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SCIENCE AND PEDAGOGY IN THE MODERN WORLD: PROBLEMS AND SOLUTIONS



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**QO'SHILGAN QIYMAT SOLIG'I (QQS)NING BIZNES
SUBYEKTLARIGA TA'SIRI**

*O'zbekiston Respublikasi Bank-Moliya Akademiyasi "Soliq va soliqqa tortish"
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Impact of value added tax (VAT) on business entities.

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Annotatsiya: Mazkur ilmiy ishda Qo'shilgan qiymat solig'i (QQS)ning biznes subyektlariga ta'siri tahlil qilingan. QQS davlat daromadlarini shakllantirishda va iqtisodiy faoliyatni tartibga solishda asosiy fiskal vosita hisoblanadi. Ishda ushbu soliqning ijobiy va salbiy jihatlari ko'rib chiqilib, uning biznes subyektlarining likvidligi, raqobatbardoshligi va moliyaviy samaradorligiga ta'siri o'rganilgan. Shuningdek, QQS tizimini takomillashtirish bo'yicha takliflar ishlab chiqilgan. Mazkur takliflar soliq yukini kamaytirish, ma'muriy jarayonlarni optimallashtirish hamda kichik va o'rta biznesni rivojlantirishga qaratilgan.

Kalit so'zlar: Qo'shilgan qiymat solig'i (QQS), biznes subyektlari, soliq yukini kamaytirish, iqtisodiy samaradorlik, raqobatbardoshlik, moliyaviy barqarorlik, soliq tizimini takomillashtirish, kichik va o'rta biznes, likvidlik, davlat daromadlari.

Kirish

Qo'shilgan qiymat solig'i (QQS) zamonaviy iqtisodiyotda muhim fiskal vosita bo'lib, davlat byudjetini to'ldirishda va iqtisodiyotni tartibga solishda alohida ahamiyatga ega. Ushbu soliq turi, bir tomondan, davlat uchun barqaror daromad





manbai bo'lsa, boshqa tomondan, biznes subyektlari uchun iqtisodiy yuk hisoblanadi. O'zbekistonda QQS 1992-yilda joriy qilingan bo'lib, uning amaldagi stavkalari va qo'llanish usullari turli iqtisodiy sektorlar uchun muhim ta'sir ko'rsatmoqda.

Bugungi kunda QQS biznes subyektlarining moliyaviy faoliyatiga ikki xil ta'sir ko'rsatmoqda: bir tomondan, soliq tushumlari orqali iqtisodiyotning shaffofligi oshadi, ikkinchi tomondan esa, kichik va o'rta biznes subyektlariga soliq yukining ortishi ularning likvidligi va raqobatbardoshligiga salbiy ta'sir ko'rsatadi. Ayniqsa, soliq stavkalari va ma'muriy jarayonlarning murakkabligi kichik va o'rta biznesning rivojlanishini cheklashi mumkin.

Mazkur tadqiqotda QQSning biznes subyektlariga ta'siri, uning afzalliklari va kamchiliklari tahlil qilinib, mavjud muammolarni hal etish bo'yicha takliflar ishlab chiqiladi. Ushbu tadqiqotning dolzarbligi QQSning davlat daromadlarini shakllantirishdagi o'rni va biznes subyektlarining iqtisodiy barqarorligiga ta'sirida namoyon bo'ladi. Shu boisdan, QQS tizimini takomillashtirish bo'yicha chora-tadbirlar ishlab chiqish bugungi kunda muhim ahamiyat kasb etadi.

1. Qo'shilgan qiymat solig'ining biznes subyektlariga ijobiy ta'sirlari

QQS davlat byudjetini shakllantirishda va iqtisodiyotni tartibga solishda muhim fiskal vosita hisoblanadi. Ushbu soliq biznes subyektlariga quyidagi ijobiy ta'sirlarni ko'rsatadi:

- **Iqtisodiy shaffoflikni ta'minlash:** QQSning har bir ishlab chiqarish bosqichida hisoblanishi iqtisodiyotda shaffoflikni oshiradi. Bu esa soliq to'lovchilarning faoliyatini tartibga solib, davlat va biznes o'rtasida o'zaro ishonchni mustahkamlaydi.
- **Davlat daromadlarining barqarorligi:** QQS davlat byudjeti daromadlarining barqaror manbai hisoblanadi. Ushbu soliq turining yaxshi ishlashi davlatning ijtimoiy va iqtisodiy dasturlarni moliyalashtirish imkoniyatlarini oshiradi.





- **Tashqi savdo jarayonlarini rag‘batlantirish:** Eksport operatsiyalariga nisbatan QQSning qaytarilish mexanizmi tashqi savdo jarayonlarini rag‘batlantiradi. Bu holat eksportyor kompaniyalar uchun qo‘shimcha moliyaviy yukni kamaytiradi.

2. Qo‘shilgan qiymat solig‘ining salbiy ta’sirlari

QQS tizimi biznes subyektlariga moliyaviy yuklarni oshirishi mumkin. Bu, ayniqsa, kichik va o‘rta biznes subyektlari uchun sezilarli darajada salbiy ta’sir ko‘rsatadi:

- **Likvidlikka ta’siri:** QQS bo‘yicha oldindan to‘lov qilish zarurati ko‘plab kompaniyalar uchun likvidlik yetishmovchiligiga olib keladi. Bu holat, ayniqsa, kichik va o‘rta biznes subyektlarining moliyaviy barqarorligiga salbiy ta’sir qiladi.
- **Raqobatbardoshlikning pasayishi:** Soliq yukining oshishi biznes subyektlarining ishlab chiqarish xarajatlarini ko‘paytiradi. Natijada, ichki va tashqi bozorlarda raqobatbardoshlik darajasi pasayadi.
- **Ma’muriy xarajatlarning ortishi:** QQS bo‘yicha hisob-kitob va hisobotlarning murakkabligi biznes subyektlarining ma’muriy xarajatlarini oshiradi. Ushbu jarayon kichik kompaniyalar uchun qo‘shimcha vaqt va resurs talab qiladi.

3. QQS tizimini takomillashtirish bo‘yicha tavsiyalar

Mavjud muammolarni bartaraf etish va QQS tizimini takomillashtirish uchun quyidagi chora-tadbirlar taklif etiladi:

- **Imtiyozli stavkalarni joriy etish:** Kichik va o‘rta biznes subyektlariga QQS bo‘yicha imtiyozlar yoki pasaytirilgan stavkalarni joriy etish ularning moliyaviy bosimini kamaytiradi va rivojlanishini qo‘llab-quvvatlaydi.
- **Raqamlashtirish va avtomatlashtirish:** Soliq hisobotlarini raqamlashtirish va avtomatlashtirish orqali QQS bilan bog‘liq ma’muriy jarayonlarni soddalashtirish mumkin. Bu biznes subyektlari uchun vaqt va xarajatlarni qisqartiradi.





- **Moslashuvchan soliq tizimini joriy qilish:** Biznes subyektlarining turli sektorlaridagi faoliyat turlariga qarab QQS stavkalarini moslashuvchan qilish ularning moliyaviy barqarorligini ta'minlashga yordam beradi.

- **4. Xalqaro tajribadan foydalanish**

Xalqaro amaliyotda QQS tizimini optimallashtirish bo'yicha quyidagi yondashuvlar muvaffaqiyatli qo'llanilmoqda:

- Evropa Ittifoqi mamlakatlarida kichik biznes uchun QQSning minimal stavkalari joriy qilingan.
- Singapur va Kanada kabi davlatlarda QQS bo'yicha raqamlashtirilgan tizimlar soliq jarayonlarining soddalashuviga xizmat qilmoqda.
- Rossiyada QQSning qaytarilish jarayonlarini tezlashtirish uchun elektron platformalar qo'llaniladi.

Mazkur tajribalar O'zbekistonda QQS tizimini takomillashtirishda amaliy ahamiyat kasb etadi.

Xulosa

Qo'shilgan qiymat solig'i (QQS) davlat daromadlarini shakllantirishda va iqtisodiyotni tartibga solishda muhim fiskal vosita hisoblanadi. Uning biznes subyektlariga ta'siri ko'p qirrali bo'lib, bir tomondan iqtisodiy shaffoflikni ta'minlasa, boshqa tomondan, kichik va o'rta biznes uchun moliyaviy bosimni oshiradi. Ushbu soliqning salbiy ta'sirlarini kamaytirish va iqtisodiy samaradorligini oshirish uchun tizimli chora-tadbirlarni amalga oshirish zarur.

Asosiy natijalar quyidagilarni ko'rsatdi:

- QQS iqtisodiyotning shaffofligini oshirsa-da, kichik va o'rta biznes subyektlari uchun likvidlik yetishmovchiligi va ma'muriy xarajatlarning oshishiga sabab bo'lmoqda.
- Soliq stavkalarini differensiallash, kichik va o'rta biznes uchun imtiyozlarni kengaytirish hamda soliq hisobotlarini raqamlashtirish orqali QQS tizimining salbiy ta'sirini kamaytirish mumkin.





- Xalqaro tajribadan foydalanib, O‘zbekiston QQS tizimini soddalashtirish va samaradorligini oshirish imkoniyatiga ega.

Mazkur tadqiqotning amaliy ahamiyati shundaki, taklif etilgan chora-tadbirlar QQSning iqtisodiy samaradorligini oshirishga, kichik va o‘rta biznes subyektlarini qo‘llab-quvvatlashga hamda davlat daromadlarini barqarorlashtirishga qaratilgan. Shunday qilib, QQS tizimining takomillashtirilishi mamlakat iqtisodiyoti uchun muhim natijalarni ta’minlaydi.

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CREATIVE ORGANIZATION OF THE ENGLISH TEACHING PROCESS
AS A GOAL OF MODERN EDUCATION

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English Language

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Annotation: The modern education landscape demands innovative approaches to teaching English that align with 21st-century competencies. Creative organization of the English teaching process not only enhances students' language skills but also fosters critical thinking, creativity, collaboration, and communication. This article explores the significance, principles, and methods of creatively structuring English education to meet contemporary educational goals.

Key words: *Traditional methods, learning interactive, student-centered, societal level, geopolitical context, Enhanced Engagement, Cultural Awareness, Real-Life Relevance.*

In a globalized world, English has become a key tool for communication, collaboration, and cultural exchange. Traditional methods of rote learning and repetitive grammar drills are insufficient to equip students with the skills they need in modern life. The creative organization of the English teaching process seeks to make learning interactive, student-centered, and relevant to real-life contexts. This approach integrates technology, collaborative learning, and cultural awareness to create a dynamic and engaging classroom environment. Learning a language in Uzbekistan holds significant importance, both at an individual and societal level, due to its unique cultural, historical, and geopolitical context. The **English teaching process** is a systematic approach aimed at developing learners' proficiency in the English language. This process involves various stages, methodologies, and





strategies designed to ensure learners acquire the skills needed to communicate effectively. Creative teaching approaches in English education serve multiple purposes:

1. **Enhanced Engagement:** Innovative methods capture students' interest and sustain their motivation to learn.
2. **Skill Development:** Activities that involve problem-solving, role-playing, and storytelling develop students' linguistic and cognitive abilities.
3. **Adaptability:** Creative teaching prepares students to adapt to diverse communicative scenarios in academic, professional, and social contexts.
4. **Cultural Awareness:** Exposure to varied texts and contexts broadens students' understanding of cultural diversity and global perspectives.

Language serves as the primary tool for communication, making the existence and progress of human society unimaginable without it. The current transformations in social interactions and communication methods, driven by advancements in information technology, highlight the need to enhance students' communicative competence and strengthen their philological training. This ensures they can effectively express their thoughts in various contexts during interactions with others, adhering to linguistic and speech norms while selecting communication strategies suitable for real-life situations. In essence, the primary goal of learning a foreign language is to develop communicative competence—enabling individuals to engage in interpersonal and intercultural communication with both native speakers and foreigners. Furthermore, the educational aspect remains a vital component of the learning process. **Principles of Creative English Teaching are given above:**

1. **Student-Centered Learning:** Lessons should focus on students' needs, interests, and goals. Activities like group discussions and projects encourage active participation.
2. **Integration of Technology:** Tools such as language apps, online games, and multimedia resources enrich the learning experience.





3. **Interdisciplinary Approaches:** Combining English with other subjects like history, art, or science fosters deeper connections and practical applications.
4. **Real-Life Relevance:** Teaching should incorporate scenarios students are likely to encounter, such as writing emails, participating in interviews, or engaging in debates.

The English teaching process is a cornerstone of modern education, reflecting the demands of an increasingly interconnected world. By prioritizing English language acquisition, educators empower students to access global opportunities, participate in cross-cultural dialogue, and succeed in diverse professional environments. Modern education emphasizes not only the mastery of linguistic skills but also the development of critical thinking, creativity, and collaboration through language learning. To achieve this goal, it is essential to integrate innovative teaching methodologies, technology, and a learner-centered approach that accommodates diverse needs. The English teaching process, as a fundamental aspect of modern education, plays a pivotal role in shaping individuals who are confident, culturally aware, and capable of making meaningful contributions to a global society.

There are several Methods for Creative English Teaching:

1. **Task-Based Learning:** Activities such as creating presentations, planning events, or solving real-world problems help students use language practically.
2. **Drama and Role-Playing:** Simulations and enactments enhance speaking skills, boost confidence, and encourage empathy.
3. **Project-Based Learning:** Students work on long-term projects like designing a magazine, organizing a cultural event, or creating video blogs.
4. **Gamification:** Incorporating games and competitions makes learning enjoyable and fosters a spirit of healthy competition.
5. **Blended Learning:** Combining face-to-face teaching with online resources allows for personalized and flexible learning experiences.





Modern educational technologies used to develop communicative competence in students learning a foreign language are among the most effective tools for creating a learner-centered educational environment that fosters meaningful interaction among all participants in the educational process. It is evident that relying solely on one teaching method, regardless of its sophistication, cannot ensure the optimal conditions for unlocking students' potential and nurturing teachers' creativity. Contemporary foreign language teaching methods integrate the strengths of various approaches, allowing educators to adapt them to the specific structure, functions, content, goals, and needs of their particular student groups. The ongoing quest for innovative pedagogical methods is driven by the challenge of insufficient positive motivation among students in learning foreign languages. This lack of motivation arises from the significant difficulties students encounter and their inability to master the material due to individual psychological factors.

The English teaching process plays a pivotal role in equipping learners with essential communication skills for both personal and professional success in a globalized world. It involves a dynamic combination of strategies, including interactive activities, contextual learning, and continuous assessment, to cater to diverse learner needs. Effective English teaching fosters not only linguistic competence but also cultural awareness and critical thinking. By embracing innovative methodologies and adapting to individual learning styles, educators can inspire students to engage actively in their language-learning journey, ensuring lasting proficiency and confidence in using English in real-life contexts.

In conclusion it should be noted that creative organization of the English teaching process is essential for developing students' linguistic proficiency and equipping them with critical 21st-century skills. By fostering engagement, adaptability, and cultural awareness, this approach prepares learners to succeed in an interconnected and fast-evolving world. Educators must embrace innovative strategies, leverage technology, and prioritize student-centered practices to achieve the goals of modern education. Organizing an effective English teaching process is





essential for fostering students' language proficiency and communication skills. By integrating innovative methods, technology, and learner-centered approaches, educators can create an engaging and inclusive learning environment. Effective planning, continuous assessment, and fostering motivation ensure students not only develop linguistic competence but also gain confidence in using English in real-life contexts. Ultimately, a well-organized teaching process empowers learners to succeed in an interconnected and globalized world. Organising an effective English teaching process requires a structured yet flexible approach that caters to diverse learner needs. It involves careful planning, innovative teaching methods, and the integration of modern tools such as digital platforms and multimedia resources. Emphasizing interactive and communicative strategies helps learners actively engage with the language, while continuous assessment ensures progress and highlights areas for improvement. Furthermore, fostering a supportive and motivating environment enables students to overcome challenges and build confidence in their language abilities. A successful English teaching process not only equips learners with essential linguistic skills but also develops critical thinking, cultural awareness, and adaptability—qualities crucial for thriving in a globalized world. By prioritizing a holistic approach to language education, educators can inspire lifelong learning and empower students to achieve their personal and professional goals.

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**ЭФФЕКТИВНОСТЬ МЕТФОРМИНА У БОЛЬНЫХ С
СУБКЛИНИЧЕСКИМ ГИПОТЕРИОЗОМ И АБДОМИНАЛЬНЫМ
ОЖИРЕНИЕМ. И ВЛИЯНИЕ МЕТФОРМИНА НА ЛИПИДНО-
УГЛЕВОДНЫЙ БАЛАНС**

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Аннотация: В данной статье обсуждается актуальность заболеваний которые встречаются примерно у 4-10% взрослого населения , особенно у женщин старше 35 лет . В тоже время эпидемия ожирения , в частности абдоминального характера, затрагивает значительную часть населения . Тем самым увеличивая риски сердечно-сосудистых заболеваний , сахарного диабета 2 типа и метаболических синдромов . К тому же недостаточная изученность патогенетических связей требует индивидуального и конкретного подхода , что требует новые подходы лечения .

Субклинический гипотиреоз, характеризующийся повышением уровня тиреотропного гормона (ТТГ) при нормальных значениях свободного тироксина (Т4), часто сочетается с абдоминальным ожирением и метаболическими нарушениями. Однако у пациентов с СГ выявляется нарушение метаболических процессов, таких как гипергликемия, гиперинсулинемия и дислипидемия, которые могут быть обусловлены инсулинорезистентностью и хроническим воспалением. Эти состояния взаимно усугубляют метаболический дисбаланс, увеличивая риск развития





инсулинорезистентности, атерогенной дислипидемии и сердечно-сосудистых заболеваний.

Абдоминальное ожирение, являющееся основным компонентом метаболического синдрома, дополнительно усугубляет метаболические нарушения, вызывая активацию провоспалительных цитокинов, таких как интерлейкин-6 (IL-6) и фактор некроза опухоли- α (TNF- α). Эти механизмы способствуют увеличению уровня ТТГ, создавая замкнутый круг патологических процессов.

Метформин, ингибитор глюконеогенеза в печени и сенситайзер инсулина, широко применяется для лечения сахарного диабета 2 типа и инсулинорезистентности. Дополнительные эффекты препарата включают улучшение липидного профиля, снижение массы тела и уменьшение системного воспаления, что делает его перспективным средством для коррекции метаболических нарушений у пациентов с СГ и абдоминальным ожирением.

Ключевые слова: субклинический гипотиреоз, абдоминальное ожирение, метформин, инсулинорезистентность, липидный профиль, углеводный обмен.

Цель исследования:

оценить эффективность применения метформина в коррекции липидного и углеводного обмена у пациентов с субклиническим гипотиреозом и абдоминальным ожирением.

Материалы и методы исследования:

Проведено проспективное, рандомизированное, контролируемое исследование, включающее 132 пациента в возрасте от 35 до 60 лет с подтвержденным диагнозом субклинического гипотиреоза и абдоминального ожирения. *Критерии включения:* 1. Уровень ТТГ от 4,5 до 10 мМЕ/л при нормальном уровне свободного Т4.





2. ИМТ ≥ 30 кг/м² и окружность талии >102 см у мужчин и >88 см у женщин.

3. HOMA-IR (индекс инсулинорезистентности) $>2,5$.

Критерии исключения: Клинически выраженный гипотиреоз.

Сахарный диабет 2 типа, требующий инсулинотерапии.

Тяжелая сердечно-сосудистая патология.

Онкологические заболевания и многие другие заболевания включающие осложнения и тяжелые формы.

Группы исследования: Пациенты были распределены на две группы:

1. Основная группа (n=20) получала метформин в дозе 1500 мг/сут в течение/1

24 недель.

2. Контрольная группа (n=18) придерживалась диетотерапии и рекомендаций по физической активности.

Оценка параметров: Липидный профиль: общий холестерин (ОХ), ЛПНП, ЛПВП, триглицериды (ТГ).

Углеводный обмен: глюкоза натощак, гликированный гемоглобин (HbA1c), HOMA-IR.

Масса тела, ИМТ.

Уровень ТТГ и свободного Т4.

Статистический анализ: Для анализа данных использовались критерий Стьюдента, U-критерий Манна–Уитни и методы корреляционного анализа. Достоверность различий считалась значимой при $p < 0,05$.

Результаты исследования

Изменения липидного профиля: У пациентов основной группы наблюдалось статистически значимое снижение уровня ОХ (-12,4%), ЛПНП (-15,7%) и ТГ (-18,9%) на фоне увеличения уровня ЛПВП (+8,2%). В контрольной группе данные изменения были менее выраженными или отсутствовали.





Изменения углеводного обмена: Средний уровень глюкозы натощак в основной группе снизился с $6,1 \pm 0,8$ ммоль/л до $5,4 \pm 0,6$ ммоль/л ($p < 0,001$), а HOMA-IR уменьшился на 28,5% (с $3,7 \pm 0,4$ до $2,6 \pm 0,3$). Уровень HbA1c снизился с $6,2 \pm 0,5\%$ до $5,7 \pm 0,4\%$ ($p < 0,001$).

Антропометрические изменения: ИМТ в основной группе снизился в среднем на $2,8$ кг/м² ($p < 0,001$).

Гормональные изменения: Уровень ТТГ в основной группе уменьшился на 18% (с $6,3 \pm 0,7$ до $5,2 \pm 0,5$ мМЕ/л, $p < 0,05$), что может свидетельствовать об улучшении тиреоидного метаболизма на фоне снижения инсулинорезистентности.

Результаты продемонстрировали, что применение метформина у пациентов с субклиническим гипотиреозом и абдоминальным ожирением способствует улучшению ключевых метаболических показателей. Снижение уровня инсулинорезистентности, вероятно, оказывает благоприятное воздействие на функцию щитовидной железы за счет уменьшения системного воспаления и снижения секреции провоспалительных цитокинов.

Особый интерес представляет выраженное улучшение липидного профиля, что обусловлено гиполипидемическими свойствами метформина.

Выводы:

Исходя из вышеуказанных исследований можно заключить о том, что метформин оказывает положительное влияние на липидно-углеводный обмен у пациентов с субклиническим гипотиреозом и абдоминальным ожирением. Можно также указать о снижении уровня ТТГ свидетельствует о возможном опосредованном влиянии препарата на функцию щитовидной железы. Длительная терапия метформином может быть рекомендована для коррекции метаболических нарушений у данной категории пациентов.

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**РЕАБИЛИТАЦИОННО-АДАПТИВНЫЕ ПОДХОДЫ К
ФИЗИЧЕСКОЙ АКТИВНОСТИ ДЛЯ ЛЮДЕЙ С ПРОТЕЗАМИ**

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Аннотация: В статье подробно рассматриваются методы и подходы, направленные на восстановление двигательной активности у людей с протезами. Основное внимание уделяется физической реабилитации, инновационным технологиям, адаптивным видам спорта и психологической поддержке. Проанализированы данные научных исследований, подтверждающие эффективность комплексных программ, которые включают бионические протезы, роботизированные устройства и виртуальную реальность. Приведены практические рекомендации для специалистов, занимающихся реабилитацией пациентов с протезами.

Потеря конечности вследствие травмы, ампутации или врожденных аномалий является одной из наиболее сложных медицинских и социальных проблем. По данным Всемирной организации здравоохранения (ВОЗ), ежегодно более 2 миллионов человек по всему миру становятся кандидатами на протезирование. Использование протезов значительно повышает уровень независимости пациентов, однако процесс адаптации требует не только физической, но и психологической подготовки.

Основная цель реабилитации – это восстановление двигательной активности, что включает работу над балансом, координацией и укреплением





мышечного корсета. Современные подходы позволяют интегрировать физическую активность в повседневную жизнь, делая ее доступной и безопасной для пациентов.

Ключевые слова: реабилитация, протезирование, физическая активность, бионические протезы, адаптивный спорт, двигательная адаптация, физиотерапия.

Материалы и методы: Современные исследования демонстрируют тесную взаимосвязь между уровнем физической активности и качеством жизни людей с протезами. В исследовании Smith et al. (2023) отмечается, что пациенты, активно занимающиеся спортом, реже испытывают депрессию и быстрее адаптируются к новым условиям.

Кроме того, применение инновационных технологий, таких как бионические протезы, улучшает контроль над движением. В работе Müller (2022) описаны положительные результаты использования роботизированных устройств для реабилитации пациентов с ампутацией нижних конечностей.

Особое внимание уделяется адаптивному спорту, который играет важную роль не только в физической, но и в социальной реабилитации. Например, Паралимпийские игры являются ярким примером того, как спорт может изменить общественное восприятие инвалидности.

Для анализа эффективности реабилитационно-адаптивных подходов были использованы следующие методы:

Анализ данных: Изучены результаты реабилитации 150 пациентов в специализированных центрах Европы и США.

Сравнительный подход: Сравнение традиционных методов (физиотерапия, ЛФК) с современными технологиями (виртуальная реальность, роботизированные тренажеры).

Опрос пациентов: Исследование уровня удовлетворенности физической активностью и качества жизни после реабилитации.





Использовались бионические протезы последнего поколения (например, Ottobock Genium и Össur Power Knee), позволяющие интегрировать управление движением с помощью сенсоров. Также применялись адаптивные программы тренировок, включая бег, плавание и йогу.

Результаты: *Результаты исследования показали, что:* Улучшение координации: У 90% пациентов, использовавших адаптивные программы, отмечалось улучшение координации движений уже через 3 месяца.

Снижение времени адаптации: При использовании бионических протезов время адаптации сократилось с 12 до 8 недель.

Повышение психологической устойчивости: У 78% пациентов снизился уровень тревожности и депрессии благодаря участию в адаптивном спорте. Кроме того, результаты показали, что использование виртуальной реальности для симуляции повседневных задач (ходьба по лестнице, подъем предметов) ускоряет процесс обучения и улучшает мотивацию пациентов.

Но следует не забывать о необходимых факторах влияющих на реабилитацию больных . И не исключать их при гарантировании на прогресс пациента , что в свою очередь требует тщательного внимания.

Эффективность реабилитации зависит от комплексного подхода, включающего:

Медицинскую составляющую: Использование протезов нового поколения.

Физиотерапию: Регулярные упражнения для укрепления мышц.

Психологическую поддержку: Работа с психологами и участие в группах поддержки.

Однако остаются нерешенные проблемы, такие как высокая стоимость протезов (в среднем \$1000–\$100,000) и недостаточная доступность специализированных центров в развивающихся странах.

Перспективы дальнейших исследований включают разработку более доступных технологий и внедрение дистанционных программ реабилитации.





Выводы: Исходя из вышеуказанных исследований можно заключить о том, что адаптивная физическая активность в сочетании с инновационными технологиями существенно улучшает результаты реабилитации у людей с протезами. Использование комплексных подходов позволяет сократить время восстановления, повысить физическую активность и качество жизни пациентов. Для дальнейшего прогресса необходимо расширение доступности технологий и развитие образовательных программ для специалистов.

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Б 91

MILLIY GVARDIYA VA KAMONDAN OTISH SPORT TURI

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Annotasiya: Maqolada Milliy Gvardiya qo'mondoni O'zbekiston kamondan otish federasiyasiga rais etib saylanganidan so'ng sohada amalga oshirilayotgan ijobiy islohotlar masalasi qisqacha yoritilgan.

Kalit so'zlar: Kamon, o'q otish, milliy gvardiya, iqtidor, vatanparvarlik, yoshlarni qo'llab quvvatlash.

Bugungi kunda yoshlar o'rtasida sog'lom turmush tarzini targ'ib qilish, ularning sport bilan shug'ullanishi uchun zarur infratuzilma va qulay shart-sharoitlar yaratish, kamondan otish sport turini yurtimizda yanada rivojlantirish hamda mamlakat sportchilarining xalqaro sport maydonlarida munosib ishtirokini ta'minlash dolzarb masalalardan biridir.

Kamondan o'q otish sport turi – milliy, qadimiy sport turi bo'lib, mazkur sport turiga qaratilayotgan e'tibor milliy qadriyatlarimizning tiklanishiga va bu orqali yoshlarimiz qalbida vatanparvarlik hissini yanada kuchaytirishga xizmat qiladi. Bu esa davlatimizning mazkur yo'nalishdagi islohotlarining bosh mezoni ekanligini tushunish zarur.

2021 yil sentyabr oyida bo'lib o'tgan O'zbekiston kamondan otish federasiyasining navbatdan tashqari Konferensiyasida O'zbekiston Respublikasi Bosh vaziri o'rinbosari, Turizm va sport vaziri, Milliy gvardiya qo'mondoni, MOQ rahbariyati, mutasaddi tashkilotlar vakillari, ovoz berish huquqiga ega bo'lgan delegatlar hamda murabbiylar va boshqa mutaxassislar qatnashib, Milliy Gvardiya qo'mondoni O'zbekiston kamondan otish federasiyasiga rais etib saylandi. Ushbu





voqeaning asosiy turtkisi bo'lgan Prezident Sh.Mirziyoyevning 2021 yil 17-iyundagi № 5149-sonli Prezident qarori hisoblanadi. Unda kamondan otish sport turini rivoji hamda bu borada aniq maqsadga yo'naltirilgan chora-tadbirlar amalga oshirilishi lozimligi ta'kidlangan. Jumladan, 2021 yil 17-iyundagi № 5149-sonli Prezident qaroriga ko'ra 2022-2024 yillarda Qoraqalpog'iston Respublikasi, viloyatlar va Toshkent shahrida kamondan otish sport turi bo'yicha jahon standartlariga javob beradigan sport bazalarini tashkil etish bo'yicha Nizom ishlab chiqildi.

Unga ko'ra, jamiyatimizda sog'lom turmush tarzini shakllantirish, aholining jismoniy tarbiya va sport bilan muntazam shug'ullanishi uchun zamon talablariga mos shart-sharoitlar yaratish, iqtidorli sportchilarni saralab olish ishlarini tizimli tashkillashtirish, buyuk ajdodlarimiz Amir Temur, Bobur Mirzo, Jaloliddin Manguberdilardan meros bo'lib qolgan kamondan otish an'analari va qadriyatlarini kelajak avlodlarga yetkazish, milliy sport turlarini ko'paytirish, kamondan otish sport turi bo'yicha milliy terma jamoamizning Olimpiya va Paralimpiya, Osiyo va Paraosiyo o'yinlarida, jahon chempionatlarida va boshqa yirik musobaqalarda munosib ishtirok etishini ta'minlash masalalari maqsad etib belgilandi.

Bu maqsadga ko'ra, Milliy gvardiyaning kamondan otish sport turini rivojlantirishda amalga oshiradigan asosiy yo'nalishlari quyidagilardan iboratdir:

-kamondan otish sport turi bo'yicha qiziquvchan, ishtiyoqi baland bo'lgan iqtidorli yoshlarni aniqlash, tanlash va saralash (seleksiya) hamda ularni professional sportchilar sifatida tayyorlashning yangi tizimini yo'lga qo'yish;

-Respublika miqyosida kamondan otish sport turi bo'yicha professional sportchilar, malakali trenerlar, hakamlar va mutaxassislarni tayyorlash hamda ularni kasbiy rivojlantirish, o'quv-mashg'ulotlar jarayoniga ilg'or ilmiy-innovasion texnologiyalarni keng joriy qilish va o'quv-uslubiy qo'llanmalar ishlab chiqish, ilmiy tadqiqotlarni olib borish;

-ushbu sport turi bilan shug'ullanish uchun zarur moddiy-texnik baza va infratuzilmani shakllantirish hamda zamonaviy sport anjomlari, jihozlari, kiyimlari





va ekipirovkasi bilan ta'minlash, O'zbekiston kamondan otish federasiyasi faoliyatini qo'llab-quvvatlash;

-jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslar tomonidan parakamondan otish sport turi bilan shug'ullanish uchun zarur sharoitlar yaratish, ularning Paralimpiya va Paraosiyo o'yinlari hamda xalqaro musobaqalar, turnirlar va jahon chempionatlarida doimiy va munosib ishtirokini ta'minlash;

-respublika va xalqaro musobaqalar, turnirlarni hamda jahon chempionatlarini doimiy ravishda tashkil etish va o'tkazish, mamlakatimizning reyting ko'rsatkichlarini yaxshilash;

-jahon standartlariga javob beradigan milliy va professional chet el brend kamonlari, o'qlar, to'siqlar hamda sport anjomlari, jihozlari, kiyimlari va ekipirovkasini ishlab chiqarishni tashkil etish;

-kamondan otishni milliy sport turi sifatida keng yoritish hamda targ'ib qilish ishlarini tashkillashtirish, ommalashtirish, aholining ushbu sport turiga qiziqishini oshirish.

2021 yil 1-oktyabrda Farg'ona viloyatida kamondan otish sport turini yanada rivojlantirilishiga O'zbekiston Respublikasi Milliy gvardiyasi tashkilotchiligida o'tkazilgan musobaqa ushbu ishlarning debochasi bo'ldi. Farg'ona shahrida Farg'ona viloyati Qo'riqlash boshqarmasi, Viloyat hokimligi va Farg'ona harbiy prokuraturasi bilan hamkorlikda sportning "Kamondan otish turi bo'yicha" o'smir yoshlar o'rtasida o'tkazilgan Qo'riqlash boshqarmasi boshlig'i kubogi musobaqasida 100 ga yaqin sportchi yigit va qizlar, 50 metr yo'nalishda, olimpik raund yo'nalishda, miks yo'nalishda hamda jamoa birinchiligi yo'nalishlarida o'z imkoniyatlarini sinab ko'rishdi. Musobaqa so'ngida tashkilotchilar tomonidan g'olib va faol jamoalar munosib rag'batlantirilib, jahon arenalarida fahrli o'rinlarni egallashlarida ulkan zafarlar tilandi. Bu kabi sport tadbirlari milliy qadriyatlarimizni tiklanishiga va yoshlar qalbida vatanparvarlik xissini yanada kuchaytirishga xizmat qiladi.





Xulosa sifatida shuni aytish mumkinki, shu kungacha Milliy gvardiya homiyligi ostida Farg‘ona viloyati kamondan otish sporti qatnashchilari respublikamizning turli viloyatlarida g‘oliblikni qo‘lga kiritib qaytdilar. Ularning bundan keyingi yutuqlari halqaro jahon arenalarida bo‘lishini tilab qolamiz.

Foydalanilgan adabiyotlar ro‘yxati:

1.Ш.М.Мирзиёевнинг 2021 йил 17-июньдаги № 5149-сонли Президент қарори.

2.«Жисмоний тарбия ва спорт тўғрисида»ги Ўзбекистон республикаси қонунига ўзгартиш ва қўшимчалар киритиш ҳақида Ўзбекистон республикасининг қонуни 2015 йил 24 июлда қабул қилинган.

3. “Фарғонада спортнинг “камондан отиш” тури бўйича қўриқлаш бошқармаси бошлиғи кубоги мусобақаси ўтказилди” номли интернет мақола.

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**KIMYO FANIDA SUYUQLIKLARNI EKSTRAKSIYALASHNING
UMUMIY TUSHUNCHALARI**

Mamajonova Sitora Uyg'unjon qizi,

Farg'ona viloyati Oltiariq tumani

2 son kasb hunar maktabi kimyo fani o'qituvchisi

Annotasiya: Maqolada Eritmalar yoki kattik jismlar tarkibidan bir yoki bir necha komionentlarni eripichilar yordamida ajratib olish jarayoni ekstraksiyalash ekanligi xaqida tushuntirish bilan birga bu jarayonning umumiy tushunchalari tahlil etilgan.

Kalit so'zlar: Kimyo, suyuqlik, tur, material, ekstraksiya, komponent

Eritmalar yoki kattik jismlar tarkibidan bir yoki bir necha komponentlarni erituvchilar yordamida ajratib olish jarayoni ekstraksiyalash deb ataladi. Bu jarayon, ikki turga bo'linadi:

- a) Suyuqliklarni ekstraksiyalash;
- b) kattik materiallarni ekstraksiyalash.

Eritmalar tarkibidan bir yoki bir necha komionentlarni tanlab ta'sir kiluvchi erituvchilar — ekstragentlar yordamida ajratib olish jarayoni suyuqliklarni ekstraksiyalash deb yuritiladi.

Suyuq aralashma bilan erituvchi uzaro aralashtirilganda erituvchida fakat kerakli komponentlar yaxshi eriydi, kolgan komponentlar esa juda yomon yoki butunlay erimaydi. Ekstraksiyalash jarayon xam rektifikasiyalash kabi suyuqlik aralashmalarini ajratish uchun ishlatiladi. Bu usullarning kaysi birini tanlash aralashmalar tarkibidagi moddalarning xossalariga boglik.

Rektifikasiyalash jarayoni odatda issiklik ta'sirida boradi. Ekstraksiyalashni amalga oshirish uchun issiklik talab etilmaydi. Rektifikasiyalash aralashma komponentlarining x,ar' xil uchuvchanliklariga asoslanadi. Agar aralashma komponentlarining kaynash temperaturasi bir-biriga yaqin yoki ular yuqori





temperaturaga bekaror bo'lsa, bunday xollarda ekstraksiyalash jarayonidan foydalaniladi. Tanlab olingan erituvchining zichligi ekstraksiyalanishi lozim bo'lgan suyuqlik zichligidan kam bo'lishi shart. Dastlabki eritma va erituvchi o'zaro ta'sir ettirilganda ikkita faza (ekstrakt va rafinat) xosil bo'ladi. Ajratib olingan moddaning erituvchidagi eritmasi ekstrakt, dastlabki eritmaning qoldig'i esa rafinat deb yuritiladi. Rafinat tarkibida biroz miqdorda erituvchi ham bo'ladi. Olingan ikkita suyuqlik fazasi (ekstrakt va rafinat) bir-biridan tindirish, syentrifugalash yoki boshqa mexanik usullar yordamida ajratiladi.

So'ngra ekstrakt tarkibidan tegishli maxsulot ajratib olinadi, rafinatdan esa erituvchi regenerasiya qilinadi. Suyuqliklarni ekstraksiyalash boshqa usullar (rektifikasiyalash, buglatish va xokazo) ga nisbatan birmuncha afazalliklarga ega: jarayon past temperaturada olib boriladi, eritmaning bug'lanishi uchun issiqliktalab qilinmaydi, yuqori tanlovchanlik xususiyatiga ega bo'lgan istalgan erituvchini ishlatish imkoni bor. Bu usul kamchilikdan xoli emas; qo'shimcha komponent (erituvchi) ni ishlatish va uni regenerasiya qilishni tashkil etish apparatlar sxemasini murakkablashtiradi va ekstraksiyalash jarayonini qimmatlashtiradi.

Suyuqlik sistemalarini ekstraksiyalash jarayonlari kimyo, neftni kayta ishlash, neft kimyosi va sanoatning boshqa tarmoqlarida keng ishlatiladi. Bu jarayonlar turli organik va neftkimyoviy sintez maxsulotlarini toza xolda ajratib olish, nodir va kam tarqalgan elementlarni olish va ularni ajratish, chiqindi suvlarini tozalash va shu kabi boshqa bir qator ishlarni amalga oshirish uchun ishlatiladi. Ayrim sharoitlarda ekstraksiyalash jarayoni rektifikasiyalash bilan birgalikda olib boriladi. Suyuqlik aralashmasi rektifikasiyalashdan oldin birlamchi ekstraksiyalash yuli bilan kieman ajratilsa, rektifikasiyalash uchun issiqlik xarajatlari ancha kamayadi.

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O'ZBEKISTONDA PEDAGOGIKA TARIXI MASALALARI

Umarova Nigoram Mahammadovna,

Farg'ona viloyati Oltiariq tumani 2 son kasb hunar maktabi

tarix fani o'qituvchisi

Annotatsiya: Maqolada qadim zamonlardan to hozirgi kungacha Pedagogika tarixi rivoji masalasi har bir ijtimoiy tuzum, uning kelajagi, insoniyat istiqboli, kishilarning hayot va turmush darajasi fan va madaniyat taraqqiyoti bilan bevosita birlikda ekanligi nuqtai nazari haqida so'z boradi.

Kalit so'zlar: Tarix, pedagogika, sharq, ijtimoiy, sovet, mafkura.

Аннотация: В статье рассматривается развитие истории педагогики с древнейших времен до наших дней с точки зрения каждой социальной системы, ее будущего, человеческой перспективы, жизни и уровня жизни людей. непосредственно связано с развитием науки и культуры.

Ключевые слова: История, педагогика, Восток, социальная, советская, идеология.

Abstract: The article deals with the issue of the development of the history of pedagogy from ancient times to the present day, from the point of view that every social system, its future, the perspective of humanity, the life and standard of living of people are directly united with the development of science and culture.

Key words: History, pedagogy, east, social, Soviet, ideology.

Pedagogika tarixi qadim zamonlardan tortib, to hozirgi kungacha bo'lgan turli tarixiy davrlarda tarbiya, maktab va pedagogika nazariyalarining taraqqiyotini davrlar talabi asosida o'rganib keldi. Xar bir ijtimoiy tuzum, uning kelajagi, insoniyat istiqboli, kishilarning hayot va turmush darajasi fan va madaniyat taraqqiyoti bilan bevosita birlikdadir.





O'zbek xalqi tarixan ta'lim tarbiya sohasida o'ziga xos dorilfunun yaratgan. Xatto hozirgi o'zbek xalqi yashab turgan zaminda zardushtiylik dini keng yoyilgan davrda ham nekbin pedagogik mafkura xukm surgan. Bu zardushtiylik dinining muqaddas kitobi "Avesto"ning bizgacha yetib kelgan ayrim sahifalarida o'z ifodasini topgan. Biroq islomgacha davr tarbiyashunosligi, fan va madaniyati tarixini yoritish imkoni chegaralangan. Chunki, dastlab Iskandar boshchiligidagi Yunon - Makedon qo'shinlari va boshqalar olib borgan janglar, talonchiliklar, vayronagarchiliklar tufayli o'sha davrga tegishli deyarli barcha asarlar, manbalar yoqib yuborilgan. Lekin islom va islomdan keyingi mavjud pedagogik qarashlarni, milliy ta'lim - tarbiyaga oid an'analarni, qadriyatlarini, xalq pedagogikasini ilmiy o'rganish, puxta tahlil qilib va hayotga tatbiq etish bugungi kunning muhim va dolzarb muammosidir.

Istiqloлга erishganimizga qadar biz tarbiya ishlarimizga Ovrupa pedagogikasini asos qilib oldik va o'rgandik. Sharq pedagogikasini o'rganishga e'tiborni qaratish bugungi davr talabidir. Chunki ilmu fan avval Sharqda taraqqiy etgan, xur fikrlilik bizdan boshlangan. "Sharq Yevropaning muallimidir" deganda xaq edi Olmon olimi Xerler. Xaqiqatan xam shunday, o'zbek xalqining madaniy merosi ulkan bir dengiz. Yuqoridagi fikrlarning o'zi madaniyat va ma'rifat Sharqdan Yevropaga tarqalgan deyishga asos bo'la oladi. Chunki, savodxonlik maktablarining, qadimiy yozuvlarning vujudga kelishi eng qadimgi manbalarda "Avesto", Sug'd, Baqtriya, Urxun - Yenisey, Xorazm va bopqa yozuvlar Turon zaminida kelganligi, shu muqaddas zaminda yashayotgan xalqlarning eng qadimgi ajdodlari savodxon kishilar ekanligidan dalolat beradi.

Ko'p asrlar davomida Markaziy Osiyoda madaniyat, ilm-fan beqiyos rivojlana bordi. Ayniqsa, aniqq fanlarga qizikish keskin orta boshladi. O'sha tarixiy davrda al - Xorazmiy, Forobiy, al - Farg'oniy, al - Beruniy, ibn Sino, az - Zamaxshariy singari komusiy olimlar dunyoga keldi. Ular bilan yonma-yon dunyoviy ilmlar tug'ildi. O'sha ulug' mutafakkirlar inson ma'naviy va tafakkur dunyosini boyitishda, insoniyat ongini, madaniy - ma'rifiy qarashlarini o'stirishda o'z davrida va





keyinchalik xam asosiy rol o'ynadilar, inson kamolotiga doir beqiyos ta'limotni yaratdilar. XV - XVI asrlarga kelib qadimiy Turkiston jahonga Qozizoda Rumiy, Ulug'bek, Ali Kushchi, Xaydar Xorazmiy, Xroiz Xorazmiy, Lutfiy, A.Navoiy, Bobur, Abulg'oziy Baxodirxon singari allomalarni voyaga yetkazdi. Bu davrda Markaziy Osiyo shaharlarida qator madaniy va ilmiy markazlar vujudga keldi. Demak, Markaziy Osiyo xalqlari, xususan o'zbek xalqi va uning madaniy - ma'rifiy tarakkiyoti asrlar davomida misli ko'rilmagan darajada rivojlangan. Kolaversa, uning axloq-odobga oid qarashlari pedagogika fanlari buyicha ta'limoti butun jahonga o'rnak bo'larli ma'no va mazmun kasb etgan. Oktabr to'ntarishidan keyin, ya'ni 1917 yildan boshlab Turkiston mintaqasida “yashin tezligida” SHo'ro xokimiyati o'rnatila boshladi. Bu tuzum kommunistik firqa mafkurasini targ'ib va tashviq qildi. SHo'ro xokimiyatining dastlabki yillarida Turkistonda yangi maktablar ochish va ularni mustahkamlash vazifalari ko'ndalang qilib qo'yildi. Unda yoshlar ongiga yangi jamiyat g'oyalarini singdirish, shu ishlarni amalga oshiradigan pedagog xodimlar tayyorlashga e'tibor berildi. SHu ishlarni amalga oshirishda Rossiya Xalq ta'limi yo'nalishi va tizimi raxbarlik qilgan. Tarixdan ma'lumki, kaysi davlat yoki mamlakat xukumron bo'lsa, u tobe mamlakat va xalqiga o'z mafkurasini, ma'naviyatini, axloq-odob aqidalarini singdirishga xarakat qilgan. 1924 yil oktabrda Turkiston parchalanishi oqibatida milliy madaniyat yo'li asta-sekin to'sila boshlandi. Asrlar osha amalda qo'llanib kelingan, komusiy ilmlar bitilgan yozuv man etildi. Avval lotin grafikasi, keyin rus grafikasi asosiga qurilgan yozuvga o'tildi. Bu tadbir Markaziy Osiyo xalqlarini o'z madaniyat tarixini o'rganish imkoniyatidan mahrum etdi. Maktablarda dunyo fanini rivojlantirishga munosib hissa ko'shgan o'zbek fani va madaniyatining asoschilari, musulmon olamining ulg'g zotlari emas, balki o'zbek xalqi kamolotiga aloqasi bo'lmagan shaxslar faoliyati o'rgatildi. Axmad YAssaviy, Bedil singari so'z ustalari va tafakkur gulshani bog'bonlari xalq ta'limi tizimidan chiqarildi.

1991 yilga kelib O'zbekistan xalqi mustaqillikka erishgach, o'zining yangi milliy Qomusi asosida xamma sohada bo'lganidek, o'zbek milliy fani va madaniyati,





“Pedagogika tarixi”ga ham yangicha yondoshish imkoniyati tug’ildi. O’tmishda progressiv pedagoglar va atoqli mutafakkirlar pedagogikaga doir muhim fikrlarni aytib qoldirganlar, ularni o’rganish pedagogika tafakkurining o’sishiga, pedagoglik madaniyatining ortishiga imkon beradi. Pedagogika tarixi jamiyat taraqqiyoti qonunlariga suyanan xolda turli pedagogik nazariyalarni, ta’lim-tarbiyaning mazmuni va metodlarini o’rgatadi. O’tmishning pedagogik sistemalarida bo’lgan ilg’or va progressiv fikrlarning xammasidan ijodiy foydalanadi. Demak, pedagogika tarixi ijtimoiy fandir. U tarixiy pedagogika xodisalariga davr talabi asosida yondoshadi, tarbiya nazariyasi va amaliyotini turli bosqichlarda xilma-xil bo’lganligini ochib beradi, ilg’or qarashlarning taraqqiyot yo’lini ko’rsatib beradi. Pedagogika tarixi fani quyidagi fanlar, ya’ni, pedagogika, psixologiya, madaniyat tarixi, O’zbekiston tarixi, jaxon xalqlari tarixi, falsafa, etnografiya, arxeologiya, axloqshunoslik va boshqa bir qator fanlar bilan uzviy aloqadadir.

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SIYOSATCHI HUQUQSHUNOS INDIRA GANDI TARIXIGA BIR
NAZAR

Yuldasheva O'g'iloy Sharifjon qizi,
Farg'ona viloyati Oltiariq tumani 2 son kasb hunar maktabi
huquq fani o'qituvchisi

Annotasiya: Maqolada Xindistondagi mashhur siyosatchi ayol Indira Gandhi hayot yo'li, siyosiy faoliyatidan tortib vafotigacha bo'lgan tarixi qisqacha yoritilgan. Indira Gandhi qanchalik mashhur va baxtli ko'rinmasin, uning hayotida o'ziga xos qiyinchiliklari ham kishini o'ylantiradi.

Kalit so'zlar: Siyosat, horij, ta'lim, oila, milliy.

Аннотация: В статье кратко освещен жизненный путь Индиры Ганди, известного политического деятеля Индии, от ее политической деятельности до ее смерти. Какой бы знаменитой и счастливой ни выглядела Индира Ганди, ее уникальные жизненные трудности тоже заставляют задуматься.

Ключевые слова: Политика, зарубежная, образование, семья, национальная.

Abstract: The article briefly covers the life path of Indira Gandhi, a famous political figure in India, from her political activities to her death. As famous and happy as Indira Gandhi may seem, her unique challenges in life also give us pause.

Key words: Politics, foreign, education, family, national.

Xindistondagi mashhur siyosatchi ayol Indira gandi tarixi barchani birdek qiziqtirishi uning mashhurligiga ham borib taqaladi. Uning hayoti va siyosiy faoliyatidan tortib vafotigacha tillarda xaligacha doston bo'lib, afsonaga aylanib kelmoqda.

Indira Priyadarshini Gandhi 1917 yilning 19 noyabr kuni Hindistondagi Uttar-Pradesh shtatida joylashgan Allohobod shahrida tug'ilgan.





U tug'ilgan oila taniqli siyosatchilardan iborat edi. Uning bobosi Hind milliy kongressi faxriylari rahbari sifatida tanilgan Motilal Neru bo'lgan. Indira Gandining otasi esa Javohirlal Neru Hindistonning bosh vaziri lavozimida faoliyat yuritgan.

Shuning uchun ham Indira SHveysariya, Angliya va Hindiston oliy o'quv yurtlarida ta'lim olish baxtiga muvaffaq bo'ladi. 1938 yildan Hindiston Milliy kongressi (HMK) partiyasi a'zosi bo'lgan. Ingliz mustamlakachilik istibdodiga qarshi kurashda faol qatnashgan. 1947 yilda Hindiston mustaqillikka erishgach, xotin-qizlar harakatida ishtirok etgan.

Indira Gandi va Mahatma Gandi qarindosh bo'lishmagan. Indira keyinchalik turmushga chiqqan Feruz Gandi Mahatma Gandiga qarindosh bo'lgani sababli, u Gandi bo'lgan. Mahatma o'zini Mohandas Karamchand deb nomlagan. Uning zo'ravonlikka qarshi falsafasi butun dunyo bo'ylab tarqalgan va ko'plab izdoshlar uning g'oyalarini hali-hanuz davom ettirishmoqda.

1934 yil Indira Rabindranat Tagor asos solgan Xalq universitetiga o'qishga kirgan. Ammo 1936 yilda onasining vafotidan so'ng o'qishni tashlab, Yevropaga ketishiga to'g'ri kelgan. 1937 yil Angliyadagi Oksford kollejiga kirishga muvaffaq bo'lgan. Ikkinchi jahon urushi boshlangach, 1941 yilda u vataniga qaytadi. 1942 yil Feruz Gandiga turmushga chiqqan. 1942 yilning sentabr oyida er-xotin hibsga olinishgan va 1943 yilning may oyiga qadar qamoqda saqlanishgan.

Feruz va Indira ikki o'g'ilchalik bo'lishgan: to'ng'ichi Rajiv – 1944 yilning 20 avgust oyida, Sanjay 1946 yilning 14 dekabr kuni tug'ilishgan.

1947 yilning 15 avgust kuni Hindiston ingliz mustamlakachilaridan xalos bo'lib, mustaqillikka erishgach, milliy hukumat barpo etilgan. Indira Gandi hukumatning bosh vaziri etib tayinlangan Javohirlal Neruning kotibi sifatida otasiga yordamchi bo'lib, ko'plab xorijiy davlatlarga otasi bilan safarlarda bo'lgan.

1964 yil Indira Gandining otasi Javohirlal Neru vafot etdi. Bosh vazir Lal Bahodir Shastri Indirani Axborot va radioeshittirishlar vaziri lavozimiga tayinlagan. Pokiston va Hindiston o'rtasidagi urushlar natijasida mamlakatning iqtisodiy vaziyati yomonlashgan va mamlakatda tartibsizliklar, jinoyatlar avj olgan.





1980 yilda Indira bosh vazir lavozimini egalagan. O'sha yilning 14 aprel kuni unga suiqasd uyushtirilgan: 37 yoshli terrorchi unga pichoq otgan va pichoq tansoqchilarning birini yaralagan. Jinoyatchi qo'lga olingan.

23 iyun kuni Indira og'ir judolikka uchragan: uning kenja o'g'li, siyosiy masalalar bo'yicha bosh maslahatchisi –Sanjay avtohalokatda halok bo'lgan. 1984 yilning 31 oktabr kuni Indira Gandi o'zining ikki nafar tansoqchilari tomonidan otib o'ldirilgan.

Xulosa sifatida aytish mumkinki, Indira Gandi qanchalik mashhur va baxtli ko'rinmasin, uning hayotida o'ziga xos qiyinchiliklari va armonlari bo'lgan. Foydalanilgan adabiyotlar

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DYNAMICS OF CHANGE IN THE RESULTS OF RUNNING ON THE
STADIUM CIRCLE IN 5000M RUN

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Abstract: This article presents the distribution of the results of the competition obtained at the beginning and end of the study of the annual training sessions of 5000-meter runners for the preparation of athletes for competitions, the time spent running the first 200 m and each 400 m section of the stadium circle.

Keywords: Dynamics of results, special training, athletes, 5000-meter run.

Although the 5000-meter race is one of the most popular sports in the world today, the daily growth of sports results is important not only in the system of searching for talented athletes, but also in the effective management and planning of training processes. The athlete demonstrates the indicators of the chosen type individually, depending on his capabilities. These sports results can be determined in terms of time, distance, weight to improve the result of the victory.

Usually, the most important major official competitions are the culmination of a continuous process in the preparation of an athlete. The need to achieve the highest possible sports results in them often determines the high status of such competitions, as well as the structure and essence of the preparation system for them.

The results of the pedagogical experiment conducted at a distance of 400 m in 5000 m runners showed that there is no uniform running speed during distance running. Since long-distance runners run at different speeds during distances, the possibility of achieving the planned result decreases. For this, it is necessary to develop a scientifically based method of using a uniform running speed that senses the distance during long-distance running.





The 5000 m long-distance running is one of the types that require special endurance from athletes. Therefore, in long-distance running, it is necessary to develop not only physical fitness, but also comprehensively develop it during the annual training cycle. Only then can athletes achieve their goals. To do this, an athlete must develop all the components of training, develop physical fitness during training and competition.

We analyze student-athletes by the time they spend running each 400 m lap and each 1000 m distance in running a distance of 5000 m. The results obtained before the study showed that running 400 m and 1000 m distances at different speeds was determined in the pedagogical experiment. The results obtained at the beginning and end of the study in a pedagogical experiment conducted at a distance of 400 m of the 5000 m race pace of the participants of the experimental group can be seen in Table 20 below.

Table of the distribution of the time spent by the participants of the experimental group in running the first 200 m and each 400 m distance of the 5000 m race at the beginning and end of the study

Table 20

Running laps	Running distance m, km	experimental group at the beginning of the study			experimental group at the end of the study			com parative analysis of overall results (sec onds)
		Total time spent running (seconds)	Time spent per lap (seconds)	Time spent per lap (min/sec)	Total time spent running (seconds)	Time spent per lap (seconds)	Time spent per lap (min/sec)	
,5	2 00	36,8 5	3 6,85	3 6,85	34, 76	34, 76	3 4,76	2,09





,5	6 00	111, 65	7 4,80	1 :14,80	10 5,16	70, 40	1 :10,40	4,40
,5	1 000	186, 61	7 4,96	1 :14,96	17 5,42	70, 26	1 :10,26	4,70
.5	1 km	3:06.61			2:55.42			11,1 9
	1 400	262, 46	7 5,85	1 :15,85	24 6,87	71, 45	1 :11,45	4,40
	1 800	339, 24	7 6,78	1 :16,78	31 9,48	72, 61	1 :12,61	4,17
	2 km	3:10.04			2:59.57			10,4 7
,5	2 200	414, 20	7 4,96	1 :14,96	39 1,24	71, 76	1 :11,76	3,20
,5	2 600	490, 06	7 5,86	1 :15,86	46 3,10	71, 86	1 :11,86	4,00
,5	3 000	565, 99	7 5,93	1 :15,93	53 4,83	71, 73	1 :11,73	4,20
,5	3 km	3:09.34			2:59.84			9,50
,5	3 400	642, 84	7 6,85	1 :16,85	60 7,43	72, 60	1 :12,60	4,25
,5	3 800	718, 72	7 5,88	1 :15,88	68 1,18	73, 75	1 :13,75	2,13
0	4 km	3:11.13			3:03.46			7,67
0,5	4 200	795, 51	7 6.79	1 :16,79	75 4,40	73 ,22	1 :13,22	3,57





1,5	4 600	871, 41	7 5,90	1 :15,90	82 6,61	72, 21	1 :12,21	3,69
2,5	5 000	950, 00	7 8,59	1 :18,59	89 7,00	70, 39	1 :10,39	8,20
2,5	5 km	3:12.88			2:58.71			14,1 7
	X	3:10.00			2:59.40			10,6 0
	X	-	7 6,09	1 :16,10	-	71, 85	1 :11,90	4,24
	Total time	15: 50,00	1 5:50,0 0	1 5:50,0 0	14 :57,00	14 :57,00	1 4:57,0 0	53,0

A student athlete running a 5000 m distance requires them to complete a 400 m lap of the stadium 12.5 times. Therefore, we studied the running schedule of these 5000 m runners, the time spent running the 400 m lap and each 1000 m distance, and the total time.

According to him, at the beginning of the study, the average time for running a 400 m distance in skilled athlete students was 76.09 seconds, while at the end, it was 71.85 seconds. When we analyzed the average of each 1000m distance, the study showed that at the beginning of the study, the average time was 3:10.00 min/s, and at the end, the average time was 2:59.40 min/s.

The total time for running the 5000m distance at the beginning of the study was 15:50.00 min/s. At the end of the study, we can see that he ran the same distance in 14:57.00 min/s.

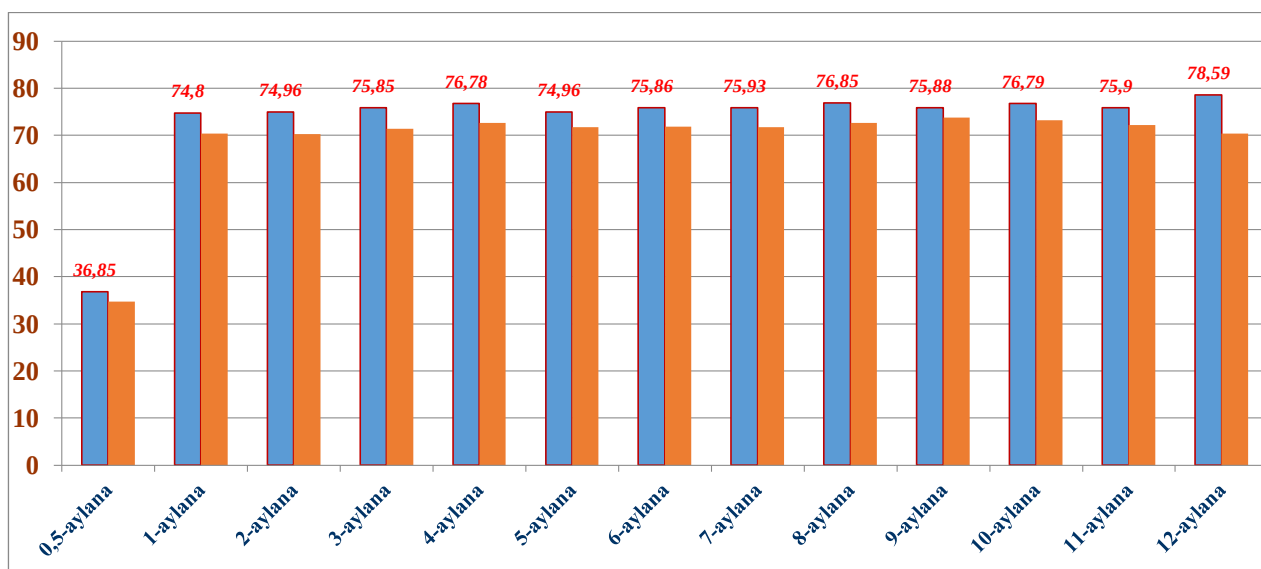
This formation of sports results indicates that the developed methodology and the distance-sensing single-pace running method have been well mastered. Because if the methodology developed for long-distance runners is not well mastered by the





athlete, this will automatically lead to a decrease in sports results. Therefore, it indicates the need to thoroughly master the technology of the developed annual training sessions.

Dynamics of changes in the pace and results of 400-meter laps of 5,000-meter runners at the beginning and end of the study.



In this dynamics, we can see that the blue column shows the results obtained at the beginning of the study, which are significantly lower than the results in the brown columns.

We can clearly see that the developed methodology, the distance-sensing single-pace running method, and the arsenal of exercises have been well mastered in this formation of the results of qualified student athletes. In conclusion, we believe that the optimized program of annual training sessions developed by us, the developed methodology, the distance-sensing single-pace running method, and the arsenal of exercises will serve as a practical program for our country's athletes in the future.

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TA'LIMDA ZAMONAVIY TEXNOLOGIYALAR VA ULARDAN
FOYDALANISH USULLARI

Navoiy innovatsiyalar universiteti

"Boshlang'ich ta'lim " fakulteti 2-bosqich talabasi

Xamdamova Sarvinoz

Kalit so'zlar: zamonaviy ta'lim tizimi, texnologiya, pedagogik tamoyil, pedagogik texnologiya, an'anaviy ta'lim tizimi.

Annotatsiya: Ushbu maqolada ta'limda zamonaviy o'qitish texnologiyalaridan foydalanish muammosini o'rganishning ilmiy-metodik asoslari. Ta'limda yangi texnologiyalardan foydalanish muammolari zamonaviy ta'lim texnologiyalarini joriy etish muammolari yoritib beriladi.

Ta'lim tizimining hozirgi holati noan'anaviy ta'lim texnologiyalarining roli ortib borayotgani bilan tavsiflanadi. Talabalar uchun zamonaviy o'qitish uslublari bilan bilimlarni o'zlashtirish an'anaviy texnologiyalarga qaraganda ancha tez hisoblanadi. Ushbu texnologiyalar bilimlarni rivojlantirish, egallash va tarqatish xarakterini o'zgartirish bilan bir qatorda o'rganilayotgan fanlarning mazmunini chuqurlashtirish va kengaytirish, uni tezda yangilash, samaraliroq o'qitish usullarini qo'llash, shuningdek, har bir kishi uchun ta'lim olish imkoniyatini sezilarli darajada kengaytirish imkonini yaratib beradi. Kompetensiyaga asoslangan yondashuvga asoslangan uchinchi avlodning yangi davlat ta'lim standartlarini (FSES HPE) joriy etish talabaning tobora faol ishtirok etishi asosida bir qator fanlarni, shu jumladan sotsiologiyani o'qitish uslublari sezilarli o'zgarishlarni nazarda tutadi. Ta'lim jarayonining to'liq ishtirokchisi, uning katta mustaqilligi, aniq amaliy natijaga qaratilgan mashg'ulotlar[3].

Bugungi kunda o'qitish jarayonida qo'llaniladigan usullar juda ko'payib bormoqda. Bu usullar o'quvchilarning yosh xususiyatlariga, ko'pchilikni o'qitishga yoki individual ta'lim berishga mo'ljallanganidir. Darsning har bir elementini amalga





oshirishda uning mohiyatini bolalar bilimi va hayotiy tajribalariga asoslanib tushuntirish bugungi kun mavzusiga aylanib bormoqda.

Yangi pedagogik texnologiyalarni o'quv jarayonida qo'llashga bo'lgan qiziqish kundan-kunga kuchayib bormoqda. Chunki, pedagogik texnologiya va interfaol metodlar o'quvchi yoshlarni yetuk malakaga ega bo'lishlarini ta'minlaydi. Hozirgi kunda amaliyotda pedagogik texnologiyalarni qo'llash dars jarayonini demokratlashtirish bilan birga o'qituvchi va o'quvchi hamkorligini hamda uning ijodkorligini rivojlantiradi. O'quvchi va o'qituvchining doimiy do'stona munosabatda bo'lishi, o'quvchilarning bilim doirasini o'stirishga asosiy omil bo'lmoqda.

Pedagogik texnologiya o'quv jarayonini texnologiyalashtirishni aniqlovchi tizimli kategoriyadir. «Texnologiya» yunoncha «Texnos» - mahorat, san'at va «Logos» - fan, ta'limot so'zlaridan tashkil topgan[5].

Yangi pedagogik texnologiyalarni tuzishda an'anaviy ta'lim va tarbiya metod va usullaridan qanday foydalanish mumkin. O'zbekiston Prezidenti Islom Karimovning «Yangi uyni qurmasdan eskisini buzmaylik» iborasi ta'lim tizimiga ham bevosita taalluqlidir. O'quvchilar bilan an'anaviy o'qitish usulida bevosita aloqa, og'zaki so'rov, yozma ishlar olish, insho olish, mustaqil ishlar, rasm chizish, chizmachilik, amaliy ishlarni qog'oz, yog'och, yung, metall, plastmassa materiallaridan tayyorlash, she'r. Monologlarni og'zaki bayon etish va boshqalarni albatta, ta'lim texnologiyasi metod va usullari bilan qo'shib foydalanamiz. Chunki har qanday interfaol usulini olib qarasak, («Munozara», «Klaster», «Ajurli arra» yoki «Kichik guruhlar»da ishlash), hammasi an'anaviy ta'lim metod va usullarini qo'llashni talab etadi[2].

Ta'lim va tarbiyada ishlatiladigan zamonaviy texnologiyalar:

1. Tuzatuv o'rganish texnologiyalari.
2. O'yin texnologiyalari.
3. Dengil ta'lim texnologiyalari.
4. Kollektiv ta'lim usulining texnologiyalari.





5. O'qishni o'rganish texnologiyasi.
6. Loyihani o'rganish texnologiyalari
7. Muammolarni o'rganish texnologiyalari
8. Isitish texnologiyasi.
9. Shaxsiy moslashtirilgan texnologiyalar.
10. Axborot-kommunikatsiya texnologiyalari.

Texnikaviy o'quv texnologiyalari.

Ushbu texnologiyalar ta'lim ehtiyojlari va har bir bolaning imkoniyatlariga eng moslashuvchan javob beradi. Ustuvor joylar pedagogik tamoyillar quyidagilar:

1. Harakatlarni takomillashtirish va sensorotorlarni rivojlantirish;
2. Aqliy faoliyatning shaxslarini tuzatish;
3. Asosiy aqliy operatsiyalarni ishlab chiqish;
4. Turli xil fikrlash turlarini rivojlantirish;
5. Hissiy va shaxsiy sohani rivojlantirishda buzilishlarni tuzatish;
6. Nutqni rivojlantirish;
7. Dunyo haqidagi fikrlarni kengaytirish va lug'atni boyitish;
8. Bilimdagi individual muammolarni tuzatish[1].

O'qitishning zamonaviy yondashuvi uni texnologik asosda qurishdir. Umumiy tamoyillar va o'qitish texnologiyasi qoidalari quyidagicha ko'rinadi:

1. A.S. tomonidan shakllantirilgan pedagogik maqsadga muvofiqlik tamoyili. Makarenko: «O'qituvchining biron bir harakati qo'yilgan maqsadlardan chetda qolmasligi kerak»

2. O'qitish va o'qitishning o'zaro bog'liqligi va o'zaro bog'liqligi o'quv jarayonining ajralmas ikki jihati sifatida. O'qitish bu talabalarning pedagogik jihatdan maqsadga muvofiq mustaqil faoliyatini tashkil etishdir. O'qituvchining asosiy vazifasi, K.D.Ushinskiy ta'kidlaganidek, o'quvchi faoliyatini uning havaskorlik faoliyatiga aylantirishdir..





3. O'qituvchilar tomonidan tashkil etilgan o'quvchilar faoliyatining mazmuni, o'quv qo'llanmalari, uslublarida ta'lim-tarbiyaviy va rivojlantiruvchi maqsadlarning yakuniy aniqlanishi.

4. Majburiy element o'qitish texnologiyasi mavzuli rejalashtirish, shu jumladan qisqacha tavsif yakuniy natijalar va bitta mantiq bilan bog'langan. Alohida faoliyatning butun zanjirini qurish.

5. O'quvchilarning o'quv va bilish faoliyatining har bir bosqichida nazoratni tashkil etish.

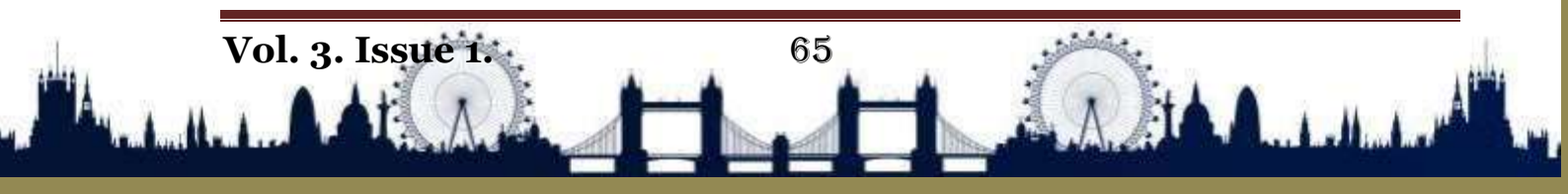
6. O'quvchilarning ijodiy faolligini rag'batlantirish, diqqatni nafaqat bilimli, balki qobiliyatli o'quvchiga qaratish.

7. Alohida vosita yoki shaklni universallashtirishga to'sqinlik qiluvchi o'qitishning turli shakllari va usullari[4].

Bugungi kunda texnologiya yaratilgunga qadar individual mahorat ustunlik qiladi. Hisoblashning individual mahorati takomillashgani sari «kollektiv ijodkorlik», «jamoaviy mahorat» rivojlanadi, uning konsentrlangan ifodasi texnologiya hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati

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EFFECTIVE ASPECTS OF DIDACTIC GAMES IN TEACHING
ENGLISH

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Annotation. This article analyzes the effectiveness of didactic games in teaching English and their importance in the learning process. The main advantages of didactic games, including increasing motivation, interactivity, practical application and the development of creative thinking, are highlighted. The article also presents types of effective didactic games and factors that should be considered when organizing them. The article emphasizes the importance of game technologies in modern education and shows that they are an important tool in teaching English.

Keywords: Didactic games, English, Teaching methods, Interactive learning, Motivation, Language learning, Learning process, Role-playing games, Teamwork, Game technologies.

Introduction. Nowadays, the use of various methods and techniques in teaching English is one of the important conditions for increasing efficiency. One of them is didactic games, which allow the educational process to be conducted in a more interesting and interactive way. This article analyzes the role, advantages and effective aspects of didactic games in teaching English. Game methods are widely used in the educational process to interest students and increase their desire to learn. Especially in learning foreign languages, such as English, interactive and game methods are distinguished by their effectiveness. Therefore, the role of didactic games in the educational process and the development of effective didactic games are the most important tasks.





The role of didactic games in the learning process. Didactic games are special methods that stimulate the learning process and encourage students to actively participate. Through these games, students gain the following important aspects in learning English:

1. **Increase motivation** – Games arouse interest in students and increase their desire to participate in the lesson process..
2. **Interactivity** – Through games, students communicate with each other, which helps develop their vocabulary.
3. **Practical application** – Games provide opportunities to apply language skills in real-life situations.
4. **Developing creative thinking** – Through didactic games, students learn to develop new ideas and solve problems.
5. **Developing teamwork skills** – Didactic games teach teamwork and strengthen cooperation.
6. **Improve pronunciation and intonation** – Correct pronunciation is important in language learning, and games can make this process natural and fun.

Effective didactic games in teaching English. There are various didactic games used in teaching English, some of which include:

1. **Role-play games** – students develop their speaking skills by playing a specific role.
2. **Word search games** – students expand their vocabulary by finding words.
3. **Quiz games** – students reinforce their knowledge by answering questions.
4. **Crosswords and puzzles** – It is an effective method for logical thinking and memorizing vocabulary.





5. **Musical games** – Helps you learn new words and improve pronunciation through songs.
6. **Flashcard games** – Helps you memorize new English words and phrases in a visual way.
7. **Digital games** – Using modern technologies, it increases student interest and provides interactive learning opportunities.

Aspects to consider when organizing didactic games. To increase the effectiveness of didactic games, the following factors should be taken into account:

- Games should be appropriate for the age and level of knowledge of the students.
- The game should provide opportunities for each participant to be active during the game.
- The results of the game should be evaluated and encouraging feedback should be provided to the participants.
- The goals of the games should be clearly defined and related to the topic of the lesson.

The development of modern game-based approaches to teaching English is a requirement of the time, and their content is explained by combining them into a single structure (Fig. 1).

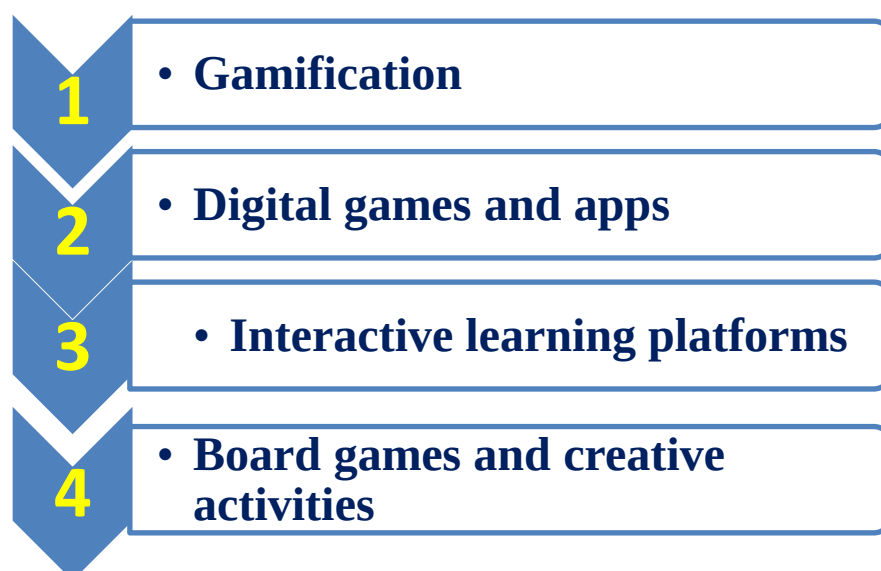




Figure-1. Structure of game-based approaches to teaching English.

Gamification approaches to teaching English increase effectiveness, including gamification (points, ranking system, missions and rewards) as shown in Figure 1 above, digital games and apps (Kahoot!, Duolingo, Quizlet, Wordwall), role-playing games (hotel, restaurant, shopping mall, travel agency scenarios), interactive learning platforms (Edpuzzle, Nearpod, Classcraft) and board games (Scrabble, Taboo, Pictionary) that increase student interest and help develop language skills.

Conclusion. Didactic games are an effective method of teaching English, through which students not only gain knowledge, but also enjoy the learning process. These games increase the effectiveness of education and make a significant contribution to the formation of students' communication skills. Therefore, it is recommended to widely use didactic games in the modern educational process. Through games, students have the opportunity to consolidate their knowledge, acquire new knowledge and adapt to real-life situations. Modern game methods in teaching English help to increase students' motivation, arouse their interest and effectively develop language skills. Digital technologies, role-playing games, interactive programs and board games make the teaching process interesting and useful. Teachers can organize English teaching more effectively by using these methods. This helps to raise their level of independent thinking and language proficiency to a higher level.

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UNDERSTANDING HISTORICAL MEMORY AND NATIONAL
IDENTITY

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Abstract. *The article scientifically substantiates the features of historical memory and understanding of national identity. Each nation has its own values. Therefore, the extent to which each country and each people use their development potential plays an important role in building a democratic society.*

Keywords: *historical memory, national identity, national idea, material and spiritual monuments, nation, national pride, values.*

Historical memory is the understanding of national identity. Historical memory plays an important role in the development of any country and people, without it neither an enlightened society nor a nation can be formed. Historical memory plays an important role in the formation of people, especially young people, as individuals and citizens, in the development of national self-awareness, national pride, ideas about national identity, thinking and spirituality. Memory is of invaluable importance in solving important and complex problems of social development, in the development of education and upbringing, in the formation and development of historical consciousness, in spiritual and educational growth. A people who do not know their history, world history, the patterns of their interrelated development, who do not correctly and objectively analyze their ancient and recent past, cannot build a society that embodies generally recognized world principles, unique features, national values. and traditions of a democratic society. One of the greatest lessons of history is that universal human ideas never die, that they remain valuable and carefully preserved throughout all historical periods and generations.





As is known, values are diverse in their essence. Among them are natural, material, spiritual, socio-political and moral values. However, despite this, the highest values are the person himself, his life, rights and freedoms, as well as a healthy and prosperous life. Respect for human dignity and honor is an important factor in the purification and prosperity of our society. We see this in our daily lives [1, p. 333]. The study of the historical values of our people serves to strengthen national self-awareness, strengthen the pride of the people, and enhance their desire to increase their own strength and creative power. The philosophical heritage created at different stages of society's development is characterized by its historicity, focus on understanding national identity, preserving historical memory and, on this basis, surviving from century to century.

When we want to describe a nation, we certainly consider it appropriate to mention its outstanding people and the path they have traveled. In the same way, the immortal masterpieces and exemplary deeds left by the great figures of the Uzbek people, the heroes of the people, the great figures of creative work, serve as a school of life for us today. In this sense, if we can answer the questions of who our ancestors were and what good deeds they left us, we will know our history, our past, which is necessary for building the foundation of our future. National values serve as a kind of criterion in the daily life and lifestyle of the people. These values are used to evaluate various events and situations, as well as new activities and practices. The life goals of the younger generation, their ideas about the “hero of their time” are also formed under the influence of spiritual values.

Knowledge of the world of values and spirituality and its practical study are necessary for an objective understanding of the system of national values. The essence and significance of each value is determined by its ability to understand the phenomena of nature, society and the spiritual world, to scientifically generalize them, to influence social and spiritual development [2, pp. 177-178]. When we talk about value, we must understand the complex of phenomena of natural and public good that are important for man and humanity, serve the interests and goals of





nations, peoples and social groups and are therefore valued and assessed by them [3, p. p. 20]. The Sociological Encyclopedic Dictionary, published in Russian, English, German, French and Czech under the editorship of Academician of the Russian Academy of Sciences G.V. Osipov, provides definitions of value assessment, value system, social values, value orientations and values in general [4, 402-403 - p.].

Types of value:

1. Values associated with the material environment in which a person lives.
2. Moral values reflected in traditions, customs and rituals.
3. Values manifested in a person's work skills and abilities, knowledge and experience, abilities and talents formed on the basis of his intellect and practical activities.
4. Values manifested in relationships between people based on community, cooperation, goodwill and solidarity.
5. Values associated with age, profession, gender and racial characteristics of people.

Values can be studied by dividing them into various forms and types:

1. Universal values.
2. Regional values.
3. National values.
4. Religious values.

National spiritual values are a factor in improving positive moral qualities and eliminating negative vices that hinder the development of the state and nation. There is an inextricable connection and interaction between national ideas and spiritual values, which is expressed in the following:

1. National values serve as the spiritual basis and source of the national idea.





2. Is a factor in enriching spiritual values, raising them to a higher level, introducing national values into the minds and hearts of people.

3. The national idea evaluates existing spiritual values from the point of view of the fundamental interests of the people and serves as a spiritual criterion for the development of positive aspects and the denial of negative ones [5, pp. 195-200].

Spirituality, values, and the national idea are very complex and multifaceted, inextricably linked spheres of public life. In the life of an individual, in the development of humanity as a whole, and in certain periods of the development of a nation and a state, spirituality and the national idea act as the most significant and decisive factor.

Thus, there are various forms of values: material and spiritual, national, regional, universal values, by spheres of public life: economic, social, political, cultural, moral, religious, legal and other values corresponding to the forms. of public consciousness.

Material values are the means of expressing true values (for example, various objects necessary in life). The history of mankind is the history of the expansion, enrichment and improvement of the world of values that serve it, which it created, on which it relied and which it supported. Mankind lives in a world of artificial things that it creates with its daily work. The crown of this world of material and spiritual wealth that we create are values.

In the modern world, the main value of life in developed countries is measured by how high human dignity is elevated there. The essence of fundamental changes and reforms in our country follows from this principle. In the implementation of this principle, the formation of a new worldview and healthy thinking based on the harmony of national and universal values is of great importance. Various historical periods and historical schools that existed in them contributed to the formation of the concept of values. For example, in the Middle Ages, values both in the West and in the East acquired a religious character and began to be associated with the divine





essence. During the Renaissance, the values of humanism and liberalism came to the forefront in the works of A. Navoi, A. Jomi, Rumi, Leonardo da Vinci. In particular, A. Navoi's idea of building a just society reflects a system of universal values, while the doctrine of the perfect man reflects a system of personal values characteristic of the most mature person.

In the modern era, approaches to teaching values began to be characterized from the standpoint of rationalism, which is explained by the development of science and the formation of new social relations. During this period, the problem of values and their criteria was reflected in the works of A. Avloni, A. Donish, Furkat, Mukumi and other thinkers. In particular, A. Avloni in his work "Turkish Rose or Morality" distinguishes between "good morality" - positive values such as love, kindness, justice, truth, courage, example - and "bad morality" - such as slander, gossip, ignorance and hostility. Later, in the 20th century, the Uzbek philosopher S. Shermukhamedov continued Avloni's idea and recognized that nature has endowed man with 36 positive virtues and 36 negative vices, and the degree of their manifestation is reflected in a person's assessment of his own life. [6, p. 618]. G.K. Masharipova, a researcher of the heritage of scientists and historical memory [7, p. 364; 8, p. 144; 9, p. 210; 10, 160 p.; 11, p. 242, 12, p. 302] are recommended for familiarization with scientific research works.

Conclusion.

The formation of historical memory and national self-awareness in young people, the development of their political intelligence, spiritual courage, unique worldview directly depends on us, trainers and teachers. Because it is extremely important for us to educate and train the successors of the great ancestors: Imam Bukhari, Imam Termizi, Khoja Ahmad Yassawi, Al-Khwarizmi, Beruni, Ibn Sina, Amir Temur, Mirzo Ulugbek and many other thinkers.

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TURIZMDA XIZMAT KO'RSATISH KLASSLARI, XIZMATLAR PAKETI

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Annotatsiya: Ushbu maqolada **turizmda xizmat ko'rsatish klasslari va xizmatlar paketi** tushunchalari tahlil qilinadi. Maqolada turizm xizmatlarining klassifikatsiyasi va ularni shakllantirishda e'tiborga olinishi kerak bo'lgan omillar yoritilgan. Turistik xizmatlarning sifatini oshirish, mijozlarga mos xizmat paketlarini ishlab chiqish va ularning talablarini inobatga olish turizm sohasining rivojlanishida muhim rol o'ynaydi. Ushbu mavzu turizm industriyasida ishlovchi mutaxassislar, sayyohlik agentliklari hamda sayohatchilar uchun foydali bo'lishi mumkin.

Kalit so'zlar: *mamlakat iqtisodiyoti, Turistik xizmatlar, YuNESKO, xususiy sheriklik munosabatlari, Hostel, Backpacker xizmatlari, "To'liq ta'minot".*

Mamlakatning ijtimoiy-iqtisodiy rivojlanishida aholiga xizmat ko'rsatuvchi sohalarning o'ri va roli g'oyat sezilarli bo'lib, bunda turizmning ahamiyati boshqa xizmat ko'rsatish sohalariga qaraganda yuqori sur'atlar darajasida rivojlanishi bilan belgilanadi. Turizm odamlarni ham davlat hududida, ham davlatdan tashqarida bir joydan boshqa joyga kuchirilishini nazarda tutadi. Bugungi kunda turizm iqtisodiyotning ajralmas qismiga aylanib bormoqda, turizmning rivojlanishi orqali aholining ish bilan ta'minlanishi, ularning yashash sharoiti yanada serdaron bo'lishiga olib kelishi mamlakat iqtisodiyotini har tomonlama rivojlantirishga katta hissa qushadi. Shuning uchun ham keyingi yillarda O'zbekistonda turizmni





rivojlantirish bilan bog‘liq bo‘lgan masalalarga katta e‘tibor berilib, uning turistik salohiyatidan samarali foydalanish yo‘llari shakllanmoqda.

Turizm sohasining yanada shiddat bilan rivojlantirish uchun davlatimiz tomonidan qator ishlar amalga oshirilmoqda. Ichki va xorijiy turistlar uchun xizmatlar sohasini kengayishi va ularning sifatini oshishi, turistlarga yaratilayotgan imtiyozlar, qulayliklar ohirgi 2-3 yil davomida sezilarli darajada o‘zgardi. Turistik xizmatlarni sifatini oshirish borasida hukumat tomonidan qator qonun hujjatlar yangi taxrirda ishlab chiqildi va qo‘shimchalar kiritildi. Bundan ko‘rilayotgan asosiy maqsad mamlakatga turistlar oqimini ko‘paytirish, mamlakatda aholi daromadini oshirish, shu bilan birga iqtisodiyotni yanada rivojlantirish, mamlakatning investitsion jozibadorligini yanada kengaytiribgina qolmasdan, yangi investitsion loyihalarni amalga oshirishdan iborat. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev Oliy Majlisga Murojaatnomasida ta’kidlaganidek, “Hozirgi kunda milliy iqtisodiyotga yuqori daromad keltiradigan istiqbolli tarmoqlardan biri – bu turizmdir. O‘zbekiston turizm sohasida ulkan salohiyatga ega bo‘lgan davlat hisoblanadi. Yurtimizda 7 ming 300 dan ortiq madaniy meros obyektlari mavjud va ularning aksariyati YuNESKO ro‘yxatiga kiritilgan. Shu bilan birga, mamlakatimizning betakror tabiati, go‘zal dam olish zonolari imkoniyatlaridan foydalanib, yangi turistik yo‘nalishlar ochish mumkin. Bu sohaga jahon brendlarini faol jalb etgan holda, biz ziyorat turizmi, ekologik, ma‘rifiy, etnografik, gastronomik turizm va bu sohaning boshqa tarmoqlarini rivojlantirishga alohida e‘tibor qaratishimiz zarur. Bu borada davlat xususiy sheriklik munosabatlarini qo‘llash sohani taraqqiy ettirishda keng imkoniyatlar ochishini hisobga olishimiz lozim”[1].

Turizm sohasi mijozlarga sifatli xizmat ko‘rsatish orqali rivojlanadi. Turistik xizmatlarning sifat darajasi esa xizmat ko‘rsatish klasslari va xizmatlar paketiga bog‘liq. Turizmدا xizmatlar odatda mijozlarning talab va istaklariga qarab turli klasslarga bo‘linadi. Xizmat deganda avvalo mehnat mahsulotini tushunish lozim. Ushbu mahsulotning asosiy belgilanishi bo‘lib, insonlarning aniq talablarini 147





qondirish hisoblanadi. Boshqacha qilib aytganda xizmat-bu insonlarning ehtiyoj va talablarini qondirishga qaratilgan faoliyatdir. Ushbu faoliyat mahsulotda gavdalanishi (moddiy xizmatlar), hamda mehnat jarayonining oʻzida isteʼmol qilinadigan foydali mehnat samarasi sifatida (nomoddiy xizmatlar) namoyon boʻladi. Masalan tikuvchining xizmati shundan iboratki, u kostyum, shim va boshqa buyumlar tikadi. Uning faoliyati ushbu buyumlarda gavdalanadi (moddiy xizmat). Xizmatning muhim xususiyatlaridan biri boʻlib, uning isteʼmolchi uchun foydaliligi hisoblanadi. Bu erda shuni inobatga olish zarurki, foydalilikka ham moddiy, ham nomoddiy xizmatlar majmuasi kiradi. Shu sababli xizmatning ijtimoiy funkstiyasi boʻlib, bevosita aholiga xizmat koʻrsatish, hayot faoliyati uchun qulay sharoitlarni yaratish hisoblanadi. Xizmat koʻrsatish klasslari mehmonxonalar, transport, restoranlar, ekskursiyalar va boshqa turistik xizmatlar uchun farqlanadi. Asosiy xizmat koʻrsatish klasslari quyidagilar[2]:

1. Luksoz (Luxury, Premium) – Eng yuqori darajadagi xizmat turi. Bu klassdagi mehmonxonalar 5 yulduzli boʻlib, eksklyuziv sharoitlar taqdim etadi.
2. Biznes (Business Class) – Asosan ishbilarmonlar uchun moʻljallangan boʻlib, qulayliklar va maxsus xizmatlar taqdim etadi.
3. Oʻrta daraja (Standard, Comfort) – Koʻpchilik turistlar uchun maqbul variant boʻlib, sifatli va nisbatan arzon xizmatlarni oʻz ichiga oladi.
4. Byudjet (Budget, Economy) – Minimal qulayliklarga ega boʻlgan arzon xizmatlar turi. Bu klassdagi mehmonxonalar va transport turlari iqtisodiy jihatdan qulay boʻladi.
5. Hostel va Backpacker xizmatlari – Sayohatchilar, talabalar va kam byudjetli turistlar uchun moʻljallangan eng arzon variant.

Xizmatlarning umumiy tarkibida odatda maishiy xizmatlar ajralib turgan va ular oʻz navbatida ikkiga boʻlingan. Ularning bir qismi ikki tomonlama tavsifga ega boʻlgan. Yaʼni bir tomondan xizmatlar tavsifida va ikkinchi tomondan moddiy neʼmatlar ishlab chiqaradi. Masalan moddiy neʼmatlarni kiyim, oyoq kiyimini





ta'mirlash va tozalash xizmatlari, xususan ular faoliyati maishiy xizmatlarga kiritsa ham bo'ladi. Xizmatlarning ikkinchi guruhi xususiy xizmatlar guruhiga kiritilgan. Ularga hammomlar, kir yuvish xonalari, foto sur'at xonalari kiradi. Bozor munosabatlari tizimiga ko'ra xizmatlar uch turga bo'lib o'rganiladi: bozorli, nobozor va bilvosita o'lchanadigan moliyaviy vositachilik xizmatlari. Xizmatlar paketi – bu turistlar uchun oldindan shakllantirilgan turistik xizmatlar majmuasi bo'lib, u turli darajadagi qulayliklarni o'z ichiga olishi mumkin[3]. Xizmatlar paketining asosiy turlari:

1. "Hammasi kiritilgan" (All-inclusive) – Mehmonxona, ovqatlanish, ichimliklar, ekskursiyalar va boshqa xizmatlarni o'z ichiga oladi.
2. "Faqat nonushta" (Bed & Breakfast – B&B) – Mehmonxonada tunash va ertalabki nonushtani o'z ichiga oladi.
3. "Yarim ta'minot" (Half-board – HB) – Kuniga ikki mahal ovqatlanish (odatda nonushta va kechki ovqat) bilan ta'minlangan paket.
4. "To'liq ta'minot" (Full-board – FB) – Nonushta, tushlik va kechki ovqatni o'z ichiga oladi, lekin ichimliklar ko'pincha qo'shimcha haq evaziga bo'ladi.
5. "Faqat xona" (Room Only – RO) – Faqat tunash uchun xona taqdim etiladi, ovqatlanish xizmatlari qo'shilmagan bo'ladi.
6. "Turistik paket" (Package Tour) – Aviachipta, mehmonxona, transfer, ekskursiyalar va boshqa xizmatlarni o'z ichiga oluvchi to'liq paket.

Bozor xizmatlari tarkibiga, bozorda iqtisodiy ahamiyatli baholar bo'yicha sotiladigan xizmatlar kiritiladi. Ular jumlasiga transport va savdo xizmatlari, pullik madaniyat, sog'liqni saqlash, maishiy xizmatlar, moliya, kredit, sug'urta, axborot – hisoblash kabi xizmatlar kiradi. Moliya vositachilik bilvosita o'lchanadigan xizmatlar odatda shartli ravishda tovar va xizmatlar ishlab chiqaruvchi tarmoqlar o'rtasida taqsimlanadi va o'rtadagi iste'molga qo'shiladi. Xizmatlarning qiziqarli talqinini Lovelock taklif etdi[4]. Uning tasnifida asosiy bo'lib, xizmatlar kimga





yoʻnaltirilgan va ularni anglash (his qilish) mumkinligidir. Xizmatlarning his qilish darajasi boʻyicha chegaralanishi quyidagicha tavsiflanadi:

Xizmatlarning asosiy klasslari	Xizmatlar sohasi
1. Inson taʼnasiga yoʻnaltirilgan his qilinadigan harakatlar	Sogʻliqni saqlash, yoʻlovchi transporti, goʻzallik salonlari va sartoroshxonalar, sport inshootlari, restoranlar va kafelar
2. Tovarlar va boshqa fizik obyektlarga yoʻnaltirilgan his qiladigan harakatlar	Yuk transporti, asbob uskunani taʼmirlar va saqlash, qoʻriqlash, tozalikni va tartibni saqlash, kir yuvish xonalari, kimyoviy tozalash, veterinariya xizmatlari
3. Inson ongiga yoʻnaltirilgan his qilib boʻlmaydigan harakatlar	Taʼlim, radio va televidenie, axborot xizmatlari, teatrlar, muzeylar
4. His qilib boʻlmaydigan aktivlar bilan his qilib boʻlmaydigan harakatlar	Banklar, yuridik va maslahat xizmatlari, sugʻurtalash, qimmatbaho qogʻozlar bilan operastiyalar

Xulosa oʻrnida shuni alohida taʼkidlash joizki, turizmda xizmat koʻrsatish klasslari va xizmatlar paketi mijozlarga sifatli, qulay va maqbul xizmatlarni taqdim etishda muhim oʻrin tutadi. Har bir sayohatchi oʻzining byudjeti, ehtiyojlari va talablariga qarab turistik xizmatlarni tanlaydi. Shu sababli, turistik kompaniyalar va mehmonxona biznesi mijozlar segmentiga mos keladigan xizmat klasslari va paketlarini shakllantirishi lozim. Turistik xizmatlarning klasslari mehmonxonalar, transport, ovqatlanish va ekskursiyalar kabi turli sohalarda farqlanadi. Har bir xizmat klassi oʻziga xos xususiyatlarga ega boʻlib, ularning farqlari asosan qulaylik darajasi va qoʻshimcha xizmatlar bilan belgilanadi. Masalan, **luksoz (premium) klass** eng yuqori darajadagi xizmatlarni taqdim etsa, **byudjet klassi** arzon narxlardagi minimal qulayliklarni oʻz ichiga oladi. Turistik xizmatlarni toʻgʻri tashkil etish turizm sohasi rivojlanishiga bevosita taʼsir koʻrsatadi. Mehmonxona va





sayyohlik agentliklari mijozlarning talablariga javob beradigan xizmatlarni taklif qilish orqali o'z raqobatbardoshligini oshirishi mumkin. Shu bilan birga, turistlar o'zlari uchun eng maqbul xizmat klassini va paketini tanlab, safar davomida yoqimli taassurotlarga ega bo'ladilar. Umuman olganda, turizm xizmatlar klasslari va paketlarning to'g'ri tanlanishi ham mijozlar, ham xizmat ko'rsatuvchi tashkilotlar uchun katta ahamiyat kasb etadi. Turizm sohasining rivojlanishi zamonaviy xizmat turlarini joriy etish va sifatni oshirish bilan chambarchas bog'liq. Shu sababli, har bir turistik xizmat ko'rsatuvchi tashkilot mijozlarning ehtiyojlarini chuqur tahlil qilib, ularga eng yaxshi xizmatlarni taqdim etishga intilishi lozim.

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GENDER EQUALITY IN G'AFUR G'ULOM'S NOVELLA
"YODGOR"

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Annotation: This article reveals the relations of social equality in the short story "Yodgor" by the poet G'afur Gulom. The concept of "gender equality" is theoretically analyzed. The spirituality of the heroes of the story is revealed. The differences between the period in which the short story was written and the current period are listed. Certain theoretical generalizations were made from the opinions advanced in the article.

Key words: Gender equality, moral virtue, women, image of Jora, education, poet's work.

This article examines the issue of gender equality as depicted in the novella Yodgor by academician G'afur G'ulom. To address this topic, we first explore the theoretical and practical aspects of gender equality. The term "gender" is derived from the English word "gender" and the Latin word "genus," meaning "type, sex, or origin." While biological sex differentiates humans as male or female, gender focuses on the roles and positions of men and women in society. Ensuring that men and women find and establish their rightful place in society through equal opportunities provided by the state serves as the foundation of gender equality. Gender equality is achieved when men and women have equal conditions, relationships, and opportunities to realize their potential and fully express their human rights and dignity. It allows them to contribute to the economic, social, cultural, and political development of their societies and to benefit equally from such





development. Gender equality emphasizes equal rights and opportunities for both sexes in the home and in society, constituting a fair process and a means to achieving gender parity.

Honoring and respecting women is an inherent virtue of the Uzbek people. In this context, significant efforts have been undertaken in Uzbekistan to enhance the status and role of women in society. Comprehensive measures are being implemented to address pressing issues of gender equality in the country, focusing on current conditions, tasks, and future initiatives. The stability and progress of the socio-political and moral environment in society are closely tied to attitudes and attention toward women, youth, and families. Historically, Uzbek women have been esteemed as nurturers of future generations who contribute to both physical and moral development. However, there was a time in the recent past when women were restricted from receiving an education. Uzbek writers and reformists used their sharp pens to promote and illuminate the idea of gender equality in their works. This commitment is also evident in the works of academic poet G'afur G'ulom. For example, in his novella *Yodgor*, G'ulom addresses the issue of early marriage, highlighting its detrimental effects on gender equality. In the story, the protagonists Jo'ra and Saodat complete their education before entering into marriage, which serves as a fundamental principle of gender equality.

In one of her letters to Jo'ra, Saodat describes how her parents initially refused to allow her to continue her education after finishing primary school, confining her to their home. However, after some time and at the request of Saodat's friends, her parents relent and permit her to continue her studies. Saodat successfully enrolls in a pedagogical technical school through examinations. The writer conveys Saodat's joy through her letter to Jo'ra. These letters not only reflect the characters' hopes and emotions but also serve as a unique medium for expressing views on societal issues and realities. G'ulom uses the correspondence between Jo'ra and Saodat to articulate his perspectives on life and society. For instance, in a letter from Jo'ra, he congratulates Saodat on her admission to school, writing: "Saodat! I was





very happy to hear about your admission. Every girl who wishes to have a bright future must pursue education.” By emphasizing women’s right to education, G’ulom underscores the importance of social equality and asserts that every woman has the right to be educated.

Yodgor, written and set in the 1930s, vividly portrays the limitations on women’s education during that era. Post-primary education for girls was often contingent upon parental approval, and in many cases, even attending primary school was denied. Familial circumstances and environments primarily shaped these restrictions. For example, in the novella, Saodat is allowed to continue her education only after a significant delay and with her parents’ consent.

In contrast, Jo’ra’s sister, Qumri, enrolls in a textile school immediately after primary education due to her family’s more supportive environment.

The protagonist Jo’ra embodies a morally complete individual. His statements to Saodat reveal his understanding of social equality: “Two years from now, we will marry. I will finish my studies and return. You must also complete your education. For a bright future, a true life, and to become good parents for our children, let us march forward!” He continues, “I promised to become the best doctor, and she promised to become the best educator.” It is evident that educated parents are likely to raise educated children, as they themselves attain cultural and moral growth through learning.

In conclusion, contemporary Uzbekistan has placed increased emphasis on issues concerning women under the principles of a renewed nation. Efforts are being made to improve conditions for women in terms of education, employment, health, rights, and familial responsibilities. In recent years, significant progress has been achieved in protecting women’s legal rights and interests, enhancing their economic, social, and political participation, safeguarding their health, and supporting their education and employment. Initiatives have also been launched to encourage women’s entrepreneurship, provide social support for vulnerable women, and ensure gender equality while protecting them from violence and abuse.





The moral and ethical upbringing of individuals, national values, and human duties have always been among the most pressing societal issues. Writers, including G'afur G'ulom, have addressed these topics in their works. In *Yodgor*, G'ulom integrates social equality alongside core human virtues. To conclude, we turn to the words of President Shavkat Mirziyoyev: "Issues concerning women and families are not only about today's reality but are also decisive factors in shaping our future. If we do a single good deed for the women who symbolize compassion and devotion and are the angels of our homes, it will undoubtedly return as tenfold blessings."

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**DIFFERENT INTERACTIVE METHODS OF TEACHING ENGLISH IN
EARLY EDUCATION**

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The rapid development of modern society compels a student to learn and understand the material quickly, especially a foreign language. Nowadays, mastering at least one foreign language is becoming integral requirement for the professional competence of a specialist. Therefore, it is necessary to pay attention to the efficiency and quality of the process of learning foreign languages. The most effective methods of learning languages are interactive methods. The aim of the course work is to define the main role of interactive methods of teaching English. To achieve the given aim, the following tasks were specified: to describe the main interactive methods and to give some examples of using these techniques. The term "interactive" means that people work together and have an influence on each other. This situation implies a dialogue or a conversation. Therefore, these methods are aimed at the interaction between students and the teacher as well as among students only. It requires an active role of students in the learning process.¹ The purpose of the interactive learning is to create some special conditions leading to the involvement of all the students into the learning process in which the participants can understand and realize everything that happens, influence each other and make their own contribution having established the friendly and mutually supportive relationship.

¹ Каминская Е.В. Разнообразие современных интерактивных методов обучения иностранному языку в ВУЗе / Е.В. Каминская // Язык и мир изучаемого языка.





The most popular methods are role plays, brainstorming, case-study method, presentations and discussions. They develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis, comparison, and generalization. These student-centred methods are highly appropriate, particularly for involving students more actively in acquiring knowledge, skills and strategies. It is commonly known that role plays make the learning process at the university more educational and proficient, improve interdisciplinary relationships, connect the theory with real needs of the professional field, and develop skills that are necessary for the future specialists. The key element is the role playing that gives opportunity to form skills that are difficult to acquire under ordinary learning conditions. There are two ways a role play can go: scripted and non-scripted. With a scripted role play, the teacher might use an example in a text book. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allowing them to speak to their partner, taking on different roles. Non-scripted ones are such role plays when students are given some roles and must use whatever knowledge they have in order to speak with partners².

Speaking on the phone is different to a face-to-face conversation because one relies solely on the language to communicate. Get the students who are practicing to sit back to back in order to work properly. There is a whole range of ideas which one can use to act this out. Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.

- Going to the Shop It is effective for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "I would like..." "How much are..." "Good

² Samarova, S. (2018). Forming Creative Vision of Person as Universal Method Enhancing Creativity. Eastern European Scientific Journal,





morning..." and so forth. Another interesting interactive method that allows to form significant qualities and to develop thinking is brainstorming. Brainstorming represents joint search of the ideas necessary for the solution of any problem. The main advantages of this method (under the condition of its correct application) are that students seem to be "liberated" – the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinion. An equally interesting interactive method that the teacher can use is the casestudy method. It is a learning technique in which the student is faced a particular problem, the case³. The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources. Performing case study gives students the following benefits, it:

1) allows students to learn by doing. Case study permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved;

2) improves the students ability to ask the right questions in a given problem situation;

3) exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;

4) strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting

³ Alekseeva L. N. Innovative technologies as a resource of experiment / L. N. Alekseeva // Teacher. 2004. № 3. article 78.





information about real business situations they breathe life into conceptual discussions;

5) reflects the reality of managerial decision-making in the real world. Here students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;

6) helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills;

7) provides an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case method exposes students to this reality of management.

Conclusion

To sum up all given fact above we should highlighted that the main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative — as well as flexible training programs where students can work in a comfortable rhythm. Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. We will give an overview of the modern teaching methods that are most widespread in the scientific and methodological literature and have the potential to form the competences of future professionals. Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. Telling is not teaching and listening is not learning. The first thing to realize about interactive teaching is that it is not something new or mysterious. If





you are a teacher and you ask questions in class, assign and check homework, or hold class or group discussions, then you already teach interactively.

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ОБЩИЕ ХАРАКТЕРНЫЕ ОСОБЕННОСТИ КУЛЬТУРНЫХ
ЦЕННОСТЕЙ НАРОДОВ ЦЕНТРАЛЬНОЙ АЗИИ

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Аннотация: Все тюркские народы, в том числе тюркские народы, проживающие в Центральной Азии – узбеки, каракалпаки, казахи, кыргызы и туркмены – имеют в той или иной степени общую культуру и традиции. В данной статье анализируются общие черты культурных ценностей народов Центральной Азии, в частности узбеков, казахов и кыргызов, на примере их языка, народных верований, обычаев, обрядов, национальных игр и устного народного творчества - сказок, дастанов и песен.

Ключевые слова: тюркские народы, культурное наследие, общность, традиционное хозяйство, народные поверья, традиции, народные игры, устное народное творчество.

GENERAL CHARACTERISTIC FEATURES OF CULTURAL
VALUES OF THE PEOPLES OF CENTRAL ASIA

Abstract: All Turkic peoples, including the Turkic peoples living in Central Asia – Uzbeks, Karakalpaks, Kazakhs, Kyrgyz and Turkmen - have, to one degree or another, a common culture and traditions. This article analyzes the common features of the cultural values of the peoples of Central Asia, in particular the Uzbeks, Kazakhs and Kyrgyz, using the example of their language, folk beliefs, customs, rituals, national games and oral folk art - fairy tales, dastans and songs.





Key words: Turkic peoples, cultural heritage, commonality, traditional economy, folk beliefs, traditions, folk games, oral folk art.

Тюркский мир на протяжении длительного времени был уникальным местом возникновения и развития мощных культур и цивилизаций, оказавших огромное влияние на направление и развитие мировой истории. Его влияние заключается в том, что тюркский мир географически расположен в центральной части Евразийского континента и всегда был мостом, связывающим две великие культуры Востока и Запада. Мировая общественность признает, что Центральная Азия, являющаяся родиной тюркских предков, сыграла важную роль в распространении тюркских племён и народностей по всему миру. Эти государства, созданные великими тюркскими династиями Газневидов, Караханидов, Ануштегинидов, Темуридов, Шейбанидов и Усманидов, обладающие огромными масштабами и охватом, могут стать образцом единства всего тюркского мира на основе политики справедливости, благочестия и мудрости.

Много общего было на протяжении столетий в исторических судьбах казахов, азербайджанцев, турков, узбеков, кыргызов, туркмен и других тюркских народов. Даже в самых тяжелых условиях братские народы издавна тяготели к сближению друг с другом. В истории у тюркских народов есть много общего: они принадлежат к одной этногенетической и этнолингвистической семье, к одной исламской конфессиональной общине, имеют общие духовные ценности. На протяжении многих веков они жили в непосредственном соприкосновении друг с другом. Это подтверждает, что в их языке, религии и культуре было много общих черт. Начнем с рассмотрения этих общих аспектов на примере народных верований, обычаев и обрядов, связанных с традиционной хозяйственной деятельностью.

Тюркский мир известен многообразием тюркских языков. Однако они обладают свойством схожести, и лингвисты признают, что в прошлом





существовал единый общий язык-источник, от которого все современные языки отделились сложными и разнообразными путями. В истории тюркских народов много общего: они принадлежат к одной этногенетической и этнолингвистической семье, исповедуют одни и те же течения ислама, разделяют общие духовные ценности. На протяжении многих веков они находились в непосредственном контакте друг с другом и вели совместную жизнь.

Народы Центральной Азии с древних времен занимаются животноводством, которое считается одним из основных видов традиционного хозяйства. Это, помимо больших знаний и опыта, связанных с этой сферой, создало основу для возникновения у этих народов уникальной хозяйственной культуры, в том числе различных религиозных взглядов. У проживающих в регионе узбеков, каракалпаков, казахов, кыргызов, туркмен и таджиков появились различные предания о святых, в частности о покровителях скотоводства. В этнографической литературе, опубликованной в разные периоды, существует множество комментариев и предположений по этим преданиям. Отсюда нетрудно понять, что в традиционном животноводстве народов Центральной Азии существовали религиозные взгляды, обычаи и обряды, связанные с «культом святых» [11, с. 189].

У всех видов домашних животных были свои покровители, которые первыми приручали их по «приказу Творца». Легенды о существовании индивидуальных патронов-покровителей (пир) были связаны с именами мусульманских святых. Например, у узбеков покровителем овцеводства считается – «Чабан-ата», скотоводство – «Зенги-ата», верблюдоводство – Ваис-ата [14, с. 32], коневодство – Камбар-ата (у туркмен Дул-дул-баба) [3, с. 7], козоводство – Чечан-ата (у казахов Сексек-ата) [1, с. 194]. Каждый год, прежде чем отправиться и вернуться на пастбище, пастухи приносили жертвы покровителям скота. Они просят своих покровителей оградить скот от всяких





бед, увеличить количество копыт, получить хорошее мясо и откормить их [8, с. 32].

У тюркских народов существовали своеобразные религиозные верования, связанные с “культом животных”. В древности тюркские народы не могли представить себе оба мира без коня. Образ коня занимал особое место в религиозно-мифологических воззрениях кочевых и полuosедлых тюркских народов, проживавших на территории Центральной Азии. Лошадь, занимавшая важное место в их образе жизни, была освящена и подняли его до уровня культа. Можно заметить, что в прошлом у этих народов существовали различные взгляды и обычаи, связанные с культом коня [9, с. 134]. Религиозные взгляды, обычаи и обряды, связанные с культом коня, ярко прослеживаются в погребальных обрядах тюркских народов [2, с. 22, 5, с. 103-104].

У народов Центральной Азии проводились своеобразные похоронные обряды, связанные с культом коня. Например, у казахов и кыргызов после погребения умершего несколько раз устраивались скачки в его память. Похоронная процессия проводилась как можно ближе к кладбищу, чтобы покойный мог слышать топот копыт лошадей [7, с. 59]. Представления о лошадях в погребальных церемониях представляют собой трансформированную форму древнего обычая хоронить усопших вместе с их лошадьми и вещами.

В древних верованиях узбеков и казахов бараны и верблюды наделялись свойствами оберега и почитание их сочеталось с различными древними культами. В качестве оберега в первую очередь выступали сами животные. Во-вторых, определенные части тела этих животных (рога, копыта, череп и др.) выполняли защитную функцию. У среднеазиатских народов орнаменты в виде рогов барана, верблюжьих ступней и глаз на коврах, кошмах и вышивках или же обычай нашивать верблюжью шерсть на детскую одежду в качестве амулета безусловно имели некогда значение оберега от сглаза [1, с. 195-196].





На шею человеческой фигурки, найденной близ крепости Кой-крылган-кала в Элликалинском районе Республики Каракалпакстан, красовалось ожерелье в виде барана. Наличие костей барана и украшений в форме барана в могилах и гробницах также свидетельствует о том, что местные народы поклонялись культу овец. Среди древних казахских надгробных памятников часто можно встретить так называемые «койтас» – стилизованные скульптурные изображения каменных баранов [1, с. 195].

Определенным священным значением наделялись и некоторые орудия традиционного животноводческого хозяйства. К таким орудиям относятся пастуший посох, узда, недоуздок, повод для верблюдов, укрюк для ловли лошадей и т.д. Эти орудия хозяин по доброй воли ни при каких обстоятельствах никому не отдавал. У узбеков и казахов, в случаях возникновения недопонимания по определенным вопросам, для доказательства правдивости своих слов существовал обычай присяги на пастушьей посох или конском кнуте [5, с. 114].

У народов Центральной Азии гораздо больше общих черт можно наблюдать в верованиях, связанных с животноводческим календарем, разведением и воспроизводством скота, лечением скота, жертвоприношениями, а также некоторыми запретами на молоко и молочные продукты. Далее поговорим об общих аспектах, связанных с национальными играми этих народов.

Народные игры, берущие свое начало из далекого прошлого, являются неотъемлемой частью национального культурного наследия и имеют свою историю. Поэтому анализ и исследование роли и значения народных игр в процессе исторического развития общества, использование их в воспитании молодежи современности рассматриваются как актуальные проблемы педагогики. В народных играх в образной форме, часто выраженной в форме музыки или танца, отражаются события народной повседневной жизни, наблюдения и впечатления простых людей, их жизненный опыт. Народные





игры передаются из поколения в поколение как культурное наследие. В них люди воплощали свои мечты, надежды и желания. Можно сказать, что народные игры являются продуктом многовекового исторического развития народа, впитавшего народные традиции, обычаи и образ жизни [10, с. 547].

Этноспорт и национальные игры являются неотъемлемой частью материальной и духовной культуры любого народа. В истории есть много примеров, когда прочные и долгосрочные союзы достигались посредством спортивных соревнований. Кровавые и мучительные войны ушли в прошлое, а на их месте установились прочные торгово-экономические, культурные и политические связи между кланами, народами и государствами. Традиционные спортивные соревнования также служат сохранению исторического наследия и национальной памяти, воспитанию любви к Родине и патриотизма в сердцах молодежи. На наш взгляд, важной задачей проведения национальных игр является также формирование уважительного отношения к нравственным ценностям других народов [12, с.133].

В этом смысле проект Кыргызской Республики – Всемирные игры кочевников (WNG) отличается своей уникальностью. Она направлена на сохранение национальных традиций, воспитание молодого поколения, популяризацию культуры кыргызов и других народов Центральной Азии. Всемирные игры кочевников имеют большое значение в укреплении межгосударственных и дипломатических связей. Они показывают положительный пример межкультурного творческого общения.

Стоит отметить, что важной составляющей Всемирных игр кочевников является программа научных мероприятий, которая позволяет не только окунуться в мир культуры кочевой цивилизации, но и глубже проникнуть в содержание национальных игр и видов этноспорта народов Центральной Азии на основе исторических и культурных знаний. Таким образом, общие черты отражены и в народных играх, являющихся символом культурных





ценностей. Поделимся интересными сведениями о некоторых национальных играх, включенных в виды этноспорта, которые сочетают в себе общие черты.

Борьба на поясах (куреш) – это бой между двумя соперниками на поясах, победителем считается борец, который уложит противника на обе лопатки, поднимет его с земли выше пояса или заставит коснуться земли любой частью тела [13, с. 10]. Данное боевое искусство очень напоминает национальную поясно-борьбу кыргызского народа – олиш, а также кыргызскую борьбу. У туркмен – гореш, у таджиков – гуштини милли камарбанди, у корейцев – сирим, а также борьба великих кочевников (свободно-объединенная поясная борьба кочевников). В легендарной поэме "Манас" кыргызская борьба подробно описывается на примере борьбы между мудрецом Кушой-героем и калмыкским героем Жолоем [4]. В Узбекистане широко распространены ферганский и бухарский стили борьбы на поясах.

Оломон пойга (скачки) – предназначена для проверки выносливости лошади и, как правило, организовывалась в основном во время праздников. Следует отметить, что в скачке участнику могли помочь родственники. Чаще всего всадниками, участвовавшими в поединках, были подростки. Участники, поджав лошадей, выстроились в одну линию и направились в сторону, указанную знаком. Победителем считался участник, который дошел до указанного места и первым вернулся обратно. В данном соревновании также участвовали специальные судьи – «доячи». Они следили за соблюдением правил скачки и определяли победителя. В Ферганской долине в таких скачках наряду с юношами участвовали и девушки-подростки [14, с. 423]. У узбеков, каракалпаков, казахов и киргизов, в отличие от толпы, проводились соревнования по скачке, предназначенные на более длинную дистанцию и с призом для победителя.

С наступлением осени в Узбекистане и других странах Центральной Азии начинаются конные игры, восходящие к далеким кочевым античным временам. Эта игра известна в Узбекистане под названием улак-купкари, в





России под названием козлодрание, в Кыргызстане под названием кок-бору ("синий волк"), в Казахстане под названием кокпар, в персоязычном Афганистане и Таджикистане под названием бузкаши, а в селе Курама, которое считается смесью узбекских и казахских племен, проживающих в горах близ Ташкента и Ходжанда, называется кукмар [15].

Улак-купкари (в переводе с тюркского «куп» означает «много» и персидского «кари» - «дело, работа», т.е. «дело многих») одна из древнейших конных игр народов Центральной Азии. Это невероятно захватывающее зрелище можно сравнить по накалу страстей разве что с испанской корридой. Традиционно улак-купкари проводятся на народных праздниках, свадьбах, весной перед началом сельско-хозяйственных работ и осенью после сбора урожая. Эта игра настолько популярна, что превратилась в отдельный вид спорта со своими правилами, клубами, федерациями. Проводятся даже международные соревнования. В этой игре удалые всадники состязаются за тушу козла или молодого барана: победитель должен прийти к финишу, не позволив отбить добычу другим всадникам [9].

Взаимовлияние тюркских народов ярко проявилось в народных эпосах. Особо следует отметить сходство у различных народов версий эпоса «Алпамыс». У казахов, узбеков и каракалпаков описываемые события связываются с племенем конграт. В основе этих версий лежит конгратская редакция «Алпамыса». Каждый из народов в своих полных версиях сохранил древний сюжет, но дополнил его в соответствии со своей устной поэтической традицией. Не случайно в эпосе «Алпамыс» набег на конгратов возглавляет Тайша, или Тайшик-хан. Само это имя (тайчжи) - воспоминание о хунтайши, захвативших юг Казахстана и Ташкентский оазис, как память о победоносной и героической борьбе с джунгарскими завоевателями «Алпамыс» живет в казахском и узбекском народах. Алпамыс вошел одинаково в сознание казахского, каракалпакского и узбекского народов как идеальный образ защитника родной земли и благородного героя. Через устные предания народ





сохранил сведения о своей жизни, истории, религиозных поверьях, культуре и т.д. [16]

Таким образом, в фольклорных произведениях можно наблюдать немало тематических сходств, образные аналогии, единство художественных средств в изображении быта тюркских народов. В устном поэтическом творчестве народов прослеживается единство событийных мотивов, отображаются единые стремления, чаяния и думы народов. Исторические картины жизни, социальные проблемы, героические характеры раскрывались в тесной связи с национальными поэтическими традициями.

В произведениях устного народного творчества, в частности, в эпических поэмах тюркоязычных народов можно наблюдать немало сходных тем, образных аналогий, художественных средств в изображениях народного быта и т.д. Эпическая общность в народных эпосах подкреплялась и общностью жанров - сказок, легенд, загадок, пословиц и поговорок. Более того, в некоторых жанрах устного народного творчества казахов и узбеков (например, пословицы и поговорки) можно встретить близость не только содержания и идей, но и адекватность словесных компонентов. Например, казахская пословица «Душпан кулдирип айтады, дос жылатып айтады» (Недруг говорит неискренне, друг говорит нелицеприятно) у узбеков имеет форму «Душман кулдириб айтади, дуст ачитиб айтади». Подобных примеров можно привести множество. Поэтому трудно, а порой невозможно выяснить, у кого родились эти пословицы и поговорки - у казахов или узбеков. У казахов юга Казахстана, Ташкентского и Хорезмского оазисов такая общность загадок, пословиц и поговорок обусловлена общностью их быта и социально-экономической жизни. Например, с переходом к земледелию казахи, как и узбеки, стали заниматься выращиванием различных сельскохозяйственных культур. Этот процесс нашел отражение в их фольклоре [16].





Сказки казахов и кыргызов, узбеков и каракалпаков разнообразны в жанровом отношении, имеют общие сюжеты, тематику. Схожи в них характеристики основных героев: враги – драконы и другие злые силы, друзья – добрый конь, добрые друзья, все это дает повод для утверждения, что фольклор не только казахов и кыргызов, но и других тюркских народов имеет внутреннюю взаимосвязь, что ярко выражается особенно в сюжете, пейзажных зарисовках, поведении персонажей, в борьбе добра и зла.

Особенно популярны в народе волшебные-фантастические сказки, к которым следует отнести и более или менее точные устные пересказы творений древних классиков Востока, в том числе узбекской классики. Например, сказками стали многие отрывки из классических поэм древнего Востока «Юсуф и Зулейха», «Лейла и Меджнун», «Фархад и Ширин», «Искандер», «Кер-оглы» и другие, которые у каждого народа нашли свое национальное выражение. Содержание и сюжетный канвой таких рассказов нередко служили биографии поэтов, создавших эти великие творения, переданные в форме легенд. Распространённая среди узбеков и других народов Востока легенда «Султан Хусейн и его визирь Мир-Али Шер» известна казахам в форме сказки «Дева-правительница и черный раб». С другой стороны, эта сказка удивительно перекликается с древней собственно казахской «Аяз-би». В обеих сказках на вопросы: «Какая трава самая плохая? Кто самый плохой среди птиц и людей?» – исчерпывающий ответ дает черный раб [15].

Культурные связи казахов и узбеков наложили отпечаток и на их песенное творчество. В частности, казахские и узбекские обрядовые песни мало чем отличаются друг от друга. Свадебные песни «Жар-Жар» у казахов и «Яр-Яр» у узбеков, «Беташар» и другие наглядно свидетельствуют о духовном родстве казахов и узбеков. В бескрайних просторах казахской степи издавна распевались и узбекские лирические поэмы о «Лейле и Меджнун», «Фархаде и Ширин», «Тахире и Зухре», полные стремления к свободе.





Многие узбекские сказания бытовали казахской среде в виде песен. Песни под аккомпанемент домбры были более доходчивы, нежели устный пересказ. Это крепко вошло в традицию [16].

Одним из наиболее распространенных образов в устном творчестве тюркских народов является Насриддин Афанди. У узбеков он известен под именами Ходжа Насриддин, Насриддин Афанди, Мулла Насриддин, у индийцев - Бирбол, у арабов - Джоха, у казахов - Алдар коса, у таджиков - Мушфики, у туркмен - Мирали, у каракалпаков - Умрбек, у татар - Ахмадакай [17, с. 20]. Во всех анекдотах Афанди предстает как смелый, правдивый, честный человек, прославляющий справедливость, защитник бедняков, вдов и обездоленных, а также как народный герой, высмеивающий недостатки личности и общества. Он разоблачал проделки некоторых несправедливых чиновников, казиев, людей, чьи дела расходились с их словами, лаконично и образно выражал свое отношение к ним посредством легкой шутки или острой сатиры.

Корни тюркской культуры уходят в глубокую древность, и благодаря беспрецедентному расширению ареала проживания и активной деятельности тюркских народов они оказали многогранное влияние на культуру народов Евразии и на всю мировую культуру. Однако тюркский фактор в развитии мировой культуры до сих пор остается малоизвестным и во многих отношениях недостаточно оцененным. Мировая история предоставляет современным ученым огромный материал для исследований и доказательств значительного влияния культуры тюркоязычных стран на развитие обществ и народов, проживающих в Азии и далее на западе, с востока на север, в том числе на обширной территории, ныне называемой Европой. Сегодня в мировом сообществе тюркоязычных стран существуют богатейшие культурные источники, которые нашли свое отражение в устном народном творчестве, преданиях, национальных праздниках и играх, сказках, нормах и правилах поведения в обществе, музыке, песнях и танцах, национальных





традициях, одежде, народном прикладном искусстве и ремесленничестве, а также во многих других аспектах.

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THEORETICAL BASIS OF REDUCING THE HIDDEN ECONOMY

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Abstract. The article theoretically analyzes the concept of the hidden economy, its causes and strategies for its reduction. The hidden economy is considered a type of activity that is not included in official statistics, but has a significant impact on the economic life of the country. This article examines the main factors of the hidden economy, its negative consequences and advanced approaches to its reduction. It also discusses effective methods for reducing the hidden economy, including institutional reforms, improving the tax system and the development of the digital economy.

Keywords: hidden economy, informal sector, tax revenues, institutional reforms, economic growth, corruption, regulation, digital economy, labor market, public policy.

The existence of the shadow economy has a significant impact on the most important macroeconomic indicators, the activities and development prospects of enterprises. Without taking into account the shadow component, it is impossible to have an objective idea of the scale of the national economy, its sectors and the volume of entrepreneurial activity of enterprises.

In modern conditions, the shadow economy cannot exist without prices and hidden cash flows, therefore, its construction is based on hidden financial relations.

The problems of the shadow economy have become one of the most important problems for many countries of the world. Some types of hidden activities (drug trafficking, corruption, financing of terrorism) are recognized as a threat to national economic security, they are rightfully included in the global problems of our time. Therefore, this topic is one of the most important and relevant.





On the one hand, this phenomenon can be characterized as multifaceted, rapidly changing and requiring constant changes in definitions and their explanations, on the other hand, the lack of a clear systematization and definition of the concept in the scientific community and other areas can hinder the development of coordinated assessments and approaches by state bodies to eliminate the negative consequences of this phenomenon.

In modern economic dictionaries, the shadow economy is defined as "the production, distribution, exchange and consumption of goods and materials, money and services that are not controlled by society and are hidden from state authorities" [1].

The shadow economy is one of the important factors that negatively affect the country's economic stability and the state budget. This article examines the theoretical aspects of the shadow economy, its types, forms, and ways to reduce it.

1. The concept and essence of the hidden economy. The hidden economy is a set of economic activities that are outside the control and accounting of the state. These activities usually include tax evasion, illegal trade, and concealment from official reports. The hidden economy can manifest itself in the following forms:

- Informal economy - legal activity, but not officially recorded (for example, unregistered labor).
- Illegal economy - economic activity prohibited by the state (drug trafficking, corruption).
- Shadow economy - activity that, despite being legal, is carried out secretly to avoid taxes or earn income through illegal means.

2. Theoretical approaches to reducing the hidden economy. Various strategies based on economic theory and policy are used to reduce the hidden economy. These approaches include:

- Institutional approach - reducing the hidden economy by strengthening state management and control mechanisms.





- Neoclassical approach – tax reduction and deregulation can lead to legalization of the shadow economy.
- Public-private partnership – development of incentive programs to legalize the shadow economy.

3. Measures to reduce the shadow economy. There are the following main ways to reduce the shadow economy:

- Tax reform – high taxes encourage the shadow economy, therefore, it is necessary to reduce the tax burden.
- Development of the electronic economy – making money flows transparent through the digitization of payment systems.
- Strengthening regulation and control – strengthening legislation and encouraging official accounting.
- Increasing the economic literacy of the population – informing entrepreneurs and the population about taxes and the legal basis of economic activity.

On the contrary, the shadow economy encourages the development of trade and intermediary, financial activities, as the sectors most prone to “shadow”. In addition, the spread of the shadow economy contributes to the increase in income stratification due to the enrichment of illegal and clandestine business entities. The level of income differentiation in Russia is already one of the highest: the incomes of the richest segments of the population are 16 times higher than those of the poorest. This is the case in developing countries with a high share of the shadow economy.

Thus, the problem of the shadow economy for the country has become a serious systemic problem of national security, which can be solved only by implementing a set of targeted measures in all spheres of state and social life. It is worth noting that the success of the fight against the shadow economy and corruption can be achieved only with conscious mass support for this fight in society, and this can only be achieved when there is high trust in the state and authorities.





Conclusion. Reducing the shadow economy is important for ensuring state stability and economic growth. The shadow economy can be significantly reduced through well-thought-out economic policy, tax optimization, and strengthening control mechanisms.

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