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PSYCHOPHYSICALLY AGGRESSIVE BEHAVIOR BY TEENAGERS INTERPRETATION OF ISSUES

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Abstract: *This article is devoted to the concepts of aggression and aggressive behavior in interpersonal relations, their differences, views and definitions of scientists who conducted research in this field.*

Keywords: aggression, aggressive behavior, verbal aggression, negativity, emotional aggression, fear, depression, tension.

INTRODUCTION

The future of the world community depends on the development of the modern generation in educated, spiritually mature people. It is known that education of the younger generation has always been important and relevant. But in the 21st century, this problem really becomes a matter of life and death. Literature published in philosophy, sociology, psychology and scientific research shows that aggression has come to the forefront among the problems facing humanity. We can observe that the term aggression is nowadays frequently and widely used in public life.

MAIN PART

One type of behaviour that manifests itself in interpersonal relationships is aggression. The study of human aggression is a multifaceted topic that attracts the attention of scientists trying to reveal the true nature of this phenomenon. Indeed, caring for the next generation is one of the national features of the Uzbek people, who strive to bring up a healthy, harmonious and perfect human being. It is well

known that education is not only a product of the mind and the level of consciousness, but also one of the factors determining the development of the mind. A human being is conscious in his essence and acts under the guidance of the mind. This is the difference between him and other creatures. Therefore, human behavior – attitude to people, level of understanding of duty – is also a product of consciousness. Consciousness manifests itself in our behavior and determines the level of our mind.

One of the most important characteristics of behavior and relations determining the influence of individual development on a person, as well as interpersonal relations, is aggression. Today, it is important for psychologists to identify the causes of aggressive behavior in people, to study the problems of prevention or control of destructive behavior. If you talk to parents today, most of them will point out that it is becoming increasingly difficult to maintain relationships with children, especially teenagers.

Among the first views aimed at different interpretations of human predisposi-

tion to aggressive behavior are the views of W. McDougall, Z. Freud, G. Murray and other scientists that “people and animals have an innate instinct for aggression”. Thoughts about aggressive behavior emerged in the early twentieth century in connection with the theory of frustration (lat. Frustratio – deception, failure of plans). According to him, aggression is a consequence of frustration. This view was first expressed by J. Dollard. However, neither of these two views has been confirmed in practice.

According to psychologist E. Fromm, “aggression is an attempt to harm a person or group of people, a creature, as well as any inanimate object in general”.

L. Berkovitz interprets this concept as “aggression is an act aimed at inflicting physical or mental harm on someone or something” [1].

According to J. Dollard, aggression is “... the intention to harm someone by their actions as a deliberate reaction that hurts the body”.

K. Rogers describes aggression as “... a mandatory response to restrictions on freedom of choice”.

K. Horne describes aggression as “... a person's reaction to the hostility of the surrounding reality towards himself”.

P. Baron and D. Richardson claimed that “aggressive behavior is any action aimed at insulting or harming another living being who does not want such treatment” [2].

T.G. Rumyantseva – “aggressive behavior” is a form of human behavior that demonstrates his superiority, ability to cause harm or injury to the being (inanimate object) [4].

In the world psychology the study of the problem of aggressive behavior among children and teenagers is given special attention as an area of research. In the course of research, biological, psychological, social, socio-psychological determinants of aggression and characteristics of representation of aggressive behavior were studied. In connection with this, attention is paid to the importance of identifying and implementing psychological mechanisms representing various methods and conditions of overcoming aggressive behavior among adolescents. At the same time, deviations in behavior of children and teenagers, aggression, emotional instability, inability to control emotions are considered as essential problems.

A number of personal qualities influence the formation of aggressive behavior in adolescents:

- Inadequate forms of education: excessively low self-esteem, high impulsivity, alcohol and drug consumption, dependence on computer games, readiness for risk, limited sense of self-protection;

- Behavioural factors: wasted time, unjustified school absenteeism, low skill levels, early sexual relations and others;

- Social factors (psychological impact of the media, social customs and habits, behavioural disorders of parents, low social status of the family, change of guardians (stepfather, stepmother, etc.);

- Establishing close social ties between a teenager and friends who have formed behavioral deviations (a phenomenon of imitation);

- Internal family disputes (parents' divorce, children in a second marriage,

excessive demands from parents regardless of the children's interests [3].

It turned out that adolescents brought up in dysfunctional families were more inclined to develop aggressive behaviour than adolescents in functional families. Excessive restriction of teenage freedom in a family or, on the contrary, chronic negligence on the part of parents also leads to formation of aggressive behavior. Aggressive behavior can also be formed in a family when teenagers' freedoms are strictly limited or they are given excessive freedoms. If the teenager is used to satisfying all his or her needs in the family quickly, he or she will demonstrate an aggressive attitude towards those of the peers who hinder his or her needs. Even in cases of emotional rejection in the family, the teenager tries to draw attention to himself or herself by aggressive behavior. It is expedient that the search for the cause of change in the teenager's behavior is based on a constructive solution to the problems [5].

If family members of the teenager are used to solving their problems through regular interactions through screams, in another social situation the teenager usually behaves the same way;

- Personal problems (peculiarities of sexual development in adolescents, causing problems of physiological and psychological nature – manifestation of the peculiarities of puberty);

- Dissatisfaction with their appearance – “Terzit complex” (inadequate perception by adults). When a teenager feels like an adult, he does not like to be treated like a child;

- Critical thinking in adolescence is skeptical of adult behaviour, resulting in a sense of protest against established moral norms;

- Suppression of certain social stigma towards the teenager (teachers' emphasis on the inability of the teenager to master skills), rudeness, uselessness of conversations with him or her;

- social factors (the claim that problems in society can be solved by force, overcrowding in schools, excessive school fatigue, nervousness) [6].

CONCLUSION

Based on the results of the study, we have come to the following conclusions.

It is quite possible to reveal the reasons for teenage aggression, to understand their emotional experiences, feelings, to determine the possibilities of their psychological correction.

It is important to be able to explain to adolescents the possibility of resolving conflicts in other ways.

Consulting psychologists in case of occurrence of cases of aggression among teenagers requires coordination of their actions in the educational process with them. It is important to remember that aggressive behavior is primarily formed under the influence of negative emotional states in teenagers. Therefore, adults should first be able to manage their negative emotional state. Thus, the teenager is shown that self-control is often the best way to improve the social situation.

In this regard, in cases of aggressive behaviour, it is necessary to soften the situation and treat the teenager with re-

spect. In such cases, we note cases that do not apply at all:

- to raise a voice, to threaten;
- pressure;
- scream, protest;
- use aggressive facial and body movements;
- mockery;
- negative attitude towards a teenager or his relatives and friends;
- use of physical force;
- the involvement of outsiders in a conflict situation;
- constantly asserting their right;
- long conversations on ethical issues;
- to punish;
- comparing a teenager to his peers, highlighting his weaknesses in relation to others;
- to promise a reward to justify his actions.

In some cases, the above conditions may change the behaviour of adolescents in the short term. However, subsequent negative consequences may lead to the formation of negative situations that are stronger than manifestations of aggressive behavior.

It is recommended that disagreements be resolved not in a state of aggression, but after the situation has softened. But it is also not recommended to prolong the discussion on this issue. The presence of strangers can only make the situation worse. It is desirable to conduct conversations objectively, without emotions. During the conversation, it is necessary to discuss in detail aspects of the conse-

quences of the negative behavior of the teenager, which are dangerous not only for others, but also for himself or herself. Adults should not react to aggression in teenagers with aggression, as it can lead to further strengthening of teenage aggression. Parents should try to be parents, friends, teachers and support their children from an early age, which is very important for them. After all, this is one of the most important laws of psychology.

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IMPROVEMENT OF ECONOMIC MANAGEMENT MECHANISMS TO ACCORDING THE ACTIVITIES OF AGROBUSINESS ENTITIES TO MARKET REQUIREMENTS

Annotation: *This article discusses the main mechanisms for adapting agribusiness to a market economy. In addition, special emphasis was placed on the role of agro-business in the economy of Uzbekistan and the ongoing reforms in this area.*

Keywords: Agribusiness, agriculture, agro-cluster, economic growth, agro-industry, competitiveness.

One of the priorities of the ongoing reforms in Uzbekistan is the formation of the legal, economic and organizational basis for the development of agricultural production based on market relations, the improvement of property relations, the implementation of active structural changes. This will create great opportunities to ensure sustainable growth of agricultural production, to pursue a strong social policy in rural areas, to fully meet the needs of the population in food and industry in raw materials. The agricultural sector plays an important role in ensuring economic growth and deepening economic reforms in the country. The share of agriculture in GDP is still the main engine of the Uzbek economy. In his speech, the First President of Uzbekistan I.A. Karimov focused on the priorities of the strategy of economic development, saying that “the consistent continuation of reforms in agriculture and ensuring its sustainable development will remain a very important issue., “they said. Today, we need to have enough resources and experience to rebuild our economy into industry. Our industrial base is conditionally formed in connection with agribusiness. With

this in mind, President Sh. Mirziyoyev “IMPLEMENTATION OF THE OBJECTIVES OF THE AGRICULTURAL DEVELOPMENT STRATEGY OF THE REPUBLIC OF UZBEKISTAN FOR THE YEAR 2020 – 2030 FOR 20-220 YEARS 2020” Financing of expenditures on maintenance of buildings and structures of scientific, research and experimental institutions of the agro-industrial complex, remuneration of employees will be transferred to the basic financing conditions at the expense of the State Budget of the Republic of Uzbekistan. passed. The agricultural sector has been developing steadily in recent years. In the agribusiness system, the seller of the product must be the main or leading entity. Establishment of agribusiness in the agro-industrial complex will increase the development of an integrated complex, including production, processing, storage and sales, and the possibility of attracting investment in the sector. Agribusiness is an intermediate link in the cultivation, processing and delivery of agricultural products to the consumer, which solves the task of adapting the finished product to market requirements and ensures the competitiveness of the

product. The main form and primary link of agribusiness is farms and dehqan farms. Because they directly produce agricultural products. These farms operate on their own land or on leased land, where the owner and producer are the farmer himself and his family members, and in some cases can also use hired labor. On the basis of the "Action Strategy" for 2019-2021, the country has identified internal and external sources for financing the development of agribusiness and improving the production of competitive products in accordance with world market standards, which are:

USD loans from the World Bank for the modernization and competitiveness of agriculture and USD 200.0 million for the development of entrepreneurship in agriculture;

\$ 347.0 million loan from the Asian Development Bank for the establishment of large modern agro-logistics complexes and \$ 150.0 million for livestock development;

\$ 200.0 million loan from the Japan International Cooperation Agency for the development of fruit and vegetable growing;

French Development Agency loan of \$ 170.0 million for livestock development;

\$ 46.6 million loan from the International Fund for Agricultural Develop-

ment for agricultural diversification and modernization;

From the domestic financial sources, the National Bank for Foreign Economic Activity, as well as other commercial banks will provide syndicated loans.

In conclusion, the work we are doing in this area will show good results in the near future. To further improve this work, the further development of the cluster industry in our country will have a positive effect, as well as the study of leading U.S. experience in the agricultural sector will further improve the development of the industry.

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РОСТ, РАЗВИТИЕ И УРОЖАЙНОСТИ ПОВТОРНЫХ И СИДЕРАЛЬНЫХ КУЛЬТУР ПРИ ПОСЕВЕ ПОСЛЕ ОЗИМОЙ ПШЕНИЦЫ

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Аннотация

Повторные, промежуточные и сидеральные культуры после уборки урожая озимой пшеницы являются дополнительными сельскохозяйственными производствами, которые используются как продовольственные продукты, корма для животноводства и сырье для пищевой промышленности. Повторные культуры являются хорошими предшественниками хлопчатника, озимой пшеницы и других сельскохозяйственных культур

Ключевые слова: озимая пшеница, соя, овес, совместные посевы, рост, развитие, урожай, повторные промежуточные и сидеральные культуры и т.д.

Эффективность повторных, промежуточных и сидеральных культур изучено отечественными и зарубежными учеными земного шара.

Б.М. Халиков, Ф.Б. Намазов (2016) отмечают, что повторные культуры после уборки урожая озимой пшеницы в условиях орошения в сероземных почвах дают обильные урожай и являются хорошими предшественниками хлопчатника и других культур.

И.П. Гейдербрехт, В.Д. Вернер (1989) при повторных севах более продуктивные смешанные посевы ржи с рапсом, которые увеличивают урожай зеленой массы и способствуют большему накоплению органического вещества в пахотном слое почвы.

S.K. Hussain, W.Michlken, S.Koop (1987) отмечают что в условиях Ан-

глии для обогащения почвы надо сеять такие культуры, которые больше накапливают органические вещества и способствовали улучшению агрофизических свойств почвы.

Методы проведения исследований, Методики Узбекского научно-исследовательского института хлопководства – «методики проведения полевых опытов с хлопчатником» (Ташкент, 2007 г) и «методики Государственной сортоиспытания сельскохозяйственных культур» (Москва, 1989 г). Опыты проводились на полях Сурхандарьинской научно-опытной станции Научно-исследовательского института селекции, семеноводства и агротехнологии выращивания хлопка (НИИССАВХ) в 2015-2018 гг. Почвы опытных участков такырно-луговой пустынной зоны, бедны

Таблица

Рост, развитие, урожай и накопление корневых и пожнивных остатков повторных и сидеральных культур

№	Варианты	Густота стояния, тыс./га	Высота растений, см	Количество листьев, на 1 растении, шт.	Урожай, ц/га		Корневые и пожнивные остатки, ц/га		
					зеленой массы	сухой массы	0-30 см	30-50 см	0-50 см почвы
1	Соя на зеленой корм	195,0	108,3	23,3	298,0	60,1	30,7	1,6	32,3
2	Соя на сидерат	203,0	101,2	24,6	299,3	60,7	30,2	1,7	31,9
3	Овсе на зеленой корм	2850,0	104,0	21,4	3011,0	60,3	31,8	1,6	33,4
4	Овсе на сидерат	2860,0	102,0	23,5	301,3	60,7	31,4	1,7	33,1
5	Соя + овес на зеленой корм	101/1800,0	101/98,0	18/20	380,5	91,0	41,5	2,1	43,6
6	Соя + овес на сидерат	102/1401,0	103/99,5	19/19,5	390,5	95,5	42,1	2,2	44,3

гумусом и другими питательными элементами, по механическому составу тяжело суглистые, близкие залегания грунтовых вод (2-3 метра), хорошо обеспечено карбонатами (8-10 %).

Для агротехнической характеристики почвы определено содержание гумуса методом Тюрина, общего азота, фосфора в одной навеске сжиганием по К.Е. Гинзбург, М.Щегловой и Е.К. Вуль-

фиус, содержание нитратного азота ионометрическим методом, подвижный фосфор по Б.П. Мачигину и обменный калий по Протасову на пламенном фотометре. Статистическую обработку экспериментальных данных проводили по методике Б.А. Доспехова (1985).

После уборки озимой пшеницы очистили поля от соломы, и произвели полив для лучшей посевной обработки

почвы. При подпевание почвы проведена вспашка почвы, планировка и посев повторных и сидеральных культур в первой декаде июня месяца. После посева повторных культур нарезали борозду для полива. После полива участка всходы повторных и сидеральных культур был получен дружные всходы. Нормы высева семян сои 70 кг/га и овса 120 кг/га. Сорт сои “Нафис” и овса Узбекский широколистный. В период вегетации повторных культур участок был полит в 5 раз и проведена перед первым поливом подкормки посевом азотным удобрением 50-60 кг/га. На опыте соя и овес был выращен на зеленую массу с уборкой урожая и зеленую массу использовано на сидерат.

Перед уборкой урожая повторных культур высота растений сои 108,3-101,2 см, количество листьев 23,3-24,6 шт., а высота растений овса 94,4-101,1 см, количество листьев 4,7-5,0шт на одно растений (таблица).

Урожай зеленой массы сои 298,0-299,7 ц/га и сухой массы овса 301,3-304,0 ц/га и сухой массы 60,3-60,7 ц/га, урожай совместного посева сои + овса составил 380,0-390,5 ц/га и сухой массы 91,0-95,5 центнер с каждого гектара.

Корневые и пожнивные остатки сои в пахотном слое составили 30,3-30,7 ц/га, а в подпахотном 1,5-1,6 ц/га, овса в слое 0-30 см почвы 31,4-31,8 ц/га а в слое 30-50 см 1,6-1,7 ц/га, в слое 0-50 см корневые и пожнивные остатки сои составили 31,9-32,3 ц/га, овса в слое 0-50 см почвы 33,1-33,4 ц/га.

Совместные посевы сои + овса корневые и пожнивные остатки в слое 30 см составили 45,7-47,3 ц/га, и в слое 30-50 см 2,5-3,0 ц/га и о-50 см слое почвы составили 48,7-50,1 центнер с каждого гектара.

В заключение можно отметить, что повторные и сидеральные культуры после уборки озимой пшеницы, являются дополнительными кормами для животноводства и обогащают почву растительными остатками, которые служат для повышения плодородия почвы и урожая хлопчатника. Лучшими повторными и сидеральными культурами являются совместными посевами сои + овса, которые дают больше урожая, чем одна культура.

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THE SIGNIFICANCE OF HISTORICAL MEMORY IN NURTURING A HARMONIOUSLY DEVELOPED GENERATION

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Abstract. *This article deals with the role of historical memory in bringing up a harmoniously developed generation, in its becoming a full-fledged adult. The main attention is paid to values and factors, which are necessary for a man to prosper. There are also methodological recommendations on its development.*

Keywords: harmoniously developed generation, historical memory, personality, spiritual heritage, material heritage.

INTRODUCTION

The Uzbek people have a rich material and spiritual heritage. The study of this heritage and its transmission to future generations depends on the historical memory of our people. Historical memory is the revival of material and spiritual wealth created by ancestors in the minds and everyday practical activities of people. Without historical memory, a person cannot understand the essence of social changes in life. Historical memory is the main source of formation and development of cultural heritage [4: 389].

Throughout the historical development of human society, the material and spiritual heritage of each nation was a factor in the social transformation of that nation. Formation of human memory was a key factor in constant transmission of information, material and spiritual heritage from one generation to another in social relations of society.

MAIN PART

If a person had no historical memory, he would not know and understand the

processes and events that took place in the past. He would only have a temporary understanding of time and processes that he saw with his own eyes.

Memory is also an expression of high respect and reverence for ancestors. A human being is alive with memory, great with dignity. In the first years of independence, the attention of the First President to the restoration of historical justice, noble deeds of our ancestors, glorification and immortalization of their courage, interests of people in our country reflect such immortal values and invaluable spiritual qualities of our people.

The Encyclopedic Dictionary of Philosophy reads: "Memory is a technical process of remembering and, if necessary, restoring something, events or past experiences; preserving imagination and concepts after emotions.

Without memory in the process of thinking a person could not draw conclusions, make judgments and know anything but empirical life"[3: 294].

As each nation strives to develop its national values based on its own goals as

well as on the achievements of universal development and to raise its spiritual world, the issue of historical memory takes on particular significance. In other words, true history can only be true history if its historical memory is fully restored and all the successes and victories, losses and sacrifices, joys and sorrows on the path passed by people are studied objectively and truthfully [1: 97].

It is well known that the study of history and the question of historical memory requires an objective, scientific approach to the study and evaluation, so as not to ignore any aspect of historical processes, the period in which they took place. Today in Uzbekistan we are witnessing an emphasis on the process of objectivity and fairness in the study of historical processes. Because the historical memory reflects the unique national mentality of all peoples, is the basis for the formation of their national pride and sense of national honor.

The scientific analysis of history, its perception, assessment of socio-political and spiritual environment, objective expression and analysis of attitudes to events are recognized as one of the urgent tasks of public policy.

The popular science dictionary of independence says: "Historical memory is one of the foundations of national pride and honor" [2: 342].

The social and historical development of the Uzbek people has been going back three thousand years. During the period of oppression, the historical development of our people was not interpreted objectively. There is a reason for such interpre-

tation of history, and in politics in the spirit of dogmatic ideology history was subject to a predetermined order. From this point of view, the study of the history of our society, our nation and restoration of its historical memory requires extreme caution and serious approach. This process requires consideration of many factors, comparison with the history of other nations, study of a number of criteria such as historical conditions and psychology of a period.

Each nation has its own spiritual heritage. This heritage, on the one hand, consists of cultural masterpieces, values, works of art created by the general public, and on the other hand, consists of works of scientists, philosophers, thinkers and writers.

The concept of "spiritual heritage" refers to a set of material and spiritual riches, such as spiritual values, ideas, knowledge, views, folk culture, art, created by generations in the past. Spiritual heritage is an inexhaustible source that serves to expand the knowledge and thinking, moral, cultural and religious level of people.

Inheritance is an invaluable but unique property that can be passed on to future generations. Because any spiritual property does not pass on to the next period as it is, but is passed on, processed and enriched by generations.

President Shavkat Mirziyoyev, speaking at the gala event dedicated to the 26th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, said: "If from childhood we pay attention to the realization of the abilities of our children,

mobilize all opportunities for their perfection, then a lot of Beruni, Ibn Sina, Ulugbeks will bring up our country. I believe in it," he stressed.

The rich heritage of our people embodies the skills, achievements and experience of our ancestors in all spheres of social life. At the same time, it instils in young people a sense of respect for the heritage of our ancestors, a new interpretation of this heritage, the need to enrich it in accordance with the requirements of the time and pass it on to future generations.

CONCLUSION

In conclusion, we can say that

First, the process of forming the historical memory of students, raising our state in all respects, strengthening our independence, bringing our country into the ranks of developed countries and building the foundations of civil society requires relying on the rich spiritual heritage of our ancestors.

Secondly, we are not only proud of the contribution of our great ancestors, scientists, thinkers, poets and geniuses, who are the pride and glory of our people, to the development of world science and culture, but also deeply study their scientific, philosophical, spiritual and cultural heritage. As a result of this research, stu-

dents will be able to objectively assess the heritage and history of our ancestors.

Third, the main task of our teachers is to form students' historical memory and historical thinking, educate them in the spirit of devotion to our spiritual heritage, love for the Motherland, the idea of national independence, formation of historical knowledge and skills. It is expedient to raise students' interest in science, to teach them using modern pedagogical and information and communication technologies.

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ПРОГРАММА ВНЕУЧЕБНЫХ ЗАНЯТИЙ – «ПОЗНАЙ ЧЕЛОВЕКА, СЕБЯ – СТАНЬ ЛИЧНОСТЬЮ!» НАПРАВЛЕННАЯ НА НРАВСТВЕННО-ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ УЧАЩИХСЯ

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В стране расширены возможности совершенствования образовательно-воспитательной системы, разработки эффективных форм и методов духовно-нравственного воспитания обучающихся и просветительской работы, нравственно-эстетического воспитания учащихся в результате практических работ, направленных на восстановление национально-культурного наследия и народных традиций, внедрения арт-технологий формирования творческих способностей посредством ценностной ориентации.

Программа внеучебных занятий – «Познай Человека, Себя – стань Личностью!» направлена на нравственно-эстетическое воспитание учащихся с результатом формирования ценностной ориентации личности (нравственной и эстетической). В задачи занятий включаются: мотивационно-потребностные; познавательные-информационные с наглядно-иллюстративными методами обращением к личностному фактору (духовно-нравственному и духовно-эстетическому социальной направленности); критериально-ценностные с моделированием идеальной личности; по раскрытию условий, способствующих личностному становлению, важнейшими из которых являются самообразование – совершенство-

вание – воспитание и социальная самореализация.

Содержание занятий строится на принципах не только соответствующей государственной образовательной политики, учета особенностей и специфики внеучебных занятий, теоретико-педагогических основ, но и на высокосодержательном эстетическом и нравственном (гуманно-этическом) материале относительно Человека, Себя, становления Личности (на основе нравственно-эстетических личностно-ценностных ориентаций). С неперемнной актуализацией и социализацией воспитанниками своего нравственно-эстетического воспитания (управляемого и самостоятельного) в отражательно-интеллектуально-творческой и коммуникативной деятельности. Нравственно-эстетическая направленность занятий во внешнеэстетическом и духовно-эстетическом, нравственном – нравственно-этическом, гуманно-этическом факторах Человека, Я, Личности, в личностноценностных (нравственных и эстетических) ориентирах учащихся в настоящее время, в жизни, личностной перспективе. Таким образом, целеопределение, содержание, педагогическая организация, процесс внеучебных занятий направлены на конкретное нравственно-эстетическое воспитание старших под-

ростков как фактор формирования ценностной ориентации личности.

Основными темами внеучебных занятий являются следующие:

«Цель, направленность, задачи, содержание и результативность занятий»,

«Государственная образовательная политика о личности, ее развитии»;

«Познание человека – высшей красоты в мире» (внешнеэстетическое, духовное), «Человеческое чудо – как его сохранить?» (гуманно-этическое общение);

«Познание себя. Самосовершенствование»;

«Становление личности» (личность, критерии, условия, главные личностные ценности; как стать личностью);

В теоретико-практические занятия включаются следующие темы:

«Человек – прекраснейшее явление природы», «История идеалов человеческой красоты», «Чем прекрасен человек?», «Любимые герои (по произведениям литературы и искусства)», «Критерии современной личности», «Как беречь чудо природной красоты – Человека?», «Неотделимость эстетического и этического в человеке», «Источники человеческой красоты», «Эстетический выбор человека», «Эстетическое отношение к человеку – не простое созерцание, а понимание и всесторонняя оценка»;

«Самопознание», «Моя сущность», «Проектирование самосовершенствования», «Самореализация»;

«Идеал современной личности», «Базовые личностные ценности», «Программирование личностного самосовершенствования».

На внеучебных занятиях предусматривается зачетно-отчетный час, посвященный «защите» воспитанниками своей интеллектуально-творческой «продукции» (с самооценкой и общественным суждением о представленных работах). В итоге внеучебных занятий с целевой направленностью на нравственно-эстетическое воспитание старших подростков – характеристика и оценка достигнутых результатов с рекомендациями по дальнейшему нравственно-эстетическому самосовершенствованию на основе личностно-ценностных ориентаций (предлагается и соответствующая литература).

Внеучебные занятия – «Познай Человека, Себя – стань Личностью!» имеют четкое целеопределение – нравственно-эстетическое воспитание учащихся с направленностью на формирование ценностной ориентации личности, поэтому все занятия посвящены достижению критериев этого воспитания: нравственно-эстетического воспитания и ценностных ориентаций личности.

Учителю необходимо помнить, что старшие подростки находятся в самопознании, самоощущении, в процессе развития нравственно-эстетического сознания и мышления. Что их влечет не только внешняя форма, но интересует и социальное наполнение, что облик человека воспринимается нравственно-эстетически (с выделением понравившихся качеств). Целесообразно воспитывать у подростков нравственно-эстетические качества в схеме (по Б.Т. Лихачеву): интерес – потребность – отношение.

ҲАКИМ ОТА СУЛАЙМОН БАҚИРҒОНИЙ ВА УНИНГ ДАВРИ

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Калит сўзлар: тасаввуф, илоҳий, тариқат, ғътикод.

Ключевые слова: суфизм, святой, метод, убеждение,

Keywords: Sufism, hallow, method, persuasion.

Аннотация: Ушбу мақолада Жанубий Орол бўйи ўрта аср алломаларининг енг юксак вакилларининг бири Сулаймон Бақирғоний даври ва фаолияти ҳақида илмий ва маънавий мероси ҳусусида сўз этилади.

Аннотация: В этой статье обсуждается научном и духовном наследии того времени и деятельности Сулеймана Бакиргани, одного из величайших представителей Средневековья Южного Арала.

Annotation: This article discusses the scientific and spiritual heritage of the time and activity of Sulaiman Bakirghani, one of the greatest representatives of the Middle Ages of the South Aral Sea.

Инсониятни руҳан покликка ва етукликка еришишга чақирган ислом динида вужудга келган суфизм фило-софиясининг енг юксак вакилларининг бири Сулаймон Бақирғонийдир. У туркий халқлар орасида Ҳаким ота номи билан таниқли. Унга бу ном устози Хўжа Аҳмад Яссавий тарафидан топқирлиги, билимдонлиги, теран ўй, фикр юрита олганлиги учун берилган.

Алишер Навоий “Насойим ул-муҳаббат” да: “Ҳаким ота – оти Сулаймондир. Хожа Аҳмад Яссавийнинг муридидур”, деб ёзар экан, Ҳаким отанинг ҳикматлари туркий халқлар орасида шуҳрат қозонганини таърифлаб, улардан бирини мисол келтиради. Боқирғонийнинг дин ва тасаввуф, ишқ

ва ахлоқдан сабоқ берувчи асарлари Туркистонда кенг тарқалиб, севиб ўқилган. Боқирғоний кўнглида “ишқи илоҳий ва завқи илоҳий” тугён қилган шоир мураббийдир. Унинг шеърлари бу дунёни дўзахга айлантирмаслик, нафсу ҳавога берилиб, халқ бошига қиёмат азобларини солмаслик, онг қуллигидан халос бўлиш, дин қудратини улуғлаш каби маънавий-ахлоқий эҳтиёжларни ифодалайди.

Ҳаким ота Сулаймон Бақирғоний Жанубий Орол бўйларида Бақирғон қишлоғида дунёга келган. Бақирғон қишлоғи Қорақалпоғистон Республикасининг Қўнғирот ва Мўйноқ туманларининг ораллигидаги ҳозирги Ҳаким ота қабиристони атрофида бўлган.

Ҳаким ота Бақирғонийнинг ислом идеялари, тасаввуф философияси, илоҳий ишқ-муҳаббат ва инсоний одоб-ахлоқ ҳақидаги фикрлари кенг тарқалган, ёзма ва оғзаки шаклда авлодтан-авлодга ўтиб, бизнинг кунгача етиб келган.

Ҳаким ота Сулаймон Бақирғоний устози Хўжа Аҳмад Яссавий тарафидан ўртага қўйилган Яссавия тариқатининг философиясининг ёрқин юлдузларининг бири сифатида маданиятимиз тарихидан ўзининг аҳамиятли ўрнига эга.

Ҳаким ота Сулаймон Бақирғонийдан бизга меърос бўлиб қолган асарларининг асосий идеяси Илоҳий ишқ, яъни Оллоҳга муҳаббат, ўша дунёлик инсонлар ҳаётига тегишли муаммоларга жавоб бериш бўлиб ҳисобланади. Унинг фикрича одам ўзини Оллоҳга буткул бағишлаб нафсини тийиши, тавбага келиши, ўзининг руҳини ва танасини поклаши, ҳаром ишларни умуман қилмаслиги, бойлик ва ортиқча мол дунёга интилишдан ўзини йироқ тутиши лозим. Одам сабр тоқатли, инсофли ва иймонли бўлишга интилмоғи зарур.

Ҳаким ота Бақирғоний Исломи да-стурларига содиқ бўлиб, инсонни қадрламоқ уни Оллоҳ яратган барча нарсадан юкори қўйиш, уни ҳурмат қилиш идеясида турганлиги унинг ҳикматларидаги «ҳар кимни кўрсанг Ҳизир бил, ҳар тун кўрсанг Қадир бил»-деган қаторлари орқали кўрса бўлади.

Буюк бобомиз Сулаймон Бақирғоний Жанубий Орол бўйлари-дан бугунги Қўнғирот тумани атрофидаги Бақирғоний қишлоғида 1122-йили ду-

нёга келиб, шу ерда 1180-йили ҳозирги Ҳаким ота қабиристони-га кўмилган. Бу ер Хоразм ўлкаси ва буткул мусилмон шарқида таниқли бўлган ибодат қилиш ўринларига айланиб, 800 йилдан буён шарафли ўрин сифатида зиёрат марказига айланган. Қорақалпоқ оғзаки адабиёти ва ёзма манбаларида Ҳаким ота ҳақида мингдан ортиқ афсоналар яратилиб, улар орқали бу шоир алломанинг пайғамбарларга ҳос фази-латларини кўкларга кўтариб, номини оламга таратди.

Сулаймон Бақирғоний буюк бобомиз суфизм илмининг пири, устози Хўжа Аҳмад Яссавийнинг, Мансур Ҳаллажнинг (858-922) амалий ва фундаментал идеяларини ўзига ва бошқаларга идеал етиб, таҳзиб-нафсини тийиш, ҳасадтан ҳолис бўлиб тавба қилиш, тоза покиза бўлиб ўзлигини унутиш, фоний дунёдан келиб, илоҳиятга еътиқод ва Оллоҳ билан бирлашиш, ўзлигини йўқ қилиб, Оллоҳнинг жамолига ишқ қилмоқ сингари концепсияларига таяниб “ана-я-ҳақнинг маъносини билмас ҳаргиз нодонлар” -деган дастурий йўлни ўзига қабул қилиб борлик фаолиятида Оллоҳ яратган борлиқнинг бир ҳаёли деб билиб, ўзини шу ишқга фидо қилган идеясини жаҳонга олиб чиқади. 2002-йили Қорақалпоғистон Республикасининг жамиятчилиги тарихидаги Марказий Осиёнинг буюк мутаффакири қобилиятли шоири халқимизнинг руҳий маданиятин шакллантиришга катта ҳисса қўшган буюк Ҳаким ота Сулаймон Бақирғонийнинг 880-йиллиги таваллудини кенг нишонлади.

Сулаймон Бақирғоний ўзининг устози Яссавийнинг енг яхши яратувшилиқ дастурларини давом еткан ва ривожлантирган. К. Бойниязов. Нукус 1997 й).

Буюк шоирнинг ҳамма вақт золимлардан кўркмай ҳақиқатликни айта олган. Сулаймон Бақирғонийнинг «Оҳирги замон муҳаммаси» эски афсоналарда ёзилган бўлса ҳам бу наشريётда шоирнинг ўзи яшаган давр ҳақиқатлигини тўғри акс эттира олган.

Ҳаким ота – Сулаймон Бақирғоний бугунги кунда саккиз асрдан кўпроқ вақтдан бери ўзининг кучини йўқотмай, турк тилдош ҳалқлар томонидан сақлаб келаётганлиги сир эмас мана шулардан иборат деб айтишимизга бўлади. Ҳулоса қилиб айтганда Ҳаким ота Орол бўйи халқларининг маънавий дунёсида сезиларли из қолдирган, тарихимизда аҳамиятли шеър ва дostonлари билан танилган машҳур инсон эканлигига гувоҳ бўлдик. (К. Бойниязов. Нукус 1997 й).

Ҳаким отанинг дунёга келган шаҳри Бақирғонийнинг аниқ жойлашган ўрини ҳозирча илмда номаълум. Хива хонлиги ёзма манбаларида учрайдиган Хаванд шаҳри академик Я.Г. Гулямовнинг фикрича Қўнғирот шаҳри билан Ҳаким ота Бақирғоний қабристонлиги оралиғидаги Бограхан шаҳри. Шунингдек, бу шаҳар X асрларда шарқ ёзма манбаларида учрайдиган Мадмине шаҳрига мос келади. XIX асрнинг бошида К.Е. Зельман ёзиб олган манбаларда Бақирғондаги Ҳаким ота мазорига Сайид Аҳмаднинг ғамхорлик қилганлиги айтилади. Халқнинг орасида Бограхан номи билан боғлиқ афсона, кўрғон ва қабиристон сақланган.

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YOSHLARIMIZNING TA'LIM-TARBIYASIDA TA'LIM MUASSASI VA OILANING HAMKORLIGI

Eshqulova Farangiz Zayniddin qizi.

Talaba, Toshkent temir yo'l muhandislari insituti, O'zbekiston, Toshkent.

Valiyev Muhammad Sheraliyevich,

Texnika fanlari nomzodi dotsent, Toshkent temir yo'l muhandislari insituti, O'zbekiston, Toshkent.

Biz bilamizki, mustaqil O'zbekistonning kelajagi har tomonlama barkamol intellektual salohiyatga ega bo'lgan yosh avlodni tarbiyalashga bog'liq. Shu jumladan, mamlakatimizning istiqboli ko'p jihatdan barkamol intellektual salohiyatli avlodni shakllantirish va unga mos ta'lim-tarbiya olib borishga bog'liq va bunga mustaqil respublikamizdagi ijtimoiy-tarixiy taraqqiyotning tezkor sur'atlar bilan rivojlanishi, fan-texnika va texnologiyalar sohalarida qo'lga kiritilayotgan yutuqlarning ta'lim-tarbiya sohasiga keng joriy etilishi asos bo'lmoqda. Bu asoslar o'z Vatani va xalqini sevadigan, milliy mafkuramizga sadoqatli, mustaqil fikrlaydigan ijodkor shaxsni shakllantirishdek muammo yechimini hal etishni ta'lim sohasidagi davlat siyosatining ustuvor yo'nalishlaridan biri darajasigacha ko'tardi.

Bu boradagi ishlarning ahamiyatlilikini birinchi Prezidentimiz quyidagicha ta'kidlagan edilar: „Biz komil inson tarbiyasini davlat siyosatining ustuvor sohasi deb e'lon qilganmiz. Komil inson deganda biz, avvalo, ongi yuksak, mustaqil fikrlay oladigan, xulq-atvori bilan o'zgalarga ibrat bo'ladigan bilimli, ma'rifatli kishilarni tushunamiz.“¹ Yoshlarimizni bunday jihatlariga ega bo'lishlarida esa ularning

ijtimoiy faolligini oshirishda ta'lim muassasalari, oila va mahallalar hamkorligi o'ri beqiyosdir. Chunki yoshlarimiz kunning to'rtidan bir qismini ta'lim muassasasida ta'lim olish bilan mashg'ul bo'lsalar qolgan qismini o'zaro oila, mahallada o'tkazishadi. O'ylashimcha, biz qachon yoshlarimizni ijtimoiy faollikka chaqirolamiz qachonki, yoshlarimiz bilan uzluksiz ishlab tursak. Sababi, oddiy gul o'stirishni misol qilib oladigan bo'lsak, biz gulag e'tibor bermasak, uni parvarishlab, vaqtida suv va o'g'it bermasak u sekin astalik bilan quriy boshlaydi. Shu jumladan yoshlarimizni faqat biz ta'lim muassasasidagina ularni ijtimoiy faollikka chaqirib, qolgan vaqtida to'xtab qolsak bu bilan biz hech qanday maqsadimizga erisholmaymiz deb hisoblayman.

Yoshlarimizni ijtimoiy faolligini oshirib, uning kamolotidan Respublikamizning barcha ijtimoiy tashkilotlari va mehnat jamoalari, shuningdek, aholining barcha tabaqalari oila mushtarakligini kuchaytiradi va yoshlar ta'lim tarbiyasi mazmunining xalqaro me'yorga ko'tarilishiga olib keladi.

Ta'lim muassasasi- aholining, birinchi navbatda, ota-onalarning va mahallaning pedagogik o'quvini amalga oshiradi, har bir oilada o'zaro hurmat, bir-biriga yor-

dam, insoniy munosabatlar muhiti yaratilishini qo'llab-quvvatlaydi.

Oila esa, o'z navbatida, o'quv-tarbiya jarayonini qayta qurishda maktabga yaqindan yordam berib, o'quvchilarning ta'lim- tarbiya olishlariga yaqindan yordam berishadi. Shu boisdan ham ta'lim muassasasi va oila uzviy bog'liqdir.

Yoshlarimiz ta'lim olish jarayonidan so'ng tarbiyaviy ishlarda murakkab muammolar yuzaga kelishi mumkin, Mana shunday ko'ngilsiz holatlarning oldini olishda ta'lim muassasasi, oila va mahalla hamkorligini yo'lga qo'yish muhim ahamiyat kasb etadi.

Unda mahallalar bilan yaqin aloqa o'rnatish, mahalla va ta'lim muassasalari tarbiyaviy dasturida o'zaro aloqadorlik bo'lishi, ota-onalar qo'mitasi va bolalar bilan ishlash nazoratchilarining ish dasturlari mahalla ahli va oqsaqollar kengasida muhokama qilinishi tarbiyada ko'zlangan maqsadga erishishda yordam beradi.

Yuqoridagi masala yuzasidan respublikamiz ta'lim muassasalarida oila va mahalla bilan hamkorlik olib borilayotgan ishlarni mutaxassislar o'rganib, tahlil qil-inganda quyidagi ish uslublari mavjud ekanligi ma'lum bo'ldi:

Birinchidan, ota-onalar bilan ishlashda, asosan, onalar maktabi, otalar maktabi, tajribalarni o'rganish bo'yicha konferensiyalar, savol-javob kechalari, dam olish kuni jamiyati va klublari, tashkil etish;

Ikkinchidan, ta'lim oluvchilarining ota-onalar bilan ishlashi, ya'ni o'qituvchilar maktab tarixi, qishloq va shahar o'tmishi va hozirgi kundagi faoliyati bilan mun-tazam tanishtirib boriladi. Ilmiy-amaliy konferensiyalar, dam olish kechalari, tar-

ixiy obidalar va turli qadamjolarga sayohatlar uyushtiriladi.

Uchinchidan, ta'lim oluvchilar bilan ishlash yuzasidan dam olish klublari, jon-ajon o'lka bo'ylab yurishlar, "Balli qizlar", "Balli yigitlar" musobaqasi va turli xil tanlovlar, kasb haqida suhbatlar, to'garaklar, seksiyalar va boshqa ishlarda faol ishtirok etishlarini ta'minlanadi

Bunga misol qilib hozirgi kundagi tahlikali vaziyatni olishimiz mumkin. Biz yoshlar uyda bo'lishimizga qaramay vaqt-lari bekor ketmasin deya ta'lim muassas-imiz xodimlari va turli mutasaddi tashkil-otlar tomonidan masofaviy ta'lim yo'lga qo'yilgandir. Hozirgi sharoitda ham insti-tutimiz "Xotin-qizlar qo'mitasi" raisi biz yosh talaba qizlarni vaqtimizni unumli o'tkazishimiz uchun "Milliy libos-Ma'naviyat ko'zgusi" tanlovini e'lon qildi-lar. Bu tanlovda ishtirok etishda bizga bev-osita oilamiz oilamiz a'zolari qo'llab-quv-vatlashi turtki bo'ladi. Shu jumladan Insti-tutimiz talaba yoshlarini birlashtirgan "TTYMI_ONLINE" ijtimoiy tarmoqdagi guruhida ham shunga o'xshash lekin biroz boshqacharoq kitobxonlik tanlovlari-ni misol qilishimiz mumkindir. Bu ishlarni amalga oshirishda bevosita o'la va ta'lim muassasi o'zaro bir-biriga bog'liqligini yaqqol ko'rishimiz mumkin. Sababi, biz kitob o'qishga qiziqishni va izlanishlar olib borishimiz bevosita oila davramizga bog'liqdir.

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GENERAL CONCEPTS OF HUMAN CAPITAL INVESTMENT

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Annotation: Many labor supply options require that a certain amount of investment be made by the worker. If we call it an investment, in which case the worker makes the initial costs himself in the hope of later reimbursement. Therefore, for many workers, wages and working conditions are not the only factors that are important in decision making. To model such decisions, the nature of the investment and the employee's future prospects must also be taken into account.

Keywords: Labor activity, labor market, natural resources, cultural environment, investments in human.

Workers distinguish three main types of investment in the labor market: education and training, migration, and the search for new jobs. All three investments generate initial costs, and in all three of them, workers hope to recoup this investment in return for future income.

To highlight the simplicity of these three investments as well as other types of investment, economists refer to them as investments in human capital, meaning that workers acquire skills that will benefit them in the future. The knowledge and skills acquired by the worker are acquired as a result of education and training, and they are also an asset in production capital. The value of productive capital, on the other hand, depends on how profitable this skill is in the labor market. Job search and migration also lead to an increase in human capital in exchange for an increase in his wages.

The total wealth of a society depends on human capital and other capital. Human capital includes the sum of investments in areas such as education, training, migration, while other capital includes natural resources, buildings and technology.

Investments in people's knowledge and skills are made in three stages.

First, in childhood, the acquisition of human capital often depends on the decisions of others. Parental resources and advice, in addition to the cultural environment and experience in the early years of school, influence how a person approaches language learning, math comprehension, interest in learning, and a generally healthy lifestyle. In the second phase, adolescents and young people spend their entire time studying in high schools, lyceums and colleges and train-

ing programs. Finally, once they enter the labor market, the enrichment of workers human capital is achieved through on-the-job training, night schools, and short-term training programs.

Like any other investment, an investment is an expense incurred today in the hope of making a profit in the future. In general, we can divide the costs associated with investments in human capital into three categories:

1. Direct cost: this includes investment in education and books or other materials.
2. Lost investment, i.e. a person cannot participate in the labor market during their studies (at least at the full rate).
3. Physical losses – this is due to the fact that the learning process is difficult or tedious.

When invested in education and training by workers, the expected income is in the form of a higher income, which is also understood to give more pleasure to the workers during the work.

Although we are able to calculate all the benefits that will be received in the future, calculating their sum over several years is not as simple as we imagined in return for the income that will be received in the coming years.

When an investment decision is made, the investor spends today, hoping to earn more in the future. Of course, the return on investment also has its own level of risk (because no one can predict the future period clearly), but given that they are future returns, they may also fall into an economically viable period.

Therefore, the investor should compare the value of the investment he wants to make now with the income he may receive in the future.

The income gap between workers with different levels of education widens as they age. This notion is of course also related to the theory of human capital they possess. Investing in human capital is certainly more likely to be done at a time when future returns are high and current costs are low. The same is true of people with quick learning abilities. The ability of a worker to learn quickly reduces the time spent on training, and the cost to workers who learn quickly also occurs less during training.

Workers with the ability to learn quickly are looking for more training opportunities. The fastest learning workers are the ones who are best educated in the school education process, depending on the current situation.

Thus, the theory of human capital allows us to assume that people who invest more in their knowledge during the school process invest more in themselves during work.

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ЖАНУБИЙ ОРОЛ БЎЙИ ҚОМУСИЙ СИЙМОЛАРИНИНГ ИЛМИЙ ВА МАДАНИЙ- МАЪНАВИЙ МЕЪРОСИ

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Калит сўзлар: Турон, Хоразмшоҳлар давлати, Кат, Маъмун Академияси

Ключевые слова: Туран, Государство Хорезмшахов, Кат, Академия Мамуна

Keywords: Turon, The state of Khorezmshahs, Kat, Mamun academy

Аннотация: Мақолада Шарқ уйғониш давридаги Жанубий Орол бўйи қомусий сиймоларининг илмий ва маданий меъросларини ҳақида баён этилади.

Аннотация: В статье описывается научное и культурное наследие энциклопедических деятелей Южного Приаралья в период Восточного Ренессанса.

Annotation: The article describes the scientific and cultural heritage of the encyclopedic figures of the South Aral Sea during the Eastern Renaissance.

Қадимдан Турон диёрининг илм-фан, санъат ва маданият ривожланган ўлкаларидан бири – Жанубий Орол бўйи бўлиб ҳисобланади. Ўлкамизнинг халқлари ўзининг бир неча минг йиллик тарихий ўтмиши давомида илм-фан соҳасида жуда кўплаб ютуқларга эришди. Бунда ўз навбатида ўлка халқлари орасидан етишиб чиққан буюқ қомусий олимларимиз ва аждодларимизнинг ҳиссаси катта бўлганлиги бизга сир емас. Бу даврдаги бабокалонларимизнинг меҳнатлари нафақат ўз даврининг балки бугунги кунда ҳам илм-фан соҳасининг энг етук намуналаридир.

Шарқ уйғониш даврининг вужудга келиши, Ўрта Осиё халқлари тарихида жуда кўплаб ўзгаришларнинг юз бериши, ўлкамизнинг барча ҳудудларида бўлгани сингари Жанубий Орол

бўйидан ҳам дунё илм-фан ва маданият соҳасига ўзининг буюқ кашфиётлари билан машҳур бўлган алломалар ҳам етишиб чиқди. Ушбу алломалар томонидан амалга оширилган кашфиётлар ва улар томонидан яратилган асарлар бутун давлат ва жамият тараққиётига ўз таъсирини кўрсатди.

Ўрта асрларда Жанубий Орол бўйи ҳудудлари Хоразмшоҳлар давлати тасарруфида бўлиб, қадимий қарвон йўллари туташган ҳудудлардан бири саналган. Шарқ ва Ғарб халқларини бирлаштирувчи ўзига хос кўприк вазифасини бажариб берган ушбу ўлкада қадимдан фан соҳасида кўплаб ютуқларга эришилган. Ўрта асрларда эса, ўлкамиздан етишиб чиққан қомусий олимлар бутун жаҳон илм-фан соҳасининг энг етук вакиллари бўлган. Шулар қаторида ўзининг аниқ, табиий

ва ижтимоий фанлар соҳасидаги буюк кашфиётлари билан дунёга танилган комусий аллома бабокалимимиз Абу Райхон Беруний, унинг устози ва аниқ фанлар соҳасининг етук билимдони Абу Наср ибн Ироқ, тил ва адабиёт, тафсир, фикх, диний илмлар, география ва дунё халқлари этнографиясига оид асарлари билан бутун дунёда шуҳрат қозонган Маҳмуд аз-Замахшарий, тасаввуфда Хўжа Аҳмад Яссавий тариқатини давом эттириб, уни тарғиб қилган ва ва ривожлантиришда ўз хиссасини қўшган мутасаввуф Сулаймон Боқирғоний, Шарқ ва бутун мусулмон оламидаги энг буюк мутасаввуф донишмандлардан бирисаналган Шайх Нажмиддин Куброларнинг ижодий фаолияти ва бизга қолдирган илмий ва маънавий мероси орқали ўрта асрларда Жанубий Орол бўйларида диний ва дунёвий билимларининг нақадар юксак чўққиларни забт этганлигини кўришимиз мумкин.

Энг аввало, юқорида таъкидлаб ўтқанимиз каби дунё илм-фан соҳасига кашфиётлари билан катта ҳисса қўшган буюк комусий аллома Абу Райхон Беруний (973-1048-йиллар) ижоди ва фаолиятига қисқа назар солсак. Аллома ўрта асрлардаги Хоразм давлатининг пойтахти ва Жанубий Орол бўйидаги энг йирик шаҳарлардан бири саналган – Кат шаҳрида туғилиб ўскан. Ёшлигиданок илм-фанга бўлган қизиқиши, унинг кейинчалик турли фан соҳалари билан чуқур шуғулланиши учун асос бўлди.

Абу Райхон Берунийнинг илм-фан соҳасида юксак чўққиларни забт эти-

шида унинг устози, етук аллома Абу Наср ибн Ироқнинг хизматлари беқиёс саналади. Абу Наср ибн Ироқ (X аср ўрталарида туғилган, 1034-йилда вафот этган) ўз шогирди Берунийнинг аниқ фанлар соҳасида етук билимдон бўлишида катта ҳисса қўшиши билан бирга, синуслар теоремасини исботлаб [Сулаймонова, 215], ўрта аср аниқ фанлар соҳасида шуҳрат қозонишга эришган. Дастлаб, Хоразмда ташкил этилган Маъмун Академиясида, сўнг ғазнавийлар саройида Беруний билан бирга фаолият юритади. Ўз даврида унинг аниқ фанлар соҳасидаги илмий ишларига юксак баҳо берилиб, «математика билан шуғулланидиган олимларнинг энг улуғи», – деб баҳо берилган.

Шунингдек, ёзма манбалардан маълум бўлишича, аллома жуда кўплаб тилларини пухта ўрганган. У қадимги сўғд тили, араб, форс ва юнон тилини мукаммал ўрганишга эришган. Беруний ғазнавийлар ҳуқумдори Маҳмуд Ғазнавий билан бирга, Ҳиндистонга қилган сафари давомида санскрит тилини мукаммал ўрганиши, унга ушбу ўлка ҳақида ўлмас асар яратишига имкон беради. Унинг машҳур «Ҳиндистон» асари 1030-йилда ёзилган бўлиб, ушбу асар ҳинд маданияти ва тарихини ўрганишда мукаммал қўлланмалардан бири сифатида бугунги кунда ҳам ўз қадрини йўқотмаган. Ушбу асарга академик В.Р. Розен «Шарқ ва Ғарбнинг қадимги ва ўрта асрдаги бутун илмий адабиёти орасида бунга тенг келадиган асар йўқ», – деб юксак баҳо берганэди [Маънавият.ру]

дузлари, 94]. Умуман, аллома томонидан яратилган ҳар бир асар бугунги кунда ҳам ўз соҳасидаги муҳим илмий манбалар сифатида юксак қадрланади. Етук аллома томонидан қолдирилган улкан илмий ва маънавий меросни ўрганиш ва кенг тарғиб қилиш, жамиятимиз тараққиётига ўзининг ижобий таъсирини кўрсатади.

Мусулмон халқлари маданияти ва маънавиятининг барча соҳаларида ўз ифодасини топган тасаввуф таълимоти XI-XII асрлардан эътиборан Жанубий Орол бўйи ҳудудларидан ҳам кенг ёйилди. Тасаввуф таълимотининг ривожланиш жараёнида унинг бир нечта тариқатлари шаклланди. Жанубий Орол бўйида тасаввуф таълимотининг, айниқса мусулмон оламида кенг ёйилган Яссавия тариқатининг кенг тарғиб қилинишида мутасаввуф Сулаймон Боқирғонийнинг хизматлари бениҳоят катта саналади. Туркий халқлар орасида Ҳаким ота таҳаллуси билан танилган Сулаймон Боқирғоний «Туркистон мулкининг шайхул-машойихи» – Хўжа Аҳмад Яссавийнинг энг яқин шогирди ва унинг ҳикматнавислик анъаналарини давом эттирувчи издоши саналади. Маълумотларга қараганда, у киши Жанубий Орол бўйида жойлашган Боқирғон номли қишлоқда туғилиб ўскан. Сўнг, Туркистон шаҳрида Хўжа Аҳмад Яссавийдан тасаввуф таълимотини чуқур ўрганади ўз устозининг тариқатини туғилиб ўскан юртида кенг тарғиб қилинишига хизмат қилди. Камалов, 27]. Шунингдек, кўплаб хикматлар ва лирик шеърлар яратиб, ўлкамиз халқлари маданияти ва маъна-

виятининг ривожига таъсир кўрсатди. Ушбу мўътабар сиймо томонидан қолдирилган бебаҳо маънавий мерос у кишининг улуг донишманд бўлганлигини кўрсатади.

Жаҳон цивилизациясининг ривожига ўзининг муносиб ҳиссасини қўшган ўрта асрлар илм-фанининг йирик вакилларида бири Хоразмнинг кўҳна Замахшар қишлоғида туғилиб ўскан Маҳмуд аз-Замахшарий (1074-1144-йиллар) саналади. Маҳмуд аз-Замахшарий ижодий фаолияти кўпқиррали бўлиб, у кўплаб соҳаларда ўз истеъдодини намёон қилишга эриша олган. Унинг тил ва адабиётшунослик, фикҳ, тафсир, география ва шу каби соҳаларда яратган элликдан ортиқ асарлари маълум.

Маҳмуд аз-Замахшарийнинг ислом тарихи, тафсир, ҳадис ва фикҳга доир яратган асарлари ҳам унинг ижодининг катта қисми ташкил этади. Маълумки, ислом динининг муқаддас китоби Қуръон яратилгандан сўнг унга тафсир ёзиш одат тусига кирган. Бу борада аз-Замахшарийнинг Қуръон тафсирига бағишланган «Ал-Кашшоф» асари алломанинг диний билимларни ҳам чуқур ўзлаштирганлигидан далолат беради. «Ал-Кашшоф» асарининг жаҳон кутубхоналарида, жумладан юртимиз кутубхоналарида ҳам бир қанча кўлзма нусхалари сақланади.

Хулоса қилиб айтганда, ўрта асрларда Жанубий Орол бўйида юз берган илмий-маданий юксалиш бутун дунё илм-фан соҳасининг ривожланишига ўзига ҳос ҳисса қўшди. Ушбу ўлкадан етишиб чиққан илм-фан ва маданият

соҳаси ривожига катта таъсир кўрсатган етук сиймоларнинг бизга қолдирган илмий ва маънавий мероси бугунги авлод учун бебаҳо хазина саналади. Ушбу мерослардан яхши фойдаланган ҳолда ўзимизнинг билимларимизни янада кучайттириб, кенгайтиришимиз сўзсиз. Уларнинг илмий асарларини дунё ҳам жамиятига таниқли қилиш биз ёшларнинг вазифамиздир.

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THEORETICAL ASPECTS OF USING NATIONAL VALUES IN SPIRITUAL AND MORAL EDUCATION OF YOUTH

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Abstract. *This article gives practical advice on spiritual and moral education of youth as well as theoretical bases. The author emphasizes the priority of national values in such a responsible task and draws attention of the general public to the development of practical mechanisms for its implementation in youth. The role of values in forming ethno-culture is also justified.*

Keywords: youth, moral education, national values, personality.

INTRODUCTION

From the first days of independence of Uzbekistan, the restoration of national values was defined as a priority of state policy. The main purpose of this is to understand national identity, restore traditions, instill in the minds of our multi-ethnic people spiritual and moral qualities based on national and universal values, and to realize the socialization of young people in mankind. The basic idea behind the Education Act and the National Curriculum Act was therefore to bring up citizens devoted to their country and people.

MAIN PART

Not only the history of states, great personalities and ideas, but also the history of nations have played an important role in the development of human history, and these civilizations have always influenced each other. It is well known that without external influences there can be no culture, which arises and develops in isolation. Located at the crossroads of important Eurasian transcontinental

routes, Uzbekistan has undergone many processes of ethnocultural synthesis.

In Uzbekistan, located at the crossroads of these cultures, the study of ethno-cultural problems is highly relevant, given the large number of internal connections between the nations living here, as well as external relations with neighboring nations and countries [2:14].

Indeed, "the entire world recognizes that the region that is now called Uzbekistan, i.e. our homeland, is one of the cradle not only of the East, but also of the world civilization". [1: 3]. Today, devotion and respect for national values are the main source of strengthening spiritual and moral foundations in the education of youth. On the basis of national values, our people develop subtle buds of justice, equality, good neighborliness and humanity. The revival of national traditions and customs, ensuring peace and prosperity in our lands by giving them new content, and creating the necessary conditions for personal development are becoming the ultimate goal of modernization of Uzbekistan.

Although the history of value philosophy is long, the science in this direction – axiology – was formed in the middle of the last century. The term “axiology” was introduced into the field of scientific knowledge in the second half of the last century by the German appraiser E. Hartmann and the French scientist P. Lapi. In the West this term is based on the Greek words *axio* (meaning) and *logos* (doctrine). [3: 7].

Consequently, instilling national values in the behaviour of young people is only a social and philosophical problem. Although the theory of values began to be studied as a philosophical problem in the former Soviet Union in the 1960s, the educational importance of these values was emphasized only during the years of independence. According to the philosophical interpretation, values are the sum of all qualities important for man and humanity, such as freedom, peace, social equality, truth, enlightenment, beauty, goodness in life and nature.

From a scientific and pedagogical point of view, it is emphasized that values are based on the spiritual needs of the individual. It is interpreted as the totality of all spiritual aspects that have successfully passed the test of time in practice, express the ethic and moral world of a nation in its form and content, and have been valued for centuries as a source of formation of the nation's spiritual culture. Accordingly, national values are a spiritual treasure in the interests of the people and have a high educational base.

Although the idea of values has been mentioned in works, brochures and scien-

tific articles published in the recent past, it has required in-depth analysis. Since the goals of education were secondary or even tertiary in relation to values, the school was unable to identify the reality that was accepted as a general norm that emerged in its higher education mentality. As values changed, so did the general norms and goals of education. However, it should be noted that during the years of communist ideology, although values were accepted by the public, politicians continued to promote unrealized goals in order to preserve their prestige and image.

National values have ancient and historical roots, and by their content, regardless of gender, areas such as the attainment of human maturity through faith in one's own language, religion, customs and traditions have played an important role in shaping the individual. In this regard, today it is necessary to rely on a system of views on education promoted by popular pedagogy and great thinkers in order to educate young people in the spirit of national values.

The role and place of national values in building a democratic state and civil society is growing. It is impossible to enslave a nation that is committed to national values, to keep it under constant oppression. “The decline of a nation is the decline of national values, which in turn threatens to deprive those values of property. Human history is a process associated with the emergence, development and decline of some ethnic groups and the emergence of others in their place. Such an idea, in turn, leads to a very important and urgent problem – the need for a na-

tion to support itself as an object of its values" [3: 127].

Therefore, national values play an important role in the spiritual and moral education of young people on the basis of national values, in building a great state of the future, in implementing social and economic reforms. Because thanks to the spiritual and moral maturity of every young man and the entire population living in our country, a humane, democratic and legitimate civil society, the great future of Uzbekistan will be built.

The foundations, strength and significance of the development of national values among young people, ways of spiritual and moral development, tasks and activities in this area have been defined, and the principles of national values that serve as a basis for the development of pedagogical science have been described.

Indeed, today only a truly enlightened person can selflessly fight for human dignity, national values, in a word, self-consciousness, live in a free society, so that our independent state can take its rightful place in the human community. Therefore, in the process of learning it is important to form a person in all respects, to realize his abilities and equip him with knowledge, skills and abilities necessary for public life.

Therefore, the following can be recommended:

Radical changes in society and education necessitate identifying and addressing the needs of young people to acquire national and spiritual values.

Issues such as students' self-education, national and spiritual development are

particularly relevant from a pedagogical point of view. At the same time, attention should be paid to the use of fiction, history, national art and culture.

Because enriching the spiritual world reinforces their sense of responsibility and encourages patriotism. They manifest themselves through an emphasis on self-awareness, a strong desire for self-realization.

Today, educational scientists should pay special attention to social, aesthetic, ethical, historical and cultural issues related to the important cognitive process of shaping the needs of young people to acquire national values.

Based on the above considerations, it may be concluded that it is advisable to eliminate the contradictions arising in the process of meeting the need to acquire national and spiritual values based on the emerging need. At the same time, one of the important tasks is to define strategies for shaping the need of students to acquire national and spiritual values and to define the means, methods and techniques for their implementation in practice.

In this regard, the following issues need to be addressed:

define the scientific and pedagogical basis for the formation of students' need to acquire national and spiritual values;

creation of a pedagogical system aimed at forming the need to acquire national and spiritual values.

Of course, the spirituality of any nation cannot be imagined without its history, unique customs and traditions, life values. Naturally, spiritual heritage, cultural wealth, ancient historical monuments

serve as one of the most important factors in this regard. Therefore, it is necessary to use our rich history, material and spiritual heritage, scientific potential.

CONCLUSION

In summary, the formation of ethnoculture is an important social process that plays an important role in finding its place in life as a person. There is no need to preserve our national values in exchange for abandoning world-known cultures and spiritual models. After all, in history high civilizations are the fruit of intertwined, interwoven cultures. The need to study the universal spiritual heritage has always been emphasized. Only in this case it is impossible to establish the norm, to abandon national values and traditions, to trample them underfoot. Indeed, as Confucius pointed out, this must be reflected in a formula such as the absorption of innovation without forgetting the old. Consequently, ethnoculture is shaped and developed in the context of a moderate proportion of different traditions and culturology.

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MA'LUMOTLAR BAZASI HAQIDA ASOSIY TUSHUNCHALAR

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ANNOTATSIYA

Hozirgi kunda inson faoliyatida ma'lumotlar bazasi (MB) kerakli axborotlarni saqlash va undan oqilona foydalanishda juda muhim rol o'ynamoqda. Sababi: Jamiyat taraqqiyotining qaysi jabhasiga nazar solmaylik o'zimizga kerakli ma'lumotlarni olish uchun albatta MBga murojaat qilishga majbur bo'lamiz. Demak, MBni tashkil qilish axborot almashuv texnologiyasining eng dolzarb hal qilinadigan muammolaridan biriga aylanib borayotgani davr taqozasidir.

KALIT SO'ZLAR: ma'lumotlar bazasi, axborot rivojlanishi, tizim, EHM, fayl nomi.

KIRISH QISMI

Informatsion texnologiyalarning rivojlanishi va axborot oqimlarining tobora ortib borishi, ma'lumotlarning tez o'zgarishi kabi holatlar insoniyatni bu ma'lumotlarni o'z vaqtida qayta ishlash choralariining yangi usullarini qidirib topishga undamoqda. Ma'lumotlarni saqlash, uzatish va qayta ishlash uchun MBni yaratish, so'ngra undan keng foydalanish bugungi kunda dolzarb bo'lib qolmokda. Moliya, ishlab chiqarish, savdo-sotiq va boshqa korxonalar ishlarini ma'lumotlar bazasisiz tasavvur qilib bo'lmaydi.

Ma'lumki, MB tushunchasi fanga kirib kelgunga qadar, ma'lumotlardan turli ko'rinishda foydalanish juda qiyin edi. Dastur tuzuvchilar ma'lumotlarini shunday tashkil qilar edilar, u faqat qaralayotgan masala uchungina o'rinli bo'lardi. Har bir yangi masalani hal qilishda ma'lumotlar qaytadan tashkil qilinir va bu hol yaratilgan dasturlardan foydalanishni qiyinlashtirir edi.

Har qanday axborot tizimining maqsadi real muhit ob'ektlari haqidagi ma'lumotlarga ishlov berishdan iborat. Keng ma'noda ma'lumotlar bazasi – bu qandaydir bir predmet sohasidagi real muhitning aniq ob'ektlari haqidagi ma'lumotlar to'plamidir. Predmet sohasi deganda avtomatlashtirilgan boshqarishni tashkil qilish uchun o'rganilayotgan real muhitning ma'lum bir qismi tushiniladi. Masalan, korxona, zavod, ilmiy tekshirish instituti, oliy o'quv yurti va boshqalar.

Shuni qayd qilish lozimki, MBni yaratishda ikkita muhim shartni hisobga olmoq zarur:

Birinchidan, ma'lumotlar turi, ko'rinishi, ularni qo'llaydigan programmalarga bog'liq bo'lmasligi lozim, ya'ni MBga yangi ma'lumotlarni kiritganda yoki ma'lumotlar turini o'zgartirganda, programmalarni o'zgartirish talab etilmasligi lozim.

Ikkinchidan, MBdagi kerakli ma'lumotni bilish yoki izlash uchun biror programma tuzishga hojat qolmasin.

Shuning uchun ham MBni tashkil etishda ma'lum qonun va qoidalarga amal qilish lozim. Bundan buyon **axborot** so'zini **ma'lumot** so'zidan farqlaymiz, ya'ni **axborot** so'zini umumiy tushuncha sifatida qabul qilib, **ma'lumot** deganda aniq bir belgilangan narsa yoki hodisa sifatlarini nazarda tutamiz.

Ma'lumotlar bazasini yaratishda, foydalanuvchi axborotlarni turli belgilar bo'yicha tartiblashga va ixtiyoriy belgilar birikmasi bilan tanlanmani tez olishga intiladi. Buni faqat ma'lumotlar tizimlashtirilgan holda bajarish mumkin.

Tizimlashtirish – bu ma'lumotlarni tasvirlash usullari haqidagi kelishuvni kiritishdir. Agar ma'lumotlarni tasvirlash usuli haqida kelishuv bo'lmasa, u holda ular tizimlashtirilmagan deyiladi. Tizimlashtirilmagan ma'lumotlarga misol sifatida matn fayliga yozilgan ma'lumotlarni ko'rsatish mumkin.

ASOSIY QISM

Ma'lumotlar bazasidan foydalanuvchilar turli amaliy dasturlar, dasturiy vositalari, predmet sohasidagi mutaxassislar bo'lishi mumkin.

Ma'lumotlar bazasining zamonaviy texnologiyasida ma'lumotlar bazasini yaratish, uni dolzarb holatda yuritishni va foydalanuvchilarga undan axborot olishini ta'minlovchi maxsus dasturiy vosita, ya'ni ma'lumotlar bazasini boshqarish tizimi yordami bilan markazlashtirilgan holda amalga oshirishni nazarda tutadi.

Ma'lumotlar bazasi – EHM xotirasiga yozilgan ma'lum bir strukturaga ega, o'zaro bog'langan va tartiblangan ma'lumotlar majmuasi bo'lib, u biror bir ob'ektning xususiyatini, holatini yoki ob'ektlar o'rtasidagi munosabatni ma'lum ma'noda ifodalaydi. MB foydalanuvchiga strukturalashtirilgan ma'lumotlarni saqlash va ishlatishda optimal qulaylikni yaratib beradi.

Ma'lumki ma'lumotlarni kiritish va ularni qayta ishlash jarayoni katta hajmdagi ish bo'lib ko'p mehnat va vaqt talab qiladi. MB bilan ishlashda undagi ma'lumotlarning aniq bir strukturagi ega bo'lishi, birinchidan foydalanuvchiga ma'lumotlarni kiritish va qayta ishlash jarayonida undagi ma'lumotlarni tartiblashtirish, ikkinchidan kerakli ma'lumotlarni izlash va tez ajratib olish kabi qulayliklarni tug'diradi. MB tushunchasi fanga kirib kelgunga qadar, ma'lumotlardan turli ko'rinishlarda foydalanish juda qiyin edi. Bugungi kunda turli ko'rinishdagi ma'lumotlardan zamonaviy kompyuterlarda birgalikda foydalanish va ularni qayta ishlash masalasi hal qilindi. Kompyuterlarda saqlanadigan MB maxsus formatga ega bo'lgan muayyan tuzilmali fayl bo'lib, undagi ma'lumotlar o'zaro bog'langan va tartiblanganidir.

Demak, ma'lumotlar bazasi deganda ma'lum bir strukturada saqlanadigan ma'lumotlar to'plami tushuniladi. Boshqacha qilib aytganda MB – bu ma'lum berilgan aniq bir strukturaga ega bo'lgan ma'lumotlarni o'z ichiga oluvchi maxsus formatga ega bo'lgan fayldir. Ma'lumotlarni strukturalashtirish – bu shunchaki ma'lumotlarni tasvirlashda qandaydir

moslikni kiritish usulidir. Odatda MB ma'lum bir ob'ekt sohasini ifodalaydi va uning ma'lumotlarni o'z ichiga oladi, ularni saqlaydi va foydalanuvchiga ma'lumotlarni qayta ishlashda undan foydalanish imkonini yaratib beradi.

Ma'lumotlar bazasi – bu ma'lum bir predmet sohasiga oid tizimlashtirilgan (strukturalashtirilgan) ma'lumotlarning nomlangan to'plamidir.

Ma'lumotlar bazasi – axborot tizimlarining eng asosiy tarkibiy qismi bo'lib hisoblanadi. Ma'lumotlar bazasidan foydalanish uchun foydalanuvchi ishini engillashtirish maqsadida ma'lumotlar bazasini boshqarish tizimlari yaratilgan. Bu tizimlar ma'lumotlar bazasini amaliy dasturlardan ajratadi.

Ma'lumotlar bazasini boshqarish tizimi (MBBT) -bu dasturiy va apparat vositalarining murakkab majmuasi bo'lib, ular yordamida foydalanuvchi ma'lumotlar bazasini yaratish va shu bazadagi ma'lumotlar ustida ish yuritishi mumkin.

Juda ko'p turdagi MBBT mavjud. Ular o'z maxsus dasturlash tillariga ham ega bo'lib, bu tillarga SUBD buyruqli dasturlash tillari deyiladi. MBBTga Oracle, Clipper, Paradox, FoxPro, Access va boshqalarni misol keltirish mumkin.

Ma'lumotlar bazasini boshqarish tizimi – bu ma'lumotlar bazasini yaratish, ularni dolzarb holatini ta'minlash va undagi zarur axborotni topish ishlarini tashkil etish uchun mo'ljallangan dasturlar majmui va til vositasidir.

Ma'lumotlar bazasi tushunchasi maydon, yozuv, fayl (jadval) kabi elementlar bilan chambarchas bog'liq.

Maydon-bu ma'lumotlarni mantiqiy tashkil etishni elementar birligi bo'lib, u axborotni eng kichik va bo'linmas birligi bo'lgan rekvizitga mos keladi. Maydonni tasvirlash uchun quyidagi tavsiflardan foydalaniladi:

Maydon nomi, masalan, familiyasi, ismi, tug'ilgan sana, lavozimi, ish staji, mutaxassisligi.

Fayl tizimlari: Barcha dasturlar berilganlar kompyuterda fayl ko'rinishida saqlanadi. Fayl- bu axborotlarni saqlashga mo'ljallangan diskning nomlangan sohasi. Fayl – bu tashqi tashuvchida saqlanadigan va bir umumiy nomga birlashtirilgan axborotdir. **Fayl nomi.** Fayl nomi nuqta bilan ajratilgan ikkita qismdan iborat bo'ladi: fayl nomi (255 belgigacha) va kengaytmasi. Fayla tipi Kengaytmasi Bajariladigan fayllar exe, com, bat Matnli fayllar txt, rtf, doc Grafik fayllar bmp, gif, jpg, png, pds Web-sahifalar htm, html Tovush fayllari wav, mp3, midi, kar, ogg Videofayllar avi, mpeg Dasturlash tilidagi dastur kodi (matn) bas, pas, cpp Arxivli fayllar arj, zip, rar Fayl tizimi Fayllarni boshqarish uchun fayllarni boshqarish tizimi tuziladi. Faylli tizim, bu uning dasturiy ta'minotiga mos keluvchi maxsus instruksiya majmui bo'lib, u fayllarni tuzish, yo'qotish, tashkil etish, o'kish, yozish, faylli axborotlarni modifikatsiya qilish va siljitish, shuningdek fayllarga kirishni boshqarish va resurslarni boshqarishga javob beradi. Faylli tizim- bu operatsion tizimning qismi bo'lib, uning vazifasi foydalanuvchiga diskda saqlanayotgan berilganlar bilan ishlash uchun qulay interfeysni yaratish, va fayllardan bir nechta foydalanuvchilar va jarayonlarda birgalikda foydalanishini ta'minlashdan iborat. FAT (File Allocation Table – fayllarni joylashtirish jadvali) fayl

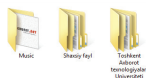
tizimi. Bu fayl tizimining turli OT larda ishlaydigan, turli versiyalari mavjuddir: FAT, FAT 12, FAT 16, super FAT va x.k.lar. FAT fayl tizimni (ko'pincha FAT 16 faraz qilinadi), katta qo'shimcha sarf xarajatlar bo'lgani uchun, 511 Mbaytdan o'lchamlari katta bo'lgan tomlar (disklar) uchun ishlatish tavsiya etilmaydi. FAT o'zida Oddiy fayl tizimni ifodalab katta bo'lmagan disklar va oddiy kataloglar tuzilishi uchun ishlab chiqilgan. FAT32 fayllar tizimi. Kirish chiqish operatsiyalarni barchasini tezligi va unumdorligini oshirib, u qattiq diskarga optimal kirishini ta'minlaydi. Hajmi 2 Gbayt dan oshiq bo'lgan tomlarni ishlatish uchun mo'ljallangan fayl tizimning takomillashgan versiyasini FAT32 namoyon qiladi. FAT32 fayl tizimning mikoniyatlari FAT 16 fayl tizimning imkoniyatlaridan ancha oshiq. FAT fayl tizimni avvalgi ish bajarishlariga qaraganda FAT32 fayl tizimi quyidagi ustunliklarni ta'minlaydi:

- O'lchami 2 terabaytgacha bo'lgan diskarni quvvatlashini ta'minlaydi;
- Disk maydoni unumliroq ishlatiladi. FAT32 maydaroq klasterlarni (o'lchamlari 8 Gbayt bo'lgan disklar uchun 4 Kbayt o'lchamli klasterlar ishlatiladi) ishlatish hisobiga FAT ga nisbatan diskli maydonni 10-15% ga ishlatish unumdorligini oshirishga imkon yaratadi, shuningdek, kompyuterni ishlatish uchun kerak bo'lgan resurslarga talabni pasaytiradi
- Yuqori ishonchlik darajasini ta'minlaydi. FAT32 ildizli katalogni bir joydan ikkinchi joyga siljitish va o'z- o'zidan standart nusxasi o'rniga FAT ni zahiradagi nusxasini ishlatishga imkon yaratadi.
- Dasturlarni ancha tez yuklanishi. FAT32 klasterlarining o'lchamlari kichik bo'lgani uchun, ilovalar va ularni yuklash uchun fayllar diskda optimal ravishda joy-

lanishi mumkin.



Yuqoridagi rasmda bizning asosiy ma'lumotlarimiz saqlanadigan **qattiq disklar** ko'rsatilgan.



Bu esa bizning shaxsiy ma'lumotlarimiz saqlanadigan **papkalar**, bularning ichida yuqorida sanab o'tilgan barcha ma'lumot turlari mavjud. Biz hozir ularni birma-bir ko'rib chiqamiz.

Abdiev SHoxruxTT 13-18 guruhi jadvali	14.11.2019 19:42	Microsoft Access База данных	107 196 KB
Abdiev Sh 3-laboratoriya ishi	21.10.2019 12:43	Документ Microsoft Word	1 042 KB
Abdiev SH 4-laboratoriya ishi chala	21.10.2019 13:52	Документ Microsoft Word	483 KB
Abdiev Sh 4-laboratoriya ishi	28.10.2019 11:01	Документ Microsoft Word	413 KB
Abdiev Sh 5-laboratoriya ishi	01.11.2019 15:40	Документ Microsoft Word	1 202 KB
Abdiev Sh 6-laboratoriya ishi	08.11.2019 14:03	Документ Microsoft Word	2 535 KB
MB 6-laboratoriya ishi	05.11.2019 21:32	Документ Microsoft Word	1 391 KB

Yuqoridagi rasmda **.doc** va **.accdb** tipiga mansub ma'lumotlar ko'rsatilgan. Bu ma'lumotlar **Word(Microsoft office)** va **Power Point(Microsoft office)** dasturlarida yaratilgan.

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	101_2665	15.09.2012 10:35	Файл "JPG"	2 337 КБ	
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	O'lmas	22.08.2012 09:19	Файл "JPG"	94 КБ	
	Фото002	08.09.2012 20:10	Файл "JPG"	71 КБ	
	Фото019	22.08.2012 09:19	Файл "JPG"	330 КБ	

Yuqoridagi rasmda ma'lumotlarning tipi **"JPG"** deb ko'rsatilgan. Yuqoridagi fikrlardan ma'lumki, bu tip rasmlarga tegishli, shu sabab bu ma'lumotlarni rasmlar deyishimiz mumkin.

Имя	Дата	Тип	Размер	Продолжительно...
2_521071246447948...	19.06.2019 08:28	MP4	26 173 КБ	00:03:28
2_545183578965252...	27.02.2019 23:31	MP4	32 805 КБ	00:04:22
Dilshodbek Yunuso...	26.08.2019 04:17	MP4	19 698 КБ	00:04:53
Sardor R onam	21.03.2019 20:16	MP4	13 988 КБ	00:03:47
sardor-rasulov-yaxs...	21.03.2019 20:28	MP4	20 691 КБ	00:04:03
Sevgi sevgi sevgi	21.03.2019 20:11	MP4	24 630 КБ	00:03:41
Ulugbek_Rahmatull...	09.09.2019 11:06	MP4	18 565 КБ	00:04:09
VID_20190202_1337...	02.02.2019 13:37	MP4	21 438 КБ	00:04:24
VID_20190414_113525	14.04.2019 11:36	MP4	62 618 КБ	00:00:36
VID_20190414_120613	14.04.2019 12:06	MP4	66 668 КБ	00:00:38
VID_20190414_141841	14.04.2019 14:19	MP4	72 203 КБ	00:00:41
VID_20190414_154147	14.04.2019 15:41	MP4	13 901 КБ	00:00:07

Yuqoridagi rasmda ma'lumotlar tipi **MP4** deb ko'rsatilgan. O'z-o'zidan ma'lumki, bu ma'lumot vedio. Vedioalar faqatgina **MP4** tipida bo'lmaydi, ular **3JP** hamda **HD** formatda ham bo'lishi mumkin. Bu vedioning sifatiga bog'liq.

000 Ummon - 7 qavat	7 Qavat (WwW.Mp3Uz.NeT)	Ummon	(WwW.Mp3Uz.NeT)
0 Saad Lamjarred - ...	Nogomi.com_Saad_Lamjarred...	Saad Lamjarred	Collection
0. Ummon_-_Garq-1	G'arq [www.Voydod.net]	Ummon	@VOYDODNET
2_520174437949191...	Uylanmasam Bo'lmaydi (www....	Odilbek Abdullayev	www.Zamonaviy.net...
2_526034602997003...	To'ydim endi [www.Beruniy.N...	Boburbek Arapbaev	[www.Beruniy.Net]
2_526034602997003...	Izlarman [www.Beruniy.Net]	Zohidjon Qo'ziyev	[www.Beruniy.Net]
2_527185484581122...	Qani get (www.Moqina.net)	Alibek Abdullayev	www.Moqina.net tel...
2_527620229760758...	Guzali (UzHits.Net)	Alisher Mambetov	UzHits.Net
2_528277350737615...	Yorim Bo'lasan [www.Beruniy....	Alisher Mambetov	[www.Beruniy.Net]
2_532556707115984...	Popuri [Beruniy.Net]	Boburbek Arapba...	@BeruniyNet
2_53279282951049...	Qaddi Balande [www.Beruniy....	Alisher Mambetov	[www.Beruniy.Net]
2_535745662351206...	GULI GULI +	ALISHER MAMBE...	--H@MD@M&STUD...
2_53574685978808...	Izlama [Beruniy.Net]	G'ayratjon Ashirov	@BeruniyNet
2_536392121071750...	Xiyonat	Alisher Mambetov	NevuMusic
2_53755994200688...	Ayniliq [Beruniy.Net]	Chinorbek Soliyev	@BeruniyNet
2_542504826331096...	Avadan (2018) www.Moqina.net	Osman Nauruzov	www.Moqina.net TK...
2_543187341302091...	Yig'Iodi [Beruniy.Net]	Alisher Mambetov	@BeruniyNet
03 Janob_Rasul_-_N...	Nahot [www.Voydoda.Com]	Janob Rasul	[www.Voydoda.Com]
04.ortiqbo'y - birinc...	1777	ELBEK_72	JUMA CITY_72
5_612289318376544...	Botdi Manga	Join> @Xorazm...	U'mudjon U
008@ Sardor Rahi...	Naxi Qancha Mehmi Ayting	008@ Sardor Rahi...	
11 odilbek_abdullay...	Durdona [www.Voydoda.Com]	Odilbek Abdullayev	[www.Voydoda.Com]
12 Odilbek_Abdulla...	Toshkent City [www.Voydoda....	Odilbek Abdullayev	[www.Voydoda.Com]
015. MiyaGi & Энд...	15 I Got Love	MiyaGi & Эндш...	Top 100 3aйцее.Her...
025 Bojalar_-_Nargi...	Nargiz [www.Voydod.net]	Bojalar	[www.Voydod.net]

Yuqoridagi rasmdagi ma'lumotlar **MP3** tipiga mansub bu uning **Ovozli xabar** yoki **qo'shiq ekanini** anglatadi.

HPFS fayl tizimi. HPFS fayl tizimi (High Productivity File System – yuqori unumdorlikka ega bo'lgan fayl tizimidir) birinchi marta OS/2 va Law Manager OT larida paydo bo'ldi. Bu fayl tizimi, IBM va MS kompaniya mutaxassislari tomonidan VS,VMG`EMS fayl tizimlari va virtual murojaat usuli tajribasi asosida ishlab chiqildi. HPFS ko'pmasalalik rejimi fayl tizimi sifatida yaratila boshladi va katta o'lchamli disklardagi fayllar bilan ishlashda yuqori unumdorlikni ta'minlash uchun mo'ljallangan edi. HPFS fayl tizimi, FAT bilan taqqoslaganda quyidagi ustunliklarga egadir: – yuqori unumdorlik; – ishonchlilik; – fayl va kataloglarga murojaatni moslanuvchi holda boshqarish imkonini beradigan kengaytirilgan atributlarni qo'llash; – disk makonidan samarali foydalanish. Bu ustunliklar HPFS strukturasidan kelib chiqadi. NTFS fayl tizimi NTFS (New Technology File System – yangi texnologiya fayl tizimi) fayl tizimi nomida yangi so'zi mavjuddir. haqiqatda, NTFS fayl tizimi, taniqli FAT 16 va hatto FAT 32)ga nisbatan sezilarli mukammalliklar va o'zgarishlarni o'z ichiga olgan. NTFS ni loyihalashda alohida diqqatni ishonchlilikka, katalog va fayllarga murojaatni chegaralash mexanizmiga, kengaytirilgan funktsionallikka, katta xajmdagi disklarni qo'llashga va x.k.larga qaratildi. Bu tizim OS/2 V.3 doirasida ishlab chiqila boshladi, shuning uchun ham u HPFS fayl tizimi ko'pgina qiziqarli xususiyatlarini olgan. Operating

Systems NTFS fayl tizimi asosiy imkoniyatlari. Ishonchlilik. Yuqori unumdorlikka ega bo'lgan va birgalikda foydalanish tizimlari, yuqori ishonchlilikka ega bo'lishi kerak. Bu esa NTFS tizimining eng muhim elementidan iboratdir. NTFS tizimi, o'z-o'zini tiklashning ma'lum vositalariga ega. Fayl va kataloglarga murojaat chegaralari. NTFS fayl tizimi Windows NT OTi xavfsizlik ob'ekt modelini qo'llaydi va hamma tom, katalog va fayllarga mustaqil ob'ekt sifatida haraydi. NTFS tizimi xavfsizlikni fayl va kataloglar darajasida ta'minlaydi. Kengaytirilgan funktsionallik. NTFS tizimi mumkin bo'lgan kengaytirish hisobga olinib loyihalashtirilgan. Unda ko'pgina qo'shimcha imkoniyatlar aks ettirilganyuqori darajada buzilishlarga hat'iylik, boshqa fayl tizimlari emulyatsiyasi, kuchli xavfsizlik modeli, ma'lumotlar ohimiga parallel ishlov berish va fayl atributlarini yaratish (foydalanuvchi belgilaydigan). Operating Systems Faqat NTFS fayl tizim tomonidan bugungi kunda ta'minlanadigan ba'zi bir imkoniyalar:

- FAT ga qaraganda, NTFS keng diapazon yechimlarni ta'minlaydi, bu esa muayyan fayllar va kataloglar uchun yechimlarni alohida o'rnatishga imkon beradi. Bu qaysi foydalanuvchi va guruhlar faylga yoki papkaga kirishiga ega va kirish turini ko'rsatishga imkon yaratadi.

- Ma'lumotlarni tiklash uchun o'rnatilgan vositalar; shuning uchun, NTFS tomida foydalanuvchi diskni tiklash dasturini qachon yurgizish kerakligi juda kamdan kam uchraydigan holat.

XULOSA

Yuqoridagi fikrlardan shuni xulosa qilish mumkinki, Hayotimiz davomida MB(Ma'lumotlar bazasidan) judayam ko'p foydalanamiz. Ma'lumotlar bazasidan foydalanishni bilmasdan ish faoliyatini olib borish judayam qiyin. Shu sababli biz MB dan foydalanishni yaxshi o'rganishimiz kerak. Ma'lumotlar bazasidagi ma'lumotlar yozuv, rasm, ovoqli xabar yoki video shaklida bo'lishi mumkin. Ularni tartibli joylashtirishimiz bizga kompyuterdan foydalanishda va

ma'lumotlarni oson qidirib topishda yordam beradi. Shu sababli har bir tipdagi ma'lumotlarni o'z turdoshlari bilan birga saqlab qo'yishimiz maqsadga muvofiq. Masalan: rasmlarni alohida, ovozli xabarlarni va videolarni ham alohida-alohida saqlashimiz bizga kompyuterdan foydalanishda bir qator qulayliklar yaratadi.

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INVESTING IN HUMAN CAPITAL

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Annotation: *People with the ability to learn quickly prefer jobs that require more knowledge and pay higher wages, and therefore work harder to increase their efficiency.*

Keywords: Labor activity, labor market, labor market changes, innovative business, investments in human.

The average income of women is lower than that of men even in the case of the same age, education and working conditions, and moreover, the income of women also grows more slowly as the level of education increases. The main factor in the investment of women and men in human capital has historically been related to the length of labor activity, which is why investment in human capital is more profitable. In recent years, the activity of women in the labor market has also grown very rapidly, and this fact makes it more profitable to invest in human capital.

However, women are less active than men in the labor market and are less likely to find full-time employment even if they work. On top of that, women who work full-time also work fewer hours than men.

Although there is a difference between the salaries of women and men, this does not mean that they do not receive the same level of knowledge from training. The fact that women's labor activities lasted shorter than men's is largely due to the historical role of women in child rearing and in the household. Despite major changes in the labor market, such a traditional role causes many women not to

offer their labor in the labor market for several years for child rearing.

Therefore, in general, the labor activity of female workers does not continue as continuously as the labor activity of male workers. Nevertheless, the analysis of human capital theory shows that the more active participation of women in the labor market, especially married women, leads to more women investing in schools and other educational institutions.

If employers believe that women's employment will last shorter, they will not be inclined to look for jobs that require higher levels of training. Moreover, if women assume that employers will not hire them for jobs that require high training, there will be no incentive for them to make such an investment.

Although human capital theory argues that the historical role of women in child rearing ends in that they invest less in training, his theory suggests that as their role in the labor market changes, so should their approach to investing in training.

The rapid change in the pay gap at the beginning of a women's career suggests that they are participating in more training than they did 20 years ago.

In recent years, there have been major changes in the level of formal education of women. Their areas of education have also changed significantly. Undoubtedly, such changes ensure that investments in human capital bring more returns as women become more active in the labor market.

Although traditionally women are slightly less likely to graduate from lyceums and colleges than men, their share among undergraduate and graduate graduates has now reached half of the total. In addition, women have been significantly more active in key areas, such as business, law and medicine. Although the methods and data used may vary, such studies estimate income by calculating the difference between incomes at each age. (Income is usually calculated to measure profits, as high-paying jobs also require a high level of knowledge.)

Not all such research takes into account the intangible aspects of an investment in education. The estimated return on investment in education also includes a comparison of the wages of workers with different levels of education.

Assumptions made using standard data are factors that can measure revenue growth, e.g. After age, gender, health status, trade union membership, and area of residence, it provides statistical analysis in relation to education level. Hundreds

of such studies typically show income levels between 5-12 percent.

Interestingly, the rate of return is very close to the return on other investments, justifying the assumptions of the analysis of economic theory.

When an investment decision is made, the investor spends today, hoping to earn more in the future. Of course, the return on investment also has its own level of risk (because no one can predict the future period clearly), but given that they are future returns, they may also fall into an economically viable period.

Therefore, the investor should compare the value of the investment he wants to make now with the income he may receive in the future. The income gap between workers with different levels of education widens as they age. This notion is of course also related to the theory of human capital they possess.

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ENCOURAGE STUDENTS TO READ BOOKS IN EXTRACURRICULAR ACTIVITIES

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Annotation: *Extracurricular activities that are an integral part of the educational process, provide a growing generation of young people, love books, study our history, and grow up to be an expert.*

Keywords: History, Reading, Consciousness, Integration, Module, Knowledge, Skills, Qualifications.

Perfect human education calls for perfection of education and upbringing. It is important to ensure that education is used both scientifically and methodically in the classroom. After all, extracurricular learning enriches students' knowledge, enables them to develop fast and conscious reading, literate reading, independent thinking, full-time spiritual and educational behavior, and an interest in fiction.. Extracurricular activities are conducted at all stages of primary education and are organized in a manner that is simple and complex to match the age, grade, and level of knowledge of the students. Therefore, in order to make the teacher's class interesting, the classroom is set up first in the classroom and is filled with books, fairy tales, and artifacts recommended by the students. should be This allows the reader to use the book at any time and prepare for the lesson.

President of the Republic of Uzbekistan Shavkat Mirziyoyev on March 19, 2019 will increase the attention of young people, wide involvement of them in culture, art, physical culture and sports, instill in them the skills of using informa-

tion technologies, and promote reading among youth. At a video conference on the issues of employment, employment of women, the head of state put forward five important initiatives to launch a new system of social, spiritual and educational activities, and this is no accident..

This policy for the development of our country requires the same responsibility for all Uzbek people and for educators in the upbringing of children. The fourth initiative is to create a systematic work to improve the spirituality of young people, and to popularize reading among them, which calls for the proper organization of extra-curricular activities. enough. In this regard, we are thinking about organizing extra-curricular activities in the beginning classes.

Emphasize that you should listen carefully to what you read and remember where you are. The teacher should read the selected work as an example. Students will be able to recount the content of the study and some events. Provide students with a thorough study of the book and its pictures. Prepare to study the text beforehand and read the text. If the teacher has to read

the study a few times before studying the classroom and study the story, learn some parts, learn what the fairy tale or story is about. There should be a clear plan.

Before starting the lesson, the teacher points out the book, explains what works are included, and illustrates the subject. The teacher scrolls through the book, pauses and comments on each page's pictures. Children will be heard to fill in their shortcomings as to what story or fairy tale is in the picture. Such a method gives the impression of a fairy tale. It is important to remember that the work selected for the study is colorful in its content and content, making the session interesting and effective. Exercise material, for example, reads at a moderate pace. During the reading, the children are encouraged to listen carefully and remember the events and heroes involved. After reading the text of the fairy tale, the content of the fairy tale is analyzed using question-and-answer questions.

The second-grade self-study course is based on a specific topic. 4-5 thematic books are pre-booked. At the beginning of the lesson, the teacher shows the children the selected books. Students read books and say that they like them. Reads a book from a selected book as a teacher. Then a book is distributed to students for independent reading and self-study. It is important to have extra-curricular classroom activities. As the reader connects the ideological content of each study book to the social life and draws relevant conclusions from it, the knowledge and world outlook of the youth will grow, their inter-

est in fiction will grow, and their positive qualities will be developed. will go. The formation of such positive qualities, in turn, is a key factor in the education of young people in the spirit of a perfect human being, in the spirit of national traditions and customs.

In primary education, the main objectives of extracurricular activities are to improve students' reading skills, enrich their knowledge, teach them to work independently with the book, and develop their thinking abilities. In addition, reading, reading, reading, and communicating skills are also available in the classroom for elementary school students.

In elementary school, 20 minutes of last week's reading are allotted for extracurricular activities. However, in the short term, it is difficult to complete the tasks outlined in the syllabus. By using the classroom time effectively, we will be able to set the learning objectives of the extracurricular learning activities, which will help students gain the skills and skills they need through interdisciplinary, module training.

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THE CITY THAT COMPETED WITH NAUTAKA, BUKHARA AND MAROKANDA

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***Annotation:** In the article the history, traditions and convictions of Kasbi district which has a rich past in the Kashkadarya province are stated. The role and influence of Kasbi in the Temurids are interpreted on the basis of historical sources. Information about the four gates of Kasbi fortress, its available mahallas, its order and traditions is given. It is also stated in the article that Kasbi was a centre of handicrafts dynasties who were occupied themselves with tandir-making (bread baking pot) and pottery have lived in Kasbi and have taught young generation.*

Key words: traditions, pottery, spirituality, convictions, source, district, village, peasantry, handicrafts, trade, caravan road.

Systematical reforms are being implemented in all processes of successive educational system in our Republic with reference to a objective study of our history. Within the framework of such reforms methodological foundations are created concerning the study of our values, our moral-spiritual, philosophical and historical heritage and the history of formation and development of the peoples of Turan on the basis of authentic sources, enrichment of the scope of the history of Central Asia on the basis of objective information, the further extension of the opportunity of the development of our pedagogical mentality. In this case the President of the Republic of Uzbekistan adopted a Decree N°PQ-2995 "On measures on further development of the system of conservation, exploration and propaganda of ancient written sources" on May 24, 2017. As a result, it laid foundation on a deeper study of such matters as the educational and upbringing prerequisites of the

schools of the time studied in the investigations related to the history of our country, the forms of the organisation of education in school and madrasah, didactic principles, otin-oyi schools, the establishment of women's school.

It is obvious for everybody that our country has a long and rich past and it is significant that our ancestors made a massive contribution to the development of world civilization. There are a lot of areas, towns and districts which has an old history in our Republic. Each of them has its abundant development history and traditions. We would also like to introduce you with the examples of the history of Kasbi district in Kashkadarya. Kasbi district, situated to the west of Kashkadarya province, was formally founded on October 16, 1970. Kasbi district borders on Nishon, Koson, Karshi, Muborak and Bahoriston districts and it comprises such villages as Denov, Komilon, Shakarjuy, Toshkurgon, Qamashi,

Qatagon, Fazli, Pandiron, Mesit, Jizza, Kasbi and Rovot. The centre of Kasbi district- Muglon gained the status of town in 2009. It is stated in the sources that Kasbi (Kasaba) belonged to the ancient Nasaf province. It belongs to the first and second and the beginning of the thirteenth century of our era. The lowest cultural layers of Kasbi belongs to the beginning of our era. Its area covered nearly 2 hectares. The town consisted of three parts- Kuhandiz, Shahrison and Rabot. Historical sources witnesses that in 589 the leader (sarkarda) of Sosonids- Bahrom Chubin occupied Kasbi fortress after having prevailed over Turkic tribes. The Kazzion fortress which is built between the borders of Sosonids and Sugd is also stated in the fifth-century Arman sources. M. E. Masso recognises that the fortress situated instead of the Kasbi castle. The height of the castle was 18m high and it covered an area of 180×120m. It was surrounded with wall, the length of rabod, stretched to the south-east, was 1km long. The Arabic geographer- Istahriy who lived in the twelfth century wrote that the Kasbi castle was larger than Nasaf in the past. [1, page 142]

A poet and historian Muhammad Solih who lived in the fourteenth century also wrote about the Kasbi castle in his famous work "Shayboniynoma" and described it as a massive settlement. We can infer that the Kasbi locality was the biggest and the most famous place in the lower layers of present-day Kashkadarya province in the fifteenth and sixteenth century through event details mentioned in the voluminous work "Abdullanoma"

by a scientist, poet and historian Hofiz Tanish ibn Mir Muhammad Bukhoriy who lived in the sixteenth century. Regarding the Kasbi locality and the Kasbi desert such a title written in "Abdullanoma" as: "The gathering of winner soldier (sipoh) from Balkh, Shibirghon, Termiz and its surroundings to the Kasbi locality and the return of honourous and magnificent army from Miyonqol so as to wage war". While reading the events stated under the title, your eyes will lay on such lines as "Let those who have a legion of winner soldiers move from surroundings and gather in the target address- Kasbi desert". [2, pages 33-34]

A historian scientist from Balkh- Mahmud ibn Vali who lived in the seventeenth century wrote in his book "Bahr ul-asror" (Sea of Secrets) that: "Under the reign of Abdullakhon Shayboniy (in the sixteenth century) there were many villages and ovuls (smaller villages) at his disposal. Such as Kasbi reminded of a Paradise garden." [3, page 180]. According to historical sources the Kasbi fortress had four gates named after Bukhara, Nakhshab, Balkh and Khujaobiron. Around the fortress situated such mahallas as Kulolguzar, Shahrison, Ravotguzar and Qirqdukonguzar. Historical sources agree the fact that Kasbi was the centre of handicrafts, particularly pottery. Up to the present day over 50 handicraftsmen dynasties who occupied themselves with tandir-making and pottery have lived in Kasbi village. For instance, the families of Bakhtiyor Sattorov, Uktam Aminov and Itolmas Ochilov have maintained this occupation from generation to generation

and have taught the secrets of their occupations to the young artisans.

Instead of the village and fortress of the initial medieval times the town developed in the tenth and twelfth centuries. According to the tenth-century sources Kasbi town was even bigger than Nasaf [1, page 142]. The town had Jome mosque, bazaar and handicrafts and peasantry developed around the town. Kasbi became the centre of a huge trade because it was situated on the caravan road Bukhara-Nasaf-Termiz. Tens of mosques, such as Kukmasjid, Qizmasjid, Sayyid Orifboy masjid, Toshmasjid, Namozgoh masjid were mentioned in historical sources. As to the magnificence of the Kasbi fortress only the memorial of Sulton Mirhaydar ota can be an evidence.

The memorials related to the medieval architecture were preserved in Kasbi village. According to Sh. Sharopov the memorial complex of Sulton Mirhaydar was constructed in the eleventh and sixteenth centuries. According to R. A. Abdurasulov and L. I. Rempel, who organised expedition to Kasbi village in 1962, the complex included information related to the third century. Mausoleum belongs to the fourteenth century, tomb and marbles belong to the fifteenth century and Namozgoh masjid belongs to the sixteenth century. Especially, Abdullakhon who seized Kasbi and Karshi fortresses took a leadership on the construction of Namozgoh masjid. [2, page 128]

Kasbi resembled Egypt's beauty. For this reason, there circulates such a legend that Kasbi was also called "Shahari Misr" (The town of Egypt). In the fourteenth

century tourist Clavijo visited Kasbi and imagined that he came to Egypt and felt he was in Egypt, not in Maverannahr. Gonsales de Clavijo wrote that he visited the country in 1404 and described the town's hospitality and his stay in the town as a guest for several days [3, pages 88-89]. The Kasbi district was destroyed in the thirteenth century as a result of the Mogul invasion. Venerable Sulton Mirhaydar ota memorial complex gives information about the history of Kasbi. It is situated in the most ancient Shahrison of Kasbi and is one of the biggest shrines. As mentioned in the evidences, the Shahrison covered an area of 400 hectares and it had four gates. Historians recognise that the complex belongs to the eleventh and fourteenth century.

The ancient sardobas also give evidence about the old history of Kasbi. There were four sardobas in this area and each of them was named after four constellation signs: Hamal (Aries), Saraton (Cancer), Mezon (Libra), Jadiy (Pisces). The people were provided with water in the twelve months in the four seasons, and even on the basis of strict plan, that is, military conditions it provided the town with water. The water was pure and clean and the sardoba was not polluted with dirty water. Wandering dervish and even people served in such an elaborate and stable job. The building, finished and maintained at the expense of Sayyid Muhammad Abdulloh, was filled with water when the river level rose, that is, in the spring. Water sufficed and even surpassed for the season. At present, Hamal (Aries) sardoba and Mezon (Libra) sardoba are

intact. The lower part of Mezon (Libra) sardoba is preserved as open and another small sardoba still exists today in the house of Venerable Mir Haydar ota. When the French visited Kasbi, four sardobas and bazaar, mosque and madrasahs and the big fortress were drawn. [3, page 88]

As a conclusion we can accentuate the fact that each character of the people is a special mirror. As our first Presodent emphasised: "If each member of the society, regardless of who he is or she is, knows their past well, it is difficult to mislead such people to a wrong way and to strange ideologies. The lessons of the past teach a man to be vigilant and to be strong-willed." [3, page 5]. A long past is latent in each layer

of the ground of our country. We can claim that a man has a high spirituality if he knows well the history of his country.

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EDUCATE STUDENTS IN THE NATIONAL SPIRIT THROUGH THE WORK ETHIC

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***Annotation:** Nurturing young people in the national spirit is a requirement of time, and this should be reflected in the technology class.*

Keywords: educational, educational, developmental, competence, national.

To educate the younger generation as harmoniously developed, highly educated people with all their faith, well-educated, well-mannered, compassionate, generous and generous in their hearts, understanding our history, the national and cultural heritage of our great ancestors. an in-depth study of human values is essential. President of the Republic of Uzbekistan Shavkat Mirziyoyev on March 19, 2019 will increase the attention of young people, wide involvement of them in culture, art, physical culture and sports, instill in them the skills of using information technologies, and promote reading among youth. At a video conference on the issues of employment, employment of women, the head of state put forward five important initiatives to launch a new system of social, spiritual and educational activities, and this is no accident.

It is well known that today the most important task for us is to raise the spiritual world of our children and bring them up in the spirit of national and universal values. Creating a healthy environment in the family and school for a child to be healthy, nurturing a child's ability to work, cultivating a passion for the environment, instilling a love for work at an early age,

teaching national pride, and others. respect for their work and their upbringing in the spirit of devotion to the motherland are part of the educational process.

It is desirable for students to make more spiritual education in classrooms and in extracurricular activities, in clubs and in extracurricular activities. The education of the young generation in the spirit of the nation is carried out through educational, educational, developmental and competence purposes. Educational Purpose – The formation of the young generation as a fully developed personality, the formation of educational processes, the development of educational technology (technology) on the basis of nationality, the combination of vocational training and the choice of profession with the purpose of their professional training.. The purpose of education is formation of high moral qualities, diligence, patience, creativity, patriotism and humanism in the process of acquiring work skills of students. The purpose of the development is to develop students' mental, physical, moral, artistic and aesthetic qualities through education and training, helping them to become full-fledged individuals. Competence is the ability to apply

theoretical knowledge, practical skills and abilities acquired in the subject to the practical and theoretical issues that are encountered in everyday life.

If we look at history, we can see this in eastern and western pedagogics. Orientalist thinkers have paid great attention to the artisans and craftsmen. In particular, Alisher Navoi, in his time, has been a great source of inspiration, thoughtful advice and support to all tradesmen, including jewelers, potters and seamstresses. According to Alisher Navoi, "You were born as a human being, mastered a profession, learned a profession, and didn't go out of the world like a person who didn't go to the bathroom." The Bible in Avesto also calls for human labor, not because labor is a source of material wealth, but because it considers labor as a source of moral and virtue. Abu Rayhon Beruni has studied and inherited the inherited work and artistic heritage. He believes that he must master the art of mastery and craftsmanship. As a rule, at that time the arts and natural sciences were taught individually without being taught in schools. All oral and written works created by our great thinkers equip young people with knowledge of theoretical and practical aspects of the mysteries of faith, passed on from generation to generation.

In elementary school, technology education is a bit slow, and why? Complete teaching of mathematics, mother tongue, and reading, which are the main subjects in the right elementary grades, will im-

prove the quality of education. When teaching science, it is important not to look one-sided in the educational process. But in the beginning, every subject is taught. Anything can be achieved through hard work. Labor calls for goodness, patience and hard work. A working child can overcome all the difficulties. Technology is of great importance in educating students in the national spirit.

Through technology, students learn how to handle difficulties during their hands-on activities during their hands-on work, and because of the fun of manual labor, children gradually learn to cope. A child who is able to overcome various obstacles and challenges through technology can easily overcome difficulties in other subjects. In the family even parents accompany children to play games, teach them how to make different types of paper, and make toys from toys. you have to ride. The development of the child should be carefully planned. After all, when a child gets a job and starts growing up, he or she will not have the time to become an adult.

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DEVELOPMENT OF HUMAN CAPITAL IN A FREE SOCIETY

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***Annotation:** To add more clarity to the concept of human capital, it is necessary to distinguish between physical and human capital. These two types of capital are to some extent similar to each other, especially when it comes to spending all your money to make a profit in the future. At the same time, human capital has its own unique characteristics. Unlike physical capital, human capital is directly related to man himself.*

Keywords: Investments in people, management, labor market, labor market changes, innovative business, classical economic theory.

In a free society, the owner of human capital can only be that person himself.

This form of capital can also be devalued, for example, if its owner is ill, and completely lost if it dies. This indicates that investing in human capital requires more risk than investing in physical capital.

The inability to give human capital to others also shows that it depends on its owner. A person can use his capital with different efficiency based on his beliefs, inclinations, and life values. In practice, there can be a big difference between the stock of human capital available in the population and its use in the labor market.

Material capital has a direct material form of wealth – buildings and structures, land and other natural resources, equipment, inventories. Intangible capital, without having its own material form, accumulates in physical capital and can increase the quality or efficiency of that capital.

These two parts of the capital stock are subdivided into non-human capital and human capital, respectively. The material capital accumulated in people is necessary for the formation of man, that is, the cost of raising children. Economist J. Kendrick's nonprofit human capital includes costs for general education and special training, health care, and labor movement. Non-material capital, which is not concentrated in man, includes scientific research and development.

The formation of the theory of human capital, its development, recognition by the scientific community T. Schultz made a huge contribution. He was one of the first to look at the concept of human capital as a productive factor. The scientist has done a lot of work to understand the role of human capital as the main driving force in industrial development and post-industrial development.

T. Schultz, in his *Transformation of the Traditional Agrarian Sector*, focused on the role of agricultural technology. According to him, the level of these technologies depends primarily on the knowledge acquired by farmers. The low level of knowledge of farmers is one of the main obstacles to increasing productivity and increasing agricultural productivity.

According to T. Schultz, the main results of investing in people are reflected in the increase in the ability of people to work, their effective creative activities in society, health, and so on. He believed that human capital was capable of accumulation and reproduction. According to the scientist, three-quarters of the total output of society is spent on human capital. However, most of the theories of reproduction in the twentieth century indicated that this figure was a quarter.

G. from human capital theorists. Becker was the first to apply the concept of human capital at the micro level. He defined human capital in an enterprise as a set of human skills, knowledge and abilities. In doing so, he paid special attention to the special training of employees, the formation of special knowledge and skills in them.

The American economist defined the additional income from higher education as follows: the income earned by college graduates is deducted from the income of employees with secondary education. Expenditures on education are both direct costs of education and alternative costs – income lost during the study period. He estimates that investing in education will bring a return of about 12.0-14.0% per year.

The practical significance of these studies is that G. Becker determined the amount of return on investment in human capital and compared it to the return on many firms in the United States. As a result of the increase in the number of private educational institutions, the expansion of consulting firms that organize short-term seminars and special courses, the level of profitability of educational activities in the private sector exceeded the level of profitability of other commercial activities by 10.0-15.0%.

Distinguishing a separate category of human capital in the structure of aggregate production allows a more accurate structural analysis of it (Figure 1.1).

American economist I. According to Ben-Porat's classification, human capital consists of the following components:

- 1) qualitative characteristics and abilities of people involved in the creation of human capital;
- 2) the part of the capital offered on the market and included in production and rendering of other goods;

Some scholars approach the composition of human capital in terms of its owner's ability to participate in the production process. Including O. Nordhog emphasizes the following: From the point of view of analysis, it is useful to distinguish between the health and qualifications of employees on the one hand, and their motivation and loyalty to the firm on the other. The first two elements constitute the basic ability of a particular employee to perform a task, i.e., to work. The next two elements of human capital reflect how the employee performs at

work according to their qualifications. Ability and desire together form the ability of this employee to work.

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SEMANTIC AND STRUCTURAL FEATURES OF THE ENGLISH AND UZBEK IDIOMS

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Annotation: *this article states about the importance of using Phraseology. Here is said that phraseological system reflects the rich historical heritage and customs of any nation; it is passed on from one generation to another. Abundance of idiom forming the system is a result of enriching a language and speech.*

Аннотация: *В этой статье говорится о важности использования фразеологии. Здесь сказано, что фразеологическая система отражает богатое историческое наследие и обычаи любой нации; оно передается из поколения в поколение. Обилие идиом, образующих систему, является результатом обогащения языка и речи*

Keywords: the forms of word combination, semantic and structural constant unities, phraseological unities, research, similarities, differences, interrelations.

Phraseology is considered to be a microsystem of the general system of a language. Phraseological system reflects the rich historical heritage and customs of any nation; it is passed on from one generation to another. Abundance of idioms forming the system is a result of enriching a language and speech. The interrelations between the components of idioms form a phraseological system. "The complex of phraseological unities or idioms form the phraseological layer of any language."¹ Idioms are the word combinations comprised of two or more words which are inseparable and constant according to semantic and structural formation. Idioms are used for figurative sense and have definite norms of historical usage. Their meanings are revealed during a certain discourse. Although idioms possess the forms of word combination or even sentence they

deeply differ from these speech patterns. As a lexical unity they are mostly close to words; most of the features concerning a word are inherent in idioms too. Idioms are not made during the speech like a word combination or sentence, but is ready-made pattern in a language as words. So idioms are considered to be a language phenomenon not the speech one.

It is possible to research the similarities and differences between the English and Uzbek languages studying them through comparative- typological analysis. In both languages which are being compared idioms are formed by two or more words and are semantic and structural constant unities. They have peculiar morphological and syntactic formation and grammatical and semantic connection of the words makes a whole meaning. Russian linguist V.V. Vinogradov divides idioms in both languages into three

1 Kunin A.V. English phraseology. M., 1970.

Table 1.
Semantic classification of idioms

№	GROUPS	ENGILSH	UZBEK
1	Phraseological fusions	To leave smb. in the lurch, kick the bucket, red tape, a pie in the sky, once in a blue moon, heavy father	Esi chiqib ketdi, tepa sochi tikka bo'ldi, boshi osmonga yetdi, yuragiga qil sig'maydi
2	Phraseological unities	To catch at a straw, between two fires, to know which way the wind blows, to see the world through rosy spectacles	Og'zi ochilmoq, yerga qaradi, bel bog'ladi, temirni qizig'ida bosmoq, tarvuzi qo'ltig'idan tushmoq
3	Phraseological combinations	Gospel truth, bosom friends	Achchiq gap, gapning tuzi

Table 2.
Structural classification of idioms

№	GROUPS	ENGILSH	UZBEK
1	Verbal	To talk through one's hat	Kavushinito'g'rilabqo'ymoq
2	Substantive	Dark horse	Ammamning buzog'i
3	Adjective	Safe and sound	Mayda gap
4	Adverbial	By hook or by crook	Og'ziqulog'ida
5	Interjectional	Good heavens	Qulingo'rgilsin!

groups according to semantics. (Table 1) As the linguist G.B. Antrushina says, "this division is the first semantic one and hasn't lost its value in linguistics"²

Both languages are relatively rich in phraseological unities. Phraseological patterns are classified according to structure as following (Table 2):

The analyses of the patterns indicate that verbal patterns are mostly spread out in both languages. Idioms of the languages have typical syntactic part and they are analyzed as a whole but not separable as word combinations are done (Table 3).

The phenomena of lexical and grammatical variations are intrinsic in both languages.

As A.A. Reformatsky says, "idioms are combinations of word tending to be a single word"³. It should be pointed out

that idioms in the English and Uzbek languages cannot always be the equivalent of a word. For example:

To stand (stick) to one's guns, to catch (clutch) at a straw, not to lift (raise, turn, stir) a finger;

Boshda yong'oq (tosh) chaqmoq, bir tiyin (pul); Soyasiga salom bermoq- soyasiga ko'rpacha solmoq.

Besides, a phenomenon of grammatical variation is observed in both languages:

The Procrustes' bed= the Procrustean bed; take away somebody's breath= take somebody's breath away; A Herculan labour= Herculan labours= a labour of Hercules;

O'tirgani joy topolmaslik= o'tirishga joy topolmaslik; Qo'ynini puch yong'oqqa to'ldirmoq= qo'ynini puch yong'oq bilan to'ldirmoq.

As a conclusion, the analyses of samples point that there are a number of

² Antrushina G.B. and others. English Lexicology. M., 1985.

³ . Reformatsky A.A. Introduction to linguistics. M., 1956.

Table 3.

Syntactic role of idioms

№	PARTS OF SPEECH	ENGILSH	UZBEK
1	Substantive	Your new broom looks very smart.	Aravani quruq olib qochish sizga yarashmas ekan.
2	Predicate	Don't play ducks and drakes with your father's money.	Hozir Zamirning ko'ngliga qil ham sig'masdi.
3	Object	Do you want to examine our new broom?	Nazokatning oldiga kirish uchun xezlanardiyu, biroq qizishib turgan bir paytda yana qosh qo'yaman deb ko'z chiqarib qo'yishdan hayiqardi.
4	Attribute	Mr. Smith is a suspicious man. This is the house of the dark horse.	Qo'y og'zidan cho'p olmaydigan Ergashga nima bo'ldi?
5	Adverbial modifier	He was thrown out neck and crop.	Ko'z ochib yumguncha necha ming piyoda va suvori kishilar paydo bo'ldi.

similarities and differences between structures of two compared languages.

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THE EFFECT OF DIGITIZATION ON THE EDUCATION SYSTEM

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Annotation: *The article describes the impact of the digital economy on the education system. At the same time, we are talking about the educational institutions of foreign countries and the digital programs used in them. There is a discussion about the impact of today's digitalization on student development. With the emphasis on the education system implemented by our government, there has been an overview of the work on the "1 million Programmer" project and the introduction of new directions for HEIs.*

Keywords: Digital Economics, Modern Pedagogical Technologies, Interactive Methods, Digital Portfolios and Resumes, e-Learning, Digital Skills, The 1 Million Programmer Project, Biochemicals.

Introduction: Undoubtedly, education has proven to be important for the future of everyone. This is because a person with a learning disability may be better able to create his or her future. If we compare education with the well-being of young people to the growing generation, the country of the next generation, we think that this is not an exaggeration. The difference between a trainee and an uneducated person is obvious. Quality education has always been and remains a topical issue at any time and place. Therefore, in addition to better education and up-to-date knowledge in the field of education, modern pedagogical technologies and training in order to improve the effectiveness of education in the country, the focus of education and the independent learning of young people. teachers who know the interactive methods that they can use to organize teaching and learning activities. However, the effectiveness of education depends not only on qualified teachers and those who want to

learn, but also on the use of equipment in the so-called digital economy.

Main part: This raises questions about what the digital economy is and how it can play a role in education. This is because until recently, the words "innovation" or "innovation economy" were out of our mouth. Now they are replaced by the words "digital" or "digital economy". However, this word was first discovered by the American scientist N. Negroponte in the late 20th century and included in science. He linked the digital word with information and communication technologies and underlined that there will be unprecedented changes in the economy following its intensive development. However, different definitions are currently being given. For example, the Russian scientist S.Gulyamov says: "In digital economy, digital data is a key element of production in all socio-economic sectors, and a gradual transition to such an economic system improves the country's competitiveness and improves the quality

of life of citizens. it creates new jobs, promotes rapid economic growth, and promotes national independence ". In other words, the digital economy is an online service that deals with e-commerce and payments. Well, let's take a look at the role of the digital economy in learning, even if it is only partially understandable.

It is well-known that in the course of educational work the students are trained in creative thinking, changing situations, organization of activities on the basis of free competition and use of information technology, electronic textbooks and multimedia in practical lessons. This is important because of this, students need independence, nurturing free and up-to-date thinking, enhancing their ability to analyze learning activities, and future professional development. Modern pedagogical technologies are a whole new set of forms, methods and means of scientific and theoretical and methodological basis of the educational process. It provides the integrity of purpose, objectives, activities and pedagogical outcomes in the harmony of new content, forms, methods and means, and the design and implementation of the learning process to ensure that the learning objectives are achieved. The changes that are taking place in the economy today and in the foreseeable future are putting even greater pressure on the environment of the higher education institutions, affecting the entire education sector. It is no secret that today, with the use of interactive methods (innovative pedagogical and information technology), there is a growing interest in improving the effectiveness of education [2]. The

use of modern technology is the knowledge that students gain search, analyze, analyze, and even draw conclusions. It is worth noting that technology should, in fact, support learning and, if it works effectively, should have a positive impact on a student's learning experience. The digital economy gives students invaluable numbers to learn how to take with them in job search or networking. The digital economy involves not only digital information but also the use of digital tools in the network. If you want to succeed in business, of course you will need digital skills, as the global economy requires. Students around the world feel the same way. The economic value of a digital economy is what makes it an integral part of education. Its role is particularly important for graduate students and for postgraduate students. However, there are also some shortcomings in the digital economy and education. The main problem is their association. In particular, according to a survey conducted by InfoDev World Bank Group, many educational institutions focus on technology and education in the second place.

As you know, education with the skills of digital economy is a formula for success. That is, in the opinion of the European Commission, ICT is a modern weapon that fosters a more effective and creative learning of students. The creation of innovations using information and communication technologies is undoubtedly true. This will help students solve complex problems related to different digital ideas and create new projects. If a person wants to increase his chances of

success in a world surrounded by numbers, he or she will need some ICT skills to start influencing the economy. To illustrate this, imagine that if you are a bachelor or a graduate student and your field is related to ICT, it is appropriate to use digital economic skills when it comes to job search.. According to Forbes, human resources, information technology, finance and accounting are among the most demanded sectors in 2016. Each of these areas, along with ICT skills, includes the creation of an education and digital economy, which is the basis for the development of a person's entire career potential. All areas, not just the above, are all about technology, and therefore, students are more likely to find employment and successful careers if they become more knowledgeable about how to use technology in their careers. more. By incorporating technology into the classroom, many students use the tools they interact with, but now they can apply the skills they already know in their learning and future work areas. It should be reiterated that the notion of 'digital' has only recently been introduced to our country, and its true nature is still unclear. to get information.

Conclusion: In summary, the use of ICT in the education system has both economic and social effects. Therefore, the improvement of theoretical, methodologi-

cal and other aspects in this regard is one of the most urgent tasks of today. As the First President IA Karimov said, "It is important to remember that the foundation for our future lies in educational institutions. In other words, the future of our people depends on how our children learn today. Based on this simple requirement, we have to accept that the education and upbringing of our children as individuals who are able to live independently and with broad thinking skills should be the main goal and objectives of the education system. education and upbringing [8].

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SIMPLE WAY TO TEACHING MATH

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Annotation: *This article teaches math in easy ways for first-time learners. Good suggestions are given so as not to bore the curious young people who are taking their first steps in the science of mathematics.*

Key words: simple, complex, programmer, accountant, economist, addition, subtraction, multiplication, division, operations.

Each lesson learned should be clear. Therefore, without understanding one lesson, one cannot proceed to the next, since each lesson in mathematics is based on an understanding of the previous one. If you didn't understand the lesson the first time, don't be upset. Some people have spent months and years understanding at least one single topic. Despair and despondency are definitely not your way. Read, study, try and try again.

Mathematics is well absorbed when a person independently opens a textbook and teaches himself. At the same time, a certain discipline is developed that helps a lot in the future. If you adhere to the principle "from simple to complex", you will be surprised to find that mathematics is not so complicated. Perhaps even it will seem interesting and fascinating to you.

What will give you knowledge of mathematics? First, confidence. Not everyone knows mathematics, so the realization that you know at least some part of this serious science makes you special. Secondly, having mastered mathematics, you can easily master other sciences and will be able to think much wider. Knowledge of mathematics allows you to master

such professions as a programmer, accountant, economist. No one will argue that these professions are very much in demand today.

A number is some entity denoting the number of any objects. Examples: two apples, five spoons, ten books, one hundred rubles, seven tulips. Every day we turn to numbers, sometimes without even noticing it.

At first, when people learned to read and write, the number of subjects was depicted using sticks:

One subject is depicted as |

Two subjects like ||

Three subjects like |||

Four subjects like ||||

Five items like |||||

When people became more literate, they realized that a large number of objects with sticks could not be represented, and replaced these sticks with numbers.

Today, in mathematics, numbers are denoted by numbers. These are numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers scare away most schoolchildren and students, as they are associated with mathematics and "scary formulas". In fact, there is nothing to worry about. Numbers are

simply a collection of characters that are intended to represent numbers. Simply put, to indicate the number of items.

The main operations used in mathematics are addition, subtraction, multiplication and division. In addition to these operations, there are also relation operations, such as equal ($=$), greater than ($>$), less ($<$), greater than or equal to ($\geq$), less than or equal to ($\leq$), not equal to ($\neq$).

In general, operations can be divided into two types:

action operations;
relationship operations.

Action operations are:

addition (+)
subtraction (-)
multiplication ($\times$)
division ($\div$).

Relationship operations are:

equal to ($=$)
more ($>$)
less ($<$)
greater than or equal to ($\geq$)
less than or equal to ($\leq$)
not equal to ($\neq$).

Most people will solve these tasks in their minds, which of course is commendable. However, it is recommended that you complete these tasks in the note-

book with a pencil in your hand. You should get used to mathematics by solving simple examples.

That's all. The introductory lesson on numbers is completed. In the future we will study it much better, but for now, the discussion in this lesson will be enough.

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“Musiqqa ta’limi” yo’nalishi 3-kurs talabalari.

Annotatsiya.

Maqolada musiqa-qudratli tarbiya vositasi ekanligi haqida soʻz boradi. Ayniqsa, umumiy oʻrta taʼlim maktablaridagi musiqa darslarining oʻquvchilarga taʼsiri haqidagi masalalar qamrab olingan.

Oʻzbek xalq musiqa sanʼati oʻzining milliy jarayonlarida oʻziga xos va mukammal darajada shakllangan betakror xalq va mumtoz musiqa merosiga ega.

Aynan shu merosni oʻquvchilarga yetkazib berishda oʻqituvchilarning roʻli kattadir.

Kalit soʻzlar: musiqiy meros, vatanparvarlik, musiqiy tarbiya, kasbiy faoliyat.

Xar bir odam oʻz xalqining milliy musiqasi va qoʻshiqlaridan ruhiy quvvat olib voyaga yetadi. Musiqaning inson qalbiga, ongiga taʼsir kuchi va qudrati beqiyosdir.

Ulugʻ allomalarimiz inson tarbiyasida, maʼnaviyatini yuksaltirishda musiqaning axamiyati naqadar yuksakligini doimo uqtirib kelishgan. Hozirgi paytda mamlakatimizda musiqa sanʼatini yanada rivojlantirishga alohida eʼtibor qaratilmoqda. Oʻzbek degan juda qadimiy xalqning sanʼati ham, adabiyoti ham buyuk. Buni xar bir inson chuqur tushunib, hurmat qilishi lozim.

Bolaning ongi asosan besh-yetti yoshda shakllanishi inobatga olsak, aynan shu davrda uning qalbida maʼnaviyatning ilk kurtaklari namoyon boʻla boshlaydi. Oʻsib kelayotgan yosh avlodning maʼnaviy dunyosini yuksaltirish haqida soʻz borganda esa, qoʻshiqlarning roʻli va taʼsiri juda kata ekanligini tan olishimiz kerak. Buning uchun esa umumtaʼlim maktablaridagi musiqa darslarining soatini, musiqa toʻgaraklarining sonini va turini imkon qadar koʻpaytirish kerak. Oʻtilayotgan

dars va mashgʻulotlarni takomillashtirish, saviyasini jiddiy nazorat qilib borishga toʻgʻri keladi. Natijada yoshlarimiz musiqiy janrlar va qoʻshiqlarning badiiy, gʻoyaviy jihatlaridan chuqurroq habardor boʻlib boradi.

Xalqimiz azal-azaldan boy musiqiy merosga ega boʻlgan. Bebaho qadryatlarimiz, badiiy merosimiz, jaxsonni xayratga solgan mumtoz musiqa sanʼatimiz mavjud. Jamiyat taraqqiyotining barcha davrlarida tarbiyaning mazmuni va yoʻnalishi umuminsoniy qadryatlarning uygʻunligi asosida belgilanadi. Aqlan yetuk, axloqan pok, jismonan baquvvat, milliy masʼuliyat tuygʻusini anglaydigan oʻquvchilarni tarbiyalab voyaga yetkazgan mamlakatgina mustaqil va barqaror rivojlana oladi.

Milliy tarbiya umuminsoniy qadryatlardan ajralgan holda rivojlana olmaydi. Bugungi kunda shunchaki bilim egasi boʻlgan yoshlar emas, balki, ijodkor, istidodi bilan ajralib turuvchi oʻquvchilarni tarbiyalash zamon talabidir. Mamlakatimizda yosh avlodni vatanga muhabbat

ruhida tarbiyalash nafosat tarbiyasining asosiy masalalaridan biri hisoblanadi.

Musiqqa tarbiyasi nafosat tarbiyasining asosiy va murakkab qirralaridan biri bo'lib, u o'quvchilarni musiqa san'ati asarlarini tushunishga va ijro etishga o'rgatadi.

Xalq qo'shiqlari xam tarbiya vositasidir. Ular millatni urf-odatlarini, dunyoqarashi, tuyg'ularini targ'ib qilib, avlodlardan avlodga yetkazadi. Bunday qo'shiqlar badiiy estetik nafosat manbalari sifatida kishi hissiyatini tarbiyalash vositasidir. Xalq qo'shiqlariga xos xususiyat xam aqliy teranlik, mantiqiy fikrlash asosida ma'naviy fazilatlarining barcha qirralarini ongli ravishda o'zlashtirish orqali barkamollikka erishishni ta'minlashdan iborat. Qo'shiq aytayotgan har bir yosh ijrochining avvalo, she'riy nutqi shakllangan bo'lishi, she'riy matnni mustaqil ravishda tahlil qila olishi, qo'shiqda so'z qadrini saqlab qolishi, mazmundagi asosiy fikrni ma'lum jummalarda his qilishi, nafosat, estetik tuyg'ulari mujasamlashgan bo'lishi kerak.

Umumta'lim maktablarining musiqa madaniyati darslarida o'quvchilarga vatanparvarlik tuyg'usini qo'shiq kuylash orqali singdirish mumkin. Vatani bor odamning g'urur-iftixori yuksak, maqsad-muddaolari aniq bo'ladi. O'rgatiladigan qo'shiqlar yordamida o'quvchilarda vatanparvarlik tuyg'ularini tarkib toptirish, milliy g'urur, milliy iftixor g'oyasini va nafosat tuyg'ularini tarbiyalash, qo'shiq mazmunini tushuntirish va ifodali ijro etishga o'rgatish mumkin. Qo'shiqni o'quvchilar xotirasida uzoq saqlab qolishida, ritmni his etishlari uchun, qadam tashlash, chapak chalish, turli raqs harakatlari, o'yinlar bajarishda olingan

bilim va malakalar mustahkamlaydi, musiqiy qobiliyatini o'stiradi va musiqa dar-siga qiziqish uyg'otadi. Umumta'lim maktablarida o'quvchilarga musiqiy tarbiya berayotgan musiqa o'qituvchisi nafaqat o'quvchi yoshlarga musiqa va qo'shiq o'rgatuvchi muallim, balki yosh qalblarni musiqa olamiga yetaklovchi, go'zallikka undovchi hissiyot olamini boyituvchu, estetik didni yuksaltiruvchu, ma'naviyatga kata mazmun baxsh etuvchi mohir ustoz va murabbiy hamdir.

Ma'lumki, "Ta'lim to'g'risidagi qonun va miliy dastur" talablarida ham yoshlarni tarbiyalashda milliy qadryatlardan keng foydalanish, milliy mafkurani yoshlarda shakllantirish ma'naviy va ma'rifiy sohada ishlarni takomillashtirish, uzluksiz ta'lim muammolarini xalq etish masalalari alohida e'tiborga ega.

Bizga ma'lumki pedagogik ishlarning muvaffaqiyati ko'p jihatdan o'qituvchilarning kasbiy faoliyati bilan bog'liq bo'ladi. O'qituvchi ijodiy sezgirlik, tez fikrlay olish va aniqlovchilik xususiyatlariga ega bo'lishi lozim. Mana shu xususiyatlarning barchasi to'g'ridan to'g'ri musiqa o'qituvchisiga ham tegishlidir, chunki musiqa darslarida bola qalbida qanday jarayon kechikayotganligi, musiqa sadolari ostida bolada qanday ichki emotional kechinmalar gavdalanayotganligi, u qay darajada u yoki bu musiqa asarlarini idrok etayotganligi haqida aynan musiqa o'qituvchisi bilishi kerak.

Musiqa darslari ana shunday musiqa-ga xos nozik jihatlari va talablari bilan boshqa dars turlaridan farq qiladi.

Bulardan kelib chiqib aytishimiz mumkinki, bolaning musiqiy idroki shak-

llanishi juda muhim va nozik masala bo'lib musiqa o'qituvchisi mazkur jarayonga o'ta diqqat bilan, extiyotkorlik bilan yondashmog'i lozim.

Darhaqiqat, insonni estetik tarbiyalashda, uning estetik didini o'stirishda musiqa tengsiz ahamiyat kasb etadi. Musiqa san'ati sharqning buyuk allomalari Beruniy, Farobiy, Ibn Sinolarni ham qiziqtirib kelgan. Bu haqida ular maxsus asarlar ham bitganlar.

Masalan, Ibn Sinoning "Al-muddohil ila san'atal musiqiy" asari fikrimizning dalilidir. U mazkur asarda shunday yozadi: "Musiqa hayotbahsh, oliyanob, axloqiy xususiyatlarni rivojlantiradi, u insonga xizmat qiladi. Uning ruhiy va axloqiy qiyofasini shakllantiradi." Bundan tashqari Ibn Sino o'zining tibbiyotga oid "Kitob an-Najot", "Kitob ash-shifo", "Donishnoma" kabi asarlarida ham mu-

siqa nazariyasi va amaliyoti hususida nodir fikrlarni bayon etib qoldirganlar

Musiqa jamiyatning ham, hayotning ham muhim qismidir. U inson ruhiyatiga kuchli ta'sir ko'rsatish imkoniyatiga ega bo'lib, uning his-tuyg'ularini o'ziga xos badiiy tilda ifoda etadi. Bir so'z bilan aytganda musiqa san'ati hayotni o'rgatadi.

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FORMATION AND DEVELOPMENT OF HUMAN CAPITAL THEORY

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Annotation: *The history of the science of world economy shows that until the beginning of the twentieth century, physical capital – the means of production, material resources, etc. – played a key role in the production process. Because in this period it was enough to have a manpower with natural power that would be used as one of the additional resources to the technology. It was easy to train the staff and replace them with each other.*

Keywords: Investments in people, management, labor market, labor market changes, innovative business, classical economic theory.

The objective processes that took place in the middle of the twentieth century radically changed the situation. The rapid development of science and technology has brought knowledge, skills, abilities, human abilities to the forefront. Direct man has become the driving force of economic development.

This was a sign that social relations were changing radically. The strengthening of the human factor was also influenced by the changes taking place in society. Employees began to participate in the management of enterprises through the system of participation in the distribution of the results of their labor, property, profits, the number of cooperative enterprises and their efficiency also increased.

As a result, the category of «human capital» began to form in economics. Its emergence was the response of economics and

related sciences to the demands of economics and life. An in-depth study of the pace of development of society and the economy and as a person and the intellectual potential accumulated by him has become a vital necessity.

V. Petty has shown that the composition of wealth and its sources brings about one or another type of income, depending on the labor, skills, and health of the people, as well as the rent, capital, and interest (interest) it brings. According to the scientist, the amount of human capital is estimated by the capitalization of the salary of the employee throughout his life.

Another century later, Adam Smith and other representatives of classical economic theory also recognized the concept of human capital. In his 1776 study of the nature and causes of the wealth of nations, Adam Smith showed that the wealth of nations is

largely determined by the number of workers and the quality of their skills.

One hundred years later, Alfred Marshall also analyzed the effects of long-term investments in human capital and the role of man in the process.

Indeed, statistics on the economic growth of the developed countries of the world have shown that they are much higher than the figures in the calculations based on the classical factors of growth. An analysis of the processes of economic development and growth shows that human capital has become a key production and social factor that develops the modern economy and society.

It is well known that the encyclopedic interpretation of capital – capital (from the French, English «capital» and Latin «capitalis» – «chief, main») is «resources that are able to generate income or created by people to produce goods and services.»

The term «capital» is usually used to refer to the products of labor that are intended to be used in future production. The process of creating capital is called investing. Investing means making costs first, then covering those costs.

Initially, human capital was understood as a set of investments in people's ability to work – education and professional skills. Later, the concept of human capital expanded significantly. Recent estimates by World Bank experts include consumption expenditures on human capital – family food, clothing, housing, education, health, culture, etc., as well as government spending for these purposes.

Summarizing the above, human capital in the narrow sense is a person's intellect, health, knowledge, quality and productive work, and his quality of life.

In the broadest sense, human capital is an intensive productive factor of economic development, the development of society and the family, the educated part of the labor force, intellectual and managerial labor, the living and working environment. They must ensure that the development of human capital operates effectively and rationally as a factor of production.

According to the theory of human capital, people can invest in themselves and expand their opportunities, while the state can increase national income by spending money to enrich human capital. The effectiveness of such investments is reflected in the recovery of expenditures through increased labor productivity and wage growth.

In general, capital in the broadest sense refers to all the elements of social wealth that are accumulated, used in production, and generate income. This T. According to Schultz, it allows for a consistent distribution of capital: human capital and material capital.

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THE EXPRESSION OF AFFECTIONATE FAMILY TIES IN THE CREATIVE LEGACY OF THE GREAT THINKER

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Annotation: *This article is about the great encyclopedic scientist Mahmud Kashgari, his creative legacy, the work “Devonu lugotit turk”, the family ties and love put forward in the play.*

Keywords: Mahmud Kashgari pedagogical values, feelings of kindness.

Mahmud Kashgari, an encyclopedic scholar, promotes the ideas of kindness and friendship as great scholars do. Mahmud Kashgari was born in the city of Bolasogun. His full name is Mahmud ibn Husayn ibn Mahmud. In present-day Kyrgyzstan, there is the Barsgan River and the Barsgan Pass. They are located around Hot Lake. This is where the city of Barsgan was located. Mahmud's father and grandfather were from this city. His father moved to Kashgar and Mahmud was born there. That is why he is called Kashgari. If possible, he was the first scholar to develop the grammar of the Turkish language. The first example of a Turkish-Arabic dictionary is also associated with his name. *Devonu lugotit turk* is an encyclopedic work left by Mahmud Kashgari and invaluable for the Turkic peoples. He worked on this office for many years, initially traveling the country for many years to collect resources. From the Upper China to the whole of Movaraunnahr, Khorezm, Bukhara, he traveled the vast area one by one, and the tribes living in this area, the peoples themselves, their

professions, dwellings, prestige, and their languages were carefully studied. As a result, he was able to identify very carefully and perfectly all the tribes that lived in such a large area and their languages. He even comprehensively identified and finally arranged which tribe each word belonged to, the ancient and modern variants of words, the properties of words in terms of meaning and form, the similarities and differences between tribes in the pronunciation of words. As a result of such hard work, he created his invaluable work, *Devonu lugotit turk*, which he dedicated to Abdul Qasim Abdullah bin Muhammad al-Muktada. In this play, the scholar explains the meaning of Turkish words in Arabic. He cites passages from proverbs and fiction as examples. Mahmud Kashgari himself writes: “I have decorated this book in a special alphabetical order with words of wisdom, sajas, proverbs, rajaz and prose. I have given examples of poems used in the Turkish language, wise sayings and proverbs used in the days of joy and mourning.” Thus, this book contains valuable information

about the art of the Turkic peoples living in Central Asia until the XI century. These are extremely important for today's generations as well. Mahmoud Kashgari is known as an encyclopedic scholar and tireless traveler for his hard work throughout his life. Alloma's views on kinship and kinship are also reflected in his *Devonu lugotit turk*. As a result, kinship is valued as our highest virtues of oriental universal significance. Mercy is one of the highest manifestations of human relationships, the divine bond that binds souls together. If we pay attention to the lexical meaning of the word, it is understood that its Persian is a word, which means "love", "affection", "inclination". The word "mercy" is defined in dictionaries as a feeling of sincere love for one's relatives, kinsmen, loved ones and the world in general. I would like to give the following example from the encyclopedic scholar Mahmud Kashgari's "*Devonu lugotit turk*":

كەلدى-came [1]: эр ешга кәлди – husband came to home. لزنم جوزا-ءاج

In the article: winter does not come with a crow.

Бир капра биpla киш кәлmac.

This proverb encourages patience and perseverance in waiting for a friend to come to work. It is safe to say that the concept of compassion is also reflected in this article. Because only people who are kind to each other can work together and do their work together. However, it should be noted that each word has an inverse (antonym) meaning. People don't always

think creatively. Some of them may even have destructive ideas. The *Devonu lugotit turk* says:

“Ал іккі кіш ара чакді, Чакди-chaqdi, eshittirdi – he broke between the two men. نينثالايب لءفنا”.

Ола іккі кіші ара чакді – he broke between the two. Ол іккі кіші ара чакді- he broke between the two [1].

قرب لءعطق Ол чакмок чакди- he was struck by lightning.

The word lightning is both a masculine and a noun. The original meaning of the word "lightning" was "fire". Later, it was used to mean to bite people. It also means biting someone. The first is to love something, and the second is to convey someone's word to someone. But at that time, the word *chak* was used to mean to strike. In modern Uzbek, the first meaning is completely lost. This is due to the requirements of technical progress. The most active meaning of the word lightning in modern language is the bite of a poisonous insect. This means that there is a change in the meaning of words according to certain laws.

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ЭКСПЕРИМЕНТАЛЬНОЕ ОПРЕДЕЛЕНИЕ ЗАВИСИМОСТИ ЭНЕРГЕТИЧЕСКИХ ХАРАКТЕРИСТИК СОЛНЕЧНЫХ ФОТОЭЛЕКТРИЧЕСКИХ ПРЕОБРАЗОВАТЕЛЕЙ ОТ ТЕМПЕРАТУРЫ ЕГО ПОВЕРХНОСТИ

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Аннотация: В статье экспериментальным путем рассмотрены характеристики кремниевой поликристаллической солнечной панели в разных температурах её поверхности. Проведено исследование влияния температуры на режим работы фотоэлектрической солнечной станции с мощностью 100 Вт в Наманганском инженерно – технологическом институте.

Ключевые слова: ток короткого замыкания, напряжения холостого хода, температура, солнечная станция.

Энергетика играет важную роль в развитии любой страны по всем отраслям. Для долгосрочного решения проблем энергетики и экологии, целесообразно развивать солнечную энергетику. Развитые страны на это уделяют большое внимание. На развитие солнечной энергетики в Узбекистане вкладываются значительные средства из государственного бюджета и предоставлены благоприятные условия для предпринимателей. Широкому использованию солнечной энергетики препятствуют высокие цены на установки и низкий КПД преобразователей солнечной энергии. Такое мнение существует в сознании общественности, что использование энергии Солнца относят к далекому будущему, но не отрицается перспективность использования солнечной энергии для нужд локального хозяйства. Для оценки ис-

пользования солнечной энергии необходимо принимать во внимание существующие тенденции изменения цен энергии, получаемой от Солнца и традиционных источников [1]. В последние годы уменьшением полезных ископаемых, а именно уменьшения запасов нефти, угля и природного газа приводит к возникновению серьезных проблем.

Для решения подобных проблем, в последние 20–30 лет доля солнечной энергетики должна возрасти до 25 %. К 2050 году снабжение солнечной энергии может достичь 20–25 %, к концу века солнечная энергетика может составить 60 % от общего энергопотребления [2].

В процессе выработки электроэнергии в таком солнечном регионе, как Наманган, неизбежен нагрев СЭС, в частности солнечных фотоэлектриче-

ских панелей. В зимние солнечные дни температура поверхности элементов достигает +40 °С, в летние +70 °С, производительность панелей сильно зависит от этого параметра [3]. КПД солнечной панели определяется согласно зависимости:

$$\eta_{pi} = \eta_0(1 - 0,0045(\tau_{pi} - 25)) \quad (1)$$

Где:

η_{pi} – КПД солнечной фотоэлектрической панели, %;

η_0 – КПД солнечной фотоэлектрической панели при температуре 25 °С, %;

τ_{pi} – температура поверхности солнечной фотоэлектрической панели, °С.

Из формулы (1) видно, что прирост производительности солнечных панелей можно получить только при снижении температуры их поверхности ниже 25°С. Если температура поверхности СП (солнечных панелей) станет ниже 25°С, то увеличится выработка электрической энергии.

В регионах Узбекистана с марта месяца до ноября температура будет выше 18-20°С, что означает температура поверхности СП на этот период будет больше 25°С, Из работы [3] известно, что повышением температуры на 1 °С, КПД уменьшится на 0.45 %.

Исходя из вышеизложенного, нами было проведено испытания СП с целью определения реальных значений напряжения холостого хода и тока короткого замыкания СП. В результате эксперимента было определено, что при температуре окружающей среды 20°С, температура поверхности СП достигла 60°С что приводит к снижению КПД более чем на 3%.

Для решения этой проблемы, использовалась система охлаждения непосредственного теплообмена между панелью и рабочей жидкости. Для того, чтобы достичь различные температуры поверхности СП, на ее заднюю часть была сконструирована ёмкость объемом 20 литров с трубками в верхней и нижней части СП для отвода и поступления рабочей жидкости.

Исследование проводилось в 13:30 13 марта 2019 года в условиях натурального освещения при температуре окружающей среды 20°С, в 476 м высоте над уровнем моря, 41°.01' с.ш 71°.59' в.д, для исследования была выбрана солнечная панель компании All Solar

Модель AS-100P

Мощность 100 Вт

Напряжения максимальной нагрузки 17.2 В

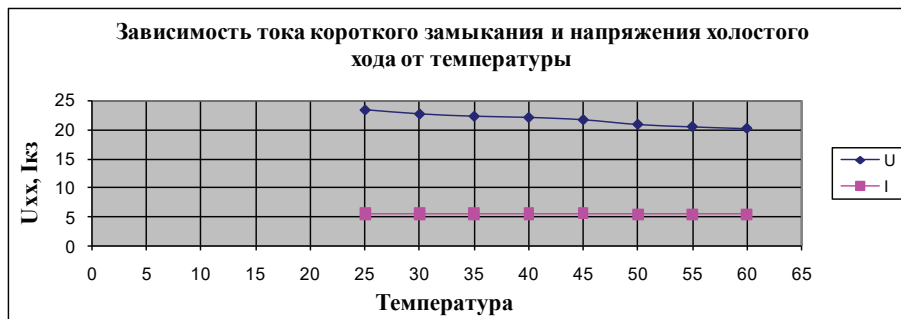
Ток максимальной нагрузки 5.8 А

Напряжения холостого хода 21.8 В

Таблица – 1

№	Наименования значения								
1	Температура поверхности Т [°C]	25	30	35	40	45	50	55	60
2	Напряжения холостого хода U_{xx} [В]	23.3	22.6	22.2	22	21.6	20.8	20.4	20.1
3	Ток короткого замыкания $I_{кз}$ [А]	5.56	5.55	5.55	5.55	5.6	5.47	5.48	5.48

По результатам, приведенным в таблице – 1, был построен график – 1.



Ток короткого замыкания 6.1 А

Результаты испытания приведены в таблице – 1.

Из проведенного исследования можно сделать следующие выводы:

Использования солнечных фотоэлектрических панелей в низкотемпературных местах может предотвращать снижения КПД СП.

Напряжения холостого хода обратно пропорционально температуре.

Для повышения производительности СП актуальным является, использования систем охлаждения.

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FAMILY, SCHOOL AND COMMUNITY COOPERATION IN EDUCATING YOUNG PEOPLE.

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Annotation: *One of the most important factors in the spiritual growth of young people is the proper establishment of cooperation between family, school and the general public.*

Keywords: family, praise, community, etiquette, ethics, nationality, tradition, customs.

Today, there is a growing need for mutually agreed cooperation of many educational factors, such as school, family and the general public, in the formation of young people as a whole. In particular, the school has pedagogically qualified, purposeful factors and a wide range of opportunities for educational impact. There is a deep meaning in the proverb of our people: "Seven neighborhoods for one child, both father and mother". In this regard, the school administration should be in close contact with the community, the neighborhood and the school educational program, the establishment of a parent committee and the discussion of these issues in the community of activists and elders in solving problems with children helps to achieve the intended purpose in education. Proper cooperation of the family, school and community in the upbringing of children is the key to raising a highly spiritual, harmoniously developed generation.

At the heart of education lies the issue of deciding the future of generations. An important factor in educating the younger generation to be spiritually healthy is the restoration of national values. The role

and influence of the family in shaping the spirituality of the young sapling is invaluable. Because the purest and purest feelings of a person, the first concepts and ideas of life are formed first of all in the family. The wise saying, "He does what he sees in the bird's nest," reflects how well a parent raises his child. Most importantly, it is becoming an important task of the general public to instill in the minds of young people, respect for adults, respect for the little ones, to follow the example of parents in dealing with people, to continue the work started by our ancestors. If all residents and families work together, it will be possible to prevent delinquency among young people. Organizing meetings, conversations between families, schools and the community in the community centers, as well as various educational activities for young people are also important factors in the spiritual development of young people. One of the important tasks for this is to increase legal literacy among the public, family and community, as well as to promote family, school and community cooperation.

Parents' interest in the child's learning and upbringing in cooperation with the

school, as well as the school's and the teacher's strict observance of the requirements, advice and assignments given to the student, will pave the way for the child to study well and be disciplined. Currently, there is a weak level of parent-school collaboration, as parents do not attend meetings at school and in classrooms. So what's the reason? Is it the irresponsibility of the parents or the negligence of the school community? There are also parents who come with great interest to watch their children go out to various holiday events in schools, and parents who simply do not give a few excuses to parent-teacher meetings. Organizing interesting school meetings with parents, giving lectures on pedagogical topics, organizing film screenings, holding interesting meetings and conversations will help to establish cooperation in the upbringing of children. Pedagogical advocacy and all types of pedagogical advocacy help parents overcome gaps in parenting and help their children learn better. There is no doubt that family-school-neighborhood cooperation is one of the most important tasks today, as it plays an important educational role in the deepening of these spiritual and moral qualities in the hearts of young people. The partnership also has a big role to play in the community. It would be a good idea for the neighborhoods to help the school community work with parents and solve problems together. It will be necessary to develop measures for the proper communication of the community with the school, the family, the joint solution of problems related to the upbringing of

children in the family, at school. Therefore, in order to increase the effectiveness of school, college, family and community activities in the field of youth education, it is necessary to develop the necessary methodologies to determine the content of their cooperation and the goals and objectives. The definition is important. In order to bring up children in the family as spiritually healthy, spiritually mature, harmoniously developed people, it is necessary for the family, school and community to work together:

- the use of the heritage of our thinkers, which are our values in the process of upbringing in the family, and the religious values embodied in the Holy Qur'an, Hadith, Shari'ah, modern pedagogy, psychology, education. wide use of achievements;

- Establishment, cooperation and integrated development of the department of higher education teachers and psychologists working with young people under all mahalla committees;

- A group working with young people to work with children at the expense of law enforcement agencies, to educate them properly, to warn them of the school, family and neighborhood, to study and discuss which parent's child, in which neighborhood? to go out and do public work, to know the opinion of others, to work with the school;

- If a child commits a crime, the parents should be punished in a certain order for the poor upbringing of the child. Only then can they take responsibility for their children's upbringing. Establish cooperation in calling schools, neighborhoods and families to be vigilant;

– Organizing monthly meetings with children working in schools, neighborhoods, residential areas, conducting conversations with experts on drinking, smoking, smoking, advocacy, the current system, principles, goals and holding various evenings, meetings, competitions in order to explain their duties to young people is of great educational importance.

We will achieve our goal only if all the factors listed above are thoroughly addressed and all the work is done in the right way. The time has come to prevent neglect in the upbringing of children, to create a spiritually healthy environment in the family, and to feel that everyone is equally responsible for this. The main criterion for this is the formation of spirituality. It is necessary to make effective use of the centuries-old life experience of our ancestors, the heritage that reflects their religious, moral, scientific and literary views.

President of the Republic of Uzbekistan Sh. Mirziyoyev on February 18, 2020 “On measures to further support the socio-spiritual environment in society and bring the system of work with family and women to a new level signed a decree on the introduction of a new system based on the principle of “Prosperous and safe neighborhood.” According to the decree, the

Family Research Center under the Cabinet of Ministers and the Mahalla va Oila Research Institute will be established and transferred to the ministry. The policies pursued in our country have ushered in a new stage of development in the life of our people, and this puts a number of tasks before every leader. The tasks of the programs are to respect the elderly, care for the health of mothers and children, to support human interests, to study our national heritage, to follow in the footsteps of our ancestors, to preserve our nationality, family, school and community. to establish cooperation and educate young people in the national spirit. In short, in the upbringing of young people, it is important to work together with the family, school, community and the general public. you have to make him feel that he is.

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THE ROLE OF THE DIGITAL ECONOMY IN THE DEVELOPMENT OF OUR COUNTRY

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***Annotation:** This article describes the implementation of digital economy and the application of digital technologies in our country, as well as the main trends and importance of digital technologies.*

Key words: Digital Economics, Technology, Artificial Intelligence, Neurotechnology, Quantum Technology, Internet of Things, Robotics and Sensors.

In our country today, every industry is developing. Digital development is especially important in the context of economic and political reforms in the country. Therefore, for all of us to acquire modern knowledge, to become truly enlightened and to have a high culture, must become a lifelong necessity.

In order to make progress, we need and need digital knowledge and modern information technology. This will allow us to follow the shortest path of advancement. After all, information technologies are being penetrated in all areas of the world today. Although our country ranked 8th in the International Information and Communication Technology Index Index in 2019, we are still far behind. Most ministries and agencies, enterprises are far from digital technologies. when do we get in ?! It will be too late tomorrow. Therefore, an active transition to the digital economy will be one of our top priorities for the next 5 years. Digital technology not only improves the quality of products and services, but also reduces costs. "At the same time, the most painful and disturbing

thing that bothers me most is the effective way of eliminating corruption. We must all understand this¹. "

It is worth noting that in the digital economy, the main asset of a country is human capital and its quality, that is, experts who have a deep knowledge of new technologies, able to implement them, and improve old ones.

This view was laid out by Klaus Schwab, the founder and president of the Davos Economic Forum, who believes that the key factor in the digital economy is still capital, not human capital. He believes that in the future, not only the Fourth Industrial Revolution, but also technology. demographic problems, geopolitical changes, and the emergence of new specialties and professions that are also rooted in new socio-cultural norms. For this reason, not only human capital, but also a shortage of well-educated personnel is a limitation that restricts innovation, competitiveness and growth. According to Schwab, these problems

¹ An appeal to the Legislative Chamber and Senate of the Oliy Majlis. January 25, 2020 The People's Word.

force us to reconsider the notion of «highly qualified personnel» in terms of the Fourth Industrial Revolution. Traditional qualifications are based on the presence of a high level of education or specialized knowledge, and a set of specifications within the field of expertise or profession.

Given the rapid advancement of technology, the Fourth Industrial Revolution places emphasis on the constant adaptation of employees and the acquisition of new skills and approaches from different perspectives. These processes are quite painful, but inevitably accompany the development of the digital economy.

It is very important for the Government of the Republic of Uzbekistan to create and successfully implement a digital economy program as the world economy loses competitiveness in line with new trends and has long-term negative consequences.

It is the state that should create an optimal mechanism for managing the digital economy, involving all stakeholders in the creation and development of the digital economy. The Digital Economy Program should envisage a number of dimensions, but it is not yet clear what practical steps should be taken in one of the key areas - digital economics. We

believe that the most important measure of the digital economy may be the training of qualified personnel in this area and the creation of a digital information infrastructure. Therefore, the preparation of a roadmap for education is of great interest, and we may encounter some difficulties. The technical and managerial staff working in the digital innovation sector should be specific and trained, especially at the intersection of government and business. In such places, it is not possible to rely solely on career, academic status or professionalism.

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FORMATION OF ECONOMY AND ENTREPRENEURSHIP FOR PRIMARY SCHOOL STUDENTS ON THE BASIS OF LABOR EDUCATION

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Annotation: *Economic upbringing of the younger generation creates austerity and entrepreneurship and nurtures a child in the national spirit.*

Keywords: economics, economy, entrepreneurship, consciousness, education, education.

It is well known that as our Republic gained its independence, its path and development, this market economy was and will continue at all stages of human development. He is always a companion to humans. Further development of democratic reforms in our society, the formation of spiritual, moral, and labor education, and economic understanding of technology classes are of great importance to students' minds.

It is not the wise men who rely on common ideas and judgments in their observations of certain things, but those who have experienced the truth, and who are genuine. According to Plato, the main thing in urban propaganda is the proper distribution of property and wealth. It is important to remember that most people do not have to simplify and perfect their work, so that the shortage of essentials does not make them poor. First of all, it is necessary to take into account the amount of land and areas, then their owners and positions, and then the amount of food, sown areas, palaces, and individual homes needed. We need to teach young people how to grow, to bring up in na-

tional spirit. It is also necessary for primary school students to build upon their rich experience of national value, which is widely used in the current context. Raising a child in a family brings up an entrepreneurial and entrepreneurial spirit and prevents wastefulness. As we all know, the word "Economy" has a broad meaning and a deep meaning. People are embracing the word saving. A prosperous nation has always been peaceful and prosperous, the well-known thinker of the economy, Abdullah Avloni, says: "The economy is said to appreciate the benefits of money and goods as a part of entrepreneurship through austerity."

The success of a person's happiness levels is determined by 3 signs. Crafts and arts seem to be superior to each other, depending on the types and areas of expertise. For example, knitting, silk, weaving, jewelry, dancing, and all other professions are just as good as each other.

Labor is one of the scientific tools to deepen and deepen the fundamentals of the sciences, to independently formulate a child's relation to work in creative work, to think. The centuries-old experi-

ence shows that unlimited wealth and opportunities are being eliminated through the efforts of people. Technology is a key factor in economic development, enhancing students' deep economic knowledge. The leading global and national pride in the education of economic labor is not reflected in their educational character. Therefore, it is necessary to increase the economic activity of students and to develop and develop skills of entrepreneurial activity in elementary school technology classes.

A number of economic education tasks are implemented in labor lessons. One of them is entrepreneurship, the ability to produce this product, to sell the proceeds and to spend the proceeds. The more interesting and useful the lessons in the business process can be, the more knowledge and skills students have. First of all, it is necessary to determine the content of these lessons correctly. That is: – the social and economic orientation of labor education and training; – Efficient use of labor lessons and pedagogical technologies and skills in accordance with the requirements of market economy; – engaging students in practical groups, taking into account their interests; – Considering age and personal peculiarities of economic education of students during labor lessons; – encouraging students to work and addressing their shortcomings;

Elementary technology classes for children can be an integral part of the

economic life of educated people, and at the same time, technology classes include “self-management” and “self-promotion.” – self-financing.

For example, students need to be careful not to waste materials on technology lessons, the quality of the work, the aesthetically pleasing and beautiful. Therefore, it is important to emphasize that the concept of entrepreneurship in the education and upbringing process in primary school is an important part of educators' understanding of the importance of future work. Students are expected to fulfill the following tasks in implementing the early stages of entrepreneurship in the education process.

In conclusion, it is important to note that everything is well-meaning, and that the younger generation is important to instill the earliest concepts of labor, educate them economically, economically, and effectively, and that all results can be achieved through labor. Educators should be responsible for their work when it comes to introducing technology-based economic concepts to elementary school students.

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INCLUDING NATIONAL INCREDIBILITIES AND RESPONSIBILITIES FOR STUDENTS IN THE EARLY CLASSIFICATION

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***Annotation:** The huge changes in the country amaze everyone. Even tourists from all over the world admire the unique historical monuments of Samarkand, Tashkent, Khiva, Shakhrisabz, Karshi, Termez and Kokand. The noble goal of every educator is to bring up the young generation in the spirit of love and devotion to the motherland. Where a child knows a lot of his / her ethnicity, history, culture and national values, this country is a paradise.*

Key words: ancestors, Amir Temur, heritage, Arabshoh, Alpomish, Jaloliddin Manguberdi, Ulugbek, Bobur, motherland.

When we organize art classes, we first need to convince our hearts that we should instill the love of our motherland and protect the heritage of our ancestors. It is the best way for readers to understand that one of our great ancestors, Amir Temur, was born in our holy land, his spirit is always with us. It is both a duty and a duty for us to create a great image of our ancestors. To impress the readers with the idea that our great grandfather Amir Temur is a powerful, brave, willed and independent thinker, a proud statesman who is a proud of the Uzbek people, as an imaginative reflection of his personality in the minds of readers. It is important to recognize that our goal is to create and develop skills.

For example, the famous historian Arabshoh, who has lived in the palace of Amir Temur for seven years, describes his grandfather's image: She is a good-looking boy. "Every student who reads this description embodies the image of Amir

Temur. The learner enters the work only after he has a complete picture. He has created every detail, and he wants to resemble it in his heart, and he has the power to do so. As the student draws on his knowledge, skills and qualifications, his ability to possess high human qualities is enhanced. He sees the beautiful outline of the painting he draws during his work and adds to the aesthetic appeal. It will take a while to finish, but the work of his own labor is his most beloved work. The paintings of our ancestors, such as Alpomish, Jaloliddin Manguberdi, Ulugbek and Bobur, have a positive effect on students. In drawing, he / she learns the qualities of a person and the history of people who gave their lives for the motherland.

It should be noted that teachers should pay special attention to the development of young people, who serve for the sake of the motherland, care for the future of our country, cherish our ancient heritage and

work hard to bring it to the world.

We would like to share the following in our experience: – Taking into account the age features of the students in visual arts; – Gradual improvement of knowledge and skills;

- consciously expanding imagination;
- focusing on collaboration in the classroom;

- Pay attention to science connection;
- Correct color technology;
- focusing on job creation;
- reflecting student failures;
- organization of incentives;
- effective use of teaching technologies in place of modern technologies;

- use of technical means;
- Increase mental activity;

The fact that many statues of our great ancestors were erected in many countries of the world also show the high national pride. Therefore, we believe that one of the most important tasks of our time is to instill in our students a sense of pride in our great ancestors and to become their true heirs. Our teachers are highly skilled

in their approach to the organization of each lesson, with a clear understanding of their abilities and interests. Skilled, selfless teachers will achieve their goals in the course of their work, forming generations that will serve the prosperity of our Motherland.

We have organized a class at our school, which is attended by creative students of the class, who work in the field of painting and sculpture. We mean, there are a lot of gifted children in the school, and finding and nurturing them is our job as teachers. So, while we are committed to this, we will fulfill our duty to the ancestors' spirit, even though we can contribute to the future of the country. For example, during drawing and sculpture, the student goes through many psychological processes at the same time: he thinks, thinks, imagines, hands, enjoys his work. This will be his first step towards the future. Although the child is not a famous artist, he has the ability to think, to think independently, to separate whites and to respect our national values.

COMPREHENSIVE EDUCATION OF PRIMARY SCHOOL STUDENTS THROUGH PRACTICAL WORK IN THE FIELD OF TECHNOLOGY

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Annotation: *Students acquire the knowledge, skills, and competencies set out in the state education standard through the science of technology.*

Key words: technology, elementary education, education, learning, science, skill, science and technology, subject, labor science.

The attention paid to the education of young people in our country is very high. We can see this from the attention paid to the field of education and science in the Republic, the opportunities and the work being done in this area, the changes. Examples include staffing in the primary grades and new approaches to child rearing.

Currently, the requirements for primary school classes are increasing. These requirements are aimed at enriching the content of education with the latest achievements of science and technology in order to understand the requirements of nature and society, to increase the role of labor education in the educational process and the responsibility of parents and teachers to raise children. aimed at growing. This in turn places complex responsibilities on labor education. From the opportunities that arise, the labor teacher provides a full opportunity for the full development of the profession. Labor education does not make the training of specialists its goal, but it is a tool for the development of the student's personality. [3]

Preparing students for work in the primary grades is manual labor based on their

interests, inclinations, and abilities. In this regard, the process of technology science is aimed at developing in students the knowledge, labor, ethical, aesthetic, economic, environmental and intellectual capabilities for this age in specific technological science processes.

Elementary school students in the field of technology are comprehensively educated in practical classes through the following types of work.

1. Working with paper and cardboard,
2. Working with different materials. a) Applications and mosaics. b) Working with clay and plasticine. c) Working with natural materials.
3. Work with paper and cardboard.
4. Working with fabric.
5. Design and modeling work.
6. Agricultural work.

One of the main tasks of teaching students practical work in the field of technology is to develop students' skills in processing materials and provide them with relevant knowledge. This work is done step-by-step across the classroom, from simple to complex, as students are not able to remember the simplest things to make. The skills you develop will improve as you practice. Students need to become accustomed to

self-control to avoid making mistakes. Students should not be allowed to accept assignments until they have identified and corrected any errors in the assignments and are confident that the assignments are correct. New skills and competencies are developed as practical tasks are completed. To do this, it is important to know the specifics of the use of hand tools, the nature of the materials, the nature of the products.

The system of basic methods used in the teaching of manual labor in the comprehensive education of primary school students through practical work in the field of technology is as follows: oral presentation, explanation and storytelling, conversation, exercises, practical work, laboratory work, independent work, excursions, work with books, technical means, new pedagogical technologies.

At the beginning of the workshop, the teacher discusses a topic, explains what the item is used for, and then the students apply each item. The teacher demonstrates how to make the item using a voucher map or technical equipment hung on the board. He then asks questions about the order and methods of doing the work, repeats the material, and moves on to preparing the item with the students. New skills and competencies are developed during the practical tasks. To do this, it is important to know the specifics of the use of hand tools, the nature of the materials, the nature of the products.

In the process of practical work, students develop an interest and love for work. One of the most important requirements for a job is to choose the right product. Students need to know what to pre-

pare and where to use it. All of these types of work in the primary grades focus on the process of manual labor in the career choices of students. Students should be able to use materials sparingly, plan their work, use materials sparingly, use time efficiently, follow the teacher's instructions, and keep the workplace clean and tidy. Then things like cleaning the classroom are taught.

Demonstrative teaching aids are used in technology science classes, as in all disciplines. In particular, technology classes use a variety of patterns, drawings, sketches, schematics, models of various subjects, videos, videos, multimedia developments, as well as technical aids.

At the same time, the issue of further expanding the spiritual world of young people, the development of spiritual knowledge and skills through the science of labor in raising the morale of students has risen to the level of public policy. After all, the future, the bright and great future of Uzbekistan will inevitably consist of spiritually mature, spiritually high people. It is advisable to organize lessons according to the age, level and ability of primary school students to receive knowledge, to provide them with age-appropriate spiritual knowledge, and to strictly adhere to the principles and methods of teaching.

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TEACHING STUDENTS TO WORK WITH TEXTBOOKS AND MANUALS

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***Annotation:** Working with students in textbooks and manuals, teaching them how to solve problems on their own, is an important factor in enhancing learning effectiveness.*

Keywords: textbook, manual, philosophical, physiological, psychological.

President of the Republic of Uzbekistan Shavkat Mirziyoyev on March 19, 2019 will increase the attention of young people, wide involvement of them in culture, art, physical culture and sports, instill in them the skills of using information technologies, and promote reading among youth. At a video conference on the issues of employment, employment of women, the head of state put forward five important initiatives to launch a new system of social, spiritual and educational activities, and this is no accident.. Textbooks and manuals are a source of knowledge and skills. Because of this, it is important to organize the learning process in such a way that students can become well-versed in the learning process and be the object of the learning process when it comes to properly managing textbooks and manuals. Make it an equal partner of the teacher in the learning process.

Community development is based on the development of education and the development of textbooks and teaching materials has been developed and developed in the past. Man appeared to have sealed his life in certain sources. A broader, more knowledgeable, more intelligent person in this regard is related to the

proper organization of textbooks and study guides in the study of life and nature. The great scholars and scholars have emphasized the importance of literature in the development of society, creating textbooks and manuals on various topics, and contributing to the development of science and education in the development of human and social development. The Creating textbooks, books, books is the product of consciousness and thought.

It is not accidental that in the works of oriental scholars this problem is specifically mentioned. After all, an independent, intelligent person is able to fulfill his duty to his people, his homeland, his parents, and do his best, and he does not deserve any influence. The scholars of the East and the West have tried to solve this problem, based on the social environment in which they lived, and sealed their experiences in the literature. These publications are indispensable sources of history.

While man is compiling literature, his vast expanse is interpreted religiously in the Koran and Avesto, and encyclopedic scholars such as Abu Nasr Farabi, Ibn Sina, Beruni, medieval and medieval scholars. His works have been interpreted scientifically and artically. A person inde-

pendently relies on sources of knowledge and independently publishes literature and tutorials.

The views that independent thinking is an important factor in human life and work can also be found in the works of Abu Nasr Farabi, the founder of advanced pedagogical education in the Middle East. A.Zunnunov, M.Khayrullaev, N.Hotamov, D.Shodiev in the book "Scenes from the development of pedagogical thinking in Central Asia" presents Farabi's idea of the process of knowledge acquisition: "... sensory images are perceived by the senses, and the mental images are perceived through sensual images..."

It also focuses on the theoretical problems of education, the philosophical, physiological, and psychological bases of thinking when it comes to the proper use of phobias and textbooks. It places great emphasis on the analysis of the interaction between the subject and the subject, the complex physiological and psychological processes in the individual. In particular, according to the scholar, the highest levels of human spirituality are spirit, intellect, and thinking that are manifested in specific forms that are common to human cognitive activity.

Textbooks and literature have great potential for teaching students how to work with textbooks and manuals, teaching them to work independently with textbooks and manuals, and learning all subjects. Therefore, special emphasis should be placed on teaching students how to work independently with textbooks and books when working with textbooks and manuals. Because free

thinking about the subject will not only help the student to learn, but also to develop the student's thinking. The following approach is required in teaching students to work with textbooks, manuals and examples of folk art: – Problem-based teaching of students to work independently with the textbook, independent thinking, independent work, didactic games and determine the superiority of interactive methods over traditional teaching methods; – to study the impact of creative, problem-based organization of independent work on the level of independent thinking of students; – The role of problem-based learning in teaching students to think independently; – To study the effect of didactic games on independent work with the textbook, independent thinking; – to analyze the democratic situation in the classroom, that is, the impact of the creation of freedom, cooperation in the relationship between teacher and student on the independent thinking of students;

The effectiveness of the learning process is inextricably linked to motivating students, shaping and developing their motivations. Proper organization of the educational process serves not only to master the basics of science, but also to teach independent thinking. Appropriate and appropriate use of teaching methods in the teaching process not only increases the effectiveness of teaching, but also allows students to think independently. Teaching students to work independently with a textbook is another way to encourage students to think independently, and is an independent work

method that encourages students to work independently.

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THE FIRST STEP TO BIOLOGY

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Annotation: *Biology is a science that studies living organisms. The “powers” of this science include studies not only of certain objects, but also of the features of their interaction, development processes, physiology, evolution and settlement on Earth. The term biology is translated – the science of life.*

Key words: science, biology, botany, mycology, anatomy, zoology, skeleton, flowers, organism, microorganisms

Biology is a global, systemic science that contains knowledge about the entire biosphere of the Earth. Therefore, it is difficult to assess which sciences are included in biology. Many have long been considered independent, while others were formed at the junction with other disciplines. There are three main disciplines: zoology, botany and microbiology. Botany is a section that studies plants, their structure and evolution. A SUBSECTION of botany, mycology, is studying a separate kingdom – mushrooms. Those interested in the animal kingdom should know what zoology is. This science includes not only representatives of the animal kingdom. There are related disciplines for human research, such as anatomy. What is anatomy? This is a science that studies the structure and shape of the human body. It is impossible not to say about medicine, veterinary medicine and agriculture, which are completely based on the knowledge obtained by physiologists and zoologists. Many are interested in what microbiology is – it studies microorganisms that you cannot see with the naked eye, and works closely with modern medicine. Of related disciplines, natural science is distinguished. This subject, which provides comprehen-

sive knowledge of the biosphere, is studied even in the lower grades.

The importance of biology can be understood by how actively it is studied in school. For several years, students have time to go through anatomy, botany and zoology, studying the development of organisms, functioning, structure. Studying at school gives an impetus to further research. The greatest attention is now paid to medicine and bioengineering. It is impossible not to say about the connection of biology with physics and astronomy. Increasingly, the question arises of finding life on other planets, the functioning of living beings in zero gravity (in order to equip space tourism). Such studies look attractive for young people who enter the relevant specialties. However, you must first pass an exam – here a biology tutor comes to the rescue, who will help to realize the dream.

The first step towards understanding how to teach biology will be the selection of visual material for the lesson. Science is far from abstraction, and everything in question can be easily seen. The skeleton, flowers, and even photos of microorganisms – all this is in textbooks and on the Internet and greatly simplifies the task, since under-

standing biology, and not just memorizing, is really important. In addition to the active use of illustrations and atlases, one should not forget about the standard methods of effective learning: Transfer formulas and terms to memory cards and regularly repeat them. Rewrite the text of the paragraph as a vivid abstract. To learn something, you need to teach someone this. You can tell new information to a friend, relatives, cat or toys.

Difficulties in studying may arise if knowledge from the previous sections has been missed. Also, problems can cause terminology, the meaning of which is not remembered. In this case, it will be useful for you to use the service of a tutor in biology. A competent teacher will help you better understand the curriculum, as well as tell interesting facts about biology beyond the required material.

The history of the development of biology is largely based on ridiculous accidents and discoveries. Here is an example of curious observations: The only marine inhabitants that can blink with two eyes at once are sharks. Sources disagree about this skill. Some say that the second and third eyelids constantly protect sharks, others – that it is still mobile. Everyone associates grass with something insignificant, but few people know that it can reach 30 meters in height. We are talking about bamboo, which belongs to the family of cereals and is a favorite treat of pandas. It is a well-known fact that the human body has evolved and acquired other features. These changes are caused by both the development of the species and the softening of living conditions. But evolution did not have enough time to remove the signs of long-standing organs completely. In

their place now are rudiments. These are all familiar wisdom teeth, appendix and tailbone. Unexpectedly, there are more than 90 such unnecessary residues in the body.

In modern science, more and more attention is paid to genetics. This is necessary in order to grow donor organs, get new types of organisms and reproduce food. The interest in medicine with pharmacology does not fade away. These two areas are developing rapidly, receive huge cash injections. Part of the funds goes to anatomy, which gives answers to what human biology studies. Biology is an interesting and exciting science that is easy to learn even for a student. Moreover, this is the subject that will always remain socially useful.

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IMPLEMENTATION OF THE 5E MODEL IN ENGLISH LESSONS

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Annotation: This article highlights the features of the 5E Model in English lessons and also its implementation during the lessons with the help of salient examples.

Key words: 5E Model, Elaborate, Engage, Evaluate, Explain, Explore, Inquiry-based teaching, teacher-led phase.



Teachers who can apply learning models such as the 5E Model in the classroom can provide students with solid knowledge through active participation. The 5E model was developed by Atkin and Karplus and aims to enable students to acquire knowledge through a series of defined steps or phases over time. These phases include engagement, exploration, explanation, elaboration, and evaluation.

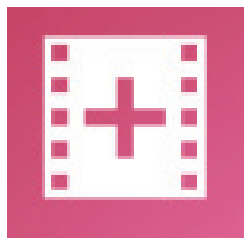
The 5E Model, developed in the Biology Curriculum in 1987, is a system that helps students work together and actively read to solve problems and learn new knowledge by asking questions, observing, analyzing, and drawing conclusions. The 5E Model is based on a constructivist theory of

learning that helps people build knowledge and skills based on experience. Students will be able to compare new knowledge with previous ones by understanding and reflecting on the activity. According to Beverly Djobrak, an expert on the subject, “educational movements such as research-based learning, active learning, experimental learning, and knowledge formation are changes in constructivism.”

In the classroom, constructivism requires teachers to base their learning, research, and assessment methods on a teacher-centered approach. In many ways, this means that the teacher plays the role of teacher, guiding students in learning new concepts.

The following is a brief description of the five stages of the 5E Model.

ENGAGE



In the first phase of the learning cycle, the teacher works to check the students' prior knowledge. It is also important

to increase students' interest in the new topic. Teachers can ask students questions or ask them to write down what they already know about the topic when this concept is first introduced to students.

EXPLORE



During the exploration phase, students actively explore the new concept through concrete learning experiences. They might be asked to go through the scientific method and communicate with their peers to make observations. This phase allows students to learn in a hands-on way.

EXPLAIN



This is a teacher-led phase that helps students synthesize new knowledge and ask questions if they need further clarification. For the Explain phase to be effective, teachers should ask students to share what they learned during the Explore phase before introducing technical information in a more direct manner, according to "The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching." This is also when teachers utilize video, computer software, or other aides to boost understanding.

ELABORATE

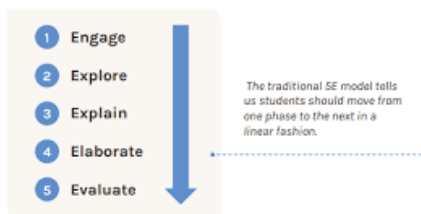


The elaboration phase of the 5E Model focuses on giving students space to apply what they've learned. This helps them to develop a deeper understanding. Teachers may ask students to create presentations or conduct additional investigations to reinforce new skills. This phase allows students to cement their knowledge before evaluation.

EVALUATE



The 5E Model allows for both formal and informal assessment. During this phase, teachers can observe their students and see whether they have a complete grasp of the core concepts. It is also helpful to note whether students approach problems in a different way based on what they learned. Other helpful elements of the Evaluate phase include self-assessment, peer-assessment, writing assignments, and exams.



The issue with this approach is that the 5Es are *not* actually a linear progression.

Engaging is not separate from exploring. Exploring is not necessarily separate from explaining. Part of exploring requires elaborating. All of these elements require evaluating. Each step informs the others, even when they are more than once removed. To think of these phases in a linear sense, or to structure a lesson plan in this way, does not set students up to become scientists and engineers in the way required by the Next Generation Science Standards. That doesn't mean we should throw the baby out with the bathwater. The 5Es are still an incredibly useful tool in teaching and learning.

If it is to be of use with the Next Generation Science Standards, the 5E instructional model must move from a traditional model of instruction to a next generation model of instruction. Specifically, here is how it looks for each of the Es:

"Engage" transitions from "I tell them or show them" to helping students reflect on what they already know and ask questions about what they don't yet understand, which propels them toward an initial feeling of dissatisfaction.

"Explore" moves away from thoughts such as "I give them," "I demonstrate," or "They look at a model" and toward stu-

dents themselves unpacking the problem, developing a model, and gathering data.

"Explain" no longer means turning and talking, having a carousel discussion, or asking questions like "What did" and "What was." Now, it means digging deeply into where the question has been answered or the problem solved, and using evidence to support claims.

"Elaborate" is less about reading, watching or introducing new ideas, and more about forging the incredibly valuable concept-to-self, concept-to-concept and concept-to-world connections that help tie anchor and investigative phenomena together.

"Evaluate" cannot simply mean vocabulary assessments or graded journals anymore; now it means reflecting critically on the investigative process, the hypothesis, and the anchor phenomena.

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INTODUCTORY WORDS, INTRODUCTORY PHRASES AND MONEMES IN SYNTACTIC ANALYSIS OF SENTENCES

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Abstract: *in this paper, it is argued about some elements that function syntactically, but have not been named or added to parts of sentences yet. Information about despite of their tasks and function in sentences, they are not given any name, some linguist scholars proved that the elements can be third part of sentences, that's why should be named after as third art of sentences can be found in this article*

Key words: monemes, introductory words, introductory phrases, appeals, parts of sentences.

There are elements in our language that do not carry out any syntactic function, and express the attitude of the speaker, or the way in which the expression is expressed. Such an attitude means *confirmation, hope, confidence, conjecture, assumption, joy, wonder*, etc., and reflects the order of thought expressed and the reasoning behind it. These are modal words can have syntactic meaning when function as an the introductory word or express part of the whole sentence, and have semantic signs when clarify thoughts, expressions, assumptions, and express different emotional relationships [1]. Despite the fact that introductory words and phrases add additional meaning to the overall structure and its content of the sentence, in traditional grammar modal word is not included in part of sentence. This complicates the substance of the question of not adding one of the direct

participants in the parts of sentences as a head part, the other being a secondary part, and not naming the other. Although many scientists have become accustomed to such a situation, in recent years some linguists have expressed their dissatisfaction. For example, A. R. Sayfullaev scientifically proved that modal words and modal combinations are the third part of the sentence and that they can perform syntactic tasks in addition to semantic tasks [2]. According to A.Sayfullaev, the introductory word and introductory combinations are syntactically related to the word that is often used as a predicate, and it is linked to them by means of conducting and concordance [3]. However, it is difficult to admit that this is a complete solution to the problem. Because the theory of discourse does not cover the formal syntactic functions of the sentences well. In our view, the main reason for this is

due to the logical nature of the concept of discourse. In other words, since the conception of parts of sentences does not imply pure linguistic goals, it is impossible to give explanation of transferring components of sentences from language to speech and in this process what syntactic tasks it functions. Of course, this situation is of concern to our linguists, and therefore, new methods of syntactic analysis of components of sentences are proposed. One of such methods of analysis is A.Martinee's theory of functional analysis, one of the major representatives of the Prague School of Linguistics. In this theory, the concept of "moneme", the smallest unit of speech, has been put into practice. This is the most convenient term for structural-functional analysis, which provides a comprehensive overview of the functional aspects of sentence elements and the transition of each element from the paradigmatic range to the syntagmatic array in the formation of a syntactic unit. A.Martine divided monemes into three types: autonomous, functional and dependent monemes [4]. Autonomous monemes are used independently in sentence and move from language to speech without the help of any morphological tool. His activity in speech does not relate to other monemes. In other words, an autonomous moneme is not subject to any other moneme in terms of its syntactic, semantic and functional activity.

It is also possible to change or exclude the autonomous moneme's place from the other elements because the syntactic role of the autonomous moneme is free. Even if it is dropped, it does not undermine the

substance of the sentence. Only its superficial structure can be reduced, and the emphasis expressed in the sentence may be affected by the meanings of suspicion, certainty, denial, joy, doubt, and so on. However, some of the introductory words and phrases are consistent with their distributive nature. This, of course, is related to the internal laws of each language.

Autonomous monemes in Uzbek are often represented by words, inputs, timings, and are different from other monemes [5]. The functional moneme is characterized by the transformation of an element of speech from language to speech and giving it a syntactic function [6]. Functional monemes are active in other monemes, leading them from the paradigmatic range to the syntagmatic range, bringing them from the virtual state to the actual state. As a result, the monemes that are activated by functional monomers and which are functionally dependent on them are called subordinate monemes. Language units and the speaker's discretion may be expressed in symbols or not, as language units move into speech. While the functional analysis of simple sentence components is related to affixes, auxiliary and some form of words, the functional analysis of the components of a sentence is inextricably linked with the means by which they interact.

Apart from the foregoing, application and cellular devices and input combinations are not really learned as syntactic problems [7]. But they are the elements of the sentence. According to A.Sayfullaev, the introductory words, introductory

phrases and appeals are the third parts of the sentence.

Conclusion: In conclusion, the elements which plays syntactic role in sentences analysis like monemes, introductory words, introductory phrases and others should be included to parts of sentences. Without doing it, syntactic analysis of sentences remains just complicated.

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TPOLOGY OF QUALIFICATIVE STATIVE SYNTAX IN PLACE OF NP2

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Abstract: *This article contains information about expression of predicate with condition verbs in English and Uzbek. It tells how the condition of predicate is represented by verbs, that they can be represented by other elements in addition to verbs expressing different conditions, and how this is in English and Uzbek. In English, when the verb forms are intersected, it is learned comparatively that in Uzbek not only with the verb forms but also with the other parts of speech.*

Key words: condition, predicate, prefix, to be, adjective, semantic, morphologic analysis.

If we look at the characteristic of the static in the morphological layer on the basis of English material, it can be difficult to treat the category as a separate part of speech. If we analyze more closely, we will come up with two points. While some linguists believe that the words begin with a-prefix like asleep, alike, afraid represent a category of condition [1], others use a semantic and syntactic notation rather than a morphological principle in categorizing parts of speech, words that do not have a-prefix, such as glad, sorry, ill, are also synonymous with expressions of the condition [2], according to O.E. Filimonova, that the subject or the person's condition in sentences is not only expressed by words that express category of condition or adjective, but also can be expressed in the form of

auxiliary verb + phrase+ nouns form such as to be in fear, to be in pain, to be in trouble[3]. Here are some examples:

1. She presently fell asleep, 2. I was silent, 3. They grew angry and bitter
4. He always has been afraid of the rain, 5. His face remained impressive
6. We'll both get drunk.

In the above-mentioned sentences, the elements *asleep, was silent, grew, angry and bitter, have been afraid of, remained impressive, get drunk* that came in place of NP2 Nuclear Predictability II) express the condition of *She, I, They, We*. The static differential syntactic-semantic sign of these elements can be identified by the transformation of the elements *to feel or to be in a state of anger*; (1) She presently fell asleep She was in a state of sleeping; (2) I was silent I was in a state of silence; (3) They grew angry and bitter They were

in a state of anger; (4) I have always been afraid of the rain. (5) I was in a state of fear; His face was impressive; (6) We'll both get drunk We'll... be drunk We'll feel drunk We'll be in a state of drunken.

In the English sentence, the qualificative-stative syntax, which is in place of NP2, loads the condition symbol on the nuclear predicate base of the substitution syntax, which is in place of NP1. In a subordinate database, they can be linked to the following syntax:

1. With social syntax: On a sudden he appeared with her

2. Object-active syntax: You will be too busy to come here tomorrow

3. With quantitative syntax: They'll be awfully glad to see you

4. Substitution object with syntax: I was short of money

5. With localized syntax: You are very comfortable here

6. With the locative-allative syntax: He was again late to his office

7. By the method or style syntax of the action: The priest was young and blushed easily

8. Temporal syntax: Rinaldi was quiet now

In English, a quasi-static syntax can be expressed as follows:

1) to be + adjective: We were very hungry

2) to be + stative: They were all asleep

3) to get + adjective: I get furious if they touch you

4) shall / will be + adjective: We will be hungry

5) to grow + adjective: She flushed and grew pale

6) to remain + adjective: He remained sympathetic, pleasant and amiable

7) to seem + adjective: His dark eyes seemed... large

8) to feel into + substance: We fell into silence

9) to look + adjective: She looks happy

10) look + Participle II: You are looking drawn

11) to be + Participle II: The soil is sacred

As F.G. Iskhakov notes, in the sentences qualificative-stative syntax in place of NP2 is also expressed in Uzbek by verbs [4]. However, the meaning of the condition can also be expressed by other parts of speech. For example: 1) U orzularga to'la 2) Eshik lang ochiq, 3) Qish chillasi avjida 4) Miyasi joyida 5) Men sendan o'la o'lguncha qarzdorman.

As it turns out, in English and Uzbek, the situation with the substitution syntax associated with the predicate connection base is similar, but with subordinate connection, the qualificative-stative syntax is associated with different syntax in English; In the Uzbek language, this situation is quite limited.

Conclusion: Given the static nature, the condition category cannot be considered as a separate part of speech. When the condition category in English and Uzbek comes to the place of predicate, they can be represented not only by the verbs of the prefixes, but also by other verbs, such as the synonym for the condition verbs and adjective.

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TYPOLOGICAL ANALYSIS AND ITS UNITS

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Abstract: Language learning is still relevant today, because without the language it is impossible to understand the identity. Today, linguists are also doing a great deal of research to learn languages deeply. In order to study the language, it is necessary to know what has happened in the language since the earliest times, to date, and what has been changed. It would be wise to compare this to different fraternal and non-fraternal languages. This article provides a brief overview of the comparative typology, which plays great importance in learning languages.

Key words: historical typology, sentence, word, word combination, morpheme, syntax, syntactic categories.

Historical-typological study of the language structure is not the subject of separate categories and separate grammatical categories, but separate stages of the language that form the common structure of organically connected and interconnected Turkic languages. The basic typological units are primarily syntactic units of words and phrases that are universal, not universal, and not all languages of this group, as the syntactic categories and their interrelations, in particular, are the determinative and attributive relations of identity, subject and predicate, and the relationship between object and predicate are related to the reflection of language in general human thought processes.

One of the main units of typological research is the word and its morpheme structure is different. A word is unit that

can be examined by the base of relationships of morphemes with word maker and word changer affixes. The isomorphism of word and word structure is interpreted by the term of its being genetically and a unit on the base of a base morpheme which has more abstract meaning rather than a sentence. Finally, typological analysis of phonological and semasiological phases takes a special place, structurally linked to units such as phonemes and sema, far from the grammatical structure of the language.

Thinking acts, which are the main syntactic units that reflect human thought and represent expressions of language in the language, are quite general and universal in their origin. In particular, all other universal constants in the language and their variations in different languages, based on the acts of thought, which are

universal constants for all people, and the corresponding sentences and words can be detected. It is clear that universal constants and their specific usage expands deeper by examining the relationship between thought categories and language categories. Logical categories are two different manifestations of common features that unite all languages in the structure of sentences and words.

Sentences and word combinations have a common structure in all languages, and they differ only by the differences at subject-predicate relationships and morphological categories of word combinations' attributive attitudes. The task of historical-typological study of related language groups, for example, Turkic languages, is to review and analyze basic thinking acts, to identify their types and specific forms of use in the language. The structure of each language is explained first and foremost by the use of general and basic categories of thought, the basic types of thought, and the different forms in the language, which are expressed in different syntactic patterns of diachronically different forms. These different models have different levels of productiv-

ity in different kinship languages, allowing them to identify their chronology and developmental patterns. Typological comparisons of various syntactic constructions and their morphological formation determine the main developmental stages of all related specific languages, their common typological features, their ideal structure, and their specific features in each related language.

Conclusion:

References: In conclusion, typology does have a broad range of importance and essence on learning languages deeply by all sides.

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THE LIFE OF MAHMUD AZ-ZAMAKHSHARI AND HIS UNIQUE LEGACY.

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ABSTRACT

This article examines the tafsir Kashshāf, the Quran commentary of the Mu'tazilite alZamakhshari. This involves: the continuous reading of the commentary and the study of alZamakhshari's commentary in the Kashshāf on Quranic passages used by him or his teacher Ibn al-Malāḥimī in their theological treatises; and an analysis of a report claiming that alZamakhshari had begun his commentary with the blatantly Mu'tazilite statement: "Praise be to God who created the Quran". Tafsir al-Kashshaf 'a Haqā'iq at-Tanzil ("the Revealer") is a seminal tafsir (commentary on the Qur'an) by Al-Zamakhshari written in the 12th century. Considered a primary by all major scholars, it is famous for its deep linguistic analysis, demonstrations of the supremacy of declamation of the Quran, and the representation of the method the Quran uses to convey meaning using literary elements and figurative speech. However, it is criticized for the inclusion of Mu'tazilah philosophical views. Al-Zamakhshari studied various popular social sciences, especially theology, the science of Hadith (prophetic traditions), fiqh

(jurisprudence), tafsir (interpretation of the Holy Qur'an), and other sciences. He paid particular attention to the study of Arabic language and literature, the various dialects of the Arabs, their customs and traditions. After having perfect grip over language of the Holy Quran, he wrote on all his works, including on grammar and linguistics in Arabic. In particular, "Mukaddimatu al-Adab"

(Introduction to Literature), "asas al-Balagha" (Fundamentals of achieving perfection), "filmufassal Nahw" (Details on grammar) and a short version of "Al unmuzadzh fin-Nahw" (sample on grammar). Arabs' recognition indicates the importance of his works in learning the native language for Arabs and that they expressed the recognition without criticism: "if there would not be alZamakhshari, the Arabs would not have known the full depth of their native language."

Key words: Abul Qasim Mahmud ibn Omar az-Zamakhshari, Zamakhshar Village, Arabic Language, Works, Jurjania.

Abul Qasim Mahmud ibn 'Umar al- lah" (neighbor of Allah). Mahmud Az-Zamakhshari. He is known as the "Jorul- Zamakhshari was born on the 27th of

Rajab 467 (19 March 1075) in the village of Zamakhshar, one of the largest settlements of Khorezm. However, some scholarly articles cite a different story about the birth of Umar az-Zamakhshari. Example: Omar az-Zamakhshari was born on March 8, 1075, in Zamakhshar village of Khorezm (the village of Izmiyshar in the Pakhta district of Turkmenistan's Dashoguz province). [1]

The information about al-Zamakhshari is mainly found in medieval Arabic sources. There is insufficient information on the age of Az-Zakhakhshari, but the information about Zamakhshari's life and work is partly in his works. It has also been written by close followers and followers [pp. 2-215] Among them are Ibn Holliqan, Ibn al-Anbari, Yaqut al-Kifti [pp. 3-56] and others. His disciples and followers report that his father was a well-educated, pious, religious person, although not wealthy. In the village of Zamakhshar respected the respected population. He also led the prayer in a mosque in Zamakhshar. The family of Az-Zamakhshari belongs to the Islamic doctrine of Islam, and the young Mahmud's worldview has been influenced by his pious, pious father, who received his first education in the hands of his father, the son of Imam, the son of Imam. Az-Zakhakhshari's mother was also a devout and religious woman. Mahmud, who grew up in science from an early age, asked his father to send him to a madrassah. His father, who had a passion for science, gave him a madrassah.

Al-Zamakhshari is interested in various fields of science and begins to show-

case his talents among students. He has a thorough knowledge of the sciences taught in the madrasah, especially the Arabic language and literature, and the religious sciences. He is also a master of calligraphy. In addition to being a master of contemporary beauty, he also manages to copy the manuscripts at the madrassa, which gives him the opportunity to earn a living. "and financially. Abu Mudar used to teach Mu'tazilites in Khorezm. According to this doctrine, the actions of a person should be free and in their own free will, without any compulsion, as predetermined. This is the way that modern-day devotees have kept their lives." [P. 4-270]

According to the scholar, it is said that at an early age an accident caused him to fall down, cripple and have to walk on a wooden leg. However, according to the Arab historian and biographer Ibn Haliklikon, when he attained the age of a student, he would go to Bukhara to further his knowledge and to develop in all respects. However, an accident occurs on the road, which is followed by falling from the horse and severely injuring [5]. As a result, he lost one leg. Therefore, one leg was made of wood.

Zamakhshari, who was studying in Urgench, traveled to Bukhara, Samarkand, Khuroson and Isfahan to improve his knowledge, and he received lessons and advice from the leading scholars and thinkers of his time. He also studied in Baghdad [page 6-51]. His subsequent scholarly work is noted in the sources of knowledge of hadith from well-known scholars such as Sheikh ul-Islam Abu Mansur Nasr al-Kharisi, Abu Saad al-Shakkani,

Abul Khattab ibn Abul Batar in Baghdad, and his knowledge of Nahab and fiqh when he was in Mecca. Bakr is studying such famous scholars as Abu Abdullah ibn Talhat bin Muhammad ibn Abdullah al-Jabiri al-Andalusi, and Abu Mansur Mawhub ibn al-Khadar al-Jawaliki.

He has a great deal of scholarly heritage from Az-Zamakhshari and he has more than 50 works written in linguistics, literary studies, linguistics, jurisprudence, fiction, Islamic history, philosophy, style and oratory, interpretation, hadith and other sciences. The famous Turkish scholar Haji Halif (in the book "Kashf az-Zunun") described 29 works by Zamakhshari, 30 works by the Arabian scientist Ibn Haliklik ("Wafayot al-A'yon") and 50 by Yakut Khamavi. According to some sources, az-Zamakhshari leaves information in geography. Al-Jibal va-l-amkina va-l-Miyah (Mountains, Addresses and Waters) is a work of geography and toponymics.

Az-Zamakhshari is not Arabic, but writes his most famous work in Arabic. This work is devoted to the interpretation of the Qur'an by Al-Kashshof an uaiq at-tanziyl (which reveals hidden truths in the Qur'an). He wrote this book from 1132-1135 [pp. 10-270]. German orientalist Carl Brock Kelman reports that there are about 100 manuscripts of Al-Kashshof in various manuscript collections around the world and reviews and commentary on more than 20 works [11-119].

As a philologist, he described Arabic as the queen of languages, but his mother tongue was Persian (and he also wrote considerable works in Persian) [pp. 12-

346]. In some sources it is mentioned that the Zamakhshari native is Persian, and we have cited the above sources as references.

He was a strong supporter of the Arabic language. He also opposed the Shubiyah movement [pages 13-476]. He lived in Mecca for about five years, deeply impressed by his life. That is why he is honored with the honorable name of "Jarullah" (the neighbor of Allah) [14]. Al-Zamakhshari relates this in his letter to a Macedonian student Shahobuddin Ahmad bin al-Hussein al-Maliki about his respect for Mecca [page 15-426]. Mahmud Zamakhshari died in Jurjanj in 538 AH (1144 CE).

The great philosopher and the great linguist Abul Qasim Zamakhshari, who was born in the ancient Khorezmian land, is a scholar who made a worthy contribution to world science and culture. In the future, the study of the works of the great thinker on Arabic grammar, linguistics, literature, aruz science, geography, tafsir, hadith and fiqh will be carefully analyzed.

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THE STRUCTURE OF ARABIC LANGUAGE

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Abstract

This chapter was designed to promote our understanding of the triangulation, in Arabic, of language, orthography and reading. We focus on topics in the structure of the Arabic language and orthography that pertain to literacy research and practice. It is agreed that the development of basic reading skills is influenced by linguistic (phonological and morpho-syntactic) and orthographic variation among languages. Therefore, the chapter devotes particular attention to these aspects of the linguistic structure of Arabic and to the way this structure is represented in the Arabic orthography. Further, in light of the importance of oral language processing skills in the acquisition of reading, the chapter also discusses Arabic diglossia: it describes the linguistic distance between Colloquial or Spoken Arabic and Standard or Literary Arabic, the primacy of Standard Arabic linguistic structures in the written form of the language, and the effect of this on several linguistic processes in literacy acquisition. (Elinor Saiegh – Haddad Bar-Ilan & Roni Henkin – Roitfarb Ben – Gurion)

Keywords: Arabic, language, morphology, parts of speech, inflection, declension, syntax.

Morphology: Root, Pattern¹

Arabic, like other Semitic languages, is characterized by a predominantly non-linear or non-concatenative morphological structure (Larcher 2006; McCarthy

1981), the hallmark of which is a derivational or inflectional pattern *يفرص نازيم* *mi:za:n šarfiyy*.

In the Semitic languages, morphological derivation and inflection typically involve two bound morphemes: a trilateral (and sometimes quadrilateral) root (e.g., C1K-C2T-C3B) and a word pattern or template (Broselow 2008, p. 610; Holes 2004, p. 99), such as C1a:C2iC3 e.g., *ka:tib* 'writer' (active participle) or *maC1C2u:C3*, e.g., *maktu:b* 'written' (passive participle). The root is an unpronounceable bound

¹ In the following two sections we discuss mainly Modern Standard Arabic. In demonstrating the forms, however, we choose variants that are as close as possible to those of Spoken Arabic. We thus prefer pausal forms that omit final short vowels in the same way as dialectal variants, e.g., *katab* (and not *kataba*) 'to write', Impf. *yaktub* (rather than *yaktubu*), unless the omitted vowels are the issue discussed, or when historical morpho-phonological processes are being shown, e.g., *ramaya* => *rama*: 'to throw'.

morpheme, “a skeleton of consonants” (Bentin & Frost 1995, p. 273) that provides the core meaning, or the semantic family. The pattern is a non-pronounceable bound morpheme too – a fixed prosodic template with slots for the root consonants. The insertion of the root consonants within the word pattern produces a unique lexical item with a unique meaning and a well-defined grammatical category directly discernible by the specific word pattern.

Another factor contributing to morphological opacity in Arabic is the fact that “many patterns are the result of a series of derivational steps, some of which are semantically systematic, while others seem arbitrary” (Bateson 2003, p. 2). So *qawmiyya* ‘nationalism’ is derived in stages from *qawm* ‘race, people, nation’ + attributive suffix *-iyy* => *qawmiyy* ‘national’ + feminine suffix *-a* for an abstract noun (ibid, p. 20).²

Morpho-syntax: Parts of speech, Inflection, Declension, Clitics

Arabic words have been traditionally classified into three classes *ism* ‘noun’ (including substantive and adjective), *fi'l* ‘verb’, and *harf* ‘particle’ (including adverbs as well as prepositions and conjunctions). Both nouns and verbs inflect for gender *muḥakkam* ‘masculine’, *muannas* ‘feminine’) and for number (*mufrad*

‘singular’, *mu'anna*: ‘dual’, and *jam* ‘plural’), although the morphemes marking these categories differ.

There are two pluralization mechanisms for nominal forms: *sa:lim* ‘sound’ or ‘sane’ concatenated plural on the one hand and so-called *mukassar* ‘broken’ or *taksi:r* ‘breaking’ non-concatenated plural on the other hand. The sound plural masculine suffixes, in general use for participles in the augmented verbal patterns (II -X), some animate nouns and adjectives (Versteegh 2001, p. 83) are *-u:n* or *-i:n* depending on case (see below), and the feminine suffix, also common in loans, is *-a:t*; so, for example, *muallim-u:na* ‘teachers’, in the oblique cases (accusative and genitive) *muallim-i:na*; fin. *muallim-a:t*. The broken plural patterns are numerous and diverse, e.g., *aqla:m* ‘pens’ from *qalam*; *kila:b* ‘dogs’ from *kalb*; *kutub* ‘books’ from *kita:b*; *mulu:k* ‘kings’ from *malik*; *maka:tib* ‘offices’ from *maktab*. Dual nouns are suffixed with *-a:ni* or *-ayni* depending on case. In the head noun of a construct phrase and before possessive suffixes, the final syllable of the sound plural (and also the dual forms) is omitted, thus *mu'allim-u:-hum* ‘their teachers’; *walada: l-ja:r* ‘the neighbor’s two sons’.

Verbs inflect for person (as well as number and gender) *mutakallim* ‘speaker’, *mu:tab* ‘addressee’, and *gha:ib* ‘absentee’. They may be structurally classified into two conjugations: the suffix conjugation combines perfective aspect with past tense, e.g., *katab-tu* ‘I wrote, I have written’ (the completed ac-

2 The attributive suffix named *nisba* ‘relationship, attribution’, is transcribed in the linguistic literature and dictionaries as *-i:*, *-iy*, or *-iyy*. We prefer the latter, reflecting most faithfully the morpho-phonological gemination occurring in MSA and seen in vocalized Arabic orthography. Gemination of this morpheme is absent from many dialects and this affects stress patterns in the spoken varieties.

tion is set in the past); the prefix conjugation combines imperfective aspect with non-past (present and future); secondary differentiations are encoded in particles, modal endings, and auxiliary verbs, e.g., *sa-aktub* 'I will write' (the incomplete action of writing is explicitly set in the future by the particle *sa-*); *širtu-aktub* 'I have begun to write, I began writing' (the incomplete action of writing is non-past, ongoing; its initiation is denoted by the auxiliary verb *ša:r* 'to become, begin', itself set in the perfective past).

Syntax

Typologically, inflected languages do not need strict word order because syntactic functions are encoded morphologically (e.g., in case endings) and are thus independent of word order. Yet, "although Arabic is an inflected language, it does have a relatively rigid word order which allows for stylistic deviations" (Bateson 2003, p. 45). Moreover, word order is highly significant in the syntactic conception of the Arab grammarians. They traditionally classified Arabic clauses/sentences into two types (Fischer 2006b, p. 398; Versteegh 2001, pp. 79-81): one is the verbal clause (قُلْمُجْ *jumla fi'liyya*) which opens with a verb and proceeds in a default sequence of Verb-Subject-Object-Adverbial(s), e.g., *kataba r-rija:lu l-maktu:ba l-yawma*, literally 'wrote the men the letter today'; the other, classified in the Arabic grammatical tradition as a nominal clause (قُلْمُجْ *jumla 'ismiyya*), may naturally have

no verb at all and constitute a Subject-Complement-Adverbial(s) sequence, e.g., *'ar-rija:lu huna: l-yawma* 'the men (are) here today'; more interestingly, however, a nominal sentence may also begin with a noun followed by a verb in a Subject-Verb-Object-Adverbial(s) sequence, e.g., *'ar-rija:lu katabu: l-maktu:ba l-yawma* 'the men wrote the letter today.

Conclusion

I have made an elaborate list of the the Structure of Arabic Language Arabic. Problems can vary starting from wrong structure to translation problems according to the level of the learners. Predictably, a number of the potential problems have been mentioned as faced by learners of Standard Arabic as (AFL) or as (ASL).

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AKTYORLIK MAHORATI SHAKLLANISHIDA DIQQAT MASHQLARINING O'RNI VA AHAMIYATI.

Bobur Karimov

O'zDSMIFMF 2-bosqich talabasi.

***Annotatsiya:** Diqqat har bir ish jarayoni uchun muhim bo'lgan hususiyat hisoblana-dai. Ushbu maqolada ham san'at sohasi vakillari e'tibor qaratishi lozim bo'lgan diqqat va jihatlariga alohida to'xtalib o'tilgan.*

Kalit so'zlar: sahnaviy diqqat, diqqat, mashq, teatr, fikr, predmet...

Jahonshumul ixtirolar buyuklarga na-sib qiladi. Pushkin ta'kidlaganidek, da-holar yangi qonunlarni kashf qiladi, qo-biliyatlilar ulardan to'g'ri va unumli foy-dalanadi, qobiliyatsizlar esa har ikkalasini ham inkor qilib, faqat o'zlarinigina dono deb hisoblaydilar.

Turli sohalarda ixtiro qilgan shax-slarning nomi, millati, irqi va e'tiqodidan qat'i nazar ehtirom bilan tilga olinadi. Masalan, algoritm ixtirochisi Al-Xo-razmiy, butun olam tortishish qonunini kashf qilgan Nyuton, yer osti va ustidagi narsalarning tarkibini aniqlovchi Mende-leyev davriy sistemasi dunyoga ma'lum va mashhurdir.

Jahon ijod ahli orasida Aristotelning "Poetika" asari tragediyaning yaratilish qoidalari bilan mashxur bo'lsa, "Stan-islavskiy sistemasi" teatr san'ati namoyan-dalari uchun ilmiy-amaliy dastur bo'lib kelmoqda.

Biz ushbu maqolada odatiy va ko'p takrorlanadigan umumiy jarayonlar ha-qida emas, asosan, aktyor, umuman ijod ahli uchun muhim bo'lgan "Diqqat" hu-susida so'zlashamiz.

Aktyorlik mahoratida sahnaviy diqqat degan atama mavjud va uning zaminida

juda murakkab fikr va asoslar yotadi. Ak-tyor uchun o'z diqqatini rivojlantirish zaruriy ehtiyoj ekanligi san'at kishilarin-ing ko'pchiligiga ma'lum. Musiqali teatr aktyorligi talabalari sifatida biz "sahnaviy diqqat" tushunchasiga ko'p bor duch kelimiz. Bilamizki inson diqqati fikrni bir joyga va biror bir predmet yoki kishiga nisbatan e'tibor nuqtasidir. Diqqat shak-liga k'ra uch turli bo'ladi. Kata doiradagi diqqat, o'rta doiradagi diqqat va kichik doiradagi diqqat. Aktyorlik mahorati darslarida ham aynan manashu uch diqqat doirasida mashg'ulotlar olib bo-ramiz. Diqqat aktyorga nima uchun zarur? Deylik aktyor sahnada biror bir rolni ijro etmoqda va shu rolni ijro etish mobaynida uning diqqati bir vaqtning o'zida avvalo ijro etayotgan obrazida, un-ing hatti harakatida, nutqida, o'y hayol-larida, partnyor bilan muloqoida bo'ladi. Lekin eng asosiysi aktyor diqqati o'zi ijro etayotgan obrazning ichki kechinmasini chinakam his etishga qaratilgan bo'ladi. Bir qaraganda sahnaviy diqqat juda ham oddiy ko'rinishi mumkin lekin haqiqiy aktyor uchun bu juda a'suliyatli jarayon-dur. Aktyor hamma vaqt o'z diqqatini bir joyga jamlab uni nazoratda ushlashi kerak

va buning uchun u noihtiyoriy diqqatdan, ihtiyoriy diqqat jarayonini yahshi shakllantirishi kerak.

Diqqat ikki turli ixtiyoriy va beixtiyoriy bo'lib aktyor uchun eng maquli birinchi tur ihtiyoriydir. Nega endi ikkinchi tur beixtiyoriy deya tushuniladi. Sababi sa aktyor sahnada o'z fikri hayollarini bir joyga jamlasi yanni diqqatini bir joyga jamlashi u ijro qilayotgan rolga masuliyat ila yondashishidan dalolat beradi. Bordiyu u diqqatini beixtiyoriy yani o'zi ijro etayotgan roldan chalg'ib tomoshabnga e'tibor berib uning munosabati tasiriga tushib qolsa obrazdan chetlashi qolishi mumkin. Aktyor bir vaqtning o'zida ham tomoshabinga ham sahnadagi hamrohini hatti harakatiga diqqatini arata oladi. Ho'sh aktyor aslida diqqatini birinchi navbatda qayerga qarataishi kerak? Bu holatni quyidagicha ifodalash mumkin. Agar aktyor biror rolni jro etayotgan bo'lsayu u o'z ijrosini tomoshabinga yoqayaptimi? Yoki yo'qmi degan o'y flrlar bilan band holda ijro etsa va tomoshabin yahshi qabul qilganda mag'rurlanib, bordiyu salbiy yani yomon qabul qilayotganini sezsa u o'zi ijro etayotgan obrazdan chiqib ketadi va diqqat e'tibori tomoshabn munosabatiga chalg'ib ketadi. Shuning uchun ham aktyor hamma vaqt o'z diqqatini ihtiyoriy ravishda bir jiyga jmlab harakat qilmog'i aqsadga muofiq bo'ladi. Aktyor diqqati, tomosha zalida bo'lgan jarayon tashqi diqqat hisoblanadi. Keyingi bosqich esa ichki diqqatga aylanib, aktyor ongi va idrokini ishga tushiradi. Aktyor bu jarayonga butun diqqatini qaratsa, tomosha zalidagi bexosdan kelgan ovoz va yoxud to-

moshabinning shivir-shivirini umuman eshitmaydi, e'tibor qaratmaydi. Ammo bu holat ham mahorat qoidalariga to'la javob berolmaydi. Sahnada ijod jarayonida aktyor beixtiyoriy diqqatini o'ziga qaratadigan obektlar: tomoshabin, aktyorning o'zi va partnyori hisoblanadi Ixtiyoriy diqqat beixtiyoriy diqqatdan tamoman farqli ravishda insonning aqliy faolligi jarayoni bilan bog'liq bo'lib, u faol harakatga egadir. Ixtiyoriy diqqat ostidagi biron-bir predmet faqat qiziq va kishi diqqatini bir qarashda jalb qila olgani uchun emas, balki insonning o'zi ongli ravishda yo'naltirgan diqqat markazidagi obekt hisoblanadi. Agar beixtiyoriy diqqat predmetning faqat tashqi tarafini ko'rsa, ixtiyoriy diqqat obekt haqidagi barcha ma'lumotlarni jamlaydi, inson ongiga ta'sir etadi, fikrlash doirasi va idroki faolligini oshiradi.

Ixtiyoriy va beixtiyoriy diqqat shakli o'zaro bir-biri bilan almashinib turishi ham mumkin. Ya'ni avvaliga o'z tashqi shakli bilan beixtiyoriy diqqatimizni tortgan predmet ma'lum vaqt o'tgach murakkablashib, ongimizni faol harakatga keltirishi va ixtiyoriy diqqatga aylantirishi mumkin. Va aksincha, butun diqqatimizni, aql-idrokimizni yo'naltirgan narsa-predmet ma'lum vaqtdan so'ng o'z ta'sir kuchini, ahamiyatini yo'qotishi va e'tiborimizda obektning faqat tashqi shakligina qolib, ixtiyoriy diqqat o'z-o'zidan beixtiyoriy diqqatga aylanishi mumkin.

Biz "Musiqali teatr aktyorligi" ta'lim yo'nalishining birinchi bosqichida ushbu jarayon, ya'ni diqqatni mustahkamlash va uni boshqarishga ko'maklashadigan turli

hildagi mashqlarni mahorat darslari davomida uzluksiz kuzatganmiz. Masalan: ritmik mashqlar, taburetk yordamida bajariladigan mashqlar, kuzatuv mashqlari ham diqqatni shakllantirishga kata yordam beradi. Shu mashqlardan bir nechtasini quyida takidlab o'taman.

1 – mashq. Nota cho'zimida (butun, yarim, chorak, nimchorak, o'n oltitali va h k) qarsak chalish. Bunda talabalar avvalo guruh bo'lib, keyin kichik guruh bo'lib, so'ng yakka tartibda avval butun notada 4 takt qarsak chalamiz, (**Takt** nima?. Musiqa asarining bir kuchli hissadan ikkinchi bir kuchli hissagacha bo'lgan oralig'i **takt** deyiladi.) so'ng yarim undan keyin chorak va nimchorak nota cho'zimida qarsak chalamiz. Bu jarayon anchayin jo'n. Lekin bu faqat mashqning boshlanishi. Mashqlar asta sekin murakkablashib boradi unda ustozimiz bizga vazifa beradilar masalan: biz kichik guruhlariga bo'linamiz yani 4 ta kichik guruhga. Birinchi guruh butun nota, ikkinchi guruh yarim nota, uchunchi guruh chorak nota va to'rtinchi guruh nimchorak notada qarsak chaladi va 4 taktdan so'ng biz notalarni almashamiz va bu jarayon qarsak to'htamasdan avval sodir bo'lishi kerak. Talabalarning ko'pchiligi qarsaklarni chalkashtirib yuboradilar bu esa o'z navbatida ularning diqqati bir joyda emasligidan dalolat beradi. Guruhlik yahlitlikka erishish uchu bu mashqlarni uzluksiz bir necha marotalab takrorlash kerak.

2 – mashq Raqamlarni takrorlash va shu jaroynda bir vaqtning o'zida savollarga javob berish. Bu mashq nafaqat diqqatni balki hotirani mustahkamlashga ham juda foydalidir. Demak mashq boshlandi

avvaliga ustoz bir honali raqamlardan 5 tasini aytadilar. 5.6.9.2.8 va talabalardan biri raqamlarni avvaliga boshidan keyin ohiridan qaytarib beradi. U raqamlarni takrorlayotgan bir vaqtda ustoz beradigan savolga javob qidirishi ham kerak. Bu jarayonda boshqa talabalar ham raqamlar ketma ketligiga diqqatlarini qaratib turishlari kerak aks holda ustoz nishonida qaysi talaba turishii bilmaymiz. Juda qiyin jarayon Irki buning ham yechimi takrorlash va yana takrorlashdadir.

3 – mashq. Bu mashq musiqa jo'rligida bajariladi. Bunda 12 yoki 14 ta taburetkalar doira shaklida oralig'i bir talaba sig'imida joylashtiriladi va taburetkaga teng talabalar taburetk orqasiga joylashadilar. Bu holatda talabalar doiradan tashqarida joylashadilar. Musiqa boshlanganda talabalar musiqa ritmiga (**Ritm** – o'zaro bog'lanib, izchil kelgan tovushlar cho'zimidir. Tovushlarning muayyan tartibda bog'langan cho'zimlari birlashib, ritmik turkumlar (usullar) hosil qiladi.) mos bir tomonga (o'ng yohud chap) taburetkalarni har birini aylanib o'tib harakatlantirishadi. Ustoz qarsagi eshitilganda harakat tarafi o'zgaradi. avvaliga mashqdan talabalar chalkashib ketishadi lekin asta sekinlik bilan moslashib ketiladi. Buning ham negizida diqqat yotadi.

Agar aktyor ziyrak bo'lmasa, atrof-muhitda sodir bo'layotgan voqea-hodisalarga diqqat qilmasa, kuzatmasa, undan o'ziga kerakli signalni qabul qilishga intilmasa yuqoridagi murakkab talablarni bajara olmaydi. Shuni e'tiborga olish kerakki, inson bir vaqtning o'zida atrof-dagi barcha voqea-hodisalarga birdaniga diqqat qaratolmaydi. Inson diqqatini

uzluksiz ravishda u yoki bu obektga qaratib turishi mumkin bo'lmagan hol. Biz dam olayotgan, diqqatimizni hech nimaga qaratmayapmiz deb o'ylayotgan paytda ham kishi diqqati nima bilandir band bo'ladi. Diqqatimiz harakati o'ta faol bo'lib, u bir narsadan boshqasiga biror maqsadni ko'zlamasdan juda tez ravishda o'tishi mumkin, ammo u hech vaqt harakatsiz bo'lmaydi. Inson faqat uyqudalik paytidagina uning diqqati ma'lum vaqtga o'z faoliyatini to'xtatishi mumkin. Bu holatda aktyor uchun diqqatni ma'lum obektga yo'naltirish qo'l keladi. Demak bo'lajak aktyorga diqqatni turli keraksiz narsa va hodisalarga qaratishi ham zararli ekan. Aktyro diqqati hamisha sahnada va sahnadagi jarayonlarda bo'lishi kerak. Yod hodisa va narsalar shu jumladan internet tarmoqlaridagi befoyda materiallar bilan diqqatini band qilsa asosiy maqsad uchun diqqat band bo'lib qoladi. To diqqatini bir joyga jamlaguncha mahorat mashqlaridagi vaqtini besamar ketishiga sabab bo'ladi.

K.S. Stanislavskiyning aktyor oldiga qo'ygan talablaridan biri – aktyor sahnada har bir daqiqada uzluksiz ravishda ijro etayotgan obrazi, asar qahramoni hayotida yashab, asar bo'yicha qahramonining diqqati qayerga qaratilsa, aktyor diqqati ham ichki va tashqi shakli bilan jamlangan holda aynan qahramoni diqqat-e'tiboriga hamohang bo'lishiga qaratiladi. Diqqat markazini kerakli nuqtaga to'g'ri yo'naltirish muammosi ana shu orqali hal etiladi deb takidlagan. Biz bo'lajak "musiqali teatr aktyorligi" aktyorlari sifatida aktyorlik mahoratini o'zlashtirishda asosiy o'rinlarda turuvchi "aktyor diqqat" tushunchasini asta sekinlik bilan o'rganmoqdamiz va bu jarayonda ustozlarning o'gitlarini dasturul amal qilib olamiz.

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DEVELOPING THE COUNTRY'S ECONOMY THROUGH SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP

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Annotation: This article describes the role and characteristics of small business and private entrepreneurship in the development of the national economy. It also contains current indicators of small business development and recommendations for further business development.

Key words: National economy, new jobs, family business, business ideas, socio-economic development, markets.

Special attention has been paid to the development of business in the Republic of Uzbekistan since the country gained its sovereignty and developed the “Uzbek model” of transition to a market economy. Because the development of this sector will create new jobs, increase production efficiency and competitiveness, increase the average income of the population due to poverty reduction and achieve socio-economic development of the country. Business is quick to adapt and change to any environment is a sector that can respond to trends, lead to the creation and implementation of innovations, has a place in the economy. From the experience of all developed countries, we can see how important the business sector.

In particular, in the development of the American economy, Vanderbilt, E. Carnegie, Rockefeller, J.P. Morgan, and G. Ford, the tycoons, helped the whole of humanity to achieve incredible growth from scratch has been known to benefit history.

The business sector is an area where all segments of the population can be en-

gaged, and it is especially important in ensuring that women have decent employment. In terms of creating permanent jobs for women, it is necessary to develop the creation of fabrics and clothes that reflect the elements of family business, home-based work, crafts, nationalism and modernity that can meet world standards. Thanks to the prudent economic policy of the state to develop, support and provide opportunities for small business and private entrepreneurship, a favorable macro-economic environment is being created in our country. In particular, the legislation on the protection of private property and business rights has been strengthened, online registration, the process of voluntary closure and liquidation, obtaining licenses and permits for certain activities has been simplified, government interference in business activities has been limited, unscheduled inspections of entrepreneurs.

All forms and deadlines for reporting by businesses have been sharply reduced, tax rates have been unified, a stable market mechanism has been introduced that

allows for greater use of high-demand material and is formed.

The most important task at the current stage of market reforms is, first of all, the formation of a class of owners through the privatization of state-owned enterprises in the manufacturing sector and the purposeful support of the business structures based on them. This social type, which is new to our society, requires not only the theoretical needs to study the forms of its spheres of activity, but also the practical necessity. An important task of the current economic reforms is to increase the economic efficiency of production, and the main way to solve it is to increase the interest of workers in the results of labor. Market relations in the labor market is your own business leading to an increase in demand for employees with the ability to solve a variety of problems on the spot. The deepening of market relations is in line with consumer demand.

The expansion of the production of incoming goods and services, the growth of employment depends on the development of business.

Theoretical, methodological and practical issues of modeling trends are being developed. To further liberalize and expand the activities of small businesses, we can make the following proposals: individuals have access to funding sources by presenting existing business ideas and business plans to funds supporting small business and private entrepreneurship, in

this case the secret of business plans should be based on the principle of protection and non-disclosure; to direct employees to jobs in the field of interest, ability, talent, thereby increasing labor productivity; to popularize the delivery of established opportunities and facilities to newly established small businesses and entrepreneurs if possible, one person from the relevant authorities for every ten enterprises should visit the enterprise on a monthly basis to deliver and explain new information. Export Promotion Fund for Small Business and Private Entrepreneurship under the National Bank,

It would be expedient to increase the number of legal institutions that support small business and private entrepreneurship, such as "Uztadbirkoreksport" and "Uzsanoateksport".

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THE ROLE OF THE DIGITAL ECONOMY IN THE DEVELOPMENT OF OUR COUNTRY

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Annotation: *This article describes the implementation of digital economy and the application of digital technologies in our country, as well as the main trends and importance of digital technologies.*

Key words: Digital Economics, Technology, Artificial Intelligence, Neurotechnology, Quantum Technology, Internet of Things, Robotics and Sensors.

In our country today, every industry is developing. Digital development is especially important in the context of economic and political reforms in the country. Therefore, for all of us to acquire modern knowledge, to become truly enlightened and to have a high culture, must become a lifelong necessity.

In order to make progress, we need and need digital knowledge and modern information technology. This will allow us to follow the shortest path of advancement. After all, information technologies are being penetrated in all areas of the world today. Although our country ranked 8th in the International Information and Communication Technology Index Index in 2019, we are still far behind. Most ministries and agencies, enterprises are far from digital technologies. when do we get in ?! It will be too late tomorrow. Therefore, an active transition to the digital economy will be one of our top priorities for the next 5 years. Digital technology not only improves the quality of products and services, but also reduces costs. "At the same time, the most painful and disturbing

thing that bothers me most is the effective way of eliminating corruption. We must all understand this¹."

It is worth noting that in the digital economy, the main asset of a country is human capital and its quality, that is, experts who have a deep knowledge of new technologies, able to implement them, and improve old ones.

This view was laid out by Klaus Schwab, the founder and president of the Davos Economic Forum, who believes that the key factor in the digital economy is still capital, not human capital. He believes that in the future, not only the Fourth Industrial Revolution, but also technology. demographic problems, geopolitical changes, and the emergence of new specialties and professions that are also rooted in new socio-cultural norms. For this reason, not only human capital, but also a shortage of well-educated personnel is a limitation that restricts innovation, competitiveness and growth. According to Schwab, these problems

¹ An appeal to the Legislative Chamber and Senate of the Oliy Majlis. January 25, 2020 The People's Word.

force us to reconsider the notion of «highly qualified personnel» in terms of the Fourth Industrial Revolution. Traditional qualifications are based on the presence of a high level of education or specialized knowledge, and a set of specifications within the field of expertise or profession.

Given the rapid advancement of technology, the Fourth Industrial Revolution places emphasis on the constant adaptation of employees and the acquisition of new skills and approaches from different perspectives. These processes are quite painful, but inevitably accompany the development of the digital economy.

It is very important for the Government of the Republic of Uzbekistan to create and successfully implement a digital economy program as the world economy loses competitiveness in line with new trends and has long-term negative consequences.

It is the state that should create an optimal mechanism for managing the digital economy, involving all stakeholders in the creation and development of the digital economy. The Digital Economy Program should envisage a number of dimensions, but it is not yet clear what practical steps should be taken in one of the key areas – digital economics. We

believe that the most important measure of the digital economy may be the training of qualified personnel in this area and the creation of a digital information infrastructure. Therefore, the preparation of a roadmap for education is of great interest, and we may encounter some difficulties. The technical and managerial staff working in the digital innovation sector should be specific and trained, especially at the intersection of government and business. In such places, it is not possible to rely solely on career, academic status or professionalism.

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FORMATION AND DEVELOPMENT OF HUMAN CAPITAL THEORY

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Annotation: *The history of the science of world economy shows that until the beginning of the twentieth century, physical capital - the means of production, material resources, etc. - played a key role in the production process. Because in this period it was enough to have a manpower with natural power that would be used as one of the additional resources to the technology. It was easy to train the staff and replace them with each other.*

Keywords: Investments in people, management, labor market, labor market changes, innovative business, classical economic theory.

The objective processes that took place in the middle of the twentieth century radically changed the situation. The rapid development of science and technology has brought knowledge, skills, abilities, human abilities to the forefront. Direct man has become the driving force of economic development.

This was a sign that social relations were changing radically. The strengthening of the human factor was also influenced by the changes taking place in society. Employees began to participate in the management of enterprises through the system of participation in the distribution of the results of their labor, property, profits, the number of cooperative enterprises and their efficiency also increased.

As a result, the category of «human capital» began to form in economics. Its emergence was the response of economics and related sciences to the demands of economics and life. An in-depth study of the pace of development of society and the economy and as a person and the in-

tellectual potential accumulated by him has become a vital necessity.

V. Petty has shown that the composition of wealth and its sources brings about one or another type of income, depending on the labor, skills, and health of the people, as well as the rent, capital, and interest (interest) it brings. According to the scientist, the amount of human capital is estimated by the capitalization of the salary of the employee throughout his life.

Another century later, Adam Smith and other representatives of classical economic theory also recognized the concept of human capital. In his 1776 study of the nature and causes of the wealth of nations, Adam Smith showed that the wealth of nations is largely determined by the number of workers and the quality of their skills.

One hundred years later, Alfred Marshall also analyzed the effects of long-term investments in human capital and the role of man in the process.

Indeed, statistics on the economic growth of the developed countries of the world have shown that they are much

higher than the figures in the calculations based on the classical factors of growth. An analysis of the processes of economic development and growth shows that human capital has become a key production and social factor that develops the modern economy and society.

It is well known that the encyclopedic interpretation of capital - capital (from the French, English «capital» and Latin «capitalis» - «chief, main») is «resources that are able to generate income or created by people to produce goods and services.»

The term «capital» is usually used to refer to the products of labor that are intended to be used in future production. The process of creating capital is called investing. Investing means making costs first, then covering those costs.

Initially, human capital was understood as a set of investments in people's ability to work - education and professional skills. Later, the concept of human capital expanded significantly. Recent estimates by World Bank experts include consumption expenditures on human capital - family food, clothing, housing, education, health, culture, etc., as well as government spending for these purposes.

Summarizing the above, human capital in the narrow sense is a person's intellect, health, knowledge, quality and productive work, and his quality of life.

In the broadest sense, human capital is an intensive productive factor of economic development, the development of society and the family, the educated part

of the labor force, intellectual and managerial labor, the living and working environment. They must ensure that the development of human capital operates effectively and rationally as a factor of production.

According to the theory of human capital, people can invest in themselves and expand their opportunities, while the state can increase national income by spending money to enrich human capital. The effectiveness of such investments is reflected in the recovery of expenditures through increased labor productivity and wage growth.

In general, capital in the broadest sense refers to all the elements of social wealth that are accumulated, used in production, and generate income. This T. According to Schultz, it allows for a consistent distribution of capital: human capital and material capital.

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HOFIZ XORAZMIY IJODIDA TASAVVUF

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Annotatsiya: *Maqola mashhur shoir Hofiz Xorazmiyning tasavvuf ruhida yozgan misralarining tahliliga bag'ishlanadi. Ushbu maqolada Xorazmiy devonidan misollar keltirilib, tasavvufga oid qarashlar yoritib beriladi.*

Tayanch so'z va iboralar: tasavvuf, haqiqat, shariat, ishq, orif, dunyo, jon, ruh, ko'ngil.

Adabiyotimiz tarixiga nazar tashlaydigan bo'lsak, o'rta asrlar sharq mumtoz she'riyatining barcha vakillari tasavvufiy mavzularda ijod qilishgan. Xususan, Najmiddin Kubro (1145-1221), Bahouddin Naqshband (1318-1389), Abdulloh Ansoriy (1006-1089), Ahmad Yassaviy (vafoti 1166), Abdulxoliq G'ijduvoni (1121-1199), Alisher Navoiy (1441-1501) kabi buyuk allomalar tasavvuf ilmini o'zlarining yangi fikr va mulohazalari bilan ravnaq topishiga katta hissa qo'shdilar. Ular borliq haqidagi tasavvurlarini o'z she'rlarida turlicha talqin etishgan. Darhaqiqat, mashhur pokistonlik faylasuf Iqbol Muhammad ta'kidlaganidek:

Ixlosli va haqiqiy mohiyatga ega bo'lgan tasavvuf muassasasining yuzaga chiqishi, hech shubha yo'qki, musulmonchilikda diniy tajribaning takomili va to'g'ri taraqqiy topishida muhim omil bo'lgan[1]. Albatta, tasavvuf nafaqat tashqi dunyo, balki ichki dunyoning barhaqligi, qalb va ruh tarbiyasi o'laroq insoniyatda qudratli birdamlik tuyg'usini shakllantirish tajribalarini o'zida mujassamlashtiradi. Mana shunday yuksak axloqiy va diniy g'oyalar aynan VII-XV asrlar mobaynida rivojlanib, bugungi kunga

qadar ulkan adabiy merosimizning tub mohiyatini ochib bermoqda.

Ma'lumki, adabiyot mavzularining markazida inson, uning ruhiyat dunyosi yotadi. Insonning kechinmalari esa asosan ikki yo'nalishda kechadi:

Biri insonning oliy haqiqatga, haqqa, borliqning mohiyatiga, sodda qilib ayt-sak, mahluqning xoliqqa munosabati nisbati.

Ikkinchisi insonning o'zi singari mahluqlarga, ya'ni o'zga insonlarga, atrof-voqelik, mavjud jamiyatga munosabati. [2] Mana shunday umumbashariy tushunchalar asrlar davomida sayqallanib, musulmon xalqlarining qon-qoniga chuqur singib ketgan desak mubolag'a bo'lmaydi.

O'rta asrlarning mashhur ijodkori bo'lmish Hofiz Xorazmiyning ijodini o'rganish orqali ko'plab tasavvufga oid dono qarashlar va fikrlar bilan yaqindan tanishamiz. Ijodkorning deyarli barcha g'azallarida insonning ruhiy-axloqiy poklanishi, ilohiy muhabbat mavzulari tarannum etiladi. Quyida keltirilgan misollarning barchasi Hofiz Xorazmiyning Devonidan olingan bo'lib, undagi teran g'oyalar haminqadar ahamiyatga molikdir:

Bandani izda-yu gar bo'lsa bu sulton paydo,

Ko'runur anda jahon ichra manga jon paydo.

Sirri ishqini aning jon bila saqlarman, lek,

Dambadam oni qilur choki giribon paydo. [3] Mumtoz adabiyot namunalarini kuzata turib, qalbning suyгани Alloh ekanligi an'anaviy timsollar vositasida ifodalansa, ba'zan jon ya'ni ruh tushunchalari asosida yoritib berilgan. Jon inson qudrati, ilohiy mohiyatining asosi. Jon haqida qarashlar turlicha bo'lib, u ruh deb ham ataladi. Ba'zi manbalarda jon va ruh alohida ko'rilgan bo'lsa, ba'zida esa ular bir tushunchalar sifatida e'tirof etilgan. [4] Hofiz Xorazmiyning deyarli har bir g'azalida ushbu so'z takror va takror qo'llanaverilgan va shoir har gal shu kalamga murojaat qilganida o'zgacha mazmun va yondashuvni namoyon etgan. Yuqoridagi g'azalda ham ushbu so'zning ikki marotaba qo'llanilishi diqqatimizni o'ziga tortadi. Bunday badiiy mahorat orqali she'rdagi ma'no kuchayib, ta'sir doirasi kengayadi. Misradan anglashiladigan ma'no shundan iboratki, Hofiz jon timsoli bilan Allohga ishora qiladi, ishqning sirini jonidek saqlar ekan, bunday ilohiy kuch uni dambadam yoqasini vayron qilishga, sabrining tugashiga olib keladi. Shu o'rinda giribon so'zi yoqa, kiyim yoqasi kabi ma'noni ifodalab kelgan. [5]

Ilohiy ishqni kuylagan shoirlarning maqsadi jannat emas, aksincha Allohning o'zidir. Tasavvuf falsafasiga ko'ra o'zlikning anglamay turib, ilohiy asrorni tark etish mumkin emas, o'zlikdan kechish esa insonni Parvardigoriidan ajratib

turgan dunyo, nafs odamlardan uzilish bo'lsa o'zlikni topish ilohiy ma'rifatga yetishdir. [6] Buning misoli quyidagi misralarda ifoda etilgan:

Ko'zni yumsang, jam'i ashyodin,

Ko'rinur erdi ma'noyi ashyo.

O'z-o'zungdin tamom mavh etsang,

Ochilur erdi sandi sirri xudo. [7]

Orifona she'riyatda eng asosiy mavzu oshiq va uning his-tuyg'ulariga bag'ishlanadi. Hofiz Xorazmiy ham oshiq timsolida o'zini ko'rib, jonini Jabborga berib bo'lsa ham, Yaratgan vasliga vosil bo'lishni ixtiyor etadi:

Harki Hofiz biki fard o'ldi, jahonning ichra,

Ushbu kun zohir o'shul holati fardo ko'rdi. [7]

Tasavvuf olamida yor jamoli o'ta mohirona tasvirlanadi. Yorning yuzi, ko'zi, labi, og'zi, beli shu qadar ustalik bilan ta'riflanadiki, o'qigan insonning ko'z o'ngida mash'uqa timsoli gavdalanadi. Bu jarayonni shakllantirishda esa shoirdan tashbeh san'atining bilimdoni bo'lish talab etiladi.:

Og'iz gu'nchasini vasfini bu dam Hofiz,

Etdi-yu guhari obdor ko'rguzdi. [7]

Aksariyat shoirlarning ijodida aynan yorning og'zini tashbehlash o'rinlari juda mo'l. Negaki, og'iz misolida g'ayb sirlariga ishora qilinib, undagi mohiyat ochib beriladi. Bundan ko'rinadigan haqiqat shundan iboratki, bu tilsimlarni faqat qalbi iymonga to'la fozil-u orif insonlar anglaydi. Shu tufayli ham tasavvuf she'riyatida og'iz juda tor va kichik, hatto ko'rib bo'lmas darajada tasvirlanadi. Yuqoridagi baytda ham Hofiz ana shunday an'anani

davom ettirgan holda og'izni g'uncha kabi bejirim deya uning kichikligiga urg'u beradi. Navoiy asarlari tilining izohli lug'atida guhari obdor birikmasiga toza gavhar deya izoh berib o'tilgan.[8] Ya'ni shoir g'ayb sirlarini haqida qancha ko'p vasf qilsa, shunchalik toza gavhar kabi yaltirab, dilini nurafshon qiladi. Oxir-oqibat-da u haqiqiy oshiqqa aylanadi:

Ko'ngul ko'zi ko'rgali aning husn-u jamolin,

Har zarrada xurshid-u duraxshon ko'runur.[3]

Tasavvufda tangrini bilishning birlamchi vositasi ko'ngil deb e'tirof etiladi. Hofiz Xorazmiy ham ko'ngil ko'zi orqali Allohning jamolini ko'rishga ishtiyoqmand ekanligini yashirmaydi. Badiiy tasvir vositalarini qo'llagan holda go'yoki uning vasliga yetishgan zamon kichik zarralarda ham ulkan quyosh ba porloq nurlarni ko'rajagini aytadi. Jism qutqusidan qochib, lomakonga intilgan shoir yolg'iz Alloh huzuridan panoh izlaydi. Ahli tasavvufga ko'ra ko'ngil ahli haqiqatga etganlar, ko'ngillarida doim birlik va birlik zavqi mavjud bo'lgan zotlardir. Bularga forsiyda ahli dil deyilgan, xalq orasida ahli dil har narsani ko'radigan taassubdan xalos bo'lgan kishilardir. [9] Hofiz Xorazmiyning ijodi bilan oshno bo'lish jarayonida u ham hech shubhasiz, ahli dil kishilariga mansub ekanligiga amin bo'lamiz. Chunki ko'ngil timsoli Hofizning she'riyatida kengroq va chuqurroq mazmunni aks ettirib, irfoniy mohiyat yuzasidan yetakchi o'ringa chiqadi. Bu fikrning dalili uning quyidagi ibratomuz satrlarida yaqqol ko'zga tashlanadi:

Kim takabbur qilmasavu topsa mis-kinlik yo'lin,

Ahli ma'no qoshida uldur haqiqat podsho.

Podshoh-i asr bo'lsang ham, takabbur qilmag'il,

Oqibat chun tuproq ichra tang bo'lur shoh-u gado.[7]

Tasavvufning yana bir afzal jihati borki, unda nafaqat go'zal ishq, balki insondagi barcha salbiy, hayvoniy jihatlar ham tanqid qilinadi. Negaki, bu dunyo yaralibdiki, ezgulik vaa yovuzlik o'rtasidagi jang hamisha davom etib kelgan. Hofiz Xorazmiyning yuqoridagi qit'asida mana shunday illatlardan biri takabburlik qoralanadi. Kibrga berilgan inson xoh u sulton bo'lganda ham bir kun kelib albatta, tuproqqa aylanadi,-deydi shoir. Bundan ko'rinadiki, tasavvufdagi odob ham ilohiy poklik sifatida xalqqa ibrat bo'ladi. Najmiddin Komilov tasavvufga ta'rif berar ekan, shunday qimmatli fikrlarni aytib o'tadi: "Tasavvuf haqqa tashna zotlarning qalb e'tiqodi bo'lib talpinar ekanlar, haq va haqiqatni insonning o'zidan izlash, yer yuzida haqiqat nurini yoyish uchun kurashganlar. Ular nafsni, badaxloqlikni tark etgan edilar, ammo dunyoni tark etmaganlar. Bilaks, dunyoni ezgulik qonuni asosida qayta qurishga shaylangan mardlar edilar".[10:195] Ustozning bu so'zlaridan shunday xulosa qilish mumkinki, tasavvuf-chinakam pokiza axloq haqidagi ilm hamdir.

Ogoh emas hech kishi, shamdin illo,

Parvonani yondurg'ali ogoh qilibdur.

[3]

Mutasavvuf shoirning ushbu misralarida ikki xil yondashuvning mujassamlashgani har bir insonni chuqurroq o'ylashga undaydi. Biri qalb ko'zini ochish, dunyo g'aflati bosgan muz yuraklarni eritishga ko'maklashadigan ma'rifatni uyg'otish, ziyraklik haqidadir. Ikkinchisi – hech bir inson o'zining keyingi taqdiridan ogoh emasligi, u shamdek yonadimi yoki o'chadimi buning bari faqat Yaratganning irodasida bo'lganligi ifoda etiladi. Tasavvufda esa "Inson taqdiri Alloh tomonidan belgilangan, uning xatti-harakati, intilishi, qobiliyati va zakovati azaldan ma'lum deydi shariat".[11] Darhaqiqat, qachonki shoir aytganidek, atrofimizda kimdir parvona kabi yonganini ko'rganimizdan keyin hayot aslida sinov ekanligini anglaymiz.

Tolibi dunyo tilar, davlati dunyoni vale,

Oshiqi so'xtadil davlati diydor tilar.[3]

Bundan tashqari tasavvuf namoyondalari o'z asarlarida dunyo tushunchasiga turlicha ta'rif berishadi. Masalan: Dunyo o'ylash o'rni, ibrat manzili, ishrat saroyi, ko'prik binosidir. U mo'minlarning ekinzori, qidiruvchilarning bozori, intiluvchilarning savdo do'koni, aldanganlarning ma'shuqasi, izlanuvchilarning ulovi, shaytonlarning o'lkasidir.[12] Hofiz Xorazmiy esa dunyoga kuygan oshiqlarning makoni deya ta'rif keltiradi. Bu oshiqlarning yakka-yu yagona istagi, davlati diydor, ya'ni Allohga yetishmoqlikdir.

Shuni alohida ta'kidlab o'tish lozimki, tasavvuf ilmini komil inson tushunchasiz tasavvur eta olmaymiz. Aziziddin Nasafiy komil inson xususida shunday donishmandona ta'rif bergan: Bilgilki, komil in-

son deb shariat va tariqat va haqiqatga yetuk bo'lgan odamga aytadilarva agar bu iborai tushunmasang, boshqa ibora bilan aytayin: Bilgilki, komil inson shunday insondirkim, unda to'rt narsakamolga yetgan bo'lsin: Yaxshi so'z, yaxshi fe'l, yaxshi axloq va maorif".[13] Darhaqiqat, so'nggi uch so'zga diqqatimizni qaratar ekanmiz, ular o'zaro yaxlit bir ma'noni ifodalaganini yaqqol sezamiz. Ya'ni, kimki o'zida shu uch sifatarni kamolga toptirsa, u kamolotning cho'qqisini zabt etadi. Hofiz Xorazmiy esa yaxshi so'z haqida fikr yuritir ekan, juda xalqchil va ravon tilda izohlaydi:

So'z manimdur teyu so'zungni xaloyiqqa sotib,

Zulm aylab o'zungga, qolmag'il oxir mazlum.

Hofizo, so'z eyasiman teyu o'gma o'zungni,

Bo'lmadi oqibat-i kor so'z ila ma'lum. [7]

Hofizning so'zni o'ylab gapirish, rost so'zlashga oid ushbu ibratomuz misralari komil insonni tarbiyalashga qaratilgan desak mubolog'a bo'lmaydi. Chunki komillikka intilgan inson eng avvalo, so'zning oliy qudratini his eta olishi, unga hurmat bilan qarashi lozim bo'lgan. Shu o'rinda Hofiz Xorazmiy ham so'z manimdir deya xaloyiq oldida har xil nutq so'zlamagin, aks holda o'zingga zulm qilganingni bilmay qolasan, ya'ni mazlumga aylanasan. Gapirganingda ko'p maqtanma, zero, buning oqibatidan hech bir ish chiqmaydi deydi. Demak, komillikning nishonasi ma'rifat yo'lidan borib, xalqning manfaati uchun xizmat qilishdir. Kishi o'z so'zi, halol mehnati,

pokiza niyati bilan odamlarga qanchalik foyda keltirsa, insofsiz, nodonlarni to'g'ri yo'lga solsa, u shuncha komillik pillalarini zabt etaveradi.

Xulosa o'rnida shuni aytish mumkin-ki, o'rta asrlar adabiyoti falsafiy qarashlar va tasavvufiy g'oyalarga to'lgan davrda Hofiz Xorazmiy ham bu yo'nalishning ravnaq topishiga katta hissa qo'shdi. Xorazmiyning mahorat va tasavvufga tayan-gan dunyoqarashi yaxlit bir tizim sifatida namoyon bo'ldi. Mana shu jihatini ino-batga olsak, uning gumanizmga yo'g'rilgan badiiyati asrlar osha inson-larning qalbidan joy olib kelmoqda. Yuqoridagi misollar orqali ko'rish mum-kinki, shoirning barcha g'azal-u qasida-lari, qit'a va ruboiylari aynan tasavvufiy masalalarni o'z ichiga qamrab oladi. Xu-susan, uning yondashuvlari xoh ishqiy mavzular jihatidan, xoh tarbiyaviy ahami-yatga ega bo'lishidan qat'i nazar tasav-vufda juda go'zal obrazlar va ramzlarni yaratishga sabab bo'ldi. Ushbu xususiyat Hofizning irfoniy fikrlarida nafaqat ishq-muhabbat, balki ijtimoiy hayotga ham ta'sir ko'rsatish va undagi adolatsizlik va johillikka qarshi kurashishga da'vat etadi. Albatta, boshqa buyuk shoirlar singari Hofizda ham alohidalik, individuallik ko'zga yaqqol tashlanadi. Biroq bu xu-susiyat uni yanada mukammalashtiradi. Bir so'z bilan aytganda, shoirning Devo-nida o'ziga xos dunyoqarash, badiiy ijod zavqi tasavvuf zamirida yuzaga kelgan. Buning natijasida Hofiz Xorazmiy bor-

liqning oliy haqiqatini anglab yetishdek murakkab yo'lni komil inson sifatida ko'rsatib bera olgan.

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РОСТ, РАЗВИТИЕ И УРОЖАЙНОСТИ ПОВТОРНЫХ И СИДЕРАЛЬНЫХ КУЛЬТУР ПРИ ПОСЕВЕ ПОСЛЕ ОЗИМОЙ ПШЕНИЦЫ

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Аннотация

Повторные, промежуточные и сидеральные культуры после уборки урожая озимой пшеницы являются дополнительными сельскохозяйственными продуктами, которые используются как продовольственные продукты, корма для животноводства и сырье для пищевой промышленности. Повторные культуры являются хорошими предшественниками хлопчатника, озимой пшеницы и других сельскохозяйственных культур

Ключевые слова: озимая пшеница, соя, овес, совместные посевы, рост, развитие, урожай, повторные промежуточные и сидеральные культуры и т.д.

Эффективность повторных, промежуточных и сидеральных культур изучено отечественными и зарубежными учеными земного шара.

Б.М. Халиков, Ф.Б. Намазов (2016) отмечают, что повторные культуры после уборки урожая озимой пшеницы в условиях орошения в сероземных почвах дают обильные урожай и являются хорошими предшественниками хлопчатника и других культур.

И.П. Гейдербрехт, В.Д. Вернер (1989) при повторных севах более продуктивные смешанные посевы ржи с рапсом, которые увеличивают урожай зеленой массы и способствуют большему накоплению органического вещества в пахотном слое почвы.

S.K. Hussain, W.Michlken, S.Koop (1987) отмечают что в условиях Ан-

глии для обогащения почвы надо сеять такие культуры, которые больше накапливают органические вещества и способствовали улучшению агрофизических свойств почвы.

Методы проведения исследований, Методики Узбекского научно-исследовательского института хлопководства – «методики проведения полевых опытов с хлопчатником» (Ташкент, 2007 г) и «методики Государственной сортоиспытания сельскохозяйственных культур» (Москва, 1989 г). Опыты проводились на полях Сурхандарьинской научно-опытной станции Научно-исследовательского института селекции, семеноводства и агротехнологии выращивания хлопка (НИИССАВХ) в 2015-2018 гг. Почвы опытных участков такырно-луговой пустынной зоны, бедны

Таблица

Рост, развитие, урожай и накопление корневых и пожнивных остатков повторных и сидеральных культур

№	Варианты	Плотность, тыс./га	Высота растений, см	Количество листьев на 1 растении, шт.	Урожай, ц/га		Корневые и пожнивные остатки, ц/га		
					зеленой массы	сухой массы	0-30 см	30-50 см	0-50 см почвы
1	Соя на зеленой корм	195,0	108,3	23,3	298,0	60,1	30,7	1,6	32,3
2	Соя на сидерат	203,0	101,2	24,6	299,3	60,7	30,2	1,7	31,9
3	Овсе на зеленой корм	2850,0	104,0	21,4	3011,0	60,3	31,8	1,6	33,4
4	Овсе на сидерат	2860,0	102,0	23,5	301,3	60,7	31,4	1,7	33,1
5	Соя + овес на зеленой корм	101/1800,0	101/98,0	18/20	380,5	91,0	41,5	2,1	43,6
6	Соя + овес на сидерат	102/1401,0	103/99,5	19/19,5	390,5	95,5	42,1	2,2	44,3

гумусом и другими питательными элементами, по механическому составу тяжело суглистые, близкие залегания грунтовых вод (2-3 метра), хорошо обеспечено карбонатами (8-10 %).

Для агротехнической характеристики почвы определено содержание гумуса методом Тюрина, общего азота, фосфора в одной навеске сжиганием по К.Е. Гинзбург, М.Щегловой и Е.К. Вульфус, содержание нитратного азота ионометрическим методом, подвижный фосфор по Б.П. Мачигину и обменный калий по Протасову на пламенном фотометре. Статистическую обработку экспериментальных данных проводили по методике Б.А. Доспехова (1985).

После уборки озимой пшеницы очистили поля от солома, и произвели полив для лучшей посевной обработки почвы. При подпевание почвы проведена вспашка почвы, планировка и посев повторных и сидеральных культур в первой декаде июня месяца. После посева повторных культур нарезали борозду для полива. После полива участка всходы повторных и сидеральных культур был получен дружные всходы. Нормы высева семян сои 70 кг/га и овса 120 кг/га. Сорт сои "Нафис" и овса Узбекский широколистный. В период вегетации повторных культур участок был полит в 5 раза и проведена перед первым поливом подкормки посевом азотным удобрением 50-60 кг/га. На опыте соя и овес был выращен на зеленую массу с уборкой урожая и зеленую массу использовано на сидерат.

Перед уборкой урожая повторных культур высота растений сои 108,3-101,2 см, количество листьев 23,3-24,6 шт., а высота растений овса 94,4-101,1 см, количество листьев 4,7-5,0 шт на одно растений (таблица).

Урожай зеленой массы сои 298,0-299,7 ц/га и сухой массы овса 301,3-304,0 ц/га и сухой массы 60,3-60,7 ц/га, урожай совместного посева сои + овса составил 380,0-390,5 ц/га и сухой массы 91,0-95,5 центнер с каждого гектара.

Корневые и пожнивные остатки сои в пахотном слое составили 30,3-30,7 ц/га, а в подпахотном 1,5-1,6 ц/га, овса в слое 0-30 см почвы 31,4-31,8 ц/га а в слое 30-50 см 1,6-1,7 ц/га, в слое 0-50 см корневые и пожнивные остатки сои составили 31,9-32,3 ц/га, овса в слое 0-50 см почвы 33,1-33,4 ц/га.

Совместные посевы сои + овса корневые и пожнивные остатки в слое 30 см составили 45,7-47,3 ц/га, и в слое 30-50 см 2,5-3,0 ц/га и о-50 см слое почвы составили 48,7-50,1 центнер с каждого гектара.

В заключение можно отметить, что повторные и сидеральные культуры после уборки озимой пшеницы, являются дополнительными кормами для

животноводства и обогащают почву растительными остатками, которые служат для повышения плодородия почвы и урожая хлопчатника. Лучшими повторными и сидеральными культурами являются совместными посевами сои + овса, которые дают больше урожая, чем одна культура.

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PRINCIPLES OF LOCAL GOVERNMENT

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Annotation: *This article discusses the principles of local government in Uzbekistan, their importance, the views of some scholars on the principles of local government*

В данной статье рассматриваются принципы местного самоуправления в Узбекистане, их значение, взгляды некоторых ученых на принципы местного самоуправления.

Keywords: local government, deputy, governor, democracy, principle, council of people's deputies, people, representative and executive power, Oliy Majlis, quorum

Ключевые слова: местное самоуправление, депутат, губернатор, демократия, принцип, совет народных депутатов, народ, представительная и исполнительная власть, Олий Мажлис, кворум

Local government is based on a number of principles that are crucial for the implementation of a small number of services in a specific direction and content, integrated into a single system. The concept of "principle" defines the basic, basic idea of the doctrine that governs the position of any doctrine. The service of the representative bodies of state power at all levels and the specificity of its improvement so that the higher representative bodies are based on the same principles in terms of functionality. Improving the functioning and functioning of local government through democratic principles, citizens are involved in public administration and take an active part in solving problems of social significance and their implementation. Democratic principles in the establishment and operation of local public authorities mean the basic ideas and concepts that define the

decisive forms and methods of improvement and operation of local authorities. Article 2 of the European Charter of Local Self-Government states that the provisions of this Charter may be established by the state constitution and domestic law.

K.F. Sherement outlines the following principles in the exercise of local government:

- the principles that define the underlying obligation

- principles governing democratic activity

- financial and economic principles of local government

- the principle of autonomy of bodies

- The principle of ensuring the established stability

- that local authorities may be given separate state representation

- The principle of guaranteeing the

adoption of decisions on issues of local importance, adopted by the will of the people

the principle of ensuring the accountability of public authorities

a principle that ensures state control over local public authorities

The following principles should be noted in the exercise of local government in the Republic of Uzbekistan

the principle of participation of citizens and public associations in the activities of local public authorities. This principle is stated in Article 1 of the Regulation "On local government" that "the Council of People's Deputies and the governor participate in the management of the region, district, city."

the principle of people's power. Democracy of the organization and activity of the Council of People's Deputies in the system of local government in the Republic of Uzbekistan is reflected in the following:

the election of all representative bodies and the constitutionality of these elections

representation and accountability of the executive branch to the people

partnership principle. The essence of the partnership is to use the help of experts and the public to make informed decisions and ensure their position in the activities of the councils of people's deputies and khokimiyats, not only relying on their knowledge and skills. Representative bodies shall consist of a certain number of deputies. This body is a direct partnership body with a minimum number of deputies who must participate in the consid-

eration of issues and decision-making. If the number of deputies specified in the charter is present, the increase of the council may take decisions. This process is called quorum. The quorum is divided according to the Constitution and the law of the Republic of Uzbekistan.

a) the principle of increase of the session.

b) a quorum for making laws and decisions.

The basis of this principle is unconditionally recognized in Article 15 of the Constitution of the Republic of Uzbekistan, the Constitution of the Republic of Uzbekistan and the rule of law in the Republic of Uzbekistan. The state, its bodies, officials, public associations, and citizens act in accordance with the constitution and regulations. Article 26 of the Regulation "On local government" establishes a norm on control over the legality of the activities of the Council of People's Deputies and the governor. Resolutions of regional and district councils of people's deputies that contradict the Constitution and laws of the Republic of Uzbekistan, decrees and orders of the President of the Republic of Uzbekistan shall be annulled in accordance with the procedure established by the Oliy Majlis of the Republic of Uzbekistan. Documents of governors that contradict the Constitution and regulations of the Republic of Uzbekistan, decrees, resolutions, orders of the President of the Republic of Uzbekistan, as well as state interests of the Republic of Uzbekistan shall be suspended and annulled by the President of the Republic of Uzbekistan, the Council of Ministers.

principle of transparency. this principle is realized by the people's awareness at all stages of the activity of the Council of People's Deputies and the governor, decision-making and its implementation. The most important manifestation of this principle is the accountability of the deputies of the Council of People's Deputies to the electorate, labor unions and public associations.

In conclusion, local government is also based on a certain principle in the activities of all state bodies to a lesser extent. This principle is of great importance

in their relations with the people, as well as fulfilling the basic function for the norms that determine their work.

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EMPLOYMENT OF YOUNG PEOPLE WHO ARE NOT COMPETITIVE IN THE LABOR MARKET

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***Annotation:** Today, the number of young people aged 15 to 24 in the world has exceeded one billion. They make up more than 20.0% of the world's population. 85.0% of young people live in developed countries. While it is recognized throughout the history of mankind that the current generation is educated, 113 million children do not attend school. In the modern world, 130 million teenagers are recognized as illiterate.*

Keywords: Global crisis, labor market, new jobs, nanotechnology products, International Labor Organization.

It is estimated that there are more than 5 million unemployed under the age of 25 in Europe. In developing countries, young people work mostly informally. Young people agree to work, albeit for a small salary. According to economists, the more young people are engaged in illegal labor, the harder the country's economy will remain. The global unemployment problem is recognized as a dangerous situation. This leads to tragedies not only for the economy but also for social life.

Among young people in the United States, there are concerns about the growing number of drug addicts, criminals, the unemployed, and racists. According to the Center for American Progress, more than 10 million young Americans are currently struggling to find work.

Global youth unemployment is 13.1 percent. This is three times higher than among adults. According to the International Labor Organization, the figure is much higher in the Middle East and North Africa, as well as in Latin America, the Caribbean and Southern Europe. According to observers, young people living in developed countries have become the main victims of the global crisis. Analyzing the situation, the Organization for Economic Co-operation and Development called the situation a crisis among young people.

Another reason for the crisis is that in developed countries, employers prefer to lay off young people rather than older people.

The African continent leads in the number of unemployed among young people. In Liberia, Malawi and Togo, more than 70.0% of young people under the age of 25 are

unemployed. China and India, which have developed economies, are not able to solve such a problem. True, the situation in these two countries is not comparable to that in Africa and Latin America.

Another flaw has emerged among young people. 21st century science and technology, the century of development. The modern world cannot be imagined without computers, mobile phones, nanotechnology products. For this reason, the worldview of young people has changed radically. Today's youth seem to be wasting their time rather than climbing the career ladder. They prefer to spend their days on social networks of the Internet, in the virtual world. Internet addiction is a chronic disease of the 21st century. It is worrying that more and more people are moving from real life to virtual space.

Youth in Uzbekistan is our future. As long as there are problems with young people in this country, this country has no future. You have to live not only with yesterday and today, but also for tomorrow. This requires concern for the next generation. They need to be given all the opportunities.

In Uzbekistan, too, the issue of youth employment remains one of the most pressing issues. Today, a lot is being done to create new jobs for young people, to make them work honestly and earn money.

According to the International Labor Organization's report «Youth Unemployment – 2017», currently the unemployment rate among young people aged 15-24 in the world is 12.0%. In 2017, more than 70 million young men and women in our Kurrai land will not be able to find work. Although this figure has decreased compared to 2016,

today 35.0% of the total unemployed in the world are young people. This is almost three times the average unemployment rate worldwide.

At the same time, young people are willing to work for very low wages because they are not competitive in the labor market. The International Labor Organization estimates that 39.0% of the world's young workers (more than 160 million) live below the poverty line for just \$ 3.1 a day.

Therefore, the state youth policy in Uzbekistan pays special attention to this issue. In particular, the main directions of state youth policy include:

- ensuring the rights, freedoms and legitimate interests of young people;
- creation of conditions for employment of young people and their employment;
- creating conditions for the development of youth entrepreneurship.

The state shall take measures to ensure the employment of young people after graduation from secondary special, vocational or higher education institutions, to provide them with benefits and to combine work with education, taking into account the specifics of age in the field of labor creates conditions.

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DEVELOPMENT OF HUMAN CAPITAL ON THE BASIS OF FOREIGN INVESTMENT

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***Annotation:**Sources of investment in human capital are family, business and government spending. The costs of raising and educating a child in the family are borne in mind that he will receive a high income as a result of his future productive work. The company is also interested in investing in human capital. Because an employee with high knowledge, skills and abilities makes a significant contribution to increasing the income of the employer as a result of effective work in the enterprise.*

Keywords:Labor activity, labor market, natural resources, cultural environment, investments in human.

Based on the economic indicators of the development of the digital economy in Uzbekistan, we can see that the share of information technology in GDP is not satisfactory today, but large-scale practical work is being done in this direction.

The penetration of information and communication technologies in the innovative economy leads to the digitalization of society. As a result of the development of information and communication technologies (ICT) in all indicators of human capital, the share of participants in scientific research is the largest, which is an important factor in the local distribution of high-tech solutions.

According to the UN, more than 33% of the world's population suffers from latent starvation – a lack of intellectual de-

velopment due to a lack of the following micronutrients: calcium, magnesium, iron, iodine. As a result, the ability to acquire knowledge is low and one does not have adequate success in one's profession. To do this, it must be eliminated by improving the quality of products in the consumer basket, which is now a small population, young people.

The state also enriches its national human capital as a result of spending on improving the quality of education and health care, which is a key factor in the country's sustainable economic growth and increasing its competitiveness in the world market.

Studies by scientists in the United States (analyzed more than 3,100 jobs) have shown that a 10.0% increase in em-

employee education increases total labor productivity by 8.6%. For comparison, when fixed assets are increased to this level, labor productivity is found to increase by only 3.4%. In other words, the return on investment in human capital is three times higher than the return on capital investment in technology.

This is confirmed by data from the World Bank. Today, two-thirds of the world's total wealth – 66% – is human capital (\$ 365 trillion). This ratio is even higher in countries with developed economies of Uzbekistan.

Expenditures on scientific development are also investments in human capital. In the process of development of science, not only innovations, high-efficiency machines and equipment are created, on the basis of which new production technologies are formed, but also people with new abilities and needs change qualitatively. In the information society, science becomes a kind of “generator of human capital.”

Along with education and science, it is also important to invest in human health. The economic value and importance of health for human capital accumulation is undeniable. Investing in health care to prolong life expectancy is a priority. This helps to prolong human life, and therefore to prolong the period in which human capital is valid.

An unsatisfactory state of a person's health reduces labor productivity. Physically weak and sick employees are not able to fully display their human capital. Therefore, companies are also economically interested in investing in the health

of their employees. In this regard, the prevention of occupational diseases, the provision of dietary meals for some employees or free meals for all employees, medical care in the workplace, recreation in rest homes, reimbursement of medical expenses in medical institutions, improving their living conditions, accident insurance is of particular importance. Improving the training of highly qualified, competitive personnel in the labor market through improving the quality of the national education system occupies one of the central places in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted, “We consider it our primary task to improve the activities of all links of the education system on the basis of modern requirements.”

More than 70 recent presidential decrees and resolutions have created a solid legal basis for radical reform of the national education system. A new Ministry of Preschool Education and the Ministry of Preschool Education of the Republic of Karakalpakstan, the Tashkent City Main Department of Preschool Education, regional preschool education departments and their district (city) departments have been established in the country.

More than 1.7 trillion soums will be allocated for the implementation of the Comprehensive Development Program of Higher Education for 2017-2021, of which 1.2 trillion soums will be spent on the reconstruction and overhaul of educational

and laboratory buildings, gyms and student housing, More than 500 billion soums will be allocated for the provision of educational and laboratory equipment, furniture and inventory, the establishment of laboratory complexes for general use, serving all educational institutions. and development of information and communication technologies.

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GUARANTEES OF EMPLOYMENT OF NON-COMPETITIVE POPULATION IN THE LABOR MARKET

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Annotation: *There is a possibility of a working day and division of labor, which is not in any other form of entrepreneurial activity, which allows women with young children, students and other categories of the population to compete in the labor market, albeit partially, under normal conditions. allows you to attract. This organizational form creates a comfortable and socially acceptable environment for young people entering the labor market for the first time to enter employment and entrepreneurship.*

Keywords: Family Entrepreneurship, labor market, new jobs, social protection, investments in human.

The employer must hire certain categories of the population that are not competitive in the labor market, sent by local labor authorities and other bodies in the manner prescribed by law for employment at the expense of the established minimum number of jobs. An employer and his / her authorized persons who unreasonably refuse to hire such persons shall be held liable in accordance with the established procedure.

Vocational training and retraining of people with disabilities in Uzbekistan is provided in accordance with an individual rehabilitation program for employees with disabilities in educational institutions, including specialized educational institutions, as well as in enterprises of public associations of persons with disa-

bilities in conjunction with social security institutions.

In enterprises, institutions and organizations with more than twenty employees, local public authorities shall establish and reserve a minimum number of jobs in the amount of at least three percent of the number of employees for employment of persons with disabilities.

For the use of the labor of citizens with disabilities, specialized enterprises, workshops and plots are established taking into account the needs of employees with disabilities and local characteristics. Employees with visual impairments have the privileged right to participate in production where their conditions are commensurate with their capabilities.

Local state authorities and organizations provide necessary assistance to citizens with disabilities working at home, as well as to persons with disabilities engaged in entrepreneurial activities in the provision of non-residential premises for this activity, the purchase of raw materials and the sale of products.

It is not allowed to refuse to conclude an employment contract with an employee due to his / her disability or to promote him / her to a higher position, to terminate an employment contract with him / her at the initiative of the employer, to transfer employees with disabilities to another job without their consent. Employees with disabilities have the right to return to their previous job or equivalent after they have regained their ability to work.

In accordance with the Regulations on the procedure for employment of citizens in need of social protection and having difficulty finding employment, the places of employment for citizens with disabilities are:

– for parents with many children with disabilities – have a flexible work schedule, which allows them to combine the tasks of raising children and work responsibilities;

– for citizens with disabilities – must be certified for working conditions and allow the employee to work without hindrance (taking into account the state of health and contraindications to work).

Guarantees of employment of people with disabilities, who are not competitive in the labor market, are controlled by the state in Uzbekistan, and measures are taken to address this issue without any obstacles.

Additional guarantees include the creation of additional jobs, specialized enterprises, including enterprises with disabilities, the organization of special training programs, the establishment of a minimum number of jobs for enterprises, institutions and organizations that are competitive in the labor market, as well as the legislation. other measures taken.

Establishes and maintains the minimum number of jobs for enterprises, institutions and organizations for individuals in need of social protection and those who have difficulty finding work.

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FACTORS OF HUMAN CAPITAL IN INCREASING COMPETITIVENESS IN THE LABOR MARKET

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Annotation: *There are non-competitive categories of the population in the labor market – the elderly, people with disabilities, women. Guarantees of their right to work are enshrined in international instruments, laws and other normative legal acts of the Republic of Uzbekistan.*

Key words: Family Entrepreneurship, labor market, new jobs, social protection, investments in human.

Particular attention is paid to the implementation of guarantees of employment of the unemployed, youth, women, people who have difficulty finding work in the labor market, the population in need of social protection, as defined by the Labor Code of the Republic of Uzbekistan and the Law of the Republic of Uzbekistan “On Employment”.

The new jobs created in the regions are mainly allocated for the employment of graduates of educational institutions, women and vulnerable groups of the population with disabilities in accordance with their specialties.

For the development of family business, which is an important form of small business and private entrepreneurship, the Law of the Republic of Uzbekistan “On Family Entrepreneurship” provides an opportunity to strengthen legal guarantees for family businesses, create jobs.

Family business has the opportunity to have a non-working day and division of labor, which is a part of the “unemployed” in other cases, women with young chil-

dren, students and other categories of the population that can not compete in the labor market. conditions. This organizational form creates a comfortable and socially acceptable environment for young people entering the labor market for the first time to enter employment and entrepreneurship.

In order to ensure the employment of socially vulnerable categories of the population that cannot compete in the labor market, special attention should be paid to the creation of jobs in areas where women are busy (light, textile, food industry, etc.).

In particular, the United Nations Convention on the Rights of Persons with Disabilities No. 159 stipulates that UN member states must recognize the right of persons with disabilities to work on an equal basis with others, ensure their rights and encourage them to work.

ILO Convention No. 159 on Vocational Rehabilitation and Employment of Persons with Disabilities was also adopted to promote the social rehabilitation of

persons with disabilities in order to ensure that they have the right to a suitable job and to retain those jobs.

ILO Convention No. 156 on Equal Treatment and Equal Opportunities for Working Men and Women with Family Obligations states that such persons must be able to exercise their right to paid employment without discrimination.

The current legislation of Uzbekistan also guarantees employment of non-competitive groups in the labor market. Article 7 of the Law on Employment provides for additional guarantees for employment of certain categories of the population:

- persons in need of social protection, having difficulty finding employment and unable to compete on equal terms in the labor market, including single fathers, single mothers with children under the age of fourteen and children with disabilities, and parents with many children;

- Young people who graduated from secondary special, vocational education institutions, as well as graduates of higher education institutions on the basis of state grants;

- discharged from the Armed Forces of the Republic of Uzbekistan;

- persons with disabilities and persons approaching retirement age;

- Persons released from penitentiary institutions or subjected to compulsory medical measures by a court decision;

- Additional guarantees are provided for all citizens who provide additional guarantees to victims of trafficking.

Additional guarantees include the creation of additional jobs, specialized enter-

prises, including enterprises with disabilities, the organization of special training programs, the establishment of a minimum number of jobs for enterprises, institutions and organizations that are competitive in the labor market, as well as the legislation. other measures taken.

Establishes and maintains the minimum number of jobs for enterprises, institutions and organizations for individuals in need of social protection and those who have difficulty finding work. Thus:

- for single parents, single mothers and parents with many children with disabilities under 14 years of age – with a flexible work schedule, which allows to combine the tasks of raising children and work responsibilities;

- for young graduates of educational institutions – in accordance with their professional training;

- for persons discharged from military service – in accordance with their professional training;

- for citizens with disabilities – certified for working conditions and allowing the employee to work without hindrance (taking into account the state of health and contraindications to work);

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DEVELOPMENT OF WOMEN'S ENTREPRENEURSHIP

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Annotation: Measures aimed at providing employment to non-competitive women in the country are also being consistently implemented by the state. The employment of women in state programs is carried out through the development of family business, home-based work, handicrafts.

Keywords: Family Entrepreneurship, labor market, new jobs, social protection, investments in human.

In Uzbekistan, more than 51.0% of the population are women. Today, more than 62.0% of women work in various sectors of the economy, management and production. Over the past 5 years, women accounted for 46.0% of those employed in various sectors of the economy, including 52.0% in industry, 37.0% in trade, 73.0% in health, 48.0% in agriculture, and 60 in the education system. 0%, in the field of management – 32.0%.

Today, more than 120,000 small businesses and private entrepreneurs, including 4,551 farms, are run by women. Over the past 10 years, the number of women running small and private enterprises has increased 1.6 times. More than 40.0% of them are heads of small businesses and private entrepreneurship.

The importance of women's entrepreneurship in Uzbekistan is invaluable in regulating production processes at the level of international standards, achieving sustainable economic growth, filling the consumer goods market with quality goods and services, especially in employment.

It should be noted that one of the main program objectives of the Women's Committee of Uzbekistan is the formation of

entrepreneurial skills in women, support for business ideas and assistance in providing them with soft loans, their involvement in entrepreneurship.

Family members have the right to establish a family business under their property responsibility for the purpose of earning income (profit) through the production of goods (works, services) and sales.

Family business:

- organization of activities for the independent production of goods (works, services), disposal of manufactured goods (works, services) and pricing;

- independently form their own financial resources and attract loans (credits), including loans for the formation of initial (initial) capital;

- use of leasing and insurance services;

- conclusion of contracts, including contracts for the purchase and sale of goods (works, services);

- receive an unlimited amount of income (profit) from entrepreneurship;

- has the right to carry out foreign economic activity.

The country has developed programs for the development of women's entrepreneurship, family business, lending, the es-

establishment of credit unions. A public fund for the full support of women and the family has also been established. Measures are being taken to ensure women's employment and improve working conditions at the expense of the fund, especially to attract young girls from rural areas to family and private entrepreneurship and crafts. The Center for Development of the Market System of the Chamber of Commerce and Industry of Uzbekistan offers direct courses for women «Start your own business», «Getting acquainted with business» and others.

As a result, the necessary conditions are being created for the development of active entrepreneurship among women, their involvement in home-based work, gardening, inseparable from the family and child rearing.

Ensuring the employment of non-competitive women in Uzbekistan is one of the most pressing issues today. In this regard, the Resolution of the President of the Republic of Uzbekistan dated July 14, 2018 «On measures to improve and increase the efficiency of employment» provides for the implementation of annual employment programs take effective measures to improve the mechanisms of placement in new jobs, to develop effective forms of self-employment shot.

In addition, the resolution provides for the adoption of a number of normative and legal acts aimed at increasing the access, quality and efficiency of public services to encourage women's entrepreneurship and entrepreneurship and provide them with employment. Adoption of such documents

will serve to regulate the employment of women and members of low-income families in the labor market in the regions of the Republic and in rural areas.

In order to develop home-based work and other types of work among women who are not competitive in the regional labor markets, commercial banks provide microcredits to small business and private entrepreneurship, as well as family entrepreneurship in Uzbekistan on the basis of the program «Every family-entrepreneur». Such microcredits are mainly provided to women in difficult life situations, members of low-income families and other socially vulnerable groups of the population in the amount not exceeding 100 times the minimum wage without «collateral».

The Association of Business Women of Uzbekistan «Tadbirkor Ayol» was established. The association carries out extensive advocacy work to involve women in entrepreneurship, especially in rural areas for the use of preferential types of microcredits. The resource centers established in its regional branches serve to attract more women to entrepreneurship, development of handicrafts and home-based work.

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ПРОГРАММА ВНЕУЧЕБНЫХ ЗАНЯТИЙ – «ПОЗНАЙ ЧЕЛОВЕКА, СЕБЯ – СТАНЬ ЛИЧНОСТЬЮ!» НАПРАВЛЕННАЯ НА НРАВСТВЕННО-ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ УЧАЩИХСЯ

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В стране расширены возможности совершенствования образовательно-воспитательной системы, разработки эффективных форм и методов духовно-нравственного воспитания обучающихся и просветительской работы, нравственно-эстетического воспитания учащихся в результате практических работ, направленных на восстановление национально-культурного наследия и народных традиций, внедрения арт-технологий формирования творческих способностей посредством ценностной ориентации.

Программа внеучебных занятий – «Познай Человека, Себя – стань Личностью!» направлена на нравственно-эстетическое воспитание учащихся с результатом формирования ценностной ориентации личности (нравственной и эстетической). В задачи занятий включаются: мотивационно-потребностные; познавательные-информационные с наглядно-иллюстративными методами обращением к личностному фактору (духовно-нравственному и духовно-эстетическому социальной направленности); критериально-ценностные с моделированием идеальной личности; по раскрытию условий, способствующих личностному становлению, важнейшими из которых являются само= образо-

вание – совершенствование – воспитание и социальная самореализация.

Содержание занятий строится на принципах не только соответствующей государственной образовательной политики, учета особенностей и специфики внеучебных занятий, теоретико-педагогических основ, но и на высокосодержательном эстетическом и нравственном (гуманно-этическом) материале относительно Человека, Себя, становления Личности (на основе нравственно-эстетических личностно-ценностных ориентаций). С неперенной актуализацией и социализацией воспитанниками своего нравственно-эстетического воспитания (управляемого и самостоятельного) в отражательно-интеллектуально-творческой и коммуникативной деятельности. Нравственно-эстетическая направленность занятий во внешнеэстетическом и духовно-эстетическом, нравственном – нравственно-этическом, гуманно-этическом факторах Человека, Я, Личности, в личностноценностных (нравственных и эстетических) ориентирах учащихся в настоящее время, в жизни, личностной перспективе. Таким образом, целеопределение, содержание, педагогическая организация, процесс внеучебных занятий направлены на конкретное нравственно-эстетическое воспитание старших под-

ростков как фактор формирования ценностной ориентации личности.

Основными темами внеучебных занятий являются следующие:

«Цель, направленность, задачи, содержание и результативность занятий»,

«Государственная образовательная политика о личности, ее развитии;;

«Познание человека – высшей красоты в мире» (внешнеэстетическое, духовное), «Человеческое чудо – как его сохранить?» (гуманно-этическое общение);

«Познание себя. Самосовершенствование»;

«Становление личности» (личность, критерии, условия, главные личностные ценности; как стать личностью);

В теоретико-практические занятия включаются следующие темы:

«Человек – прекраснейшее явление природы», «История идеалов человеческой красоты», «Чем прекрасен человек?», «Любимые герои (по произведениям литературы и искусства)», «Критерии современной личности», «Как беречь чудо природной красоты – Человека?», «Неотделимость эстетического и этического в человеке», «Источники человеческой красоты», «Эстетический выбор человека», «Эстетическое отношение к человеку – не простое созерцание, а понимание и всесторонняя оценка»;

«Самопознание», «Моя сущность», «Проектирование самосовершенствования», «Самореализация»;

«Идеал современной личности», «Базовые личностные ценности», «Программирование личностного самосовершенствования».

На внеучебных занятиях предусматривается зачетно-отчетный час, посвященный «защите» воспитанниками своей интеллектуально-творческой «продукции» (с самооценкой и общественным суждением о представленных работах). В итоге внеучебных занятий с целевой направленностью на нравственно-эстетическое воспитание старших подростков – характеристика и оценка достигнутых результатов с рекомендациями по дальнейшему нравственно-эстетическому самосовершенствованию на основе личностно-ценностных ориентаций (предлагается и соответствующая литература).

Внеучебные занятия – «Познай Человека, Себя – стань Личностью!» имеют четкое целеопределение – нравственно-эстетическое воспитание учащихся с направленностью на формирование ценностной ориентации личности, поэтому все занятия посвящены достижению критериев этого воспитания: нравственно-эстетического воспитания и ценностных ориентаций личности.

Учителю необходимо помнить, что старшие подростки находятся в самопознании, самоощущении, в процессе развития нравственно-эстетического сознания и мышления. Что их влечет не только внешняя форма, но интересует и социальное наполнение, что облик человека воспринимается нравственно-эстетически (с выделением понравившихся качеств). Целесообразно воспитывать у подростков нравственно-эстетические качества в схеме (по Б.Т. Лихачеву): интерес – потребность – отношение.

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ВЛИЯНИЕ ОЗИМОЙ ПШЕНИЦЫ И ПОВТОРНЫХ КУЛЬТУР НА РОСТ, РАЗВИТИЕ И ГУСТОТУ СТОЯНИЯ ХЛОПЧАТНИКА

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Аннотация: В статье приведены данные полевого опыта, проведенного на юге Узбекистана, где высота хлопчатника на контрольном варианте составило 84,0 см, а после уборки озимой пшеницы с посевом кормового гороха – 86,9 см и после уборки озимой пшеницы с посевом сои на сидерат – 90,3 см, после уборки озимой пшеницы с посевом кукурузы на силос – 82,0 см. Густота стояния хлопчатника между вариантами существенной разницы не наблюдались.

Ключевые слова: озимая пшеница, соя, кормовой горох, третикале, зеленая масса на корм, зеленная масса на сидерат, высота, количество плодовых ветвей, количество плодo элементов, коробочки, густота стояния.

Правительство Республики Узбекистан уделяет огромное значение дальнейшему развитию хлопководства и животноводства в стране. В почвенных климатических условиях юга Узбекистана с очень богатой солнечной энергией, которая позволяет выращивать в год два-три урожая зерновых и кормовых культур, при этом обогащение почвы органическим веществом, в свою очередь, способствует сохранению и повышению почвенного плодородия.

Для интенсификации сельскохозяйственного производства, нацеленного

на общий подъем культуры земледелия, широкого химизации, мелиорацию, эффективное использование полевных земель, совершенствование селекции и семеноводства, освоение хлопковых севооборотов, которые являются актуальными элементами орошаемого земледелия в нашей стране [3,4].

Академик Д.Н. Прянишников указывал, на то, что было бы желательно “в будущем не оставлять на зиму пустующих полей, чтобы каждый луч осеннего и ранневесеннего солнца

Таблица 1.

Влияние озимой пшеницы и повторных культур на рост, развитие и густоту стояния хлопчатника

№	Варианты (предшественники)	1 – Сентябрь					
		Высота растеньиц, см	Количество плодовых ветвей, шт	Количество плодородных ветвей, шт	Количество коробочек, шт	Из них раскрытых, шт	Густота стояния растений, тыс/га
1	Хлопчатник после уборки урожая озимой пшеницы (контроль)	84,0	15,6	14,5	9,6	8,2	78,1
2	Хлопчатник после уборки урожая озимой пшеницы с посевом кормового гороха (зеленная масса на корм)	86,9	15,2	14,5	10,3	8,2	77,7
3	Хлопчатник после уборки урожая озимой пшеницы с посевом кормового гороха (зеленная масса на сидерат)	88,4	15,4	15,6	11,0	8,0	76,9
4	Хлопчатник после уборки урожая озимой пшеницы с посевом сои (зеленная масса на корм скоту)	83,5	15,3	15,0	10,4	8,1	75,8
5	Хлопчатник после уборки урожая озимой пшеницы с посевом сои (зеленная масса на сидерат)	90,3	15,5	15,0	11,6	7,9	76,5
6	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале (зеленная масса на корм скоту)	86,0	15,5	15,4	10,6	8,4	75,3
7	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале (зеленная масса на сидерат)	90,1	15,8	15,9	11,7	8,9	76,1
8	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале+кормовой горох (зеленная масса на сидерат)	89,0	16,5	16,6	11,8	7,6	75,9
9	Хлопчатник после уборки урожая озимой пшеницы с посевом кукурузы на силос	82,0	15,0	15,1	9,4	7,9	77,4

(Данные по пласту предшественников)

был использован для обогащения почвы азотом и органическим веществом". Он предлагал хлопкосеющим хозяйствам "неограничиваться одно-

кратным применением этого приема, но найти способ повторять ещё чаще". В связи с этим он утверждал, что возникает вопрос возможности даже 100

Таблица 2.

Влияние озимой пшеницы и повторных культур на рост, развитие и густоту стояния хлопчатника

№	Варианты (предшественники)	1 – Сентябрь					
		Высота растений, см	Количество плодовых ветвей, шт	Количество плодозлементов, шт	Количество коробочек, шт	Из них раскрытых, шт	Густота стояния растений, тыс/га
1	Хлопчатник после уборки урожая озимой пшеницы (контроль)	91,1	15,3	14,5	9,2	5,0	92,7
2	Хлопчатник после уборки урожая озимой пшеницы с посевом кормового гороха (зеленая масса на корм)	96,0	15,9	15,3	9,6	5,2	94,9
3	Хлопчатник после уборки урожая озимой пшеницы с посевом кормового гороха (зеленая масса на сидерат)	102,0	16,4	16,1	10,3	6,3	92,8
4	Хлопчатник после уборки урожая озимой пшеницы с посевом сои (зеленая масса на корм скоту)	96,5	16,0	15,7	9,7	5,7	94,5
5	Хлопчатник после уборки урожая озимой пшеницы с посевом сои (зеленая масса на сидерат)	101,0	16,7	16,0	10,7	6,9	92,2
6	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале (зеленая масса на корм скоту)	98,2	16,1	15,9	9,5	6,0	94,2
7	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале (зеленая масса на сидерат)	104,1	16,8	16,9	10,9	7,2	91,6
8	Хлопчатник после уборки урожая озимой пшеницы с посевом тритикале+кормовой горох (зеленая масса на сидерат)	104,9	16,9	17,0	11,2	7,4	90,7
9	Хлопчатник после уборки урожая озимой пшеницы с посевом кукурузы на силос	91,7	15,2	14,0	8,7	6,3	93,5

(Данные по обороту пласту предшественников)

% насыщения площади азотсобирающими [2].

Севообороты определяют направление и рациональные сочетание различных отраслей производства для

обеспечения максимального выхода продукции основной культуры кормового поля при наименьших затратах труда и материальных средств [1,3,4].

Наши исследования проводились

на экспериментальных полях Сурхандарьинской научно-опытной станции Научно-исследовательского института селекции, семеноводства и агротехнологии выращивания хлопка в 2016-2018 гг на такыровидных почвах пустынной зоны. Схема севооборота 1:2, первый год озимая пшеница и повторные посевы сельскохозяйственных культур, 2-года после этих предшественников посев хлопчатника.

Результаты исследований представлены в таблице (1, 2). В таблице 1 представлены данные по пласту предшественников хлопчатника.

Высота растений на контрольном варианте составила 84,0 см, количество плодовых ветвей 15,1 шт, количество плодозлементов 14,5 шт, количество коробочек 8,2 шт, из них раскрылись 7,4 шт, высота растений при посеве хлопчатника после уборки кормовых культур составило 82,0-86,0 см, количество плодовых ветвей 15,0-15,5 шт, количество плодозлементов 14,5-15,4 шт, количество коробочек 9,4-10,3 шт, из них раскрылись 7,9-8,2 шт, а высота растений при посеве хлопчатника после сидератов составило 88,4-90,3 см, количество плодовых ветвей 15,4-16,5 шт, количество пло-

доэлементов 15,0-16,6 шт, количество коробочек 11,0-17,7 шт, из них раскрытых 7,6-8,9 шт. В таблице 2, также получены аналогичные данные как в таблице 1.

В заключение следует отметить, что озимая пшеница и повторный посев кормовых культур обеспечивает интенсивный рост, развитие хлопчатника в сравнение с контрольным вариантом. Однако сидеральные культуры способствовали лучшему росту и развитию, плодоношению хлопчатника по сравнению с контррем.

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ВЛИЯНИЕ СТИМУЛЯТОРОВ РОСТА НА РОСТ, РАЗВИТИЕ И УРОЖАЙНОСТЬ ПРИ ПОВТОРНОМ ПОСЕВЕ СОИ НА ЮГЕ УЗБЕКИСТАНА

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Аннотация

В условиях Сурхандарьинской области изучено применение стимуляторов роста Узгуми и Маъсуда для получения раннего и высокого урожая повторной культуры сои сорта Нафис. При применении стимулятора роста Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растений в фазу 3-5 листьев 0,2 л/га, в бутонизацию 0,3 л/га и в цветение 0,4 л/га) и применение стимулятора Маъсуда обработка семян нормой 3,0 л/т; и опрыскивание растений в фазу 3-5 листьев 6,0 л/га; в бутонизацию 9,0 л/га) оказали положительное влияние на росту и развитию, и урожайность сои.

Урожайность зерна сои на варианте контроль - без обработки - 17,1 ц/га. Максимальная урожайность была отмечена на вариантах с обработкой регуляторов роста Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растений в фазу 3-5 листьев 0,2 л/га, в бутонизацию 0,3 л/га, и в цветение 0,4 л/га) и Маъсуда (обработкой семян нормой 3,0 л/т; и опрыскивание растений в фазу 3-5 листьев 6,0 л/га; в бутонизацию 9,0 л/га) и составила 21,1 и 20,2 ц/га, соответственно, что на 4,0 и 3,1 ц/га выше контрольного вариантов.

Ключевые слова: соя, обработка, применение, 3-5 листьев, бутонизация, цветения, Узгуми, Маъсуда, стимулятор, рост, развития, урожайность.

Введение. В Узбекистане выращивание бобовых и других культур в качестве повторные культуры после уборки озимой пшеницы является важной областью, которая может быть использована в системе ротации хлопчатник и пшеницы. Они служат, в первую очередь, для сохранения и улучшения плодородия почв, а во-вторых, для обеспечения населения богатой белком пищей и ценным

кормом для скота. В Узбекистане бобовые, соевые бобы могут быть посеяны во второй культуре после уборки озимой пшеницы и дают 1,5 - 2 т/га.

Однако из-за неблагоприятных погодных условий: изменяющийся климат характеризуется неравномерным количеством осадков, холодной зимой и сухим летом, что отрицательно сказывается на урожайности и не

всегда возможно достичь ожидаемых результатов от посева пшеницы.

Поэтому получение раннего и высокого урожая повторных культур после озимой пшеницы остается актуальной проблемой. Для получения раннего и высокого урожая от повторной культуры сои необходимо использовать специальные агротехнические мероприятия. Для достижения положительных результатов после озимой пшеницы является важным использование регуляторов роста на разных культурах.

Однако недостаточно изучена технология применения стимуляторов роста для получения раннего и высокого урожая повторной культуры сои на такырно-луговых почвах Сурхандарьинской области, Узбекистана.

Однако технологии применения стимуляторов роста для получения высококачественного урожая повторных культур сои, на такырно-луговой почве Сурхандарьи недостаточно изучены.

Регуляторы роста имеют ряд важнейших преимуществ: малотоксичность, высокая эффективность в очень малых концентрациях безопасных для человека и животных, растений и полезной микрофлоры.

Ежегодно объем применения регуляторов роста растений увеличивается, что обусловлено возможностью использовать их в интенсивных системах земледелия для получения стабильно высоких урожаев. Регуляторы роста растений применяют не только для воздействия на процессы роста и раз-

вития растений, но и для снижения отрицательного влияния неблагоприятных факторов среды в период вегетации [3].

Установлено, что при применении ростовых веществ повышается активность ферментов и биосинтеза нуклеиновых кислот и белков, ускоряется всхожесть семян, интенсивно развивается корневая система (Абдуалимов, 2015) [1].

Стимуляторы роста комплексно влияют на физиологические и биохимические процессы, которые протекают в растении. Проявление их действия в исключительно малых концентрациях позволяет широко применять их в практике сельскохозяйственного производства, и в настоящее время их применение приобретает особую актуальность [2].

Создаваемые в последние годы экологически безопасные и нетоксичные для человека и окружающей среды стимуляторы роста на основе природного сырья, обладающие одновременно несколькими видами стимулирующей активности, открывают новые подходы к управлению процессами метаболизма растений и позволяют шире решать задачи практического растениеводства. К таким препаратам относятся «Эпин» и «Циркон» [4].

Цель исследований: разработать технологии применению стимуляторов роста для получения высоко и качественного урожая сорго при повторных посевах после озимой пшеницы в Сурхандарьинской области на юге Узбекистана, а также рационального ис-

пользования земельного и водного ресурса, увеличить объем продуктов питания и кормовых единиц, повысить экономическую эффективность.

Методика исследований. Опыты проводились на такырно-луговой почве Сурхандарьинской опытной станции НИИССАВХ расположенной в южной зоне Сурхандарьинской области Термезского района. Почва незасоленная, содержание гумуса на глубине 0-30 см почве составила 0,669-0,597%, общего азота 0,059-0,054%, фосфора 0,124-0,100%, обменного калия 125-125 мг/кг, залегание грунтовых вод на глубине 1,5-2,0 м, по механическому составу тяжелосуглинистая.

Среднегодовая температура воздуха составляет +21,0°C; средняя температура января месяца +2,8°C, средняя температура июля +31,4°C. Абсолютная минимальная температура составила -21°C, абсолютная максимальная температура +48°C.

На территории района в среднем за год выпадает 440-480 мм осадков (основная часть осадков — весной и осенью). Вегетационный период длится 225-266 дней.

На юге Шерабад-Сурхандарьинской впадине горячий и сухой ветер «Афганец» дует в юго-западном направлении несущий пыль с песком, скорость ветра достигает 15–20 м/с. Афганский ветер может дуть непрерывно несколько дней подряд. Этот ветер губительно действует на цветущие деревья, сельскохозяйственные посевы.

Объектом исследований был среднеспелый сорт соя Нафис. Предше-

ственным в опытах была озимая пшеница. Площадь учетной делянки – 24 м², повторность – четырехкратная. Посев семян сои проводили ручной-гнездовой, на глубину 3-4 см, норма высева 70 кг/га всхожих семян. Обработку семян регуляторами роста проводили в день посева. Обработка растений проводилась с помощью ручного опрыскивателя AIDA.

Опыты закладывали по методике УзНИИХ (2007), “Методы агрохимических, агрофизических и микробиологических исследований в поливных хлопковых районах” (1963), при использовании химических препаратов “Краткие методические указания по проведению государственных испытаний регуляторов роста растений” (1984), “Методические указания по испытанию инсектицидов, аскарицидов, биологически активных веществ и фунгицидов” (1994).

Для агротехнической характеристики почвы определено содержание гумуса методом Тюрина, общего азота, фосфора в одной навеске сжиганием по К.Е.Гинзбург, М.Щегловой и Е.К.Вульфius, содержание нитратного азота ионометрическим методом, подвижный фосфор по Б.П.Мачигину и обменный калий по Протасову на пламенном фотометре. Статистическую обработку экспериментальных данных проводили по методике Б.А. Доспехова (1985).

Исходный материал. В опытах высеивали средне-раннеспелый высокопродуктивный сорт сои на зерно «Нафис», вегетационный период которого

составляет 115-120 дней, высота растений 145-150 см. Нижние бобы располагаются на высоте 14-16 см, количество бобов на одном растении 120-130 штук, семян в одном бобике 2-4 штуки. Сорт Нафис характеризуется высокой (до 3,0-3,2 т/га) потенциальной семенной продуктивностью и зеленой массы (25,0-30,0 т/га). Сорт районирован в 2010 году.

Обработка семян сорго и растений проводилась стимуляторами:

Узгуми - действующие вещества гуминовые и фульвокислоты, калиевый и натриевый гуматы, аминокислоты и микроэлементы и другие естественные соединения.

Маъсуда - в своём составе содержит NPK, соли гуминовые и фоллиевые кислоты, жидкий, тёмнокоричневого цвета.

Результаты исследований и обсуждение. Рост и развитие растений – это физиологический процесс, который объединяет и отражает практически все стороны жизнедеятельности растительного организма.

Рост и развитие растений в основном зависят от особенностей сорта и почвенно-климатических условий выращивания. В наших исследованиях были проведены наблюдения за ростом и развитием растений 1-августа, 1-сентября, 1-октября: измерялась высота растений, подсчитывалось количество ветвей, листьев и бобов, изучалось влияние регуляторов роста на величину этих показателей.

Применение исследуемых препаратов оказало положительное влияние на рост растений сои сорта Нафис.

На 1-августа, 1-сентября и 1 октября на всех вариантах с применением препаратов, растения сои были более высокорослыми, чем на вариантах без обработки. Причем максимальные значения были отмечены на вариантах с обработкой регуляторов роста Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растений в фазу 3-5 листьев 0,2 л/га и в фазу бутонизации 0,3; в фазу цветения 0,4 л/га) и Маъсуда (обработка семян нормой 3,0 л/т; опрыскивание растения в фазу 3-5 листьев 6,0 л/га; в фазу бутонизации 9,0 л/га).

На 1 октября наблюдалась положительная тенденция. Все варианты с применением стимуляторов роста Узгуми и Маъсуда показали существенную прибавку в росте. Так, максимальная высота растения сои сорта Нафис достигли на вариантах Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растений в фазу 3-5 листьев 0,2 л/га и в фазу бутонизации 0,3; л/га) и Маъсуда (обработка семян нормой 3,0 л/т; опрыскивание растения в фазу 3-5 листьев 6,0 л/га; в фазу бутонизации 9,0 л/га), где он составил 64,1 см и 63,8 см соответственно. Тогда как, на контроле рост составил 61,8 см, что на 2,3 и 2,0 см ниже. Следует отметить, что показатели роста растений сои с применением Узгуми (обработка семян 0,6 л/т; в фазы 3-5 листьев 0,2 л/га, в бутонизации 0,3 л/га, и в цветении 0,4 л/га) были выше, чем при применении Маъсуда (обработка семян 3,0 л/т; в фазы 3-5 листьев 6,0 л/га; в бутонизации 9,0 л/га). Исходя из полученных данных, можно сделать вывод о том, что при-

менение препаратов Узгуми (обработка семян 0,6 л/т; в фазы 3-5 листьев 0,2 л/га, в бутонизации 0,3 л/га, и в цветении 0,4 л/га) и Маъсуда (обработка семян 3,0 л/т; в фазы 3-5 листьев 6,0 л/га; в бутонизации 9,0 л/га) оказывает стимулирующее действие на рост растений сои сорта Нафис. Причем важно отметить, что влияние оказало не только применение препаратов, но и сам вид препарата и его концентрация.

Нашими исследованиями установлено, что обработка семян сои регуляторами роста перед посевом, в фазы 3-5 листьев, в бутонизации и цветении оказали положительное влияние на рост, развитие и урожайность.

В настоящее время для увеличения урожайности большое значение придается новым приемам предпосевной обработки семян физиологически активными веществами, которые способствуют повышению урожайности и качества семян, отличаются экологической безопасностью, технологичностью и экономичностью.

Результаты исследований представлены ниже в рис.

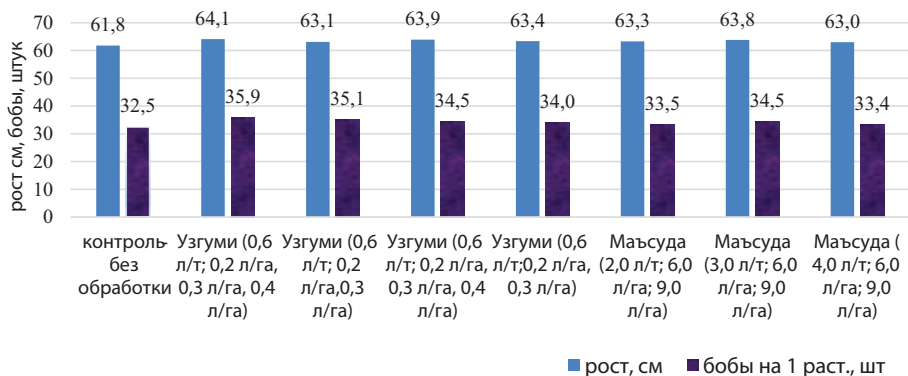
Предпосевная обработка семян и опрыскивание вегетирующих растений – это наиболее перспективные приемы применения регуляторов роста.

В среднем (за 3 года) урожайность сои на варианте в контроле без обработки – 17,1 ц/га. Максимальная урожайность была отмечена на вариантах при применении с препарата Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растение в фазу 3-5 листьев 0,2 л/га; в фазу бутонизации 0,3 л/га и в фазу созревания 0,4 л/га) составила 21,1 ц/га, что на 4,0 ц/га выше контрольного варианта.

При применении препарата Узгуми (обработка семян нормой 0,6 л/т; опрыскивание растений в фазу 3-5 листьев 0,2 л/га и в фазу бутонизации 0,3 л/га) урожай соя составил 20,1 ц/га, что выше варианта без обработки на 2,9 см.

При применении препарата Узгуми

Влияние регуляторов роста на рост и развитие сои



(обработка семян нормой 0,7 л/т; опрыскивание растение в фазу 3-5 листьев 0,2 л/га; в фазу бутонизации 0,3 л/га и в фазу созревания 0,4 л/га) урожай соя составил 20,6 ц/га, что на 3,5 ц/га выше контрольного варианта.

При применении с препарата Узгуми (обработка семян нормой 0,7 л/т; опрыскивание растение в фазу 3-5 листьев 0,2 л/га и в фазу бутонизации 0,3 л/га) урожай соя составил 20,4 ц/га, что выше варианта без обработки на 3,2 ц/га.

При применении регулятора роста Маъсуда (обработка семян перед посевом дозами 2,0; 3,0; 4,0 л/т), и двукратного опрыскивания (в фазы 3-5 листьев 6,0; 6,0; 6,0 л/га и в бутонизацию 9,0; 9,0; 9,0 л/га) урожай соя составил 19,4; 20,2 и 19,3 ц/га что выше варианта без обработки соответственно на 2,3; 3,1; 2,2 ц/га.

Следует отметить, что обработка семян сои стимуляторами роста перед посевом, в фазы 3-5 листьев, бутонизации и цветения оказали положитель-

ное влияние на урожайность и качество семян сои.

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НУРОТА ЕТНОТОПОНИМЛАРИНИНГ ЛИНГВИСТИК ТАХЛИЛИ

Ў. А. Орипов

НавДПИ Ўзбек тили кафедраси катта ўқитувчиси, ф.ф.н

Этник номлар – этнонимларга уруғ, қабилла, элат, халқ, миллатларнинг номлари киради. Туркий тилларда, жумладан, ўзбек тилида этнонимлардан ясалган топонимлар кенг тарқалган ва бундай номлар “Этник белгилар асосида ясалган топонимлар”, “Этнотопонимлар” деб юритилмоқда.

Нурота тумани ҳудудидаги этнотопонимларни таҳлил қилишдан олдин битта масалага, яъни этнонимларнинг атоқли от системасига муносабати муаммосига қисқача тўхтаб ўтишга тўғри келади. Чунки биз ўз ишимизда этнонимларни атоқли отлар гуруҳида талқин қилмоқдамиз, аммо бу масалада номшуносликда турлича қарашлар мавжуд. Бир гуруҳ тадқиқотчилар этнонимларни атоқли от деб ҳисоблашади. Чунончи В.А. Никоновнинг ёзишича, этнонимларнинг атоқли от экани ёки атоқли от эмаслигини ҳал қилиш ушбу номлар ҳақидаги назарияга етарли равишда аниқлик киритиш билан боғлиқдир¹. А.В. Суперанская этнонимларни “Ономастика доирасига кирмайдиган луғавий бирликлар категориясига мансуб”, – деб билади². Ушбу масала ўзбек номшунослигида ҳам ҳал этилмаган.

Ўзбекча матнларда этнонимларнинг гоҳ бош, гоҳ кичик ҳарфлар би-

лан ёзилаётганлиги ҳам бу масалада иккиланиш мавжудлигидан дарак беради. Умуман, ушбу муаммо алоҳида текширишларни талаб қилади. Аммо битта масала аниқки, этнонимлар топонегизлар орасида етакчи ўрин эгаллайди.

Туркий, жумладан, ўзбек этнонимлари тўғрисида тарихчилар, этнографларнинг асарларида жуда кўп маълумотлар мавжуд. Ўзбек этнонимиясини тадқиқ қилиш ишига кейинги йилларда Х.Д. Дониёров³ ва С.С. Губаевлар⁴ катта ҳисса қўшди.

Профессор Т.Нафасов Қашқадарё вилояти ҳудудидан 400 та этнотопонимларни тўплаганини⁵, Т.Раҳматов Самарқанд ва унинг атрофлари ҳудудида 200га яқин этнотопонимлар мавжудлигини ёзишган эди⁶. С.Қораев Ўзбекистон ҳудудидаги аҳоли истиқомат қилувчи жой номларининг 10 дан 30 фоизи этнотопоним эканини айтган⁷. С.С. Губаеванинг фикрича эса,

3 Дониёров Х. Ўзбек халқининг шажара ва шеваляри. – Тошкент: Фан, 1968.

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2 Суперанская А.В. Общая теория имени собственного. – С.205.

Фаргона водийсида бу миқдор баъзи жойларда 30-50 фоизгача, айрим ҳудудларда эса 10-11 фоизни ташкил қилади⁸.

Ўзбек топонимияси бўйича ёқланган ишларнинг барчасида ўрганилаётган ҳудудда учрайдиган этнотопонимлар таҳлил қилинган.

Ўзбек топонимикасида этнотопонимлар махсус тадқиқ қилинган ишлар ҳам юзага келди. Биз бу ўринда А.От-ажонованинг Хоразм этнотопонимларига⁹, А.Туробовнинг Самарқанд вилояти этноойконимларига¹⁰ бағишланган ишларини кўзда тутмоқдамиз. Ҳар иккала тадқиқотда ўрганилаётган ҳудуд топонимиясидаги этнонимик негизлар асосида ясалган номлар атрофлича таҳлил қилинган.

Ўзбекистоннинг турли ҳудудларга мансуб этнонимлар таҳлили шуни кўрсатганки, топонимларнинг бу типи юзага келишига кўра икки белгиси билан ажралиб туради:

1. Этнонимлар кўпроқ аҳоли истикомат қилувчи ҳудудларда учрайди.

2. Этнотопоним кўчманчи аҳоли яшаган ёки уларнинг авлодлари яшаётган жойларда учрайди.

Биз Нурота тумани ҳудудидан тўплаган этнотопонимлар миқдори 80 тадан ошади. Бу биз тўплаган умумий материалнинг 4 фоизини ташкил қилади.

Этнотопонимларни уларнинг этнонимик негизига кўра (топонегизига) иккига бўлиш мумкин:

1) Негизда халқ, элат ёки миллат номи ётган этнотопонимлар: Араб (қ.), Қозоқовул, Туркманлар (қ.), Туркманариқ каби.

2) Негизда уруғ, қабила ва уларнинг майда шахобчалари номи ётган этнотопонимлар: Қовчин (ққ), Қиёт (ққ), Болғали (ққ.), Баҳринтўп (ққ.), Қўштамғали (ққ.), Керайит ариғи каби.

Топонимнинг этнотопоним эканини, яъни ном негизда этник лексика ётганини аниқлаш баъзан қийинчилик туғдиради. Мана шундай ҳолларда топонимнинг таркибидаги баъзи кўрсаткичларга эътибор бериш лозим бўлади. Одатда таркибида қуйидаги белгилар учраса, топоним этнонимдан ясалган бўлади.

1) Ном таркибида тўп (тўб), тўпи (тўби) сўзлари учрайди. Бу сўзлар аслида этнонимик индикаторлардир. Х. Дониёров шодмонтўпи, шодитўпи, яшиғтўпи, қозоктўпи каби этнонимларни қайд этган¹¹. С.Губаева таркибида тўп, тўплар сўзлари мавжуд номлар этнотопоним деган хулосага келган ва Калтағўпи, Холмонтўп, Эшбойтўп, Уртўп, Такчитўп, Шайит-тўп каби номларни далил сифатида келтирган эди¹². Нурота топонимиясида ҳам таркибида ушбу компонент бор бўлган топонимлар мавжуд: Баҳринтўп (ққ.), Эрганақтўп (ққ.), Эшонтўп (ққ.) каби.

⁸ Губаева С.С. Автореферат. – С.9.

⁹ Отажонova А.Ж. Хоразм этнотопонимлари ва уларнинг лугавий асослари – Автореф. дисс.... канд. филол. наук. – Ташкент, 1997. Ўша муаллиф. Хоразм этнотопонимлари – Тошкент: Фан, 1997.

¹⁰ Туробов А.И. Самарқанд вилояти этноним ва этноойконимларининг таҳлили. – Автореф. дисс.... канд. филол. наук. – Тошкент, 1999.

¹¹ Дониёров Х. Келтирилган иш. -63-бет.

¹² Губаева С. С. Келтирилган автореферат. – 12-бет.

2) Охирида -ли, -ди, -ти (лахжавий) қўшимчалари мавжуд баъзи топонимлар этнотопонимлардир: Жилон-тамғали, Ковушли, Тарокли, Қўштамғали, Қозиёкли, Болғали, Туғали, Кештали (Каштали), Чўмичли, Чорикли, Қайчили, Чироқли, Илонли, Саркали ва б.

3) Охирида -чи қўшимчаси мавжуд баъзи номлар этнотопонимлардир: Полвончи (ққ.), Туячи, Туячитепа, Чўпчи (ққ.), Коризчи каби.

4) Таркибида -лар қўшимчаси келган номлар этнотопонимлардир. Х. Дониёров беклар, бойлар, ёртилар, каллалар, парчалар, хўжалар, қирқлар, қоралар, қуллар каби этнонимлар борлигини қайд этган¹³. С.Губаева -лар аффиксли Пиллакашлар, Араблар, Хасталар типли номларни этнотопоним деб ҳисоблайди¹⁴. С.Қораев фикрича эса, -лар, -он, -обод сўзли номлар этнотопонимларга киради¹⁵. Нурота топонимиясида -лар қўшимчасини олган қуйидаги номлар мавжуд: Минглар, Чўрилар, Кўсалар, Заркокиллар, Гадойлар, Улуғлар, Гарруклар, Араблар (ақ.), Кулоллар ва б.

¹³ Дониёров Х. Келтирилган иш. - 82-бет.

¹⁴ Губаева С.С. Келтирилган автореферат. - 12-бет.

¹⁵ Губаева С.С. Автореферат. - 12-бет

5) Таркибида -он, -ён қўшимчалари мавжуд номлар этнотопонимлар ҳисобланади. Кўплик тушунчасини ифода этувчи ушбу тожикча аффикслар ўзбекча -лар қўшимчасига тўғри келади. Ушбу қўшимчалар Ўзбекистон ҳудудидаги тожикча топонимлар таркибида учрайди. Чунончи, Нурота ҳудудида Уйрон топоними учрайди. Аммо ушбу модел Нурота ҳудуди учун характерли эмас.

6) Охири -и қўшимчаси билан туговчи баъзи номларни ҳам этнотопонимларга киритиш мумкин: Ажинабеги, Урганжи каби. Ушбу модел ҳам Нурота топонимиясида сийрак учрайди.

Этнотопонимларнинг маъносини талқин этиш борасида анча мунозарали томонлар бор. Баъзи ишларда этнотопонимнинг (топонимнинг) маъно ва этимологияси деб, унинг негизида ётган этнонимнинг маъно ва этимологияси талқин қилинади. Бунга қўшилиш қийин. Аслида этнотопонимларнинг маъноси соддадир, яъни ҳар қандай этнотопоним ўзи мансуб бўлган ҳудудда ўтмишда этнонимда ифодаланган этник гуруҳ яшагани ёки уларнинг авлоди ҳозирда яшаётгани ҳақида дарак беради.

Биз ю

НУРОТА ТОПОНИМИНИНГ ЭТИМОЛОГИЯСИГА ДОИР АЙРИМ МУЛОҲАЗАЛАР

Ў. А. Орипов

НавДПИ Ўзбек тили кафедраси катта ўқитувчиси, ф.ф.н

Нурота тумани худудидаги топонимларнинг луғавий-маъновий хусусиятлари юзасидан олиб борилган кузатишлар бу номларни улар англатган маъноларга қўра бир неча гуруҳга ажратиш мумкинлигини кўрсатди. Булар қуйидагилар:

1. Луғавий ва номинатив (мотиватив маъноси) аниқ равшан кўриниб турган топонимлар. Бу гуруҳ номларда топоним англатувчи маъно ва объектнинг нега шу тарзда номлангани, яъни ном мотивацияси аниқ кўриниб туради ва ном маъноси маҳаллий аҳоли учун тушунарли бўлади. Бу типга кирувчи топонимлар қуйидагилар:

а) жойнинг физикавий-жўғрофий ва бошқа табиий хусусиятига ишора қилувчи номлар: юлгун ўсимлиги билан қопланган майдон; Ёнғокли – ёнғок дарахтлари эгаллаган майдон, боғ; Шўрқудук – суви шўр бўлган қудук; Жийдали – жийда дарахти ўсган жой каби.

б) этнотопонимлар. Бу тип номлар ном ифодалаётган ҳудуд, объектда ўтмишда номи топонимга ўтган этнос истиқомат қилгани ёки қилаётганини англатади: Баҳринтўп (қ-қ), Бойтўби (қ-қ), Болғали (қ-қ), Жалойир (қ-қ);

в) замонавий, янги номлар. Бундай номлар объектга яқин даврда берилган бўлиб, ном учун асос бўлган мотив кўпчилик учун маълум бўлади:

Дўстлик (мх,қч), Матонат (мх), Маданият (мх), Маърифат (мх) каби.

г) антропонимлар. Баъзи шахсларнинг хотирасини эъозлаш, номини абадийлаштириш учун қўйилган номлар бўлиб, улар асосида ётган мотивлар ҳам кўпчиликка маълум бўлади: Абдулла Қаҳҳор кўчаси, Алишер Навоий маҳалласи, Беруний маҳалласи, Ибн Сино маҳалласи, Машраб кўчаси, Нодирабегим кўчаси ва б.

2. Луғавий асоси, маъно ва мотивацияси ўзга тил(лар) материали асосида аниқланувчи топонимлар. Нурота топонимиясидаги номларнинг маълум қисми мана шу характердаги атоқли отлар бўлиб, улар, асосан, форс-тожикча топонимлардир. Шу сабабли бу топонимларнинг маъноси ва мотиватив асоси тожик тили нуқтаи назаридан таҳлил қилингандагина ойдинлашиши мумкин. Чунончи: Деҳибаланд – деҳ (қишлоқ) + баланд (юқори) – юқорида, баландликда жойлашган қишлоқ. Сентоб – синт тожикча-совук) + об (сув) – совуқ сув. Обираста – об (сув) + раста (паст, пастлик) – пастлик, қуйига қараб оқадиган сув. Обичаппа – об (сув) + чаппа (тескари, чаппа) – тескари оқувчи сув. Доба // Дуоба – ду (икки) + оба (сув) – икки сув, яъни обичашма ариғи шу гузарга келиб иккига бўлиниб оқади. Шакарак – шакар (ширин, ёқимли) + ак

(қўшимча) – ўша маҳалла аҳолисининг ширинтилли, ширинсуханлигига ишора. Чилдухтарон – чил (қирқ) – духтар – (қиз) + он (-лар) – Қирққиз(лар) ва б.

3. Луғавий асоси тушунарли, аниқ, аммо мотиватив асоси ноаниқ, яширин топонимлар. Бу тип номларда топоним учун асос бўлган сўз қандай лексема экани аниқ кўриниб туради. Чунончи, Бахилтоғ топоними – бахил ва тоғ сўзларининг; Оқтоғ топоними – оқ ва тоғ сўзларининг; Қоратоғ топоними – қора ва тоғ сўзларининг кўшилиш ҳосиласи бўлгани аниқ. Аммо бу топонимларнинг номинатив маъноси тўғридан-тўғри асос сўзларнинг оддий маъносидан келиб чиқмайди, балки уларнинг кўчма рамзий маъноларидан юзага келади. Бахилтоғ – бу тоғда сув, ўсимлик ва ҳайвонлар кам эканини англатади. Оқтоғ – баланд, қор кўп сақланиб турадиган, узокдан оқариб кўринадиган тоғ; Қоратоғ – унчалик баланд бўлмаган, узокдан қорайиб кўринадиган тоғ ва б.

4. Ноаниқ, мураккаб маъноли топонимлар. Топоним қандай объектнинг номи экани аниқ бўлса-да, объект нега мана шундай аталгани, номнинг мотиватив асоси ноаниқ бўлади. Нурота топонимиясидаги бир қатор номлар ушбу хусусиятга эга: Ҳозғон, Қўчот, Темирқовуқ, Ёвкелди, Аждарарик, Бешбалиқ, Дояхотин, Зулмқориз, Итчиққон, Кампирсой, Келинчак, Келинсой, Можирим, Одамўлди, Олтмиштўрт, Ошиққудук, Тирикбобо, Қизилбош, Қизқувған ва б.

Келтирилган тип топонимларнинг

мотиватив маънолари, этимони махсус таҳлиллар асосида очилиши мумкин. Қайд килинган номларнинг мотивацияси ҳақида халқ орасида бир қатор афсона ва ривоятлар мавжуд. Мана шундай номлар қаторига Нурота топоними ҳам киритиш мумкин.

Иш ҳажмининг чегаралангани мотиватив маъноси ноаниқ топонимларнинг барчасини этимологик таҳлил қилиш имконини бермайди. Шу сабабли биз қуйида Нурота топонимининг маъно ва этимонини қисқача таҳлил қиламиз.

Нурота топонимининг маъноси, мотивацияси ҳақида анчагина бири-бирини тўлдирувчи ёки бир-бирини инкор қилувчи талқинлар мавжуд бўлиб, улар лисоний, тарихий, географик, этимологик, этнографик ҳамда мифологик талқин ва фаразлардан иборатдир.

Нурота топонимининг лисоний таркиби, яъни апеллятив асоси ҳозирги ўзбек тилида ҳам функционал бўлган икки лексемадан нур ва ота (ато)дан иборат бўлишига қарамасдан, бу топоним англатувчи маъно ҳақида тадқиқотчилар ўртасида бир тўхтамга келинган эмас.

Нурота номи ифода қилувчи ҳудуд қадимий тарихга эга ва баъзи манбаларда унга 2400-2500 йил берилади. Нуротанинг барпо этилиши Искандар (Александр Македонский) номи билан боғланади. Бобокул Мирзаев буни қисқача қуйидагича баён қилади: «Эрамиздан аввалги 324 йилда Ўрта Осиёга 160 минг қўшин билан (Искандар – Ў.О) кириб келди... кўп шаҳар ва

кишлоқларни олади... сўнгра Мароқандни, ҳозирги Самарқандни олишда кўпгина аскарларидан ажралади. Шундан сўнг, Искандар орқасига қайтиб, шимолга бурилади. У тоғлардан ўтиб, ҳозирги тоғ тепасидаги қалъа қурилган жойга тўхтаб, ердан осмонга нур таралаётганини кўриб ҳайрон қолади. Ажабо, бу қанақа сир. Куёш нури ерга таралса, бу осмонга таралаяпти, деб пастликка етиб келса, бир ажойиб манзара – ҳамма ер кўм-кўк, бир неча булоқлардан сув чиқиб шимолга қараб оқмоқда. Ғарб томонда нур таралаётган булоқ бўлиб, бу ерни дев, парилар макон қилиб олган экан. Шунда дев ва париларни ҳайдаб юборади...» ҳамда ўша ердан кўрган ва шаҳар барпо қилади¹. Мана шу мазмундаги ривоят бошқа манбаларда ҳам келтирилган².

Академик Я.Фуломов ўзининг «Нур қалъаси» мақоласида Нур қалъаси эра-миздан аввал IV-V асрларда қурилганини айтади.

Журналист А.Мухторов ва археолог Б.Ўроқов «Нур қасрини Искандария ҳам дейишади, чунки уни Искандар қурдирган» деб ёзишган.

Искандар Нурга келган, булоқни ҳам кўрган, қалъа қурдирган ҳам бўлиши мумкин. Аммо у келгунча бу ҳудуднинг, булоқнинг қандайдир номи бўлган-ку! Уни, Искандар ўзгартирганми? Ёки

улар номсиз бўлса, Искандар биринчи бўлиб уларни номлаганми? Нима деб номлаган? Искандарнинг қалъани ҳам, булоқни ҳам «Нур» деб номлагани аниқ. Чунки «зиё» маъносидаги нур арабча сўз бўлиб, у туркий тилга араблар Ўрта Осиёни истило қилгандан кейин кирган.

Ш.Исмоилзода ўзининг мақолаларидан бирида Нур шаҳрининг қадимий номи Кўҳзор бўлгани ҳақидаги ривоятни келтиради. Номнинг Нурота бўлиб ўзгаришига булоқнинг ўзидан нур тарқалиши асос қилиб кўрсатилади ва Нурота Нур + ато «ёруғлик таратадиган жой» маъносини бериши ёзилади³. Аммо баъзи манбаларда тожикча бўлган Кўҳзор номига шубҳа билдирилади, чунки тарихий манбаларда бу ҳудудга форс забон аҳоли X-XI асрлардан бошлаб кириб келган деб ҳисобланади.

Нур топоними кўпгина ёзма манбаларда қайд этилишича, қадимда кишлоқ номи бўлган. Бунинг энг ишончли далили Абу Бакр Муҳаммад Жаъфар Наршахийнинг Нур кишлоғи Бухородан ҳам аввал мавжуд бўлган деб ёзишидир: «Ҳали Бухоро шаҳри вужудга келмаган, лекин кишлоқлардан баъзилар пайдо бўлган эди. Нур, Ҳарқонруд, Вардона, Таробча, Сафна ва Исвоналар ўша кишлоқлар жумласидандир»⁴. Наршахий Нуротани асарининг бошқа ўринларида ҳам Нур шаклида тилга олган: «Нур катта жой»⁵. Ҳофизи Абрӯ-

1 Мирзаев Б. Нурота тарихидан лавҳалар // Дўстлик байроғи. - 1996. 31 май. - Б. 6.

2 Ахмадулов К. Нурота тарихий ва азиз жой // Илгор чорвадор. - 1994. 12 апрель. - Б. 2; Ўша газета. - 1994. 5 апрель. - Б. 2; Шавкат Исмоилзода. Нури Бухоро // Илгор чорвадор. - 1990. 5 август; Боболардан колган нақллар. Ёзиб олувчи Раҳматулла Юсуф ўғли. - Т.: Фан, 1998. - 49-бет ва б.

3 Исмоилзода Ш. Нури Бухоро // Илгор чорвадор, 1990. 5 август.

4 Абу Бакр Муҳаммад Жаъфар Наршахий. Бухоро тарихи. - Т.: Фан, 1966. - 16-бет.

5 Ўша ерда. - 20 бет.

нинг «География» асарида, шунингдек, темурийлар даврига оид тарихий манбаларда Нурота Нур шаклида учрайди⁶. Умуман, VIII-IX асрларда, ундан кейин ҳам, гап юритилаётган жой Нур деб аталган. Ҳатто Герман Вамберининг “Бухоро ёхуд Мовароуннахр тарихи” асарида ҳам топонимнинг Нур шакли қайд қилинади: “1220 йилда Чингиз босиб олган иккинчи шаҳар Нур бўлган”⁷. Баъзи тадқиқотчилар Нур топоними Нурота шаклида XIX аср охири XX аср бошидаги ёзма манбаларда учрашини таъкидлашади⁸.

Нурота номининг маъно ва этимони ахтарилар экан, қуйидаги томонларга диққат қилишга тўғри келади:

- агарда жой номини арабча Нур сўзи билан боғланса, унда бу топоним камида VIII асрлардан кейин пайдо бўлган бўлади;

- борди-ю, Нур жойнинг қадимий номи эмас экан, унда қадимий ном нима бўлганини ахтаришга тўғри келади;

- борди-ю, бу жойни Искандар номлаган бўлса, унда у қўйган ном юнонча бўлиши керак. Аммо Искандарнинг бу жойга юнонча ном қўйгани ҳақида давраклар йўқ.

- Нур: 1) қишлоқ номи; 2) булоқ номи; 3) қалъа (қўрғон) номи; 4) тоғ номи. Нур дастлаб қайси бирининг атоқли оти сифатида юзага келган? Табиий ҳодиса бўлгани учун булоқ ва тоғ қадимий объектдир. Қишлоқ, қалъа

(қўрғон) сунъий объект бўлгани учун табиий объектлардан кейин пайдо бўлган. Мўътабар манбаларда Нур қалъаси V-VI асрда ҳам мавжуд бўлгани ёзилган⁹. Қўпчилик манбаларда Нур топонимининг пайдо бўлиши булоққа, унинг хусусиятига боғланган ҳолда изоҳланади.

Нурота топонимининг илк, қадимий шакли Нур бўлгани аниқ. Бу ҳолда ушбу топонимнинг маъно ва этимонини Нур лексемасидан ахтаришга тўғри келади.

Демак, биз кейинги изланишларимизда, яъни илмий тадқиқодларимизда бу ҳақида ўзимизнинг илмий асосларимизни ва тегишли ҳуосаларимизни берамиз.

Резюме. Мақола Нурота топонимининг этимологиясига бағишланган бўлиб, унда топонимнинг луғавий-маънавий хусусиятлари юзасидан олиб борилган кузатишлар бу номларни улар англатган маъноларга қўра бир неча гуруҳларга ажратилиб, топонимнинг турлари бўйича таснифланиб, аниқ мисоллар билан таҳлил қилинди. Нурота топонимининг этимологияси, маъноси ҳақида бир-бирини тўлдирувчи ёки бир-бирини инкор қилувчи қарашлар мавжуд бўлиб, улар лисоний, тарихий, географик, этимологик, этнографик ва морфологик ҳамда синтактик жиҳатдан таҳлил ва талқин қилинди.

Резюме: Настоящая статья посвящена этимологии Нуратинских топонимов, в ней наблюдения по лексически-смысловым особенностям топо-

6 Бўриев О. Темурийлар даври ёзма манбаларида Марказий Осиё. – Т.: Ўзбекистон, 1997. – 81,138-бетлар.

7 Вамбери Герман. Мовароуннахр тарихи // Шарк юлдузи. – № 4. – Б.112.

8 Кодиров Рахим. Нурота чашмаси// Тошкент, 1998. – 3-бет.

9 Ўзбек совет энциклопедияси. 8 жилд. 1976. 96-бет.

нимов разделены на несколько группы по их обозначающим значениям, они классифицированы по различным видам топонимов, осуществлены анализы на основе конкретных примеров. Существуют взаимодополняющие или взаимоотрицающие взгляды об этимологии, значении Нуратинских топонимов, произведены их лексический, исторический, географический, этимологический, этнографический, морфологический и синтаксический анализ и интерпретация.

Resume. This article is devoted to the etymology of the toponymy Nurota. It deals with the researchers carried out on literal and spiritual features of the toponymy that are divided into several groups and classified according to their meaning and analyzed with precise examples. As there are replenishing each other and contradicting ideas about the etymology and meaning of Nurota they are lexically, historically, geographically, etymologically, ethnographically and morphologically analyzed and interpreted in the article.

РАССТРОЙСТВА ЛИПИДНОГО ОБМЕНА У ЛЮДЕЙ, СТРАДАЮЩИХ ОЖИРЕНИЕМ.

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Abstract. Advise those who suffer from obesity to eat less and exercise more will not help in the fight against the obesity epidemic. There are many “Hidden” factors of obesity, it is possible to change them. This article reveals an amazing number of causes of obesity and simple steps to reduce the impact of these causes. Most important get rid of shame.

Key words: obesity, excessive body weight, strict diets, stress, sleep, medications

Введение. По определению ВОЗ, ожирением считается “ненормальное или чрезмерное скопление жира, которое негативно влияют на здоровье”.

Ряд зарубежных исследований относят избыточную массу тела и ожирение к сложным, многофакторным, мультигенным расстройствам, которые тесно связаны с особенностями психо-социально-культурной среды.

На сегодняшний день число людей, страдающих ожирением, превосходит число голодающих. Ожирение – серьезная проблема. Оно ведет к диабету, сердечным заболеваниями, раку, депрессии. Почему ожирение так распространено? Ответ прост. Мы много едим и мало занимаемся спортом. Это известно всем! Но это ошибочно. На наш вес влияет множество других факторов.

Материалы. В работе были использованы русскоязычные и иностранные статьи, посвященные проблемам липидного обмена – ожирения.

Результаты и обсуждение. Можно рассмотреть пример из жизни. Джон вырос в Нидерландах. Он казался обыкновенным ребенком. Отличало

его то, что он постоянно плакал. Постоянно хотел есть. Через пять минут после бутылочки молока,

Различные по степени тяжести формы ожирения, связанного с геном MC4R, являются следствием изменений последовательности гена, в результате чего белок – меланокортиновый рецептор становится неактивен или менее активен. Тяжесть ожирения зависит от типа мутации и от того, находится ли она в гомозиготном или гетерозиготном состоянии.

Белок, кодируемый геном MC4R, связывается с меланокортином, отвечающим за чувство насыщения. Если рецептор неактивен, связывание происходит менее эффективно. Соответственно, при мутации гена MC4R ребенок может переесть просто потому, что не способен контролировать аппетит по физиологическим причинам.

Ранняя диагностика причин ожирения позволяет существенно сократить

его физические и психологические последствия. Родителям информация, что MC4R -ассоциированное ожирение у ребенка связано с тем, что у него проблемы с достижением сытости, указывает на необходимость с ранних лет регулировать пищевое поведение ребенка, следить за его массой тела.)

Джон, он теперь взрослый и все еще борется с ожирением. Методы лечения пациентов, как Джон, совершенствуются и проходят клинические испытания.

Идеальные условия для набора. Называется это эффектом йо-йо. Строгая диета – еще один фактор, ведущий к ожирению. Еда влияет не только на гормоны голода, но и на жир. Последнее, что затронем в статье, – это бурый жир. В общем бурый жир – это хорошо. Мы знаем, что белый жир накапливается на бедрах, животе – это жир вредный, который мы ненавидим. А бурый жир преобразует калории в тепло. Он сжигает калории и это прекрасно. Есть такие люди, которые много едят и никогда не толстеют. Значит, бурого жира у них очень много. Раньше считалось, что он есть только у детей, а взрослые его теряют. Но пару лет назад обнаружилось, что и у взрослых есть бурый жир. Цвет бурого жира обусловлен присутствием большого числа митохондрий, богатых цитохромами, содержащимися в огромных количествах в клетках этой ткани. Митохондрии бурого жира оказались хорошо оснащенными именно для образования теплоты. Бурый жир специализирован для выработки тепла, а не АТФ при окис-

лении жирных кислот. Он находится вокруг шеи, на спине, между лопатками, вокруг почек. У страдающих ожирением его меньше. Они не могут сжигать столько калорий, сколько худые. Но есть хорошие новости: исследования показали, что страдающие ожирением могут сами стимулировать бурую жировую ткань. С помощью физических нагрузок, что для страдающих ожирением тяжело, но также с помощью холода, низкой температуры. Известно, что достаточно в течение пары недель, может, шести, находиться два часа при температуре 17 градусов Цельсия, чуть ниже комнатной, и бурый жир активируется, и вы избавитесь немного, белой жировой ткани. Избавитесь от вредного жира.

Если сейчас пойти в кафе, то при виде сладкого мы скорее выберем его или шоколад, а не овощной салат или другую полезную еду. Выбор все же не настолько сознательный, как нам кажется. Организм опирается на наши мысли. Пищевой индустрии это известно: реклама и другие стимуляторы воздействует на гормоны голода, и мы едим не то, что полезно. Из этого можно извлечь пользу. Это решает проблему ожирения, ведь недостаточно сказать: “Ешь меньше”, зато эффективно будет изменить мысли с помощью когнитивно-поведенческой терапии.

За последнее десятилетие многое изменилось. В нашей жизни появилось больше стресса. Во время стресса организм производит еще больше гормонов стресса. А именно: гормон кортизол в случае длительного стресса.

Если уровень гормона стресса высок, вы толстеете, количество брюшного жира возрастает. А вместе с ним и ваш аппетит. Особенно по отношению

Вывод. Учитывая все факторы: стресс, сон, лекарства, строгие диеты проблема ожирения и его распространенность следует из того, что мы мыслим слишком просто. Мы должны принимать во внимание факторы и изменить, то, что нам под силу. Мы не должны осуждать страдающих ожирением, мы должны их поддерживать. Только так удастся успешнее побороть ожирение.

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PESTITSIDLARNI POLIZ EKINLARI URUG'LARINING UNUSHIGA TA'SIRI

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Annotatsiya: Maqolada qishloq xo'jaligida qo'llanilayitgan pestitsidlar – Nurell D va Detsis larni bodringning B.Alpha va Elmass navlari urug'larini unub chiqishiga ta'siri o'rganildi. Tajribalar natijasida mazkur insektitsidlarni ikkala navdagi bodring urug'larni tinim holatidan chiqarishni sekinlashtirishi va unuvchanligini pasaytirishi ko'rildi.

Kalit so'zlar: Bodring, urug', pestitsid, Nurell D, Detsis, unib chiqish, unuvchanlik.

Ma'lumki, qishloq xo'jalik ekinlaridan yuqori hosil olishning shartlaridan biri uni zararkunadalardan himoya qilish xisoblanadi. [1]

Pestitsidlar, aniqrog'i insektitsidlar zararli organizmlarni yo'qotish bilan bir vaqtda ular himoya qilayotgan o'simliklarga ham bir qator ta'sir ko'rsatadi. Pestitsidlar bilan o'simliklar o'rtasida bo'ladigan jarayonlar ancha murakkabdir, turli pestitsidlar o'simliklarga turlicha fiziologik faol moddalar sifatida ta'sir etadi, pestitsidlar bilan o'simliklar o'rtasidagi munosabatlarni o'rganishda ularni pestitsidlarga nisbatan turlicha chidamliligi ham katta rol o'ynaydi.

Pestitsidning urug'ga (urug'ni dorilashda, pestitsidni tuproqqa solganda) ta'siri salbiy bo'lganda, uning unishi sekinlashadi, o'sish energiyasi zaiflashadi [2]. Odatda, pestitsid ta'sirida o'simlikda moddalar almashinuvi jarayoni buzilgani uchun uning o'sishi va rivojlanishi sekinlashadi, bundan tashqari pestitsid

o'simlikning fiziologik holatini ham zaiflashtirishi mumkin. Bunday holatda o'simlikning tashqi ko'rinishi o'zgarmaydi, lekin uning tashqi muhit ta'siriga chidamliligi susayadi [3].

Yuqoridagidan kelib chiqib, biz qishloq xo'jaligida foydalanib kelinayotgan insektitsidlar Nurell D va Detsislarni bodring o'simligining urug'larini unub chiqishiga va o'shiga ta'sirini o'rgandik. Tajribalar quyidagi sxemada olib borildi:

1. variant: Nazorat, ishlov berilmagan guruh;

2. variant: Nurell D bilan ishlov berilgan guruh;

3. variant: Detsis bilan ishlov berilgan guruh;

Tajriba uchun bodring o'simligining B.Alpha va Elmas navlari urug'laridan 100 tadan (har bir variant uchun) sanab olindi va ular sterillangan Petri kosalari joylandi. Urug'larni unuvchanligi I.G. Leurdaning "Международные правила определения качества

1-jadval

Bodring o'simligiy B.Alpha va Elmas navlari urug'larining unuvchanligi

Tajriba variantlari		Unibb chiqqan urug’lar soni, %							O’rta-cha unuvchanlik %
		Tajriba o’tkazish muddati, kun							
		3	5	7	9	11	13	15	
Nazorat Suv	B.Alpha urug’ soni – 100	45,4	63,9	75,7	93,9	100	100	100	82,7
	Elmas urug’ soni – 100	46,2	70,6	81,8	96,9	100	100	100	85,1
Nurell D	B.Alpha urug’ soni– 100	15,1	29,6	39,1	43,5	47,8	52,2	73,9	43,1
	Elmas urug’ soni– 100	18,3	32,9	44,3	48,8	53,9	72,5	78,8	50,5
Detsis	B.Alpha urug’ soni– 100	17,3	34,7	43,5	52,2	69,6	73,9	76,3	52,8
	Elmas urug’ soni– 100	26,6	40,8	53,3	66,7	80,1	86,7	89,3	63,9

семян” [4] nomli qo'llanmasi asosida o'rganildi. Urug' unuvchanligiga pestitsidlar ta'sirini o'rganish uchun Nurell D va Detsis kimyoviy vositalarining LD₁₀ dozasi miqdoridagi 0,1%li eritmalardan va nazorat uchun distillangan suvdan foydalanildi.

Tajribalar laboratoriya sharoitida termostatda 22°C haroratda olib borildi. Tajriba natijalari tadqiqot boshlangan kundan to 15 kunigacha bo'lgan muddatda o'rganilindi. Tajriba natijalari 4-5 marotaba takrorlanishda o'kazildi.

1-jadvaldan ko'rinib turibdiki, urug'lar ivitilgandan 3 kun o'tgach Nurell D bilan ishlov berilgan 2-variantda B.Alpha navi urug'larining 15,1%i, Elmas navi urug'lari esa 18,3% unib chiqqan. Nazoratdagi urug'larning esa 45,4 % va 46,3% i unib chiqishini korish mumkin. Nuazoratdagi urug'lar bilan NurellD ta'sir ettirilgan variantdagi urug'lar unush samaradorligi o'rtasidagi farq 30,3% va 28%ni tashkil

etgan. Keyingi modda 3-variantda Detsis ta'sirida ham shunday holatni ko'rish mumkun. Bunda 3-kunda B.Alpha navi urug'larining 17,3%i, Elmas navi urug'lari esa 26,6% unib chiqqan, bu variantda urug'larning unish foizidagi farq 28,1% va 19,7%ni ko'rsatdi.

Urug'larni unishidagi bu holat tajribaning 15-kunigacha davom etib, 2-variantda urug'lar unib chiqishi ko'rsatkichi B.Alpha – 73,9%, Elmas – 78,8%ni ko'rsatgan bo'lsa, 3-variantda bu B.Alpha – 76,3%, Elmas – 89,3%ni nashkil etdi. Bu holatda nazoratdagi urug'lar unuvchligi o'rtasidagi farq 2-variantda 26,1 va 21,2%ni, 3-variantda esa 23,7 va 10,7%ni tashkil etdi.

Olib borilgan tadqiqotlarimiz natijasida shuni ta'kidlash mumkinki, o'ganilayotgan kimyoviy moddalar bodring urug'ini tinim holatidan chiqarishni sekinlashtiradi va unuvchanligini pasaytiradi. Bunda NurellD ning Detsisga nisbatan ta'siri kuchliroqligi ko'ridi.

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ЛИНГВИСТИКА ГОРОДОВ ЦЕНТРАЛЬНОЙ АЗИИ

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Annotation: *In given articles are investigated materials on toponyms big cities of the Central Asia. By us are analyzed ethnographic, historicals and linguistic features of big cities of the Central Asia. Studying toponyms cities of the Central Asia has a particular interest and an originality. They differ from city toponyms other countries of the world.*

Key words: toponyms cities of the central Asia, ethnography, history linguistics.

В данной статье мы хотим кратко представить обзор происхождений имён республиканских столиц.

Алма-Ата. Обычен перевод – «отец яблок», что неточно передает казахский оригинал Алматы – «яблочное». В 1854 г. здесь, в урочище под таким названием, было основано Заилийское укрепление. В следующем году оно переименовано в город Верный. После Октябрьского переворота в 1921 г. был восстановлен местный казахский топоним, но уже в форме Алма-Ата, хотя на казахском языке осталось оригинальное написание. Происхождению этого названия специальную статью посвятил Г.К. Конкашпаев, который писал о продуктивности казахских топонимов на -ата: Хорсан-Ата, Сунак-Ата, Баба-Ата, Аулиа-Ата. Ата – «отец, дед, святой» – встречается в географических названиях мазаров, развалин, городищ, пещер, тёплых минеральных источников. По существу, Алма-Ата оказалась втянутой в этот топонимический ряд на -ата. В действительности город получил своё название по гидронимам Алматы: две реки – Большая и Малая Алматинка – протекающие через бывшую столицу Казахста-

на, имеют в своих названиях финаль -ты. Е. Койчибаев [5] название Алма-ата трактует как ороним, в котором современное тау – «гора» имеет архаическую форму ты – «гора», и приводит такой ряд: Архаты – «гора архаров», Аршаты – «можжевельная гора», Караганы – «сосновая гора», Жаманты – «пологая гора», Бугуты – «оленья гора», Моинты – «шееобразная гора» и т.д.

По этому поводу Г.К. Конкашпаев напоминает, что форма Алматы (ср. г. Алмалык – город в Ташкентской области), т.е. «изобилующий яблоками», происходит от слова алма – «яблоко». Тюркский формант -лык заменился монгольским формантом -ты, имеющим то же значение. Исследователь Ц.Д. Номинханов, посвятивший специальную статью названию Алма-Ата (1958), пишет о монгольских местоименных формантах -ту, -тай, -тэй, -той, -та. Поэтому все названия в Казахстане на -ты (Оленты, Яманты, Аршаты, Тарбагатай и др.) нужно считать монгольскими по происхождению (луго-

вое, козлиное, где много минеральных источников – аршанов, изобилующее сурками-тарбаганами).

Ашхабад. Туркменский оригинал – Ашгабат – «любимое, приятное место». В прошлом это был аул-центр Ахалтекинского оазиса, а позже – центр Закаспийской области. Другого значения этого названия нам не приходилось встречать; в основных трудах по истории и географии Туркестана оно осталось без отсутствия уверенности у большинства авторов в правильности приведённого толкования.

Между тем первый элемент этого названия имеет частые повторения в топонимии Среднего Востока: Астрабад, Ашназ в Иране, Аш-Кара, Астара в Талыше, Аштарак в Армении, Ашкала на запад от Тбилиси и в других местах. Весьма затруднительно определённо объяснить основу этих близких или родственных названий. Армянский лингвист Гр. Капанцян сопоставляет название Аштарак (арм. «башня», груз. Агарак) с семитским аштар, богиней Иштар, Астарт, в честь которой воздвигнут каменный обелиск. У греков каменные кучи, тумбы в виде памятника назывались герм, по имени бога Гермеса.

Термин «абад» самостоятельно не употребляется, в частности встречается только в географических названиях, сопровождая основной топоним. Абад, или в таджикском обод – «обводнённый, благоустроенный», также «возделанный, обработанный, заселённый, модный, построенный». Это слово не-

редко можно видеть как в старых, так, особенно, и в новых географических названиях: Ленинабад, Захматабад, Ноабад. Но отметим, что В.В. Бартольд переводит название Шахабад – «постройка шаха». Первым, кто предложил этимологию топонима, был А. Вамбери, который писал: «Aschkebad, а не Askabad город в Закаспии. Буквально – «место любви», от арабского aschk – «любовь» и персидского abad – «место, остановка, местопребывание». Ашхабад основан в 1891 г. до 1919 г. В названии господствовала транскрипция в форме Асхабад, затем, до 1927 г. – Полторацк. Обзор других этимологий можно посмотреть у С. Атаиязова.

Душанбе. До 1925 г. – кишлак Дюшамбе. В 1925 г. образован город, сохранивший до 1929 г. название кишлака. С 1929 до 1961 г. – Сталинабад, позже восстановлено старое имя, но в новом написании. Топоним с интересной этимологией. В ряде районов Средней и Центральной Азии (Таримский бассейн) отдельные селения именовались по тем дням недели, на которые приходились базары – события первостатейной важности. В кишлаке Дюшамбе базарным днём был понедельник, т.е. «второй (ду) день недели». В данном ряду топонимов, например, Сешанбе – «третий день недели».

Нукус, каракалпакский оригинал – Нокус, расположен в дельте Амударьи, центр Каракалпакстана. Б.В. Андрианов считает, что в основе названия лежит этноним, имя племени, подобно другим топонимам дельты: Чимбой, Кунград, Кипчак, Ходжейли, Мангыт,

Ктай. На карте расселения узбекских и каракалпакских племён XVIII-XIX вв. племя Нукус не фигурирует. К. Абдимуратов предложил другое объяснение из иранских языков: ну – «девять», кэс – «человек» (ср. арбакеш – «человек арбы, возчик», пахтакеш – «хлопкороб» и т.д.). Э.М. Мурзаев видит в слове кус, кеш – слово, обычное в топонимике населённых мест средней Азии и Ирана в значении «жилище, дом, поселение». Таким образом, Нукус, Нукеш, кажется, логичнее и правильнее объяснить – «девять домов, девять жилищ». Такая модель географических названий с участием числительных обычна в топонимике многих стран, в том числе и в Средней Азии, и иллюстрируется многочисленными примерами: Семипалатинск в Казахстане, Пятихатка на Украине, естественноисторическая область Джетысу в Казахстане и Киргизистане, Пенджекент и Пяндж в Таджикистане, Пенде в Туркмении, Учкурган в Узбекистане и мн. др.

Ташкент, узбекский оригинал – Тошканд. Обычно переводят: Таш + Кент – «каменный город». Но такой перевод, как считают некоторые учёные, есть позднейшее осмысление более раннего и фонетически близкого названия. Вся область, орошаемая р. Чирчик, именовалась областью Чеч, или Шаш, и это звучало: Шашкент – «город области Шаш». Действительно, в арабских источниках – Шаш, в иранских – Чач. У китайцев – Чечи. Слово кент или кед означало дом, усадьбу, группу домов одного хозяина. В Хорезме кат – «пространство

на равнине, окружённое валом, стенами»; на Ягнобе кат – «дом». «Географы X в. при описании Туркестана приводят большое число сложных названий с кет и кед, причём эти названия, ещё не встречающиеся в районе Мургаба, появляются в районе Зарафшана и в значительно большем числе в бассейне Сырдарьи, особенно в районе Ангрена и Чирчика. Географ Истархи даёт Илак, т.е. культурной полосы Ангрена, 14 названий городов и селений, из них 7 сложных с -кет; для области Чач, т.е. культурной полосы Чирчика, – 27 названий, из них 14 сложных с -кет. Из этих названий видно, что один и тот же термин применялся к городу и селению: в Коране «селением» (карья) назван и такой большой город, как Мекка. Употребление слова кент в смысле «селение» сохраняется до сих пор в Хорезме и в Кашгарии» [2]. У арабских географов Ташкент был известен под именем Бинкента.

Е.Д. Поливанов не согласен с этимологией Ташкент – Шашкент, ибо переход ш в т вряд ли возможен. По его мнению, гораздо правильнее считать, что первая часть названия имела основу таж или тажи – современное таджик. Этот этнический термин претерпел большую эволюцию. В.В. Бартольд пишет, что в эпоху арабского владычества местное население Средней Азии так называло арабов-завоевателей (ср.: арм. Тачик – «араб», кит. Да-ши), а позже – вообще мусульман, поскольку первоначально понятия «арабы» и «мусульмане» в языке не различались и были синонимами. Затем термин

«таджик» был перенесён на мусульман, говорящих на иранских языках. Поэтому Е.Д. Поливанов приходит к такой гипотезе: Ташкент – город арабов-завоевателей, город мусульман, город таджиков. Всего несколько столетий назад господствующим языком в Ташкенте был таджикский. Такое название могло присвоить местное население в VII–VIII вв. [2].

Бишкек. Город был основан в 1878 г. на месте военного укрепления. Происхождение топонима Пишпек до последнего времени оставалось загадкой. С 1926 г. город был назван Фрунзе. Е. Койчубаев [5] предложил следующие объяснения: пиш (беш) – «пять» и пек (биик, беек) – «высота». Подтверждение своей мысли он видит во многих параллельных оронимах: Бештау на

Кавказе (откуда Пятигорск); Бешташ – «пять камней» в бассейне Таласа в Киргизстане; на берегу Аральского моря есть барханы Биктау, их переводят как «высокая гора»; а в бассейне Аламедина, что орошает г. Фрунзе, высятся горы Бештоо – «пять гор».

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ИНТЕРВАЛ ДВИЖЕНИЯ ПО МАРШРУТУ, МИНИМИЗИРУЮЩИЙ СУММАРНЫЕ ЗАТРАТЫ ТРАНСПОРТА И ПассаЖИРОВ.

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1. Введение

При организации работы городского пассажирского транспорта необходим учет не только затрат транспорта, но и социально-экономической значимости перевозок. Особую роль при оптимизации движения транспортных средств по городским маршрутам играют потери времени пассажиров. В [2] показана связь потери времени на остановочных пунктах с производительностью труда (снижение на 4-8% за каждый час простоя на остановочном пункте). Поэтому при поиске интервала движения транспортных средств по маршруту необходимо исходить из минимизации суммы стоимости потерь времени пассажиров на ожидание и затрат автотранспортных предприятий на эксплуатацию маршрутов. Ниже рассмотрена задача оптимизации интервала движения транспорта по одному маршруту с учетом затрат времени пассажиров. При этом учтено, что большинство пассажиропотоков может быть обслужено транспортными средствами конкурирующих маршрутов. Как правило, при увеличении интервала движения по маршруту возрастают затраты времени пассажиров, но сокращаются расходы транспорта и наоборот. Решение задачи в компромиссе между социально-экономической значимостью пассажирских перевозок и расходами транспорта на маршруте.

2. Содержательное описание проблемы

Основная информация, необходимая для составления модели, – пассажиропотоки (интенсивность поступления пассажиров), которые способен перевести данный маршрут, а также суммарная интенсивность движения транспорта других маршрутов, конкурирующих за эти пассажиропотоки. Необходимо иметь информацию о себестоимости одного рейса и стоимости одного пассажирочаса. Исходя из этого, и ставится задача поиска интервала движения транспортных средств данного маршрута, обеспечивающего максимальную прибыльность маршрута в единицу времени.

3. Описание параметров и переменных

Для удобства расчетов перегруппируем пассажиропотоки по конкурирующим маршрутам, т.е. определим суммарные пассажиропотоки, перевозимые коалициями конкурирующих маршрутов:

N – количество пассажиропотоков, перевозимых транспортными средствами данного маршрута совместно с коалициями других маршрутов.

λ_i – интенсивность i -го потока пассажиров, перевозимого в том числе и транспортными средствами данного маршрута,.

λ – интенсивность потока пассажиров, перевозимого транспортными средствами только данного маршрута.

μ_i – суммарная интенсивность пуассоновских потоков, конкурирующих транспортных средств за i -й поток пассажиров, $i = \overline{1, N}$.

μ – интенсивность пуассоновского потока движения транспортных средств по данному маршруту.

γ – стоимость единицы времени, потерянного пассажиром в ожидании транспортного средства.

α – себестоимость одного рейса на данном маршруте.

4. Математическая постановка задачи

Исходя из того, что потоки транспортных средств пуассоновские, не зависящие друг от друга и от потоков пассажиров, то доля пассажиропотока, перевозимого каждым маршрутом, пропорциональна его интенсивности движения, т.е. доля i -го потока пассажиров, перевозимого транспортными средствами данного маршрута:

$$\frac{\mu}{\mu + \mu_i}$$

Среднее количество пассажиров, перевозимых за единицу времени транспортными средствами данного маршрута:

$$\lambda + \sum_{i=1}^N \frac{\lambda_i \mu}{\mu + \mu_i}$$

Суммарные потери пассажиров, связанные с ожиданием транспортных средств,

$$h(\mu) = \gamma \left(\frac{\lambda}{\mu} + \sum_{i=1}^N \frac{\lambda_i}{\mu + \mu_i} \right),$$

а расходы транспорта на передвижение:

$$g(\mu) = \alpha\mu$$

Оптимальный интервал движения по данному маршруту должен обеспечить минимум суммарных расходов пассажиров и транспорта

$$f(\mu) = \gamma \left(\frac{\lambda}{\mu} + \sum_{i=1}^N \frac{\lambda_i}{\mu + \mu_i} \right) + \alpha\mu$$

$$(1) \quad i = \overline{1, N}.$$

При $\lambda > 0$ отсутствие или возрастание интенсивности движения дает:

$$\lim_{\mu \rightarrow 0} f(\mu) \rightarrow \infty.$$

$$\lim_{\mu \rightarrow +\infty} f(\mu) \rightarrow \infty.$$

Поскольку вторая производная от целевой функции

$$-2\gamma \left(\frac{\lambda}{\mu^3} + \sum_{i=1}^N \frac{\lambda_i}{(\mu + \mu_i)^3} \right) < 0$$

целевая функция имеет глобальный максимум при условии

$$f'(\mu) = \alpha - \gamma \left(\frac{\lambda}{(\mu^*)^2} + \sum_{i=1}^N \frac{\lambda_i}{(\mu^* + \mu_i)^2} \right) = 0$$

$$(2)$$

5. Численное решение задач

В силу нелинейности поиска решения осуществляем численно, для чего можно использовать большое количество алгоритмов и их комбинации [1], а также воспользоваться существующими программными средствами. Итерационный алгоритм метода Ньютона для задачи:

$$\mu^{k+1} = \mu^k - \frac{\gamma \left(\frac{\lambda}{(\mu^k)^2} + \sum_{i=1}^N \frac{\lambda_i}{(\mu^k + \mu_i)^2} \right) - \alpha}{2\gamma \left(\frac{\lambda}{(\mu^k)^3} + \sum_{i=1}^N \frac{\lambda_i}{(\mu^k + \mu_i)^3} \right)} \quad (3)$$

6. Пример

Рассмотрим следующую задачу. Построим модель исходных данных. Пусть имеется $N=50$ пассажиропотоков, перевозимых данным маршрутом. Интенсивность пассажиропотоков и интенсивность движения по другим маршрутам, их перевозящим, зададим равномерным распределением λ и λ_i в интервале $(0,25)$ и μ_i в интервале $(0,25)$ в час. Оценка времени пассажира $\gamma = 1000$ сум в час. Стоимость одного рейса транспортного средства по данному маршруту 10.000 сум.

На рисунке представлен график, отображающий затраты транспорта $g(m)$, потери пассажиров в ожидании $h(m)$, суммарные расходы пассажиров и транспорта на заданном маршруте $f(m)$.

Сходимость метода Ньютона

Выполнив расчеты методом Ньютона, используя (3) для получения оптимальной интенсивности движения транспортных средств, можно отметить высокую сходимость метода (таблица).

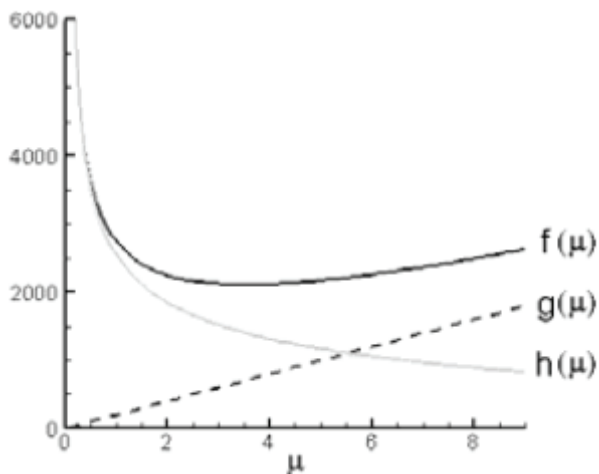
Соответственно, интервал движения транспорта по маршруту ~ 17 минт. Расходы транспорта составят 708,77 в час, в среднем будет перевозиться 70 пассажиров за рейс.

Прибыль от эксплуатации маршрута при стоимости проезда в 1000 сум – 106000 сум в час. В среднем пассажиры теряют на остановках 6 мин.

7. Заключение

В данной работе рассмотрена задача оптимизация интервала движения транспорта по одному маршруту с учетом затрат транспорта и социальноэкономического эффекта, связанного с простоями пассажиров. Построен алгоритм, позволяющий эффективно организовать поиск решения. Однако работа представляет в основном теоретический интерес, т.к. на практике необходимо осуществлять оптимизацию интервалов

Но- мер ите- ра- ции	Интен- сив- ность
0	1
1	1,5508
2	2,2896
3	3,0357
4	3,4590
5	3,5415
6	3,5438



Суммарные расходы транспорта и пассажиров.

движения городского пассажирского транспорта по нескольким маршрутам одновременно.

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ЗАДАЧИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УПРАВЛЕНЧЕСКОГО ПЕРСОНАЛА И ПЕДАГОГОВ ДЛЯ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ

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Аннотация: В данной статье рассматриваются социально-экономические, духовно-просветительские изменения в Республике Узбекистан, проблемы научно-методического оснащения будущих лидеров управления дошкольными образовательными учреждениями в развитии науки, технологий и быстрого обмена информацией. В статье также подчеркивается важность опоры на системный подход к управлению организациями дошкольного образования и учебному процессу, повышения качества и эффективности дошкольного образования на основе этого подхода, а также систематического управления дошкольными образовательными учреждениями. содействовать целостности педагогических процессов.

Ключевые слова: системный подход, педагогический процесс, ситуационный подход, процессный подход, теория управления, концепция управления, профессиональная подготовка, научно-методическая подготовка, духовно-нравственная зрелость.

Концепция развития дошкольного образования в республике до 2030 года разработана для реализации Указа Президента Республики Узбекистан от 30 сентября 2018 года № ПП-3955 «О мерах по совершенствованию управления дошкольным образованием».

Научно-методическое оснащение будущих руководителей дошкольных организаций в процессе социально-экономических, духовных и образовательных изменений, формирующихся рыночных отношений, развития науки, технологий и быстрого обмена информацией имеет особое значение.

Радикальные изменения в образовании требуют перехода к новой парадигме управления. Существующая ли-

тература предоставляет ряд определенных управлений.

Ряд ученых, в том числе Е. А. Климов, В. С. Лазарев, В. А. Лекторский, Н. В. Нова, интерпретировали управление как «влияние» на одну систему, другого человека или группу. Сторонники этого направления считают, что управление – это процесс преобразования объекта в результате целевого воздействия, воздействия субъекта на объект. М.М. Поташник, А.Файол, В.С. Лазарев, Г.Х. Поповларнинг таъбирича, бошқарув фаолият тури ҳисобланади. В контексте такого подхода важно готовить будущую карьеру для определенного вида деятельности.

Ю.И. Иноят, Р.Ш. Ахлиддинов, Н.П. Капустин, П.И. Третьяков, Т.И. Хамова признают управление как взаимосвязанную деятельность субъектов. В этом процессе взаимодействие участников процесса взаимодействия ускоряется. Важность этого подхода заключается в том, что он обеспечивает пропорциональность изменений во взаимосвязанных предметах друг друга и прямые и обратные отношения между субъектами.

В теории управления предложено несколько методологических подходов, связанных с сущностью понятия управления. Это:

а) системный подход, обеспечивающий взаимосвязь и целостность объектов и объектов в управляемой системе;

б) ситуационный подход в этом процессе, чтобы обеспечить сочетание конкретных методов для достижения целей образовательного учреждения;

с) Процессный подход, такой как достижение единой, эволюционной цепочки функций управления в рамках этого подхода.

Известные ученые Р.Ш. Третьяков, Т.И. Хамова исследует управление образовательным процессом как отдельную отрасль педагогики. По мнению этих ученых, теоретико-методологической основой науки педагогического менеджмента является синергетический подход, функциональный подход, системный подход, функциональный подход, ситуационный подход, рефлексивный подход, личностно-ориентированные подходы.

Важно отметить, что специалисты должны опираться на все эти подходы при разработке моделей управления образовательными учреждениями и педагогическими процессами. Если какой-либо из этих подходов займет центральное место, некоторые элементы остальных будут адаптированы. Потому что каждый из этих подходов важен для педагогического менеджмента.

Персонально-ориентированный подход играет ведущую роль в управлении педагогическими процессами. Применение такого подхода устраняет противоречия и противоречия между субъектами образовательного процесса.

Также важно полагаться на системный подход к управлению учреждениями дошкольного образования и используемым ими образовательным процессом. На основе этого подхода будет улучшено качество и эффективность процесса дошкольного образования. Систематическое управление дошкольными образовательными организациями обеспечит целостность образовательного учреждения и его педагогических процессов.

Профессионально-педагогическая подготовка руководителей дошкольных образовательных учреждений означает ее научно-теоретическую, психолого-педагогическую, научно-методическую подготовку, идейно-политическую и духовно-нравственную зрелость.

Профессионально-педагогическая подготовка руководителя образовательного учреждения имеет определенные составляющие, которые допол-

няют друг друга и постоянно развиваются в процессе высшего педагогического образования. Знания, навыки, квалификация и профессиональные компетенции будущего руководителя в высшем учебном заведении еще больше усиливаются его или ее практической педагогической деятельностью. Вот почему так важно обеспечить профессиональную и педагогическую подготовку будущего лидера.

Систематическое развитие научно-методических знаний будущих руководителей будет обеспечиваться путем организации их самостоятельного обучения с учетом социального порядка, размещенного в дошкольном образовании в сфере высшего образования. В процессе высшего педагогического образования будет происходить педагогический процесс, направленный на то, чтобы вооружить студентов новейшими знаниями и обучить их основам управления.

Анализ образовательного процесса по подготовке педагогических кадров для дошкольных учреждений показывает, что в этом процессе учащиеся недостаточно информированы о знаниях и понимании, необходимых для работы дошкольной организации. Его знание дошкольной педагогики далеко от его практики. Это негативно сказывается на эффективности дошкольного образования. В настоящее время

особое внимание следует уделять подготовке высококвалифицированных учителей и менеджеров для обеспечения качества и эффективности дошкольного образования.

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ABOUT NAMING PROPERTIES OF KOMONIMS' OF GURLAN DISTRICT OF KHOREZM REGION

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ABSTRACT

Language is the history of the nation and a living reflection of today's life, a means of communication. Elements of the Kipchak and Oghuz dialects of the Turkic languages are preserved in the living dialect of the population of the North Khorezm region. Linguists such as Fattoh Abdullaev, Ahmad Ishayev, Yu. Jumanazarov, who lived in the middle of the last century, carefully studied the language of live tuning and wrote a number of scientific articles, PhD and doctoral dissertations. The Alons (Chobolonchi, Bogolon) in Gurlan are one of the Sakhtiyon tribes of ancient Khorezm. In the centuries BC, Khorezmian, Sak, Massaget, Alon, and Os tribes lived in the Khorezm region, and their names were engraved on some toponymic sites and ancient manuscripts in Khorezm.

Keywords:

Language, dialect, toponymy, microtoponyms, komonim, etymology, Kangli, Bogolon, Chobolonchi, Oskala, Sakhtiyon.

Introduction

The changes that have taken place in the process of creation of many place names in this region, up to the present day, require their deep organization. Some research has been done in this regard. Professors of linguistics and toponyms T. Nafasov, Z. Dosimov, N. Okhunov, A. Primov made a significant contribution to the development of onomastics and its branches in Uzbekistan and the organization of their naming laws and revealed the etymology of many place names. T. Nafasov, who was one of the first in Uzbekistan to defend his dissertation on toponymy, made a significant contribution to this field. His explanatory dictionary of toponymy of Uzbekistan mainly explains

the etymology of microtoponyms of South Uzbekistan. Z. Dosimov studied the toponymy of Khorezm, the history and etymology of place names, their linguistic features, types of models. However, the original meaning of many place names in our oasis is still not sufficiently clarified. The emergence of comonyms, the reasons for their naming, a more in-depth analysis of the word structure requires a separate study. In this article we will focus on the linguistic features of some village names located in Gurlan district of Khorezm region.

MAIN BODY

Kangli (Qang'li) - Tribes such as Kangli, Qani are tribes of Uzbek, Kazakh, Karakalpak, Kyrgyz and other Turkic peoples. They are mentioned in the

sources in sad, gloomy forms. In the VII-VIII centuries, the Kang lived in the Syrdarya region and migrated to Khorezm and Zarafshan. Some information about these tribes is also found in Ibn al-Asir's *Al-Kamil Fit-Tarikh*. Gurlan district also has an area named after these tribes. It is believed that these tribes lived in the area.

Yangiabad (Yangiobod) - This village was originally called Beshuy when it was first built. This is due to the fact that, according to popular belief, in the early days of the village there were only five houses. The area was later renamed Yangiabad. The new word in the name is clear to all of us. There are different tariffs for development. The locals describe it as Yangiabad, a prosperous village. Yaqut (Yaqut ibn Abdullah ar-Rumi al-Hamawi), who created in the 13th century, gives information on toponymy in his work *Mujam al-buldon*. For example, when it comes to the word prosperity, it is necessary to say, says Ruby, that this element is often found in the names of cities, villages and provinces. The word means Persian settlement. Based on this, the area can be described as a new settlement.

This village in Bogolon (Bog'olon) Gurlan district is ancient and has little history of Khorezm in ancient times. In the sources, the name of this place is associated with the Alan tribes, that is, the Alans garden, the Alany garden, and in some sources the garden is a large place, a garden. The word garden in the name has several meanings in addition to the meaning of fruit: garden, land,

top, community, surrounding area, tribe. Allans are one of the oldest tribes in Khorezm.

This means that the peoples living in Khorezm, such as the Alon and Os, migrated to the Caucasus, to what is now Ossetia, because of the danger of flooding by changing the small flow of the Amudarya. Before Alon and Os, Khorezm was inhabited by so-called sogd, massaget, sak tribes. However, even more than them, the olon and os have stamped their names on the toponymic sites in Khorezm, and the villages of Bogolon, Chobolonchi, Oskala, or olon, os are still nicknamed.

Sakhtiyon (Saxtiyon) - Ancient Khorezm language belongs to the family of Iranian languages and means fake - hard, says orientalist, associate professor of Urgench State University Abdulla Ahmedov - is used for human verbs. and is a copier. Simply put, the word is used here not in the strict sense, but in the sense of thrifty, wasteful.

In the dictionary of Navoi works, the flag is made of Sakhtiyon-goat skin, goat skin. Saxtier-tight grip. It's called fake.

In this regard, it should be noted that Professor Otanazar Madrahimov in his book *Oguz dialect of the Uzbek language* (Tashkent, Science 1973, p. 170) noted that it is a forged goat skin.

Well-known archeologist LS Tolstova puts forward a completely different hypothesis. According to LS Tolstova, the word Sakhtiyon is an inikos of the name of the ancient Sogdian state (Onomastics Sredney Azii M, 1978, L 11).

Now it should be noted that the village of Sakhtiyon is also located in Khiva, Khanka and Ellikkala district of Karakalpakstan.

According to Professor Z. Do'simov, the name Sakhtiyon means Persian leather processing village.

Conclusion

In conclusion, it should be noted that on the basis of organizing the history of the origin of place names, which is one of the most pressing issues of linguistics, it is possible to obtain extremely important information about the lifestyle, customs and economy of the population. Undoubtedly, this information will stimulate the interest of young people in the organization of place names, the ability to conduct research in this area. In particular, we have gained a lot of interesting information in the process of preparing this article, and we intend to continue our scientific research in this area. After all, it is the responsibility of each of us to organize the sacred soil, the rich history of our homeland, where our umbilical cord blood was shed.

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CHANGES IN THE DEMOGRAPHY OF UZBEKISTAN DURING THE WORLD WAR II

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ABSTRACT

In this article, the demographics of Uzbekistan during World War II were greatly influenced by the Chechen, Ingush, Meskhetian, Turkic, Kalmyk, Balkar, and Crimean Tatar peoples. Here are some facts and facts about their lifestyle.

Keywords: World War II, Chechen, Ingush, Meskhetian Turk, Kalmyk, Balkar, Crimean Tatar, Demography.

INTRODUCTION AND MAIN PART

In the history of the Soviet state during the war against fascism, deportation has a special place.

Deportations and deportations have taken place in different countries on a case-by-case basis. Under the Soviet regime, it was used to resolve national conflicts and the state's national problems by deporting peoples. During the 1930s and 1950s, more than 60 peoples and groups of people in the Soviet Union were forcibly relocated to other parts of the country. The deportation process

intensified, especially in the 1930s and 40s.

In the first half of the 1940s, a number of decrees of the Supreme Soviet of the USSR on the deportation of peoples were issued in 1943-1944, under the pretext that some peoples cooperated with the enemy. In particular, the Decree of October 12, 1943 "On the abolition of the Karachay-Cherkessia Autonomous Oblast and the administrative structure of its territory" [1], December 27, 1943 "On the abolition of the Kalmyk ASSR and the establishment of the Astrakhan Oblast in the RSFSR"[2]. The reasons for the resettlement of peoples (Karachays, Kalmyks, Chechens, Ingush, Balkars, Crimean Tatars) are the same, ie participation in armed groups organized by the German invaders, the way to the Nazi invaders. providing assistance as an provider, participating in gangster structures in the liberated areas, was shown to be a betrayal of the Soviet people. Of course, there were cases when the peoples of the Nazi-occupied territories cooperated with the invaders. At the same time, there were fierce enemies of the Soviet

government and, at the same time, true supporters. Most of the peoples defended their lives, their families and their homeland from German aggression.

The victory in the war of 1941-1945 was also due to the united efforts of the peoples of the USSR. During the war, more than 11,000 people of 60 nationalities were awarded the title of Hero of the Soviet Union (among them 8 Kalmyks, 7 Kabardino-Balkarians, 6 Adygeans, 5 Abkhazians, 2 Moldavians, etc.)[3]. Because of the treachery of some people, an entire nation could not be a traitor. Even when the government's violent repression of peoples is interpreted as one of the demands of a difficult war situation, it cannot be justified in public. During these years, many peoples, including Koreans, Poles, Germans, Kurds, Meskhetian Turks, Khemshils, Chechens, Ingush, Balkars, Karachays, Crimean Tatars, Bulgarians, Kalmyks, Greeks, Pontic Greeks and others died for various reasons and excuses. were deported from their homes to other parts of the country, including Uzbekistan. Such actions took place at a time when the warriors of these nations were fighting valiantly on the battlefields and dying.

The Stalinist leadership tried to justify the forcible eviction of "small nations" by claiming that they had "collaborated" with the Nazi invaders. One group, the Koreans, Poles, Kurds, Meskhetian Turks, Khemshils, and others living in the border areas, was deported to "ensure border security," while the other group, the peoples of the North Caucasus, Crimea, and others, were charged with anti-

government activities. . The Greeks, who were deported to Uzbekistan, said that in order to clear the state border from non-Russian "suspicious" peoples, the State Defense Committee issued a decree on May 12, 1941, and "On the Relocation of Persons Dangerous to the State" of May 29, 1942)[4].

All displaced peoples have been deprived of their nation-state structures and constitutional rights. The deportees were required to adhere to the repressive regime imposed on them and to obey the orders of the special commandant's office of the NKVD (People's Ministry of Internal Affairs). According to statistics, almost 200,000 Chechens and Ingush, 120,000 Kalmyks (almost half of the population), 40,000 Karachays (1/3 of the population), and 20,000 Balkars (half of the population) perished in special settlements and camps during the resettlement process. which is [5].

From March 1944 to October 1945, the number of internally displaced persons in the country was 2,230,500, of whom more than 200,000 were resettled in Uzbekistan[6]. In practice, their total number was large. About 110,000 Meskhetian Turks were deported from Georgia, more than 20,000 Ingush, 4,500 Armenians, Greeks, 151,604 Crimean Tatars, and others from the North Caucasus[7]. Thus, Uzbekistan was forcibly turned into an area for ethnic minorities during the deportation process. Although in recent years some research has been published on the issue of forced resettlement and resettlement of peoples in Uzbekistan[8], this problem is still based

on the ideology of national independence. requires an approach.

In 1943-44, only 18% of those deported to Uzbekistan were men. About 30 percent of the women were women, and the rest, more than half, were children[9]. Government officials were skeptical of the treatment of internally displaced persons and took all possible measures to create a wave of "general hatred" for the displaced.

The deportation of a number of peoples from different parts of the former USSR to Uzbekistan, their resettlement and the creation of the necessary conditions for their future life, including housing and employment, financial assistance and the solution of social problems caused the problem.

CONCLUSION

Archival documents often show the financial situation of the displaced people, the poor living conditions, the refusal of the government, law enforcement officials to be responsible for the living conditions of the displaced people, as well as the current situation. 'indicates that an attempt has been made to take action to change. In particular, the report of the Uzbek Soviet Socialist Republic on "Additional measures to provide services to the displaced population" provides the following information: funds were allocated. In addition, 24,000 rubles were collected from the population, as well as 3,878 warm clothes, which were distributed to the evacuees.

It should also be noted that today there is a completely unsanitary situation among 50-60% of the population. They had no clothes to change, no bedding, no soap to

wash. Due to the unsanitary conditions, the need to take measures to prevent the spread of many diseases has not been taken into account [10].

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PHILOSOPHY OF TIME IN THE WORK OF THE GREAT UZBEK WRITER

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ABSTRACT

This article provides information about the artistic and philosophical views of the People's writer of Uzbekistan Tahir Malik. The educational value of his works and their role model for young people are explained by facts.

Keywords: philosopher-creator, "Human property", "Guest feelings", fiction, detective works.

INTRODUCTION AND MAIN PART

The wealth of nations is not silk, cotton or gold,

but perfect people (S.Hoy)

The sages said: "Do you want to see yourself? Then look in the mirror, not in the outside". We know the philosopher Tahir Malik through his works in the field of science fiction, science fiction, adventure, detective, but a number of philosophical works written by him today inspire many to their lives, thoughts, actions, goals, encourages a serious observation of his attitude towards the people around him. It makes you look in the mirror differently. Healing the soul of mankind, purifying its soul, has long been the goal of scientists of all ages. In particular, the recently published books of the People's Writer of Uzbekistan Tahir Malik, who is interpreted as a great scholar of today, serve to heal the psyche of the Uzbek nation, and at the same time embody the

writer as a symbol of perfection in the eyes of our people. Healing the soul of mankind, purifying its soul, has long been the goal of scientists of all ages. In particular, the recently published books of the People's Writer of Uzbekistan Tahir Malik, who is interpreted as a great scholar of today, serve to heal the psyche of the Uzbek nation, and at the same time embody the writer as a symbol of perfection in the eyes of our people. In works such as "Human Property", "Guest Feelings", the essence of the inner world of man is illustrated with religious, secular, scientific concepts, life examples.

Candidate of Philological Sciences Abdumurod Tilavov writes the following about the author's work: "Even after the publication of the booklet "Human Property", the author did not stop his creative work on this topic.

Research is underway to enrich the work with commentaries on verses, glorious hadiths and the wisdom of great people. The author's inexplicable insights

also clarify the reader's perception of himself. In the above-mentioned work, the author writes not only about the life of society, but also about his family: his attitude to his wife and children, his thoughts. This instills in the reader a deep respect for the author. It was because of this respect and sincerity that we went to visit the teacher. We have seen with our own eyes the philosophy of life described in the play. During the conversation with Tahir Malik, we learned that the writer began to write his religious and philosophical views in separate notebooks while writing his works on fiction and detective stories. As a result, there were 92 of them. These notebooks are in the form of a book called "Human Property". "The more the mind and spirit are influenced by a book, the richer a person is" (G. Muller), as if this definition were given for the same book.

The Master's wife was a humble, intelligent woman, as described in the works of the Holy Sister. It's as if the pinnacle of fame that some aspire to is at the feet of this sincere woman. The blessing of being a philosopher-writer's supportive, loving wife is the path to eternal life. We have seen in this sister the image of a good woman described in "The Property of Humanity": 1) noble, pure and beautiful in heart; 2) intelligent, contented, chaste, faithful; 3) thoughtful of all her actions, respectful of both her husband and her husband; 4) A smile on his face, a sweet tongue, a blessed hand, a blessed step...

Another well-known philosophical

work of the author is "Guest Feelings". We will get acquainted with some of the philosophical ideas contained in this book through such collections as "The Hope of Faith" and "The Stone Hearts Are Not Lookn At". The author has made many innovations in preparing this book for publication. He enriched the world with new proverbs that serve to know. During the interview, Tahir Malik said that he filled the collection with his observations and thoughts on the philosophy of life.

Tahir Malik, who chose the path of creation in accordance with the teachings of his uncle Mirzakalon Ismaili "Do not write what you do not know", "Do not follow the path of others, find your own way", created unique works that shake the hearts of the nation. He himself followed an exemplary life, worthy of the ideas and deep thoughts he put forward in his books.

When the work of any person is combined with his way of life, character, and honest work, he is valued as a person dear to his people and nation. Hardworking writer Tahir Malik is one of them.

The writer is still engaged in creative work and research. "Man was created to be happy. Man does not live in the world to be rich, but to be happy. And the bird was created to fly, and man was created to be happy".

The meeting with writer left a lasting impression on us. Conversations on serious, philosophical, family, and humorous topics provided us with spiritual nourishment. We returned to

the valley dreaming of another meeting.

Dinimizdan uzib olib, dunyomizni
yamadik,

Ha, dinni ham, dunyoni ham boy
bermoqqa yaradik.

Kim voz kechsa hoy-havasdan,
dunyo-siga ochsa jang,

Alloh yo'lin tanlab olsa, o'sha zotni
sharaflang.

Buviniso Abdayeva

METHODS AND TOOLS OF TEACHING FOREIGN GRAMMAR FOR HIGH SCHOOL STUDENTS OF SECONDARY SCHOOLS

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ABSTRACT

This article discusses the improvement of English grammar in the educational process through various methods. It discusses the teaching of English grammar to high school students in general secondary education, as well as provides a number of recommendations for the development of education.

Keywords: Grammatical theme, tense, method, grammatical rules, grammatical rules, practice

INTRODUCTION

Continuing education in Uzbekistan is aimed at developing the young generation's high professional culture, skills for independent adaptation to creative and social life, as well as the ability to identify and make plans for the future. It is important to be up-to-date in these tasks. That is why the role of foreign languages, especially English, in educating the young generation who know foreign languages well is very important in the social, economic and scientific development of society. The goals of teaching English in the state education standard and curriculum of general secondary education should be based on and in line with the interests and requirements of society and the state.

The developmental goals of foreign

language teaching include: a) the components of speech ability: listening, comprehension, perception, differentiation of language phenomena, logical expression of ideas, etc.; b) mental processes associated with speech activity: thinking, memory, attention, imagination, analysis and synthesis, generalization; c) communication skills: emotion, eloquence, initiative, politeness, initiative in conversation, purposeful use of gestures, etc.; d) internal and external motivation, interest and desire to learn a foreign language and the country where the language is studied, its people, culture, customs, etc.; e) to prepare students for independent study after graduation and to work independently during their studies[1].

DISCUSSION

Based on the requirements of modern

methodology, we have chosen an integrated approach to the teaching of grammatical phenomena. Some grammatical phenomena, on the other hand, are not difficult to master because they are similar in meaning or construction to the grammatical phenomena of the mother tongue. T. Sattorov's research provides detailed information on this issue, and the idea of a stratified approach to grammatical phenomena is put forward.

Extensive use of information technology in foreign language teaching is recommended. Therefore, in the process of teaching students grammatical phenomena, we found it necessary to use the following information technologies: computer technology (Internet), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, dream, etc. Types of projects, foreign language teaching project method, etc.

When interactive methods are used, the student is able to think independently and work in partnership with the teacher. Internet technology is one of the most modern forms of information retrieval and communication in improving students' grammar skills in English classes. Students use the Internet to write lectures and essays.

Multimedia allows you to present educational material in a voice-like manner, that is, act as a virtual teacher. The student listens to the pure English pronunciation and tries to adapt his speech to it.

The role of electronic dictionaries in raising the vocabulary of high school students is invaluable. In an electronic dictionary, words are pronounced directly as a set of sounds, not as a graphic representation. When working with such dictionaries, words are easier to remember and will be stored in the memory for a long time.

For example:



Tests are taken to test and reinforce students' knowledge. During the test, students have the opportunity to work independently and self-assess. It is well known that independently acquired knowledge is stored in the memory for a long time and is easy to remember. Strategies and games from modern technology keep students from getting bored and allow them to think independently[2].

A cluster approach or method is also effective in teaching English grammar to students in secondary schools. This method is not only effective but also very convenient for teaching students.

Based on our specific observations and experience, we have come to the following conclusions: the use of games and assignments serves as an effective tool in achieving the practical, educational, general and developmental goals of foreign language teaching; allows students to overcome negative psychological experiences in relation to the expression (speaking) in a foreign language, teaches students to think independently, masters the skills of speech, encourages to achieve goals, to win, language based on communicative methods allows to learn, to involve all students in the lesson, to increase their interest, to make a significant contribution to the effectiveness of the lesson.

CONCLUSION

Thus, knowledge, skills and competencies have a unique approach to learning a foreign language, and this reflects the nature of the subject. Speech

requires the use of language to express an idea or to understand an idea. To achieve this, a strong and flexible connection between the means of language and the content of speech, in the words of S. Setlin, must be established.

Speech skills develop language skills. The development of grammatical skills is a three-step methodical process: 1) the distribution phase consists of explaining the new grammatical unit (presenting it in a speech sample), explaining, and performing the initial grammatical steps. 2) perform grammar exercises. This phase focuses on skills development. 3) the stage of application of the grammatical phenomenon in the types of speech activities[3]. From what has been said, it is clear that grammar is not for the acquisition of knowledge, but for the development of skills.

The sole purpose of researching the scientific and methodological characteristics of the formation of English grammar skills in high school students is to introduce a model of teaching English grammar. The theoretical model is a technology for improving students' English grammar skills. Exercises used in foreign language teaching are classified into: types of speech activities (speaking / listening / understanding / reading / writing); language material (vocabulary / grammar / pronunciation) exercises; receptive / reproductive exercise; presentation / training / application exercises; familiarization / exercise / application / correction exercises should be performed. Formative (educational /

informational / generalization);
developmental (skill-building /
operational / finished material training)
exercises; it would be appropriate to do
exercises such as refinement (acquisition
of skills / motivational / grammatical
movement).

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PRAGMATIC COMPETENCE IS A KEY FACTOR IN LEARNING ENGLISH LANGUAGE

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Annotation

The present article describes the role of pragmatic ability in learning English language as a second language or foreign language. Moreover, it also discusses potential causes of divergence in learners' pragmatic ability that prevent interlocutors to communicate efficiently while using English language as medium language. Additionally, three activities are distributed in order to rise learners' pragmatic awareness.

Keywords: pragmatics, sociocultural competence, interactional competence, speech acts, causes of divergence.

Feeding students a range of vocabulary of the target language does not guarantee to communicate effectively in a variety of situations. The English language teachers' main goal is to teach learners to speak naturally and appropriately with others in different contexts. Moreover, ESL (English as second language) or EFL (English as foreign language) instructors help students to develop their repertoire of sociocultural and interactional competences. Sociocultural competence denotes to "speakers' pragmatic knowledge, how express messages appropriately within the overall social and cultural context of communication" (Celce-Murcia, 2007), and interactional competences refers to "knowledge of how to perform common speech acts and speech act sets in the target language" (Celce-Murcia, 2007). However, In teaching and learning second or foreign language procedure pragmatics is

considered one of the problematic areas and even students whose level are advanced may confront difficulties when interacting with interlocutors due to the lack of pragmatic ability and causes of divergence. Based on these assumptions, a few questions may occur, what inhibits learners from mastering language exactly as they aim to communicate their meaning what prevents learners from comprehending cultural norms as they are conveyed in the target language; and therefore?

Ishihara and Cohen (2014) mention that there are five common pragmatic divergences owing to the insufficiency in pragmatic ability of language learners, namely, 'negative transfer of pragmatic norms, limited grammatical capability in the second language (L2), overgeneralization of perceived L2 pragmatic norms, effect of instruction or instructional materials, resistance to using perceived L2 pragmatic norms (p. 77).

One of the most influential divergences is negative transfer of pragmatic norms. This negative transfer occurs when student's L1 norms consciously or unconsciously interfere to the conversation in L2, or students directly apply first language pragmatic norms to their target language and result in awkwardness or breakdown in communication. However, it may also affect positive transfer if the first language and second languages pragmatic norms are compatible with each other; the pragmatic norms of Uzbek and English languages noticeably differ from each other, and my learners face with this difficulty. Yet, sometimes they utter some irrelevant discourses while interacting with each other.

Another divergence that most FL (foreign language) or SL (second language) learners may find difficult is overgeneralization of perceived L2 pragmatic norms. Overgeneralization is observed when students have a very little information about the target culture and its pragmatic norms nature. Thus, learners may apply existed rule in inapplicable or inappropriate language situations. Yet, overgeneralization may occur as students neglect "social, geographical, and situational variability in the L2" (Ishihara & Cohen, 2010, p.81) without being aware of diversity of the target language. Overgeneralization may obstacle successful communication between speakers and induces misapprehension, awkwardness, and embarrassing situations. In order to prevent the failure of learners in

communication settings three awareness-raising activities are developed aligned with those divergences and compliment speech act.

In the first activity teacher:

- Provides two different dialogues that focus on giving compliment. One of them should contain successful conversation while the second one should be unsuccessful but the same topic.
- Tells students that they should work in pairs, read the given dialogues, and compare them.
- Provides questions "who are speakers?, what are their relationship?, what are their aim?, why does the first conversation end successfully?, why is the second one unsuccessful?, how do they know that the dialogues successful and not successful?, which expressions help them to guess? , then tell students discuss these questions with their partners.
- Then discusses them with whole class elicits students many ideas as possible
- Distributes the translation of the dialogues and asks to compare those dialogues with translations and find out differences in them.
- Asks students, do people in their country pay these kinds of compliments? In addition, students may provide some real examples.

This activity assists students to distinguish differences between speech acts in Uzbek and English languages.

The next activity, which I use in my

teaching context, helps learners to differentiate various speech according to the status, gender, distance, level of formality and informality. In this activity, the lecturer:

- Tells students that they are going to watch a video that characters in it have different status, gender, distance.

- Provides the table with categorized columns into “role, gender, status, distance, formal/ informal ,other information ”

- Tells students that while watching the video they should fill the table taking into account the certain phrases, vocabulary that characters use, the situations, and body movements as well.

- After watching, the video students analyze their answers together in-group of four members.

- Checks the answers as the whole class and draws students attention and explains expressions that used by characters.

Watching videos undoubtedly rise students’ interests towards learning English language as it provides more authentic language and atmosphere.

The last activity navigates students to use various compliment speech acts with regarding to the contexts and answer back to given compliments and the teacher:

- Distributes a list with set of expressions that arranged from formality to informality

- Divides students into pairs and provides four different situations with cues

- Tells each pairs should read cues then they should discuss the relationship among the speakers according to the level of formality.

- Explains that pairs using that information they should complete the dialogues orally using expressions in the list.

In my teaching setting I frequently use these activities, and students actively participate in them. Moreover, by implementing them students’ not only pragmatic abilities will be enhanced as well as their productive skills particularly speaking, collaborative working, negotiating, critical thinking skills will be improved. Furthermore, the activities can be customized depending on learners’ level and speech acts that should be taught.

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ЛЕКСИЧЕСКИЕ ОСОБЕННОСТИ ТЕКСТА ОФИЦИАЛЬНЫХ ДОКУМЕНТОВ И ИХ ПРЕДСТАВЛЕНИЕ В ПЕРЕВОДЕ

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Аннотация

В данной статье анализируются различные аспекты официальных документов и их отличия от разговорного реестра, а также вопросы сохранения характеристик исходного текста в процессе перевода. Грамматические особенности перевода частично обсуждаются на примере официальных текстов.

Ключевые слова: официальные документы, деловые письма, переписка, официальные и дипломатические термины, научный стиль, неологизмы.

Annotation

This article analyzes the various aspects of official documents and their differences from speaking register, as well as the issues of preserving the characteristics of the original text in the translation process. The grammatical features of the translation are partially discussed using official texts as examples.

Key words: official documents, business letters, correspondence, official and diplomatic terms, scientific style, neologisms.

На языке официальных документов термины и конкретные слова структурированы в соответствии с темой и значением текста. Используются юридические, формальные и определенные дипломатические термины (например, import – импорт, contract – контракт, business proposal – коммерческое предложение, demand – спрос), а также терминологические термины. В частности, слова, используемые в административно-служебной речи (duly, properly, above stated, present, hereby...), лексико-фразеоло-

гические единицы в тексте и их частое употребление, характерны для официальных текстов (within reporting period, taking into account, it has been issued to submit..., as discussed...).

В научном стиле можно широко использовать именную фразу, например, имена лиц, связанных с названием действия или ситуации (contractor – подрядчик, designer – дизайнер, customer – заказчик), предлоги, связанные со сложным существительным, представляющим стандартные аспекты содержания (due to, with

regard to, in connection with...).

В существительных атрибутов, то есть в описательных существительных, устойчивые фразы и «неделимые» предложения служат для раскрытия текста научного стиля при сохранении формально-административного стиля.

Использование специальных неологизмов, специальных терминов и сокращений для языка официальных документов является обычным явлением.

Неологизмы включают в себя:

Во-первых, неологизм относится к новым словам и единицам языка, которые служат для выражения новых, ранее неизвестных вещей и событий.

Во-вторых, неологизмы включают слова и фразы, которые еще не признаны, понятия на общем языке.

Появление неологизмов является результатом различных изменений в обществе, которые произошли в области публикаций и другими способами, например, в политике, экономике и культуре. Неологизмы делятся на две категории: новые слова и слова с новыми значениями, полученными из «старых» лексических единиц.

В то время, когда деловой мир процветает, неологизмы впервые появились в этой области. В результате возникли некоторые трудности для переводчиков. Зачастую эти слова и словосочетания не встречаются в узбекско-английских словарях, так как любой словарь отстает на несколько лет в области регистрации новых слов.

Словари учитывают появление неологизмов, их временность и быстротечность. Неологизмы, как и многие воображаемые слова и фразы, появляются быстро и неожиданно, особенно в области газетной журналистики, и используются для описания особой ситуации.

Таким образом, отличительной чертой неологизмов является их случайная особенность, то есть они не соответствуют стандартному использованию. Например, сравнительно недавно была введена новая лексическая единица на узбекском языке, такая как дом обслуживания, как учреждение сферы услуг, которое является относительно новым для словаря, хотя оно использовалось в языке в течение нескольких лет. Как это можно перевести на английский? Для этого вам нужно знать, что означает дом на дому.

Слово означает пункт государственной службы. Следовательно, эта лексическая единица имеет следующие варианты перевода: a house of public amenities and services, public service establishment, consumer service, communal service. Наличие ряда решений подразумевает, что эта фраза носит случайный характер и еще не была обобщена. Такие слова, как агентство к вашим услугам (at-your-service agency), комитет по управлению домом (house management committee), дом / центр отдыха (holiday home / centre), прочно укоренились в узбекском языке и не считаются неологизмами.

То же самое касается переводов с иностранного языка на узбекский. Например, на английском языке в последние годы с элементом «in»: live-in, eat-in, love-in, lock-in, camp-in, mail-in, sit-in, teach-in, pray-in, talk-in; in-crowd, in-depth, in-company, in-cap, in-jargon, in-language, in-thing, in-word; появились неологизмы с приставками «mini» и «maks»: minimarket, miniboom, minicomputer, minicruise, minidose, minisurvey, maxicoat, maxidress, maxilength, maxi-shorts, maxi-order, maxi-taxi. Трудно найти такие слова в словаре, потому что они появляются быстрее, чем словари. Единицы, изученные на иностранном языке, называются неэквивалентными, если они не имеют регулярного соответствия на целевом языке.

Неэквивалентными грамматическими единицами являются отдельные морфологические формы (название действия) и часть речи (статья), синтаксические структуры (абсолютные конструкции). Неэквивалентные единицы встречаются в одной из пар аналитических языков. Единица иностранного языка не эквивалентна исходному языку и имеет регулярные соответствия на других языках.

Наличие неэквивалентов не меняет их содержание при переводе. Мы уже знаем, что даже с обычными совпадающими словами перевод может не совпадать. В таких случаях мы используем контекстную подстановку, то есть мы даем смысл на основе содержания текста. Точно так же иногда неэквивалентная единица создает

случайное соответствие.

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THE ROLE OF UZBEK FOLK GAMES IN EDUCATION OF YOUTH

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Annotation: This article scientifically analyzes the role of Uzbek folk games in educating a harmoniously developed generation, ie the role of Uzbek folk games in developing the qualities of courage, initiative, moral depth, intelligence, respect for the past in young people.

Keywords: Folk games, didactic games, educational games, developmental games, education, youth.

Every developed nation (ethnos) in the world has its own customs, traditions, relics, in short, a rich material and spiritual culture. Turning to historical sources, we see that the national sports and folk games of the Uzbek people are different, depending on the living conditions of the population and prepare young people for active, productive activities. The total number of such national games is not less than 3-5 thousand. The identification, study and re-promotion of ancient folk games will serve to raise our spirituality to a new level, further deepening the content of educational work.

We can now divide games in preschool into three main groups. They are:

1. The purpose of didactic games is to expand the world of children's thinking, to expand cognitive activity, to develop the ability to apply their knowledge in practice.

2. The purpose of educational games is to cultivate in children independence and will, to form moral and aesthetic qualities,

to teach them to play together.

3. The purpose of developmental games is to develop attention, memory, speech, thinking, teaching comparison, improving interest in learning processes.

The works of encyclopedic thinkers Mahmud Kashgari, Abu Rayhan Beruni, Farobi, Babur, Alisher Navoi contain information on children's games and folklore.

In the last quarter of the XX century, scientific articles on games were published by researchers such as L.V.Byleeva, V.M.Grigorev, D.B.Elkonin, A.S.Makarenko. A.Qahhor, P.Qodirov. In the stories and novels of contemporary writers such as G. Gulom, T. Murod, Sh. Kholmiraev, we find some Uzbek children's games.

Uzbekistan is a country rich in various children's games listed below. ("Horse-shoe", "chillak", "bekinmachoq", "white poplar, blue poplar?", "Argument", "cow-herd", "wolf came", "rooster and chicken", "lame wolf and sheep", crowded race ,

storm, forty stones, wormwood, shotgun, slingshot, a stick, shoulder wrestling, riding, etc.). These games not only served to strengthen people's health, but also led to the emergence of sports (eg, the game of "cowboy", "hockey", "sniper", "archery", etc.).

The games that have stood the test of time are still preserved and passed down from ancestors to generations. Despite the fact that boys and girls play and play songs such as "Chillak", "Erdan baland", "Oq terakmi, kok terak", "Toptosh", "Chizgi" in different regions of the country, under different names, they are aimed at the same content. Let's talk in more detail about the "chillak" that our ancestors played since ancient times. This game was loved and played by the village children on the hillside. There is no need for a special place for the game "Chillak", it is enough to have a handle to "throw" a chillak (made of willow or poplar twigs) with two ends. Depending on which side of the game the coin is thrown into the air by throwing the lottery or throwing the coin in the air, it is determined by which team the game will start. The leader of the group, who starts the game, puts the chilla next to a specially dug pit, hangs it with a stick, lifts it into the air, and then strikes it on the handle with a punch and flies it as far as possible. On the other side of the field, the opposing team, with their skirts on their ears, try to catch the hit chill as much as possible. If they are caught, it will be their turn to launch the chillak immediately. But catching a chill flying in the air at high speed is no easy task. Now you need to manually throw

the chilli from where it flew to where it flew. It should be thrown in such a way that, as far as possible, it goes to the pit where the straw was hit. This task should now be performed by a child who has got a lot of air in the game. If the re-thrown chillak falls into the pit or when a bunch is in the meat position when measured on the chillak-handle, the opposing group is considered to have won the chillak throwing turn. If, when measured with a pile, there is a distance of not one pile, but 3–5 piles, the opposing team is considered to have failed to win the chilling order. When the chillak shooting team measures how many piles are left to the place where it falls, it hits the chillak standing on the chil with the pointed end and lifts it into the air. At the same suspension, he is kicked and thrown to the field. This situation is repeated many times depending on how far it goes. Now it's the turn of the rules of the game. Accompanied by a representative or representatives of the opposing side, the player must reach the finish line with a deep breath. If the snoring child seems to breathe again, then the opponents are the winner. The losing player must carry the representative of the group or representatives on his back to the finish line. This way the game can last 3-4 hours.

If we briefly analyze the game "Chillak", which is part of the Uzbek folk movement, this game is of great importance in the physical training of young people, as an exercise in health and fitness.

Mahmud Qashqari (10th century), a well-known historian, ethnographer and

linguist of Central Asia, left interesting information about the types and directions of ancient games in his famous work "Devonu lug'otit turk". For example, when playing with the ankle, the bone-covering person is required to carry the ankle with him at all times, and even if he is in the bathroom a few months later, he can win the game if he can show the requested time as "here". So it may be a habit to hang on to the heel. Sh. Shomaqsudov, Sh. Shorahmedov's book "Hikmatnoma" also contains the following information about the ankle game: "When one of the players is asked to show the ankle bone immediately, otherwise it is a game that requires his teammates to fulfill certain conditions."

The above information is very close and similar to each other. In the "Turkish Words Office" he said, "Take my heels with me," that is, he argued with me in heel shooting. There are brief comments on which of us argued about trying our skills on this issue.

Kochorma game is a game called "fourteen". Draw four lines on the ground like a fortress, and when ten doors are made on it, a round stone, a walnut, is thrown. This game is still well preserved in the Fergana Valley.

The play also provides extensive information on sports such as hunting, javelin throwing, archery, sniping, wrestling, horseback riding, rowing and chess. Devon is also an important source of information about a number of games played by children of the X-XI centuries. Including: "Go-go" game. This game is played as follows: the children sit in a circle, one of

them pushes the child next to him and tells him to "jump-pass", that is, "push the one next to you". What is required in this game, what the game ends with, unfortunately, the game does not comment on this. This game taught children to move fast as a team. M. In his work, Kashgari also gave examples of games played by Turkish tribes. One of the games is done with the ball and the ball is hit separately without having to draw lots to start the game. Whichever team's ball goes the farthest, that team starts the game. As a result, hitting the ball hard required special preparation from each team member. One of the most popular games in the 11th century was the "Horse Band" game. In this game, the children take a long stick, lighten its head, lower its tip, and ride it like a horse. This "Horse Bandal" game, played in the dark, may have originated from the defense of war, city, castle.

In the process of historical development of each nation, games and competitions have become a key part of the culture of this nation. They stemmed from labor, life, war, and other socio-economic lifestyles.

According to the informants, at each circumcision ceremony, the lungs of the slaughtered novvos were removed, washed, and milk was poured into it. The two wrestlers come out and undress up to their waists. At a height of one meter above the ground, a pile is driven and a stake is installed across it. Two wrestlers ride on it from both sides. Both wrestlers are given freshly slaughtered novvos lungs filled with milk. The wrestlers had to hit each other in the lungs and fall on the

pole. Traditionally, wrestlers hold the pole with both hands, even though they are holding the pole firmly with their feet. As a rule, they had to hit each other on the head, chest and shoulders and be the first to fall from the pole. In the process, they were required not to stand up, to keep their distance, not to fight over the bitterness and injure each other. The winner received the wedding prize, which was applauded by those gathered. Sarpō is gifted. In this respect, this game is very popular among the people and has aroused great interest. Unfortunately, such folk games have recently gone out of consumption, and are now completely forgotten.

Indeed, folk national games have been one of the most important components of culture at all stages of the history of human society. Uzbek folk games have long been formed as a criterion of spiritual and physical perfection of oriental education.

It is expedient to carry out the following tasks in order to preserve the forgotten Uzbek folk dances and pass them on to future generations:

- Compilation of Uzbek folk educational games, publication of manuals and visual aids for preschool educational institutions;

- The use of ancient games performed in the Republican festival "Alpomish Games" in physical education classes;

- Competition of creative essays on "The role of Uzbek folk games in the education of a harmoniously developed generation";

- Wide coverage of educational games in the media;

So, the role of Uzbek folk games in educating a harmoniously developed generation, that is, in developing in young people the qualities of courage, initiative, moral depth, intelligence, respect for the past, is incomparable.

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НЕКОТОРЫЕ БИОЭКОЛОГИЧЕСКИЕ ОСОБЕННОСТИ CROCUS SATIVUS L., ВЫРАЩЕННЫЕ В ГЕОГРАФИЧЕСКИХ УСЛОВИЯХ АНДИЖАНА

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Аннотация: В статье описывается некоторые биоэкологические особенности видов шафрана посевного-Crocus sativus L. в условиях Термеза. Клубнелуковицы были посеяны в конце сентября. Это появилось в октябре. С первого года он перешел в генеративную фазу. Цветение составило 86.67%. Общая вегетативная фаза растения составила

Ключевые слова: Crocus sativus, monamorph, онтогенез, виргинил, интродукция, спазмолитическое, стимулирующее, антидепрессант.

BIOECOLOGICAL CHARACTERISTICS OF CROCUS SATIVUS SPECIES GROWN IN TERMEZ

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Annotation: This article describes the bioecological features of Crocus sativus L. species in Termez conditions. Seeds were sown in late September. It sprang up in October. From the first year it went into generative phase. Flowering was 86,67%.

Keywords: Crocus sativus, monamorph, ontogenesis, virginil, introduction, antispasmodic, stimulating, antidepressant.

Шафран - лекарственное пряное растение, которому четыре тысячи лет, которое используется для лечения около ста различных заболеваний. Это уникальное растение называют уникальными именами в каждом штате. Например, в Узбекистане - шафран, в России - шафран, в Америке - шафран, в Аравии - шафран, в Эстонии - шафранкрокус, в Германии - шафран, в Дании - шафран, в Индонезии - Кунит Керинг, в Португалии - Акафрао, в Финляндии - Сахрами, в Швеции - шафран, Saffraan в Нидерландах, Saffron в Норвегии, Saffron в Японии, Saffron во Франции, Zafora в Греции, Saffran в

Исландии, Caesar / Zafraan в Индии, Zaffarano / Zafferano в Италии, Фан Хуа Хуа в Китае, Zafaran в Испании, Azafrán, Африке В Ватикане это называется Сафран, в Грузии - Запрапа. Использование шафрана в качестве пряного растения имеет историю, насчитывающую более четырех тысяч лет, и использовалось в качестве лекарственного средства при приготовлении пряностей, сырья для окрашивания тканей, парфюмерии и ароматических масел, а также при лечении ран [1,2].

C. sativus - многолетнее растение, относящееся к семейству Iridaceae, высотой 10-25 см. Листья тонкие, похожие на ленточку, и растут в период цветения (номер 6-9). Формирование стебля растения настолько укорочено, что часто появляется в виде стебля, образуя нижние и асимметричные листья и заканчивая образованием одного или нескольких цветков [3,4]. Длина цветочной трубки зависит от глубины посадки луковицы. Клубень имеет средний диаметр 2,6 см и высоту 1,7 см и весит от 6-7 г до 10-11 г (редко 25-30 г). [1,5].

Рисунок 1 Состояние опылителей C.sativus Мархаматского района на открытии цветника (19 октября 2019 г.)

В настоящее время разработка оптимальных методов выращивания *Crocus sativus* L. в условиях Андижана, организация промышленных насаждений, совершенствование способов получения качественного сырья имеют научное и практическое значение. С этой целью исследования проводились в условиях Мархаматского и Избасканского районов. В условиях Андижана: С. был привезен из Англии на специально организованное экспериментальное поле в Мархаматском районе Андижанской области. Клубни сативуса были посажены.

Сажать клубни, посаженные 10 сентября 2019 года, стало зеленеть 23 сентября. Всхожесть всех посаженных клубней составила 12–16 дней. Через 18–21 день (1–3 октября) растение достигло высоты 7–9 см над землей. В шафрановых клубнях образование стебля наблюдалось параллельно с процессом листообразования. С 12 октября начался процесс почкования растения, и этот этап длился 6–8 дней. Цветение составило 86,67%. За день до раскрытия почек на растении наблюдалось явление протандрии, то



есть зрелые опылители хорошо видны до раскрытия почек. Это означает, что растение изначально опыляется во время цветения (рис. 1).

28 октября, когда температура воздуха составляла 8-13 ° С, а относительная влажность составляла 60%, фаза массового цветения растения началась и закончилась 12 октября. Средняя продолжительность

цветения одного цветка составляла четыре дня, а продолжительность цветения одного растения - 15 дней. Из 30 клубней, посаженных на заводе, 26 зацвело, что составляет 86,67%. В Таблице 1 ниже С. выращен в географических условиях Андижана. приведены морфологические признаки сативного растения. Таблица 1

Расположение растения №			Общая высота (см)				Лист	Длина света	
(см)	света	Длина семян (см)							
		штук	Длина (см)		ширина (мм)		Длина (см)		
ширина (см)		диаметры							
1	10,2	8	7,5	2,1	5.2	4,4	1,8	5,1	2,7
2	9,8	10	9,1	3,3	6,5	3,5	2,1	5,8	3,3
3	7,7	7	7,1	2,1	5,9	3,2	1,8	5,7	2,4
4	10,1	9	9,2	1,9	5,5	3,0	1,6	3,6	2,8
5	9,6	7	8,7	1,8	6,2	3,4	1,4	5,7	3,0
6	10,4	10	6,4	1,5	6,1	2,9	1,5	5,5	1,7
7	11,0	12	6,1	1,4	6,3	2,5	1,7	6,5	2,7
8	7,2	14	4,2	3,4	4,3	3,0	1,4	3,4	1,2
9	11,4	14	9,1	1,5	6,8	3,7	1,6	4,6	3,0
10	10,8	13	9,3	1,8	6,7	3,1	1,7	5,9	3,2
среда	9,82	10,4	7.67	2,08	5.95	3,3	1,66	5,36	2,6

В заключение, Crocus sativus, выращенный в географических условиях Андижана, показывает, что растение вступило в генеративную фазу с первого года, полностью прошло процесс цветения, полностью адаптировалось к условиям его интродукции. Это, в свою очередь, указывает на возможность выращивания и культивирования S. sativus в географических условиях Андижана.

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ВЛИЯНИЯ БЕЗРОБОТИЦЫ В СФЕРЕ ЭКОНОМИКА

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Аннотация

This article is about the methods of decreasing the level of the unemployment and increasing the volume of output and raising the standard of living and using these methods in Uzbekistan.

В этой статье обсуждаются такие вопросы, как повышение занятости, расширение производства в стране и повышение уровня жизни населения, а также внедрение этих практик в Узбекистане.

Key words: unemployment, labor relations, economic growth, employment, social and labor relations, world community, low qualification.

Ключевые слова: Безработица, трудовые отношения, экономический рост, трудоустройства, социально-трудовые отношения, мировая сообщества, низкоквалифицированность.

Безработица является неотъемлемой чертой рыночной экономики. Это важный фактор в определении экономики страны и уровня жизни. Рынок труда и без научных исследований проблем безработицы социально-трудовые отношения не могут быть полностью представлены. Поэтому в целях увеличения занятости в стране, сокращения безработицы, увеличения доходов, повышения уровня жизни в повышении и поощрении обновления трудовых ресурсов важно углубленное научное изучение этой особенности рынка труда играет большую роль. Безработица - это социально-экономическое явление, которое указывает на то, что часть эко-

номически активного населения не может использовать свою рабочую силу. Снизить уровень безработицы в обществе для населения естественно создавать дополнительные рабочие места и запускать их не должен отставать в росте. Кроме того, это соответствует мировому сообществу без быстрого развития социально-экономических отношений. Есть четыре условия для признания безработными:

Первым условием является то, что гражданин должен работать и действующий закон не должен иметь право на получение пенсионного пособия согласно документам.

Второе условие - у гражданина не должно быть работа и зарплата.

Третье условие - гражданин должен быть готов к работе.

Тот факт, что он готов к работе, ищет работу в своем местном трудовом органе и вновь обратиться в трудовой орган в установленные сроки

зарегистрированы и приглашен органами по труду подтверждает принятие приемлемой работы.

Четвертое условие: гражданин подал все необходимые документы. Без регистрации в качестве соискателя в местном агентстве по трудоустройству

должен пройти.

Уровень безработицы влияет на экономику в большинстве стран

как один из важнейших социальных факторов развития теги. Основной причиной роста безработицы в Узбекистане является, прежде всего, это сокращение производства. С динамикой экономического роста связь между безработицей является интегральным показателем. Как правило, западные экономисты оценивают экономический рост с ростом занятости и снижением безработицы связано с повышением уровня.

Однако такая связь в развивающихся странах не видно например, во многих развивающихся странах быстрый рост отрасли привел к соответствующему расширению занятости не производил. Экономисты связывают это явление с темпами роста промышленности высокий уровень урбанизации и миграции из сельской местности в города объяснить, что прибывающее население низко квали-

фицированы. Динамика занятости населения, безработица с ВВП отсутствие подтверждения прямой связи между ними имеет смысл на первый взгляд это противоположное событие. Два факта удивительны: во-первых, относительное сокращение безработицы относительно роста ВВП; во-вторых, сокращение безработицы наряду с уменьшением занятости.

По нашему мнению, эти события являются только статистическими ошибками и безработицей нельзя объяснить сложностью условий предоставления статуса. С рабочих мест из показателей экономического роста, которые хороши на вид. Снижение занятости может быть объяснено двумя причинами:

Во-первых, тот факт, что высокий уровень скрытой безработицы поддерживается, это потенциал для открытого рынка даже при определенных условиях стабильности вытаскивает.

Во-вторых, увеличение скрытой занятости, это рабочая сила и вытягивает значительную часть безработных из открытого рынка труда.

Американский экономист Артур Оукен, является неестественным или периодическим математически доказывая, что безработица оказывает негативное влияние. Согласно закону А. Оукена, естественный уровень безработицы составляет 1% ВВП увеличивается на 2,5 процента.

Технические, технологические и инвестиционные улучшения,

новые организации несельскохозяйственных трудовых зон, продуктивного рабочего времени использовать, повысить материальную заинтересованность работников и рациональных может быть достигнуто за счет налогов. “В частности, уровень безработицы среди трудоспособного населения в Узбекистане составляет 8,9% и 12,5% среди женщин. В стране было проведено 2400 ярмарок вакансий для трудоустройства молодежи. Не смотря на это, очень мало соискателей работают.” В декабре 2017 года правительство приняло специальную резолюцию по совершенствованию методологии определения количества людей, нуждающихся в работе, с учетом рекомендаций Международной организации труда. Таким образом, увеличение уровня безработицы с 5,8% в 2017 году до 9,3% в 2018 году связано не с абсолютным увеличением числа безработных, а с введением более надежной методологии расчета безработицы. По общему признанию, у нас все еще есть недостатки в уровне человеческого капитала среди нашей рабочей силы, в профессиональных знаниях и навыках молодых людей. В результате наша производительность труда низкая, а наш ВВП на душу населения в среднем на 16 процентов ниже, чем в странах с аналогичным уровнем ВВП.

Проблемы, унаследованные от прошлых десятилетий, в частности, низкая эффективность системы профессионального колледжа, ранее бесперспективная модель деятельности,

недостаточное внимание, уделяемое развитию реальных навыков молодых людей в рабочих профессиях, которые несправедливо дискредитированы в обществе. Мы можем много говорить о причинах. Однако нельзя отрицать масштабные и системные реформы в области человеческого капитала в Узбекистане. В связи с этим модели государственно-частного партнерства в сфере дошкольного и общего среднего образования, радикальное расширение охвата молодежи высшим образованием, укрепление материально-технической базы зарубежных высших учебных заведений в стране, особенно в регионах. Финансовые стимулы для учителей улучшились, и можно привести много других примеров.

Министерство труда в настоящее время осуществляет крупномасштабный проект по предоставлению субсидий работодателям для покрытия расходов на профессиональную подготовку безработных, особенно молодежи и женщин. Субсидии также предоставляются работодателям, которые нанимают наиболее уязвимые слои населения. Кроме того, министерство труда предоставляет субсидии безработным, которые хотят начать свой бизнес, а также тем, кто развивает собственные фермы. Органы труда выдавали временные трудовые сертификаты 8500 работающим не по найму людям, чтобы рассчитать их стаж работы и предоставить им право на пенсию.

Абсолютно ясно одно: с безработи-

цей можно и нужно бороться. Полностью искоренить ее невозможно, но есть шансы свести ее к минимуму.

Общие меры по сокращению безработицы следующие:

1. Трудоустройство непосредственно на предприятии путем создания новых рабочих мест (расширение или создание подразделений, переквалификация на др. специальности и т.д.);

2. Организация общественных работ (благоустройство территорий, лесных массивов и городских улиц, работа на овощных базах, по уборке сельскохозяйственной продукции);

3. Поощрение частного предпринимательства, развитие малого бизнеса (товарищества, кооперативы, фермерские хозяйства);

4. Переподготовка и профессиональная подготовка по дефицитным специальностям и профессиям

5. Использование гибких форм занятости (надомный труд, неполный рабочий день, неделя);

6. Широкая информация населения о возможности трудоустройства, проведение ярмарок вакансий, дней открытых дверей и т.д.

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ВЛИЯНИЕ ТЕМПЕРАТУРЫ И ВЛАЖНОСТИ ВОЗДУХА НА ВВОЗИМЫЕ ПОРОДЫ ТУТОВОГО ШЕЛКОПРЯДА В УЗБЕКИСТАН ИЗ ЗАРУБЕЖА

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Аннотация

Ушбу мақолада Ўзбекистонга хориждан импорт қилинаётган ипак қурти дурагай уруғларини жонлантириш ва қурт боқиш даврида ташки муҳит омиллари (ҳарорат, намлик, ёруғлик, ҳаво алмашинуви, озуқа миқдори)нинг ипак қурти маҳсулдорлигига салбий таъсири ўрганилган. Таҷрибалар бир неча йил давомида Тошкент давлат аграр университетининг “Ипакчилик ва тутчилик” кафедраси лабораторияси ҳамда турли иқлим шароитига эга бўлган вилоятларда ипак қурти маҳсулдорлигини яхшилаш устида таҷрибалар олиб борилиб, натижалари илмий мақолада ёритилган.

Аннотация

В данной статье изучено отрицательное влияние факторов внешней среды (температуры, влажности, света, циркуляции воздуха, количества питания) в период оживления грены и выкармливания гусениц гибридов тутового шелкопряда, импортируемых в Узбекистан, на продуктивность тутового шелкопряда. Опыты проводились в течение нескольких лет в лаборатории кафедры шелководства и тутоводства Ташкентского государственного аграрного университета, а также в областях с различными почвенно-климатическими условиями. Опыты, результаты которых освещены в данной научной статье, проводились над улучшением продуктивности тутового шелкопряда,

Калит сўзлар: Уруғ, личинка, ипак қурти, ҳаво намлиги, ҳарорат, қуртхона, озуқа, тут барги, пилл, ипак қурти ҳаётчанлиги, наводорлик, ҳосилдорлик.

Ключевые слова: гrena, личинка, тутовый шелкопряд, влажность воздуха, температура, черводонья, выкармливание, листья шелковицы, кокон, жизнеспособность гусениц, урожайность.

Введение

Шелководство в Узбекистане имеет древнейшую историю и свои мно-

говековые традиции. С момента приобретения независимости нашей страной в сфере шелководства осу-

ществлены структурные изменения, направленные на дальнейшее углубление экономических реформ, запуск новых производственных мощностей и модернизацию существующих, создание оптимальных условий для привлечения зарубежных инвестиций, расширение объема производства и ассортимента готовых изделий, конкурентоспособных на мировом рынке.

Оптимальные почвенно-климатические условия нашей страны дают возможность достойно продолжать традиции богатого культурно-исторического наследия в области производства шелка и дальнейшего развития шелководства на территории республики. В настоящее время за счет имеющейся базы питания на рядах 80 миллионов тутовых деревьев и шелковичных плантаций на площади 51 тысячи гектаров земли ежегодно выкармливают свыше 350 тысяч коробок тутового шелкопряда и выращивается свыше 19 тысяч тонн коконов.

Аналитические результаты показывают, что на сегодняшний день устарели и не модернизированы технологии производства в отечественных предприятиях, специализирующихся на выращивание грены тутового шелкопряда. Вследствие недостаточного уровня системного подхода к отрасли и координации, данные предприятия полностью не обеспечивают потребность хозяйств к грене тутового шелкопряда в нашей стране.

Чтобы покрыть дефицит грены тутового шелкопряда, ежегодно в респу-

блику импортируют 230-250 тысяч коробок грены тутового шелкопряда, что составляет 50 процентов потребности предприятий отрасли. В условиях Узбекистана мало изучены происхождение тутового шелкопряда, импортируемого из зарубежа, агротехника выкармливания гусениц, урожайность коконов, их качество и технологические особенности. В итоге количество и качество выращиваемых в Республике коконов не отвечают требованиям.

Как показывают анализы, породы и гибриды тутового шелкопряда, ввозимые из зарубежа, не могут полностью реализовать свои внутренние возможности в климатических условиях нашей страны.

Известно, что все живые организмы являются неотъемлемой частью внешней среды. Для нормального роста, развития и реализации внутренних возможностей каждому животному или растению требуются определенные и стабильные условия. Основные свойства, продуктивность и генетические факторы тутового шелкопряда проявляются под воздействием условий внешней среды[1,2].

В случае отсутствия оптимальных условий внешней среды тутовый шелкопряд не сможет полностью проявлять свои генетические возможности, заложенные в генотипах, и снизятся его продуктивные свойства[5].

Не создавая определенные режимы температуры, невозможно достичь нормального роста, развития и продуктивности тутового шелкопряда

[3,4].

В связи с этим, изучение влияния факторов внешней среды (температуры, влажности воздуха, света, циркуляции воздуха, площади питания, количества питания и другие) на ввозимые из зарубежа гусеницы тутового шелкопряда приобретает важное значение.

Методика проведения исследований

При осуществлении цели взяли грену гибрида тутового шелкопряда, ежегодно ввозимого из Китая, и для сопоставления с ним использовали грену гибрида тутового шелкопряда “Ипакчи-1 х Ипакчи-2”, который в данное время выкармливается в республике.

Исследовательские работы проводились на кафедре Шелководства и тутоводства Ташкентского государственного аграрного университета, а также в областях с различными климатическими условиями.

При выявлении процента оживления в инкубатории грены гибридов, взятых для опытов, установили:

1. Сроки оживления грены в инкубации.
2. Количество гусениц, оживленных из грены в первый, второй и третий дни, %.
3. Количество неживленной грены, %.
4. Итого в % количество оживленных гусениц.

Из грены гибридов, привезенных из зарубежа, сформировали 5 вариан-

тов. Каждый вариант имел четырёхкратную повторность, в каждой повторности по 200 шт. грен и грену всех вариантов оживили одновременно, но при различной температуре и влажности воздуха.

Для выкармливания гусениц из каждого варианта сформировали по 4 повторности, в каждой повторности взяли по 200 шелковичных гусениц и выкармливали по приведенному выше режиму.

Результаты исследования

Гусениц тутового шелкопряда по всем вариантам выкармливали одинаковым кормом и в одинаковом количестве. Известно, что большую часть тела гусениц шелкопряда составляет вода. Отклонения от нормы воды в их теле и червоводне отрицательно влияет на них. Содержание влаги в теле гусениц зависит от влажности воздуха червоводни. Сведения о влиянии температуры и влажности воздуха в червоводне на жизнеспособность гусениц тутового шелкопряда представлены в нижеприведенной таблице 1.

Таблица 1.

Влияние температуры и влажности воздуха в червоводне на жизнеспособность гусениц

Как видно из цифр, приведенных в таблице 1, изменение количества влажности воздуха в червоводне оказывает влияние на развитие, переход с возраста на возраст и жизнеспособность гусениц. Например, если при содержании гусениц при температуре

<u>Варианты</u>	<u>Гусеницы 1-возраста</u>		<u>Перед завивкой коконов</u>	
	<u>число</u>	<u>%</u>	<u>число</u>	<u>%</u>
<u>1</u>	<u>2</u>	<u>5</u>	<u>17</u>	<u>18</u>
<u>Температура 20 - 21 0С, влажность 60–65 %</u>				
<u>Вариант – 1 японская порода</u>	<u>200</u>	<u>100</u>	<u>175</u>	<u>87.5</u>
<u>Вариант – 2 китайская порода</u>	<u>200</u>	<u>100</u>	<u>176</u>	<u>88.0</u>
<u>Вариант – 3 К Ипакчи – 1</u>	<u>200</u>	<u>100</u>	<u>181</u>	<u>90.5</u>
<u>Вариант – 4 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>177</u>	<u>88.5</u>
<u>Вариант – 5 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>177</u>	<u>88.5</u>
<u>Вариант – 6 японский х китайский</u>	<u>200</u>	<u>100</u>	<u>173</u>	<u>86.5</u>
<u>Вариант – 7 китайский х японский</u>	<u>200</u>	<u>100</u>	<u>174</u>	<u>87.0</u>
<u>Вариант – 8 К Ип-1хИп-2</u>	<u>200</u>	<u>100</u>	<u>180</u>	<u>90.0</u>
<u>Температура 25 - 27 0С, влажность 70–75 %</u>				
<u>Вариант – 9 японская порода</u>	<u>200</u>	<u>100</u>	<u>184</u>	<u>92.0</u>
<u>Вариант – 10 китайская порода</u>	<u>200</u>	<u>100</u>	<u>186</u>	<u>93.0</u>
<u>Вариант –11 К Ипакчи – 1</u>	<u>200</u>	<u>100</u>	<u>192</u>	<u>96.0</u>
<u>Вариант – 12 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>188</u>	<u>94.0</u>
<u>Вариант – 13 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>187</u>	<u>93.5</u>
<u>Вариант – 14 японский х китайский</u>	<u>200</u>	<u>100</u>	<u>182</u>	<u>91.0</u>
<u>Вариант – 15 китайский х японский</u>	<u>200</u>	<u>100</u>	<u>183</u>	<u>91.5</u>
<u>Вариант –16 К Ип-1хИп-2</u>	<u>200</u>	<u>100</u>	<u>190</u>	<u>95.0</u>
<u>Температура 25 - 27 0С, влажность 80–85 %</u>				
<u>Вариант – 17 японская порода</u>	<u>200</u>	<u>100</u>	<u>184</u>	<u>92.0</u>
<u>Вариант – 18 китайская порода</u>	<u>200</u>	<u>100</u>	<u>186</u>	<u>93.0</u>
<u>Вариант –19 К Ипакчи – 1</u>	<u>200</u>	<u>100</u>	<u>188</u>	<u>94.0</u>
<u>Вариант – 20 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>187</u>	<u>93.5</u>
<u>Вариант – 21 китайский гибрид</u>	<u>200</u>	<u>100</u>	<u>188</u>	<u>94.0</u>
<u>Вариант – 22 японский х китайский</u>	<u>200</u>	<u>100</u>	<u>186</u>	<u>93.0</u>
<u>Вариант – 23 китайский х японский</u>	<u>200</u>	<u>100</u>	<u>187</u>	<u>93.5</u>
<u>Вариант –24 К Ип-1хИп-2</u>	<u>200</u>	<u>100</u>	<u>186</u>	<u>93.0</u>

20-210С и влажности 60-65% их жизнеспособность перед завивкой в породах и гибридах, привезенных из Японии составила 86-87%, то в породах и гибридах, привезенных из Китая составила 88-89%, а в местных породах и гибридах была равна 90-91%. Незначительный рост температуры и влажности в червоводне (при 25-270 С и влажности 65-75%) становится причиной изменения показателей жизнеспособности. В частности, жизнеспособность у японских пород и гибридов была равна 91-92%, у ки-

тайских пород и гибридов - 93-94% и у местных пород и гибридов - 94-95%. Эти показатели повторялись и при температуре 25-270 С и влажности 80-85% в червоводне, т.е. стало известно, что рост влажности в червоводне до 80-85% не оказывает отрицательного влияния на развитие, линьку, переход с возраста на возраст шелковичных гусениц. Но снижение влажности ниже нормы отрицательно влияет на жизнедеятельность шелковичных гусениц.



Рис. 1. Шелковичные гусеницы, выкармливаемые при 20-210С и влажности воздуха 60-65%



Рис. 2. Шелковичные гусеницы, выкармливаемые при 25-270С и влажности воздуха 70-75%



Рис. 3. Шелковичные гусеницы, выкармливаемые при 25-270С и влажности воздуха 80-85%. Проведенная в этом направлении исследовательская работа является частым случаем в производстве, и в большинстве случаев не соблюдают режим влажности воздуха в черводонях. Но к этому неблагоприятному фактору у пород различная ответная реакция.

Выводы

Из вышеизложенного можно сделать заключение, что если личинки, оживленные из грены тутового шелкопряда, привезенного из зарубежа, выкармливают при температуре 25-270С влажности 70-75%, они полностью представляют свои показатели производительности. Наряду с этим стало известно, что если поднять влажность воздуха в черводонях до 80-85%, придерживая при этом температуру в норме, степень жизнеспособности гусениц проявится на должном уровне, так как в Японии и Китае тутовый шелкопряд выкармливают при высокой влажности воздуха. Поэтому, чтобы в сухих климатических

условиях Узбекистана эти породы смогли полностью представлять свой потенциал, следует строго соблюдать режимы температуры и влажности воздуха.

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MOBILE TECHNOLOGIES IN MODERN EDUCATION PROCESS: BENEFITS AND USES

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Abstract. The article substantiates the use of mobile technologies in the educational process is one of the effective approaches to reach quality education.

Key words: mobile technologies, mobile learning, web programming and design, quality of education.

Аннотация. В статье обосновано использование мобильных технологий в образовательном процессе - один из эффективных подходов к достижению качественного образования.

Ключевые слова: мобильные технологии, мобильное обучение, веб-программирование и дизайн, качество образования.

Today mobile technologies become indispensable helpmate to everyone and in every field. Including in education, mobile technologies play important role.

As a result of the work on the application of ICT and mobile technologies in education, such directions in science began to appear, such as mobile learning.

Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Lessons can be conducted in a variety of ways: students can use mobile devices to access educational resources, they can learn a subject when, they are playing educational games, discuss and compete with others, or create content, both

inside and outside classrooms [1].

Researches of UNESCO have shown that by the help of using mobile devices teachers can more effectively use the time in classroom lessons [2]. In North America, a learning model is being applied, in which part of the actions are conducted outside the classroom. Students are offered learning lecture materials outside the lesson, as a rule, on mobile devices, which they carry with them everywhere. Due to this, more time in the classroom can be devoted not just to the transfer of knowledge, but their practical use. Tasks that were previously performed in a class, now become a homework and in the class pays more attention to practical aspects of learning.

Since Web programming and design is included in the category of practical

subjects, this course requires a special approach to the teaching of students and the proper selection of effective techniques increases the quality of education.

Therefore, the need to applying mobile learning technologies to teaching «Web – programming and design» to students of the "computer graphics and design" direction determines the relevance of our approach.

But we should realize fully that, using mobile technology with a view to teaching is quite complicated question. It sets our teachers a task to make a crucial decision in assorting teaching content. More precisely, before the lesson, all mobile apps and materials which require using mobile phones should be sorted into two ability groups: useful, pertinent resources and of course second one aimless apps.

Therefore, the mission of the teacher changes from the transfer of knowledge to mediation between students and

various sources of knowledge.

There are various recommended mobile applications, which can be useful tool in teaching «Web – programming and design»:

«SoloLearn» is a free application package of educational materials for people who are freshmen in the programming world and professionals. The concept of the project is to actively fill in content and follow the "Daily News" rule. Therefore, various news and interesting tasks are posted. It combines many of the programming languages, including HTML5, CSS3, JavaScript, JQuery, Python, Java, Kotlin, C ++, C, C #, PHP, SQL, Swift, Git, and many other languages (Figure 1).

The mobile app also offers a free mobile code editor. Write, manage, and publish the actual code directly on your mobile device without any add-ons and settings, which is very easy. The mobile app can be downloaded through the Google Play Store and the App Store.

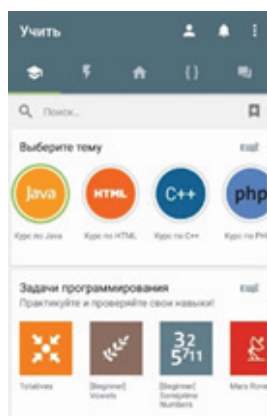


Figure 1. SoloLearn mobile application

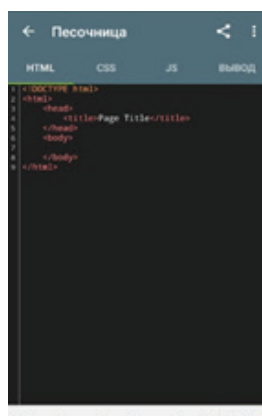


Figure 2. Mobile Code

As a conclusion, we can surely say that this new way of teaching Web programming undoubtedly can create unique, interesting and exciting learning experience for students. Mobile technologies used for educational purposes mean that all the power of education is accumulated at the fingertips of users with quick access and unlimited possibilities.

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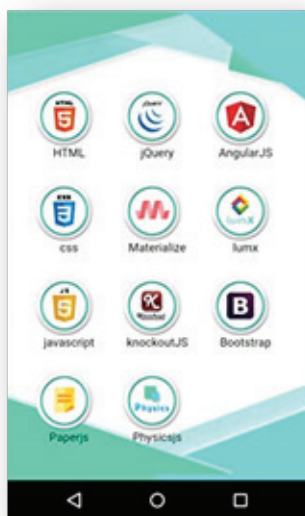


Figure 3. HTML Code Play app

BASIC PARTNERSHIP FUNCTIONS

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Resume: This article explains the functions of the social partnership system. It is stated that the control mechanism is only capable of influencing general development trends, integrated process features and strategy. The social partnership system is required to have a high level of decentralization.

Key words: partnership, functions, systems, social, interests, trends, increase, labor, development, needs.

Partnership is not only a goal, but also a means of ensuring the successful development of the economy and a more equitable distribution of the material and spiritual wealth created by society. Partnership does not exclude, but, on the contrary, involves the presence of contradictions and disputes. But disputes should not go beyond the limits permitted by law. The preference in the dispute is not suppression and destruction, but persuasion and coordination of positions, consensus. Practice shows that "the vast majority of conflicts can be directed and put into a constructive solution mode for all parties." A holistic study of the social partnership system involves the identification of its functions. Without claiming completeness, the following functions of the social partnership system can be formulated:

1. The function of identifying, coordinating and harmonizing the interests of social communities, layers and groups or the function of representing interests. From how accurately

represented the interests of the subjects of the system of social partnership, in many respects depends on its stability, development dynamics and functioning efficiency.

2. The function of social control of the current socio-economic policy. Its specific forms are diverse:

- a) collection and dissemination of information about the current state and prospects for resolving important socio-political and economic issues from the point of view of the interests of wide social strata, various social groups;

- b) introduction, adoption and implementation of legislative initiatives providing economic, social and legal protection of workers;

- c) criticism of government policy trends aimed at satisfying the vested interests of ruling groups.

3. The function of participation in the development and adoption of socio-economic programs, in the distribution of material values created in society. By protecting workers, and not just hired

workers, from marked inequalities in property, income, status and power, trade unions are opposed to the freedom to accumulate economic resources without restrictions and organize economic activities to the detriment of society. They strive to smooth out the harmful effects of democracy and political equality on economic freedom, a market element that generates great inequality in the distribution of wealth, and thereby, directly and indirectly, in the distribution of power.

4. The function of participation in accelerating scientific and technological progress, increasing the productivity of social labor. The implementation of this function refutes the negative assessments and direct harassment of trade unions and other workers' organizations as an economically "counterproductive" force.

The economic role of unions has been studied by scientists at Harvard University. The results were in stark contrast to the widely held beliefs in the United States, revealing a positive correlation of trade unionism and production efficiency. Conclusion about that the social character of labor in an industrial and post-industrial society is an objective condition for social partnership, and trade unions - a reliable social partner for organizational and technological modernization of production - are very symptomatic.

5. The function of developing self-government, improving a democratic civil society. The concrete embodiments of the forms of labor control and participation are diverse: in the UK it is

an institute of shop stewards, in Germany it is complicity, in France it is self-government, in Austria and Sweden it is social partnership. They have one content - the participation of representatives of workers, employers and the state in the management of production, as well as social security and insurance funds.

6. Function related to improving the welfare of workers (struggle for social justice). Trade unions through their activities contribute to the strengthening of the "welfare state", providing for each citizen a certain set of social benefits, including the minimum standard of living, regardless of age, gender, social status and occupation. The minimum standard of living worthy of a person does not come down to a living wage, but should not be lower than the minimum consumer budget. This immediately determines the boundaries of the possible differentiation of income in society.

7. The function of creating a favorable climate in society, built on the interests and needs of the parties, on trust and respect. The implementation of conciliation procedures in resolving collective labor conflicts and contradictions involves the formation of conciliation and arbitration bodies on a tripartite basis.

The system of social partnership can be classified as social systems with a fairly high level of complexity and inertia. Partnership cannot be developed by the principle of strict regulation. The control mechanism is capable of

influencing only general development trends, integrated process characteristics, and strategy. And tactics, taking into account all the details - this is already a matter of the individual components of the system.

The system of social partnership should have a high degree of decentralization. Having complete information about particulars, the subjects of partnerships will better reveal the potential of social partnership in relation to industries, regions, enterprises, etc.

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СИНТЕЗ ПРОИЗВОДНЫХ ПИРАЗОЛОВ НА ОСНОВЕ ДИПРОПАРГИЛОВЫХ ЭФИРОВ ПИРИДИНКАРБОНОВЫХ КИСЛОТ

Джураев А.Дж., Мадиханов Н., Абдугафуров И.А., Усманова С.Г

Циклизацией дипропаргильовых эфиров никотиновой и изоникотиновой кислоты с диазометаном получены производные пиаэазолы.

Ключивые слова: дипропаргильовые эфиры никотиновой и изоникотиновых кислот, пиаэазолы.

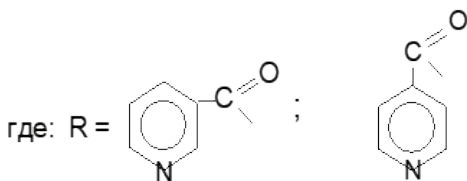
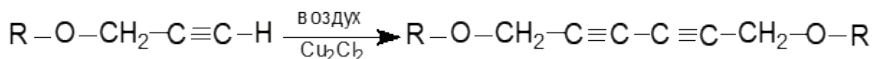
Ацетиленовые соединения широко используется в реакциях присоединения, замещения, а также циклизации приводящих к производным фуранам, тиофенам, пирролам, 1,2,3-триаэазолам, в основе которых лежат такие процессы, как 1,3-диполярное циклоприсоединение, внутриполярная циклизация и др./1-3/.

Интенсивное развитие этого направления объясняется выявившимися в ходе исследований широкими возможностями, связанными со специфической реакционной способностью тройной связи.

Синтезируемые на основе ацетиленовых соединений производных пиаэазолы, проявляя высокую реакционную способность, вступают в различные химические реакции.

С целью получения водрастворимых препаратов были синтезированы пиаэазолы с остатками пиридинкарбонных кислот.

Симметричные диацетиленовые эфиры никотиновой и изоникотиновой кислоты /4/ были получены окислительной конденсацией/5,6/ по схеме:



Полученные дипропаргильовые эфиры никотиновой и изоникотиновой кислоты предоставляют собой кристаллические вещества, хорошо растворимые в воде. Соединение идентифицировалось с помощью ИК-спектров.

Так, в ИК-спектре присутствуют полосы поглощения в области 2180-2130см-1 характерные валентным колебаниям $-C \equiv C-C \equiv C-$ связи.

Полученные дипропаргильовые эфиры никотиновых и изоникотиновых кис-

лот использованы для синтеза производных пиразола.

3,4-дизамещенные производные пиразолов синтезированы взаимодействием диазометана дипропаргильным эфиром гексадиндиола никотиновой и изоникотиновой кислоты по схеме:

Выход целевых продуктов составляет 88-92%.

Структуры синтезированных соединений подтверждено ИК-спектроскопией.

ИК-спектры соединений имеют полосы поглощения характерные для связи С—О—С дизамещенного кольца, никотиновой и изоникотиновой кислоты.

Например, в ИК-спектре 4-[3-никотиноил-оксипропинил-1]-3-(никотиноил оксиметил)-пиразола, имеются поглощения в области 1450, 1500, 1640 см⁻¹, характерные валентным колебаниям дизамещенного пи-

разольного кольца. В области 3240см⁻¹ присутствует полоса поглощения соответствующая колебаниям NH-группы.

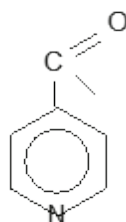
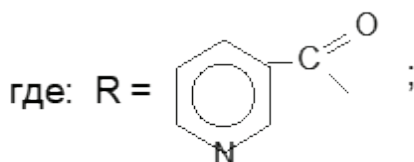
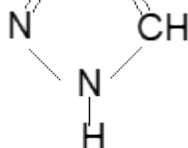
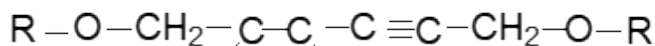
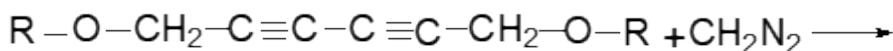
Полоса в области 1240см⁻¹ относится к валентным колебаниям связи С—О—С.

В ходе экспериментов было изучено влияние различных факторов на выход конечных продуктов.

При реакции циклизации дипропаргильных эфиров никотиновой и изоникотиновой кислоты, большое значение имеет подбор температуры реакционной среды.

Например: реакции циклизации дипропаргильных эфиров никотиновой и изоникотиновой кислоты с диазометаном при комнатной температуре (+18, +20С), выход конечного продукта составляет 92%. При повышении температуры (+25оС) выход продукта составляет 78,5%.

Снижение температуры также приводит к уменьшению выхода целевого



продукта. Так, при -10°C выход составляет лишь 50,5%.

Таким образом, найдено, что для получения производных пиразолов с хорошим выходом, реакцию необходимо проводить при комнатной температуре.

Существенную роль при реакции циклизации имеет выбор растворителей.

В качестве растворителей использовались диэтиловый эфир+диоксан, диэтиловый эфир +диметилформамид, диэтиловый эфир. Наиболее подходящим растворителем оказался диэтиловый эфир, с использованием которого реакция циклизации протекает гладко, выход конечного продукта несколько увеличивается и кроме того, продукт получается в более чистом виде.

Экспериментальные данные еще раз подтверждают отсутствие заметного влияния полярности растворителя на процесс циклизации/7/.

Таким образом, димеризацией дипропаргильных эфиров никотиновой и изоникотиновой кислоты, получены симметричные эфиры гексадиндиолов, взаимодействием которых с диазометаном, синтезированы водарастворимые производные пиразолов.

Состав полученных производных пиразолов подтверждены элементарным анализом, структуры установлено ИК-спектроскопией.

Изучены влияние температуры реакционной среды и выбор растворителей на выход конечного продукта.

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ОБУЧЕНИЕ 3D ГРАФИКИ ПРИ ПОМОЩИ СОВРЕМЕННОГО ПРОГРАММИРОВАНИЯ

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Аннотация: В этой статье говорится о преимуществах компьютерной графики в том числе о программировании трехмерной графики. На сегодняшний день существует множество 3D компьютерных программ. Один из них программа Embarcadero. Это программа дает возможность с помощью программного языка создать модели объектов и трёхмерную графику.

Annotation: This article discusses the advantages of computer graphics, including the programming of three-dimensional graphics. To date, there are many 3D computer programs. One of them is the Embarcadero program. This program makes it possible, with the help of the programming language, to create object models and three-dimensional graphics.

Ключевое слово: Программирование, компьютерная графика, дизайн, 3D вид, Embarcadero, компоненты, программное обеспечение.

Key words: Programming, computer graphics, design, 3D view, Embarcadero, components, program software.

Компьютерная графика - одна из самых быстрорастущих информационных технологий, которое развивается с бешеной скоростью. Такое развитие происходит как в области технологий, так и программного обеспечения. Они позволяют создавать видеофильмы, мультимедийные продукты и движущиеся изображения. Такое программное обеспечение является инструментом для рекламы и используется в областях искусства и мультимедийных технологий. Кроме того, большое внимание уделяется де-

монстрационной графике, геометрическому моделированию, дизайну графического интерфейса, анимации и созданию визуальных объектов.

Как правило, изображения в компьютерной графике бывают двух видов: двумерные или трехмерные. Программное обеспечение двумерного графа (X, Y) генерирует изображение поверхности в системе координат, называемой 2D-изображением. Программа трехмерной графики позволяет создавать изображения на плоском экране (X, Y, Z) (3D).

Программное обеспечение с расширенными графическими возможностями не только выбирает способ отображения данных на экране, но также изменяет размер, положение, изображение и время простоя элементов экрана.

Трехмерная графика - одна из самых сложных и комплексных областей компьютерной графики. Пользователь трехмерной графики должен обладать знаниями в таких областях, как дизайн, движущиеся объекты, использование звука и демонстрационные эффекты. Эта тенденция в компьютерной графике сейчас быстро развивается. Стоит отметить, что разработка и создание языков программирования с объектами 3D является основой современных программных продуктов. Язык программирования Embarcadero обладает такими возможностями, которые позволяют создавать различные визуальные типы.

Работа с 3D-графикой на языках программирования, создание 3D-объектов является сложной задачей. Тем не менее, почти все современные информационные технологии используют, а так же встроены в 3D-графику. Как видите, спрос и потребность в 3D-графике растет день ото дня. Это дает нам ряд задач, в том числе знание компьютерной графики, а также создание и применение трехмерных объектов на языках программирования.

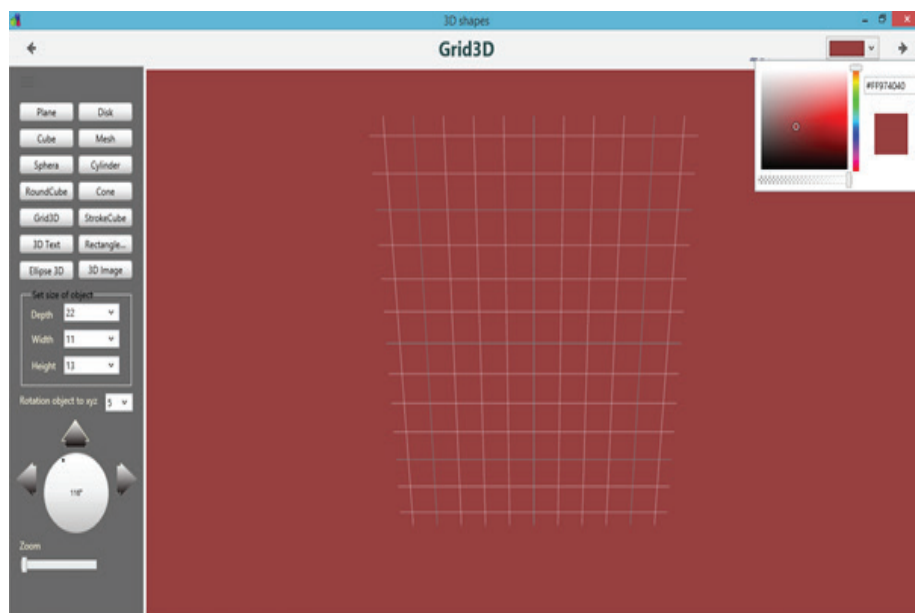
Наши программисты знают, что 3D-программирование - это сложная задача. Хорошо известно, что для

создания объекта используется много кода приложения, и ему требуется много времени для работы с анимацией или просмотра его со стороны, даже после создания 3D-объекта. Подобные проблемы могут привести к тому, что у программиста возникнут такие проблемы, как сверхурочная работа и потеря времени. На некоторых языках программирования из библиотеки программ вызываются специальные модули для создания 3D-графики. Примером является PascalABC. Конечно, использование этих готовых к использованию функций дает нам много удобства, но мы все равно не можем использовать его как готовый компонент. Учитывая такие проблемы в языке программирования Embarcadero, были созданы новые визуальные формы, а также трехмерные объекты и компоненты. Работать с этой программой довольно просто, с выделенным разделом для 3D-графики. После открытия программы в новой форме существует специальный видовой экран компонента для отображения 3D-объектов, который будет встроен в 3D-объекты. Это помогает нам создать 3D-график для учителей и показать студентам, что делать. По этому поводу я создал программу "3D Shapes". Программа ориентирована в основном на создание трехмерных объектов в Embarcadero, создание анимации и, самое главное, визуальную визуализацию. Программа в основном предназначена для студентов, студентов и всех тех, кто интересуется

3D-графикой. Разница между программой и другими программами заключается в том, что она позволяет просматривать каждый объект в анимационном режиме, измеряя каждый объект и используя раздел справки для каждого объекта. Кроме того, программа имеет удобный и простой интерфейс, который привлекает пользователя, обучающегося и повышает интерес к 3D-графике. Я использовал ряд компонентов для создания программы я использовал Viewport3D,

компоненты, 3D-объекты Plane, Disk, Cube, Sphera, Silnder, Roundcube, Cone, Grid3D, StrokeCube, Text3D, Rectangle3D, Ellipse3D использовались для просмотра 3D-объектов. Кроме того, для создания анимации были использованы дополнительные компоненты для программы Comboob, Trackbar, Floatanimation и ColorAnimation.

Главное окно программного обеспечения



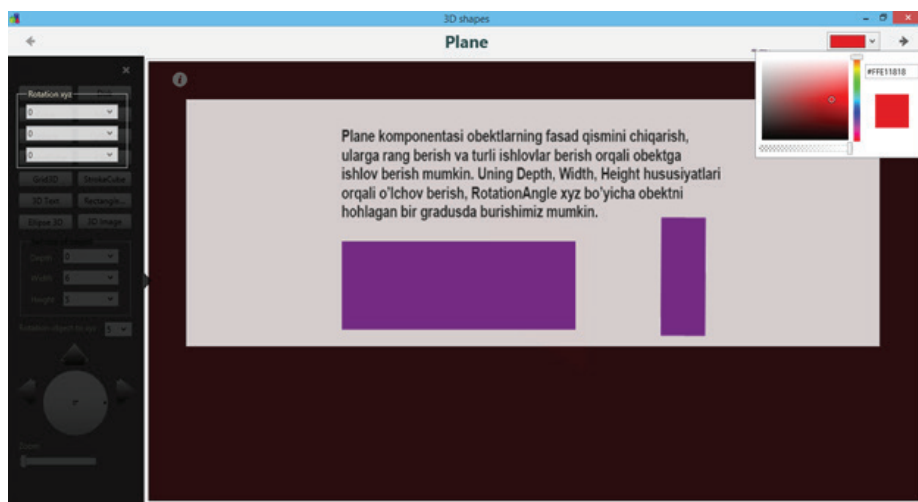
В этой части программы вы можете выбирать объекты, изменять их размер, перемещать, увеличивать или уменьшать масштаб, устанавливать фон элемента и узнавать информацию об объекте.

Вы можете просматривать каждый компонент отдельно в программе.

Компоненты этой программы в основном представляют собой геометрические фигуры, которые можно использовать для преподавания уроков математики, что позволяет студентам иметь более четкое понимание форм и понимание предмета. Студентам

гораздо сложнее овладеть знаниями геометрии, потому что им труднее понять трехмерные фигуры, их размеры и формы поперечного сечения. Если мы используем возможности программного обеспечения для трехмерной графики для создания шаблонов форм, визуальное восприятие информации в процессе интерпретации значительно увеличит наше воображение. В то же время, когда мы создаем предметное

программное обеспечение, мы проявляем творческий подход к обучению, усвоению знаний и формированию информационной компетентности у студентов через интеграцию науки. Это потому, что приобретение геометрических знаний на основе компьютерных технологий развивает способность работать с данными, анализировать и обрабатывать данные. Как стало ясно, при помощи этой



программы, мы сможем использовать потенциал этой программы для повышения качества знаний учащихся, практических навыков и воображения о пространстве по предмету.

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УДК : 631:42:531:048

ХИМИЧЕСКИЙ СОСТАВ КОРНЕВЫХ И ПОЖНИВНЫХ ОСТАТКОВ ОЗИМОЙ ПШЕНИЦЫ И ПОВТОРНЫХ ПОСЕВОВ МАСЛИЧНЫХ КУЛЬТУР В УСЛОВИЯХ ОРОШАЕМОЙ ПАШНИ СУРХАНДАРЬИНСКОЙ ОБЛАСТИ

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Аннотация

Получение двух-трех урожаев с одного поля в течение года в условиях орошаемой земли является актуальной проблемой сельскохозяйственного хозяйства страны. Для накопления почвы органическими веществами получение двух урожаев с одной площади явились основными источниками пахотного (0-30 см) и в слое 0-50 см почвы.

Озимая пшеница накапливает в слое 0-50 см почвы 42-45,5 ц/га корневых и пожнивных, а двукратные посевы озимая пшеница и соя накапливали 82,0 ц/га корневых и пожнивных остатков.

Ключевые слова: озимая пшеница, соя, подсолнечник, арахис, кунжут, сафлор, корневые и пожнивные остатки, химический состав.

Отечественными зарубежными учеными изучены получение двух-трех уро-

жаев с одной площади в год сельскохозяйственными культурами и накопление растительных остатков.

Д.Н.Прянишников (1952) отмечает, что все сельскохозяйственные культуры после уборки в почвы оставляют органические остатки, которые снижает объемную массы почвы.

Х.С.Романов (1986) отмечает, что соя в севообороте лучший предшественник и накапливает в почве 130-160 кг биологического азота и оставляет 35-40 ц/га корневые и пожнивные остатки после уборки урожая.

А.Халиков (1985) отмечает, что по-

лучение двух-трех урожаев корневых культур с одной площади в течение года значительно обогащают почву органическими остатками.

В. Volger (1979) научные сотрудники института растениеводства в городе Бонн Германии отмечает, что промежуточные культуры в пахотном слое оставляются лучшему предшественниками сельскохозяйственных культур и способствуют снижению эрозии почвы.

Наши исследования проведены на опытном участке Сурхандарьинской научной станции научно-исследова-

тельского института селекции, семеноводства и агротехнологии выращивания хлопка в 2017-2020 гг. на такыривидных, малогумусных почвах по механическому составу тяжелосуглинистые, слабозасоленные, залегания грунтовых вод в 2-3 метра.

Результаты наших исследования показывают, что корневых и пожнивных остатки озимой пшеницы в пахотном слое составили 42,7 ц/га, в пахотном слое 2,9 ц/га и в слое 0-50 см 45,6 ц/га (таблица). Корневые и пожнивные остатки сои в слое 0-30 см 34,4 ц/га, в подпахотном 2,0 ц/га и в слое 0-50 см 36,4 ц/га, культура подсолнечника в пахотном слое 38,4 ц/га и в под пахотном слое 1,8 ц/га и полеметровом слое 40,2 ц/га.

Кунжут в пахотном слое накопили корневые и пожнивные остатки 33,9 ц/га, в подпахотном 1,9 ц/га и в слое 0-50 см 35,9 ц/га, культура арахис в соответственно 24,2; 1,3; 25,5 ц/га, и сафлор в соответственно 34,1; 1,9; 36,0 центнера с каждого гектара.

Однократно сева озимой пшеницы в слое 0-50 см почвы оставили корневые и пожнивные остатки 45,6 ц/га. Озимая пшеница и повторные сев сои 82,0 ц/га, озимая пшеница и повторный сев подсолнечника 85,6 ц/га, озимая пшеница и повторный сев арахиса 71,1 ц/га, озимая пшеница и повторный сев кунжута 81,5 ц/га и озимая пшеница и повторный сев сафлора 81,6 ц/га оставили в слое почвы растительные остатки, которые служат повышения урожайности основной культуры и значительно улучшают

плодородия почвы.

Результаты агрохимической анализа растений показали, что различные растения по разному содержит элементы питания азота, фосфора и калия. Озимая пшеница содержит 0,310% азота, 1,16% фосфора, 1,15% калия, арахис содержит 2,24% азота, 0,95% фосфора и 1,05% калия, подсолнечник содержит соответственно 0,72; 0,70; 0,75%, кунжут содержит 0,75% азота, 0,950% фосфора и 0,72% калия, и сафлор соответственно 0,72; 0,60; 0,94% питательные элементы.

Культура соя и арахис больше содержит азота и калия в сравнении с другими культурами.

В заключение можно отметить, что повторные культуры в место с основной культурой в 1,8-2,0 ц/га раза увеличивают корневые и пожнивные культуры и тем самым обогащают почвы органическими веществом.

Из испытанных сельскохозяйственных больше содержит азот и калия, это соя и арахис, чем другие культуры.

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Таблица
Накопление корневых и пожнивных остатков почвы сельскохозяйственными культурами, ц/га

№	Варианты опыта	Озимая пшеница, ц/га		Повторные культуры, ц/га		Корневые и пожнивные остатки, 0-50 см почвы	Озимая пшеница и повторные посевы накопили растительных остатки, ц/га
		слои почвы		слои почвы			
		0-30 см	30-50 см	0-50 см	0-30 см	30-50 см	
1	Озимая пшеница (контроль)	42,7	2,9	45,9			45,9
2	Озимая пшеница и повторные сев сои	42,7	2,9	45,9	34,4	2,6	82
3	Озимая пшеница и повторные сев подсолнечника	42,7	2,9	45,9	38,4	1,8	83,8
4	Озимая пшеница и повторные сев арахиса	42,7	2,9	45,9	24,2	1,3	71,1
5	Озимая пшеница и повторные сев кунжута	42,7	2,9	45,9	33,9	1,9	81,5
6	Озимая пшеница и повторные сев сафлора	42,7	2,9	45,9	34,1	1,9	81,6

“SAB`AI SAYYOR” DOSTONIDA SINONIMLAR QO`LLASH MAHORATI

Ne`matova O`g`iloy Akram qizi

Toshkent davlat sharqshunoslik instituti

Bilamizki, Alisher Navoiy nafaqat buyuk shoir, balki tilshunos olim sifatida ham dovrug` taratgan. O`zining asarlarida forsiy va arabiy so`zlardan foydalanish bilan birga o`zbek tilining ulardan aslo qolishmasligini isbotlab beradi. Hali o`zbek tilining izohli, dialektik, imlo lug`atlari yaratilmagan bir davrda Navoiy turkiyzabon xalqlar ummonida mohir g`avvos kabi suzib, o`zbekona xazina yarata oldi. Buning yaqqol ifodasini allomaning nazmiy va nasriy asarlarida to`laqonli ko`rishimiz mumkin. Shu o`rinda tadqiq etilayotgan “Sab`ai sayyor” dostonida ham juda go`zal va mohirona qo`llangan so`z san`atini ko`ramiz.

Badiiy va tarixiy asarlar leksikasining eng ustuvor jihati ularda lingvistik omil hisoblangan sinonimik paradigma, omonimlar, antonimlar, sinonimlar va polisemantik so`zlarning to`g`ri va o`z o`rnida ishlatilinishi bilan uzviy bog`liq.

Sinonimlar haqida so`z yuritganda eng avvalo, uning mohiyati va mazmunini aniq-tiniq belgilab olish darkor. Sinonimlar –talaffuzi, yozilishi har xil, birlashtiruvchi ma`nosi bir xil (umumiy) bo`lgan, qo`shimcha ma`no nozikligi, emotsional bo`yog`i, qo`llanishi kabi bir qator xususiyatlari bilan o`zaro farqlanadigan so`zlardir¹.

Sinonimlar tilning boy ekanini, taraqqiyot darajasini ko`rsatib turuvchi hodisalardan biri hisoblanadi. Sinonimlar yordamida nozik ma`no qirralari anglatiladi, voqelikka turlicha baho, munosabat ifodalanadi. Sinonimlardan birini tanlab ishlatish bilan voqelikning ma`lum bir qirradi bo`rttirilib ko`rsatiladi. Sinonimlarni ishlatishda har gal ular orasidagi ayirmalar bilan hisoblashishga to`g`ri keladi. O`z fikrini anglatishda, voqelikka o`z munosabatini ifodalashda yagona o`rinli leksemani sinonimlari orasidan tanlab ola bilish kerak². Shu bilan bir qatorda sinonimlar so`zlarning ma`no jihatidan o`zaro o`xshashligini ta`minlaydi.

Ma`lumki, so`zlarning semantik munosabati sinonimiyani belgilovchi asosiy shart hisoblanadi³. Ayni mana shu jihatdan sinonimlar tizimli taqsimlanadi. Bunda qatordagi so`zlar ma`nosining o`zaro qanday aloqada bo`lishi muhim hisoblanadi.

Alisher Navoiyning badiiy matnda o`ziga xos poetik aktuallashuv vositalaridan biri – sinonimlardan foydalanish mahorati buyuk ijodkor asarlarini o`rganishga yo`naltirilgan ilmiy izlanishlarda, monografik

¹ Ўзбек тили синонимларининг изохли лугати/ Ҳожиёв А. – Тошкент: Ўқитувчи, 1974. – 308 б

² Hozirgi adabiy o`zbek tili (Darslik)/ Rahmatullayev SH. – Toshkent: Universitet, 2006. – 476 b

³ Алишер Навоий тарихий асарлари лексикаси (Дис.)/ Абдувалиева Д. – Тошкент, 2017. – 92 б

tatqiqotlarda o'z aksini topgan⁴. Darhaqiqat, Navoiy sinonimlarga juda ko'p va xo'p murojaat qilgani uning so'z boyligi cheksizligidan dalolat berib, ma'nodosh so'zlarning polisemantik va poetik xususiyatlarini namoyon qilar ekan, ularni ona tilining boyliklaridan biri deb hisoblaydi. Xususan, Navoiy "Sab'ai sayyor" dostonida ham ko'plab sinonimik so'zlarni ishlatib, asarni yanada mukammal va jozibador bo'lishiga erishgan. Biz darsliklar orqali juda yaxshi bilamizki, sinonimlar barcha so'z turkumlarida sermahsuldir. Bunga misol qilib ot sinonimlar, sifat sinonimlar, olmosh sinonimlar, fe'l sinonimlar, ravish sinonimlar, yordamchi so'zlarni ta'kidlash joiz. Dostondan keltirib o'tiladigan parchalar orqali bu masalaga atroflicha yondashamiz.

Biz ko'plab asrlarda, ayniqsa, tarixiy asarlar matnida Xudo so'zining turli xil leksemalar orqali ifoda etilganligini ko'ramiz. Dostonning quyidagi baytlarida ham aynan mana shunday hodisa namoyon etilgan:

Ey xudovandlar xudovandi,

Yo'q xudolikda kimsa monandi⁵.

Ushbu baytda Navoiy Allohga murojaat etadi va keyingi baytlarda shu so'zni qayta-qayta takroridan uzoqlashib, sinonim leksemalardan foydalanadi:

Neki maxluq ichiga qotilg'on,

Sen yaratg'on, alar yaratilg'on. [9-b]

To ne etgay angaki o'zga iloh,

El degay: Loiloho illalloh. [10-b]

Qodiro, ul zaifi osiymen

Ki, boshimdin-ayoq maosiyman.
[10-b]

Ulki, sendek boshimda xoliqdur,

Men demoqlik, ne behayolikdur. [10-b]

Yo Rab, oshuftamen fig'onima yet,

Karam aylab xatolarim afv et. [12-b]

Misollar orqali Xudo so'zi baytlarda turlicha tarzda ifoda etilganligini ko'rdik, Ya'ni, Yaratgan, Iloh, Qodir, Xoliq, Rab so'zlari Alloh ma'nosida qo'llanilib, leksik sinonimiyani tashkil etgan. Albatta, bu so'zlarning hammasi ham turkiycha emas. Masalan: Iloh, Qodir, Xoliq so'zlari arabcha, Xudo so'zi esa forschadir. Shunday bo'lishiga qaramay bu so'zlar o'zbek tiliga o'z ma'nosida kirib kelgan va she'riyatda ham samarali qo'llangan. Bu so'zlarni to'g'ri tanlay bilish, o'z navbatida shoirning iste'dodidan darak berib, uning uslub jihatidan naqadar katta mahoratga ega ekanligiga ishora qiladi.

Alisher Navoiy sinonimlarni qo'llashda mislsiz kashfiyotlarni amalga oshiradi. Biz o'rganayotgan so'zlar esa dengizdan bir tomchi, xolos. Yuqorida aytilganidek, sinonimlar so'z turkumlari doirasida sermahsullikka ega. Keyingi baytlar hamohangligida ot sinonimlarga murojaat etiladi:

Shohlar qullig'in ko'rub marg'ub,

Anga darveshlik bo'lub matlub. [60-b]

4 Навоий асарлари лексикаси/ Вафоев Б. – Тошкент : Фан, 1983. – 124 б

5 Алишер Навоий. Саъйи сайёр. Мукаммал асарлар тўплами. 20 томлик. Т. 10 – Тошкент : Фан, 1992. 10- бет. (Bundan keyingi misollar ham ushbu nashrdan olinib, qavs ichida sahifasi ko'rsatib boriladi).

Xonlar uzra etib atosi aning,

Xon bin xon ato atosi aning. [60-b]

Bu ikki baytdagi “shohlar” va “xonlar” soʻzlari oʻzaro sinonimlikni hosil qilgan. Sinonimik mikrotuzilma koʻpincha sinonimik qator deb nomlanadi. Bu til hodisasini sinonimik uya deb ham nomlash mumkin. Sinonimik uya til taraqqiyotiga bogʻliq holda oʻzgarishi mumkin: ayrim sinonim isteʼmoldan chiqib, uyadan ham chiqib ketadi, uyaga yangi sinonim qoʻshiladi⁶. Mana shu qoidaga asosan, bugungi kun davr va siyosat jihatidan bu ikki soʻz ishlatilish darajasi yoʻqolib, uning oʻrniga davlat rahbari, prezident kabi yangi soʻzlarning kirib kelishi bilan bogʻliq hodisalar tilimizda aks etmoqda. Demak, ijtimoiy tuzumning oʻzgarishi ham qaysidir maʼnoda tilga ham oʻz taʼsirini oʻtkazmay qolmaydi.

Sinonimik uyani hosil qilishda ayniqsa, oʻrin-joy maʼnolari ham keng ahamiyatga ega. Masalan, dasht, choʻl, biyobon, yobon, sahro kabi soʻzlarning umumiy maʼnosi – suvsiz joy, gul-u giyoh oʻsmaydigan, qum va tuproq toʻla yer kabilarni ifodalasa-da, ishlatilish darajasiga koʻra farqlanadi. Masalan, dasht, choʻl, biyobon, yobon, sahro sinonimlaridan choʻl chegaralanmagan hisoblanadi. Yaʼni bu soʻz dominantik xususiyatga ega. Dominanta deb, odatda sinonimik uyadagi leksik maʼno mundarijasi barcha sinonimlar uchun umumiy, baho semasi betaraf, umumnutqqa xos leksema tanlanadi⁷.

Shunga koʻra, biyobon, yobon, sahro leksemalari asosan badiiy nutqda keng qoʻllanilsa, choʻl va dasht soʻzlari uslub tanlamasligi bilan ham ajralib turadi. Dostonda esa bu soʻzlardan unumli foydalanganligini uchratamiz:

Qurtdek boʻri birla toʻldi yobon,

Dema qoʻy, balki tuʼma boʻldi shubon. [110-b]

Har necha kezdi dasht-u sahroni,

Topmadi zod sarv-u raʼnoni. [120-b]

Dasht aro boʻyla erdi oshubi,

Joni gʻam xaylining lagadkoʻbi. [122-b]

Ul biyobon ichinda afgʻonda,

Balki bir shahr eli biyobonda. [122-b]

Sinonimlar⁸ tuzilishi jihatidan uchta asosiy guruhga ajraladi: 1) Sodda sinonimlar, 2) murakkab sinonimlar, 3) birikmali sinonimlar.

1) Sodda sinonimlar asosan oʻzakning oʻzidan tashkil topganligi bilan ajralib turadi. Dostonda keltirilgan bu baytda aynan sodda sinonimlar ishtirok etgan:

Topmagʻon tabʼi pok-u xotiri sof,

Ki, aning daʼbi boʻlmagʻay insof.

Baytda qoʻllanilgan pok va sof soʻzlari sodda sinonim turkumiga kiradi. Bu xil sinonimlar tub sinonimlar deb ham yuritiladi⁹.

2) Murakkab sinonimlar. Bu xil sinonimlarning ayrimlari qoʻshma

Rahmatullayev SH. – Toshkent: Universitet, 2006. – 476 b

8 Ҳозирги ўзбек адабий тили. I қисм. Ф. К. Камолов. – Тошкент: Фан, 1966. 137-бет

9 Ҳозирги ўзбек адабий тили. I қисм. Ф. К. Камолов. – Тошкент: Фан, 1966. 137-бет

6 Hozirgi adabiy oʻzbek tili (Darslik)/ Rahmatullayev SH. – Toshkent: Universitet, 2006. – 476 b

7 Hozirgi adabiy oʻzbek tili (Darslik)/

soʻzlardan tashkil topadi. Shuningdek, murakkab sinonimlarning baʼzilari juft holda ishlatilinishi, baʼzilari esa nutqda paralleldir¹⁰.

Gulga chun berdi tob husnu-jamol,

Anga bulbulni qildi sheftai hol. [7-b]

Yuqoridagi baytda husnu-jamol soʻzlari juft holda aks ettirilgan. Husnu-jamol soʻzi uchun chiroy soʻzi dominanta hisoblanadi. Bundan tashqari asarda qad-qomat, or-nomus, baxt-saodat, balofat, kuch-quvvat kabi juft leksimalar qatnashgan.

3) Birikmali sinonimlar orasida soʻz birikmalari orqali ifodalangan sinonimlar ham uchraydi¹¹. Masalan:

Ota dunu oʻgʻul sharif oʻlmoq,

Bu latif oʻlmoq, ul kasif oʻlmoq. (73-b)

Bu ikki soʻz Alisher Navoiy asarlari lugʻatida goʻzal oʻlim topmoq, sharaflil oʻlim topmoq degan maʼnolarni anglatadi. Mana shu jihatdan sinonimlar fikrni nutqda aniq, butun tafsilotlari bilan ifodalashda, taʼsirchan bayon qilishda uslubning xilma-xil, rangdor va ravon chiqishida katta ahamiyatga ega. Demak, sinonim soʻzlar maʼnoda umumlashtiruvchi soʻz atrofida guruhlanishi bilan xarakterlanadi. Alisher Navoiy ham “Sabʼai sayyor” dostonida sinonimlarning turli variantlaridan keng foydalangan.

Taniqli navoiyshunos olim Botirxon Akrom Navoiy toʻgʻrisidagi juda qimmatli fikrlarni keltiradi: “Navoiydek sohir soʻz sanʼatkori uchun hatto adabiy

isteʼmoldagi meʼyor-mezonlar, anʼanaviy usullar, vositalar kifoya qilmasa hech ajab emas. Zero, daho shoirlarning ijodiy xayoli eng yuksak avj darajalarda, samoviy mintaqalardagina oʻzining munosib, butun va yorqin obrazli ifodasini topishi mumkin¹². Albattta, Navoiy hazratlari ulugʻ tilshunos olim sifatida yozgan asarlari bilan ham adabiy tilimizning taraqqiyotiga ulkan hissa qoʻshgan.

Foydalanilgan adabiyotlar roʻyxati

1. Ўзбек тили синонимларининг изоҳли луғати/ Ҳожиёв А. – Тошкент: Ўқитувчи, 1974. – 308 б

2. Hozirgi adabiy oʻzbek tili (Darslik)/ Rahmatullayev SH. – Toshkent: Universitet, 2006. – 476 b

3. Алишер Навоий тарихий асарлари лексикаси (Дис.)/ Абдувалиева Д. – Тошкент, 2017. – 92 б

4. Навоий асарлари лексикаси/ Вафоев Б. – Тошкент : Фан, 1983. – 124 б

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6. Ҳозирги ўзбек адабий тили. I қисм. Ф. К. Камолов.– Тошкент: Фан, 1966. 137-бет

7. Fasohat mulkinging sohibqironi. Botirxon Akrom.–Toshkent: Oʻzbekiston, 2016.– 20-bet

¹⁰Ҳозирги ўзбек адабий тили. I қисм. Ф. К. Камолов.– Тошкент: Фан, 1966. 137-бет

¹¹Ҳозирги ўзбек адабий тили. I қисм. Ф. К. Камолов.– Тошкент: Фан, 1966. 137-бет

¹²Fasohat mulkinging sohibqironi. Botirxon Akrom. – Toshkent: Oʻzbekiston, 2016.– 20-bet

SURXONDARYO VILOYATIDA BULLYOZLI EPIDERMOLIZ KASALLIGI VA UNING TARQALISHI

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Bugungi kunda dunyoda juda ko'p kasallik turlari mavjud bo'lib, ularning vujudga kelishiga turli omillar sabab bo'lmoqda. Bularning ba'zilari yuqumli, ba'zilari ortirilgan, yana ba'zilari esa genetik ya'ni tug'ma. Zamonaviy tibbiyot bu kasalliklarni o'rganish, ularni davolash bo'yicha talaygina tadqiqotlarni amalga oshirmoqda va aytish lozimki, ko'plab davo yullari, vositalarini kashf qilmoqda.

Aynan, teri-tanosil kasalliklari profilaktikasi xususida xam shunday fikrlarni bildirish mumkin. Bu turdagi kasalliklarni aniqlash, o'rganish va davolashda jahon dermatologlari ko'plab izlanishlarni olib bormoqdalar. Chunki teri kasalliklari insonning bevosita tashqi ko'rinishi bilan bog'liq bo'lganligi uchun ularni davolash muhimdir.

Teri kasalliklari – odam va hayvonlar organizmidagi shilliq qavatlar, teri hamda uning xosilalari (soch, tirnoq,) patologik o'zgarishi bilan ifodalanadigan kasalliklar guruhi. Odamlarda uchraydigan teri kasalliklari toshma toshishi, dog', pufakcha, tuguncha, qipiqplanish, yaralanish, terining shilinishi, yorilishi va boshqalar tarzida namoyon bo'ladi. Tashqi muhitdagi xar bir fizik va kimyoviy omillar terida turli yallig'lanishlar (dermatitlar) paydo bo'lishiga olib keladi; bulardan qavarish, bichilish,

sovqotish, kuyish birmuncha ko'proq uchraydi. Terining talaygina kasalliklariga biologik omillar, mikroskopik zamburug'lar (terining zamburug'li kasalliklari), bakteriyalar, hayvon parazitlari (qo'tir) va viruslar (so'gal, uchuq) sabab bo'ladi.

Bullyozli epidermoliz – genetik va klinik jihatdan geterogen bo'lgan kasalliklar guruhi bo'lib, teri va shilliq qavatlarida pufakchalar va eroziyalar hosil bo'lishi, teri tez shikastlanishi va ta'sirchan bo'lib qolishi unga xosdir. Yuqorida teri kasalliklari tarifi berilganda, tashqi muhitdagi mexanik, fizik va kimyoviy omillarning ta'sirida teri kasalliklarining paydo bo'lishi haqida izoh berildi. Keltirilgan vaziyatlar bullyozli epidermoliz kasalligining yuzaga kelishi uchun ham xosdir. Chunki, teridagi pufakchalar va yallig'lanishlar jismoniy mehnat, harorat va fizik-kimyoviy ta'sirlar natijasida vujudga keladi. Bu kasallikning 4 ta asosiy turga bo'linishi aniqlangan:

- 1) odiy bullyozli epidermoliz (OBE);
- 2) chegaraviy bullyozli epidermoliz (ChBE);
- 3) distrofik bullyozli epidermoliz (DBE);
- 4) Kindler sindromi;

So'nggi yillarda teri va tanosil kasalliklarining etiologiyasi, patogenezi,

diagnostikasi, davosi va profilaktikasida katta muvaffaqiyatlarga erishildi: ya'ni kasalliklarni diagnostika qilishda yangi zamonaviy tibbiyot asbob-uskunalar, laborator va davolash usullari ishlab chiqildi va amaliyotga tadbiiq etildi.

Ammo, bullyozli epidermoliz dunyo tibbiyotida u qadar mukammal o'rganilmagan. Shu bilan birga yangi tadqiq obyekti hisoblanadi.

O'zbekistonning barcha hududlarida mazkur kasallikka chalingan bemorlar mavjud. Xususan, Respublikamizning janubida joylashgan Surxondaryo viloyatida ham Tug'ma bullyoz epidermoliz kaslligi tashxisi qo'yilgan bemorlar bor va aytish mumkinki, boshqa viloyatlarga nisbatan ko'p ham. O'rganish va aniqlash jarayonida viloyatning bir qator tumanlarida bu kasallikka chalinganlar ro'yxatini shakllantirdik va kasallikni yuzaga keltirgan omillarni imkon qadar taxlil qildik. Bu borada dastlab, kasallikning qaysi sabab bilan yuzaga kelgani o'rganildi. Aniqlashlar shuni ko'rsattiki, mazkur kasallikka chalinish sabablari turli xil. Quyida biz bullyozli epidermoliz kasalligining Surxondaryo viloyatida tarqalishi va uni keltirib chiqargan sabablarni tahlil qilamiz.

Viloyatda 50 nafar mazkur kasallikka chalingan bemorlar mavjud (2020 yil mart oyi holatiga ko'ra). Jumladan: Boysun tumanida 15 nafar, Denov tumanida 9 nafar, Uzun tumanida 8 nafar, Sherobod tumanida 4 nafar, Termiz tumanida 3 nafar, Jarqo'rg'on tumanida 3 nafar, Qumqo'rg'on tumanida 2 nafar, Oltinsoy

tumanida 2 nafar, Muzrabot tumanida 2 nafar, Qiziriq tumanida 1 nafar, Termiz shahrida 1 nafar. Kasallikka chalinganlarning deyarli yarmini 5 yoshdan 18 yoshgacha bo'lgan bolalar va o'smirlar tashkil qiladi. Asosan, viloyatdagi bemorlarda oddiy hamda chegaralangan bullyozli epidermoliz kuzatiladi. Kasallikning oddiy turiga chalingan bemorlar 24 nafar, chegaralangan bullyozli epidermoliz 19 nafar, distrofik bullyozli epidermoliz 6 nafar. Kasallikning vujudga kelishi va tarqalishida bir necha omillar sabab bo'lganligini ko'rishimiz mumkin:

1. Qarindoshlar o'rtasidagi nikoh. Bu omil sababli kasallikka chalinganlar 20 nafar (Denov tumanida 6 nafar, Uzun tumanida 3 nafar, Sherobod tumanida 3 nafar, Muzrabot tumanida 1 nafar, Qumqo'rg'on tumanida 2 nafar, Oltinsoy tumanida 2 nafar, Termiz tumanida 2 nafar, Qiziriq tumanida 1 nafar, Muzrabot tumanida 1 nafar).

2. Irsiy (genetik) omil. Viloyatdagi bemorlarning 19 nafarida kasallikka chalinish aynan irsiy omillar bilan bog'liq (Boysun tumanida 14 nafar, Uzun tumanida 3 nafar, Jarqo'rg'on tumanida 2 nafar).

3. Boshqa omillar (noma'lum sabablarga ko'ra). Bunday bemorlar 11 nafar (Denov tumanida 3 nafar, Uzun tumanida 2 nafar, Sherobod tumanida 1 nafar, Termiz shahrida 1 nafar, Jarqo'rg'on tumanida 1 nafar, Muzrabot tumanida 1 nafar, Boysun tumanida 1 nafar, Termiz tumanida 1 nafar).

Tahlillarimiz shuni ko'rsatdiki, Surxondaryo viloyatida bullyozli

epidermoliz kasalligining vujudga kelishida asosiy omil qarindoshlar o'rtasidagi nikoh hisoblanadi. Irsiy omil bilan bog'liq vaziyat ham keng tarqalgan. Shunisi e'tiborliki, bu omil asosan vohaning bitta Boysun tumanida yaqqol namoyon bo'ladi. Hali aniqlanmagan, noma'lum omillar ham mavjudligi esa, bu kasallikning o'rganilmagan nuqtalari mavjudligidan dalolat beradi. Endigi tadqiqotlarimiz aynan mana shu noma'lum sabablarni o'rganish, tadqiq etish va davo yo'llarini axtarishga qaratiladi. Shu bilan birga, aholi orasida tushuntirish va profilaktika ishlarini olib borish, sog'lom turmush tarzini shakllantirish, qarindosh-urug' o'rtasidagi nikohning salbiy oqibatlari haqida davra suhbatlari tashkil etish, ommaviy ahborot vositalari orqali aholiga bu kasallik to'g'risida ma'lumot berish xam asosiy rejamizga tiritilgan. Bu kasallikka chalingan bemorlar bilan domiy muloqotda bo'lib, kasallikning kechishini kuzatish, dori-darmon va bog'lov materiallarini yetkazib berishni ta'minlash, ulardan foydalanishni tushuntirish ham galdagi vazifalarimiz sirasiga kiradi. Bunda bemorlarning ruhiyatini ko'tarish, ularga tashqi mexanik ta'sirlardan saqlanishni tushuntirish muhimdir.

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3. Internet ma'lumotlari

ТРАДИЦИОННЫЕ ПРИЕМЫ КЛАССИЧЕСКОГО ДЕТЕКТИВА В РОМАНЕ ДЭНА БРАУНА «АНГЕЛЫ И ДЕМОНЫ»

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Аннотация: В статье дается анализ приемов детективного жанра с опорой на труды исследователей, характеризующих правила написания детектива. На основе анализа романа Д. Брауна «Ангелы и Демоны», автор прослеживает основные тенденции развития и функционирования традиционных приемов классического детектива.

Ключевые слова: детектив, прием, жанр, роман, шпионский роман, триллер, боевик, любовный роман, любовная линия, традиция, традиционный прием, критика.

Написанный в 2000 году роман Дэна Брауна «Ангелы и Демоны» в творчестве писателя является третьим по счету. Среди религиозных деятелей, ученых и в различных сферах роман вызвал резонанс и неоднозначную оценку. Роман был подвергнут значительной критике. Критика была связана с претензиями на документальность. Описываемый в романе квазинаучный факт, вносит в романе дополнительные элементы фантастики создание антивещества но источники, на которые ссылается автор, опровергают эту информацию. Объясняется это тем, что на получение подобного вещества нужно затратить более 100 лет, а также по свидетельству некоторых исследователей, фактические ошибки, допущенные в романе, связаны с религиозной иерархией. Например, в романе утверждает-

ся, что камерарий не является кардиналом и человек, не имеющий кардинальского звания, не может стать папой. Исследователи же утверждают, камерарий это всегда кардинал, а папой может быть избран не только кардинал, но и любой католик. Поскольку в романе описаны факты, связанные тайными братствами, в частности с сообществом «Иллюминатов», а также показан мир Ватикана, недоступный обычному человеку, следовательно, это произведение вызвало бурю эмоций у рядовых читателей. Нам интересно творчество Дэна Брауна тем, что анализируя его произведения, относящихся к массовой литературе, удалось проследить основные тенденции её развития и функционирования, её основных жанров. Хотя в настоящее время ещё рано говорить о полностью сформировав-

шейся системе жанров массовой литературы. Несмотря на то, что многие исследователи выделяют такие жанры массовой литературы, как детектив, шпионский роман, триллер, боевик, фэнтези, любовный роман, четких жанровых границ между ними не существует, кроме того, появились некоторые жанры, не получившие ещё теоретического осмысления, и произведения, созданные на стыке двух или более жанровых форм. Ярким примером такого произведения является роман Дэна Брауна «Ангелы и демоны». Этот роман, на наш взгляд, можно определить как роман культуры с элементами детектива. Главной целью данной статьи является анализ приемов детективного жанра в этом произведении. В настоящее время трудов по теории детективного жанра довольно не много. В основе анализа опорой явилась характеристика детектива, данная Н.Н.Вольским[2], а также учитывались правила написания детектива, данные писателем С.С.Ван Дайном [3], в частности.

1. В романе должно быть не более одного детектива и одного преступника и, как минимум, одна жертва.

2. Преступник не должен быть профессионалом, он должен иметь личные мотивы для убийства, и им не может быть детектив.

3. В детективе не должно быть любовной линии.

4. Преступник должен занимать важное положение:

-- В жизни не быть дворецким или управляющим.

-- В книге быть одним из главных персонажей.

5. Всё должно быть объяснено рационально, фантастика не допускается.

6. Здесь не место для пространных описаний или психологического анализа.

7. Следует избегать банальных ситуаций и решений.

История негласного сына папы Римского, который решает возродить величие католической церкви, легла в основу сюжета романа «Ангелы и Демоны». Для этого возрождения он идёт на крайние меры: инсценирует заговор иллюминатов и от их имени совершает убийство своего отца и похищение четырех кардиналов, у которых были небольшие шансы на папский престол, а также организует хищение антивещества из ЦЕРНа (Европейский совет по ядерным исследованиям), чтобы произвести взрыв могилы святого Петра. Чтобы расследование было более объективным, вызывают специалиста по иллюминатам Роберта Лэнгдона, который подключается к расследованию. Роман начинается как классический американский «крутой детектив» Физик Леонардо Ветро почувствовал смрадный запах горелого мяса и понял, что это прижигают его собственную плоть. Он в ужасе вскинул глаза на нависшую над ним темную фигуру.[1,с,3]. Расследование Роберта Ленгдона начинается с обнаружения трупа Леонардо Ветра. Особенностью этого произведения является то, что завязка детек-

тивного романа культуры: на трупе обнаружен знак тайного общества “Иллюминаты”, что позволяет автору вводить в текст романа многочисленные исторические культурологические ссылки. Слово иллюминаты произошло от латинского (Illuminati- просвещенные) общее название нескольких тайных групп, современных и исторических, реально существовавших и фиктивных, раскрытых или предполагаемых. Как правило, использование данного термина предполагает наличие зловещей организации заговорщиков, которая стремится управлять мировыми делами негласно, изменив существующий порядок в своих целях [4] Автором использован довольно интересный прием, который делает эту группу, это сообщество раздражителем католической церкви, скрывая под этим настоящий конфликт между наукой и религией.

Из за непризнания этого общества в религиозном мире, да и вообще в социуме, впоследствии их начали выживать. иллюминатам пришлось уйти в подполье, исчезнуть. Дэн Браун использовал традиционные приёмы классического детектива при создании сюжета своего романа. Основная мысль романа – тайна, которую пытается раскрыть главный герой. Главный герой, сквозной персонаж Роберт Лэнгдон, не раз фигурировавший в произведениях Дэна Брауна.» Код да Винчи», » Утраченный символ» Специализирующийся в области религиозной символики, он является профессором университета . описывая

внешность и занятия своего героя, Дэн Браун обращается к традиции английского классического и американского крутого детектива. С одной стороны, у него внешность эрудита, с другой занимавшийся прыжками в воду в школе и колледже. Лэнгдон сохранил телосложение пловца-шесть футов тренированных мышц.[1 с 13] У Лэнгдона есть свои маленькие слабости, например. часы с изображением Микки-Мауса, что выглядит крайне комично, если учитывать его статус и возложенную на него миссию спасти Ватикан, а вместе с ним и весь мир. По своему роду деятельности во многом напоминает его «коллег-детективов» Шерлока Холмса» и Эркюля Пуаро. С развитием сюжета подобная двойственность оправдывает себя, ему приходится вести расследование, как в архивах Ватикана, так и в погоне за предполагаемым преступником по улицам Рима. Вводя в роман “персонажа – помощника”, писателю удалось следовать ещё одной традиции классического детектива. Дочь убитого ученого выступает помощником Лэнгдона, и им вдвоем приходится разгадывать все загадки и вступить в борьбу с преступником. Интересен факт, что в своем романе Дэн Браун нарушает традицию “наивного” рассказчика, когда повествование ведется от лица помощника, так как роман написан от третьего лица. Со своими умственными данными Виттория Ветра не уступает детективу, а иногда даже именно ей удастся найти разгадку тайны, недоступную Лэнгдону.

Примером может служить сцена в архивах Ватикана, когда именно Виттория находит нужный для разгадки труд Галилея и расшифровывает ключ. Виттория иногда занимает более активную позицию, чем главный герой – это есть отличие от традиционного детектива. Кроме того, ею движет личный мотив мести. Еще одним противоречием вышеприведенным правилам детектива явилась введенная автором в роман любовная линия Роберта Лэнгдона и Виттории Ветра. В романе присутствует также характерный для детектива мотив противостояния с полицией. Однако в данном случае Дэн Браун придерживается избранный для себя формы романа культуры, так как вместо полиции в произведении действуют Швейцарские гвардейцы, элитные войска Ватикана. И в выборе основного конфликта произведения проявляются традиции детектива и одновременно романа культуры. С одной стороны, это характерное для детектива противостояния добра и зла. В романе, на первый взгляд, очевидно противостояние преступника (олицетворяющее зло) и детективов (олицетворяющих добро). Это противостояние реализуется уже в названии романа С другой стороны, показывая их неоднозначность автор зачастую играет понятиями “добро и зло” Дэн Браун, например использует характерный для детектива прием “обманки”, и это не случайно, так преступник до последнего скрывается под именем Януса, божества с двумя лицами. Изна-

чально все следы преступления указывают на мнимого преступника Макса Колера, директора ЦЕРНа, которого в самом начале повествования читатель начинает подозревать. Однако с первых же страниц романа вызывавший симпатию своей преданностью делу церкви, камерарий оказывается настоящим преступником. Но, оставаясь верным идее двойственности, писатель и впоследствии объясняет мотивы преступника, ставшего жертвой чудовишной ошибки. Появившийся в результате искусственного зачатия, он оказывается сыном Папы. Этот мотив позволяет автору осуществить сразу две задачи; во первых, вызвать сочувствие у читателя к преступнику, во вторых, ввести в роман второй центральный конфликт между наукой и религией. Актуальная проблема, затронутая Дэном Брауном в романе, так и не нашла решения и в нашем веке. Наука и религия – две главенствующие силы в мире – и в настоящее время тяжело находят альтернативу противостояния в общении. Четко показывая тонкую грань между наукой и религией, Автор раскрывает этот конфликт во всей жестокости последствий. По мнению же автора, наука и религия никогда не противостояли друг другу. Просто наука очень молода, чтобы признать это. [с. 38-40] Добро в конечном итоге побеждает зло, как и следует в классическом детективном романе. Это распространяется не только на обычную для детектива поимку преступника, но и на смягчение позиции церкви.» Секре-

ты....это та роскошь, которую мы себе больше позволить не можем»[1,с.187] мы узнаем из заявлений вновь избранного Папы. В завершении книги мы видим, что все секреты раскрыты и лежали на поверхности в течение всего действия произошедшего. Дэн Браун использует и один из любимых приемов детективного жанра, когда не правосудие наказывает преступника, а преступник будучи сильной личностью, предпочитает самоубийство, совершая акт самосожжения.

Таким образом, представляя собой новый этап в развитии детектива, роман «Ангелы и Демоны» демонстрирует синтез нескольких жанровых форм. К приемам детектива в данном романе относится сюжет, строящийся вокруг тайны, противостояние детектива и преступника и окончательная победа добра над злом.

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