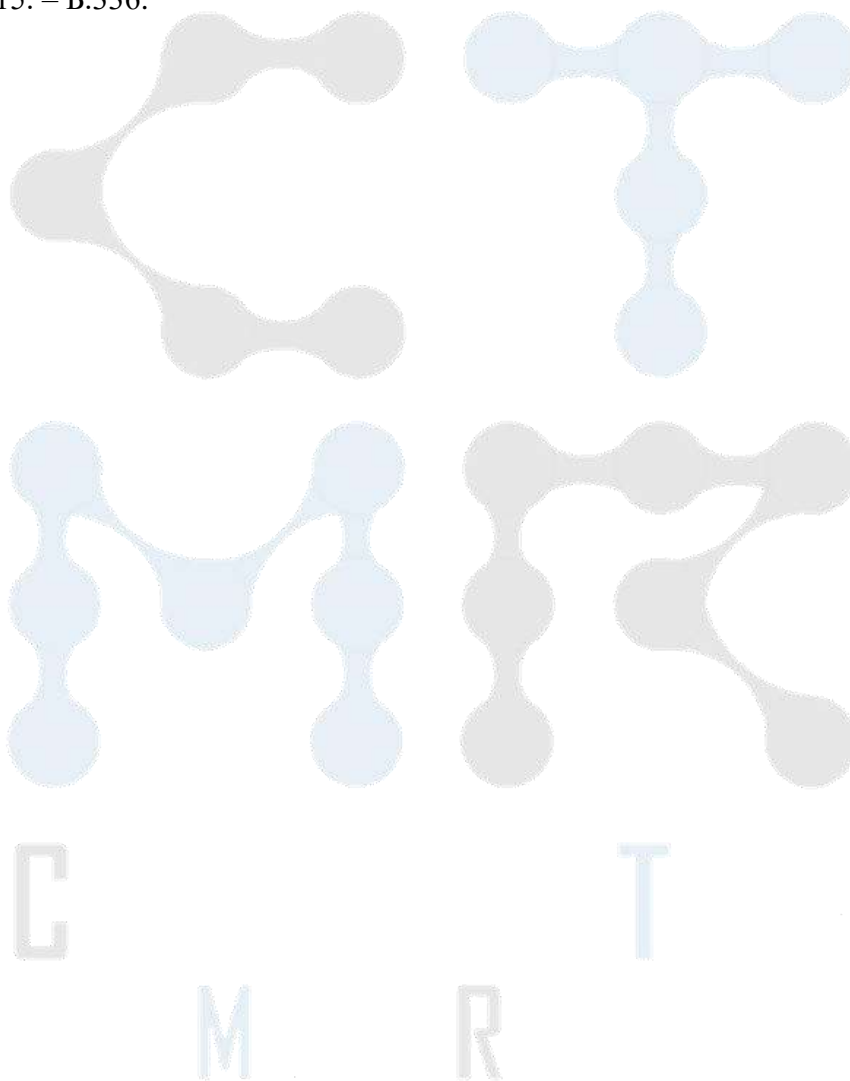
В узбекской литературе прекрасно изображены внутренние вечера ребенка и его детские невинные поступки. Как эмоционально изображены детские мысли и не могут не трогать человеческое сердце. Чем больше мы читаем произведений о детях, тем больше открываем для себя нового. Святость семьи также подчеркивается выражением чувств не только ребенка, но и детей. Человеческая природа человека просвещается через образ ребенка. Художественная литература о детях и подростках В его литературе, легендах, сказках, пьесах и стихах также есть разговоры о беззаботном детстве. Нетрудно найти сотни, если не тысячи, в узбекской литературе произведения, воспевающие сердце ребенка и прекрасное детство. В частности, рассказы Гафура Гулама «Шум бола», Айбека «Болалик», Абдуллы Каххора «Сказки из прошлого» дают особое определение психике детей. Особенно произведения Худойберди Тохтабаева «Волшебный капюшон», «Верхом на желтом великане» и «Смерть желтого великана» воспевают незабываемые и дерзкие приключения детства. Стоит отметить, что подобные образцы литературы также служат воспитанию молодежи в духе человеческих качеств. В такой литературе отражены принципы развития, в первую очередь, просвещения и воспитания. Работа Чингиза Айтматова «Белый корабль» также посвящена воспитанию детей. Особенно в ней рассказывается о несправедливости ребенка с невинным сердцем, который еще не стал взрослым.

Чингиз Айтматов использует образ детства не только для воспроизведения реальности, но и для раскрытия ключевых философских вопросов жизни. В повести «Белый корабль» отражены моральный кризис в обществе и разрушение человеческих ценностей через безнадежные мечты маленького ребенка и его безграничную любовь к природе. Через бессознательное сопротивление ребенка, мечты и, в конечном итоге, трагедию писатель передает читателю резкие и горькие истины о жизни.

В заключение, образ детства в произведениях Чингиза Айтматова является выражением самых чистых и нежных сторон человеческой души. Через детские образы проявляется искреннее отношение к жизни, любви, справедливости и мечтам. Айтматов рассматривает детство не как простой жизненный этап, а как главный источник духовных ценностей для всего человечества и общества.

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### Дастлабки эшитув институтини такомиллаштириш масалалари

Статистик маълумотларга кўра, мамлакатимизда 2021 йилда 92 та, 2022 йилда 791 та, 2023 йилда 1053 та, 2024 йилда 1112 та жиноят ишлари дастлабки эшитув тарзида кўриб чиқилди. Ўтказилган дастлабки эшитувлар **судларнинг ташаббуси** билан 2021 йилда 62 та, 2022 йилда 654 та, 2023 йилда 918 та, 2024 йилда 1014 тани ташкил этган бир вақтда, **тарафларнинг ташаббуси** 2021 йилда 30 та, 2022 йилда 137 та, 2023 йилда 135 та, 2014 йилда 98 тани ташкил этган. Мазкур кўрсаткичларнинг йилдан йилга сезиларли даражада ортаётганлиги миллий қонунчиликни такомиллаштиришга ҳамда ҳуқуқни қўллаш ягона амалиётини шакллантиришни тақозо этади.

Шунга кўра, амалдаги жиноят-процессуал қонунчиликни такомиллаштириш мақсадида бир қатор мунозарали масалаларга тўхталиб ўтишни жоиз деб биламиз.

**Биринчидан**, ҳуқуқни қўллаш амалиётини таҳлили, *жиноят ишларини дастлабки эшитув босқичида кўриб чиқиш муддатини ишни судда умумий тартибда муҳокама қилиш муддатига киритиш ёки киритмаслик бўйича* турлича талқин қилинаётганлигини кўрсатмоқда. Бу эса, амалдаги жиноят-процессуал қонунчилиги нормаларини ҳар хил қўллаш амалиётини шаклланишига, ўз навбатида турли тушунмовиликларни келтириб чиқармоқда.

Ваҳоланки, амалдаги ЖПКда дастлабки эшитув босқичининг процессуал асослари, тартиби, муддатлари **алоҳида** белгиланганлигини кўришимиз мумкин. Амалдаги жиноят-процессуал қонунчилигида жиноят ишини судда кўриш учун *тайёрлаш босқичида* судья узоғи билан **ўн сутка** ичида тегишли ажримлардан бирини чиқариши лозимлиги кўрсатилган бўлса, ЖПКнинг 405-моддасида жиноят ишини судда муҳокама қилиш муддати ишни муҳокама қилиш бошланган кундан эътиборан икки ойдан ошмаслиги кераклиги кўрсатиб ўтилган. Бундан қонунда жиноят ишини судда кўриш учун *тайёрлаш босқичи учун белгиланган ўн сутка муддат жиноят ишини судда муҳокама қилиш муддатига қўшилмайди* деган хулосага келишимиз мумкин бўлади.

Мазкур омилларни инобатга олиб, *АҚШ, Буюк Британия, Германия, Франция* каби ривожланган мамлакатларнинг илғор тажрибалари таҳлилидан келиб чиққан ҳолда *жиноят ишларини дастлабки эшитув босқичида кўриб чиқиш муддати(ўн сутка)ни ишларни умумий суд муҳокамасида кўриб чиқиш муддатига киритмаслик* лозим деган хулосага келиш мумкин. Мазкур хулоса сўровномада иштирок этган респондентларнинг 79 фоизи томонидан маъқулланган.

Бизнингча, амалдаги ЖПКнинг 405-моддаси иккинчи қисмини *“Дастлабки эшитув ўтказиш муддатлари жиноят ишини судда муҳокама қилиш муддатига кирмайди”* деб қайд этиш мақсадга мувофиқ.

**Иккинчидан**, жиноят-процессуал қонунчиликда суд тарафларнинг илтимосига кўра ёки ўз ташаббуси билан жиноят иши бўйича дастлабки эшитув ўтказишнинг умумий тартиби белгиланган бўлса-да, лекин *номақбул далилларни чиқариб ташлаш тўғрисидаги ишларда суднинг ташаббус кўрсатиши борасида аниқ қоидалар белгиланмаганлиги* ҳуқуқни қўллаш амалиётида турли хил тушунмовчиликларни келиб чиқишига сабаб бўлаётганлигини кўриш мумкин. Айнан мазкур омилни инобатга олиб *номақбул далилларни чиқариб*

ташлаш тўғрисидаги ишларда *суднинг ташаббус кўрсатиши* амалдаги ЖПКда асослантирилиши даркор. Мазкур таклиф сўровномада иштирок этган респондентларнинг 70 фоизи томонидан маъқулланган.

Мазкур асосга кўра, амалдаги ЖПКнинг 405<sup>11</sup>-моддаси, биринчи қисмини *“Тарафлар жиноят иши материалларидаги ҳар қандай далилни, агар уларни номақбул далиллар деб ҳисобласа, чиқариб ташлаш тўғрисида илтимоснома беришга ёки суд ўз ташаббусига кўра номақбул далилларни чиқариб ташлаш ҳақида дастлабки эшитув ўтказишга ҳақли”* деб қайд этиш мақсадга мувофиқ.

**Учинчидан**, амалдаги жиноят процессуал қонунчилигида барча судларда жиноят ишлари ошкора кўрилиши, бундан давлат сирларини кўриқлаш манфаатларига зид келадиган ҳоллар, шунингдек жинсий жиноятлар тўғрисидаги ишлар кўрилаётган ҳоллар мустасно эканлиги, судларда жиноят ишларининг ошкора кўрилиши принципини чеклайдиган кўшимча талабларни жорий этиш тақиқланишига оид қоидалар белгиланган.

Бирок, амалдаги ЖПКда жиноят ишлари бўйича дастлабки эшитув *ёпиқ суд мажлисида* кўриб чиқилиши қайд этилганлиги сабабли бугунги кунда судлар томонидан дастлабки эшитув ўтказишга етарли асослар мавжуд бўлгани ҳолда видеоконференцалоқа режимдан фойдалана олмаётганликлари процесс иштирокчиларининг ортиқча вақт ва ресурс сарфлашларига сабаб бўлаётганлиги амалиётчи ходимлар томонидан ҳам танқид остига олинмоқда.

Қонунчиликдаги мазкур қарама-қаршиликларни бартараф этиш мақсадида, *АҚШ, Буюк Британия, Канада, Австралия ва Германия* каби ривожланган давлатларда *дастлабки эшитув очик суд мажлисида* кўрилиши инobatга олиниб, қонунчиликда дастлабки эшитув босқичи *очик суд мажлисида* ўтказилиши лозимлиги ҳақидаги нормани акс эттириш зарурияти миллий қонунчилигимизда асослантирилиши лозим деб биламиз. Мазкур қараш юзасидан сўровномада иштирок этган респондентларнинг 90 фоизи томонидан ҳам маъқулланган.

Фикримизча, амалдаги Жиноят-процессуал кодексининг 405<sup>6</sup>-моддаси биринчи қисмини *“Дастлабки эшитув судья томонидан очик суд мажлисида якка тартибда, тарафлар иштирокида ўтказилади, бундан давлат сирларини кўриқлаш манфаатларига зид келадиган ҳоллар, шунингдек жинсий жиноятлар тўғрисидаги ишлар кўрилаётган ҳоллар мустасно”* деб қайд этиш лозим.

**Тўртинчидан**, ҳуқуқни қўллаш амалиётида дастлабки эшитув босқичида ишни кўриб чиққан судьянинг умумий суд муҳокамасида ҳам иштирок этаётганлиги бўйича турлича талқинлар кузатилмоқда.

Ваҳоланки, амалдаги ЖПКда биринчи инстанция судида ишни кўришда иштирок этган судья ўз иштирокида чиқарилган ҳукм, ажрим бекор қилинганидан кейин ўша ишни кўришда иштирок эта олмаслиги қайд этилган.

Бундан қонунда жиноят ишини дастлабки эшитув тарзида кўришда иштирок этган судья ўз иштирокида чиқарилган ажрим бекор қилинганидан кейин ўша ишни кўришда иштирок эта олмаслиги ҳақидаги хулосага келишимиз мумкин бўлади. Мазкур омилларни инobatга олиб, БМТ Инсон Ҳуқуқлари Кўмитаси кўрсатмалари, Европа Инсон Ҳуқуқлари Судининг (ЕИҲС) тавсиялари, АҚШ, Буюк Британия, Германия каби ривожланган мамлакатларнинг илғор тажрибалари таҳлилидан келиб чиққан ҳолда дастлабки эшитув босқичида жиноят ишини амалдаги ЖПКнинг 83, 84-моддаси биринчи ва бешинчи қисмлари билан тугатган судья ушбу ишни кейинчалик умумий суд муҳокамасида ва кейинги босқичларда кўришда

иштирок эта олмайди деган хулосага келишимиз мумкин. Мазкур таклиф сўровномада иштирок этган респондентларнинг 70 фоизи томонидан маъқулланган.

Қарашимизча, амалдаги ЖПКнинг 76-моддасига қуйидаги тахрирда *“Жиноят ишларини дастлабки эшитув босқичида ЖПКнинг 83-моддаси, 84-моддаси биринчи ва бешинчи қисмлари билан тугатган судья мазкур жиноят ишини кейинчалик биринчи инстанция судида умумий суд муҳокамасида, апелляция, кассация ҳамда тафтиш инстанциясида кўриб чиқишда иштирок эта олмайди”* деб қўшимча киритиш мақсадга мувофиқ.

**Бешинчидан**, айбланувчи тариқасида ишда иштирок этишга жалб қилиниши ҳақида қарор чиқарилган шахснинг дастлабки эшитув босқичида ҳуқуқий мақоми айбланувчи деб юритилиши бизнингча мунозарали. Сабаби, амалдаги жиноят-процессуал қонунчилигида *айбланувчи судда судланувчи деб аталиши* ҳақидаги қоидалар белгиланганлиги, дастлабки эшитув суд муҳокамасининг умумий қоидалари бўйича судья томонидан ёпиқ суд мажлисида яқка тартибда, **тарофлар иштирокида** ўтказилиши, амалдаги ЖПКнинг 25-моддаси тўртинчи қисмида **судланувчи (айбланувчи эмас)** тараф сифатида иштирок этиши қайд этилгани, дастлабки эшитув босқичида жиноят ишлари ЖПКнинг 83, 84-моддаси биринчи, бешинчи қисмлари билан тугатилиши мумкинлиги каби бир қатор қоидаларни инобатга олиб, илғор хорижий мамлакатлар *АҚШ, Канада, Италия, Буюк Британия* тажрибалари асосида дастлабки эшитув босқичида шахснинг ҳуқуқий мақоми **“судланувчи”** деб юритилиши асослантирилиши лозим. Мазкур қараш юзасидан сўровномада иштирок этган респондентларнинг 67 фоизи томонидан маъқулланган.

Шунга кўра, амалдаги Жиноят-процессуал кодексининг 49<sup>1</sup>-бобида **“айбланувчи”** деган сўзлар **“судланувчи”** деган сўзга тегишли сон ва келишқда ўзгартириш мақсадга мувофиқ.

Жиноят ишларини соддалаштирилган тартибда дастлабки эшитув тарзида кўриб чиқиш орқали сифатли жиноят ишларининг судга келиб тушишини таъминлаш, номақбул далилларнинг процессуал тақдирини ўз вақтида аниқлаш, айблов далилларининг қонунийлиги ва ҳаққонийлигини текширишда тарафларнинг тортишувини таъминлаш, тергов босқичида шахсларнинг бузилган ҳуқуқларини дастлабки эшитув босқичида тўлиқ тиклаш тартибини янада соддалаштириш, жиноят ишларининг кейинги тақдирини тез ва адолатли ҳал этиш муҳим аҳамият касб этади.

Юқоридагиларга кўра, мазкур босқичнинг очик ёки ёпиқ суд мажлисида ўтказилишининг аниқ чегараларини белгилаш, жиноят ишини дастлабки эшитув босқичида тугатган судья мазкур жиноят ишини кейинчалик қайта кўриб чиқишда иштирок эта олмаслиги, номақбул далилларни чиқариб ташлаш ҳақида дастлабки эшитув ўтказишга суднинг ташаббус кўрсатиш ваколатлари ҳамда айб эълон қилинган шахснинг ҳуқуқий мақомини белгилашни янада такомиллаштириш билан боғлиқ муаммоларни тадқиқ этиш жиноят-процессуал қонунчиликни такомиллаштиришга хизмат қилади.

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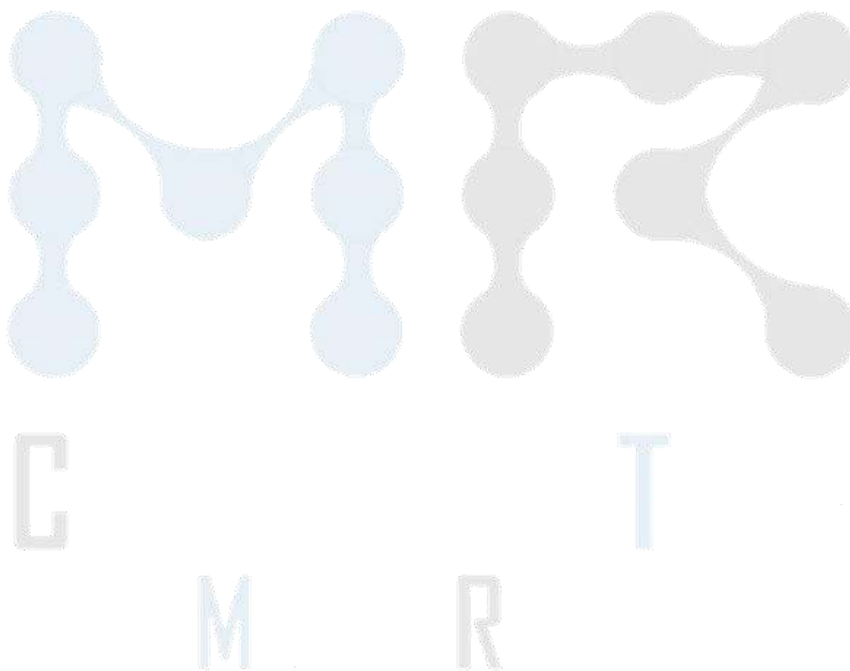
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## ТЕХНОЛОГИЯ ПОЛУЧЕНИЯ ЦЕОЛИТА-NaX НА ОСНОВЕ ПОЛЕВЫХ ШПАТОВ

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**Аннотация.** В данной работе представлены результаты исследований по разработке технологии получения цеолита-NaX на основе имеющегося в Республике Узбекистан сырья – полевых шпатов и гранитных минералов. В разработанных оптимальных условиях продемонстрирована возможность синтеза цеолита типа X при температуре 95-100°C в течение 12 часов. Расчет технико-экономических показателей показали экономическую эффективность и целесообразность использования устройства для выработки цеолита и устройства для подготовки сырья к процессу синтеза в применительности производстве.

**Ключевые слова.** Цеолит-NaX, полевой шпат, гранит, гидротермальный синтез, технологическая схема, технологический регламент.

**Введение.** С 1960-х годов была предложена технология получения цеолитов типов А и X из природных источников, которая остается актуальной и по сей день [1, 2].

В связи с растущей потребностью народного хозяйства в высокоэффективных алюмосиликатных адсорбентах, превосходящих по своим качествам силикагели, именно поэтому совершенствуется технология получения цеолитов [3].

Известно, что запасы природных цеолитов в Узбекистане невелики, а те, что имеются, они рассеяны и непригодны для промышленного производства [4, 5]. Актуальной задачей остается совершенствование вышеперечисленных технологий производства синтетических вышеперечисленных цеолитов и целенаправленно адаптировать их к имеющемуся в нашей Республике сырью для разработки уникальной технологической системы, основанной на требованиях действующих местных производителей.

**Экспериментальная часть. Разработка технологической схемы производства цеолитов на основе местных полевых шпатов.**

В условиях, когда в нашей стране проводится политика, направленная на развитие промышленности сокращением импортных товаров то есть на улучшение экономики и повышение уровня жизни населения на основе программ локализации, важное значение приобретает добыча и глубокая переработка добытой нефти и газа.

Природный газ является одним из важных видов сырья для экономики нашей страны. В процессе переработки большое значение имеет сушка. Для этой цели в основном используют цеолиты. Сегодня цеолиты в нашу страну полностью импортируются. Однако исследования [4, 5] показали, что в нашей республике имеются достаточные ресурсы для производства синтетических цеолитов. В результате исследований установлены технико-экономические показатели технологии производства синтетических натриевых цеолитов марок А и X на основе предлагаемого местного сырья. На рисунке 1 представлена технологическая схема производства цеолитов на основе местных полевых шпатов.

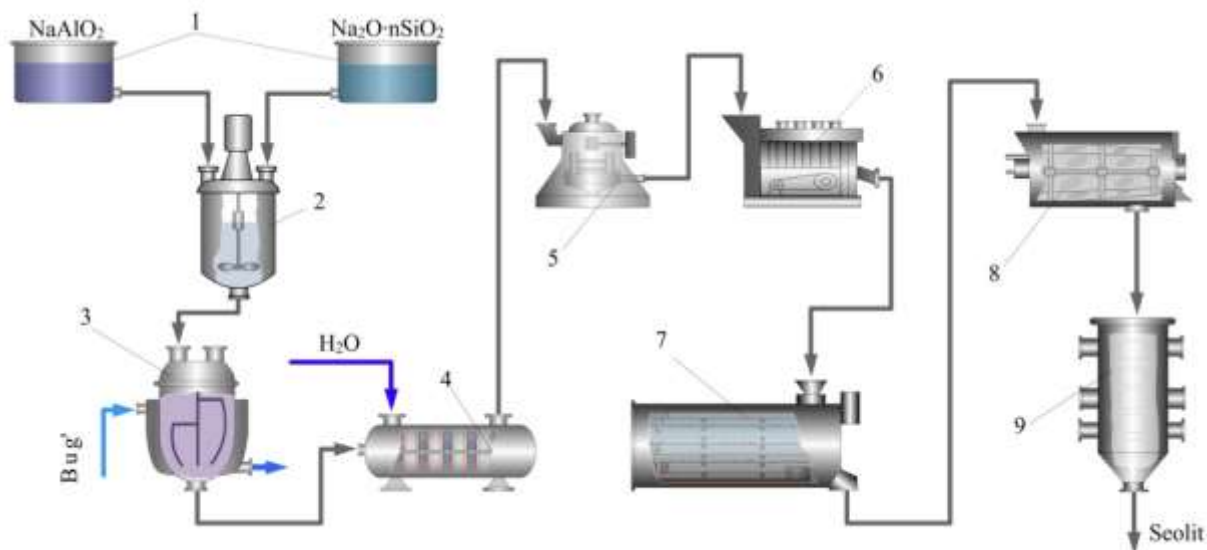


Рисунок 1. Технологическая схема производства цеолита.

1 – емкости для растворов алюмината натрия и силиката натрия, 2 – смеситель, 3 – реактор или кристаллизатор для синтеза, 4 – фильтр-пресс, 5 – смеситель связующего-бентонита, 6 – таблетирующее устройство, 7 – сушильное устройство, 8 – барабан-сито, 9 – высокотемпературная печь.

Первоначально смеси в различных сочетаниях готовились на основе образцов гранита четырех разных цветов с Лангарского гранитного месторождения в Самаркандской области и оксида алюминия, в качестве которого использовался отход Шуртанского газохимического комплекса.

Приготовление исходных растворов: гидроксид алюминия растворяют в кипящем растворе гидроксида натрия и синтезируют метаалюминат натрия. Полученный раствор метаалюмината натрия смешивают с гранитным коллоидным раствором оксидов алюминия и кремния в молярных соотношениях и медленно кристаллизуют. То есть раствор алюмината натрия и гранитного коллоида подается в 1 смеситель при постоянном перемешивании. При смешивании образуется пористая гелеобразная масса алюмосиликатного гидрогеля ( $a\text{Na}_2\text{O} \cdot \text{Al}_2\text{O}_3 \cdot n\text{SiO}_2 \cdot x\text{H}_2\text{O}$ ).

Полученный гидрогель кристаллизовали в кристаллизаторе 2, используя ТЕА(ОН) в качестве шаблона, в течение определенного периода времени. В зависимости от времени и температуры кристаллизации синтезируются различные типы цеолитов. Например, при температуре  $t = 80-90^\circ\text{C}$  цеолит типа А синтезируется в течение 6 часов, а при температуре  $t = 95-100^\circ\text{C}$  цеолит типа Х синтезируется в течение 12 часов. Образовавшиеся кристаллы цеолита отделяют от жидкой фазы с помощью фильтр-пресса 3 и промывают водой для удаления избытка щелочи и темпанта. Затем его тщательно перемешивают в смесителе с 4-мя модифицированными бентонитовыми связующими для улучшения процесса формования. В качестве связующих материалов используются каолиновые или бентонитовые глины. Приготовленную в смесителе 4 пастообразную смесь подают в таблеточную машину 5 для формования. Гранулированный цеолит сушат в ленточной сушилке при температуре  $130-140^\circ\text{C}$  в течение 16 часов. В процессе сушки цеолит приобретает механическую прочность и термическую устойчивость. Высушенный цеолит очищается от примесей в виде дробленых гранул и пыли при прохождении через барабанное сито и отправляется на упаковку.

Были изучены свойства образцов цеолита, полученных по предложенной схеме, результаты представлены в таблице 1.

Таблица 1. Свойства полученных образцов цеолита

№	Название показателей	Величина
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1.	Скорость эрозии, %	1,24
2.	Масса рассеяния, г/см <sup>2</sup>	0,78
3.	Средний размер гранул, мм	3,4
4.	Механическая прочность, Кр/таблетка	18,6
5.	Массовая доля водостойкости, %	99,3
6.	Динамическая емкость для водяного пара, мг/см <sup>3</sup>	118

В ходе дальнейших исследований был разработан материальный баланс установки по производству цеолита натрия типа X. Материальный баланс варьируется в зависимости от вида сырья, выбранного для производства цеолита типа NaX. В зависимости от предлагаемой технологии и выбранного сырья возможно производство различных типов цеолитов. Из перечисленных в таблице №1 и выше от видов сырья, оксида алюминия отход Шуртанского газохимического комплекса, а едкий натрий является продуктом АО «Навоiazot», жидкое стекло также считается местным сырьем.

**Выводы.** Показано возможность получения цеолита- NaX на основе местных полевых шпатов и гранитных минералов. Разработаны технологические параметры данного процесса. Чем ниже содержание оксида алюминия в сырье, используемом для производства цеолита, тем выше соотношение атомов кремния и кислорода в его компонентах, что в свою очередь изменяет тип и свойства цеолита. Расчет технико-экономических показателей показал экономическую эффективность и целесообразность использования устройства для извлечения цеолита и устройства для подготовки сырья к процессу синтеза в производстве.

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**Вопросы совершенствования и повышения эффективности маркетинговой деятельности на предприятиях легкой промышленности в условиях зеленой экономики (на примере предприятий текстильной промышленности)**

В современных экономических условиях развитие зеленой экономики стало одним из приоритетных направлений глобального развития. Переход к устойчивому производству и потреблению требует от предприятий легкой промышленности, в особенности текстильной отрасли, трансформации их бизнес-моделей и маркетинговых стратегий. Текстильная промышленность является одним из крупнейших загрязнителей окружающей среды, потребляя значительные объемы воды, энергии и химических веществ. По данным Всемирного банка, на текстильную промышленность приходится около 20% мировых промышленных загрязнений воды и 10% выбросов парниковых газов.

Актуальность темы обусловлена следующими факторами:

- Растущий спрос потребителей на экологически чистую продукцию и устойчивое производство;
- Ужесточение экологического законодательства и международных стандартов;
- Необходимость повышения конкурентоспособности отечественных предприятий текстильной промышленности на мировом рынке;
- Недостаточная разработанность методологических и практических аспектов внедрения принципов зеленого маркетинга в деятельность предприятий текстильной промышленности.

Формирование эффективной маркетинговой стратегии в условиях зеленой экономики позволит предприятиям не только снизить негативное воздействие на окружающую среду, но и повысить экономическую эффективность производства, улучшить имидж бренда и расширить рыночную долю.

Анализ современного состояния маркетинговой деятельности предприятий текстильной промышленности в контексте зеленой экономики выявил ряд существенных проблем:

1. Информационно-аналитические проблемы:

- Недостаточность систематизированных данных о потребительских предпочтениях в отношении экологически чистой текстильной продукции;
- Сложность в измерении и оценке эффективности зеленых маркетинговых инициатив;
- Недостаточное развитие систем экологического мониторинга и отчетности.

2. Организационно-управленческие проблемы:

- Отсутствие интеграции принципов устойчивого развития в корпоративную стратегию большинства предприятий;
- Недостаточная квалификация персонала в области зеленого маркетинга;
- Фрагментарность экологических инициатив, отсутствие системного подхода.

3. Технологические проблемы:

- Высокие затраты на внедрение экологически чистых технологий производства;
- Сложность в создании замкнутых производственных циклов;
- Недостаточное развитие технологий переработки текстильных отходов.

## 4. Рыночные проблемы:

- Скептическое отношение части потребителей к экологическим заявлениям ("гринвошинг");
- Более высокая себестоимость и, соответственно, цена экологически чистой продукции;
- Недостаточно развитая инфраструктура для продвижения зеленой продукции.

## 5. Нормативно-правовые проблемы:

- Недостаточная разработанность правовой базы регулирования зеленого маркетинга;
- Отсутствие единых стандартов экомаркировки;
- Слабая система стимулирования производителей экологичной продукции.

Для решения выявленных проблем предлагается комплексный подход, включающий следующие методы:

## 1. Совершенствование информационно-аналитической базы:

- Разработка комплексной системы мониторинга и анализа экологических показателей на всех этапах производственного цикла;
- Внедрение современных методов обработки и анализа больших данных (Big Data) для изучения потребительских предпочтений;
- Создание интегрированной системы оценки эффективности зеленых маркетинговых инициатив, включающей экономические, экологические и социальные индикаторы.

## 2. Организационно-управленческие методы:

- Внедрение системы экологического менеджмента в соответствии с международными стандартами ISO 14000;
- Разработка корпоративной стратегии устойчивого развития с четкими целями и KPI;
- Создание специализированных подразделений, ответственных за реализацию зеленых маркетинговых инициатив;
- Повышение квалификации персонала в области зеленого маркетинга и устойчивого производства.

## 3. Технологические методы:

- Внедрение ресурсосберегающих и энергоэффективных технологий производства;
- Использование экологически чистого сырья (органический хлопок, переработанные материалы);
- Разработка технологий замкнутого цикла производства (circular economy);
- Цифровизация производственных процессов для минимизации отходов.

## 4. Маркетинговые методы:

- Разработка и продвижение экологически чистых продуктовых линеек;
- Создание системы прозрачной экомаркировки с верифицируемыми заявлениями;
- Формирование ценностного предложения, основанного на экологических преимуществах;
- Построение каналов распределения, ориентированных на экологически ответственных потребителей;

— Использование концепции ответственного потребления в коммуникационной политике.

5. Нормативно-правовые и экономические методы:

— Участие в разработке отраслевых экологических стандартов;

— Внедрение добровольной экологической сертификации;

— Использование государственных программ поддержки зеленых инициатив.

На основе проведенного исследования предлагаются следующие научно обоснованные рекомендации по совершенствованию маркетинговой деятельности предприятий текстильной промышленности в условиях зеленой экономики:

1. Разработка интегрированной модели зеленого маркетинга, включающей:

— Систему экологического аудита маркетинговой деятельности;

— Методику оценки экологического жизненного цикла продукции;

— Инструменты формирования экологической ценности бренда.

2. Внедрение концепции экологически ответственного производства:

— Создание замкнутых производственных циклов с минимизацией отходов и выбросов;

— Переход на возобновляемые источники энергии;

— Использование экологически безопасных красителей и сертифицированного сырья.

3. Формирование дифференцированных продуктовых стратегий:

— Разработка продуктовых линеек разных ценовых категорий с различной степенью экологичности;

— Создание инновационных экологических продуктов с уникальными потребительскими свойствами;

— Внедрение системы экологической маркировки, понятной для потребителя и подтвержденной независимыми организациями.

4. Совершенствование ценовой политики:

— Разработка методики калькуляции полной экологической стоимости продукции;

— Внедрение дифференцированного ценообразования с учетом экологической составляющей;

— Создание системы экономических стимулов для потребителей экологически чистой продукции.

5. Оптимизация каналов распределения:

— Развитие прямых каналов продаж экологически чистой продукции;

— Создание специализированных экомгазинов и онлайн-платформ;

— Внедрение принципов устойчивой логистики и минимизации углеродного следа.

6. Совершенствование коммуникационной политики:

— Разработка стратегии целевого позиционирования экологически чистой продукции;

— Создание прозрачной системы информирования потребителей об экологических характеристиках продукции;

— Использование цифровых технологий для повышения вовлеченности потребителей в экологические инициативы.

7. Создание системы управления взаимоотношениями с клиентами на основе экологических ценностей:

— Разработка программ лояльности для экологически ответственных потребителей;

— Создание сообщества бренда, объединенного экологическими ценностями;

— Вовлечение потребителей в экологические инициативы предприятия.

8. Формирование интегрированной системы оценки эффективности зеленого маркетинга, включающей:

— Экономические показатели (рентабельность, доля рынка, показатели лояльности);

— Экологические показатели (сокращение выбросов, экономия ресурсов);

— Социальные показатели (уровень удовлетворенности работников, общественное признание).

Внедрение предложенных рекомендаций позволит предприятиям текстильной промышленности не только повысить экологическую устойчивость своей деятельности, но и получить значительные конкурентные преимущества на рынке, сформировать лояльную аудиторию потребителей и улучшить экономические показатели.

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#### ANNOTATSIYA

Ushbu maqolada *Ferula tadshikorum* Pimenov o'simligining urug' biologiyasi o'rganilgan. O'simlikning urug' tuzilishi, morfologik xususiyatlari, dam olish davri (dormantligi), unuvchanligiga ta'sir qiluvchi ekologik omillar hamda sun'iy ko'paytirish usullari tahlil qilingan. Tadqiqotlar natijasida urug'larning optimal unuvchanligini ta'minlovchi harorat, namlik va tuproq sharoitlari aniqlangan. Shuningdek, urug'larning morfologik belgilari asosida boshqa *Ferula* turlaridan farqlanishi ilmiy asosda bayon etilgan. Ushbu ilmiy yondashuv *Ferula tadshikorum*ni tabiatda saqlab qolish, ko'paytirish va dorivor resurs sifatida qayta tiklash uchun muhim ahamiyat kasb etadi.

#### АННОТАЦИЯ

В данной статье изучена биология семян растения *Ferula tadshikorum* Pimenov. Рассмотрены морфологические особенности семян, их строение, период покоя (дормантность), экологические факторы, влияющие на прорастание, а также методы искусственного размножения. В результате исследований определены оптимальные условия температуры, влажности и почвы, обеспечивающие наилучшее прорастание семян. Научный подход к изучению позволяет сохранить этот редкий вид в природной среде и эффективно использовать его в качестве лекарственного ресурса.

#### ABSTRACT

This article examines the seed biology of *Ferula tadshikorum* Pimenov, a rare perennial plant native to Central Asia. The study focuses on the seed structure, morphological characteristics, dormancy period, ecological factors affecting germination, and artificial propagation methods. The research identifies optimal temperature, humidity, and soil conditions necessary for effective seed germination. This scientific approach is crucial for conserving *Ferula tadshikorum* in its natural habitat and for restoring it as a valuable medicinal resource.

**Kalit so'zlar:** *Ferula tadshikorum*, urug' biologiyasi, urug' unuvchanligi, ekologik omillar, dormantlik, stratifikatsiya, sun'iy ko'paytirish, endemik o'simlik, dorivor resurs, tabiatni muhofaza qilish.

**Ключевые слова:** *Ferula tadshikorum*, биология семян, всхожесть, экологические факторы, дормантность, стратификация, искусственное размножение, эндемичное растение, лекарственные ресурсы, охрана природы.

**Keywords:** *Ferula tadshikorum*, seed biology, germination, ecological factors, dormancy, stratification, artificial propagation, endemic plant, medicinal resources, conservation.

*Ferula tadshikorum* Pimenov — Apiaceae (Seldereygullar) oilasiga mansub, ko'p yillik o't o'simlikdir. U asosan Tojikiston, O'zbekistonning tog'li hududlarida uchraydi. O'simlik 1–1.5 metr balandlikka ega bo'lib, kuchli ildiz tizimiga ega. Uning ildizida foydali moddalarning yuqori miqdori mavjudligi sababli, bu tur ilmiy va amaliy jihatdan qimmatli hisoblanadi.



### 1. Urug' tuzilishi va morfologiyasi

*Ferula tadshikorum* mevalari shizokarp tipida bo'lib, ikki merikarpiydan iborat. Urug'lari yassi, ellips shaklida va chetlarida qanotlar bor — bu struktura shamol orqali tarqalishga moslashgan (anemoxoriya). Urug' pardasida efir moyi kanallari mavjud bo'lib, bu o'simlikning farmakologik ahamiyatini oshiradi. Mevaning uzunligi 6–10 mm atrofida bo'lib, og'irligi juda yengil.

### 2. Urug'ning yetilishi va tarqalishi

Urug'lar asosan iyul–avgust oylarida yetiladi. Yetilgan mevalar osongina ajraladi va shamol yordamida tarqaladi. Quruq iqlim va toshli tuproqlarda o'sadigan bu o'simlik urug'larining tabiiy unish ko'rsatkichi past bo'lishi mumkin, chunki ular biologik dam olish (dormantlik) holatida bo'ladi.

### 3. Urug' biologiyasi: unish shartlari

*Ferula* urug'lari dormant bo'lishi sababli, tabiiy unuvchanligi past. Laboratoriya sharoitida olib borilgan tadqiqotlar shuni ko'rsatadiki:

- **Optimal harorat:** 10–20°C
- **Tuproq namligi:** 60–70%
- **Tuproq turi:** qumli, yaxshi havalanadigan tuproqlar
- **Yoritish:** yarim soyali yoki to'liq quyoshli joylar
- **Unish vaqti:** mart–aprel oylariga to'g'ri keladi

Stratifikatsiyasiz urug'larning unish darajasi 10–20% atrofida, ammo 2–3 oy sovuq qatlamlashdan o'tkazilganda bu ko'rsatkich 60–70% gacha oshadi.

### 4. Sun'iy ko'paytirish va muhofaza qilish muammolari

*Ferula tadshikorum* tabiiy muhitda juda sekin ko'payadi. O'zbekiston va Tojikistonda Qizil kitobga kiritilgan. 2020-yildan boshlab *Ferula* turlariga nisbatan moratoriy joriy etilgan. Sun'iy ko'paytirish usullari quyidagilarni o'z ichiga oladi:

- **Sovuq stratifikatsiya** orqali urug'larni unishga tayyorlash
- **Namli, yengil substratlarda** ekish
- **In vitro ko'paytirish** texnologiyalarini joriy qilish

Muhofaza strategiyalari: tabiiy populyatsiyalarni monitoring qilish, muhofaza etiladigan hududlarda urug' yig'ish va ko'chati o'stirish.

*Ferula tadshikorum Pimenov* urug'larining biologik xususiyatlari, ayniqsa ularning morfologik tuzilishi, unuvchanlik darajasi va ekologik talablar — ushbu tur saqlanib qolishida asosiy rol o'ynaydi. Ilmiy asoslangan ko'paytirish texnologiyalarini joriy qilish, urug'larning unish mexanizmini chuqur tushunish orqali ushbu noyob va qimmatli o'simlik resursini kelajak avlodlarga yetkazish imkonini beradi.

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### ANNOTATSIYA

Ushbu maqolaga Tuberkulyoz kasalligiga bakteriologik tashxisni to'g'ri qo'yish usullari va patogenga qarshi kurashish yo'llari haqida ilmiy tadqiqotlar, hamda ma'lumotlar keltirilgan. Ushbu tadqiqot va izlanishlarning barchasi Surxondaryo viloyatidagi Turkiya-O'zbekiston hamkorligida tashkil etilgan “Turk-Lab-Med” va “KANI-LAB” laboratoriya markazida hamda Termiz davlat universitetining "Mikrobiologiya" o'quv laboratoriyasiga ega bo'lgan sil kasalliklari qo'zg'atuvchilarini o'rganish va tashxis qo'yish ilmiy markazida olib borildi. Ushbu tadqiqotlar natijasida Termiz shahridagi zamonaviy va ilmiy laboratoriyalarga Mycobacteriyalar oilasiga kiruvchi patologik mikroorganizmlar o'rganildi va ular keltirib chiqaradigan turli xil kasalliklarga tashxis qo'yish va qiyosiy tahlil qilish ishlari olib borildi. Xususan, tuberkulyoz kasalligini keltirib chiqaruvchi mycobacterium tuberculosisni laboratoriya sharoitida o'rganildi va o'ziga xos xususiyatlari aniqlanilib, tahlil qilindi.

**Kalit so'zlar:** Mikobakteriyalar, sil bakteriyalari, tuprik lizozimi, sekretor immunoglobulin, goblet hujayralari, kipriksimon epiteliy, mannoz retseptorlari, alveolyar makrofaglar.

### ABSTRACT

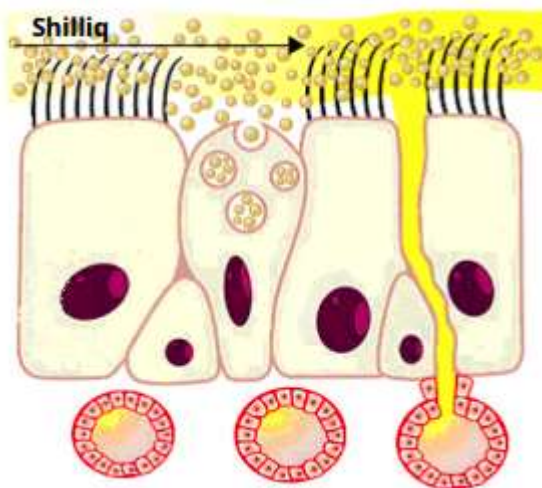
This article presents scientific research and information on the morphological, physiological, pathogenic, structural structure of Mycobacterium tuberculosis, methods of correct diagnosis, and ways to combat the pathogen.

All these studies and research were conducted at the Turk-Lab-Med “KANI-LAB” laboratory center established in the Turkish-Uzbek cooperation in Surkhondaryo region and at the “Microbiology” training laboratory of Termez State University. As a result of these studies, pathological microorganisms belonging to the Mycobacteria family were studied in modern and scientific laboratories in the city of Termez, and diagnostic and comparative analysis of various diseases caused by them were carried out. In particular, mycobacterium tuberculosis, which causes tuberculosis, was studied in laboratory conditions and its specific characteristics were determined and analyzed.

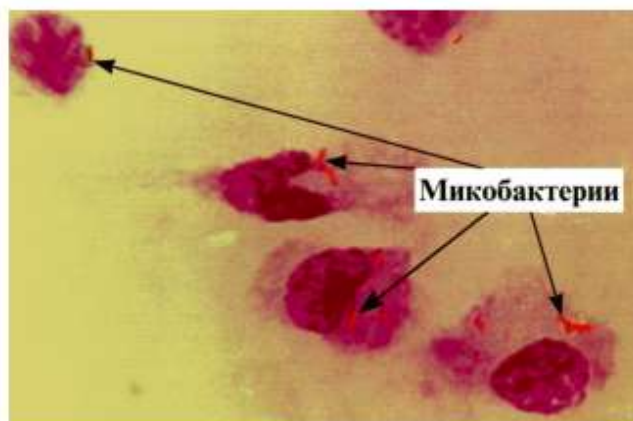
**Keywords:** Mycobacteria, tuberculosis bacteria, saliva lysozyme, secretory immunoglobulin, goblet cells, ciliated epithelium, mannose receptors, alveolar macrophages.

**MAQOLANING DOLZARBLIGI.** Ma'lumki, mikrobiologik tekshirish natijalariga asoslangan holda yuqumli kasalliklarga aniq tashxis qo'yish mumkin. Bunda shu kasalliklarga sabab bo'lgan mikroob sof holda ajratib olinib, uning hamma xususiyatlari o'rganib chiqiladi. Hozirgi kunda yer yuzida turli xil kasalliklar ortib borishi sababli bu kasalliklarni aniqlash, bakteriologik laboratoriyalarda tekshirish va ularga to'g'ri tashxis qo'yish kabi muammolar insonning salomatligiga bo'lgan e'tiborni yanada kuchaytirishga olib keladi. Ayniqsa tuberkulyoz kasalligini keltirib chiqaruvchi mycobacterium tuberculosisning dunyo miqyosida kundan kunga oshib borishi, bu kasallikka to'g'ri tashxis qo'yish va xususiyatlarini o'rganish juda dolzarb va

ahamiyatlidir. Mycobacterium tuberculosis kompleksining (MTBC – M. tuberculosis complex) bir a'zosi bo'lgan mycobacterium tuberculosis bir qancha bakteriyalar guruhiga aloqador va bu mikroorganizmlar odam va hayvonlarda patogenlik qiladi.



1-rasm. Yuqori nafas yo'llarining shilliq qavatining tuzilishi



2-rasm. Mikobakteriyalarning to'liq bo'lmagan fagotsitozi.

### ISHNNING MATERIALLARI VA UNI BAJARISH USULLARI.

Silni laboratoriya diagnostikasi uchun asosiy va qo'shimcha tadqiqot usullari qo'llaniladi.

#### Asosiy usullar quyidagilar:

- bakterioskopik usul (yorug'lik va lyuminestsent mikroskopiya);
- bakteriologik usul.

#### Qo'shimcha usullar quyidagilar:

- biologik usul;
- serologik usul;
- teri allergiyasi testlari;
- polimeraza zanjiri reaksiyasi (PCR).

O'rganilayotgan materialpatologik lokalizatsiyaga qarab jarayonga balg'am, bronxial aspirat, oqma oqishi, CSF, siydik va najas kiradi.[1]

**Bakterioskopik tekshirish** uchun smearlar tayyorlanadi va Ziehl-Neelsen yoki ftoroxrom bilan bo'yaladi. Preparatlarda bitta mikobakteriyalar aniqlanishi mumkin, agar 1 ml balg'amda kamida  $10^5$ - $10^6$  ta bakterial hujayralar bo'lishi kerak. Ushbu usullar oddiy va samaralidir. Ular quyidagi bemorlarni tekshirishda qo'llaniladi:

- sil kasalligi belgilari bo'lgan shaxslar (3 haftadan ortiq balg'amli yo'tal); ko'krak og'rig'i, hemoptizi, vazn yo'qotish); sil bakteriyasi bilan kasallangan bemorlar bilan aloqada bo'lgan shaxslar (patogenni tashqi muhitga chiqarish); o'pkada shubhali rentgenografik sil kasalligi o'zgarishlari bo'lgan shaxslar.

Ko'pincha o'rganilayotgan materialda mikobakteriyalarning konsentratsiyasi past bo'ladi, shuning uchun ularni aniqlash ehtimolini oshirish uchun ular foydalanadilar. usullari boyitish: **sentrifugalash va flotatsiya.**

**Sentrifugalash** usulida tadqiq qilinganlarni qayta ishlashni ta'minlaydi va ishqor bilan material, keyin sentrifugalashni talab qiladi. Mikroskopiya uchun preparat cho'kindidan tayyorlanadi.

**Flotatsiya** usuli- o'rganilayotgan materialni qayta ishlashni o'z ichiga oladi ya'ni ishqor va ksilen yoki benzol aralashmasi. Namuna kuchli silkitiladi. Olingan ko'pik mikobakteriyalarni yuzaga chiqaradi. Olingan ko'pikdan mikroskopiya uchun preparat tayyorlanadi.

Kislotaga chidamli mikobakteriyalar soni (KUM), materialni bakterioskopik tekshirish paytida aniqlangan, bemorning epidemik xavflilik darajasini va kasallikning og'irligini tavsiflaydi. Shuning uchun, mikroskopiyaning amalga oshirayotganda, natijalarning miqdoriy tahlilini o'tkazish juda muhimdir. [2]

**TAJRIBA NATIJALARI.** Mikroskopik tekshirishning miqdoriy natijalari laboratoriya jurnalida va materialni tekshirish uchun yuborgan tibbiyot muassasasining blankalarida aks ettiriladi. So'nggi yillarda floresan mikroskopiya usuli keng qo'llanila boshlandi, bunda preparatlar floresan bo'yoqlar (auramin, rodamin) yordamida bo'yaladi. Bunday preparatlarni floresan mikroskop ostida tekshirganda, sil qo'zg'atuvchisining hujayralari qora yoki to'q yashil fonda to'q sariq yoki yorqin qizil rangda porlaydi.

Bakteriologik usul uchun sof madaniyat olish imkonini beradi uning virulentligini va dori vositalariga sezgirligini aniqlash. Ushbu usul terapiya samaradorligini kuzatish uchun ham keng qo'llaniladi. Material 6-12% li xlorid yoki sulfat kislotasi eritmasi bilan ishlanadi, sho'r suv bilan yuviladi, zich oziqlantiruvchi muhitga sepiladi va 2-12 hafta davomida o'stiriladi. Izolyatsiya qilingan madaniyatning virulentligi shnur omilining mavjudligi bilan belgilanadi. Bakteriologik usulning asosiy kamchiligi natijani olish uchun zarur bo'lgan vaqtdir.[3]

Biologik usul eng sezgir, chunki u sinov materialida 1 dan 5 gacha mikroorganizmlarini aniqlash imkonini beradi. Shu maqsadda sinov materiali (1 ml) gvineya cho'chqalariga teri ostiga yoki qorin bo'shlig'iga yuboriladi. 1-2 oydan keyin hayvonlarda o'limga olib keladigan umumiy sil kasalligi rivojlanadi.

Silni laboratoriya diagnostikasi uchun maxsus tizimlar mavjud:

- yarim avtomatik BACTEC 460 tizimi ro'yxatdan o'tish imkonini beradi radioaktiv uglerod bilan belgilangan karbonat angidrid darajasi (o'rganish muddati 14 kun); VASTES MGIT 960 avtomatlashtirilgan kompleksi o'sishni hisobga oladi eritilgan kislorod bilan Middlebrook bulonidagi mikobakteriyalar; MB/BacT avtomatlashtirilgan tizimi kolorimetrikga asoslangan karbonat angidridni aniqlash.[4]

**Teri tuberkulyozi quyidagi shakllarda namoyon bo'ladi:**

- terining lupoid tuberkulyozi (sil yoki keng tarqalgan lupus) terida tuberkulyoz shakllanishi bilan namoyon bo'ladi ; lupoma, uning o'rnida chirishdan keyin yara va oq chandiq hosil bo'ladi; skrofuloderma– ular bilan teri osti to'qimasida tugunlarning shakllanishi keyingi yumshatish, oqma va qo'pol sochli chandiqlar shakllanishi; terining indurativ tuberkulyozi- ichida zich tugunlarning shakllanishi teri osti to'qimasi, keyinchalik ochilib, orqaga tortilgan izlar qoldiradi; terining papulonekrotik tuberkulyozi- zich papula shakllanishi keyinchalik nekroz bilan terining qalinligida maviysimon rang; terining likenoid tuberkulyozi(Lichen scrofula) - shakllanish ustida tananing terisida osongina olinadigan kulrang qobiqlar bilan qoplangan kichik guruhlangan tuberkullar mavjud. [5]

**XULOSA .** Biz tuberkulyoz kasalligiga bakteriologik tashxis qo'yish usullarini o'rganib chiqdik. Bunda mikroskopik tekshirishning miqdoriy natijalari laboratoriya jurnalida va materialni tekshirish uchun yuborgan tibbiyot muassasasining blankalarida aks ettirilishini aniqladik. So'nggi yillarda floresan mikroskopiya usuli keng qo'llanila boshlandi, bunda preparatlar floresan bo'yoqlar (auramin, rodamin) yordamida bo'yaladi. Bunday preparatlarni floresan mikroskop ostida tekshirganda, sil qo'zg'atuvchisining hujayralari qora yoki to'q yashil fonda to'q sariq yoki yorqin qizil rangda porlashini bilib oldik. Silni laboratoriya diagnostikasi uchun asosiy va qo'shimcha tadqiqot usullari qo'llaniladi. Ma'lumki, mikrobiologik tekshirish natijalariga asoslangan holda yuqumli kasalliklarga aniq tashxis qo'yish mumkin. Bunda shu kasalliklarga sabab bo'lgan mikroob sof holda ajratib olinib, uning hamma xususiyatlari o'rganib chiqiladi. Ushbu maqolada Tuberkulyoz kasalligiga bakteriologik tashxisni to'g'ri qo'yish usullari va patogenga qarshi kurashish yo'llari haqida ilmiy tadqiqotlar, hamda ma'lumotlar keltirilgan. Ayniqsa tuberkulyoz kasalligini keltirib chiqaruvchi mycobacterium tuberculosisning dunyo miqyosida kundan kunga oshib borishi, bu kasallikka to'g'ri tashxis qo'yish va xususiyatlarini o'rganish juda dolzarb va ahamiyatlidir.

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**Evolving ESG Clauses in Commercial Contracts: Legal and Environmental Implications****Toqsanbaeva Ayjamal**

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**Annotation:** This article explores the integration of Environmental, Social, and Governance (ESG) clauses into commercial contracts in light of evolving regulatory frameworks such as the EU Corporate Sustainability Due Diligence Directive (CSDDD). It discusses the legal complexities and enforceability issues, particularly in the context of Anglo-Saxon legal traditions, and highlights how ESG obligations influence supply chain dynamics. The paper also analyzes potential disputes arising from vague ESG commitments and proposes solutions to strengthen contractual mechanisms that support corporate sustainability goals.

**Keywords:** ESG clauses, commercial contracts, sustainability, due diligence, supply chains, CSDDD, corporate responsibility, contract law, environmental regulation, arbitration.

The global focus on environmental and social governance (ESG) is intensifying amid growing concerns about the planet's health and sustainable business practices. The European Union's adoption of the Corporate Sustainability Due Diligence Directive (CSDDD) in May 2024, alongside the Corporate Sustainability Reporting Directive (CSRD), underscores a shift towards legally binding obligations that demand companies integrate ESG concerns across their operations, especially within supply chains. These obligations have elevated ESG clauses from optional inclusions to potentially critical elements in commercial contracts.

**What Are ESG Clauses?** ESG clauses are contractual provisions that bind businesses and their suppliers to certain environmental, social, and governance standards. These can stem from internal net-zero pledges or arise from external regulatory frameworks such as the CSDDD. The European Commission is expected to provide further guidance and introduce voluntary model clauses. These may address matters including due diligence processes, emissions reporting, waste disposal practices, labor rights, and more.

Green clauses specifically target environmental responsibilities. They often compel parties to reduce carbon emissions, transition to renewable energy, adopt sustainable procurement practices, and comply with climate targets. Green clauses are particularly relevant where supply chains contribute substantially to a company's overall environmental footprint. The Chancery Lane Project in the UK offers a library of climate-aligned clauses under English law, enabling businesses to integrate environmental standards into their agreements without requiring extensive redrafting. These model clauses are designed to align with specific types of contracts and environmental objectives. ESG and green clauses are gaining traction in mergers and acquisitions through warranties and representations. For example, a seller might warrant that their operations comply with environmental regulations, or that no pending investigations are in place. If such assertions prove false, indemnification or damages may be triggered. These provisions reflect growing investor concern regarding reputational risks and regulatory breaches linked to ESG failures. Despite their potential, enforcing ESG clauses remains complex. Multi-jurisdictional supply chains create compliance gaps, particularly in regions with limited environmental regulation. Furthermore, companies may hesitate to impose stringent obligations on long-term partners, fearing commercial disruption.

Drafting overly broad ESG clauses—such as those with vague indemnities or open-ended termination rights—can lead to interpretation disputes. Without quantifiable metrics or timelines, enforcement becomes difficult. For instance, proving that a supplier caused environmental damage might require scientific evidence, which is costly and time-consuming. Complicating matters further, ESG compliance can be influenced by unstable political climates, shifting economic priorities, and variable regulatory enforcement. Additionally, arbitration often lacks jurisdiction over third-party subcontractors, which limits remedy options in cases involving indirect supply chain actors.

Traditional contract law, particularly within common law systems like that of the UK, favors strict textual interpretation over contextual analysis. This formalistic approach can hinder the enforcement of ESG clauses that rely on evolving standards or ethical considerations. Courts may resist interpreting contracts based on external environmental goals unless explicitly written. Moreover, remedies often require proof of quantifiable loss. For reputational harm linked to a supplier's ESG failure, a business must demonstrate financial damage—a difficult task for multinational firms with diversified revenue streams.

In civil law jurisdictions like Germany or France, codified principles may more readily accommodate environmental and social concerns. By contrast, Anglo-Saxon systems may require more precise drafting and statutory support. Meanwhile, Islamic legal systems such as that of Saudi Arabia prioritize ethical trade and stewardship (*amanah*), aligning naturally with ESG goals, though practical enforcement varies. Despite hurdles, the future of ESG and green clauses appears promising. Mandated due diligence, transparent monitoring, and enforceable remedies are key to their success. Companies are encouraged to draft clauses with measurable benchmarks and to integrate climate goals into standard contract templates.

The integration of ESG and green clauses into commercial contracts represents a transformative shift in corporate accountability. While enforcement mechanisms and legal frameworks continue to evolve, these clauses are essential tools for aligning business operations with global sustainability goals. As regulators and courts adapt to these norms, contractual obligations will play a central role in driving environmental responsibility across global commerce.

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**THE ROLE OF TRADITIONAL GAMES SUCH AS “CHO’PON”, “QIZ-QOVOQ”, AND “KO’R-KO’RGA AYLANDI” IN DEVELOPING PRIMARY SCHOOL PUPILS’ MORAL AND ETHICAL THINKING****Erdonov Rustam Usmanovich**

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**Аннотация**

В этой статье рассматривается образовательный потенциал традиционных узбекских игр, в частности «Чупон», «Киз-ковок» и «Кур-курга айланди», в развитии морального и этического мышления у учеников начальной школы. Укорененные в многовековых культурных практиках, эти игры являются не только развлекательными мероприятиями, но и моральными рамками, которые учат детей сотрудничеству, справедливости, сочувствию, честности и уважению. В статье утверждается, что включение таких традиционных игр в учебную программу начального образования, особенно во время уроков физкультуры, может значительно повысить моральное развитие учеников. С помощью этих игр дети учатся следовать правилам, разрешать конфликты мирным путем, разделять обязанности и уважать других. На основе как качественного, так и количественного анализа, включая наблюдения за классом, структурированные интервью с учителями и тематический анализ рефлексивных ответов учащихся, исследование представляет убедительные доказательства того, что участие в культурно значимых традиционных играх приводит к большей этической осведомленности и просоциальному поведению среди молодых учащихся. В статье также представлены методологические идеи о том, как учителя могут систематически внедрять эти игры для укрепления воспитания характера. Результаты подтверждают мнение о том, что образовательная политика должна включать инструменты культурного наследия, такие как традиционные игры, в качестве неотъемлемой части морального обучения в начальных школах.

**Ключевые слова.** Традиционные игры, нравственное воспитание, этическое мышление, начальная школа, культурное наследие, развитие ребенка, узбекские народные игры, Cho’pon, Qiz-qovoq, Ko’r-ko’rga aylandi.

**Abstract**

This article explores the educational potential of traditional Uzbek games—specifically "Cho’pon," "Qiz-qovoq," and "Ko’r-ko’rga aylandi"—in cultivating moral and ethical thinking among primary school pupils. Rooted in centuries-old cultural practices, these games are not only recreational activities but also moral frameworks that teach children about cooperation, fairness, empathy, honesty, and respect. The article argues that integrating such traditional games into the primary education curriculum, especially during physical education lessons, can significantly enhance pupils’ moral development. Through these games, children learn to follow rules, resolve conflicts peacefully, share responsibilities, and respect others. Based on both qualitative and quantitative analyses, including classroom observations, structured interviews with teachers, and a thematic analysis of students' reflective responses, the study presents compelling evidence that participation in culturally relevant traditional games leads to greater ethical awareness and pro-social behavior among young learners. The article also provides methodological insights into how

teachers can systematically implement these games to reinforce character education. The findings support the view that educational policies should incorporate cultural heritage tools like traditional games as an integral part of moral instruction in primary schools.

**Keywords.** Traditional games, moral education, ethical thinking, primary school, cultural heritage, child development, Uzbek folk games, Cho'pon, Qiz-qovoq, Ko'r-ko'rga aylandi.

**Introduction.** In the rapidly globalizing world of the 21st century, the moral development of children remains a foundational concern of every national education system. While schools have traditionally focused on imparting knowledge and cognitive skills, educators are increasingly acknowledging the need to develop the moral and ethical capacities of students. This focus is particularly urgent in primary education, where pupils are at a crucial stage of identity formation and value acquisition. In this context, the use of traditional cultural elements—especially games—offers a promising and contextually relevant strategy for instilling foundational moral values.

Traditional games, embedded deeply in the social and cultural fabric of a nation, are more than mere leisure activities. They encode a community's understanding of justice, respect, cooperation, discipline, and mutual responsibility. In Uzbekistan, games such as "Chupon" (The Shepherd), "Qiz-qovoq" (Pumpkin Catch), and "Ko'r-ko'rga aylandi" (Blindfold Circle Game) have long served as informal mechanisms of child development and moral instruction. Passed down through generations, these games offer a rich pedagogical reservoir that is yet to be fully integrated into formal educational settings.

This article investigates the potential of these traditional games to cultivate moral and ethical thinking in primary school pupils. The central hypothesis is that participation in these games fosters moral awareness, empathy, responsibility, and fair play, thereby supporting the broader goals of character education. The paper also examines how these games provide opportunities for children to practice real-world moral decision-making in a safe and structured environment.

Moreover, the study highlights how cultural heritage tools can be instrumental in making moral education more engaging, relatable, and effective. It provides both theoretical grounding and practical recommendations for teachers and curriculum developers. By focusing on three specific games and analyzing their moral content and pedagogical applications, the article fills an important gap in the current literature on moral education in primary schools.

**Main part.** The main argument of this study revolves around the pedagogical value of three specific traditional Uzbek games: "Chupon," "Qiz-qovoq," and "Ko'r-ko'rga aylandi." These games, while simple in design, embody rich moral and ethical concepts that are naturally transmitted to children during play.

### 1. Chupon ("The Shepherd")

This game involves one player taking the role of the shepherd while others act as sheep. The shepherd must protect the sheep from a designated "wolf" and keep the flock together. The game emphasizes leadership, responsibility, and protection of others. Children playing Chupon internalize the importance of collective safety, vigilance, and teamwork. It also subtly teaches fairness—players must take turns in different roles, promoting empathy and understanding from multiple perspectives.

### 2. Qiz-qovoq ("Pumpkin Catch")

Qiz-qovoq is a game that involves careful coordination and passing an object (traditionally a small pumpkin or similar item) while singing or chanting. The game encourages rhythm, attention, and rule-following. More importantly, it highlights values such as honesty (not hiding the object unfairly), cooperation (successful passing requires teamwork), and emotional intelligence (responding to the reactions of peers). It creates a social learning environment where players support each other and hold one another accountable.

### 3. Ko‘r-ko‘rga aylandi ("Blindfold Circle")

This is perhaps one of the most morally engaging traditional games. A child is blindfolded and placed in the center of a circle formed by other players who sing and move around. The blindfolded player must guess who is closest based on auditory cues. This game develops trust, patience, and respect for others. It also teaches children to navigate unfamiliar situations—an important moral lesson about handling uncertainty and relying on communal support.

These games, when incorporated into physical education lessons, provide experiential moral instruction. Unlike abstract ethical discussions, traditional games require active participation, offering children immediate feedback on their behavior. For example, a child who refuses to share or cheats during the game quickly receives peer disapproval, learning that fair play and mutual respect are rewarded.

Educators reported that students who regularly participated in such games exhibited increased moral awareness and social cohesion. Teachers also noted improved classroom behavior, stronger peer relationships, and better emotional regulation. One teacher observed: “After introducing these games, students were more inclined to settle disputes on their own and showed greater sensitivity to each other’s feelings.”

The study supports the theory that moral education is most effective when it is woven into interactive and culturally meaningful experiences. These traditional games create a microcosm of society where children explore justice, fairness, trust, and responsibility—essential elements of ethical thinking.

**Conclusion.** This article underscores the powerful potential of traditional games like "Chupon," "Qiz-qovoq," and "Ko‘r-ko‘rga aylandi" in fostering moral and ethical development among primary school pupils. Through immersive and socially rich play, these games promote essential virtues such as honesty, empathy, fairness, cooperation, and responsibility. Unlike conventional moral instruction that often relies on abstract lectures, traditional games provide a tangible and emotionally engaging context in which children can practice and internalize ethical behaviors.

The integration of these games into physical education classes offers a dual benefit: they develop physical coordination while simultaneously strengthening moral character. Furthermore, these games encourage peer interaction and emotional intelligence, essential skills in the 21st century educational landscape. Their cultural specificity makes them especially resonant for children in Uzbekistan, providing a strong foundation for moral education grounded in national identity.

The findings of this study carry practical implications for educators, curriculum designers, and policy-makers. Schools should consider formalizing the inclusion of traditional games within their character education programs. Teacher training institutions must also equip future educators with the tools to effectively implement these games as part of moral instruction. Moreover, further

interdisciplinary research is needed to explore the long-term impacts of traditional games on character formation across various age groups and sociocultural contexts.

In conclusion, preserving and utilizing traditional games in educational settings is not just about honoring cultural heritage—it is an evidence-based strategy for nurturing the next generation of ethical, empathetic, and socially responsible citizens. By fostering moral growth through culturally embedded practices, education becomes not only effective but also deeply meaningful.

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C M R T

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**Annotation**

This paper explores the use of neologisms in contemporary social-political texts, focusing on how newly coined words and expressions reflect and influence political ideologies, public discourse, and social change. It examines the linguistic mechanisms behind neologism formation—such as blending, borrowing, and semantic shifts—and analyzes their communicative functions in political language. Special attention is given to the challenges of translating politically charged neologisms from English into Uzbek, considering cultural, ideological, and linguistic differences. Through selected examples, the paper illustrates how neologisms contribute to shaping modern political narratives and how they reflect evolving societal values. The study emphasizes the need for cultural and linguistic sensitivity in understanding and translating political neologisms in a globalized world.

**Keywords:**

Neologism, socio-political discourse, political language, language evolution, translation, English-Uzbek, ideology, media language, lexical innovation, cultural adaptation.

**Annotatsiya**

Ushbu maqola zamonaviy ijtimoiy-siyosiy matnlarda neologizmlardan foydalanishni o'rganadi. Unda yangi yaratilgan so'z va iboralarning siyosiy mafkuralar, jamoatchilikdagi nutq hamda ijtimoiy o'zgarishlarga qanday ta'sir qilishi va ularni qanday aks ettirishi tahlil qilinadi. Neologizmlarning shakllanish mexanizmlari — jumladan, so'zlarni birlashtirish (blending), boshqa tillardan o'zlashtirish (borrowing) va semantik o'zgarishlar (semantic shifts) — ko'rib chiqiladi hamda ularning siyosiy tildagi kommunikativ funksiyalari tahlil qilinadi. Xususan, ingliz tilidagi siyosiy mazmunga ega neologizmlarni o'zbek tiliga tarjima qilishda uchraydigan madaniy, mafkuraviy va lingvistik farqlar muammosi alohida e'tiborga olinadi. Tanlab olingan misollar orqali neologizmlarning zamonaviy siyosiy narrativlarni shakllantirishdagi o'rni va ularning o'zgarayotgan jamiyat qadriyatlarini qanday aks ettirishi yoritiladi. Mazkur tadqiqot globallashtirilgan dunyoda siyosiy neologizmlarni tushunish va tarjima qilishda madaniy hamda lingvistik sezgirlik zarurligini ta'kidlaydi.

**Kalit so'zlar:**

Neologizm, ijtimoiy-siyosiy diskurs, siyosiy til, til evolyutsiyasi, tarjima, inglizcha-o'zbekcha, mafkura, OAV tili, leksik innovatsiya, madaniy moslashuv.

**Аннотация**

Данная статья посвящена использованию неологизмов в современных социально-политических текстах, с акцентом на то, как новые слова и выражения отражают и формируют политические идеологии, общественный дискурс и социальные изменения. Рассматриваются лингвистические механизмы образования неологизмов — такие как словослияние, заимствование и семантические сдвиги — а также анализируются их коммуникативные функции в политическом языке. Особое внимание уделяется трудностям перевода политически окрашенных неологизмов с английского языка на узбекский, с учетом культурных, идеологических и языковых различий. На основе

конкретных примеров показано, как неологизмы способствуют формированию современных политических нарративов и отражают изменяющиеся общественные ценности. В исследовании подчеркивается важность культурной и языковой чувствительности при понимании и переводе политических неологизмов в условиях глобализации.

**Ключевые слова:**

Неологизм, социально-политический дискурс, политический язык, развитие языка, перевод, английский-узбекский, идеология, язык СМИ, лексические инновации, культурная адаптация.

### Introduction

Language is a dynamic and evolving system that constantly adapts to the changing needs of society. One of the clearest indicators of this evolution is the emergence of neologisms—newly coined words or expressions created to describe novel concepts, technologies, events, or ideologies. In recent decades, the sphere of social-political discourse has proven to be particularly fertile ground for the generation and widespread use of neologisms.

As political landscapes shift and new social movements emerge, existing vocabulary often proves insufficient to express complex or unprecedented phenomena. To fill this linguistic gap, speakers and writers—especially in political, media, and activist circles—create new terms that encapsulate these realities. Words like *Brexit*, *fake news*, *wokeness*, and *cancel culture* are modern examples of neologisms that carry deep socio-political significance, influencing public opinion and shaping ideological narratives.

In the context of globalization and digital communication, the spread of such neologisms has accelerated, crossing linguistic and cultural boundaries. This poses challenges for both comprehension and translation, particularly in languages with different political traditions and structures, such as Uzbek. Understanding how neologisms function in socio-political texts, and how they are received and interpreted in other linguistic contexts, is crucial for linguists, translators, and political analysts.

This paper aims to explore the formation, function, and implications of neologisms in social-political texts, with a particular focus on English and Uzbek. It examines the linguistic processes involved, the cultural and ideological meanings these terms carry, and the difficulties they present in cross-cultural communication and translation.

### Methodology

This study employs a qualitative research approach to investigate the use of neologisms in social-political texts, with particular attention to English and Uzbek language contexts. The research focuses on identifying, categorizing, and analyzing neologisms that have appeared in political discourse over the past decade, as found in various media sources, political speeches, and official publications.

#### 1. Data Collection

The data for this research was collected from:

- Online news articles from reputable English-language sources such as *BBC News*, *The Guardian*, and *The New York Times*;
- Uzbek-language news portals including *Gazeta.uz*, *Daryo.uz*, and official government websites;
- Political speeches and official press releases in both English and Uzbek;

- Social media posts from public figures and institutions involved in political discourse.

The selection criteria for neologisms included:

- Words or phrases coined within the past 10–15 years;
- Terms that have gained traction in social-political contexts;
- Lexical items that represent new political ideologies, movements, or sociocultural phenomena.

## 2. Analytical Framework

A **descriptive and comparative analysis** method was used:

- Descriptive analysis was applied to define and explain the formation processes of the selected neologisms (e.g., blending, compounding, acronym formation, borrowing).
- Comparative analysis focused on the translation and adaptation of these neologisms between English and Uzbek, identifying translation strategies (e.g., direct borrowing, calque, semantic adaptation) and the influence of cultural or ideological context.

The analysis also draws on relevant theories from sociolinguistics, translation studies, and discourse analysis, particularly those dealing with lexical innovation and political communication.

## 3. Limitations

The scope of the study is limited to English and Uzbek neologisms in political texts from 2010 to 2024. It does not include slang, technical jargon outside the political realm, or neologisms that have not yet been widely adopted. The study emphasizes qualitative depth over quantitative frequency.

## Results

The analysis of neologisms in social-political texts revealed several key findings:

1. **Formation Mechanisms:** Neologisms in political discourse are primarily formed through blending (e.g., "Brexit"), borrowing (e.g., "hashtag"), and semantic shifts (e.g., "reform").
2. **Political Ideology:** Neologisms like "alt-right" and "climate justice" reflect specific political ideologies, while Uzbek terms such as "ozg'in siyosat" (austerity politics) mirror similar ideological shifts.
3. **Translation Challenges:** Translating political neologisms from English to Uzbek involves strategies like calque (e.g., "global warming" as "jahon isish"), adaptation (e.g., "liberal democracy" as "erkin demokratik jamiyat"), and borrowing (e.g., "cybersecurity").
4. **Impact on Political Discourse:** Neologisms such as "fake news" and "post-truth" influence political communication by shaping public discourse, particularly on issues like media trust and global challenges.
5. **Cultural Sensitivity:** Effective translation of neologisms requires attention to cultural and ideological contexts to preserve the intended meaning and impact.

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**OGAHINYING "RIYOZU-D-DAVLA" ASARIDA ARABIY QATLAMGA XOS SO'ZLAR ASOSIDA SHAKLLANGAN QO'SHMA FE'LLAR LINGVOPOETIKASI**

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**"LEXICOPOETIC ANALYSIS OF COMPOUND VERBS BASED ON ARABIC LAYER WORDS IN OGHI'S "RIYOZU-D-DAVLA"**

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**"ЛЕКСИКОПОЭТИЧЕСКИЙ АНАЛИЗ СОСТАВНЫХ ГЛАГОЛОВ, ОСНОВАННЫХ НА АРАБСКИХ СЛОВАХ, В ПРОИЗВЕДЕНИИ ОГАХИ 'RIYOZU-D-DAVLA'"**

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**Annotatsiya.** Ushbu maqola Ogahiyning «Riyozu-d-davla» asarida arabiy qatlamga xos so'zlar asosida shakllangan qo'shma fe'llarning lingvopoetik tahliliga bag'ishlangan. Maqolada eski o'zbek tilidagi arab lug'aviy qatlamiga mansub so'zlar, ularning lingvistik xususiyatlari va poetik ifodalar orqali qanday qo'shma fe'llarga aylangani yoritilgan. Arabiy so'zlarning o'zbek tiliga kirib kelishi, fe'l shakllarini hosil qilinishi va bu jarayonda ularning ma'no va fonetik xususiyatlarini qanday o'zgartirgani tahlil qilinadi.

**Annotation.** This article is dedicated to the linguopoetic analysis of compound verbs formed based on Arabic-layer words in Ogahi's "Riyozu-d-davla". The article highlights how words from the Arabic linguistic layer of Old Uzbek are transformed into compound verbs through their linguistic characteristics and poetic expressions. It analyzes the process of Arabic words entering the Uzbek language, the formation of verb forms, and how their meanings and phonetic features are altered during this process.

**Аннотация.** Данная статья посвящена лексико-поэтическому анализу составных глаголов, образованных на основе арабских слов, в произведении Огахи "Riyozu-d-davla". В статье раскрывается, как слова из арабского языкового слоя староузбекского языка превращаются в составные глаголы через их лексические особенности и поэтические выражения. Анализируется процесс заимствования арабских слов в узбекский язык, формирование глагольных форм и то, как в этом процессе изменяются их значения и фонетические особенности.

**Kalit so'zlar.** Ogahiy, tarixiy-adabiy asar, arabiy qatlam, eski o'zbek tili, qo'shma fe'llar, lingvistik tahlil, poetika, leksik ma'no, fe'l shakllari, arab tilidan o'zlashgan so'zlar.

**Keywords.** Ogahi, historical-literary work, Arabic layer, Old Uzbek language, compound verbs, linguistic analysis, poetics, lexical meaning, verb forms, Arabic loanwords.

**Ключевые слова.** Огахи, историко-литературное произведение, арабский слой, староузбекский язык, составные глаголы, лингвистический анализ, поэтика, лексическое значение, глагольные формы, заимствованные арабские слова.

### KIRISH VA DOLZARBLIGI

Eski o‘zbek tilida leksikasida arab lug‘aviy qatlamiga mansub so‘zlar ko‘pchilikni tashkil qilishi tabiiy.

Masalan, *qurb* eski o‘zbek tilida “yaqinlik, yaqin bo‘lish”; “qobiliyat”; “loyiqlik” kabi lug‘aviy ma‘nolarni beradi<sup>1</sup>. Navoiy g‘azaliyotidagi quyidagi baytda ham *qurb* so‘zi irfoniy istiloh sifatida namoyon bo‘ladi:

Ey hamd o‘lub mahol fasohat bilan sanga,  
Andoqki, *qurb* taqvovu toat bilan sanga<sup>2</sup>.

Bu so‘z asosida *qurbat hosil qilmoq* qo‘shma fe‘li shakllangan.

Eski o‘zbek tiliga o‘zlashgan arabiy so‘zlarning mutlaq ko‘pchiligi arab tilidagi ishtiqoq qoidalariga muvofiq tarkibiy jihatdan yasamadir. Masalan, “shuhratlik, oshn-shuhrat”; “taniqlilik” ma‘nosidagi *ishtihâr* so‘zi aslida “ma‘lum qilmoq”, “xalqqa bildirmoq”, “e‘lon qilmoq” ma‘nosidagi *shahara* yoki *shahura* fe‘lining VIII bobi *ishtahara* – “tarqalmoq”; “mashhur bo‘lmoq”ning masdari sifatida shakllangan<sup>3</sup>. Chunki, uch undoshli solim fe‘llarning masdari sakkizinchi bobda *ifte‘ol* qolipida hosil bo‘ladi. SHuning uchun bu bob arabshunoslikda *ifte‘ol bobi* ham deyiladi. Mazkur bob anglatgan fe‘llarning mazmunlaridan biri birinchi bobdagi fe‘l o‘timsizga aylanadi<sup>4</sup>. Eski o‘zbek tilida shu so‘z asosida *ishtihor topmoq* fe‘li shakllangan. Bu so‘z bilan o‘zakdosh *mashhur*, *shuhrat* kabi so‘zlar hozirgi o‘zbek adabiy tilida keng iste‘molda bo‘lsa, eski o‘zbek tilida unga o‘zakdosh yana “oy” (vaqt birligi) ma‘nosidagi *shahr* so‘zi ham mavjud. Oy ma‘lum vaqt birligini anglatib turishi, ma‘lum qilib turishi e‘tiborga olinib, ushbu fe‘l asosida paydo bo‘lgani ehtimolga yaqin. Bu so‘zni fors tiliga mansub hududiy-ma‘muriy birlik ma‘nosidagi *shahr* so‘zidan farqlash lozim. Arab tilidan o‘zlashgan *shahr* so‘zining keng eski o‘zbek tilining o‘zida ham kam iste‘molda bo‘lgan.

### METODLAR VA O‘RGANILISH DARAJASI

*Azimat* – a. 1. Yurish. 2. Safar. 3. Maqsad. 4. Jo‘nash, ravona bo‘lish. 5. Borish, yo‘l olish:

Xullas ulkim dahrg‘a silkib etak,

Qil fano sori *azimat*, ey ko‘ngul.

Jodai tariqatg‘a sidq ila qo‘yub koming,

Berk tutub *azimatni*, azmi tarki ruxsat qil.

Ul adan mulkig‘a *azimat* tutg‘ondin so‘ng, aning o‘g‘li Yulduzxon saltanat avjig‘a irtifo‘ topdi.

Aning ikki o‘g‘li bor erdi. O‘z hayoti vaqtida ikkovining ham axtari hayoti uyoqti, birovidin Dubun bayon otlig‘ o‘g‘il, yana birovidin Alanquva otlig‘ qiz qoldi. Qizni o‘g‘ilg‘a berdilar.

Amu suyikim bu bahri axzar,

Bir qatradur allida mahqar,

Ul suvdin o‘tub, bo‘lub shinovar,

<sup>1</sup> Алишер Навоий асарлари тилининг изоҳли луғати. Тўртинчи том. – Тошкент: Фан, 1985. – Б.79.

<sup>2</sup> Алишер Навоий. Мукамал асарлар тўплами. Учинчи том. – Тошкент: Фан, 1988. – Б. 27.

<sup>3</sup> Носиров О., Юсупов М. Ан-наъим. – Тошкент: Абдулла Қодирий номидаги халқ мероси нашриёти, 2003. – Б. 438.

<sup>4</sup> Иброҳимов Н. Юсупов М. Араб тили грамматикаси. 1-қисм. – Тошкент: Қомуслар Бош таҳририяти, 1997. – Б. 290.

Sohilg'a chiqib, minib takovar.

Urganj sori *azimat* etti,

Vaqtı sahar ul baladg'a etti.

*Azm* – a. – biror ishni boshlashga qaror qilish; safarga otlanish;

~ qilmoq – qaror qilmoq:

Jodai tariqatg'a sidq ila qo'yub koming,

Berk tutub azimatni, *azmi* tarki ruxsat qil.

Shayx Najmiddin Kubro rahmatullohi alayh ham ul vohiyai *azmida* shahid bo'ldi. Sohıbi "Mursodil ibod" din naqldurkim, Ray shahrida 700 ming kishini qatl qildilar va «Zafarnoma» muqaddimasida mazkurdirkim, Nishobur maqtullarin 12 kun sanadilar. Avrot va atfoldin o'zga ming, ming etti yuz qirq etti ming qalamg'a keldi. Hirotdin 1000, ming 600 ming kishini darajai shahodatg'a etkurdilar. Mavlono Sharafiddin Ali xatib va 15 kishidin o'zga mutanafasi qolmadi.

*Azm-jazm* – a. – ahd. ~ qilmoq – ahd qilmoq:

Gar solik ersang, zohido, kiygil fano sholinikim,

Qilg'ong'a ka'ba *azmini* bor jomai ihrom shart.

*Amonliq* // *amonlig'* – f. // – tinchlik:

Har kimki faqr go'shasi bo'lmish makon ango,

Xotir hamisha dahr g'amidin *amon* ango.

Rustam Alixon yuz mashaqqat bila qochib qutildi. Itoat etgan kifra juzya qabul etib, asirlikdin *amon* qoldilar. Mashhadni ichidagi musulmonlardin Sharifxong'a tafviz qilib, Nishobur turktozi uchun qadam irodatin azimat rikobig'a qo'ydi. Ba'zi derlarkim, Nishobdur yurishi Mashhad turktozidin so'ng tovuq yili voqe' topmishdur.

Shukurkim kishvarig'a xon keldi,

Olomon borchasi *amon* keldi.

*Andisha* - f. – o'y, mulohaza; ~ qilmoq – o'ylamoq, mulohaza qilmoq:

Ammo bu jamoa bag'oyat karim va sohopesha va benihoyat javod va bazl *andisha* erdi. Ato bazmida ma'ni zoyda ehsonining afsonasig'a xati batlon urub, baxshish ma'rakasida oli baromika in'omining hikoyatin mansuxlig' hadig'a etkurub erdilar. Hamisha xoni ehsonlari omma fuqaro allida ochuq va xavvora javohiri in'omlari kofai baroyo boshig'a sochuq erdi.

*Vajh I* – a. – sabab:

Butun bo'ston ichra gul, navolar soz etib bulbul,

Ko'nguldin qilg'usi har *vajh* birla g'am sahero.

Bu *vajhdin* ul muxtari' yigitni «qanqli» otodilar. Qanqli urug'i aning naslidindur, holo Qanqli derlar. O'g'uzxon 72 yilg'acha mo'g'ul va totor bilakim, o'z aqrobasi erdi va muxolifatda mutaffiq erdilar, urushdi. 73 yilda majmuin xatti inqiyodig'a kirguzib, musulmon qildi. Andin so'ngra yurub, Xitoy va Churchitni olib, Tanqutni ham musaxxar qildikim, tojik ani Tubat der. Andin so'ng Qoraxitoyini taxti tasarrufig'a kiyurdi.

*Vajh II* – a. – xizmat haqi, maosh, mablag', in'om:

Ilgiga ilgim uzotsam, do'stlar, *bevajh* emas,

Topshirurman ixtiyorim ul vafodor ilgiga.

Ul jumladin derlarkim, Muhammad Niyozbekning sahm va hissasi ikki yuz tillolig' *vajh* erdi. Alo hazo alqiyos va asirlardin o'ttiz etti bokira qiz erdikim, kamolu jamol va g'oyati e'tidolda erdi. Ul hazrat asirlarni mo'tamid va parhezkor kishilarg'a topshurub, fath va firuzmandlik bila murojaat qildi. Shahr safar hatmatallohi bilxayr vazzafarning to'rtinchi kunikim, chorshanba erdi, dorul amarai Xivaqq'a nuzul qilib, volidi buzurgvorining mulozimatig'a musharraf bo'ldi.

*Iztirob* – a. – qiynalish:

Chun mundoq suhbatı firdavs nuzhatg‘a doxil bo‘ldum, o‘zimni zarrai gumon qildimkim, quyosh huzurida sargashtai havoyi *iztirob* bo‘lg‘ay va qatraı yaqin bildimkim, muhit janbida adam va noyob ko‘ringay. Mastlardekkim, kuchluk boda hiddatidin bexud bo‘lg‘ay. Ubudiyat tufrog‘ig‘a yiqildim va bandalik ziluchasining go‘shasin bo‘sa qildim.

*Inoyat* – a. – shafqat:

Ubudiyat tufrog‘ig‘a yiqildim va bandalik ziluchasining go‘shasin bo‘sa qildim. Chun abad oyoqig‘a turdum, ta‘zim rasmin zuhurg‘a etkurdım. Nasoyimi altofi sultoniy, ravoyihi ashfoqi sohibqironiy harakatg‘a kirib, bandanavozlig‘ yuzidin tashrifi *inoiyati* bila mumtoz va ehsoni beg‘oyati bila sarafroz qilib, guharafshoni takallum bo‘ldikim

*Itob* – a. – jahl;

Goh *itob* etib, gahi noz qilib qachongacha,  
Xasta ko‘ngulg‘a qilg‘usi javr bila jafo ko‘zing.

~ aylamoq – jahl qilmoq:

Ko‘ngluma ortib farah, jonim dog‘i quvvat topar,  
Chun *itob aylab*, boqib yuzimga dashnom aylagach.

Xon Muhammad inoqg‘a *itobomiz* harflar bila tahdid qilib, shaharga muovidat etganda, Ko‘chakbekni nadmosi bila tutturib, mahbus qildi. Xo‘rozbek Gurlon janubidin g‘ayri ma‘mur va adro erlarnikim, Manqit jamoasining mulki xolisidur, obod qilmoqg‘a orig‘ qozdurur erdi. Bu voqea hudusidin ranjida bo‘lub, Xivaqg‘a kelib, xondin beizn Ko‘chakbekni hibsdan xalos qilib, xong‘a noshoist so‘zlar oytti.

### NATIJALAR VA MUHOKAMA

*Ixlos* – a. – muxlislik:

Ul asnoda Xo‘ja eli tarafidin Hazrati Qutb ulavliyo va faxr ulatqiyo, Sayid ularofin murshid ussolikin shamsulmillat va oldin Said Tursun Xo‘ja eshon maddallohi zalola irshoda ali ru‘us uttolibinning farzandi arjumandi Muhammadsharif Xo‘ja mo‘kulot va mashrubot va peshkash va tansuqot bila kelib, Xo‘ja elining ariza doshti *ixlos* va e‘tiqodlarin izhor va e‘lon qildi.

*Ixtilot* – a. – aloqa-munosabat:

Ey oqil, etma zoli jahon birla *ixtilot*,  
Bilqasd qilma qosidi jon birla *ixtilot*.

*Latofat* – a. – afzallik:

Jon bo‘lur ko‘zdin nihon ermas ajab ul sho‘xg‘a,  
Gar *latofatdinko‘zimga* bo‘lsa pinhon ikki lab.

Dema ul pari yuzini qilibdur ihota halqai zulfikim,  
Falaki *latofat* uza oning birisi qamar, biri holadur.

*Lutf* – a. – yaxshilik:

Kam etma Ogahiyg‘a shafqatingkim, shoh *lutfidin*  
Hamisha xurram o‘lmoq bandai kamtar munosibdur.

*Mazallat* – a.

*Mazallat* o‘qlaridin ul dilovar bo‘lg‘usi emin-  
Ki, olam razmgohida sardori qanoatdur.

*Mazammat* – a.

Do‘st deb har kimsani xalq ichra ta‘rif aylasam,  
Peshasi mandin *mazammat* ulcha imkon aylamak.

*Mashaqqatlik* – a. – qiyinlik:

Yuz mashaqqat yeturub, oxir alifdek qaddim,  
Qildim xam o‘ylaki dard ostidag‘i dol firoq.

*Maqom I* – a. – daraja:

Ul sarvari zamonki, biyikdur *maqom* ango  
Qad xamdurur falak qilibon ehtirom ango.

*Maqom II* – a. – to‘xtash, turish:

Gohi *maqom* qasri muallo aro qilib,  
O‘ltursa goh havzi musaffo qirog‘ida.

*Muruvvat* – a. – odamgarchilik, saxiylik:

Shukrini naylab qilurmankim, menga har dam ishi  
Yo karamdur, yo *muruvvat*, yo inoyat, yo vafo.

*Nadomat* – a. – afsus, pushaymon:

Qatra ko‘z abridin oqmay toatim bog‘i qurub,  
Vaft erur ashki *nadomatdin* yetursang nam ango.

*Najot* – a.

Shomi hajring zulmatida qoldim, ondin ber mango  
Ko‘rguzub iki yuzing mehrin, *najot uzra najot*.

*Nasib* – a. – hissa, ulush:

Har kimki dahr shohlig‘in ayladi havas,  
Bordur *nasib* g‘ussai fikri jahon ango

*Nash‘a* – a. – huzur, rohat:

Ul ko‘z nigohi *nash‘asi* olamni sarshor ayladi-  
Kim, ko‘beturgay bodasi kuchluk esa paymona fayz.

*Nusrat* – a. – zafar:

Olam ahli gar asiring bo‘lsa tong yo‘qkim, sango  
Etkurur *nusrat* damo-dam lashkari marg‘ubluq.

*Rabt* – a. – munosabat:

Gar so‘zim *berabt* bo‘lsa, Ogahiy, ayb etmakim,  
Ro‘za olmishdur ilikdin ixtiyorimni mening.

*Rag‘bat* – a. – istak, berilish; mayl qilish:

Saydgahg‘a sursa ot ilgiga olib qarchig‘ay,  
*Rag‘bati* birla shikor o‘lmay qolur kamtar shikor.

*Saxovat* – a. – saxiylik:

Gar *saxovat* lazzatidin bexabarsan, ey g‘aniy,  
Maxzaningda jam‘ bo‘lg‘on siym ila zardin na haz.

So‘z to‘yxonasining tirozandasi va ma‘ni taronasining bozandasi, a‘ni xomai fusunpardoz varaq sathida bu nav‘ raqs og‘oz qilurkim, chun torix hijriy ming ikki yuz yigirma sakkizda, bejin yilining avoxiri erdi, muharram oyinda, ul jahonbonliq burjining oftobi va sohibqironliq durjining la‘li noyobi, bazlu saxo iqlimining Iskandari, karamu ato qulzumining daraxshandai gavhari, sarvari xavoqini mu‘allo hashami afzali salotini mujallo, alami manzalat va basolatpanoh, *saxovat* va adolat dastgoh, rosimi rusumi *saxovat* va samohat, olimi ulumi balog‘at va fashohat

*Siyoh* – a. – tartib:

G‘am tuni fikrida qolib yo‘q xo‘rdu xobimiz dami,  
Tong emas ushbu vajh ila bo‘lsa buzuq *siyoqimiz*.

*Faxr* – a. – gʻurur, sharaf:

Yoʻling gardiyu shavqing dogʻidin *faxrim* ajab ermas-

Ki, man ishq ahli shohiman, bular toju nigunimdur.

*Xayr* – a. – yaxshilik:

Xazinlargʻa karam qil, jurʻai joming darigʻ etma-

Ki, bu hangom qush furjom vaqti *xayr* ehsondur.

Oqosi Soyinxonning ishorati bila bir kun urush hangomida besh kishi olib yovning orqosigʻa oʻtub, ondin piyoda boʻldilar va arsay korzorgʻa fili mastdek raxi tavajjuh qoʻyub aʻdoi farzin xiomgʻa qatl va koʻshishdin gashti shikast yetkurub, shohlarni xonai mamotda mot qildi. Ul shijoati yumnidin Soyinxon muzaffar va mansur boʻlub mamoliki mazburni *xayri* tasxirga kiyurdi.

*Shak* – a. – shubha, gumon:

*Shak* yoʻq tururki, zahrdin oxir boʻlur halok,

Har gʻofiliki, qilsa yilon birla ixtilot.

*Shafqat* – a. ~ qilmoq – mehribonlik koʻrsatmoq:

Nasimi *shafqatining* behjat afzo ehtizozidin,

Hama olam elining gʻunchadek koʻnglini xandon et.

Kam etma Ogahiygʻa *shafqatingkim*, shoh lutfidin

Hamisha xurram oʻlmoq bandai kamtar munosibdur.

*Shiddat* – a. – tezkorlik, shiddat;

Bizga tarahhum aylang, ey dilbari siym soqimiz,

Haddidin oshti usru koʻb *shiddati* ishtiyoqimiz.

*Shikva* – a. – shikoyat, hasrat, gina:

Na xusumat aydikim, har dam ochib *shikva* tilin,

Doʻstim olida aylar mani mazmum raqib.

*Ehson* – a. – hadya;

Ishq mulki shohiman, ishq ahlidurlar chokarim,

Toki yor *ehsonidin* shaʻnu muazzamdur mango.

Va sanai ming yuz toʻqsonda bejin yili hazrati Sultoni sohibqiron xalifai davron, zubdatul salotini olam, kuduvvat ul xavoqini muazzamul mansur, nusratul muluk ul mastgʻon Abulgʻoziy Muhammad Rahim Bahodirxon xaladullohi mulkihi va sultonih va afoz Ali ul olamiyn birra va *ehsonaning* valodati Humoyuni bila olam shabistoni ravshan va jahon xoristoni gulshan boʻldi.

*Ehtirom* – a. – hurmat;

Ul sarvari zamonki, biyikdur maqom ango

Qad xamdurur falak qilibon *ehtirom* ango

*Yumn* – a. – yaxshilik, barakat:

Chunki san sayr aylading, boʻldi quduming *yumnidin*,

Charxi volo gulsitonu, sobitu, sayyora gul.

*Qaror* – a. – xohish:

Sarv olmasmu edi eldin *qaror*

Gar esa qaddi xirominingcha xoʻb.

*Gʻaraz* – a. – maqsad:

Niholi sarv tutmas noz parvar qadding oʻrninkim,

*Gʻaraz* lufu ado koʻnglumgʻadur yoʻq muddao qomat.

Orazingdur mehri anvardin *gʻaraz*,

Qomating sarvi sanavbardin *g'araz*.

*Hosil* – a. – mazmun, natija;

Birovg'a gul misllik orazi gulgun bo'lub *hosil*.

Birovda bulbul oso bo'ldi yuz sho'ru shaab paydo.

Ul hazratdin ruxsat *hosil qilib*, mazkur bo'lg'on karvon qasdig'a qadami isbijo' bila qat'i masofat etib, Irdor yo'lida karvong'a yetib, g'orat va toroj qildilar. Barcha amvol va mavoitlarin dasti tasarrufig'a kirguzub, muovidat qildilar. Ul karvonning barcha yuki qiymatbaho shol erdikim, har birining qiymati bir jahon xiroji erdi. Xoni jannatmakon Chorjo'y safaridin kelmasdin burun shaharga kelib, avtifi farovon bila sarafroz bo'ldilar va safarlarining muddati 22 kun erdi.

Keyingi keltirilgan arabiy qatlamga mansub so'zlarning har biridan aylamak // bo'lmoq ko'makchi fe'llar orqali qo'shma fe'llar hosil qilingan.

#### XULOSA

Ogahiyning "Riyozu-d-davla" asarida arabiy qatlamga mansub so'zlar asosida shakllangan qo'shma fe'llar eski o'zbek tilining leksik va grammatik boyligini, ayniqsa arab tilining ta'sir doirasini chuqur aks ettiradi. Ushbu fe'llar adabiy matnda nafaqat tilshunoslik jihatdan, balki poetik-estetik vazifani ham bajarib, obrazlar yaratish, diniy-ma'naviy mazmunni kuchaytirish vositasi sifatida namoyon bo'ladi. Tadqiqot davomida aniqlanishicha, ko'plab arabcha so'zlar o'zbek tilidagi "aylamoq", "bo'lmoq", "qilmoq" kabi yordamchi fe'llar bilan birikib, yangi qo'shma fe'l birliklari hosil qilgan va ular matnda ko'p uchraydi. Bu hodisa o'zbek tilining o'zlashuvchanligini va boshqa tillar ta'sirida shakllangan murakkab grammatik birliklarni o'zlashtira olish qobiliyatini ko'rsatadi. Ushbu qo'shma fe'llarning lingvopoetik jihatdan o'rganilishi, ularning shakllanish mexanizmini tahlil qilish nafaqat tilshunoslik, balki adabiyotshunoslik nuqtai nazaridan ham katta ahamiyatga ega.

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**THE EFFECTIVENESS OF VARIOUS METHODS OF LAPAROSCOPIC SLEEVE  
GASTRIC RESECTION IN PATIENTS WITH MORBID OBESITY**

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The study included 785 patients operated on from 2019 to 2022, with follow-up for at least 36 months. Early and late surgical and metabolic complications, body weight dynamics, and the frequency of repeated weight gain were evaluated. A step-by-step analysis of the effectiveness and safety of two different tactical and technical approaches to performing LSG was carried out: Classic sleeve-gastrectomy, a technique based on the standard technique of forming a longitudinal gastric tube without an increased reduction in stomach volume, and Hard sleeve-gastrectomy, a modified version with a narrower calibration, expanded fundus mobilization, and an aggressive restrictive component.

The Classic LSG technique remains the most widely used standard in bariatric surgery due to its technical moderation, anatomical reproducibility, and relatively low complication profile. In the present study, 372 patients underwent surgical treatment using this technique, including 36 Fr gastric resection with preservation of the anatomy of the Gis angle and limited mobilization of the fundus. Already at the stage of the early postoperative period, she demonstrated a low level of complications: the incidence of early surgical disorders was 1.34%, and metabolic disorders — 25.7%, which is significantly lower than the similar indicators of the Hard group.

The clinical profile of patients after Classic LSG was also characterized by a lower incidence of late-onset disorders. Thus, the incidence of gastroesophageal reflux disease was only 2.42%, and there were no cases of gastric stenosis, dumping syndrome, or gastrointestinal fistulas. Micronutrient deficiencies and micronutrients occurred sporadically (in 1.3% of cases), indicating a more balanced effect of this technique on the digestive system and metabolism. In addition, psychological disorders in the long-term period were observed less frequently - in 15.05% of patients, and, as a rule, did not require specialized intervention.

Despite the moderate surgical benefits, the effectiveness of weight loss in the Classic group was limited. Only 42.2% of patients reached a normal body mass index 12 months after surgery, and only 20.4% after 36 months. Repeated weight gain was recorded in 62.4% of patients, and the proportion of patients with grade II–III obesity increased from 5.1% to 25%. These data indicate a decrease in the stability of the result after the first year and the possible need for revision intervention in some cases.

Nevertheless, the Classic technique remains an important tool in the arsenal of a bariatric surgeon, especially when working with patients with concomitant chronic diseases, low compliance, or psychological limitations. The mild nature of the restriction makes it possible to ensure an adequate effect without excessive risk, especially if there is a full-fledged program of monitoring and nutrition correction. Thus, Classic LSG should be considered not as a "less effective" alternative, but as a more gentle and physiologically stable alternative, especially in the treatment of patients with moderate metabolic risk and high safety priority.

**РАЗВИТИЕ ГИБКОСТИ У ГИМНАСТОК 6-7 ЛЕТ С ПОМОЩЬЮ УПРАЖНЕНИЙ СТРЕТЧИНГА КАК ФАКТОР УСПЕШНОГО ОБУЧЕНИЯ ЭЛЕМЕНТАМ ХУДОЖЕСТВЕННОЙ ГИМНАСТИКИ****Кумушой Назарова**

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**Аннотация.** В статье рассматривается значение гибкости как ключевого физического качества, необходимого для успешного освоения базовых элементов художественной гимнастики у гимнасток-художниц 6-7 лет.

**Abstract.** The article examines the importance of flexibility as a key physical quality necessary for successful mastering of the basic elements of rhythmic gymnastics in 6-7 year old rhythmic gymnasts.

**Ключевые слова:** гибкость, упражнения стретчинга, юные гимнастки, техника исполнения, гимнастические элементы, начальная подготовка.

**Key words:** flexibility, stretching exercises, young gymnasts, technique, gymnastic elements, initial training.

**Актуальность.** Современные требования к юным гимнасткам предполагают наличие высокой амплитуды движений, правильной осанки, пластичности и выразительности уже на этапе начальной подготовки. Гибкость является одним из ключевых компонентов физической подготовленности в художественной гимнастике, особенно на этапе начального обучения. В возрасте 6-7 лет у детей формируются основы двигательной активности, и развитие гибкости на этом этапе играет решающую роль в успешном освоении базовых элементов гимнастики.

Процесс развития гибкости является постепенным и непрерывным. Упражнения на гибкость следует использовать регулярно и в больших количествах во время тренировок. Каждый тренер-преподаватель обязан принимать все необходимые меры, направленные на сохранение здоровья спортсменов и защиту их от травм.

Подвижность суставов имеет важное значение для успешного технического развития. Недостаточная гибкость существенно усложняет и замедляет освоение двигательных навыков, и некоторые элементы техники соревновательных упражнений могут стать недостижимыми. Ограниченная подвижность суставов уменьшает проявление силы, скорости и координации, а также ухудшает взаимодействие как внутри мышц, так и между различными группами мышц. Это часто приводит к снижению эффективности движений и повышает риск травм мышц и связок.

Целенаправленное влияние физических упражнений на суставную подвижность должно учитывать естественные этапы возрастные развития организма. В младшем школьном возрасте опорно-двигательный аппарат развивается относительно равномерно, однако темпы роста отдельных показателей различаются. Например, в этот период длина тела увеличивается быстрее, чем масса.

Суставы детей этого возраста очень подвижны, связочный аппарат эластичен, скелет содержит большое количество хрящевой ткани. Позвоночный столб сохраняет большую подвижность до 8-9 лет.

Упражнения стретчинга, как специализированное средство, направлены на увеличение амплитуды движений, улучшение эластичности мышц и подвижности суставов. Целенаправленное применение упражнений стретчинга способствует формированию двигательных умений и освоению базовых элементов художественной гимнастики. Данная тема является актуальной так как роль гибкости на начальном этапе подготовки гимнасток-художниц особенно велика. Недостаточный уровень гибкости может препятствовать правильному усвоению технически сложных элементов, снижать выразительности движений и увеличивать риск травм.

В связи с этим возникает необходимость научного осмысления и практической проверки методики применения упражнений стретчинга для развития гибкости у гимнасток 6-7 лет, а также анализа ее влияния на качество освоения элементов художественной гимнастики.

**Цель исследования.** Определить влияние специально подобранных упражнений стретчинга на развитие гибкости гимнасток-художниц 6-7 лет и обосновать её роль как фактора успешного освоения базовых элементов художественной гимнастики.

**Задача исследования.** Разработать и апробировать комплекс упражнений стретчинга, направленный на развитие гибкости у гимнасток 6-7 лет с целью повышения эффективности освоения базовых элементов художественной гимнастики.

**Результаты исследования и их обсуждение.** В исследовании приняли участие 20 гимнасток 6-7 лет, занимающихся художественной гимнастикой. Девочки были разделены на две группы: контрольную и экспериментальную. В течение 8 недель гимнастики экспериментальной группы выполняли специально подобранный комплекс упражнений стретчинга в заключительной части тренировочного процесса.

Упражнения стретчинга для заключительной части урока приведены ниже в таблице 1.

Таблица 1

**Методика применения упражнений стретчинга для развития гибкости гимнасток-художниц 6-7 лет в заключительной части урока.**

Структура методики	Время (10-15 минут)	Упражнения	Дозировка
Динамический стретчинг	5 мин	«Волшебные круги» - сидя на полу, ноги вытянуты вперед. Одна нога рисует в воздухе круг.	6-8 кругов (каждой ногой)
		«Крылья бабочки» - сидя, стопы соединены, колени разведены. Легкие покачивания коленями вверх-вниз.	10-12 движений
		«Ходячая паутина» - в положении лягушки (колени врозь, стопы вместе), мягкие перекаты вперед-назад, влево-вправо.	6-8 движений в каждую сторону
Статические		«Шапка волшебника» - стоя ноги на ширине плеч. Медленный наклон вперед обнимаем	2-4 повторений

	6 мин	ножки стремимся коснуться головы к коленям, затем плавно покачиваемся.	
		«Кошачья грация» - на четвереньках, руки под плечами. Медленно выгибаем спину вверх, затем плавно уходим в мягкий мостик, стараясь выпрямить руки.	2-4 подхода по 10 секунд
		«Звездочка на полу» - сидя на полу, ноги широко разведены в стороны, руки вытянуты вперед. Медленно наклоняемся вперед, стараясь дотянуться животом до пола, медленно возвращаемся в И.П..	2 подхода по 15 секунд
		«Ласковый тигренок» - лежа на животе, руки впереди, ноги вытянуты. Сгибаем одну ногу назад, берем за стопу рукой, плавно подтягиваем стопу к ягодице, фиксируем положение, меняем ногу.	2 подхода по 10 секунд на каждую ногу
		«Падающая вишенка» - шпагат на правую ногу, руки вытянуты вверх, медленно опускаем корпус вперед, лечь животом на переднюю ногу, фиксируем положение, плавно поднимаемся обратно.	2 подхода по 15 секунд на каждую ногу
Активное расслабление и балансировка	2 мин	«Дыхание дракона» - лежа на спине, руки на животе. Глубокий вдох через нос, длинный выдох через рот.	6-8 вдохов
		«Медленный качели» - сидя, колени прижаты к груди, руки обхватывают ноги медленный перекал с круглой спиной назад, обратно в И.П. не отпуская руками ноги.	4-6 повторений

Заключительная часть тренировки играет важную роль в развитии гибкости, особенно у девочек 6-7 лет. Именно в этот период занятия тело находится в оптимальном состоянии для углубленной растяжки, а правильно организованный финальный этап тренировки помогает не только улучшить результаты, но и снизить риск травм.

Методика основана на комбинированном использовании динамического и статического стретчинга, а также упражнений для расслабления, что обеспечивает безопасное и эффективное развитие гибкости.

**Вывод.** Проведенное исследование подтвердило, что развитие гибкости с использованием упражнений стретчинга у гимнасток младшего возраста оказывает положительное влияние не только на физическое состояние детей, но и на их техническую подготовленность. Повышение уровня гибкости напрямую связано с улучшением качества исполнения гимнастических элементов: юные гимнастки быстрее осваивают новые движения, легче удерживают равновесие и демонстрируют большую пластичность.

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XORAZM VILOYATIDA QALQONSIMON BEZ O‘CHOQLI O‘ZGARISHLARINING  
TARQALISHINI ANIQLASHDA ULTRATOVUSH TEKSHIRUVI IMKONİYATLARI

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**Tadqiqotning dolzarbligi.** Hozirgi kunda qalqonsimon bez kasalliklari, ayniqsa tugunli va o‘choqli o‘zgarishlar, butun dunyo bo‘ylab endokrin patologiyalar orasida eng keng tarqalgan kasalliklar qatoriga kiradi. Xususan, ekologik omillar, yod tanqisligi, stress va noto‘g‘ri ovqatlanish bu kasalliklarning rivojlanishiga olib keluvchi asosiy sabablar hisoblanadi. Respublikamizning ayrim hududlarida, jumladan Xorazm viloyatida ham, ushbu kasalliklarning tarqalish darajasi oshib borayotgani kuzatilmoqda. Ko‘p hollarda tugunli o‘zgarishlar klinik belgilarisiz kechadi va faqat instrumental diagnostika, xususan ultratovush tekshiruvi (UTT) yordamida aniqlanadi. UTT esa xavfsizligi, iqtisodiy samaradorligi va yuqori aniqligi tufayli aholi orasida skrining tadbirlari uchun eng maqbul usullardan biri sanaladi. Shu bois, Xorazm viloyati aholisi orasida qalqonsimon bez o‘choqli o‘zgarishlarining tarqalishini aniqlash hamda ultratovush tekshiruvi imkoniyatlarini baholash dolzarb ilmiy va amaliy ahamiyatga ega. Ushbu yo‘nalishdagi tadqiqotlar hududiy sog‘liqni saqlash tizimida erta tashxis qo‘yish, profilaktika choralari va malakali tibbiy yondashuvlarni ishlab chiqishda muhim asos bo‘lib xizmat qiladi.

**Tadqiqot metodi.** Qalqonsimon bezdagi o‘choqli o‘zgarishlar – tugunlar, kistalar va giperplastik jarayonlar – aholi orasida ko‘p uchraydigan, aksariyat hollarda klinik belgilarisiz kechadigan endokrin patologiyalardandir. Ushbu tadqiqotda Xorazm viloyatida istiqomat qiluvchi aholining qalqonsimon bezi holatini baholashda ultratovush tekshiruvi (UTT) yordamida o‘choqli o‘zgarishlarning aniqlanish chastotasi, ularning morfologik turlari va yosh-jins bo‘yicha taqsimoti o‘rganildi.

**Tadqiqot natijalari.** Tadqiqotda 2024-yil davomida viloyatning shahar va tuman hududlaridan tanlab olingan 350 nafar shaxs (210 nafar ayol va 140 nafar erkak) ishtirok etdi. Ishtirokchilarning o‘rtacha yoshi  $38,6 \pm 12,4$  yilni tashkil etdi. UTT tekshiruvlari Siemens Acuson X300 apparatida 7,5–10 MHz chastotali datchik bilan o‘tkazildi. Tadqiqot natijalariga ko‘ra, 115 nafar (32,8%) ishtirokchida qalqonsimon bezda o‘choqli o‘zgarishlar aniqlandi. Ular orasida ayollar soni 89 nafar (77,4%), erkaklar esa 26 nafar (22,6%)ni tashkil etdi ( $p < 0,05$ ), bu ayollar orasida tugunli kasalliklar uchrash chastotasi sezilarli darajada yuqori ekanligini ko‘rsatadi.

Tugunlarning morfologik tasnifi quyidagicha taqsimlandi: 61,7% hollarda solid (qattiq) tugunlar, 23,5% hollarda kistoz tuzilma, 14,8% hollarda esa aralash (solid+kistoz) shakllar kuzatildi. Doppler tekshiruvi orqali tugunlarning qon ta‘minoti baholandi va 82% hollarda minimal yoki o‘rtacha qon oqimi, 18% hollarda esa periferik gipervaskulyarizatsiya aniqlandi. Biopsiya uchun xavfli deb baholangan tugunlar soni jami aniqlangan tugunlarning 9,6% ini tashkil etdi ( $n=11$ ).

Yosh bo‘yicha taqsimot shuni ko‘rsatdiki, 40 yoshdan katta aholida tugunli o‘zgarishlar ko‘rsatkichlari 2,1 baravar ko‘p uchraydi ( $p < 0,01$ ). Urbanizatsiya darajasi ham ta‘sir qiluvchi omil bo‘lib, shahar aholisi orasida tugun aniqlanishi 36,4% ni, qishloq aholisi orasida esa 28,1% ni tashkil etdi.

**Xulosa.** Tahlil natijalariga ko'ra, ultratovush tekshiruvi usuli qalqonsimon bezdagi tugun va boshqa o'choqli o'zgarishlarni erda, xavfsiz, iqtisodiy samarali va keng qamrovli usul sifatida aniqlashda yuqori diagnostik ahamiyatga ega ekanligi aniqlandi. Ayniqsa, ayollar, 40 yoshdan oshgan shaxslar va shahar aholisini muntazam skrining qilish orqali qalqonsimon bez kasalliklarini erda bosqichda aniqlash imkoniyati mavjudligi ta'kidlandi.

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## KONTSEPT KOGNITIV TILSHUNOSLIKNING ASOSIY TUSHUNCHASI SIFATIDA

Buxoro davlat universiteti, Fakultetlararo chet tillar kafedrası katta o'qituvchisi

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**Kalit so'zlar:** *tilshunoslik, kognitiv tilshunoslik, psixolingvistika, konsept, madaniyatshunoslik, lingvokulturologiya*

**Annotatsiya.** *Maqolada asosan tilshunoslikda hozirda dolzarb tushunchalardan biri bo'lgan "konsept" tushunchasining rus tilshunoslari talqinidagi tahlillari ko'rib chiqilgan.*

**Kirish.** Bugungi kunga kelib tilshunoslikni struktura sifatida emas balki uni psixologiya, madaniyatshunoslik fanlari bilan uygun ravishda o'rganish dolzarb masalalardan bo'ldi. Ushbu maqolada biz rus tilshunosligi prizmasi orqali konsept atamasini batafsil ko'rib chiqamiz.

Hozirgi kunda tilshunoslik sohasida olib borilayotgan tadqiqotlarning diqqatga sazovor xususiyati tildagi inson omiliga e'tibor berishdir, shuning uchun kognitiv yondashuvning asosiy prinsipi til haqida kognitiv faoliyatdan ajratilgan holda gapirish mumkin emas degan fikrdir (R. Langaker, J.Lakoff, A. Vejbitskaya va boshqalar).

E'tibor bering, zamonaviy tilshunoslikda keng tarqalgan konsept atamasi hozirgi vaqtda yagona ta'rif yo'qligi sababli ilmiy munozaralar mavzusi hisoblanadi. Konsept atamasining turli xil talqinlari ushbu konseptning ko'p qirraliligi va ko'p qirraliligi to'g'risida xulosa chiqarishga imkon beradi. Tadqiqotning kontseptual yondashuvi kognitiv, etnologiya, psixologiya, sotsiologiya, madaniyatshunos va boshqa gumanitar fanlarning yutuqlarini sintez qiladi, shuning uchun turli xil tushunchalarni tavsiflash zamonaviy tilshunoslik uchun dolzarb mavzudur.

E'tibor bering, lingvistik-madaniy va sof lingvistik konsept tushunchalarini farqlash kerak.

Lingvistik tushunchalar mentalitet / mentalitet birliklari qatoriga kiradi-ular orqali milliy (etnik) xarakter tasvirlangan toifalar. Sof lingvistik tushunchalar-bu konseptning mazmuni, ismning (belgining) semantik ma'nosi, shuningdek belgining o'zidan va uning ob'ektiv ma'nosidan (denotat, konsept doirasi) farq qiladi.

**Literature discussion.** Rus tilida "konsept" so'zi lotincha "conceptus" ning transliteratsiyasi sifatida paydo bo'ladi, bu so'zma - so'z "tushuncha, konsept" degan ma'noni anglatadi ("concipere-yaralish" fe'lidan) [Stepanov 2001: 43].

"Longman Dictionary of Contemporary English" da konseptning quyidagi ta'rifi keltirilgan: someone's idea of something is, or should be done (odamzodning biror narsa haqidagi tasavvuri). [Longman Dictionary of Contemporary English 1995: 279]. Bu holda konsept atamasi "allaqachon qilingan yoki bajarilishi kerak bo'lgan narsa g'oyasi" deb talqin etiladi.

Rus tilshunosligida konsepsiya atamasi turli lingvistik maktablar va yo'nalishlar prizmasi orqali ko'rib chiqiladi (D. S. Lixachev, Y. S. Stepanov, N. D. Arutyunova, E. S. Kubryakova, S. X. Lyapin va boshqalar).

Shunday qilib, E. S. Kubryakova konseptni ongimizning ajralmas operatsion birligi sifatida talqin qilishni taklif qiladi, uni inson fikrlash jarayonida Gestalt (ya'ni fikr bilan birlashtirilgan belgilarning tayyor to'plami), shuningdek nutq faoliyati sifatida ishlaydi. E. S. Kubryakova tushunchalarni inson tomonidan boshqariladigan va inson faoliyati natijalarini bilim kvantlari shaklida aks ettiradigan ongimiz va xotiramizni tavsiflovchi turli xil ma'nolar sifatida tushunadi [Kubryakova 1996].

Y. S. Stepanov madaniy-semiotik yondashuv doirasida turli konsepsiyalarni ko'rib chiqdi. Yu. S. Stepanov "konsept" atamasini ikki jihatdan izohlab, bir tomondan, konsept-bu madaniyat, inson ongida, madaniyat insonning aqliy dunyosiga kiradigan narsa, boshqa tomondan, konsept-bu inson o'zi madaniyatga kiradigan narsa, va ba'zi hollarda va unga ta'sir qiladi [Stepanov 1997].

V. N. Telia konseptni ramkaga tuzilgan bilim sifatida belgilaydi. Shunday qilib, u nafaqat ko'rib chiqilayotgan ob'ektning muhim xususiyatini, balki mohiyat haqidagi bilimlarni o'z ichiga olgan barcha xususiyatlarning umumiylikini aks ettiradi [Telia 1996].

Y. D. Apresyan "tushunchalar" ni o'ziga xos lingvistik-madaniy izogloss va izogloss to'plamlari deb ataydi" [Apresyan 1995].

E'tibor bering, zamonaviy tilshunoslar konseptning ta'rifini berib, "insonda va inson uchun mavjud bo'lgan ma'no"ga e'tibor berishadi. A. Vejbitskaya konsepsiyasini ham shunday belgilaydi.

A. Vejbitskaya tabiiy til tabiatining o'ziga xos xususiyati shundaki, tilda psixologik va ekstralingvistik haqiqatlar, shuningdek, ona tilida so'zlashuvchilarning ijtimoiy dunyosi o'rtasida hech qanday to'siqlar yo'q. A. Vejbitskaya konsept atamasini "ideal" olamining ob'ekti sifatida belgilaydi, u nomga ega va insonning "haqiqat" dunyosi haqidagi ma'lum madaniy-shartli g'oyasini aks ettiradi [Vejbitskaya 1997].

A. Vejbitskaya konseptni "tashqi voqelikni bilish vositasi sifatida ko'rib chiqishni taklif qiladi, ular til yordamida ba'zi tushuntirish tuzilmalari shaklida tavsiflanishi kerak". Ushbu yondashuvni mantiqiy-kontseptual deb atash mumkin. A. Vejbitskaya nazariyasiga ko'ra, tushunchalar etnospetsifikaga ega va shuning uchun ularning o'ziga xosligi va umumiy xususiyatlarini o'rganish uchun turli xalqlarning madaniyatlarini taqqoslash uchun ishlatilishi mumkin. U konsept-maksimal va konsept-minimal tushunchalariga o'ziga xos nuqtai nazarni bildirdi va ushbu tushunchalarning qarama-qarshiligi madaniy jihatdan bog'liqligini isbotladi. Bundan tashqari, maksimal konseptni bilish-bu oddiy ona tilida so'zlashuvchiga xos bo'lgan so'zning ma'nosini to'liq bilish; minimal konseptni bilish – bu to'liq bo'lmagan ma'noni bilishdir, ammo u ma'lum bir chegaradan past bo'lmasligi kerak [Vejbitskaya 1999].

A. Vejbitskaya tomonidan taklif etilgan "minimal" va "maksimal" tushunchalari tushunchalarini birlashtirib, N. K. Ryabtseva konseptning quyidagi ta'rifini taklif qildi:

"Konsept – bu inson tajribasini to'ldirish, o'zgartirish va aks ettirishga qodir bo'lgan yaxlit ta'lim; konsept mantiqiy ravishda tashkil etilgan dinamik tuzilishga ega bo'lib, u boshlang'ich-asosiy elementdan va unga bog'liq bo'lgan elementlarning prototipik qiymati orqali hosil bo'ladi" [Ryabtseva 2000: 77].

S. G. Vorkachev konseptni aniqlashga boshqacha yondashuvni taklif qiladi, ikkinchisi haqida til belgisi mazmuni rejasi sifatida gapiradi. S. G. Vorkachev o'z asarlarida konseptni "shaxssiz, ob'ektivistik tushunchani avtorizatsiya qilish" da lingvistik-madaniy o'ziga xoslik bilan belgilangan aqliy shakllanish sifatida ajratishning asosiy sababini ko'rib chiqadi [Vorkachev 2001: 67]. Tilshunosning ta'kidlashicha, konseptning semantik makoniga ekspressiv va illokutiv funktsiyalar bilan bog'liq bo'lgan til belgisining barcha pragmatik ma'lumotlari, shuningdek sintagmatik, pragmatik va so'z yasovchi aloqalar kiradi. S. G. Vorkachevning fikricha, konsepsiya semantikasining muhim tarkibiy qismlaridan biri so'zning kognitiv xotirasi hisoblanadi. Kognitiv xotira ostida tilshunos "til belgisining asl maqsadi va ona tilida so'zlashuvchilarning ma'naviy qadriyatlarini tizimi bilan bog'liq semantik xususiyatlarini" tushunadi [Vorkachev 2001: 66].

Konsept nazariyasi N. D. Arutyunova, uning fikriga ko'ra, konseptni shakllantirish uchun asos faqat baholash ob'ektiga aylanadigan hodisa deb hisoblanishi kerak. N. D. Arutyunova ob'ektni baholash uchun, birinchi navbatda, odam "uni o'zi orqali o'tkazishi" kerak, deb hisoblaydi. Muallif o'z asarlarida baholash tabiati va inson tabiati o'rtasidagi parallellikni keltirib chiqaradi. Madaniyat tashuvchisi ongida konseptni shakllantirish uchun asosiy bosqich ob'ektni baholash va uni o'zi orqali "o'tkazish" davri hisoblanadi. N. D. Arutyunovanning so'zlariga ko'ra, konsept atamasi hayot tajribasi, urf - odatlari, hissiyotlari, shuningdek din, folklor, mafkura, psixologiya, san'at kabi turli madaniy omillarning sintezi natijasida yuzaga kelgan ikkinchi darajali tushunchadir. N. D. Arutyunova konseptlar "inson va dunyo o'rtasida vositachilik qiladigan o'ziga xos madaniy qatlamni" tashkil qiladi deb hisoblaydi [Arutyunova 1993: 3].

S. B. Kutsi, J.Lakoff, deb yozadi: "J.Lakoff konsept tushunchasini gestaltning falsafiy toifasi bilan taqqoslash mumkin deb hisoblaydi. Ushbu turkum Gestalt psixologiyasida Markaziy o'rinni egallaydi va qabul qilingan narsalarning fazoviy barqaror shakli hisoblanadi. Majoziy ma'noda Gestalt atamasi elementlari bir-biriga bog'langan va yagona tuzilma bilan belgilanadigan aqliy madaniy shakllanishlarga, qadriyatlarga nisbatan qo'llaniladi. Gestalt-ongda individual hodisalarning xilma-xilligini tartibga soluvchi va mavhum so'z boyligining mazmunini tashkil etuvchi murakkab tuzilmalar, bunga prototiplar orqali talqin qilingan tushunchalar, shuningdek, Gestalt turlari sifatida ramkalar, stsenariylar kiradi [Kutsy 2003: 41]. J.Lakoffni mahalliy tilshunoslikda L. O. Cherneyko ham rivojlantiradi, u "So'zning umumlashtirilgan tasviri bo'lgan konsepsiya gestaltlardan iborat" deb ta'kidlaydi [Cherneyko 1995: 81].

Yuqoridagi ta'riflarni taqqoslash shuni ko'rsatadiki, tadqiqotchilar orasida "konsept" atamasining talqini to'g'risida kelishuv mavjud emas. Bilim va tilning nisbati tilshunoslik, psixologiya, falsafa va boshqa fanlar o'z yo'lida hal qilishga harakat qiladigan muammodir. Bir nechta yo'nalishlar mavjud, ya'ni falsafiy, madaniy, kognitiv, lingvistik, ularning har biri "konsept" atamasini o'ziga xos tarzda izohlaydi.

Falsafiy yo'nalishga tegishli bo'lishi mumkin bo'lgan mualliflarning fikriga ko'ra – J. Deleuze va F. Gvattari, konsept – bu falsafiy g'oya, "cheksiz tezlikda mutlaq ko'tarilish holatida ma'lum bir nuqta bilan ishlaydigan cheklangan miqdordagi tarkibiy qismlarning ajralmasligi" [Deleuze, Gvattari 1998]. Konsept avtoreferent va diskursiv emas. Falsafaning boshqa fanlardan farqi shundaki, fanlarning predmeti tushunchalar emas, balki takliflar shaklida amalga oshiriladigan funktsiyalardir.

Madaniy yo'nalish sinxron jihatdan til va madaniyat o'rtasidagi munosabatlarga qaratilgan. Shuning uchun ularning konseptlarni o'rganishga bo'lgan yondashuvi, bir tomondan, falsafa bilan bog'liq, chunki tadqiqotchilar ko'rib chiqish mavzusi aksiologik tushunchalar (masalan, haqiqat, ijodkorlik, burch, taqdir, yaxshilik, yomonlik, go'zallik, erkinlik va boshqalar), usul esa mantiqiy tahlil va boshqa tomondan tilshunoslik, chunki bular konseptlar asosan og'zaki birliklar orqali tahlil qilinadi. Yu. yu. Stepanov va S. G. Proskurin "jahon madaniyati konstantalari" asarida tushunchalarni madaniyatning keng sohasidagi hodisa sifatida o'rganadilar. Muayyan madaniy tushunchalarni o'rganish uchun "dunyoning o'ziga xos lingvistik va madaniy modellari qaranganda mavhumlikning yuqori darajasida yuzaga keladigan va til va madaniy mavzular o'rtasidagi o'zaro bog'liqlikning ma'lum bir bilvosita darajasini o'rnatadigan" "kontseptual sohalar" ning uslubiy printsiplari ilgari suriladi [Stepanov, Proskurin 1993].

Kognitiv yo'nalish vakillari konseptni aqliy rejaning hodisalari deb atashadi. Ushbu atamaning ta'rifi "kognitiv atamalarning qisqacha lug'ati" da berilgan bo'lib, unda konsept "xotira, aqliy Leksikon, kontseptual tizim va miya tilining operativ mazmunli birligi, inson ruhiyatida aks

ettirilgan dunyoning butun manzarasi” deb talqin etiladi. Bu shaxs dunyo ob'ektlari haqida nimani bilishi, o'ylashi, tasavvur qilishi haqida ma'lumot. “Konsept” tushunchasi tajriba va bilim mazmunini, butun inson faoliyati natijalari va dunyoni bilish jarayonlarining mazmunini aks ettiruvchi ma'nolar g'oyasiga javob beradi...”[Kubryakova, Demyankov 1996: 90].

Lingvistik semantikaga asoslangan tushunchalar turlarining batafsil tavsifi A.P.Babushkin, bu aqliy faoliyatning ushbu maxsus tuzilishini “ona tilida so'zlashuvchilar xotirasida mavjud bo'lgan haqiqiy va ideal dunyo ob'ektini aks ettiruvchi kollektiv ongning har qanday diskret mazmunli birligi” sifatida ta'riflashni taklif qiladi. “Konsept og'zaki, so'z bilan belgilanadi, aks holda uning mavjudligi mumkin emas” - va konseptni konseptlarning turlaridan biri sifatida ajratib turadi – “mantiqiy ravishda qurilgan konsept” [Babushkin 1998].

**Xulosa.** Shunday qilib, turli tillarda dunyo rasmlarining xususiyatlarini o'rganish va parchalarini moslashtirish kontseptual tadqiqotlarning asosiy maqsadlaridan biridir. Leksik va frazeologik birliklar nutqda turli xil tushunchalarni ob'ektivlashtiradi va taqdim etadi. Leksik va frazeologik birliklarning ma'nolari to'plami tilning semantik makonini hosil qiladi; tilning semantik makonini tahlil qilish natijalarining kognitiv talqini jamiyat kontseptosferasini modellashtirishga imkon beradi. Shuning uchun har qanday lingvistik tadqiqotning muhim bosqichi konseptning lingvistik ob'ektivlashtirish vositalarini to'liq o'rganishga imkon beradigan keng qamrovli tadqiqot metodologiyasidan foydalanish hisoblanadi. Kontseptual tahlil tartibini tavsiflash bilan bog'liq holda konsept tuzilishi va uning mavjudligi sohasini ko'rib chiqish qulayroq bo'lganligi sababli, keyingi maqolada kontseptual tadqiqotlarning turli usullarini ko'rib chiqishga murojaat qilamiz.

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SLAVE MARKETS IN SAMARKAND AND BUKHARA DURING THE MIDDLE AGES

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**Annotation:** This article explores the historical role and significance of slave markets in the cities of Samarkand and Bukhara during the Middle Ages. It examines the economic, social, and cultural aspects of the slave trade in these important Central Asian hubs, highlighting how these markets influenced regional dynamics. Through analysis of historical records and scholarly research, the study sheds light on the mechanisms of slave trading, the demographics of slaves, and the impact on local societies. The article also discusses the broader implications of the slave trade on the development of trade routes and political relations in medieval Central Asia.

**Keywords:** The article discusses slave markets in Samarkand and Bukhara during the Middle Ages, focusing on the slave trade, the economic and social aspects of Central Asia, and the impact of medieval slavery on regional history.

**Introduction.**

During the Middle Ages, Samarkand and Bukhara stood as two of the most prominent and prosperous cities along the Silk Road. As major centers of trade, culture, and political power in Central Asia, these cities attracted merchants, scholars, travelers, and rulers from across the Islamic world, China, India, and Europe. Their strategic location at the crossroads of civilizations made them vital hubs not only for the exchange of goods such as silk, spices, and precious metals, but also for the trade of human beings. Among the many commercial activities that flourished in medieval Samarkand and Bukhara, the slave trade held a central and complex role. Slave markets in these cities were well-organized institutions that operated under both local traditions and Islamic legal frameworks. The presence of slave markets reflected the socio-economic demands of the time, as slaves were considered essential to maintaining the labor force for agriculture, construction, domestic service, and military duties. Slaves were sourced from various regions including the steppes of Central Asia, the Caucasus, Persia, and even parts of Eastern Europe and Africa. This diversity of origin illustrates the wide reach of trade networks and the high level of integration between Central Asia and the broader medieval world. Moreover, the slave trade in Samarkand and Bukhara was not merely an economic phenomenon. It had far-reaching social and cultural consequences. Slaves often became part of the urban population, and in some cases, they assimilated into the local society through conversion to Islam, intermarriage, or manumission. The structure of slavery was influenced by both Islamic jurisprudence and local customs, which together shaped the daily lives and social status of slaves. This article aims to examine the historical development, organization, and impact of slave markets in Samarkand and Bukhara during the Middle Ages. By exploring historical sources and scholarly interpretations, the study seeks to shed light on how slavery functioned within these cities and how it contributed to the economic, social, and cultural evolution of medieval Central Asia.

**Main Body.**

The existence and operation of slave markets in Samarkand and Bukhara during the Middle Ages were closely tied to the region's geopolitical importance, economic development, and cultural complexity. Located along the Silk Road, these cities acted as key nodes in the global trade network, linking the Islamic world with China, India, the Russian steppes, and Europe. As major centers of commerce and governance under various dynasties such as the Samanids, Karakhanids, and Timurids, Samarkand and Bukhara became prominent venues for the exchange of not only goods but also people. The demand for slave labor was driven by both domestic and state needs, including agriculture, household service, military use, and administrative roles.

**Sources of Slaves:** Slaves sold in Samarkand and Bukhara came from diverse regions. Many were captured in military campaigns or taken as prisoners during raids in the Eurasian steppes, particularly from Turkic and Mongol tribes. Others were acquired through trade from the Caucasus, Persia, India, and even Africa. Slave caravans often traveled long distances to reach the bazaars of Central Asia, passing through desert routes and mountain passes. These individuals were brought to market through both state-sponsored expeditions and private trading networks, highlighting the organized and commercialized nature of the slave trade.

**Structure and Function of Slave Markets:** Slave markets in Samarkand and Bukhara were typically located near central bazaars, alongside merchants selling spices, textiles, livestock, and other goods. These markets followed established procedures, with public auctions overseen by market officials or local authorities to ensure adherence to Islamic and civil laws. Slaves were evaluated based on age, health, physical strength, beauty, and skills. Males were often sold for agricultural or military work, while females were frequently purchased for domestic service, concubinage, or as entertainers in wealthy households. Islamic law (Sharia) played a significant role in regulating the slave trade. Slavery was permitted under certain conditions—such as through warfare or trade with non-Muslim territories—but slaves were granted rights that required humane treatment. They were entitled to food, clothing, and rest, and their emancipation was considered a virtuous act in Islamic teaching. Legal mechanisms such as mukataba (contracts for eventual freedom) allowed some slaves to earn or negotiate their liberation.

**Roles and Contributions of Slaves:** Slaves in Samarkand and Bukhara performed a wide range of functions. In agricultural estates (especially outside city limits), male slaves labored in fields and irrigation works. Within urban settings, slaves served as artisans, guards, cooks, cleaners, and attendants. Some were trained in religious or administrative roles and became influential within the courts of rulers and nobles. Female slaves often worked as domestic servants or became part of the family structure, sometimes gaining status through marriage or childbirth. Military slavery was another unique aspect of the region. Turkic and Central Asian slaves were frequently trained as soldiers or bodyguards (similar to the Mamluks in Egypt). These military slaves often earned the trust of rulers and were rewarded with power, land, and freedom, demonstrating the possibility of upward mobility within the slave system.

**Social and Cultural Impact:** The presence of a large enslaved population affected the social structure of Samarkand and Bukhara. Slavery reinforced social hierarchies and helped maintain the economic dominance of elites. However, many slaves, especially those who converted to Islam, became integrated into society. This contributed to the multicultural and multilingual makeup of the population, as former slaves from different regions brought with them diverse customs, languages, and skills. Slavery also had religious and intellectual implications. Some slaves, once freed, contributed to religious life as scholars, scribes, or educators. Others left cultural legacies in the form of music, art, and craftsmanship. This integration of enslaved and freed individuals enriched the social fabric of both cities, even as the moral questions surrounding

slavery persisted. Decline of the Slave Trade: By the later Middle Ages and early modern period, the significance of the slave markets in Samarkand and Bukhara began to decline due to a variety of factors. Changing trade routes, the rise of new empires, and shifts in political power reduced the inflow of slaves into Central Asia. Additionally, the growing influence of Islamic reform movements emphasized justice, morality, and the spiritual equality of all Muslims, leading to increased questioning of the institution of slavery.

**Conclusion:**

The slave markets in Samarkand and Bukhara during the Middle Ages were vital components of the region's economic and social systems. These markets not only facilitated the trade of human beings but also reflected the diverse cultural and ethnic interactions that characterized Central Asia at the time. Slavery influenced many aspects of life, from labor and military service to social hierarchy and cultural integration. Understanding the role of these slave markets provides important insights into the historical development of trade routes, political power, and social structures in medieval Central Asia. Overall, the study of slavery in these cities reveals the complex dynamics of a region that was a crossroads of civilizations.

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**CLINICAL AND LABORATORY MANIFESTATIONS OF BILIARY ATRESIA IN CHILDREN OF DIFFERENT AGES**

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**Introduction.** In newborns and children of the first months of life, biliary atresia occupies a leading place in the structure of liver and bile duct diseases. Biliary atresia was first described more than a century ago, but even now, issues of its timely diagnosis cause difficulties. At the same time, the effectiveness of surgical treatment depends on the age of the patient, which determines the exceptional importance of early diagnosis. There is no research method on the basis of which the diagnosis can be verified. Biliary atresia is established on the basis of characteristic clinical and laboratory manifestations, which change depending on the age of the child, as well as when excluding other diseases of the hepatobiliary system.

**Purpose of the study.** Study of clinical and laboratory manifestations of biliary atresia in different age periods.

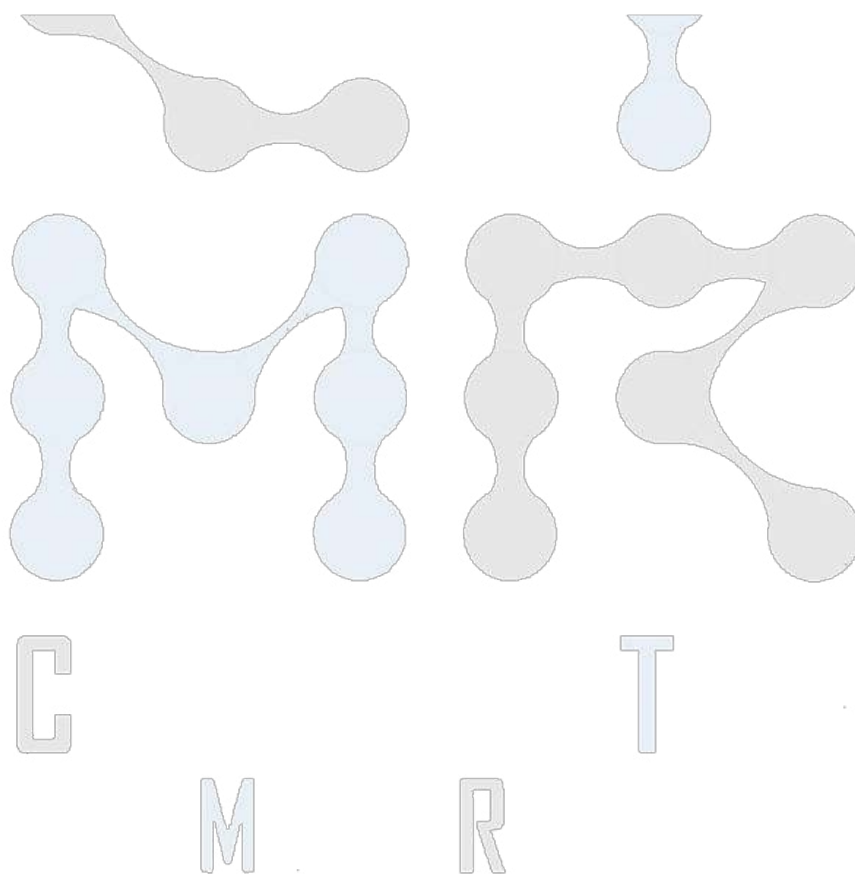
**Material and methods of research.** A total of 70 children aged 10 days to 6.5 months with biliary atresia were examined. Anamnestic, clinical, laboratory and instrumental manifestations of the disease were analyzed. Most children were born full-term with anthropometric indices corresponding to the norm. Jaundice appeared on the 2nd-4th day of life, 52% of patients had a "light interval" in the course of jaundice. The earliest clinical sign of the disease was discolored stool, the appearance of which in most cases (94%) was preceded by the passage of meconium. Absence of hepatomegaly at birth with subsequent gradual increase in liver size by the end of the 1st month of life was characteristic of all children. Clinical and laboratory manifestations of cholestasis and transaminase indices increased in children after 1 month of life. By this age, hemorrhagic syndrome was manifested in 5 (7%) patients. The indicators of the liver synthetic function remained normal up to 3.5-4 months of life. According to the ultrasound examination data, the gallbladder was visualized as a "cord" (77%) or was not visualized (23%). Without surgical treatment, signs of biliary cirrhosis formation appeared by 5-6 months of life.

**The results obtained and their discussion.** All children had jaundice, the maximum severity of which was noted at the age of 5.0±0.5 months and older. Up to 2 weeks of life, the liver size was within the normal range in most children, in other age groups its size was increased.

At the same time, the degree of increase was proportional to the age of patients, which is also explained mainly by postnatal liver damage in children with biliary atresia. In all age groups, the level of total bilirubin was increased due to the direct fraction, and at the age of 1 to 2.5 months it was lower compared to that in children up to 2 weeks of life. In children over 2.5 months, the

bilirubin level gradually increased in direct proportion to age. The level of the enzyme  $\gamma$ -glutamine transferase, which was increased in all groups, is indicative. At the age of  $2.0 \pm 0.5$  months, the maximum indicator was noted, which was significantly different from that in children younger than 1.5 months and older than 5 months. We believe that the relatively low level of the enzyme in children under 1 month of life is associated with a minimal degree of liver damage. In turn, in patients older than 5 months, a decrease in the indicator is a reflection of developing liver cirrhosis.

**Conclusion.** Thus, the conducted studies showed that in the majority of cases (90%), children with biliary atresia were born full-term with anthropometric indices corresponding to the physiological norm. In all children, jaundice appeared on the 2nd-4th day of life, i.e., in the usual time for physiological jaundice. More than half (52%) of patients had a "light interval" in the course of jaundice. The earliest clinical sign of the disease was discolored stool, the appearance of which in most (94%) patients was preceded by the passage of meconium.



**ASSESSMENT OF MANAGERIAL COMPETENCE OF DEPARTMENT HEADS IN  
HIGHER EDUCATION INSTITUTIONS BASED ON R.S. NEMOV'S "LEADER"  
METHODOLOGY**

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**Annotation**

This article explores the assessment of managerial competence in department heads of higher education institutions using R.S. Nemov's "Leader" methodology. The study focuses on identifying key leadership qualities and management skills, including responsibility, influence, and strategic thinking. The results highlight the importance of socio-psychological factors in shaping effective academic leadership.

**Keywords:** managerial competence, department head, higher education, R.S. Nemov, "Leader" methodology, leadership qualities, socio-psychological assessment, academic management.

In order to scientifically study the manifestation of managerial competence in department heads of higher education institutions, R.S. Nemov's "Leader" methodology was selected. This methodology allows for the identification of leadership qualities in individuals, including the ability to influence others in interpersonal relationships and the inclination to lead and inspire followers—key indicators of developed leadership and managerial traits. We considered it important to examine the potential differences in these qualities between male and female department heads working in various universities across the country. From this perspective, the methodology was administered to a selected group of participants, and the results were analyzed both quantitatively and qualitatively by gender. The findings are presented in Table 1 and Figure 1.

Table 1

**Expression of Managerial Competence among Department Heads in Higher Education  
Institutions by Gender (N=320)**  
(Based on Student's t-test criterion)

Komponentlar	Kafedra mudirlari jinsi	N	O'rtacha qiymat	t	p
Boshqaruvchanlik sifatleri	Erkaklar	121	41,94	2,05	p≤0,05
	Ayollar	199	38,11		

According to the results presented in Table 1, when examining the manifestation of managerial qualities among department heads by gender, statistically significant differences were observed ( $t = 2.05$ ;  $p \leq 0.05$ ). These findings indicate that male department heads in higher education institutions are more likely than their female counterparts to consistently demonstrate a desire for leadership, a tendency to influence and guide others, a preference for taking control, and a lower inclination to feel subordinate to others. This pattern can be explained by psychological traits commonly found in men, such as a stronger drive for independence, higher motivation to achieve elevated status, greater emotional stability, and a reduced susceptibility to negative emotional experiences.



**Figure 1. Gender-Based Representation of Managerial Competence Among Department Heads in Higher Education Institutions (N=320)**

Based on the results presented above, it can be concluded that managerial qualities differ significantly by gender among the surveyed group. These differences are particularly evident in aspects such as influencing department members, guiding activities, and expressing leadership traits. This suggests that the emergence of leadership qualities in department heads working in higher education institutions is, in many cases, associated with gender-related factors.

In order to comprehensively examine the problem put forward in our dissertation, we aimed to identify the relationship between the managerial competence of department heads in higher education institutions and their tendencies toward conflict-prone behavior. This aspect was noted during the research as one of the key socio-psychological determinants. Therefore, we administered R.S. Nemov's "Leader" methodology and K.N. Thomas's "Conflict Behavior Tendency Diagnostics" questionnaire to selected respondent groups.

The conflict-related methodology consists of 30 questions and allows for the assessment of how individuals typically behave in various conflict situations. Through these tools, it becomes possible to determine how different forms of conflict behavior—namely, competition, collaboration, compromise, avoidance, and accommodation—affect the manifestation of managerial competence.

The data collected from the participants through these questionnaires were analyzed both quantitatively and qualitatively, and the results are presented in Table 2.

Table 2

**The Relationship Between Managerial Competence and Conflict Behavior Styles Among Department Heads in Higher Education Institutions (N=320)**  
(Based on Pearson Correlation Criterion)

Conflict Behavior Styles	Male Department Heads	Female Department Heads
Competition	-0.55**	-0.34*
Collaboration	0.31*	0.18*
Compromise	-0.05	0.27*
Avoidance	-0.19*	0.03
Accommodation	-0.01	0.12

Note: \* –  $p \leq 0.05$ ; \*\* –  $p \leq 0.01$

According to the results of the administered methodology (see Table 2), a significant negative correlation was observed between managerial qualities and the use of the competition style among male department heads working in higher education institutions ( $r = -0.55$ ;  $p \leq 0.01$ ). This finding suggests that in unexpected or unpleasant situations that arise during work, behaviors such as reacting aggressively toward the source of the issue, being unwilling to withdraw from arguments, and expressing opinions in a harsh manner can hinder the positive development and manifestation of managerial qualities.

Furthermore, an increase in behaviors such as avoiding conflict in interpersonal relationships during professional activities, responding to differing opinions with composure, and striving to resolve disputes constructively can contribute to the further development of managerial competence among department heads.

Among male respondents, a positive correlation was observed between managerial qualities and the collaboration style ( $r = 0.31$ ;  $p \leq 0.05$ ). These results highlight that the more developed the qualities of making rational decisions in complex and conflict-prone situations, analyzing others' viewpoints, and striving to maintain positive interactions with colleagues, the more likely it is that managerial competence is well-formed in department heads.

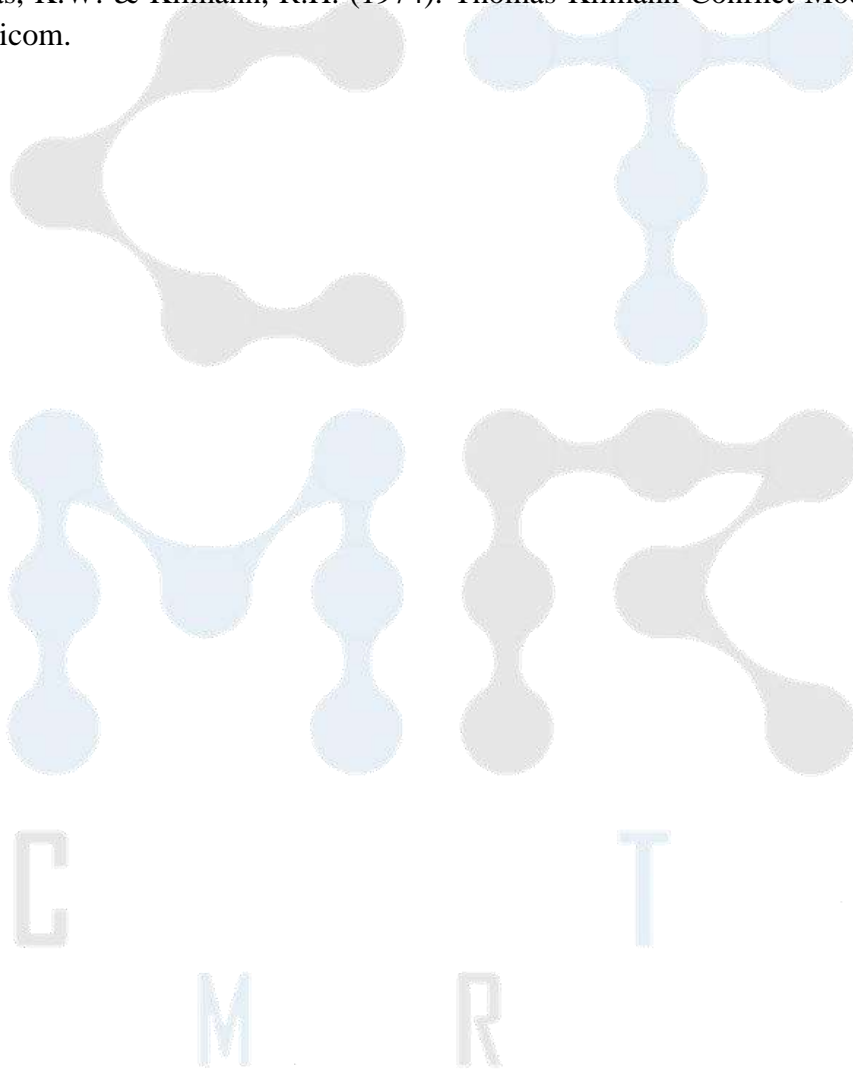
Additionally, in conflict situations that arise unexpectedly during the work process, behaviors such as showing respect for the interests of others, avoiding escalation, striving for resolution, being attentive to the emotional states of interlocutors, and attempting to resolve issues constructively contribute to the development of managerial qualities among male department heads.

Additionally, it was found that among male department heads working in higher education institutions, managerial qualities were significantly negatively correlated with the avoidance conflict behavior style ( $r = -0.19$ ;  $p \leq 0.05$ ). These findings suggest that as managerial competencies increase, the tendency to avoid disagreements, refrain from engaging in disputes, and avoid asserting one's interests in conflict or problematic situations tends to decrease.

Furthermore, in complex situations that arise during professional activity, the growth of traits such as assertiveness and a willingness to resolve problems contributes positively to the development of managerial qualities.

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PEDAGOGIK DASTURIY VOSITALAR YARATISHDA MA'LUMOTLAR  
BAZASINING AHAMIYATI

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**Annotatsiya.** Maqolada pedagogik dasturiy vositalar (PDV) yaratish jarayonida ma'lumotlar bazasining ahamiyati, uning strukturasi va funksional imkoniyatlari keng qamrovda tahlil etiladi. Ma'lumotlar bazasi ta'limiy resurslarni tizimlashtirish, ularni samarali boshqarish, yangilash va individual ta'limni tashkil qilishda muhim o'rin tutadi. Shuningdek, maqolada zamonaviy ma'lumotlar bazalari, ulardan foydalanish tajribalari va ta'lim texnologiyalarida qo'llanishining afzalliklari yoritilgan.

**Kalit so'zlar:** ma'lumotlar bazasi, pedagogik dasturiy vosita, elektron ta'lim, axborot texnologiyalari, o'qitishning raqamli modeli, testlash tizimi, SQL, o'quv jarayonini boshqarish.

**Kirish.** Axborot-kommunikatsiya texnologiyalarining (AKT) ta'lim sohasiga chuqur kirib borishi ta'lim jarayonining shakl-shamoyilini o'zgartirdi. An'anaviy uslublar o'rnini elektron ta'lim, aralash o'qitish, masofaviy ta'lim va raqamli ta'lim texnologiyalari egallamoqda. Bu esa o'z navbatida, pedagogik dasturiy vositalarning (PDV) yaratilishini va ulardan unumli foydalanishni dolzarb masalaga aylantirmoqda.

PDVlar bu – o'quv jarayonini interaktiv, multimediamiy va individual yondashuv asosida tashkil etishga mo'ljallangan dasturiy yechimlardir. Ushbu vositalarning asosiy ustuni – ularning ma'lumotlar bilan ishlash imkoniyatidir. Aynan shu yerda **ma'lumotlar bazasi** (MB) texnologiyasi muhim ahamiyat kasb etadi. PDV tarkibidagi barcha o'quv resurslari, foydalanuvchi ma'lumotlari, test natijalari, statistika va baholash tizimi MB orqali boshqariladi. Shunday ekan, pedagogik dasturiy vositalarni ishlab chiqish jarayonida MB bilan ishlay olish, uning tuzilmasini loyihalash va tizimni ma'lumotlar bilan samarali integratsiya qilish o'qituvchilar, dasturchilar va metodistlar uchun zarur kompetensiyalardan hisoblanadi.

**Asosiy qism.**

### **1. Ma'lumotlar bazasi va uning pedagogik tizimdagi funksional roli**

Ma'lumotlar bazasi – bu katta hajmdagi axborotlarni strukturaviy saqlash, tartiblash, izlash, tahlil qilish va boshqarishni ta'minlovchi tizimdir. Ular o'quv jarayonini avtomatlashtirishda quyidagi jihatlar orqali muhim ahamiyat kasb etadi:

- **O'quv resurslarini markazlashtirish:** Ma'lumotlar bazasi barcha o'quv materiallarini yagona markazda saqlashga imkon yaratadi.
- **Foydalanuvchi faoliyatini monitoring qilish:** Talaba yoki o'qituvchining faoliyati, kirish vaqtlaridan tortib testdagi natijalarigacha MBda qayd etiladi.
- **Shaxsiylashtirilgan ta'lim:** Har bir o'quvchining individual o'zlashtirish darajasiga qarab, unga mos resurslar MB orqali ajratilishi mumkin.
- **Tahliliy hisobotlar tayyorlash:** MB orqali o'qituvchi talabalar bilimini monitoring qilish, baholash, statistik ma'lumotlar asosida qarorlar qabul qilish imkoniyatiga ega bo'ladi.

Bundan tashqari, MB vositasi yordamida o'qituvchi istalgan vaqtda yangilanishlarni tizimga kiritishi, yangi testlar, mavzular, topshiriqlar joylashtirishi mumkin.

## 2. Pedagogik dasturiy vositalarda qo'llaniladigan MB texnologiyalari

Bugungi kunda ko'plab MB tizimlari mavjud bo'lib, ular orasida quyidagilar ko'proq qo'llaniladi:

- **MySQL** – ochiq kodli va juda keng tarqalgan MBMS (Ma'lumotlar Bazasini Boshqarish Tizimi). Elektron jurnal, test tizimi va LMS platformalarida keng qo'llaniladi.
- **PostgreSQL** – kuchli, katta hajmdagi axborotlar bilan ishlashga mo'ljallangan tizim. PDVlar uchun ishonchli yechim hisoblanadi.
- **SQLite** – yengil va o'rnatilgan MBMS bo'lib, mobil ta'lim ilovalarida qo'llaniladi.
- **MongoDB** – hujjat asosidagi NoSQL MB bo'lib, moslashuvchan va tezkor ishlov berish imkoniyatlari bilan ajralib turadi.
- **Firebase** – Google tomonidan taqdim etilgan bulutli MB tizimi bo'lib, real vaqt rejimida ma'lumotlar sinxronizatsiyasini ta'minlaydi.

Har bir MB turi o'zining afzalliklari va kamchiliklariga ega bo'lib, ular PDVning tuzilishi, maqsadi va foydalanuvchilarga bog'liq holda tanlanadi.

## 3. Ma'lumotlar bazasining o'quv jarayonidagi innovatsion yondashuvlarga ta'siri

Innovatsion ta'lim metodlarining aksariyati ma'lumotlar bilan ishlashga asoslanadi. Jumladan:

- **Adaptiv ta'lim tizimlari** – MB yordamida talabaning faolligi, natijalari asosida unga mos ta'lim yo'nalishi shakllanadi.
- **Gamifikatsiyalangan PDVlar** – foydalanuvchi natijalari, ballari, yutuqlari real vaqt rejimida MBda qayd etilib, musobaqaviy muhit yaratiladi.
- **Intellectual testlash tizimlari** – testlar MBda algoritmik tarzda tuzilib, foydalanuvchining darajasiga qarab dinamik tanlanadi.
- **Masofaviy ta'lim platformalari** (Moodle, Canvas, Google Classroom) – barcha o'quv jarayonini MB asosida boshqaradi: ro'yxatdan o'tish, topshiriqlar, baholash, fikr almashish va h.k.

## 4. O'quvchilar va o'qituvchilar uchun afzalliklar

### O'quvchilar uchun:

- Dars materiallariga istalgan vaqtda, istalgan joydan kirish imkoni.
- Individual yondashuv va shaxsiy kabinet orqali rivojlanish kuzatuv.
- Qayta ko'rish va o'z ustida ishlash imkoniyati.

### O'qituvchilar uchun:

- O'quv materiallarini yangilash va moslashtirish imkoniyati.
- Baholashni avtomatlashtirish.
- Statistik tahlil orqali o'quvchilarning o'zlashtirishini aniqlash.
- Keng ko'lami hisobotlarni shakllantirish.

**Xulosa.** Xulosa qilib aytganda, ma'lumotlar bazasi pedagogik dasturiy vositalar samaradorligini keskin oshirishga xizmat qiladi. U o'quv axborotlarini bir markazda saqlash, ular bilan tizimli ishlash, natijalarni tahlil qilish, ta'limni individuallashtirish kabi ko'plab funksiyalarni bajaradi. Bugungi raqamli transformatsiya sharoitida ta'limda qo'llanilayotgan har qanday interaktiv yoki elektron vositaning asosida kuchli MB yotadi.

Shu sababli, kelajakda pedagogik kadrlarni tayyorlashda ma'lumotlar bazasi bilan ishlash bo'yicha alohida kompetensiyalarni shakllantirish dolzarb bo'lib qoladi. PDV ishlab chiquvchilari esa zamonaviy MB texnologiyalarini bilgan holda, talim jarayoniga moslashgan, innovatsion vositalarni yaratishga intilishlari lozim.

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Elektoral xulq-atvor – saylovchilarning va umuman elektoratning jamiyat siyosiy madaniyatining o‘ziga xos xususiyatlari bilan belgilanadigan elektoral tanlovini belgilash va amalga oshirishdagi faolligi bo‘lib, bu orqali demokratiya tamoyili amalga oshiriladi.

Elektoratni tadqiq etishda avvalo shu savol tug‘iladi: uni xatti-harakatga bevosita nima undaydi, nima uchun u o‘zini boshqacha emas, aynan shunday tutadi va h.k. Shunga ko‘ra, saylovchilarning xulq-atvori omillari deganda, saylovchilarning saylov jarayonidagi muayyan harakatlariga (harakatsizligiga) moyilligi va moyilligini oldindan belgilab beradigan va saylashdagi afzalliklarining o‘ziga xos xususiyatlarini belgilaydigan shartlar va holatlar (obyektiv va subyektiv xususiyatga ega) tushunilishi kerak.

Shu bilan birga, “elektoral xulq-atvor omillari” va “elektoral xulq-atvor motivlari” tushunchalarini bir-biridan farqlash zarur. Agar omillar umuman elektoral vaziyatga ta’sir etsa, unda motivlar ma’lum bir saylovchining saylovda ishtirok etishi yoki etmasligi sabablarining subyektiv idrokini aks ettiradi. Turli xil, ammo o‘zaro bog‘liq bo‘lgan ichki motivlar majmuasi asosida shakllanadigan motivlar insonning mazmunli xatti-harakatini belgilaydi (shu jumladan saylov jarayoni doirasida).

Elektoral xulq-atvor omillari va motivlarining bir-birini to‘ldiruvchi jihatlarni ko‘rib chiqamiz. Motiv (asos, sabab) sotsiologiyada subyektning harakat motivatsiyasi doirasini tavsiflash va tahlil qilish uchun qo‘llaniladigan asosiy tushunchalardan biridir. Sotsiologiya fanida motiv insonning tanlovi yoki harakatining ongli sababi sifatida talqin etiladi, ya’ni harakatga undovchi har qanday turtki motivdir.

Maks Veber o‘zining «Asosiy sotsiologik tushunchalar» asarida motiv – aktor yoki kuzatuvchiga ma’lum bir harakat uchun yetarli sabab sifatida ko‘rinadigan har qanday mavhum semantik birlik, deb yozgan [1, C. 602-633].

Motivni bir necha nuqtai nazardan ko‘rish mumkin:

- subyektning ehtiyojlarini qondirish bilan bog‘liq faoliyatni rag‘batlantirish, subyektning faoliyatini keltirib chiqaradigan va uning yo‘nalishini belgilovchi tashqi va ichki sharoitlar majmui sifatida;
- u amalga oshirilayotgan faoliyat yo‘nalishini rag‘batlantiruvchi va belgilovchi tanlash sifatida;
- shaxsning xatti-harakatlari va xatti-harakatlarini tanlash asosida idrok etilgan sabab sifatida.

Motiv shaxsning o‘zini o‘zi belgilash darajasi ko‘rsatkichi sifatida uning muayyan vazifani amalga oshirish bilan bog‘liq bo‘lgan aniq harakatga ongli istagini tavsiflaydi [2].

Saylov jarayonida motiv elektoral xulq-atvor subyektlari harakatlarining faolligi va maqsadli yo‘nalishini keltirib chiqaradigan tashqi va ichki belgilovchi omillar to‘plami bilan belgilanadi. Saylov motivining mazmuni ijtimoiy ta’sirning tabiatiga va shaxsni shakllantiruvchi ijtimoiy-iqtisodiy, sotsiomadaniy, funksional va subyektiv-faollik omillariga bog‘liqdir.

Obyektivlashtirilgan va ma'lum bir yo'nalishdagi faoliyatga undaydigan turg'un motivlar yig'indisi esa motivatsiya deb ataladi [3]. Boshqacha qilib aytganda, motivatsiyani shaxs yoki odamlar guruhining ijtimoiy ahamiyatga ega xulq-atvorini uning barcha tarkibiy qismlarida tushuntiruvchi ijtimoiy xarakterdagi sabablar majmui sifatida aniqlash mumkin.

Siyosiy motivatsiyaning mazmuni, eng avvalo, subyektning psixologik holati va tashqi muhit ta'sirining xarakteriga bog'liq bo'ladi. Ko'pgina hollarda ikkala komponent ham ustunlik qilishi mumkinligi ham ta'kidlanadi.

Ongli va ongsiz yoki anglangan va anglanmagan motivatsiyani ajratish mumkin. Psixologik o'zgaruvchining holati nuqtai nazaridan siyosiy motivatsiya quyidagicha: subyekt tomonidan harakatning sabablari va asoslarini turli darajada aks ettirish, maqsadli tarzda ma'lumotni tanlash, muqobillarni tanlash, vazifalarni belgilash, maqsadlarga erishish vositalarini aniqlash bilan bog'liq ongli motivatsiya shaklida namoyon bo'lishi mumkin. Bu yerda subyektning konkretlashtirilgan ehtiyojlari maqsad va ustanovkalarini rag'batlantiruvchi sabablari shaklini oladi. Subyekt bo'lajak faoliyati uchun argument sifatida mafkuraviy ko'rsatmalar, bir lahzali ratsional dalillar va boshqa qarashlardan foydalanishi mumkin. Masalan, M.Veber maqsadli-ratsional, qadriyatli-ratsional motivlarni ajratganligi bizga ma'lum.

Shuni alohida qayd etib o'tish lozimki, subyekt o'z manfaatlarini to'g'ri baholay olmaydigan yoki o'zining haqiqiy maqsadlarini yashirishni istab, ko'pincha, o'z niyatlarini faqat tashqi ko'rinishda tushuntiradigan, lekin aslida ularga mos kelmaydigan motivlarni ilgari surishi: yashirin ravishda to'plangan va shaxs tomonidan aks ettirilmagan xatti-harakatlarning dalillari harakati bilan bog'liq bo'lgan ongsiz motivatsiya shaklida ham namoyon bo'lishi mumkin. Ular biologik-irsiy, instinktiv stimullar bo'lishi mumkin, ular noadekvat, ramziy shaklda namoyon bo'lishi, turli xil ta'sirlar va beixtiyor harakatlarni keltirib chiqarishi mumkin.

Ongsiz motivatsiyaning ustunligi identifikatsiya mexanizmlarining o'zgarishiga sezilarli darajada ta'sir qiladi, subyektlarning kommunikativ o'zaro ta'sirini buzadi, siyosiy jarayonlarga qo'shimcha oldindan aytib bo'lmaydiganlikni keltirib chiqaradi.

Motivlarning roli ehtiyojlar, manfaatlar, moyilliklar, his-tuyg'ular, ustanovkalar, ideallar bo'lishi mumkin.

*Ehtiyoj* motivatsiyaning asosidir. Insonning atrof-muhitga tobeligi ma'lum. Bu qaramlik ehtiyoj tushunchasi bilan ifodalanadi. Subyektning xulq-atvori, pirovardida, ehtiyojlarni qondirishga qaratilgan, boshqacha aytganda, uning motivatsiyasi asosida ehtiyojlar yotadi. "Ehtiyoj" tushunchasi tadqiqotchilar tomonidan kamida ikkita o'zaro bog'liq, lekin bir-biriga mos kelmaydigan ma'nolarda qo'llaniladi [4]. Ehtiyoj, birinchidan, subyektning atrof-muhitga obyektiv tobeligi, ikkinchidan, bu qaramlikni ehtiyoj va qoniqish obyekti yo'qligida noqulaylik, norozilik sifatida, uning mavjudligida esa qulaylik sifatida his qilishdir. Inson motivatsiyasining asosiy qonuni shundan iboratki, ehtiyojni qondirish "keraksiz holatga" emas, balki yangi ehtiyojning paydo bo'lishiga olib keladi...". Qondirilgan birinchi ehtiyojning o'zi, qondirish harakati va qo'lga kiritilgan qondirish vositasi yangi ehtiyojlarga olib keladi. Ushbu yangi ehtiyojni qondirish vositalarini izlash, buning uchun maxsus vositalar va optimal sharoitlarni yaratish insonning qayta tashkil etish faoliyatining harakatlantiruvchi kuchini tashkil qiladi.

Inson o'z harakatlarini atrof-muhit sharoitlariga va boshqa odamlarning harakatlariga moslashtirishi kerak. Motivatsiyaning yagona energiya manbai bo'lgan ehtiyojlar ko'p hollarda faqat xulq-atvorga aylanadigan murakkab ruhiy holatlar va jarayonlarning dastlabki impulsi sifatida ishlaydi. Subyektning xulq-atvorini shakllantirishda uning *manfaatlari* hal qiluvchi ahamiyatga ega. Manfaat subyektning o'z ehtiyojlarini qondirish uchun optimal sharoitlarni

yaratish va qo'llab-quvvatlash istagi sifatida belgilanishi mumkin. Shunday qilib, subyektning manfaatlarining ehtiyojlari bilan o'zaro bog'liq [5]. Zero, manfaatlar shaxsning o'z ehtiyojlarini qondirish bilan bog'liq yo'nalganligini anglatadi, ya'ni shaxs o'zida u yoki bu ehtiyojni his qilishi bilanoq, unda shu ehtiyojni qondirish istagi bilan bog'liq o'y, fikr, g'oya shakllanadi, ya'ni manfaat yuzaga keladi. Sotsiologiyada shaxs manfaatining to'rt turi farqlanishi barchaga ma'lum: munosabat, harakat, tayanch va yo'nalish olish bilan bog'liq manfaatlar.

Ehtiyojlar va ularni qondirish istagi subyektni faoliyatga undaydi. Manfaatlar uning xulq-atvorining asosiy yo'lini belgilaydi. Odamlarda o'z manfaatlarini ro'yobga chiqarish, ehtiyojlarini qondirish uchun nima yaxshi – nima yomon, nima muhim – nima muhim emasligi haqidagi tasavvurlar avloddan-avlodga o'tib boradi. Bu g'oyalar ijtimoiy ongda mustahkamlanib, ijtimoiy tajribaning nisbatan mustaqil elementlari sifatida avloddan-avlodga uzatiladi va qadriyatlar yoki qadriyatli tasavvurlarni ifodalaydi [6].

*Qadriyatlar* manfaatlarni shakllantirish jarayonida ham, faoliyat maqsadlari ketma-ketligi va iyerarxiyasini aniqlashda ham motivatsiyaga yo'naltiruvchi va tuzatuvchi ta'sir ko'rsatadi. Xulq-atvor shakllarining asosiy ijtimoiy regulyatori *ijtimoiy me'yorlar*dir [7]. Eng universallari – manfaatlar tafovuti o'zaro halokatga olib kelmasligi uchun odamlarning xatti-harakatlarini tartibga solish zarurligiga javob sifatida ming yillar oldin shakllangan umuminsoniy me'yorlar. Guruh me'yorlari muayyan guruhlar uchun majburiy deb e'tirof etilgan xulq-atvor qoidalari sifatida umuminsoniy me'yorlar bilan bog'liq bo'lishi, lekin ular bilan ziddiyatga olib kelishi ham mumkin.

Inson cheksiz miqdordagi aniq vaziyatlarda harakat qiladi, va ularning har biri, qat'iy aytganda, o'ziga xosdir. Xulq-atvor har doim vaziyatga adekvat bo'lishi uchun subyekt, nazariy jihatdan, uning ehtiyojlari va manfaatlarini qondirish bilan bog'liq holda yuzaga keladigan har bir vaziyatni qayta baholashi, o'z qadriyatlariga mos va o'zlashtirilgan me'yorlarga to'g'ri keladigan xulq-atvorni qayta ishlab chiqishi kerak. Ammo aslida bunday qayta baholash (va hamma vaqtda ham emas) faqat shaxslar va guruhlar taqdiridagi jiddiy burilishlarda sodir bo'ladi. Odatda, cheksiz o'zgaruvchan vaziyatlarda subyekt uchun murakkab va qiyin bo'lgan bu kognitiv faoliyat *ustanovka* (mo'ljal olish) deb ataladigan psixik mexanizmning harakati bilan almashtiriladi [8]. Ustanovka subyektning ma'lum bir narsa va hodisalarga yoki ular haqidagi ma'lumotlarga ma'lum bir tarzda munosabat bildirishga ongli va ongsiz tayyorligidir. Ustanovka go'yo subyektning xulq-atvor reaksiyalarini atrof-muhit signallari bilan bevosita bog'laydi.

Butun motivatsion zanjir ustanovkada xuddi «o'ralgan, yashirin» shaklda mavjuddek. Shunday qilib, ustanovka subyektning intellektual kuchlarini tejaydi. Muayyan ma'noda, bu mexanizm subyektning atrof-muhitning odatiy signallariga tezda javob berish, muntazam vaziyatlarda tezda harakat qilish qobiliyatini ta'minlaydi. Shu bilan birga, shunga o'xshash signallarga standartlashtirilgan javob sifatida ustanovka muqarrar ravishda noadekvat xatti-harakatlarning sababiga aylanadi, vaziyatni sifat jihatidan o'zgartirganda, yangi xatti-harakatlar modelini ishlab chiqishda kechikishga olib keladi.

Demak, xulosa o'rinda shuni qayd etish mumkin-ki, ehtiyojlar, manfaatlar, qadriyatlar, me'yorlar, ustanovkalar bevosita shaxslar va guruhlarining xatti-harakatlarini shakllantiradi va tartibga soladi.

Elektoral xulq-atvor omillarini o'rganish usullarining xilma-xilligi to'g'risida taqdim etilgan ma'lumotlar ularni tasniflash mezonlarini tanlashga yondashuvlarning ko'pligini tushuntiradi. Shunday qilib, omillarni quyidagicha tasniflash mumkin: obyektiv va subyektiv; qisqa muddatli va uzoq muddatli; guruhviy (jamoaviy) va individual; ichki va tashqi; ijtimoiy-siyosiy; ijtimoiy-

iqtisodiy; diniy; demografik va boshqalar. Umuman olganda, hozirgi vaqtda saylovchilarning xatti-harakatlari omillari omillarni tahlil qilish usullaridan foydalangan holda yetarli darajada o'rganilmoqda, bu jarayonda shaxsning xatti-harakatiga ta'sir qiluvchi aniqlovchi omillar ro'yxati aniqlanadi va ularning elektoral tanlovi bilan bog'liqligi tahlil qilinadi.

Shaxsning elektoral qaror qabul qilishi motivlari shakllanishi jarayoni obyektiv va subyektiv omillar kombinatsiyasi bilan bog'liq.

Obyektiv omillar sifatida odatda siyosiy ijtimoiylashuvning turli xususiyatlari ko'rib chiqiladi: yoshi, jinsi, ijtimoiy kelib chiqishi, maqomi, ma'lumoti, ichki va tashqi siyosiy muhit.

Subyektiv sifatida tavsiflanadigan omillarga esa quyidagilar kiradi: saylovchining individual psixologik fazilatlarini, uning tarbiyasi, madaniyati, OAVning ta'siri, siyosiy tashkilotlar ta'sirining o'ziga xos xususiyatlari.

Tadqiqotchi I.V. Malashenko xorijiy va mahalliy nazariyalarni qiyosiy tahlil qilgandan so'ng, saylov jarayonini boshqarish amaliyotida quyidagi omillarning o'zaro ta'siriga e'tibor qaratish lozimligini ta'kidlaydi:

1. iqtisodiy omillar – mamlakat iqtisodiyotining holati va shaxsning o'z iqtisodiy ahvolini baholash;
2. ijtimoiy omillar – yashash joyi, jinsi va yoshi;
3. ma'naviy omillar – ta'lim darajasi va dunyoqarash – «mafkuraviy» xayrixohlik;
4. kognitiv omillar – do'stlar, oila, ommaviy axborot vositalari va Internetning ta'siri, ijtimoiy institutlarga ishonch darajasi – bu ichki va tashqi ma'lumotlar [9, C. 89-94].

D.V. Afanasyev omillar qatoriga quyidagilarni kiritadi: saylovchining psixotipi va uning siyosatga munosabati (siyosiy madaniyat); demografik, ijtimoiy va boshqa shaxsiy xususiyatlar (jinsi, yoshi, ma'lumoti, ijtimoiy va kasbiy holati, dini, millati, yashash joyi); saylovlarning darajasi, tartibi va ahamiyati; saylovchilarning iqtisodiy va ijtimoiy ko'rsatkichlar haqidagi subyektiv tasavvurlari (iqtisodiy ovoz berish nazariyasi doirasida asosiy bo'lgan omil); partiyaviy xayrixohlik, shuningdek, partiya/nomzodni idrok etish (partiyaviy masalalar bo'yicha pozitsiyasi, nomzod/etakchining shaxsiy fazilatlarini); OAVning ta'siri (yoki ta'sir etmasligi), shuningdek, OAVga ishonch (ishonchsizlik); odat; norozilik; tasodifiy omillar (ob-havo, favqulodda vaziyat).

D.V. Afanasyevning so'zlariga ko'ra, siyosiy jarayonning turli bosqichlarida turli omillar hukmronlik qiladi. Shuning uchun multifaktorial determinatsiya haqida gapirish maqsadga muvofiqdir [10, C. 29].

O.V. Zaxarovning ta'kidlashicha, elektoral faollik bevosita moliyaviy ahvolga, hayotiy tajribaga va ta'lim darajasiga bog'liq (garchi siyosatsizlik va absenteizm hodisalari yuqori daromadli respondentlar guruhiga ham xosdir). Umuman olganda, Rossiya elektorati G'arbdan birinchi navbatda siyosatchilarga nisbatan o'ta shaxsiy munosabati bilan ajralib turadi [11].

VSIOM rahbari, siyosatshunos va sotsiolog V.V. Fedorov, aksincha, saylov xatti-harakatlarini iqtisodiy sabablar bilan to'g'ridan-to'g'ri bog'lashdan bosh tortadi, uning asosiy qonuniyatlarini rivojlanishning sotsiomadaniy paradigmasi prizmasidan ochib beradi: madaniy munosabatlar, mafkuraviy yo'nalishlar, o'zgarayotgan qadriyatlar tizimi [12].

O'zbekiston Respublikasi zamonaviy fanida ham saylovchilarning xulq-atvori motivatsiyasida sotsiomadaniy omillarning o'rni va roliga bag'ishlangan tadqiqotlarga katta e'tibor qaratib kelinmoqda [13].

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FUTBOLCHILARNING MAXSUS CHIDAMLILIK DARAJASINI RIVOJLANTIRISH  
USULLARI

**Qilichev Shohjaxon Komil o`g`li**  
(O`zdijsu)

**Annotatsiya.**

Ushbu maqolada futbolchilarni chidamkorligini oshirish vosita va usullarini qo`llash bo`yicha mutaxassislar fikr va mulohazalari tahlil qilingan va ma`lumotlar umumlashtirilgan.

**Kalit so`zlar:** mashq, jismoniy, maxorat, shiddat, maxsus, maksimal.

Bugungi kunga kelib, respublikamizda sportning futbol turiga katta e`tibor berilmoqda. Yurtboshimiz tomonidan chiqarilayotgan Qaror va Farmonlar mamlakatimizda futbol sportini yanada rivojlantirish, aholi o`rtasida futbolni ommaviylashtirish va futbol akademiyalariga iqtidorli futbolchilarni saralash va tanlab olish va bu orqali O`zbekiston milliy terma jamoalariga zaxira yaratish masalasi bo`yicha katta ko`lamli ishlar amalga oshirilmoqda. Biroq xorijiy musobaqalar mobaynida futbolchilarimizning o`yin davomida bajaradigan texnik taktik harakatlar samaradorligi o`yin oxirlariga kelib juda ham salbiy ko`rinishda namoyon bo`layotganligi futbolchilarimizning chidamlilik sifatini darajasi bo`yicha amalga oshiriladigan ishlar ko`lamini belgilab bermoqda. Shu sababli hozirgi kunda yosh futbolchilar bilan ishlovchi murabbiylar oldidagi eng dolzarb masalalardan biri futbolchilarning maxsus chidamliligini rivojlantirish masalasidir. Ko`plab mutaxassislar fikr-mulohazalari, pedagogik tahlillar, texnik-taktik harakatlar samaradorligini aniqlash bo`yicha o`tkazilgan pedak kuzatuv ishlarida futbolchilarimizning chidamlilik sifatining salbiy tomondan namoyon bo`lish jihati bu borada o`tkazilishi rejalashtirilayotgan eksperimentlar sonini oshirish va bu orqali futbolchilarning chidamlilik sifatini yanada rivojlantirish dolzarbligini keltirib chiqarmoqda.

**Tadqiqotning maqsadi** futbolchilarning chidamlilik sifatini rivojlantirishga oid taklif va tavsiya ishlab chiqishdan iborat.

**Tadqiqotning vazifalari:**

Ilmiy adabiyotlarni taxlil qilish asosida chidamkorlik sifatini rivojlantirishning yo`nalishlarini belgilash.

ilmiy taxlilar asosida o`quv mashg`ulot jarayonida futbolchilarni chidamlorligini oshirish bo`yicha taklif va tavsiyalar ishlab chiqish.

**Olingan natijalar tahlili.** Mutaxassislar olib borgan tadqiqotlarida ma`lum bo`ldiki, futbolchilarning chidamliligi asosan tayyorgarlik davrining dastlabki bosqichlariga to`g`ri keladi. Chidamlilik sifatini rivojlantirishda asosan, demak, dastlab umumiy chidamkorlikni rivojlantirishga alohida e`tibor qaratish lozim. Bunda an`anaviy vositalar, ya`ni uzoq masofalarga yugurish, qumli joylarda yugurish, basseynlarda yugurish, suzish sport turi bilan muntazam shug`ullanish, aerob imkoniyatlarini oshirishga alohida e`tibor qaratish lozimligi keltirib o`tiladi. Tayyorgarlik davrining bazaga oid mikrosikllarida va maxsus tayyorlov bosqichlarida futbolchilarning maxsus chidamliligini oshirishga qaratilgan vositalarni tadbiq qilish lozim. Bugungi kunda futbolchilarning chidamkorligini aniqlashda an`anaviy testlardan foydalanib kelinadi. Biroq zamonaviy futbolni taraqqiy etgan davlatlarda futbolchilarning jismoniy sifatlari, jumladan chidamkorligini rivojlantirishga innovatsion texnologiyadan foydalanish amaliyoti qo`llanib kelinmoqda. Bizning futbolimizda ham ushbu testlardan biri, ya`ni yoyo testi amalda

qo'llanib kelinadi. Ushbu test ushbu test futbolchilarning maxsus chidamkorligini aniqlashda katta yordam beradi. Olingan natijalar tahlili shuni ko'rsatmoqdaki, bizning futbolchilarimiz Oliy ligada to'p so'rayotgan futbolchilar orasida, demak, model ko'rsatkichga ega natijalarni qayd etuvchi futbolchilar sanoqlidir. Futbolchilarning aksariyat qismi ushbu yoyo testini qoniqarli darajada bajara olmayptilar. Shu sababli o'quv mashg'ulot jarayonini tashkil etishda chidamkorlikka ajratilgan soatlar hajmini yana qayta ko'rib chiqish, optimallashtirish va bu borada eksperimental tajribalar o'tkazish muhim masala hisoblanadi. Mutaxassislarning ta'kidlashicha, chidamkorlikni rivojlantirishda asosan kuch sifati asosida mashqlarni tuzish, bunda shiddati yuqori darajada va uzoq davom etuvchi vositalardan foydalanish, ixtisoslashtirilgan mashqlar komplekslarini yaratish va bunda uning hajm va shiddat me'yorlarini ishlab chiqish, uni yoshga xos xususiyatlarini yaratish, yuklamalardan so'ng toliqqish, tiklanish tadbirlarini zamonaviy vositalar va adabiyotlarni o'rgangan holda tashkil etish dolzarb masalalardan hisoblanadi. Ayniqsa, aerob-anaerob yo'nalishdagi vositalar yo'nalishdagi vositalarni ishlab chiqish va buni takomillashtirish, o'yin vaziyatlari epizodlariga yaqinlashtirilgan mashqlar kompleksini ishlab chiqish va uni asta-sekin davomiyligini oshirib borish va buni oshirib borishda yurak siqarish sonini muntazam nazorat qilish va futbolchilarning boshqa fiziologik xususiyatlarini muntazam o'rganib borish va og'ir sharoitlarda yuzaga keladigan funksional ko'rsatkichlarni namoyon bo'lish ehtimolini keltirib chiqarish dolzarb masala hisoblanadi. Shu sababli ko'pgina mutaxassislarning fikrlaricha, maxsus chidamlilikni rivojlantirish asosiy vositalari maxsus tayyorlov mashqlari bo'lib, uning shakli, tuzilishi va organizmning funksional tuzilmalariga ta'sir etish xususiyatlari bo'yicha musobaqa mashqlariga yaqinlashtirilgan maksimal mashqlar yaratish zarurati mavjud. Harakatlar tuzilmasidan qat'iy nazar, tartiblashtirilgan harakat amallarini bajarish, xususan turli masofalarga yugurishni to'p bilan tashkil etish va yuqori darajadagi chidamlilik va aerob-anaerob imkoniyatlarini oshirishga yo'naltirilgan mashqlarni davomiyligini muntazam asta-sekin oshirib borish orqali futbolchilarda aynan o'yin mashqlariga yo'naltirilgan vositalarni chidamlilikni namoyon bo'lish shakllari evaziga takomillashtirib borish zarur omil hisoblanadi.

#### **Hulosalar.**

Xulosalar, olingan xulosalar, ya'ni adabiyotlar tahlili shuni ko'rsatmoqdaki, futbolchilarning tayyorgarlik davrida umumiy tayyorlov va bazaga oid tayyorgarlik mikrosikllarida maxsus chidamlilikni rivojlantiruvchi testlarni qabul qilish va ushbu testlar asosida ixtisoslashtirilgan mashqlarning turli variantlarini ishlab chiqish. Ushbu variantlarda yurak qisqarish soni va organizmda bo'layotgan o'zgarishlarni muntazam nazorat qilish. Aniqlangan kamchilik jihatlari bo'yicha vitaminizatsiya va tiklanish vositalari komplekslarini yaratish, futbolchilarning mashg'ulotlarini individuallashtirish kabi jihatlarga alohida e'tibor qaratish lozim. Murabbiylar chidamlilik bo'yicha berilayotgan vositalarning yakunlovchi qismlarini o'yin vaziyatlarini aks ettiruvchi model modelga xos shakllarini ishlab chiqish va ushbu chidamlilikni rivojlantirish jarayonini ixtisoslashtirilgan mashqlar bilan muntazam boyitib borish talab etiladi. Bunda asosan anaerob, aerob jihatdan o'zaro kombinatsiyalashtirilgan holda qo'llangan mashqlar va innovatsion texnologiyalarni qo'llash orqali futbolchilarni muntazam nazoratda ushlab turish, ularning maxsus chidamkorligini oshirish va ulardagi maxsus chidamkorlik darajasini o'zgarib borishini muntazam pedagogik nazorat ostiga olishlari lozim bo'ladi. Bunda asosan innovatsion texnologiyalardan qo'llash, organizmning funksiyalar holatini muntazam nazorat qilish va tiklantirish vositalariga alohida e'tibor qaratish lozim bo'ladi. Tiklanishga alohida e'tibor qaratishning yana bir sabablaridan biri mashg'ulot jarayonini tuzishda chidamlilikdan keyingi

mashqlarni ta'sir etish darajasi aynan tiklanish vositalariga bog'liqligidadir. Tiklanishga qaratilgan vositalar chidamkorlikka berilgan vositalaridan so'ng aynan yuqori samaradorlikka ega bo'lishi lozimligi, bunda murabbiy o'zining har bir futbolchining individual xususiyatlarini inobatga olishi talab etilishini alohida ta'kidlash lozim.

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**Annotatsiya.** Ushbu maqolada ta'limni axborotlashtirish jarayonining ilmiy-nazariy asoslari, uni o'qitish metodikasining alohida fan sifatida shakllanishi va rivojlanish tendensiyalari tahlil qilinadi. Shuningdek, bu fan doirasida shakllanadigan bilim, ko'nikma va kompetensiyalar, hamda uning ta'lim tizimidagi amaliy ahamiyati ochib beriladi.

**Kalit so'zlar:** ta'limni axborotlashtirish, o'qitish metodikasi, axborot-kommunikatsiya texnologiyalari (AKT), raqamli savodxonlik, raqamli pedagogika, masofaviy ta'lim, elektron resurslar, sun'iy intellekt, raqamli transformatsiya, zamonaviy o'quv muhitlari.

**Kirish.** Zamonaviy ta'lim tizimida raqamli texnologiyalarni keng joriy etish davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. O'zbekiston Respublikasi Prezidentining "Raqamli O'zbekiston – 2030" strategiyasi va "Elektron hukumat to'g'risida"gi qonunlar ta'lim tizimida axborot-kommunikatsiya texnologiyalarini (AKT) qo'llashni jadallashtirmoqda. Bugungi kunda har bir o'quv dargohida elektron jurnal, masofaviy ta'lim platformalari, virtual kutubxonalar, test tizimlari, sun'iy intellektga asoslangan baholash dasturlari va boshqa raqamli vositalar faoliyat yuritmoqda. Bu holat ta'limni axborotlashtirish nafaqat texnik jarayon, balki zamonaviy o'quvchi va pedagog shaxsini shakllantirishga xizmat qiladigan murakkab ijtimoiy-pedagogik tizim ekanligini ko'rsatadi. Shu bois ta'limni axborotlashtirishga oid bilimlarni alohida o'quv fani sifatida metodik asosda o'rgatish zarurati tug'ilmoqda. Bu fan orqali bo'lajak o'qituvchilar nafaqat texnologik vositalarni qo'llashni, balki ularning didaktik imkoniyatlaridan samarali foydalanish metodikasini ham o'zlashtirishlari lozim. Raqamli pedagogika konsepsiyasi, o'quv jarayonida sun'iy intellektdan foydalanish, o'quvchilarning raqamli kompetensiyasini shakllantirish, ta'lim jarayonini tahlil qilish va boshqarishning axborot texnologiyalariga asoslangan mexanizmlarini bilish bu fanning asosiy maqsad va vazifalari hisoblanadi. Shu jihatdan "Ta'limni axborotlashtirishni o'qitish metodikasi" mustaqil fan sifatida shakllanib, o'zining ilmiy-nazariy bazasi, amaliy yo'nalishlari va didaktik asoslariga ega bo'lgan dolzarb va istiqbolli yo'nalishdir.

**Tadqiqot maqsadi.** Mazkur tadqiqotning asosiy maqsadi "Ta'limni axborotlashtirishni o'qitish metodikasi" fanini mustaqil ilmiy-pedagogik yo'nalish sifatida tahlil qilish, uning nazariy-metodologik asoslarini chuqur o'rganish hamda uni ta'lim tizimida samarali o'qitishning eng maqbul shakl va usullarini aniqlashdan iborat. Tadqiqot doirasida axborot-kommunikatsiya texnologiyalari asosida ta'lim jarayonini tashkil etish va boshqarish tamoyillarini o'rganish, zamonaviy texnologiyalarni ta'limga joriy etish bo'yicha tizimli yondashuvlarni ishlab chiqish ko'zda tutilgan. Shuningdek, fanlararo integratsiya asosida ushbu fanning pedagogika, didaktika va axborot texnologiyalari bilan o'zaro aloqasini aniqlash, bo'lajak pedagoglar uchun AKT vositalaridan samarali foydalanish ko'nikmalarini shakllantirishga qaratilgan metodik tavsiyalar ishlab chiqish maqsad qilingan. Raqamli ta'lim muhiti, masofaviy ta'lim tizimlari, virtual laboratoriyalar, sun'iy intellektga asoslangan resurslar va boshqa zamonaviy texnologiyalarni o'qitish jarayonida qo'llash usullarini tahlil qilish, xorijiy tajribani o'rganish va milliy ta'lim tizimiga integratsiya qilish imkoniyatlarini aniqlash ham tadqiqot maqsadlaridan biridir. Shu bilan birga, pedagogik ta'limda "Ta'limni axborotlashtirishni o'qitish metodikasi" fanining o'quv

rejalari va standartlar asosida shakllanishini ta'minlash, raqamli kompetensiyalarni rivojlantirish, mustaqil ishlash, tanqidiy fikrlash, muammolarni yechish kabi ko'nikmalarni metodik jihatdan o'stirishga xizmat qiladigan yondashuvlarni ishlab chiqish ham ushbu tadqiqotning maqsadiga kiradi.

**Tadqiqot materiallari va usullari.** Ushbu tadqiqotda asosiy material sifatida O'zbekiston Respublikasi ta'lim tizimida axborot-kommunikatsiya texnologiyalarini joriy etish bo'yicha qabul qilingan me'yoriy-huquqiy hujjatlar, davlat ta'lim standartlari, o'quv rejalari va dasturlari, "Ta'limni axborotlashtirishni o'qitish metodikasi" faniga oid darsliklar, o'quv qo'llanmalar, uslubiy tavsiyalar, ilmiy maqolalar, dissertatsiya ishlari, ta'limda AKTni qo'llashga oid milliy va xorijiy tajribalar, statistika va monitoring ma'lumotlari hamda ilg'or o'qituvchilarning faoliyati amaliy tahlil uchun manba sifatida o'rganildi. Tadqiqot usullari sifatida ta'limda axborot texnologiyalarining joriy etilishi bo'yicha nazariy-tahliliy yondashuv, qiyosiy tahlil, tizimlashtirish va umumlashtirish, pedagogik kuzatuv, tajriba-sinov ishlari, so'rovnoma va suhbatlar, kontent-tahlil, tashxis testlari, tajriba va ularning natijalarini statistik jihatdan tahlil qilish usullaridan foydalanildi. Shu orqali "Ta'limni axborotlashtirishni o'qitish metodikasi" fanining tarkibiy tuzilmasi, o'quv jarayonidagi o'rni, uni o'qitishning samarali yo'llari va raqamli kompetensiyalarni shakllantirishdagi roli ilmiy asoslangan holda aniqlab berildi.

**Tadqiqot natijalari.** Tadqiqot davomida "Ta'limni axborotlashtirishni o'qitish metodikasi" fani zamonaviy ta'lim tizimida mustaqil, fanlararo va yuqori ijtimoiy-amaliy ahamiyatga ega bo'lgan yo'nalish sifatida shakllanayotgani ilmiy asosda tasdiqlandi. O'tkazilgan nazariy tahlillar, mavjud adabiyotlar, davlat dasturlari, ta'lim siyosatiga oid hujjatlar va xorijiy tajribalar asosida mazkur fanning ta'limda tutgan o'rni va istiqbollari aniq belgilab olindi.

Tadqiqotda ta'lim jarayonida axborot-kommunikatsiya texnologiyalaridan (AKT) foydalanish bo'yicha samarali metodik yondashuvlar ishlab chiqildi. Xususan, AKT asosida ta'limni tashkil etish shakllari (masofaviy, gibrid, onlayn va interaktiv ta'lim), darslarni loyihalashda raqamli platformalar (Google Classroom, Moodle, Zoom, MS Teams, EduPage va boshqalar) dan foydalanish, o'quvchilarning mustaqil ishlash, fikrlash va muammoni hal qilish kompetensiyalarini rivojlantirish bo'yicha metodik tavsiyalar shakllantirildi.

Eksperimental tadqiqotlar natijasida aniqlanishicha, "Ta'limni axborotlashtirishni o'qitish metodikasi" asosida o'tilgan mashg'ulotlarda talabalar raqamli vositalar bilan ishlash, axborotni tahlil qilish, taqdimot tayyorlash, ta'limiy loyihalar ustida ishlash, raqamli xavfsizlik va axborot madaniyati kabi ko'nikmalarga ega bo'lishadi. Bu esa ularning raqamli kompetensiyasini oshirishda muhim omil bo'lib xizmat qiladi.

Tadqiqot davomida xorijiy davlatlar (AQSh, Janubiy Koreya, Singapur, Estoniya, Finlyandiya va boshqalar) ta'lim tizimidagi axborotlashtirish tajribasi tahlil qilinib, ularning ilg'or jihatlari (raqamli transformatsiya strategiyalari, sun'iy intellekt asosida o'qitish, virtual haqiqat, raqamli portfoliolar, adaptiv o'quv platformalari) O'zbekiston sharoitiga moslashtirish bo'yicha takliflar ishlab chiqildi.

Shuningdek, pedagog kadrlar tayyorlash tizimida ushbu fan orqali bo'lajak o'qituvchilarda raqamli kompetensiyalar, innovatsion fikrlash, IT vositalarini o'quv jarayonida qo'llashga tayyorlik, ijodiy yondashuv, masofaviy ta'lim uslublarini o'zlashtirish kabi muhim malakalar shakllanishi aniqlangan. Bu esa nafaqat ta'lim sifatini oshirishga, balki o'qituvchining kasbiy faoliyatini zamon talablariga mos ravishda yuritishiga xizmat qiladi.

Tadqiqot natijalari asosida quyidagilar ilmiy asosda isbotlandi:

- “Ta’limni axborotlashtirishni o’qitish metodikasi” fani zamonaviy ta’limni modernizatsiya qilishda asosiy nazariy va amaliy baza sifatida xizmat qiladi;
- raqamli texnologiyalarni o’qitish metodikasi orqali o’quvchilarda XXI asr ko’nikmalarini shakllantirish mumkin;
- fan o’quv rejaları va dasturlariga samarali integratsiya qilinsa, pedagogik ta’lim sifati oshadi;
- ilmiy asoslangan metodik tavsiyalar asosida o’tkazilgan tajribaviy mashg’ulotlarda talabalar bilim, ko’nikma va malakalari yuqori darajada shakllangan;
- raqamli ta’lim muhiti va AKT vositalaridan foydalanish orqali o’quv jarayonida shaxsga yo’naltirilgan, samarador va innovatsion ta’limni tashkil etish imkoniyati yaratiladi.

**Ilmiy yangilik.** Ushbu tadqiqot natijasida “Ta’limni axborotlashtirishni o’qitish metodikasi” fanining zamonaviy ta’lim tizimidagi o’rni, vazifasi va ahamiyati tizimli ravishda tahlil qilinib, uning mustaqil ilmiy-metodik yo’nalish sifatida shakllanayotganligi ilmiy asosda isbotlandi. Tadqiqot davomida birinchi bor ushbu fan orqali bo’lajak pedagoglarda raqamli kompetensiyalarni shakllantirish mexanizmlari, ta’lim jarayoniga AKT vositalarini samarali integratsiya qilish metodlari ishlab chiqildi va amaliyotda sinovdan o’tkazildi. Shuningdek, milliy va xorijiy tajribalar asosida “Ta’limni axborotlashtirishni o’qitish metodikasi” fanining pedagogik ta’limdagi strategik roli va uni o’qitishdagi zamonaviy yondashuvlar o’rtasida uzviy bog’liqlik aniqlab berildi. Bu esa mazkur yo’nalishda olib borilayotgan ilmiy izlanishlarga yangicha nazariy va amaliy asos yaratdi. Shu bilan birga, o’quv jarayonida raqamli vositalarni qo’llash samaradorligini oshirishga qaratilgan yangi metodik model taklif etildi, bu model test va eksperimentlar orqali o’zini oqladi. Natijada, ushbu ilmiy ish “Ta’limni axborotlashtirishni o’qitish metodikasi” fanini amaliyotga yaqinlashtirish, zamonaviy AKT asosida pedagog kadrlar tayyorlash va raqamli transformatsiyalarga tayyor bo’lgan ta’lim muhitini shakllantirishda ilmiy yangilik sifatida qaraladi.

**Xulosa va takliflar.** O’tkazilgan tadqiqotlar shuni ko’rsatadiki, “Ta’limni axborotlashtirishni o’qitish metodikasi” fani zamonaviy ta’lim jarayonida o’qituvchilarning raqamli kompetensiyalarini shakllantirishda muhim omil hisoblanadi. Ushbu fan orqali pedagoglar nafaqat axborot-kommunikatsiya texnologiyalaridan foydalanish, balki ularni ta’lim jarayoniga integratsiya qilish, raqamli xavfsizlik, axborot madaniyati, interaktiv darslar tashkil etish va ta’limiy resurslar yaratish kabi muhim ko’nikmalarga ega bo’lishadi. Tadqiqotlar asosida quyidagi takliflar ishlab chiqildi: “Ta’limni axborotlashtirishni o’qitish metodikasi” fanini pedagogik oliy ta’lim muassasalarida alohida va majburiy fan sifatida o’quv rejasiga kiritish; fan mazmunini zamonaviy AKT vositalari, sun’iy intellekt, masofaviy ta’lim, interaktiv platformalar bilan boyitish; fan doirasida amaliy mashg’ulotlarga ko’proq e’tibor qaratish, bunda o’qituvchilarni ta’lim texnologiyalari bilan ishlashga o’rgatuvchi loyihaviy faoliyatlar tashkil etish; o’qituvchilarning malakasini oshirish kurslariga “ta’limni axborotlashtirish” yo’nalishlarini majburiy modul sifatida kiritish; xorijiy davlatlar tajribasini chuqur o’rganib, O’zbekiston sharoitiga moslashtirilgan ilg’or pedagogik va raqamli modellar asosida milliy metodikani takomillashtirish; o’quv-uslubiy qo’llanmalar, elektron darsliklar, raqamli ta’lim resurslarini ishlab chiqish va ularni pedagoglar uchun ommabop qilish. Shu asosda fan o’qitilishi samaradorligini oshirish, raqamli kompetensiyalarga ega pedagoglar tayyorlash va umuman ta’lim tizimining raqamli transformatsiyasiga erishish mumkin.

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RECOMMENDATIONS AND MEASURES FOR IMPLEMENTING DIGITAL TECHNOLOGIES IN ENTERPRISES

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The integration of digital technologies is now a fundamental driver of innovation, efficiency, and competitiveness in the modern enterprise. However, achieving successful digital transformation requires more than just investment in new tools—it demands strategic planning, organizational readiness, and comprehensive implementation measures. This article outlines key recommendations and actions that enterprises can undertake to ensure effective adoption of digital technologies.

Digitalization is revolutionizing enterprise operations, enabling automation, data-driven decision-making, and enhanced customer engagement. However, despite the promise of these benefits, many organizations face challenges in planning, executing, and sustaining digital initiatives. Therefore, the implementation process must be guided by a clear roadmap based on strategic objectives and practical capacities.

The first step for any enterprise is to conduct a digital readiness assessment. This involves evaluating current technological infrastructure, workforce capabilities, organizational culture, and security frameworks. Such an assessment helps identify gaps and set realistic priorities for digital transformation. Maturity models like the Digital Capability Framework (DCF) or Deloitte's Digital Maturity Model can be used as analytical tools.

Based on the assessment, enterprises must formulate a well-defined digital strategy aligned with long-term business goals. This strategy should outline key digital priorities, expected outcomes, resource allocation, and risk mitigation plans. It is essential that the digital strategy is not developed in isolation but is integrated into the overall corporate strategy to ensure coherence and commitment at all levels.

A critical technical measure is upgrading IT infrastructure to support advanced digital tools. This includes cloud migration for scalability, implementing enterprise resource planning (ERP) systems for process integration, and strengthening cybersecurity protocols. Without a modern and secure digital infrastructure, other transformation efforts may falter or result in inefficiencies.

Equally important is investment in human capital through continuous learning and development. Enterprises should organize training programs to upskill employees in digital literacy, data analytics, and software use. Recruitment strategies should also target professionals with expertise in emerging technologies such as artificial intelligence, data science, and cybersecurity.

In parallel, enterprises must redesign their business processes rather than merely digitize existing ones. Business Process Reengineering (BPR) methods should be applied to eliminate redundancies, simplify workflows, and optimize value creation. Digital tools such as robotic process automation (RPA) and process mining can assist in mapping and improving operations.

Enterprises should adopt agile methodologies in managing digital implementation projects. Agile approaches, such as Scrum or DevOps, encourage incremental development, rapid feedback loops, and continuous adaptation. These frameworks are particularly effective in dealing with the fast-paced and evolving nature of digital technologies.

Change management plays a crucial role in ensuring smooth adoption across the organization. Top management must actively lead the transformation by communicating its value, allocating

appropriate resources, and setting up governance structures. Organizational resistance can be managed through transparent communication, inclusive planning, and incentives for innovation. To monitor progress and measure success, enterprises must establish clear key performance indicators (KPIs). These may include financial metrics like ROI, as well as operational metrics such as process efficiency, employee productivity, and customer satisfaction. Real-time dashboards and performance analytics tools should be employed to support informed decision-making.

Sector-specific measures can further enhance effectiveness. For example, manufacturing firms can implement IoT for smart factories, while retail companies may adopt omnichannel sales platforms and AI-driven personalization. In the financial sector, technologies like blockchain and machine learning can revolutionize transaction security and credit analysis.

In conclusion, implementing digital technologies requires a holistic approach that balances investment in infrastructure, workforce, and processes. Strategic planning, agile execution, and continuous monitoring form the backbone of a successful transformation. By following structured recommendations and adaptive measures, enterprises can not only improve efficiency but also achieve long-term resilience in a competitive digital economy.

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#### **Annotation**

The chronotope problem is the most researched concept today. This article explores the literary space and time in Tahir Malik's fantastic stories. The space and time described in the stories "Davron", "Falak", "Hunting" and the skills of the writer are analyzed in detail. Tahir Malik's style of creating a fantastic story is also discussed.

**Key words:** chronotope, space and time, literary studies, genre poetics, nature of images, style, plot of an artistic work, composition, language, structure of an artistic text.

#### **QISSALARDA ZAMON VA MAKONNING POETIK TASVIRI**

##### **Annotatsiya**

Xronotop masalasi bugungi kunda eng ko'p tadqiq qilinayotgan tushuncha hisoblanadi. Mazkur maqolada Tohir Malikning fantastik qissalaridagi adabiy makon va zamon tadqiq etilgan. "Davron", "Falak", "Ov" qissalarida tasvirlangan makon va zamon, yozuvchining mahorati batafsil tahlil qilingan. Tohir Malikning fantastik qissa yaratish uslubi haqida ham fikr yuritilgan.

**Kalit so'zlar:** xronotop, makon va zamon, adabiyotshunoslik, janr poetikasi, obrazlar tabiati, uslub, badiiy asar syujeti, kompozitsiyasi, tili, badiiy matn strukturasi.

#### **ПОЭТИЧЕСКОЕ ОПИСАНИЕ ВРЕМЕНИ И ПРОСТРАНСТВА В ПОВЕСТЯХ**

##### **Аннотация**

Проблема хронотопа сегодня является наиболее исследованной концепцией. В данной статье исследуется литературное пространство и время в фантастических рассказах Тахира Малика. Подробно анализируются пространство и время, описанные в рассказах "Даврон", "Фалак", "Охота", а также мастерство писателя. Обсуждается также стиль Тахира Малика в создании фантастического рассказа.

**Ключевые слова:** хронотоп, пространство и время, литературоведение, жанровая поэтика, характер образов, стиль, сюжет художественного произведения, композиция, язык, структура художественного текста.

**Introduction.** The study of the creative heritage, spiritual and mental world of each writer, creator, and poet in our literature is one of the urgent tasks of our literary studies. The interpretation of the genre poetics, the nature of the images, the language, and the unique style of the stories of the writer Tahir Malik serves to strengthen our national spirituality.

**Analysis of literature on the topic.** In Uzbek literary studies, the work of certain writers, the spiritual world of people in their works, the diversity of characters, the plot and composition of the work of art, language, and style are topics that continue to be studied. In particular, Tahir Malik's work "Shaytanat" has been partially studied in articles published by U.Normatov, A.Rasulov, and A.Ulugov. However, in the studies conducted since the 20th century to this day, the interpretation of other stories by Tahir Malik has not been sufficiently studied.

It should be noted that in reality, time, limited by the human mind, constitutes a whole, an astronomical series, such as eras, centuries, years, seasons, months, weeks, days, hours... Space, on the other hand, represents a whole, such as the sky, earth, sea, desert... In order to increase the

credibility of the events they describe, creative people use this astronomical time and space in different ways, depending on their worldview and skill. In other words, in a work of art, time, space, space move from a physical content to a literary-philosophical essence. Tadqiqot metodologiyasi.

The problems of time and space, recognized as important categories of philosophy, are not alien concepts for fiction. In works of fiction, events and phenomena that occurred at a certain time and in a certain space find their expression. Chronotope is derived from the Latin word, which means *chronos* - time and *topos* – space. In literary criticism, the reference to the problem of time and space, that is, chronotope, began in the first half of the 20th century. This term was introduced into literary criticism by M. Bakhtin in the 30s of the 20th century. After M. Bakhtin, the problem of chronotope was studied by Y.M. Lotman [3], V. Ye. Khalizev [6], N.D. Tamarchenko [5]. In order to deeply understand the writer's artistic world, it is necessary to summarize the spatial and temporal boundaries reflected in his individual works, study their interconnected aspects and imagine them as a single whole. Because they themselves are actually aspects of the entire artistic world created by the artist [7]. M. Bakhtin, introducing the concept of chronotope into science, takes into account that it encompasses important parts of the genre, composition, plot, artistic text structure, and poetics of images at the heart of the work of art, and that it harmoniously reflects artistic space and time [2]. "We call the harmony between time and space, artistically perceived in literature, a chronotope..." writes M. Bakhtin [1]. In fact, a poetic phenomenon that harmoniously displays the genre, composition, plot, text structure, and images in a work of art is called a chronotope.

**Analysis and results.** In Tahir Malik's stories, space and time are also depicted as a whole. In fantasy works, heroes are launched into space, travel to foreign lands, but in Tahir Malik's works, they travel to history. In the fantasy story "Falak", the main character travels to history on a device created by Jahongir, that is, to the 15th century using a device called *elalloma*. The work describes the era in which Mirzo Ulugbek lived, and the scientists of that time. A fantasy writer must convincingly present a serious scientific hypothesis and idea as if it had come true. If a writer does not reflect the problems of the present era in his works, the social significance of his work will be lost. The writer always feels the era and time. Even when he refers to the past, he imbues the work with the problems of today. Thus, the story describes the events of two eras in parallel - the 15th and 20th centuries.

Tahir Malik's story "Hunting" is a fantasy work. Through fiction, the writer observes our motherland through the eyes of alien astronauts and writes about the sad fate of the victims of repression. In the story "Falak", Tahir Malik connected fiction with history. In "Ov" he also turned to history. In both stories, the experience and skill of the accomplished writer are clearly reflected. In the story, four people who were unjustly arrested and imprisoned in the same barracks meet. All of them are political prisoners, that is, "enemies of the people", but their worldview, thoughts, and beliefs are completely different, they even reject each other.

In the fantastic story "Davron", the events take place in Yozyavon. Archaeologists find golden human statues during excavations. The subsequent events of the work develop in this vein. The story tells about Davron, his teacher Bekmirzayev, Davron's classmate Niyoz Mansurov, and his leading relative. In the story, Niyoz and Davron talk about the people of the valley: "... – The people of the valley are incomprehensible. They are extremely polite. They are like butterflies around the guest. But I would say that they do not respect you from the heart. Is their courtesy fake?"

– You judge everything by your own merit. You are treated with false respect, even some of your actions are fake. You do not do good to anyone from the heart. That is why you are always suspicious of others.

– Why didn't you tell them who I am?

– They don't care. They have nothing to do with your actions. You are a guest, that's all!" [4]. Most of Tahir Malik's works take place in Andijan and its various districts. Since the writer's mother and uncle were from the valley, he probably vividly depicted the valley in his works. Elements of the valley dialect are also noticeable in the language of the characters. For example: in the stories "Davron", "Falak" nevlay, sayerpoy ....

**Conclusions and suggestions.** In Tahir Malik's stories, space and time are also depicted as a whole. In fantasy works, heroes are launched into space, travel to foreign lands, but in Tahir Malik's works, they travel to history. In the fantasy story "Falak", the main character travels to history on a device created by Jahongir, that is, to the 15th century using a device called elalloma. The work describes the era in which Mirzo Ulugbek lived, and the scientists of that time. A fantasy writer must convincingly present a serious scientific hypothesis and idea as if it had come true. If a writer does not reflect the problems of the present era in his works, the social significance of his work will be lost. The writer always feels the era and time. Even when referring to the past, he imbues the work with the problems of today. Thus, the story describes the events of two times - the 15th and 20th centuries in parallel.

Tahir Malik's story "The Hunt" is a work of fiction. Through fiction, the writer observes our motherland through the eyes of alien astronauts and writes about the sad fate of the victims of repression. In the story "The Sky", Tahir Malik connected fiction with history. In "The Hunt" he also turned to history. In both stories, the experience and skill of the accomplished writer are clearly reflected. In the story, four people who were unjustly arrested and imprisoned in the same barracks meet. All of them are political prisoners, that is, "enemies of the people", but their worldview, thoughts, and beliefs are completely different from each other, and even reject each other. In the story "The Hunt" the events mainly take place in prison and the forest. Here, the prison and the forest are considered literary settings. In Tahir Malik's detective stories, prisons, state farms, villages, cities, forests, hotels, schools, and cafes are embodied as literary spaces.

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NATIONALITY AND THE ART OF IMAGES IN THE WORKS OF KAMCHIBEK  
KENJA

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**Abstract:** The article examines the art of nationality and imagery in the novel “Pledge” by the writer Kamchibek Kenja. The essence of the plot, the skill of the writer, and the chronotope of the work are discussed.

**Keywords:** story, fiction, image, hero, contrast, episodic images.

It is known that fiction has three important characteristics: nationality, universality and individuality. It is these characteristics that are inherent in every truly artistic creation. The same criteria are applied and evaluated in the study of samples of artistic creation. Nationality is a fundamental principle of literature. Eternal examples of creativity also reflect a unique artistic interpretation of the national spirit, and are therefore equally attractive to all at all times. That is why the hero of Uzbekistan Abdulla Oripov emphasizes that “only genuine samples of creativity, embodying the immortal spirit of the nation, its values, national identity, and, finally, its priceless linguistic wealth, have the right to life”. This right to life extends to the work of Kamchibek Kenja. Popularity, nationality, sincerity of the writer’s stories enriches the reader’s artistic thinking.

Speaking about nationality in a work of fiction, literary scholar Izzat Sultan notes: “Every national literature necessarily enters the arena on its own national soil. The life of every nation is reflected in its literature. Every writer primarily describes the life around him—the characters of people belonging to his nation”, he explains. Kamchibek Kenja’s story “The Pledge” also about Uzbek men. Focusing on the title, “a theme is usually born along with a social or moral issue that the writer is trying to create.” In this K. Kenja is also not looking for a motive from afar. The plot recounts a controversy over a bail arising from the capture of a songbird quail that has appeared on a seven-acre woodland.

As we tend to analyze history, it is advisable to first determine the chronotope, that is, the space and time in which the events of the plot take place. Space—defined as a teahouse, an important place in our social environment, especially a favorite place of men, the time when events unfold dates back to the 70s and 80s of the last centuries. Although it is easy to define space, the question of time requires the reader's ingenuity. The disputes of quail lovers reflected in the story, the artistic details, namely the skullcap, yaktak, Charsi, testify to our last century.

Literary scholar Tokhta Boboev notes that writers use a variety of artistic means of depiction when describing characters in literary works. It is dialogue as a means of artistic representation that K. Kamchibek uses very fruitfully in the story “The Pledge”. The dialogues in the story serve not only to describe the characters of the work, but also to drive the development of the plot.

We know that in a work of fiction, arguments, questions and answers, and conversations between two characters form a dialogue. The dialogues in the story “The Pledge” take place between several characters. On the other hand, characters in a story are classified according to the “burden” they carry: episodic or main characters. If the episodic characters include the owner of the tea

shop Kambar, Alim aka, tractor driver Satin and other villagers, then the main character, the main hero, is the brave, courageous, honest, strong-willed and persistent Timur Palvan. The writer contrasts the image of Timur Palvan with the image of Zulun trickster, a scoundrel, a trapper, lovelace and a wretch - Zulun the trickster who corresponds to his nickname. The main dialogues in the story take place between Timur Palvan and Zulunbai, who was considered almost his son by age. A work without a plot conflict is ineffective because it does not fully and consistently express the truth of life. "It is only as a result of the clash of characters that their inner world is revealed most fully", believes literary scholar. In this regard, the conflict between Timur Palvan and Zulun the trickster in the story acts as a driving force and a factor ensuring the interest of the plot.

First, Zulunbai and Temir Palvan, at the insistence of the owner of the teahouse, make a bet on catching a quail. According to the terms of the bet, Timur Palvan had to catch a song quail that appeared in a seven-acre woodland, and Zulun the trickster, in case of loss, had to cook palov at his own expense. If he fails, Timur Palvan will take responsibility for cooking the palov. However, events do not develop as planned. Although Timur manages to win the duel, in the throes of defeat Zulun dexterously stabs the winner in the most painful places. That is, he makes vulgar remarks that remind Timur of the unpleasant events that happened to Palvan's ex-wife. As a result, the dispute, which began incorrectly, escalates into a fight. As the author describes it, "It was a battle of youth and old age, of strength and experience, of agility and cunning". At the end of the story, the duel ends with Palvan's victory, and he leaves the tea house with a haughty expression on his face.

The writer does not immediately reveal to the reader the portraits and psychology of the characters Timur Palvan and Zulun the trickster, introduces them to the reader as events unfold, from the beginning of the narrative to its denouement. For example, let's analyze the following fragment, which precedes the pledge:

*"Our tea shop just doesn't have enough of this 'quick-shooter",- said one of these amateur peasants.*

*Timur palvan, leaning against the wooden dome of the bed, with his belly protruding from under his white shirt, moved, lifted his outstretched leg and stretched out the next one.*

*"It would be just as well, we would have breakfast here with Hourinisa's cream", Satim agreed.*

...

*"Her cream or the cream of her lamb?" the owner of the tea shop, watching the Zulun the trickster, wondered aloud a malicious question.*

*- So, Zulunboy has been hanging around this fairy's yard more and more lately.*

*... "The consequences of neglecting someone's wife will not lead to good things", Temir-aka said.*

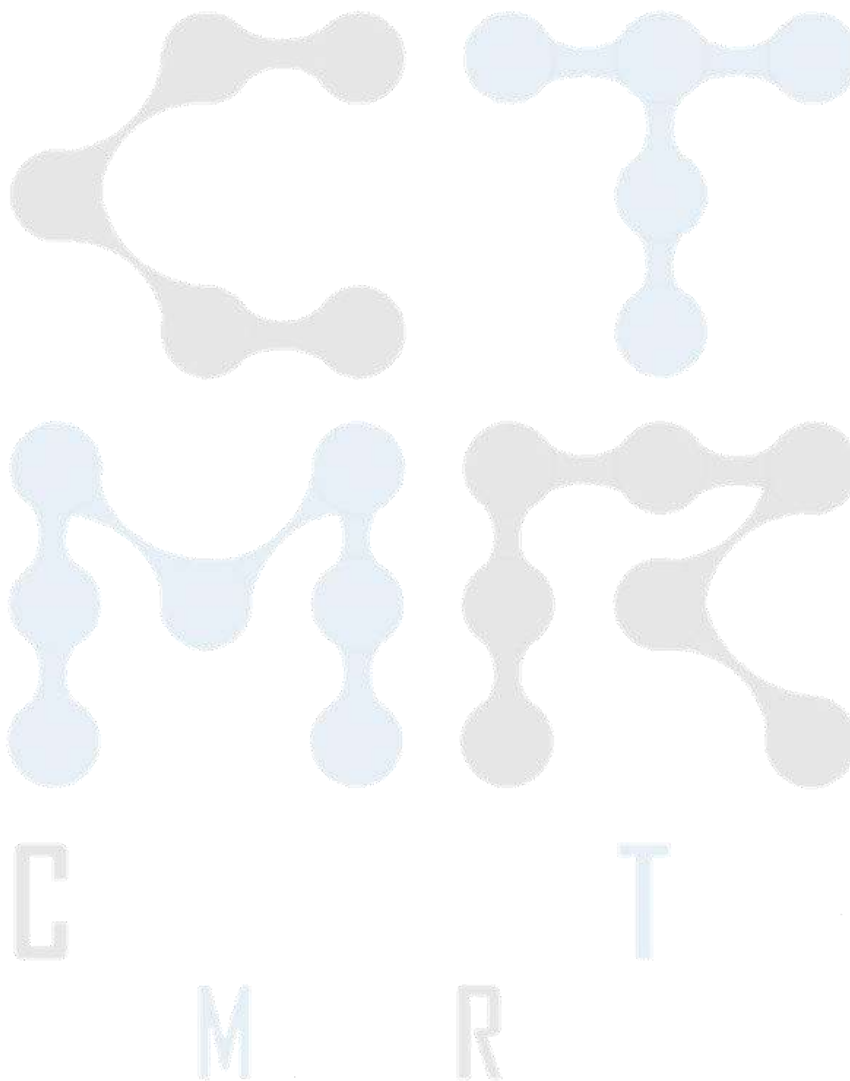
In the above excerpt, when we see Timur Palvan a quail lover, move from his sitting position as one of the amateur peasants in the cafeteria said about "quick-shooter", we can understand his kindness towards women in his reasoning that "the consequences of looking at someone's wife will not lead to anything good". The author also shows the initial features in the portrait of Timur Palvan through the imagery: "the belly pushes the white yaktak"-which hints that the hero is potbellied and muscular. We can see that Zulun the trickster does not respect women by sentences such as: "-So, Zulunbai has been hanging around that fairy's yard more and more lately".

The conclusion is that the generalizing aspects of the images in the story are a discussion of the life of fellow villagers, vanity, living their main daily life in a tea shop, and indifference to the development of society. While Kamchibek Kenja in his story shows in the mirror the lower people

of our society, such as Zulun the trickster, who defame the honor of masculinity, he shows through the image of Timur Palvan that a man's word should be honest, brave and courageous, and that he should always treat women with respect. The example of the story "Pledge" shows that unpleasant events arising from idleness in a teahouse negatively affect people's mutual affection.

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**Annotation.** This article analyzes the poems of the great poet and statesman Erkin Vohidov. Through the poet's most famous poems and their analysis, a journey into his lyrical world is taken. Each idea is substantiated with examples.

**Keywords:** poet, poem, ode, epic, lyrical hero, experience, homeland.

When we mention the name of Erkin Vahidov, the poem "Uzbegin" by the poet, the epic "Nido" and the image of Matmusa come to mind.

People's Poet of Uzbekistan (1987), Hero of Uzbekistan (1999), playwright and public figure Erkin Vokhidov lived not for success, but to give meaning to his life. This way of life itself brought the poet success and heroism, won the love of the people, and took a place in the hearts of the people. Erkin Vokhidov's poetry glorifies folk wisdom, philosophy of life, and the fiery moments of youth.

*Garchi shuncha mag'rur tursa ham,*

*Piyolaga egilar choynak.*

*SHunday ekan, manmanlik nechun,*

*Kibr-u havo nimaga kerak.*

In these verses, the idea of calling people to be humble and modest is skillfully revealed through folk similes, and it is worth noting that it is often used in everyday life in the form of proverbs in the vernacular.

In the joy of ancient history, one coral, a breastplate, a descendant of Tarkhan, a blood of a peasant, a thousand epics in one poem, and a noble peasant, the poet Erkin Vakhidov wrote not a poem in the true sense, but a poem about the Uzbek.

*Men Vatanni bog' deb aytsam,*

*Sensan unda bitta gul.*

*Men Vatanni ko'z deb aytsam,*

*Bitta mujgon o'zbegin.*

When we read the epic poem "Nido", we visualize the plight of our compatriots who were victims of World War II, their tragic lives. The epic poem "Nido" is imprinted in the heart of the poet with its sincere passion and strong spiritual impact. It is no exaggeration to say that the following lines from the poem are the poet's testament to his contemporaries:

*Tengdoshim, Asrdosh birodar!*

*Kel, bir on jim o'yga cho'maylik.*

*Bu yerda Yotibdi fidolar.*

*Kel, uni gullarga ko'maylik.*

*Bu yerda baxt bo'lsin, nur bo'lsin,*

*Bo'lmasin, qora tun zulmati.*

*Bu yerda Yuraklar hur bo'lsin.*

*Qaytmasin, u kunlar dahshati.*

*Tengdoshim, asrdosh birodar!*

*Uyg'oq bo'l, hushyor boq olamga.*

*Bu yerni Ko'chmasin alanga,*

*Qabrida tinch yotsin fidolar.*

During his creative career, the poet left his mark in Uzbek literature as an enlightener, having published such collections as "Morning Breath" (his first collection of poems, 1961), "My Songs for You" (1962), "Heart and Mind" (1963), "My Star" (1964), "Love" (1976), "Letter to the Future" (1983), a two-volume collection ("Love" and "Sadaqatnoma", 1986), "The String May Not Break in the Peak of the Song" (1991), and "The Bitter Truth is Good" (1992).

**The prominent representative of Uzbek literature, Abdulla Oripov, emphasizes that there are two categories of writers in literature: "Yes, there have always been two categories of writers in literature. The first of them, if I may say so, are the artisans. Who are the artisans? In what status do they generally appear in poetry? The artisan in literature writes only according to his own desires and dreams, or perhaps due to the sheer necessity of making a living or out of a desire to earn a name and live. can. Some people are unfortunate workers who have fallen into this field by sheer chance. Whatever fate may have befallen them, no matter how long they have lived, their profession has not brought them any fame in literature. The second category is those who create with their heart, who are themselves burned in the fire, who find joy and pleasure in endless hard work, who consider creativity a gift. They are often called the owners of natural talent [2; 81].**

*Shoir bo'lsang, bol'lsin qalbing*

*Elga qurbon bo'lgulik.*

*SHoir bo'lsang, bo'lsin xalqing*

*Senga qalqon bo'lgulik.*

Erkin Vohidov is a person whose heart is devoted to the people, and the people are a shield for the poet, as he intended. The poet felt the pain of the people and put it into his work; he glorified freedom and freethinking, and won the love of the people with his wise work. In short, Erkin Vohidov is a true talent, an author of poems that burn like fire wherever they touch, a fire that enters the human heart.

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**SPORTCHILARNI KOORDINATSION QOBILIYATLARINI TARBIYALASH  
MUAMMOLARINING TAHLILI (FUTBOL SPORT TURI MISOLIDA)****Xudayberganov Toxirjon Karimovich**

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Katta o‘qituvchi-murabbiyi.

Ko‘p yillar davomida ilmiy-usuliy adabiyotlarda «chaqqon» deganda nimani tushunish kerak, uni qanday belgilari mavjudligi, chaqqonlikning insondagi boshqa xususiyatlar bilan o‘zaro bog‘liqligi masalalari keng munozaraga sabab bo‘lib kelmoqda. Lekin hozirgi kungacha olimlar orasida chaqqonlikning aniq ta‘rifi mavjud emas va turli va juda qarama – qarshi fikrlar mavjud. Ba‘zi hollarda chaqqonlik muvofiqlanganlik, muvofiqlash layoqatlari bilan belgilansa, boshqa hollarda muvofiqlash layoqatlari ko‘rsatkichlarining hosilasi, uchinchi holda - muvofiqlash layoqatlarini (koordinasion qobiliyatlar) namoyon bo‘lishini chegaralovchi, insonning psixomotor xususiyatlari bilan bog‘laydilar. Bunda, chaqqonlikning o‘lchovlari sifatida turli belgilar ishlatiladi. “Muvofiqlashtirish layoqatlari” va “Koordinasion qobiliyatlar” atamaları lug‘aviy jihatdan bir xil ma‘noni anglatadi va adabiyotlarda turlicha qo‘llanilishi mumkin bo‘ladi. “Koordinasion qobiliyatlar” tushunchasi fanga keyingi 30-40 yillar davomida chaqqonlik harakatlanish sifati tasavvurlarni aniqlashtirish uchun kirib keldi. To shu kungacha maxsus adabiyotlarda chaqqonlik ikkita asosiy qobiliyatlardan: birinchidan, yangi harakatlanish amallarini tezkorlik bilan egallash qobiliyati (tez o‘rganish qobiliyati), ikkinchidan, vaziyat kutilmaganda o‘zgarib qolish sharoitlarida harakatlanish faoliyatini tezda koordinatsiyalangan holda qayta qurish qobiliyatidan iborat ekanligini o‘qish mumkin. Oxirgi aytilgan qobiliyatni ba‘zida nisbatan standart va variativ (ehtimolli) va kutilmaganda, tez o‘zgaruvchi vaziyatlarda namoyon bo‘ladigan "motorli adaptatsiya" qobiliyati sifatida qaraydilar. Chaqqonlikning boshqa ta‘riflari ham mavjudligini ta‘kidlab o‘tamiz. Bu mavzuga oid tahlillarni bir qator ilmiy ishlardan o‘rganish mumkin.

Shu ma‘noda maxsus koordinasion qobiliyatlar deganda «inson o‘zining otimal boshqarilishga hamda kelib chiqishi va harakatlanish amallarining ma‘nosi bo‘yicha shunga o‘xshash regulyasiyaga tayyorligi imkoniyatlarini aniqlaydigan holati» yoki o‘zgaruvchan sharoitda yuzaga keladigan qarshiliklarni to‘g‘ri, tez, oqilona hal etish tushuniladi [49;-232-b]. Shunga ko‘ra nazariy va ilmiy tadqiqotlar quyidagi koordinasion qobiliyatlar turlarini ajratishga imkon beradi: "Maxsus", "o‘ziga xos" va "umumiy".

Sport sohasida olib borilayotgan tadqiqotlar natijasi o‘laroq koordinasion qobiliyatlar sport o‘yinlarida yosh sportchilarni tayyorlashda va ularning musobaqa faoliyatini samaradorligini oshirishda eng muxim omillardan biri ekanligi ta‘kidlanmoqda. Sportchilarning texnik tayyorgarligida koordinasion qobiliyatlarni roli uzoq vaqtdan beri mutaxassislar tomonidan yetakchi sifatida tan olingan. Harakatlar koordinatsiyasi va fazoviy yo‘nalishini rivojlantirishga qaratilgan yosh va o‘rta yoshda koordinasion qobiliyatlari va ularning nisbati aniq rivojlantirish kerakligi to‘g‘risida aniq ma‘lumot topilmagan.

Mutaxassislar odamning yangi noodatiy sharoitlarda xatti –harakatlarni ikkinchi tomondan uning koordinasion imkoniyatlarini zudlik bilan shakllantira oladigan ma‘lum ijobiy qobiliyatlar deya fikr bildirishgan. Hozirgi vaqtda mutaxassislar sportchining koordinasion qobiliyatlarni baholash va rivojlantirish uchun ularni toifalashtirishning ilmiy konsepsiyasiga tayanish kerakligini

ta'kidlashmoqda. Ana shunday konsepsiyalardan birini V.I.Lyax taqdim etgan. Uning fikriga ko'ra, qobiliyatlar ma'lumotlarining vertikal toifalanishi (klassifikatsiyasi) hisoblanadi. N.G.Ozolin ta'kidlaganidek, sport mashg'ulotlarining texnikasini uning atrof-muhit sharoitlarida aqliy va jismoniy faoliyatini muvofiqlashtirish sifatida ko'rib chiqish kerak. Shuningdek, mavjud ilmiy-uslubiy adabiyotlarini tahlil qilish natijalarining ko'rsatishicha, bu yo'nalishda ko'p sondagi ishlar mavjud bo'lib, ularda mualliflar tomonidan yosh sportchilarda koordinasion qobiliyatlar irsiy omillar (genetik omil) bilan belgilanishi tan olinsada, biroq bu qobiliyatlar boshqa jismoniy sifatlar kabi rivojlanishga jalb qilinadi. Yuqorida ko'rsatib o'tilgan mualliflar tomonidan qayd qilinishicha, koordinasion qobiliyatlar rivojlanish tezligi genetik omillar, anatomik- fiziologik boshlang'ichlar, organizmning turli xil yosh davrlarida voyaga yetish xususiyatlari bilan bog'liq hisoblanadi. Umumiy maxsus koordinasion qobiliyatlarning rivojlantirilishi uchun mutaxassislar tomonidan quyidagi bir butun mashqlar tizimi keltirib o'tiladi: siklik, asiklik, tahliliy, sintetik, doira ko'rinishidagi mashg'ulotlar variantlari, gimnastik mashqlar, akrobatika, sport o'yinlari asosidagi mashqlar va boshqalar.

Ko'pgina olimlar maxsus koordinasion qobiliyatlarning quyidagi turlarini ajratib ko'rsatishgan:

- harakatlarning makon, vaqt va kuchga tegishli ko'rsatkichlarini aniq ishlab chiqish va differensialash qobiliyati;
- makon bo'ylab mo'ljal olish qobiliyati;
- muvozanatni ta'minlash qobiliyati;
- ritmga nisbatan qobiliyat;
- statokinetik barqarorlikga nisbatan qobiliyat;
- reaksiya ko'rsatishga nisbatan qobiliyat;
- harakatlarni qayta tuzib chiqish qobiliyati (o'zaro)
- harakatlar va zo'r berishlarning aniq differentsiallashtirish qobiliyati.

V.I. Platonov tomonidan qayd qilinishicha, maxsus tayyorgarlik koordinasion qobiliyatlarni rivojlantirilishi darajasini aniqlash imkonini va harakatlarni bajarishning tezkor nazorat tavsiflarini amalga oshirishni belgilab beradi. Ko'plab olimlar 13-14 yoshlarda koordinasion qobiliyatlarni shakllantirishga alohida e'tibor qaratish lozimligini ta'kidlashadi. Bu davrda shug'ullanuvchilarda harakat analizatorlari rivojlanishi pasayib harakat koordinatsiyasi rivojlanishi uchun zamin yaratiladi.

A.A.Guryayev fikriga ko'ra sportchilarning raqobatbardosh faoliyati samaradorligi asosan, vestibulyar apparatni rivojlantirish orqali amalga oshiriladigan yetakchi vosita ya'ni koordinasion qobiliyatlar rivojlanish darajasi bilan bog'liq. "Portlash" kuchi, harakat tezligi, sakrash qobiliyati, tezlik, sakrash va o'yinga chidamlilik, tezkorlik, bu ham muvofiqlashtirish qobiliyati va vestibulyar barqarorlik bilan o'zaro bog'liqdir. Bu esa jismoniy tarbiya vosita ko'nikmalarini - umumiy ishchanlikni to'plashga yordam beradi. Sport mashg'ulotlarida koordinasion qobiliyatlarni ahamiyatini to'g'ri anglagan holda sport turining xususiyatlariga qarab mashq qildirish katta samara beradi. Jumladan, sport turida koordinasion qobiliyatlarni rivojlantirish orqali texnik-taktik harakatlar samaradorligini oshirish masalasiga alohida yondoshuv zaruriyati namoyon bo'lmoqda.

Musobaqa faoliyatining xususiyatlari futbolchilardan jismoniy sifatlarni yuqori darajada namoyon bo'lishi va harakat ko'nikmalarini namoyon bo'lishini talab qilib, ular orasida koordinasion qobiliyatlar alohida muhim ahamiyatga ega hisoblanadi. Futbol sohasidagi olimlar koordinasion qobiliyatlarga futbolchining belgilangan turli xil koordinasion murakkablik

darajasidagi harakatlarga tegishli vazifalarni hal qilish jarayonini bajarish qobiliyati deb qarashadi, bu holat harakatlarni optimal darajada regulyasiya qilish va bajarishni nazarda tutiladi. Masalan, to'pga "qaychi" usulda zarba berishni samarasini ta'minlash jarayoni koordinasion qobiliyatlarni namoyon bo'lish shakliga misol bo'la oladi. Kuzatishlardan shu narsalar aniqlanganki, futbolchilarni tayyorlash jarayonida maxsus koordinasion qobiliyatlarni rivojlantiruvchi vositalardan yetarlicha foydalanilmayapti. Bu esa futbolchilarning texnik-taktik harakatlarni samarali bajarishlariga o'z salbiy ta'sirini ko'rsatmoqda.

Ma'lumki futbol o'yini davomida turli xil murakkab vaziyatlar vujudga kelishi oqibatida o'yinchining qisqa vaqt ichida aniq va samarali qarorga kelishida aynan maxsus koordinasion qobiliyatlarning namoyon bo'lishi zarur omil deb qaraladi. Futbolda koordinasion qobiliyatning ahamiyati to'g'risida gapirganda, ular organizmning psixomotor xususiyatlari singari harakatlarni boshqarish va regulyasiya qilish jarayonlari sifatiga ta'sir ko'rsatishini, motorli o'rganishni tezkor va sifatli amalga oshishiga zamin yaratishini, aniq o'yin vaziyatlarida o'zlashtirilgan harakatlanish malaka va ko'nikmalari stabil bajarilishiga yordam berishini ta'kidlab o'tish kerak. V.I.Lyax va Z.Vitkovskiylar futbol mashg'ulotlarida 15 dan va 45 daqiqagacha maxsus koordinasion mashqlardan foydalanishni tavsiya etadilar. Bunda maxsus koordinasion mashqlarni tayyorlov qismining oxirida yoki asosiy qismning boshida qo'llashni ta'kidlashagan. Koordinasion qobiliyatlar futbolda to'pni mohirlik bilan boshqarish, o'zgaruvchan sharoitda manyovr qilishlarda, murakkab vaziyatlarda zarba berishlarda juda katta ahamiyat kasb etadi. Bunda koordinasion qobiliyatlar, sakrovchanlik va tezkorlik texnika bilan uyg'un holatida bo'lsa katta samaradorlikka erishiladi. Z.Vitkovskiy futbolchilar uchun eng mos bo'lgan koordinasion qobiliyatga quyidagilarni mansub deb ta'kidlaydi: harakatlarni kayta tuzishga qobiliyat, kinestetik farqlash qobiliyati, makonda yo'nalish topish qobiliyati, ritmgacha qobiliyat, statik muvozanat. Bundan tashqari, futbolchilarning koordinasion qobiliyatlar tuzilmasida reaksiya qilish tezligi va dinamik muvozanatni ajratishadi. Shunday qilib, futbolchilar koordinasion qobiliyat tuzilmasining turli jihatlari mavjudligi haqida ko'p gapirish mumkin. Bu esa, futbol nazariyasi va amaliyotida ularning rivojlanish masalasining murakkabligi va yetarli darajada o'rganilmaganligidir.

Futbolchilar uchun xos bo'lgan koordinasion qobiliyatlar (ularning ahamiyatiga ko'ra) quyidagilar: harakatlarni qayta tuzish, kinetostatik differensiyalash, makon bo'ylab mo'ljal olish, ritmni his qila olish, statik muvozanat qobiliyatlari hisoblanadi. Bundan tashqari, futbolchilarda koordinasion qobiliyatlar tuzilishi tarkibida tezkor reaksiya ko'rsatish va dinamik muvozanat qobiliyatlari ajratib ko'rsatiladi. Ushbu ko'rinishda, futbolchilarning koordinasion qobiliyatlari tarkibi ko'p komponentlardan tashkil topganligi haqida fikr bildirish mumkin, bu holat futbol nazariyasi va amaliyotida bu masalaning murakkabligini belgilab beradi uning batafsil holatda, yetarli o'rganilmaganligini tushintirib beradi.

Koordinasion qobiliyatlar bo'yicha quyidagi uchta guruhni ajratib ko'rsatish tavsiya qilinadi:

A. Birinchi guruhga makon, vaqt va dinamik tavsiflar bo'yicha harakatlarni aniq o'lchay olish va regulyasiya qilish kiritiladi;

B. Ikkinchi guruhga - statik va dinamik muvozanat holatini ushlab tura olish qobiliyati kiritiladi;

V. Uchinchi guruhga – ortiqcha mushaklar kuchlanishlarisiz harakatlarni bajarish qobiliyati va kuchga tegishli zo'r berishlarni differensiyalash kiritiladi.

Futbolda koordinasion qobiliyatlarning namoyon bo'lishi murakkabligi va turli xilligi ularga tashhis qo'yish va rivojlantirishda ma'lum bir aniq qiyinchiliklarni yuzaga keltiradi.

Koordinasion qobiliyatlarni rivojlantirilishida kuzatiluvchi asosiy qiyinchiliklar mashg'ulotlarni

tugallash bosqichida yuzaga keladi, bunda bir tomondan organizmning tabiiy o'sish jarayoni syekinlashadi, boshqa tomondan esa ko'pgina texnik elementlar va harakatlar ko'nikmalari yetarlicha darajada avtomatlashtirilishi qayd qilinadi. Ushbu holatga bog'liq ravishda, umumiy va maxsus jismoniy tayyorgarlik bo'yicha yangi usullar va vositalarni ishlab chiqishga keskin ehtiyoj yuzaga keladi, shuningdek sportchilar uchun davomiylikdagi mashqlarni bajarishda qulay sharoitlarni yaratish talab qilinadi. Harakatlarni o'zlashtirish va ular bilan bog'liq ko'nikmalarni mustahkamlash davomida bu harakatlar koordinasion nuqtai nazardan borgan sari kamroq darajada qiyinchilik tug'dira boradi va o'z navbatida koordinasion qobiliyatlar rivojlantirilishida mashq qilish samaradorligi borgan sari kamayib boradi.

Koordinasion qobiliyatlarining namoyon bo'lishi quyidagi ko'rsatilgan bir qator omillarga bog'liq hisoblanadi:

1. Harakatlarning aniq tahlil qilinishi qobiliyati.
2. Analizatorlarning faoliyati (ayniqsa harakat analizatorlari)
3. Harakatlar topshiriqlarining murakkabiigi.
4. Tezlik qobiliyatlarining (kuch, egiluvchanlik va boshqalar) rivojlanish darajasi.
5. Yosh hususiyatlari.
6. Harakatlar ko'nikmalari va malakalarining zahirasi [36;-207-b].

Texnik-taktik mashqlar guruhi tarkibiga turli xil modifikatsiyalardagi, bitta va ikkita to'p bilan, urinishlar cheklangan sharoitda bajariluvchi «kvadratlar» va boshqlar kiritiladi.

Futbolda koordinasion mashg'ulot vositalarini va usullarini aniqlanishi va klassifikatsiyasi bilan aytilgan trenirovkani va variantlarni, shuningdek, yuklamalarni me'yorlashni rejalashtirish muammosi chambarchas bog'liq.

Adabiyotlar tahlili sport o'yinlarida koordinasion trenirovka variantiga quyidagilar kirishini ko'rsatadi:

1. Makro yoki mezosikli;
2. Koordinasion qobiliyatlarining butun davomiyligi davomida vositalar va usullar yordamida bir tekis ta'sirini;
3. Tayyorlov, musobaqa va o'tish davrlarida yetakchi koordinasion qobiliyatlarga urg'uli ta'sirini;
4. U yoki bu koordinasion qobiliyatlarga yo'naltirilgan trenirovkani 2-6 mikrosikllar davomida ta'sirini;
5. Oshirilgan koordinasion murakkablikdagi mashqlardan foydalanishni;
6. Maxsus «koordinasion trenajerlar» (stendlar)dan foydalanishni ko'rsatdi.

Shu bilan birga, yuqorida zikr etilgan mualliflar aytib o'tilgan hamma koordinasion trenirovka variantlari eksperimental tasdiqni talab qilishini ta'kidlaydilar.

Koordinasion qobiliyatni yil davomida (mezosiklda, mikrosiklda, bosqichda) yaxshilashga yo'naltirilgan trenirovkalarni rejalashtirishda mutaxassislar quyidagilarni e'tiborga olishni tavsiya qiladilar:

1. Futbolda muvaffaqiyatga erishish uchun ahamiyatli hisoblanadigan koordinasion qobiliyatni;
2. Ularni tarbiyalash uchun vositalar (umumiy va maxsus koordinasion mashqlar) va usullarni;
3. Koordinasion va kondisionqobiliyatlarga o'zaro bog'liq holda ta'sir ko'rsatadigan mashqlarni;
4. Bajarish jarayonida koordinasion qobiliyat rivojlanadigan va texnik - taktik malaka va ko'nikmalar o'zaro bog'liq holda yahshilanadigan mashqlarni;
5. Ma'lum koordinasion qobiliyatni rivojlantirishning sensitiv davrlarini;
6. Aniq (konkret) o'yinchida ushbu qobiliyatlarining strukturasi.

Koordinasion qobiliyatni mashq qildirishning muhim qoidasiga ixtisoslashgan yuklamalar va ularning koordinasion murakkabligini asta -syekinlik bilan ortib borishini kiritadilar.

Turli sport o'yinlarida trenirovka vositalarini koordinasion murakkabligi darajasi bo'yicha klassifikatsiyalashga urinish bir qator olimlar tomonidan amalga oshirilgan. Harakatlanish amallarini aniqligi, tezkorligi, o'z vaqtidaligi, tejamkorligi va maqsadga yo'naltirilganligi, o'yinli vaziyatlarni stabilligi va variativligi, shuningdek, sheriklar va raqiblar soni, to'plar soni va boshqalar singari me'yorlarni e'tiborga olib muallif basketboldagi mashqlarni 5 ta: past (1 ball) dan yuqori (5ball)gacha koordinasion murakkablik bo'yicha tizimlashtirgan. Bunday yondashuv bu mashqlarning o'yinli sport turlarida sportchilarning mashg'ulotlaridagi proporsiyalarini taxminan aniqlash imkonini beradi. Mazkur manbada shuningdek koordinasion mashqlarning intensivliklari haqidagi tavsiyalar taklif qilingan. Ularga ko'ra, koordinasion mashqlarning intensivliklari mashg'ulotning eng dastlabki bosqichlarida va texnik-taktik malaka va ko'nikmalar zaxiralarining minimalligi hollarida asosan past va o'rtacha hisoblanadi. Mahoratli sportchilarda bunday mashqlarning intensivligi maksimalga nisbatan 75-90 % chiqishi kerak. Bu ularni sifatli bajarish ustidan samarali nazoratni ta'minlaydi va harakatlanish faoliyatini optimal regulyasiya qilish uchun yaxshi sharoitlar yaratadi.

Yuqorida koordinasion qobiliyat trenirovkasida foydalaniladigan vositalar, usullar, variantlar va yuklamalar mavzusi bo'yicha keltirilgan yondashuvlar va tavsiyalar biz tomonimizdan yosh, iqtidorli futbolchilar uchun koordinasion mashqlarni ishlab chiqishda va eksperimental tekshirishda, shuningdek, tajriba guruhida ushbu qobiliyatlarni yo'naltirilgan takomillashtirish bo'yicha yillik pedagogik eksperimentni rejalashtirishda e'tiborga olingan.

Akrobatik mashqlar guruhi tarkibiga quyidagilar kiritiladi: oldinga, yelka orqali o'mbaloq oshish; dumalash; oldinga va joyida turgan holatda, harakatlanib, 90, 180, 270, 360° burilib sakrashlarni amalga oshirish; to'pga bosh bilan zarba berishni immitasiyalash orqali yuqoriga sakrash; qo'lda to'pni ushlagan holda dumalash; yiqilib oyoq bilan zarba berish; oldinga "salto" tashlash, yugurish va hokazo. Mashqlar alohida ko'rinishda va shuningdek, turli xil kombinasiyalarda bajarilishi mumkin. Qiyin mashqlari guruhi tarkibiga turli xil harakatchan o'yinlar kiritiladi (quvlashmahoq, «Kun va tun», "Yordam qo'lini cho'zish orqali yugurish", gandbol, basketbol elementlari va boshqalar). Texnik-taktik mashqlar guruhi tarkibiga turli xil modifiakasiyalardagi (5><2, 7x7, 4x2, 3x1), bitta va ikkita to'p bilan, urinishlar cheklangan sharoitda bajariluvchi "kvadratlar"; ikkita, uchta to'p bilan futbol o'ynash; regbi uchun mo'ljallangan to'pda futbol o'yini; tezlik va yo'nalishni o'zgartirish bilan cheklangan maydonda to'pni idora qilish; turli xil usullarda uchib kelayotgan to'pga zarba berish va boshqalar kiritiladi.

Ushbu vositalarni qo'llashda o'yin vaziyatlarida vujudga kelishi mumkin bo'lgan vaziyatlarni modellashtirish va ularni amplya bo'yicha takomillashtirib borish zaruriyati mazkur muommoni yechishdagi asosiy omillardan hisoblanadi. O'yin vaziyatlarini modellashtirishda vositlarni amplyalar kesimida takomillashtirish va qo'llash usullarini turlicha tashkil etish masalasiga alohida e'tibor qaratish lozim bo'ladi. Ayniqsa, mashg'ulotlarni kam sonli guruhlarda tashkil etish katta samara berishi mumkin.

**FUTBOLCHILAR MASHG‘ULOTLARINI TASHKIL ETISHDA QO‘LLANILADIGAN  
VOSITALAR VA USULLAR**

O‘zDJTSU Futbol nazariyasi va  
uslubiyati kafedrası professori, p.f.n

**Abidov Shavkat Usmanovich**

Chirchiq shahri

**To‘psiz mashqlar:**

1. 50-60 *sm* li baland yerga (yonlamasiga narvon zinapoyasi, tribuna o‘rindig‘i va boshqalarning yoniga) turib, 15 *sek* davomida maksimal tezlikda sakrab chiqib va sakrab tushish mashqi. Dam olib bo‘lgach, boshqa yonbosh bilan bajarish.
2. Darvoza chizig‘idan boshlab 5 soniya davomida doira bo‘lib yoki futbol maydoni bo‘ylab tez yugurish.
3. 5-7 metr masofada turgan sheriklar bir–biriga qarab yaqinlashib keladilar. Ulardan biri o‘mbaloq oshadi, ikkinchisi sherigi ustidan sakrab o‘tadi, so‘ngra ikkalasi iloji boricha tez orqaga qaytadi va o‘sha harakatni o‘rin almashgan holda 10 soniya davomida bajaradi.
4. Qalinligi 100-120 *sm* li ikkita to‘siqni 90° burchak ostida bir-biriga taqab qo‘yiladi. Futbolchi birinchi to‘siqdan sakraydi, ikkinchisining esa ostidan o‘tadi, tezda orqaga qaytadi va shu harakatlarni teskarisiga bajaradi - 10 *sek*.
5. Chalqancha yotgan holatdan komanda bo‘yicha holatlar quyidagicha o‘zgartiriladi: «Qorin bilan!», «Chapga!», «O‘ngga!», «O‘tiring!», «Cho‘nqayib o‘tiring!», «Sakrang!», «Orqa bilan!» va boshqalar – 15 soniya.

**To‘p bilan bajariladigan mashqlar:**

To‘p bilan yon tomondagi chiziq bo‘ylab 16-20 *m* ga burchakdagi bayroq tomonga tez yugurish, to‘pni darvoza yoniga otish, tezda burilib – start joyiga o‘ta tez qaytish 7-9 soniya. Devor yoki batutdan 13-16 metr narida devorga parallel ikkita ustuncha (ular 5 *m* oralatib qo‘yilgan) turibdi. To‘pni devorga urish va ustunlar atrofidan «sakkiz» raqamini hosil qilib aylanib o‘tish.

Juft bo‘lib bajariladigan mashqlar. Sheriklarning bittasi gimnastika o‘rindig‘i oldida, ikkinchisi qarama-qarshi tomonda, o‘rindiqdən 3-4 metr narida qo‘lida to‘p ushlab turadi. U qo‘lidagi to‘pni shunday otadiki, sherigi sakrab turib, to‘pni uning qo‘liga qaytarib yubora olsin. Bunda sakrovchi skameykadan hatlab o‘tadi, ikkinchi sakrashda dastlabki holatiga qaytadi. 15 soniya ishlagandan so‘ng sheriklar o‘rin almashadilar.

Ikki futbolchi start chizig‘ida bir to‘p bilan turadi. Signalga binoan birinchi to‘p bilan xuqqabozlik qiladi, boshqasi 12-15 *m* ga tez yugurib ketadi va start joyiga qaytib keladi, kelishi bilan to‘pni u olib o‘ynata boshlaydi va sherigining yugurib borib kelishiga imkon tug‘diradi. O‘yinchilar mashqni 5 martadan bajaradilar. Tarang tortilgan setka (batut) yoniga turib (setkadan 5-7 *m* narida) 15 soniya davomida turli usullar bilan to‘xtovsiz, maksimal sur‘atda tepish boshlanadi.

*Interval uslubli mashg‘ulotning 2-ko‘rinishi:*

Yuqoriga sakrab yugurish, 90° ga burilish – yo‘rg‘alab yugurish, 90° ga burilish va hokazolar. Maksimal yugurish. Umumiy uzunligi 21 *m* keladigan masofa, uni 7 metrdan qilib chegaralangan. Shug‘ullanuvchilar navbatma-navbat har bir nazorat chiziqqacha uch marta yugurib borib, start joyiga qaytadilar.

To‘siqlardan yugurib o‘tish. Futbolchi start olganidan so‘ng 5 *m* dan yana start joyiga qaytadi, u yana tezlashib har bir tomoni teng bo‘lgan (tomonlari 3 metr keladigan) uchburchak shaklida

turgan uchta ustundan aylanib o'tib, balandligi 30-40 *sm* keladigan to'siq oldiga yugurib keladi (to'siq har birining orasi 2 metr dan oralatib qo'yilgan) va tez yugurib startga qaytadi.

Orasi 15-20 metr keladigan ikki do'nglik o'rtasidagi pastlikda huddi soatning kapgiri singari u yoqdan-buyoqqa uzluksiz yugurish.

#### **To'p bilan bajariladigan mashqlar.**

Darvoza yonida uchovlashib mashq qilish. Ikkinchi sherik to'p bilan jarima maydoni oldida chizilgan nariroqda joylashadi, uchinchi – jarima maydoni radiusida turadi. Sheriklardan biri to'pni tepadan qattiq tepib 11 metrlik belgi tomonga uzatadi, jarima maydonida turgan ikkinchi sherik to'p tarafga yugurib, sakrab yoki sakramasdan oyoq yoki bosh bilan uni darvozaga urib kiritishga intiladi. To'pni tepgan o'yinchi tezda dastlabki joyiga qaytadi va boshqa sherigiga qarab turadi, unisi ham oldingisi singari to'pni balanddan oshirishi kerak va hokazo.

O'rtadagi chiziqdan 10-15 metr narida qanot tomonda 3 metr dan oralatib 4 ta ustun o'rnatiladi. Oxirgi ustundan keyin 2-3 ta to'p qo'yiladi. O'yinchilardan biri ustunga ro'para bo'lib keladi, bir ozdan keyin boshqasi markazni mo'ljallab start oladi. Birinchisi to'rtta ustunni aylanib o'tadi va bitta to'pni oladi, uni darvoza chizig'igacha o'ynab boradi hamda darvoza bo'ylab o'qday tepadi. To'pni markazdan yugurib kelayotgan o'yinchi olishi kerak. Shundan keyin o'yinchilar joylariga boradilar. To'pni olgani uni jarima maydoni burchagiga uzatadi, o'zi tez yugurib start olgan joyiga qaytadi. To'pni o'qday uzatgan o'yinchi aylanib, tepadan kelayotgan to'pni oshirishga harakat qiladi; tez yugurib, keyin to'pni ustun oldiga olib keladi va uni shu yerda qoldiradi, o'zi maydon markazidan start olgan joyiga tez yugurib qaytadi. Mashqni ikki tomondan bajarish mumkin.

O'rtadagi chiziqning ikki tarafida 10-15 metr narida jarima maydoni burchagiga yonma-yon qilib 4 ustun qo'yilgan, har biri 3 metr dan oralatib qo'yilgan, ularga yaqinroq, o'rtadagi chiziqqa yaqin qilib ikkita to'siq qo'yilgan (balandligi 40-50 *sm*). Jarima maydonining birinchi burchagiga 2-3 to'p qo'yilgan. A o'yinchi (o'ngdan) va B o'yinchi (chapdan) bir vaqtning o'zida start oladi, ustunlarini aylanib o'tib jarima maydoni burchagiga qarab tez yugurishda davom etadilar, o'sha yerda yo'nalishni keskin o'zgartiradilar, hamma jarima chizig'i bo'ylab bir-birlarining ro'parasiga harakat qiladilar. Bunda A o'yinchi jarima maydonining burchagida to'pni to'xtatib qolib, yurishda davom etadi. Jarima maydoni radiusida «kesishish» kombinatsiyasi hosil qilinadi. A o'yinchi to'pni B o'yinchiga beradi. B o'yinchi harakatni jarima maydonining burchagigacha davom ettiradi, shu payt sherigi to'pni darvozaga uradi-da, jarima maydonining boshqa burchagiga harakatini davom ettiradi.

180° li burchak bilan burilgan B o'yinchi boshqa to'pni oladi va uni sherigi tomonga olib keladi. Yana o'sha kombinatsiyadan keyin A o'yinchi to'pni darvozaga tepadi, ikkala o'yinchi jarima burchagi tomonga yuradi, u yerdan to'siqlar tomonga burilib, uzoq va tez yugurib start joyiga boradi, keta turib ikkala to'siqdan sakrab o'tishadi.

Uchlik o'yin. Ikkita kichkina darvoza bir-biridan 20–30 metr uzoqlikda joylashtiriladi. Har bir darvoza yonida (A va B) o'yinchi bor, uchinchi (V) o'yinchi bir darvoza yonida o'yin boshlaydi. Har bir darvoza yonida 2-3 tadan to'p bo'ladi. Masalan, A o'yinchi to'pni qarshi tomondan darvoza yonida turgan V o'yinchiga uzatadi, u ham to'p bilan harakatni boshlaydi va yo'lda keta turib A o'yinchini aldab o'tishga harakat qiladi. A o'yinchi V o'yinchining darvozaga yetib kelishiga 7-10 metr qolganda, darvozadan unga qarshi chiqadi. V o'yinchi yakkama-yakka talashishni tugatib (to'xtovsiz yugurib keta turib), to'pni xoh oldirib qo'ygan bo'lsin, xoh oldirib qo'ymagan bo'lsin, shu xaxoti orqaga buriladi va B o'yinchidan to'pni oladi. Mashq yana boshdan oxirigacha takrorlanadi. 30-90 *sek* dan keyin V o'yinchi A yoki B o'yinchi bilan o'rin almashadi.

O'yinchilar quyidagicha joylashadilar: A o'yinchi bir nechta to'p yotgan darvoza maydoni burchagida, B o'yinchi 11 metrlik belgi qarshisidagi yon chiziqda, V o'yinchi jarima chizig'idan 10-12 metr narida joylashadi. A o'yinchi to'p bilan, B o'yinchi to'psiz bir vaqtning o'zida bir-biriga qarab harakat qila boshlaydilar va jarima maydonidan narida «kesishish» kombinatsiyasini boshlaydilar. A o'yinchi B o'yinchining o'rniga tomon harakatni davom ettiradi, B o'yinchi esa bu paytda to'pni jarima maydoni radiusiga uzatadi va V o'yinchi tomonga yuguradi. V o'yinchi tezlik bilan to'pni to'g'ridan-to'g'ri darvozaga uradi va harakatni darvoza maydonining burchagiga tomon davom ettiradi. Bunday «aylanma» o'yin yuqori sur'at bilan to'xtovsiz bajariladi.

Mashqlarning xarakterlaridan ko'rinib turibdiki, ularning qiyinligi faqat ish va dam olishning qat'iy belgilangan miqdorida emas, balki, futbolchilarning o'z harakat yo'nalishini keskin o'zgartirishida, sakrash harakatlarini bajarishida, ya'ni mashq ichiga xuddi futbolchilarning o'yin faoliyatiga va o'yin xarakteriga mos to'sqinliklar kiritilishidir.

*Interval uslubli mashg'ulotning 3-ko'rinishi:*

Trenirovkaning bu varianti doim to'p bilan bajariladi va u qo'shma, ya'ni futbolchilarning chidamliligi, o'yin texnikasi va takomillashtiriladigan uslubdan uncha farq qilmaydi.

Quyida ba'zi mashqlardan namunalar keltiriladi:

Maydonning chorak bo'lagidagi «kvadrat» o'yini; bunda futbolchilar yakkama–yakka, bir–birlariga qarshi hatto straxovka qilishga ham e'tibor bermasdan o'ynaydilar. O'yin 5 daqiqa davom etadi.

Maydonning markaziy doirasida uchta uchlikning o'yini. Ikkita uchlik o'ynaydi, uchinchi dam oladi.

daqiqadan keyin o'rin almashadilar. Yuqori sur'atni saqlash maqsadida to'p doira tashqarisiga chiqib ketgan hollarda murabbiy boshqa ortiqcha to'pni zudlik bilan o'rtaga tashlab, o'yinni davom ettiradi.

A va B komandalari o'rtasida – ikki raqib orasida ikki tomonlama uchrashuv. O'yin 15 daqiqadan davom etib, 4-6 bo'limdan iborat bo'ladi. Har bir bo'limning boshlanishida o'yinga yangi raqib, ya'ni avval A jamoasi, keyin B jamoasi, so'ngra yana A jamoasi kiritiladi.

Gandbol o'yini. Bu o'yinda to'pni yerga urish ham, qo'lda ko'tarib yurish ham mumkin emas, uni faqat oshirish mumkin; to'p kichik darvozaga faqat bosh bilan urib kiritiladi. O'yin 5 daqiqa davom etadi.

Ikkita jarima maydonidagi uchastkaga ikkita darvoza va darvozabon qo'yib o'tkaziladigan o'yin. 5 kishidan iborat ikkita jamoa maydonning hamma yerida o'ynash huquqiga ega. Maydonning istalgan nuqtasidan bosh va oyoq bilan yuqoridan gol uriladi. yerdan esa o'z jarima maydonidagina urish mumkin. O'yin 5 daqiqa davom etadi.

Mashg'ulotning interval uslubiy yuklamasi va dam olish vaqtiga qat'iy amal qilishni talab etadi, shuning uchun murabbiy mashg'ulotni qat'iy ravishda sekundomerga qarab turib olib borishi lozim. O'yinchilar mashqlarini eng katta tezlikda bajarishlari lozim, dam olish daqiqalarini yurib o'tkazishlari dardkor.

### **Futbolda mashg'ulotni tashkil etish shakllari**

Futbolchilarga ta'lim berishning asosiy shakli mashg'ulot sanaladi. Bunda ham guruh bo'lib, ham individual o'tkaziladigan mashg'ulotlar ko'zda tutiladi. Murabbiy mashg'ulotni o'rgatishning turli uslublardan foydalangan xolda o'tkazadi.

Zamonaviy futbolda o'tkaziladigan mashg'ulotlarga qo'yiladigan talablar quyidagi talablarga muvofiq bo'lishi talab etiladi:

-mashg'ulotda murabbiy belgilaydigan maqsad va vazifalar ta'lim va tarbiyaning umumiy maqsadlariga muvofiq ravishda aniq namoyon bo'lishi;

-mashg'ulotlarda futbolchilarda mehnatsevarlikni, intizomlilikni tarbiyalab, harakat malakalarini ongli va puxta egallab, harakat sifatlarini zarur darajagacha rivojlantirishi kerak;

- mashg'ulot futbolchilarni sport tayyorgarligini yuqori bosqichiga olib boruvchi umumiy mashg'ulotlarning ajralmas qismi bo'lishi lozim;

Jamoaning himoyaviy o'yinining asosiy maqsadi raqibni o'yin maydonidagi

ustunlik va darvozaga yaqin masofadan yo'naltirilgan zarbalarni amalga oshirish qobiliyatidan mahrum qilish demakdir. Buning uchun raqibni qattiq qo'riqlashni ta'minlash, uning o'zaro aloqalarini buzish va to'pni boshqarishni imkon qadar tezroq tiklash kerak. Ishonchli mudofaa hujum harakatlariga sezilarli ta'sir ko'rsatadi: qanchalik ishonchli bo'lsa, to'pni qabul qilish va qarshi hujumga o'tish imkoniyatlari shuncha ko'p bo'ladi.

Futbolda ko'pincha faol himoya qilish usuli qo'llaniladi. To'pni yo'qotib qo'ygan barcha o'yinchilar darhol himoya vazifalariga o'tishadi, raqib tomonidan hujum boshida to'pni egallab olishga yoki uning hujumini rivojlanishini kechiktirishga intilishadi. Taktik mudofaa vazifalari individual, guruh va jamoaviy harakatlar yordamida hal etiladi. Himoyadagi o'yin tizimlari himoyadagi jamoaviy harakatlar muayyan taktik o'yin tizimlari yordamida tashkil etiladi. Shaxsiy, zonali va birlashgan himoya tizimlaridan foydalaniladi. Ushbu usullarning har biri turli xil qarshi harakat tamoyillariga va harakatlarni tashkil qilishning bir necha variantlariga ega. Bu tafovutlar raqib bilan kurash olib borilayotgan maydonga va himoyachilarning faolligiga bog'liq. Bunga qarab tizimlarning ikkita asosiy variantini ajratish mumkin. Diqqatli himoya. U darvoza yaqinida ishlatiladi. Himoyachilar to'pga egalik qilayotgan o'yinchini va to'pni izlayotgan boshqa barcha o'yinchilarni diqqat bilan kuzatib boradilar.

Tarqoq himoya. Ushbu usul o'z va raqibning maydonlarining yarmida qo'llaniladi. To'pga egalik qiluvchi jamoaning to'p uzatishi mumkin bo'lgan o'yinchilarni yopishga qaratilgan. Shaxsiy himoya. Ushbu tizimning mohiyati shundan iboratki, himoyalananayotgan jamoaning har bir o'yinchisi raqib jamoaning ma'lum bir o'yinchisiga qarshilik ko'rsatadi va uning harakatlarini, u to'p bilan o'ynashidan yoki yo'qligidan qat'iy nazar nazoratga oladi. Zamonaviy futbolda shaxsiy kuchli o'yinchilarga qarshi keng foydalaniladi. Zonali ximoya. Himoyani tashkil qilishning ushbu usuli bilan maydonning o'z yarmi ma'lum zonalarga bo'linadi, ularning har birini himoyachi egallaydi. Himoyani bunday tashkil etish bilan barcha e'tibor ma'lum bir o'yinchiga emas, balki to'pga qaratilgan. Himoyachilarning harakatlari hujumchilarni o'yin maydonidagi ustunlikdan mahrum etishga, ayniqsa jarima maydonchasiga yaqinlashishga qaratilgan. Muayyan zonalarda harakat qilib, himoyachilar ushbu zonada paydo bo'lgan har qanday raqib o'yinchisiga qarshi chiqadilar. Zonali mudofaaning afzalliklari bu o'zaro ta'sir o'tkazish va raqib hujumining asosiy yo'nalishi bo'yicha son ustunligini yaratish uchun eng yaxshi sharoit qilish, himoyadan hujumga tez o'tish. Zonani himoya qilishning zaif tomonlari: ma'lum zonalarda raqibning son jihatidan ustunligi, hujumni yakunlash uchun himoyasiz joylar mavjudligi, raqib tomonidan to'pni erkin qabul qilish va uni to'p bilan oldinga siljitish imkoniyati, a raqib tomonidan tezkor yutuq, kuchli raqiblarning harakatlari uchun shaxsiy javobgarlikning yo'qligilardan. Zonalarni himoya qilish tizimi, asosan sekin hujum qiladigan jamoalarga qarshi muvaffaqiyatli qo'llanilishi mumkin, agarda raqibda dribling va tugatish ishlarida yuqori individual mahoratga ega tezkor o'yinchilar bo'lmasa.

Birlashgan ximoya. Himoyani tashkil qilishning bu usuli eng keng tarqalgan. Uning mohiyati bir vaqtning o'zida shaxsiy va zonalarni himoya qilish printsiplaridan foydalanishda yotadi: ba'zi

jamoalar o'yinchilari ma'lum raqiblar uchun shaxsan javobgar, boshqalari belgilangan zonalarda harakat qilishadi. Vaziyatga qarab, futbolchilar shaxsiy ushlab turishdan zonada o'ynashga o'tishlari mumkin va aksincha. U yoki bu tamoyilga binoan harakat qiladigan o'yinchilar soni himoyachi jamoaning vazifalariga bog'liq. Birlashtirilgan himoyaning bir nechta variantlari mavjud: 1. Uch himoyachi uchta hujumchini qo'riqlaydi, to'rtinchisi - "erkin" himoyachi sheriklarining orqasida zonada o'ynaydi va ularni himoya panjarasi bilan ta'minlaydi. Ushbu himoyaviy o'yin hujumchilarni bo'sh o'yin maydonidan mahrum qiladi va qanotlardan yoki maydon markazidan jarima maydonchasiga uzoq uzatmalar bilan ustunlik yaratadi. Bu raqib hujumlari samaradorligini ancha pasaytiradi va futbolchilarning qanotdagi harakatlarini murakkablashtiradi.

2. Bir chiziqda joylashgan ikkita markaziy himoyachilar ular uchun ajratilgan zonalarda harakat qilishadi va ikkala tashqi qanot himoyachilarining shaxsiy vasiyligini amalga oshiradi. Ushbu tizim yordamida chap markaziy orqa chap va o'ng markazning orqa va orqa tomonlari uchun zaxira nusxasini taqdim etadi

3. O'rta zonada o'ynaganda raqibga harakat erkinligi beriladi va o'yin maydoni beriladi. Ular jarima maydonchasiga yaqinlashganda, himoyalalanayotgan jamoaning barcha o'yinchilari zona usulidan hujumchilarning shaxsiy qattiq qo'riqlashiga o'tishadi.

4. Himoyachilar va yarim himoyachilar to'pni eng yaqin bo'lgan hujumchilarni shaxsan "ushlab turishadi" va to'pdan uzoqroq bo'lgan futbolchilar tegishli zonalarini qo'riqlashadi. Birlashtirilgan himoya tizimining kuchi raqibning eng kuchli o'yinchilarining qattiq tarbiyasi va hujumning asosiy yo'nalishi bo'yicha son ustunligini yaratish bilan bog'liq. Shu sababli, birlashtirilgan himoya eng katta kuch bilan ajralib turadi va ularni engish uchun yanada murakkab hujum taktikalari talabetiladi.



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**Annotatsiya:** Maqolada Yangi O‘zbekiston inson xuquqlarini ta‘minlash sohasida amalga oshirilayotgan ishlar, Konstitutsiyaga kiritilgan o‘zgarishlar, inson xuquqlarini ta‘minlash sohasida faoliyat ko‘rsatayotgan tashkilotlar hamda xuquqiy hujjatlar xususida fikr yuritiladi.

**Kalit so‘zlar:** Inson xuquqlari, ombudsman, shaxs erkinligi, iqtisodiy xuquqlar, odam savdosi, bola xuquqlari.

Yangi O‘zbekistonning eng ulug‘ maqsadi, avvalo, xalqimiz manfaatlarini ko‘zlangan islohotlarni amalga oshirishga qaratilgan. Bu jihatlarda Konstitutsiya, qator farmon va qarorlarda mustahkamlab qo‘yilgan. Mamlakatimizda demokratiya umuminsoniy prinsiplarga asoslanadi, ularga ko‘ra inson, uning hayoti, erkinligi, sha‘ni, qadr-qimmati va boshqa daxlsiz huquqlari oliy qadriyat hisoblanadi.

Konstitutsiya, qonunlar va inson huquqlari sohasidagi umume‘tirof etilgan xalqaro huquq me‘yorlari qoidalarini amalga oshirish strategiyasini ishlab chiqish, inson huquqlari sohasida O‘zbekiston Respublikasining xalqaro va milliy tashkilotlar bilan hamkorligini rivojlantirish, mamlakatimizda inson huquqlariga rioya etilishi va bu huquqlarning muhofaza qilinishi yuzasidan milliy ma‘ruzalar tayyorlash, davlat hokimiyati va boshqaruv organlariga, shuningdek, inson huquqlari bo‘yicha jamoat birlashmalariga maslahatlar berish, inson huquqlarini rag‘batlantirish va muhofaza qilishning turli jihatlari yuzasidan tadqiqotlar o‘tkazish bugungi kunning dolzarb vazifalari sirasiga kiradi. Bu kabi maqsadlarni amalga oshirish yo‘lida mamlakatimiz prezidenti va hukumati tomonidan xayrli ishlar amalga oshirilib kelinmoqda. Bu qabul qilinayotgan farmon va qarorlar misolida ko‘rish mumkin.

Bugungi kunga kelib O‘zbekistonda Inson huquqlari bo‘yicha milliy institutlarning shakllanishi mamlakatni isloh qilish va modernizatsiyalash jarayonlari doirasida davlat va jamiyatning barcha sohalarida demokratik islohotlar o‘tkazish amalga oshirildi.

Jumladan muhtaram prezidentimizning 22.06.2020 yildagi PF-6012-son<sup>1</sup>, 12.05.2023 yildagi PF-70-son<sup>2</sup> farmonlari shular qatoriga kiradi. Bu kabi farmonlar ijrosini ta‘minlash maqsadida mamlakatimizda Milliy markaz tashkil etilganligini aytib o‘tish mumkin.

Inson huquqlari bo‘yicha O‘zbekiston Respublikasi Milliy markazi direktori, yuridik fanlari doktori, professor Akmal Saidov mazkur masalada muhtaram yurtboshimizga ko‘maklashib kelayotganligini ta‘kidlash joiz. Bundan tashqari qator institutlar faoliyat olib bormoqdaki ularning bosh maqsadi mamlakatimizda inson xuquqlar ustuvorigini ta‘minlash sanaladi.

Ayni paytda mamlakatimizda faoliyat olib borayotgan inson huquqlari bo‘yicha milliy institutlardan Oliy Majlis Inson huquqlari bo‘yicha vakili (Ombudsman), O‘zbekiston Respublikasi Prezidenti huzuridagi Amaldagi qonunchilik monitoringi instituti hamda Milliy markazimiz zimmasidagi vazifalarni to‘laqonli bajarish yo‘lida xizmat qilib kelmoqda. Bu tashkilotlarning harakati, izlanishlari o‘laroq, yurtimizda inson huquqlari muhofazasi yo‘lida mustahkam qonunchilik tizimi barpo etildi. Istiqloq yillarida insonning asosiy huquq va

<sup>1</sup> <https://lex.uz/docs/4872355?ONDATE2=21.04.2022&action=compare>

<sup>2</sup> <https://lex.uz/uz/docs/6464217>

erkinliklarini ta'minlashga doir konstitutsiyaviy qonunlar, kodekslar va boshqa qonunlar qabul qilinib, hayotga tatbiq etilmoqda. "Bola huquqlarining kafolatlari to'g'risida"gi, "Odam savdosiga qarshi kurashish to'g'risida"gi, "O'zbekiston Respublikasida nogironlarni ijtimoiy himoya qilish to'g'risida"gi, "Nodavlat notijorat tashkilotlar faoliyatining kafolatlari to'g'risida"gi, "Xayriya to'g'risida"gi va boshqa qonunlarning qabul qilinishi inson huquqlarini himoya qilishning huquqiy asoslarini takomillashtirishga zamin bo'lmoqda.

Hozirgi vaqtda mamlakatimizda inson huquq va erkinliklarining huquqiy asoslari yaratilishi va uning amalda qo'llanishi hamda kafolatlanishini kuzatuvchi mexanizmlardan yuqorida tilga olib o'tilgan institutlar bilan bir qatorda Oliy sud huzuridagi Sud qonunchiligini demokratlashtirish va liberallashtirish hamda sud tizimi mustaqilligini ta'minlash bo'yicha tadqiqot markazi va Adliya vazirligi, Bosh prokuratura, Ichki ishlar vazirligida inson huquqlari bo'yicha bo'linmalar va boshqarmalar samarali faoliyat yuritmoqda.

Shunday bo'lsada sohada yechimini kutayotgan qator masalalar mavjud ediki ular ham yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasini qabul qilinishi tufayli bartaraf etildi. Biz ular sirasiga quyidagilarni kiritishini lozim topdik:

- oila institutini, onalik, otalik va bolalikni himoya qilish, oilada zo'ravonlikning oldini olish va unga qarshi kurashishni huquqiy, ijtimoiy-iqtisodiy va boshqa jihatlardan qo'llab-quvvatlash darajasini oshirish;
- insonning iqtisodiy huquqlarini ta'minlash, xususiy mulkchilik va davlat-xususiy sheriklik aloqalarini rivojlantirish;
- ta'limning sifati va barcha darajadagi qamrovini oshirish, uzluksiz ta'lim tizimini rivojlantirish, o'qitish tizimining inklyuzivligi va undan barchaning foydalana olishini ta'minlash;
- inson huquqlari sohasida axborot-ma'rifiy faoliyatining sifati hamda manzilligini yaxshilash<sup>3</sup>;

Shu o'rinda ta'kidlash joizki ta'lim tizimida ham mazkur sohaga katta e'tibor qaratilib bu borada qator vazifalar belgilab berilganligi davlatimizning ushbu soha uchun bor imkoniyatlarini ishga solayotganligidan dalolatdir. Jumladan 2023 yildan boshlab har yili 1-10 dekabr kunlari "Inson huquqlari" o'n kunligi hamda barcha umumiy o'rta, o'rta maxsus, professional va oliy ta'lim muassasalarida Inson huquqlari umumjahon deklaratsiyasi qabul qilingan kunga bag'ishlangan umummilliy dars o'tkazilishi belgilanganligi<sup>4</sup> yuqoridagi fikrlarimiz isboti bo'la oladi.

Xulosa o'rinda aytganda, O'zbekistonning demokratik o'zgarishlarga sodiqligini namoyish qilish, yurtimizda kechayotgan ulkan o'zgarishlar va yangilanishlar davrida avvalo inson huquqlarini himoya qilish va rag'batlantirish birlamchi vazifalardan sanaladi. Bunda barchamiz birdek ma'sul ekanligimizni unutmashimiz darkor.

#### FOYDALANILGAN MANBALAR VA ADABIYOTLAR RO'YHATI:

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2. <https://lex.uz/uz/docs/6464217>
3. O'zbekiston respublikasi konstitutsiyasi <https://lex.uz/docs/6445145>
4. <https://lex.uz/docs/4872355?ONDATE2=21.04.2022&action=compare>
5. [https://www.norma.uz/uz/qonunchilikda\\_yangi/uzbekistonda\\_inson\\_huquqlari\\_umumjahon\\_deklaratsiyasi\\_qabul\\_qilinganligining\\_75\\_yilligi\\_nishonlana](https://www.norma.uz/uz/qonunchilikda_yangi/uzbekistonda_inson_huquqlari_umumjahon_deklaratsiyasi_qabul_qilinganligining_75_yilligi_nishonlana)

<sup>3</sup> Ўзбекистон Республикаси конституцияси <https://lex.uz/docs/6445145>

<sup>4</sup> [https://www.norma.uz/uz/qonunchilikda\\_yangi/uzbekistonda\\_inson\\_huquqlari\\_umumjahon\\_deklaratsiyasi\\_qabul\\_qilinganligining\\_75\\_yilligi\\_nishonlana](https://www.norma.uz/uz/qonunchilikda_yangi/uzbekistonda_inson_huquqlari_umumjahon_deklaratsiyasi_qabul_qilinganligining_75_yilligi_nishonlana)

THE IMPACT OF SMALL TALK ON STUDENT LANGUAGE LEARNING  
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**Annotation.** This article provides a comprehensive analysis of the impact of small talk on students' language learning abilities. Small talk is considered an effective means of acquiring a language in everyday communication, and its linguistic, social, and psychological functions in language learning are examined. The role of small talk is substantiated through language acquisition theories, particularly Vygotsky's sociocultural approach. The research scientifically demonstrates how small talk enhances vocabulary, improves pronunciation, reinforces the practical use of grammar, and develops communicative skills.

**Keywords:** small talk, language learning, communicative competence, communication, interactive methods, pronunciation, grammar, motivation, Vygotsky, sociocultural approach

### Introduction

The process of language learning involves not only the acquisition of grammatical rules but also the effective use of the language in real-life situations and everyday communication. Limiting language learning to classroom activities or textbook-based methods is insufficient; applying the language in authentic social contexts and using it actively plays a crucial role in mastering it. In this regard, small talk—the type of speech used in simple, everyday situations and basic or low-level communication—holds a special place in the language acquisition process.

In modern language learning approaches, small talk is considered[1] a central element of multimodal learning. According to the multimodal approach, learners acquire language through simultaneous engagement of auditory, visual, kinesthetic, and verbal systems. Small talk enhances language acquisition within a social context through the integration of these modalities. For instance, during casual conversations, facial expressions, body movements, and intonation are used together, allowing for a more comprehensive perception of the target language.

Small talk not only helps learners expand their vocabulary but also plays a significant role in developing accurate pronunciation, understanding grammar and stylistic rules. Using this form of speech in daily scenarios aids in acquiring the language more naturally and clearly. Incorporating small talk in student interactions, group work, discussions, or peer conversations makes the language learning process more interactive and effective. Additionally, small talk, when used in social and cultural contexts, encourages learners not only to acquire the language but also to understand the culture associated with it.

According to Stephen Krashen's \*Natural Approach\* theory, language is acquired most effectively not through conscious grammar study, but through real communication — that is, by listening to, understanding, and responding to natural language. Small talk supports this natural approach by encouraging learners to acquire language intuitively through real-life interaction, rather than memorizing grammar rules. It guides students to "feel" the

language through authentic communication rather than being forced to learn grammar explicitly[2].

Small talk teaches students not only the technical aspects of the language but also how to use it appropriately in social networks, communication, and interpersonal relationships. Through everyday conversations, dialogues, and short discussions on various topics, learners acquire new words, phrases, and lexical units[3]. At the same time, small talk helps them grasp the linguistic aspects of the target language, such as pronunciation, intonation, accent, and grammar rules.

This study aims to present scientific perspectives and analyses on enhancing learner engagement through small talk, increasing their motivation to use and learn the language, and demonstrating the benefits of using the language in social communication and daily life. Mastering small talk helps students express their thoughts clearly and fluently, expand their vocabulary, and use the language correctly and effectively.

Language learning theories highlight the importance of the communicative approach, interactive methods, and the concept of social learning. All these approaches underscore the significance of small talk—language used in authentic, real-life social situations. From a linguistic standpoint, small talk is mainly associated with the conversational[4] style in terms of functional-stylistic classification. Due to its informal yet natural nature, it provides opportunities to acquire the language in a natural environment.

According to classical theories, especially Vygotsky's sociocultural theory, language learning emerges through social activity, particularly communication. From this perspective, small talk is not only a means of acquiring language but also plays an essential role in the formation of social consciousness. Instead of learning a language solely through theoretical knowledge, engaging in active communication, practical conversations, and real-life scenarios leads to more effective language acquisition[5].

**Opportunities Created by Small Talk in the Language Learning Process** Small talk provides students with the following opportunities during the language learning process:

- **Contextual learning:** Understanding and memorizing words and phrases within real communication contexts.
- **Enhancing cognitive activity:** Mental processes related to language become more active through expressing opinions, asking questions, and responding during communication.
- **Increasing motivation:** Active participation in small talk raises intrinsic interest in learning and fosters a positive attitude toward the language.
- **Developing social competence:** In addition to expressing their own thoughts, students develop the ability to listen to, understand, and appropriately respond to others' ideas.

Moreover, small talk plays an important role as a tool of intercultural communication. Each language is tied to its own culture, and through small talk, learners directly perceive the cultural elements associated with the language. This not only enhances linguistic knowledge but also improves sociocultural adaptation.

### ***The impact of small talk***

The impact of small talk on students' language learning abilities is multifaceted and complex. Its use in practical communication revitalizes the learning process, moving it beyond theoretical knowledge to experiential acquisition.

Firstly, small talk enriches vocabulary. Students are constantly exposed to new words and expressions, and by using them in communication, they expand their active vocabulary. This

approach shifts learners from a passive vocabulary to active language use — they begin to confidently use words they have previously only heard or read[6].

Secondly, small talk is effective in developing pronunciation and phonetic skills. By actively participating in a speech environment, students naturally acquire elements of the sound system, stress, intonation, and accent. Unlike artificial textbook examples, small talk is based on real interaction, providing learners with direct exposure to phonetic features of the language.

Thirdly, small talk reinforces the practical application of grammar. Grammar rules are internalized more deeply not just through rote memorization, but by using them naturally in real communication. For instance, since verb tenses, pronouns, and conjunctions frequently occur in small talk, using them correctly becomes a habit.

Fourthly, small talk helps develop skills for expressing thoughts and speaking freely. In communicative situations, students strive to articulate their ideas clearly, logically, and meaningfully. This fosters their ability to think critically, reason, and defend their viewpoints.

Fifthly, small talk reduces psychological barriers in language learning. Through practical conversations and small dialogues, students feel more comfortable and overcome the fear of making mistakes, which in turn boosts their motivation and confidence in using the language.

Additionally, interactive activities based on small talk — such as role plays, conversations, group discussions, and debates — help develop students' communication culture, listening skills, idea exchange, and expression of emotional responses. All of these enrich the language learning process not only technically but also socially and personally[7].

The development of small talk demonstrates its positive impact on students' language acquisition. Effective use of small talk helps improve pronunciation, increase vocabulary, and correctly apply grammar rules. Moreover, communication-based learning methods enhance mutual understanding among students and aid in exploring subtle aspects of the language. Research results show that small talk serves as an effective tool in the language learning process and is an essential factor in developing students' language proficiency.

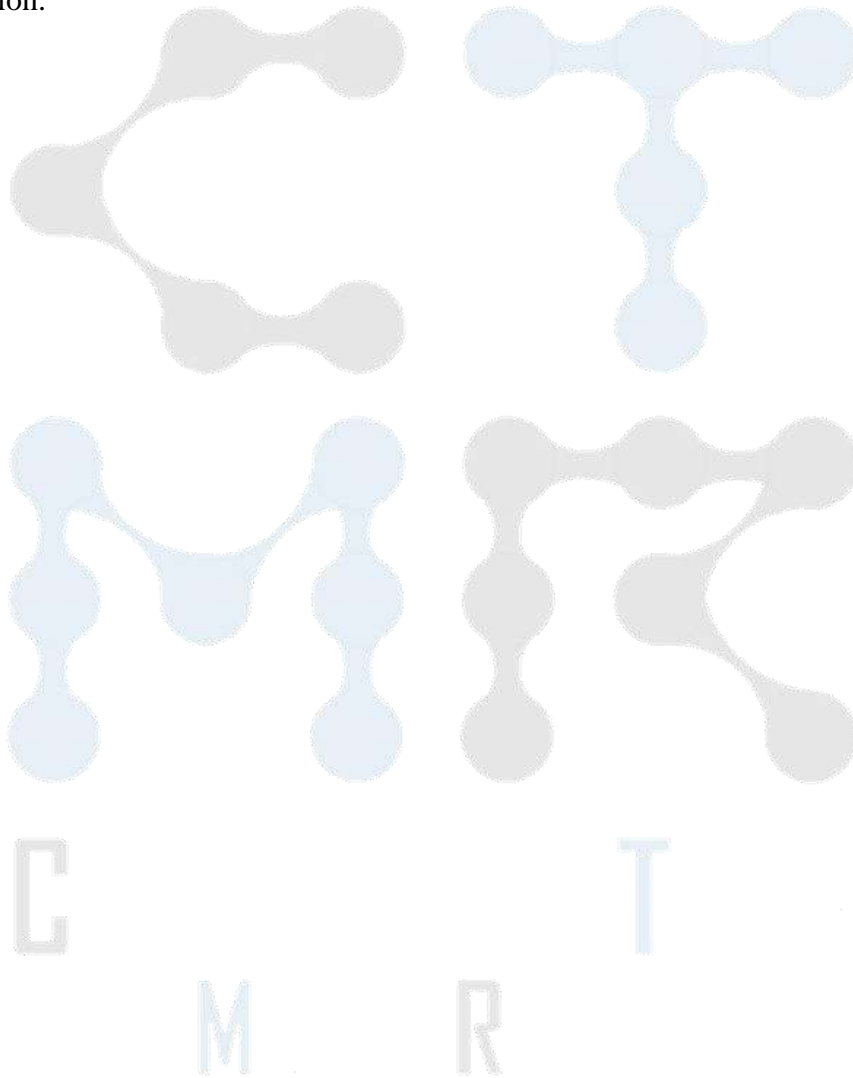
#### CONCLUSION.

Small talk plays a vital role in developing students' language learning skills. It not only facilitates the practical acquisition of lexical, phonetic, and grammatical aspects of a language, but also contributes to learners' social, cultural, and psychological development through real communicative environments. Interactive methods based on small talk — such as role plays, conversations, group discussions, and debates — activate the language learning process, increase motivation, and help students develop the ability to express their thoughts clearly and fluently. Broad implementation of small talk in language learning directs students to acquire the language in a natural, real-life context and enhances their communicative competence.

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**Annotatsiya.** Ma'lumki, aksariyat ijodkorlar adabiyotning ibtidosi bo'lgan xalq og'zaki ijodidan ta'sirlanib, uning an'analari o'z asarlarida davom ettirib kelganlar. Shu bois shoir va adiblarning individual uslubi, badiiy mahorati, asarlariga doir poetik masalalar o'rganilganda, albatta, ulardagi xalqonalik, folklor obrozlari va motivlari davomiyligi alohida tadqiq etiladi. Jumladan, ushbu maqolada ham XX asrning yetakchi namoyandasi – Abdulla Oripov ijodidagi xalqona ohanglar, she'rlarida aks etgan folklorizm unsurlarining badiiy talqini borasida so'z yuritiladi.

**Kalit so'zlar:** xalq og'zaki ijodi, folklor, ertak, she'r, an'ana, maqol, epigraf, tasvir.

### FOLKLORE TRADITIONS IN THE WORK OF ABDULLA ORIPOV

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**Annotation.** It is known that most creators were influenced by folk oral creativity, which is the beginning of literature, and continued its traditions in their works. Therefore, when studying the individual style, artistic skill, and poetic issues of poets and writers, the continuity of folkloric images and motifs in their works is of course separately studied. In particular, this article also discusses the artistic interpretation of folk melodies and elements of folklorism reflected in the poems of the leading figure of the 20th century - Abdulla Oripov.

**Keywords:** folk oral literature, folklore, fairy tale, poem, tradition, proverb, epigraph, image.

Ma'lumki, xalq og'zaki ijodi milliy adabiyotimizning bugungi kundagi rivojiga, sayqal topishiga zamin yaratgan ijod turidir. Xalq og'zaki ijodi "folklor" atamasi bilan sinonim tarzda qo'llanib "xalq donoligi", "xalq donishmandligi" degan ma'nolarni anglatadi. Bu ijod turi qadimdan xalqimizning mehnati, turmush mashaqqatlari, xursandchiliklari bilan hamohang tarzda shakllanib kelgan. Folklor an'anaviylik, variantlilik, og'zakilik, anonimlik kabi o'ziga xosliklardan iborat bo'lib, chuqur g'oyaviyligi, yuksak badiiyligi bilan xarakterlidir. Qadimdan xalqimizning orzu-umidlari, qahramonliklari, ajdodlarimizning nasihatlari folklorning maqol, topishmoq, afsona, rivoyat, ertak, matal doston kabi xalq og'zaki ijodi janrlarida o'z aksini topgan va avloddan avlodga meros bo'lib kelmoqda. Shuningdek, mehnatsevarlik, vatanparvarlik, mardlik, jasurlik, sadoqat, ahillik g'oyalari insonlar ongiga xalq og'zaki ijodi orqali singgan.

Folklor yozma adabiyotning bunyodga kelishiva rivojlanishiga genetik manba bo'lib xizmat qiladi. Badiiy asar yozish sohasidagi ilk urinishlar folklor tajribasiga suyanish va uni ijodiy o'zlashtirish negizida kechganligi, qolaversa, bunda folklorga xos syujetlar, obrazlar, motivlar, uslub va tasviriy vositalardan ijodiy foydalanilganligiyoki stilizatsiya qilinganligi hech kimda shubha uyg'otmaydi. Kishilik ma'naviyati tarixida bu beminnat sarchashmadan bahramand bo'lmagan biror so'z san'atkorini tasavvur qilish amri maholdir [1.16]. Shu qatorda o'zbekning eng sara shoirlaridan biri bo'lgan Abdulla Oripov ham o'z ijodini xalq og'zaki ijodi deb atalmish chashma bilan sug'oradi:

Ertak degani bu – bu bolaga ermak,  
 Ertak degani bu – shirin aqida.  
 Men bir kun ukamga so'yladim ertak  
 Afsonaviy jannat haqida[2.111]

“Jannat” deb nomlangan ushbu she'rdan shoirning ukasiga aytrgan jannat haqidagi ertagi tasvirlangan ya'ni shoir bu she'rini yaratishda folklorning eng ommabop janrlaridan biriga murojaat qilgan. Bizga ma'lumki, ertak hayotiy uydirmalar asosida vujudga keladigan, doimo oxiri yaxshilik va ezgulik bilan yakun topadigan, qadimdan bolalarni vatanga muhabbat, sadoqat, do'stga sodiqlik, ota-onaga hurmat, ezgulikka intilish, yovuzlikka nafrat ruhida tarbiyalashda eng kerakli manba hisoblanadi.

Xalq og'zaki ijodida voqelikni ro'yobga chiqarishda turli adabiy va tasviriy vositalardan, ramziy va mifologik obrazlardan, sifatlashlar, an'anaviy qoliplar, turg'un iboralar, mubolag'a va sa'j san'atining yuksak namunalaridan foydalaniladi. Ana shunday obrazlardan biri Alpomish obrazidir. Ma'lumki, Alpomish obrazi “Alpomish” dostonining bosh obrazi bo'lib, u o'zida mardlik, jasurlik, vatanga mehr-muhabbat, yorga sodiqlik, do'stga vafodorlik hislarini o'zida mujassam etadi. Ustoz shoir ham o'zining “Avlodlarga maktub” she'rida Farhod, Alpomish obrazlariga murojaat qilgan:

Shu zamon ko'zingiz oldida birdan  
 Kichik chumolicha qolgusi Farhod.  
 Oddiy jussangizga ko'z tashlab zimdan,  
 Aziz nabiralar solursiz faryod.  
 O'ylarsiz, Alpomish davridan buyon  
 Pahlavon o'tmagan bular singari.  
 O'yarsiz, muncha tez qaribdi inson.  
 Nahot biz shularning nabiralari[2.102].

Shoir bu misralar orqali biz yoshlarga Alpomishdek bahodirning avlodlari ekanligimizni anglatmoqchi bo'ladi, bizni ham u yurgan ezgu yo'ldan yurishga undaydi. Shuningdek, shoir ayrim she'rlarining ma'nosini yanada, teran anglatish, tasvir etilgan g'oyalarni chuqurroq his qildirish maqsadida bobolarimizning pand-nasihatlari aks etgan xalq maqollariga, hikmatli so'zlarga murojaat qiladi va ulardan epigraf sifatida foydalanadi. Jumladan, shoir “Tarbiya” deb nomlangan she'rida “Kengga keng dunyo, torga tor dunyo” maqolidan foydalangan. Darhaqiqat, inson hayotga qanchalik chiroyli ko'z bilan qarasa, ijobiy munosabatda bo'lsa, olam unga shu qadar go'zal ko'rinadi. Aksincha, doimo hayotidan nolib, mazmunsiz yashayotgan insonga hayot qanchalik go'zalligi, umrning g'animatligining ahamiyati yo'q. Shunday ekan, dunyoga kelgan har bir inson tirik ekanligi, tinch va farovon, to'kin-sochin, serquyosh yurtda yashayotganligi uchun shukur qilishi kerak, hayotning har lazasidan bahra olib yashash kerak, chunki umr har qanday insonga bir marta beriladigan eng ulug' ne'matdir.

Bizga ma'lumki, xalq og'zaki ijodida, ayniqsa, latifalarda “Afandi” obraziga juda ko'p duch kelamiz. Afandi barcha latifalarda mard, to'g'riso'z, haqiqatgo'y, adolatni ulug'lovchi, kambag'al, beva-bechoralarning homiysi, shuningdek, shaxs va jamiyat kamchiliklari ustidan kuluvchi xalq qahramoni sifatida gavdalanadi. Bu qahramon Abdulla Oripovning nazaridan ham chetda qolmagan:

Afandi degani o'zim bo'laman,  
 Har xil hangomaga ichi to'laman.  
 Esi yo'q odamlar kallasizlardan

Xafa bo'lishadi, shunga kulaman[3.89]

“Afandi” deb nomlangan mazkur she’rda ham afandining yuqorida aytib o’tilgan xususiyatlari tasvirlangan.

O‘zbek she’riyatida folklorizmlardan badiiy matnni qurishda, uning ritmini shakllantirishda, g‘oyaviyligini oshirishda, xalqchilligi va ta’sirchanligini kuchaytirishda eng muhim vosita sifatida foydalanilgan. Yuksak iste’dod sohibi “Xalq og‘zaki ijodiga bepisandlik adabiyotdan yiroqlikdir”, degan xulosani o‘ziga shior qilib olgan va o‘z she’rlarini folklorizm unsurlari bilan boyitgan. Masalan, , “Shoh va gado” deb nomlangan she’rida “Siylangan joyida azizdir inson” degan xalq maqoli qo‘llangan:

G‘aybdan sado keldi: — Tingla, ey banda,

Barchangga yaratgum yagona makon.

Bir-biring kamsitib qilma sharmanda,

Siylangan joyida azizdir inson [4]

Serqirra ijodkor qaysi mavzuni qalamga olmasin, ularning barchasida o‘zgacha timsol, obrazlar, badiiy tasvirlar, xalqona ruh orqali kitobxon qalbiga chuqur kirib bora olgan.

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Geophysics is a science that studies the physical properties and processes of the Earth, allowing us to understand and use natural phenomena in practice. Geophysical signals are the result of physical processes in the Earth's interior and exterior and through them [2]. Analysis and modeling of these signals play an important role in oil and gas exploration, natural disaster forecasting, and environmental monitoring. The use of the spline method in processing geophysical signals provides high accuracy and efficiency [5]. Spline-based modeling is an urgent approach for modern geophysical research. Developments in this direction expand the possibilities of searching for natural resources and predicting hazards. This work aims to analyze the process of restoring geophysical signals using the spline method and evaluate the error of the spline. First, we begin the work with the following analytical function selection process

$$f(x) = \frac{\sin(2\pi\sqrt{x})}{x^2 + 1}, \quad x \in [0.1, 0.2]$$

Function  $C^\infty$  to the class belonging is, all in between continuous and differentiable. This function on cubic spline interpolation done Interpolation for 10 equal numbers in the range [0.1, 2.0] distributed knot points selected :

$$x_i = 0.1 + i \cdot h, \quad h = \frac{2 - 0.1}{9} \approx 0.2111, \quad i = 0, \dots, 9$$

Selected all  $x_i$  at points function real values  $f(x_i)$  calculating [3]. The spline  $S(x)$  is obtained from this points through built. Final from interpolation then, 10 straight distributed control at points  $f(x)$  and the values of  $S(x)$  calculating exited and their differences  $|f(x) - S(x)|$  in appearance following errors schedule compiled :

*Table 1. Errors schedule*

No.	x	f(x)	S(x)	f(x) - S(x)
1	0.100000	0.905608	0.905608	0.000000
2	0.300000	-0.270988	-0.274663	0.003675
3	0.600000	-0.726531	-0.732040	0.005509
4	0.700000	-0.574085	-0.575713	0.001629
5	0.900000	-0.175069	-0.175110	0.000041
6	1.200000	0.231309	0.231396	0.000086
7	1.400000	0.308529	0.308559	0.000031
8	1.600000	0.279667	0.279645	0.000022

9	1.800000	0.197821	0.197884	0.000063
10	2.000000	0.102658	0.102658	0.000000
Max :				0.048917

Above in the table every one chosen control on point analytical function  $f(x)$  and natural cubic spline through constructed  $S(x)$  values given . They between the difference is in the form  $|f(x) - S(x)|$  accuracy error with evaluated [1,4].

The following The graph of the curve  $f(x)$  line as complete on the line , and  $S(x)$  dotted line on the line depicted . Node points separately red points through separated . From the graph apparently as it stands , spline model every one knot on point analytical to the function complete suitable arrived , in between and smooth interpolation provided .

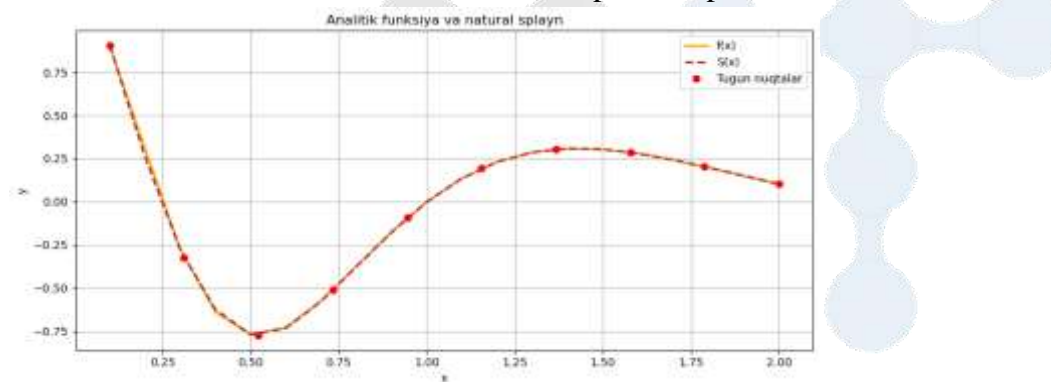


Figure 1. selected analytical function spline method through restoration graph .

From the graph apparently as it stands , spline model every one knot to the function  $f(x)$  at the point complete suitable comes and in between smooth interpolation provides . Errors usually  $10^{-3}$  from small be , model is high accuracy provided .

**Geophysicist signal reconstruction using natural spline and error estimation**

This in the department geophysical signal data on spline interpolation using restoration practice Done .

Table 2. Signal values

No.	x	y (signal)
1	0.000000	0.176405
2	0.526316	0.366360
3	1.052632	0.512702
4	1.578947	0.734640
5	2.105263	0.802686
6	2.631579	0.974452
7	3.157895	1.148777
9	4.210526	0.930442
10	4.736842	0.877514
11	5.263158	0.823703
12	5.789474	0.588147
14	6.842105	0.053491
15	7.368421	-0.278574
16	7.894737	-0.440887
17	8.421053	-0.700389
18	8.947368	-0.856670

19	9.473684	-1.007006
20	10.000000	-0.984360

Every for one x the error is of the form  $\varepsilon(x) = |f(x) - S(x)|$  calculated. In the graph interpolation lines and errors shown.

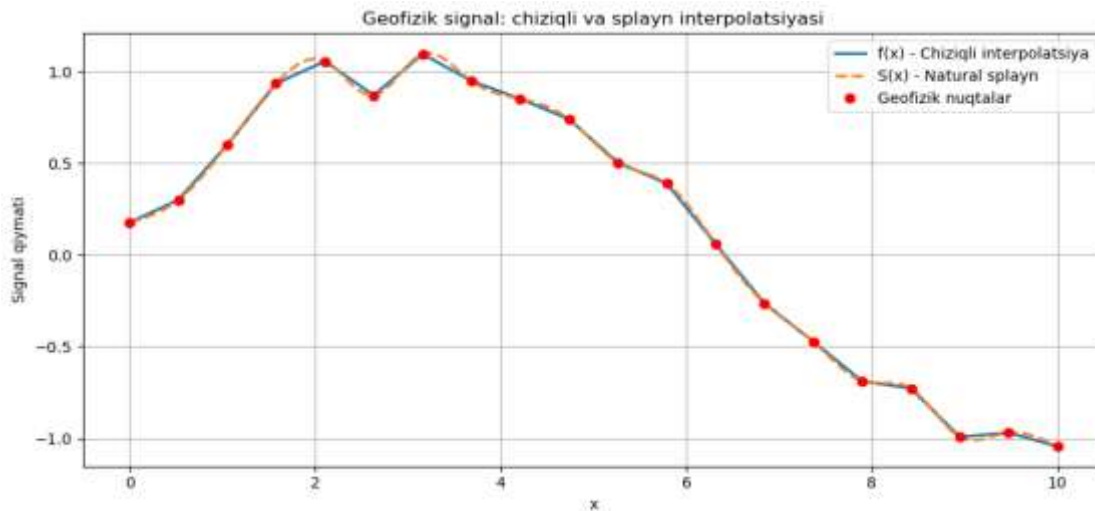


Figure 2. Graphical representation of the interpolation result

Table 3. Interpolation results and accuracy mistakes

x	f(x) ( linear )	S(x) ( spline )	f(x) - S(x)
0.000000	0.176405	0.176405	0.000000
0.526316	0.324433	0.322108	0.002325
1.052632	0.472461	0.471858	0.000603
1.578947	0.620489	0.623657	0.003168
2.105263	0.768518	0.763065	0.005452
2.631579	0.888520	0.894188	0.005668
3.157895	1.086775	1.073706	0.013069
3.684211	0.991552	0.997287	0.005735
4.210526	0.896328	0.889917	0.006410
4.736842	0.801104	0.803911	0.002807
5.263158	0.705881	0.705881	0.000000
5.789474	0.515791	0.513821	0.001970
6.315789	0.378551	0.383788	0.005237
6.842105	0.064785	0.060605	0.004180
7.368421	-0.247371	-0.246570	0.000801
7.894737	-0.459238	-0.459842	0.000604
8.421053	-0.671105	-0.669392	0.001713
8.947368	-0.882972	-0.884241	0.001269
9.473684	-0.994840	-0.994168	0.000672
10.000000	-1.006708	-1.006708	0.000000

Received results linear interpolation and natural spline interpolation between the difference clear showed . Spline method of the signal high smoothness level recovered , errors

and whole in between control under This approach geophysicist signals digital in modeling reliable , physical to the laws suitable interpolation method that confirms [5,8].

In the study geophysicist signals spline method based on modeling issue studied. Cube splines interpolation and grinding advantages determined and practical in terms of from the test Geophysical in the data uncertainty and violations eliminate in the process of spline methods high accuracy provided. Digital calculation algorithms based on signal modeling effective Done . Results geology and land resources search in the fields application for useful that shown.

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