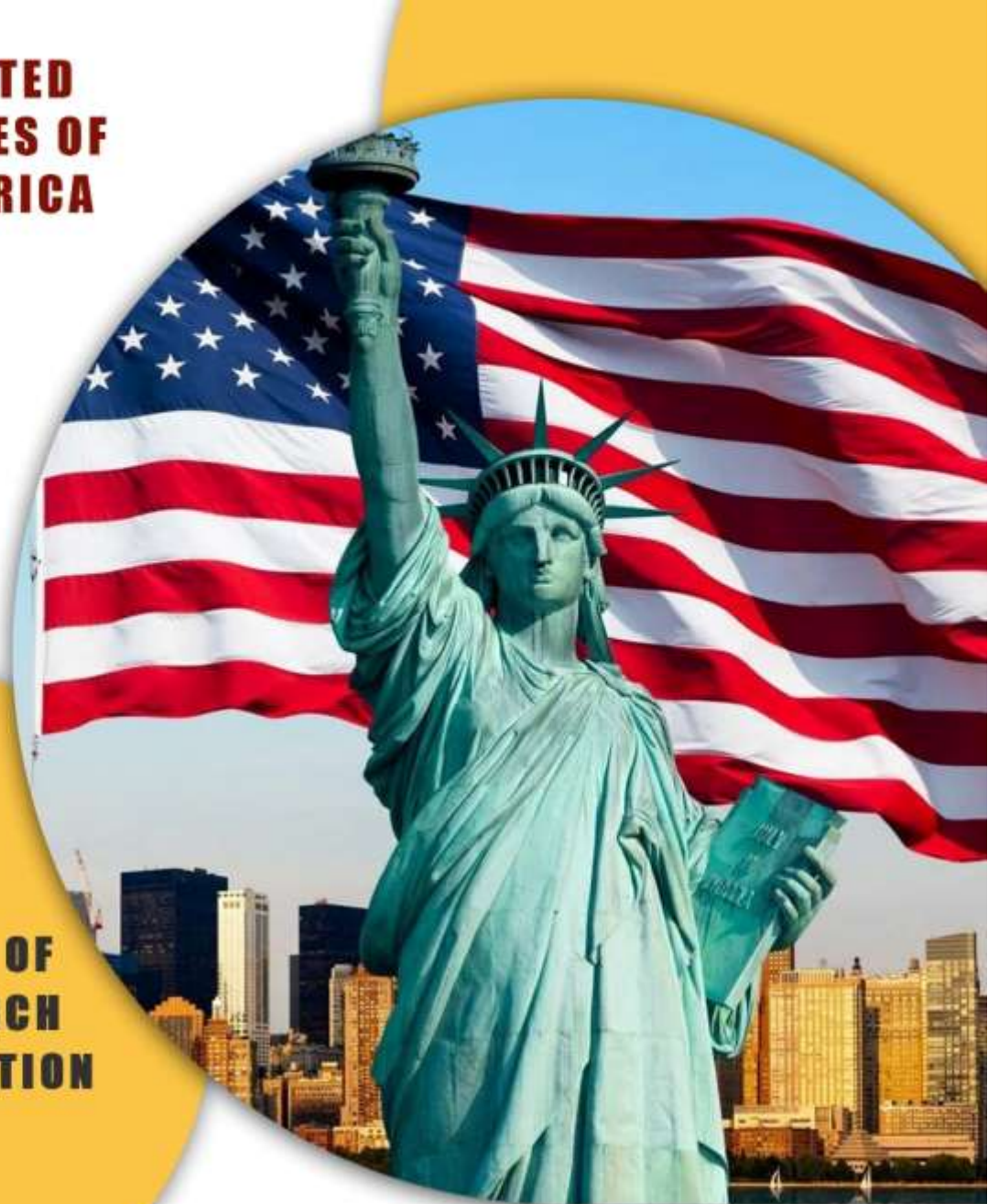




**UNITED  
STATES OF  
AMERICA**



**PRINCIPAL ISSUES OF  
SCIENTIFIC RESEARCH  
AND MODERN EDUCATION**

# 2025

**IN VOLUME #4 ISSUE #5**



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## ОСОБЕННОСТИ ПСИХИЧЕСКОГО РАЗВИТИЯ В ДОШКОЛЬНОМ ВОЗРАСТЕ

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**Аннотация:** в статье представлены научные данные о психическом развитии детей дошкольного возраста, развитии познавательных процессов и личностных особенностей. Раскрывается сформированность теоретических и практических знаний по проблеме психологической готовности к школе. Указывается на необходимость создания среды, влияющей на психическое развитие детей дошкольного возраста, обеспечивающей их психическое здоровье и психологическую устойчивость.

**Ключевые слова:** психическое развитие, моральный, социальный, этика, общение, практические навыки, мышление, поведение, интеллектуальный, ассоциация, интуиция, агрессивность, интерпретация, мотив, манипулятивный.

### **Введение.**

В последние годы реформирование системы дошкольного образования в нашей стране возведено на уровень государственной политики. Примером тому являются принимаемые организационно-правовые меры по созданию эффективной системы дошкольного образования, направленной на обеспечение формирования здорового и всесторонне развитого поколения. В частности, Постановлением Президента Республики Узбекистан от 9 сентября 2017 года № ПК-3261 «О мерах по коренному совершенствованию системы дошкольного образования» обозначены задачи по развитию дошкольных детских домов и организации качественного дошкольного

образования. Также в эпоху глобализации важными задачами в сфере дошкольного образования можно выделить следующие:

- внедрение образования на уровне развитых стран;
- укрепление сотрудничества между образовательными учреждениями и потребителями образовательных услуг;
- дальнейшее усиление конкурентоспособности между потребителями и образовательными учреждениями;
- определение эффективных путей подготовки детей к школьному образованию;
- вовлечение социального общества в воспитание ребенка.

### **Основная часть.**

В онтогенезе период с 3 до 7 лет считается периодом детсадовского или дошкольного возраста. Учитывая стремительные качественные изменения в психологии дошкольников, ее можно разделить на 3 периода: (3-4 года) младший дошкольный возраст, (младший детсадовский возраст), (4-5 лет) средний дошкольный возраст, (средний детсадовский возраст), (6-7 лет) старший дошкольный возраст (старший детсадовский возраст). В процессе развития ребенок вступает во взаимоотношения с миром предметов и явлений, созданных человечеством. Ребенок активно усваивает и осваивает все достижения человечества. При этом он должен овладеть миром предметов, действиями, совершаемыми с их помощью, языком, отношениями между людьми, развить мотивы деятельности, вырастить способности, и все это при непосредственной помощи взрослых. В основном, с этого периода начинает возрастать самостоятельная активность ребенка. Воспитание детей детсадовского возраста должно быть направлено на овладение ими сложными движениями, формирование элементарных гигиенических, культурных и трудовых навыков, развитие речи,

формирование первых зачатков общественной морали и эстетического вкуса. По мнению известного российского педагога Лесгафта, период детсадовского возраста человека — это этап, на котором у детей формируются образцы черт характера и закладываются основы нравственного облика.

Одной из ярких особенностей детей детсадовского возраста является их подвижность и подражательность. Основной закон природы ребенка можно выразить так: ребенку требуется непрерывная деятельность, но он устает не от результата деятельности, а от ее однообразия и хроничности.

Через взаимоотношения со взрослыми и сверстниками ребенок начинает знакомиться с моральными нормами, пониманием людей, а также с положительными и отрицательными установками. Дошкольник теперь хорошо владеет своим телом. Его движения координируются. В этот период у ребенка начинает бурно развиваться речь, он испытывает потребность закреплять то, что знает, в связи с приобретением нового, для детей этого возраста характерно снова и снова прослушивать знакомую сказку и не надоедать ей.

Потребности и интересы дошкольников стремительно растут. В период от 3 до 7 лет основная деятельность детей проходит в следующей последовательности:

- изучение предметов; -индивидуальные сюжетные игры, коллективные сюжетно-ролевые игры; -индивидуальное и групповое творчество;
- соревновательные игры; -коммуникативные игры; -выполнение домашних заданий.

В связи с тем, что дошкольники уже в некоторой степени овладели речью и чрезвычайно подвижны, у них возникает потребность в общении со взрослыми и близкими им сверстниками. Они начинают стремиться к

отношениям в более широком круге, чем в узком. Они теперь стараются играть в команде со своими товарищами по детскому саду и с детьми из соседских семей. Повышается потребность все знать. Еще одна сильная потребность, заложенная в природе ребенка детского сада, — это его стремление видеть все новым и узнавать о нем во всех его аспектах. Интерес играет значительную роль в жизни дошкольников и их психическом развитии. Интерес, как и потребность, является одним из мотивирующих факторов занятия ребенком какой-либо деятельностью. Поэтому интерес можно назвать сложным психическим явлением, связанным с процессом познания. Значение интереса в развитии ребенка заключается в том, что ребенок стремится как можно глубже познать то, что ему интересно, и не скучает заниматься тем, что ему интересно, в течение длительного времени. Это, в свою очередь, способствует развитию и укреплению у ребенка таких важных качеств, как внимание и сила воли. Музыка, как вид художественно-творческой

деятельности, также имеет большое значение в психическом развитии детей 3-7 лет. С помощью музыки дети учатся петь песни и выполнять ритмические движения под мелодию музыки. В процессе дошкольного образования, помимо интеллектуального воспитания детей, необходимо подготовить их к школьному обучению с волевой и эмоциональной точки зрения. С поступлением в школу у детей формируются личностные качества, самосознание, навыки самоуправления. Развитие личности ребенка, а также формирование у него нравственного и социального поведения было заложено греческим ученым Протагором. По его мнению, в обществе существует понятие добра и зла, добродетели и порока. Поэтому необходимо воздействовать на личность ребенка, вести общение в нравственном контексте, формировать навыки и умения преодолевать жизненные

трудности. Цель такого воздействия, по его мнению, не только повысить моральные устои у человека, но и помочь ему адаптироваться к тем социальным условиям, в которых он живет. По его мнению, социальное воздействие, направленное на естественное развитие психики ребенка без цели, не будет способствовать его социализации. В это время старым

Действительно, государственные требования к развитию детей дошкольного возраста по направлению «Речь, общение, навыки чтения и письма» предусматривают показатели развития речи и языка у ребенка.

По мнению известного арабского ученого Ибн Рушда, между организмом и органами чувств, чувствами и мышлением существует связь, а в душе человека происходят присущие ему процессы. Как целитель, Ибн Рушд, изучая тело человека и органы чувств, показывает, что восприятие окружающей среды напрямую зависит от особенностей нервной системы<sup>2</sup>. Б. Спиноза высказывает мысль о том, что целостность человека не является вопросом взаимной духовной и физической зависимости, а служит основой для понимания окружающей среды. Декарт и Спиноза выдвигают признание реальности как отдельного метода и рациональной чувствительности, которая осуществляется путем

непосредственного достижения истины. Интуиция приводит к общему пониманию существующего состояния, характеристик и ситуаций объектов. Когда человек понимает себя, он также понимает окружающий его мир, и правила сердца и души, а также человеческого тела одинаковы.

По мнению Дж. Локка, психика ребенка формируется только в течение жизни. Он придает особое значение воспитанию. Знания и умения взрослых не даются им в готовом виде, они являются результатом воспитания,

формируются в результате интеллектуального и духовного отношения взрослых к ребенку. Локк приходит к выводу, что все знания у человека накапливаются на основе чувственного опыта. Он делит чувственный опыт на два вида: размышление и ощущение. Оба процесса служат основой знаний о внешнем мире. Ощущение — это не только первый шаг в понимании, но и единственный способ открытия знаний о внешнем мире, единственный канал общения с человеком. Органы чувств человека дают подробную информацию о предметах и вещах, окружающих нас людей. Локк утверждал, что знания о видах предметов и вещей, общих правилах природы, морали являются результатом логических операций, являются обобщением знаний, полученных в результате опыта. Английский психолог Дэвид Хартли считает, что возможности воспитания в формировании психики на протяжении жизни, влияние на процесс психического развития ребенка поистине безграничны. Развитие психики человека и формирование поведения должны основываться на использовании усвоения знаний в воспитании детей. Потому что от того, о чем ребенку рассказывают окружающие, зависит их будущее. Поэтому то, как ребенок растет, как он мыслит и ведет себя, зависит только от взрослых<sup>4</sup>.

## **Выводы и предложения.**

Исходя из вышеизложенных соображений, можно сделать вывод, что содержание образования детей дошкольного возраста должно заключаться в следующем:

1. Ориентация на взаимодействие ребенка с окружающим его миром предметов и явлений в процессе развития.
2. Именно в этот период у детей формируются трудовые и культурные

навыки, развивается речь и общение, формируются первые зачатки общественной морали и эстетических чувств.

3. Учитывая большую роль интереса в психическом развитии детей, побуждать их заниматься какой-либо деятельностью, поскольку интерес подобен потребности.

4. Обеспечить выполнение детьми практических действий в игровой деятельности и формирование умений и навыков.

5. Эффективно организовать музыкальное воспитание, которое является одним из видов художественно-творческой деятельности в умственном развитии детей 3-7 лет.

6. Развивать мышление у дошкольников и, как следствие, формировать навыки самостоятельного мышления и самосознания.

7. Воспитывать у детей духовные чувства, чувство общности, дружбы и коллективизма.

Для организации качественного образования в дошкольном образовании от воспитателей требуется высокое педагогическое мастерство, и мы предлагаем им следовать следующим рекомендациям:

- быть спокойными и сдержанными в отношениях с ребенком;
- реализовывать интегративный подход к формированию представлений ребенка об окружающем мире;
- эффективно использовать современные технологии в обучении;
- развивать логическое мышление детей, а также их творческие способности;
- использовать дидактические игры и упражнения, развивающие речь и мышление детей, а также пространственное воображение.

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## FRAZEOLOGIZMLARNING SEMANTIK XUSUSIYATLARI

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**Annotatsiya:** Ushbu maqolada frazeologik birliklarning semantik xususiyatlari, ularning leksik-semantik jihatdan bir butun bo'lishi, shuningdek, ko'chma ma'no kasb etish xususiyatlari va milliy-madaniy omillar bilan bog'liqligi tahlil qilinadi hamda asosli fikrlar bilan yoritiladi.

**Kalit so'zlar:** frazeologizm, semantika, ko'chma ma'no, obrazlilik, til birliklari, frazeologiya.

Nutqning boyligi, uning ifoda imkoniyatlari ko'p jihatdan frazeologik birliklar orqali namoyon bo'ladi. Frazeologizmlar og'zaki va yozma nutqning ifoda vositasi sifatida kishilarning dunyoqarashi, tafakkuri, madaniyati bilan bevosita bog'liqdir. Ularning semantik xususiyatlarini o'rganish tufayli tilning ichki qonuniyatlari va xalq tafakkurining aksini ko'rish mumkin.<sup>1</sup>

“Frazeologiya” atamasi yunoncha “frama” (phrasis – ifoda, nutq o'rami)<sup>2</sup> so'zidan olingan bo'lsada, bu atama turlicha ma'nolarni ifodalash uchun xizmat qiladi. Shu sababdan frazeologiya atamasi tilshunoslikda ikki ma'noda qo'llaniladi: tildagi mavjud frazeologik birliklarning jami ma'nosida hamda shunday birliklarni o'rganuvchi soha ma'nosida. Demak, frazeologiya iboralar haqidagi ilm demakdir. Tilshunoslikning boshqa sohalari singari frazeologiya ham o'zining shakllanish va taraqqiyot bosqichlariga ega. Frazeologizmlar kelib chiqishi jihatdan juda qadimiy bo'lsa-da, frazeologiya fani qariyb ikki yuz yilni o'z

<sup>1</sup> Mahmudov N. va boshqalar. “Hozirgi o'zbek adabiy tili”, T.: O'qituvchi, 2006

<sup>2</sup> Abdullayev A. Frazeologizmlarning ekspressivlik xususiyati. - T.:OTA. 1976. 5-son.

ichiga oladi. Frazeologiya ilmining asoschisi shveytsariyalik olim Sharl Balli hisoblanadi. U o'zining "Frantsuz stilistikasi" (1909) nomli asarida so'z birlashmalari, ya'ni frazeologik birliklarni tadqiq etuvchi maxsus boblar kiritgan. Ferdinand de Sossyur esa sintagma, uning belgilari haqida o'z qarashlarini bayon etgan. Tilda shunday tayyor birliklar borki, ularning lisoniy tabiati, ma'nosi va sintaktik xususiyatidan kelib chiqib bunday birikmalar tayyor holda, an'anaga ko'ra qo'llanadi, degan edi.

Frazeologik birliklarning asosiy belgilaridan biri – semantik yaxlitlikdir. Ya'ni, frazeologizm tarkibidagi so'zlar o'zining bevosita lug'aviy ma'nosida emas, balki umumiy ko'chma ma'noda qo'llanadi. Masalan, tilini yutib yubordi frazeologizmi "hayratdan, qo'rqib gapira olmay qolmoq" ma'nosini bildiradi. Bu yerda til va yutmoq so'zlari o'z ma'nosini yo'qotib, butun birlik sifatida yangi ma'no kasb etadi.<sup>3</sup>

Tilshunoslik bo'limi sifatidagi frazeologiyaning asosiy diqqat e'tibori frazeologizmlar tabiatini va ularning kategorial belgilarini o'rganishga, shuningdek, frazeologizmlarning nutqda qo'llanish qonuniyatlarini aniqlashga qaratiladi. Frazeologiyaning eng muhim muammosi frazeologizmlarni nutqda hosil qilinadigan (ya'ni avvaldan tayyor bo'lmagan) so'z birikmalaridan farqlab, ajratib olish va shu asosda frazeologizmlarning belgilarini aniqlashdir. Idioma frazeologizmlar, frazeologik birikmalar va barqaror jumlarlar (maqol va matallar) o'rtasidagi muayyan tafovutlarga qarab ko'plab tadqiqotchilar frazeologiyani 2 xil: tor va keng ma'noda tushunadilar. Uni keng ma'noda tushunganda, frazeologiya doirasiga maqol va matallar, folklorga xos barqaror jumlarlar, ba'zi muloqot shakllari (salomlashish, xayrlashish jumalari) ham kiritiladi. Lekin bu masala, ya'ni frazeologiyani keng ma'noda tushunish masalasi hanuz munozarali bo'lib qolmoqda.

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<sup>3</sup> Jumayev A. "Frazeologiya va uning nazariy asoslari", T.: Fan, 1990

Frazeologiyaning asosiy vazifalari yoki masalalari: frazeologik tarkibning izchilligini aniqlash va shu munosabat bilan frazeologizmning belgi(lik) xususiyatini o'rganish; frazeologizmlar omonimiyasi, sinonimiyasi, antonimiyasi, polisemiyasi va variantdorligini tavsiflash; frazeologizmlar tarkibida qo'llanuvchi so'zlar va ularga xos ma'nolarning o'ziga xos xususiyatlarini aniqlash; frazeologizmlarning so'z turkumlari bilan o'zaro munosabatlarini oydinlashtirish; ularning sintaktik rolini aniqlash; frazeologik birliklar tarkibida so'zlarning yangi ma'nolari hosil bo'lishini o'rganish va boshqa frazeologik birliklarni ajratish prinsiplarini, ularni o'rganish, tasniflash va lug'atlarda tavsiflash metodlarini ishlab chiqadi. Frazeologiyada ishlab chiqilgan o'ziga xos, xilma-xil metodlar asosida tilning frazeologik tarkibi turlicha: struktursemantik, grammatik vazifaviy-uslubiy asoslarga ko'ra tasnif etiladi. Struktursemantik tasnif prinsipi asosiy hisoblanadi.<sup>4</sup>

Bugungi kun tilshunosligida frazeologik birliklarning rivojlanishini madaniy jihatdan o'rganishi til va madaniyat o'rtasidagi munosabatni ko'rsatadi, chunki turg'un iboralar tilning boshqa lingvistik birliklariga qaraganda xalq hayoti bilan bog'liqdir. Ular ko'p asrlik hayotiy tajribalar, hozirgi kungacha davom etib kelayotgan an'ana va marosimlar asosida shakllangan. Shunday qilib, aqliy fazilatlar aniq seziladi. Ayniqsa, frazeologik birliklar tarkibida onomastik komponentlar mavjud bo'lganda, bu xususiyat yanada yorqinroq namoyon bo'ladi. Sababi, onomastik pirlklar xalqning o'tmishi bilan bugungi hayotini bog'lovchi ko'prik bo'lib qolgan Binobarin, turli tizimli tillardagi frazeologik birliklarni, ularning etimologiyasi, tuzilishi, semantikasini alohida o'rganish, tasnifini yaratish

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<sup>4</sup> Babkin A. M., Russkaya frazeologiya, razvitiye i istochniki. L., 1970; Vinogradov V. V., Osnovnie ponyatiya russkoy frazeologii kak lingvisticheskoy dissiplini, v yego knige: Izbrannie trudi, t. 3. Leksikologiya i leksikografiya, M., 1977; Bibliograficheskiy ukazatel literaturi po voprosam frazeologii, vip. 3—4, Samarkand, 1974—76; Rahmatullayev Sh., O'zbek frazeologiyasining ba'zi masalalari, T., 1966; Rahmatullayev Sh., O'zbektilining izohli frazeologik lugati, T., 1978.

tilshunoslikning muhim vazifalaridan biridir.<sup>5</sup>

Frazeologik iboralarning turli xil xususiyatlarini tashqi shaklga qarab tasnif qilish orqali ham aniqlash mumkin. Frazeologik birikmalar asosan soʻzlar birikmasidan iborat, boshqacha aytganda, frazeologizmlar tilning alohida birligi boʻlib, tuzilishiga koʻra erkin bogʻlanma yoki gapga teng, toʻliq yoki qisman semantik qayta shakllangan obrazli, turgʻun soʻz birikmalarini oʻz ichiga oladi. Frazeologizmlarning aksariyati ingliz tilida ham, boshqa xildagi tillarda ham xalq tomonidan yaratilgan, ularning mualliflari maʼlum emas, kelib chiqish manbalari aniq emas. Shu maʼnoda frazeologik olim A.V.Kunin ingliz tili frazeologizmlarining koʻpchiligining muallifi nomaʼlum boʻlib, ular xalq tomonidan yaratilgan degan fikrlarni asosli ravishda koʻrsatib oʻtgan. Ammo baʼzi frazeologik birliklarning kelib chiqish manbalarini aniqlash mumkin. Shu maʼnoda frazeologiya tilning umumiy tizimiga kiruvchi mikrosistema boʻlib, bu tizim oʻzida oʻtmish merosini, qadriyatlarini aks ettiradi, avloddan avlodga oʻtadi. Tizimni tashkil etuvchi frazeologik birliklarning koʻpchiligi maʼlum tilning boyish manbayidir. Frazeologik tizimni frazeologik birliklar, ularning asosiy komponentlari oʻrtasidagi munosabatni tashkil etadi. Frazeologizmlar birdan ortiq soʻzlardan tashkil topgan, maʼno va shakl jihatdan turgʻun boʻlgan soʻzlar bogʻlanmasidir. Frazeologizmlar koʻchma maʼnoda, obrazli ifodalarda qoʻllaniladi hamda tarixiy qoʻllanish meʼyorlariga, usullariga ega boʻlib, ularning maʼnosi muayyan nutq jarayonida oydinlashadi. Frazeologizmlar soʻz birikmasi yoki gap shaklida boʻlsa ular nutq birligi boʻlgan gaplardan farq qiladi. Ular lugʻaviy birlik sifatida koʻp jihatdan soʻzlarga yaqin turadi, soʻzlarga xos boʻlgan juda koʻp xususiyatlar frazeologizmlarga ham xosdir.

Tilshunoslikda frazeologik birliklar talqinida boʻlgan munosabat ushbu fan rivojlanishining chuqur ildizlariga borib taqaladi. Frazeologiya oʻrganish

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<sup>5</sup> Kharatova, S. K., & Ismailov, T. X. O. G. L. (2022). Use of innovative technologies in the educational process. *Science and Education*, 3(3), 713-718

predmeti frazeologizmning tabiati va substansional xususiyatlari hamda ularning nutqda amal qilish qonuniyatidir. Leksikada bo'lgani kabi frazeologiyada ham lisoniy-semantik munosabat amal qiladi. Frazeologizmning semantik tuzilishi frazeologik ma'no (ma'nolar) va qo'shimcha ottenkalardan iborat bo'ladi.

Xulosa qilib aytganda, frazeologizmlar tilning boyligi, milliy tafakkurning mahsuli bo'lib, ularning semantik xususiyatlari tilshunoslikda muhim o'ringa ega. Ularni o'rganish orqali tilning obrazlilik darajasi, emotsional-ekspressiv imkoniyatlari va milliy mentalitetning tilda qanday aks etishi chuqurroq ochib beriladi. Yuqoridagi ma'lumotlardan shuni anglashimiz mumkinki, frazeologizmda uslubiy bo'yoqdorlik va rang-baranglikdan tashqari ma'lum bir lisoniy-semantik munosabat amal qiladi. Shunday qilib, frazeologiyaning alohida fan sifatida tan olinishi bir necha bosqichlarni bosib o'tgan bo'lsa-da, hozirda frazeologiya o'zining ichki tuzilishi-yu, tadqiqot masalalariga ega bo'lgan alohida tilshunoslik bo'limi sifatida shakllanib bo'ldi. Frazeologizmlarning turli tillardagi qiyosiy tahlili, zamonaviy tilshunoslik yo'nalishlari bo'yicha frazeologik birliklarni tillar kesimida ko'rib chiqish, ularni tashkil etuvchi komponentlariga ko'ra semantik, semantik-stilistik xossalarini aniqlash va yoritish masalalari aynan shunday, o'z yechimini topmagan muammolar qatorida turibdi.

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**“TUHFAT UL-OBIDIN VA ANIS UL-OSHIQIN” BAYOZI  
TARKIBIDA KELTIRILGAN MUQIMIY VA HAZINIY IJODIGA  
MUXTASAR TAVSIF.**

**Jo‘rayeva Nargiza Rafiq qizi**

Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va  
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**Annotatsiya.** Matn bu qimmatli tarixiy asos va qo‘limizdagi bayoz o‘zining hali hech kim tomonidan ishlanmaganligi va unda berilgan Haziniy va Muqimiy ijodi namunalari o‘zidan oldin amalga oshirilgan tabdil namunalari bilan butunlay o‘xshamasligi bilan ajralib turadi. Bayoz tarkibida keltirilgan Haziniy ijodi namunalari esa uning hozirda bizda mavjud Devonini qayta ko‘rib chiqish va qayta nashr qilish uchun yetarlicha sabab topib bera oladi deya olamiz.

**Kalit so‘zlar:** Bayoz, Muqimiy, Haziniy, litografiya, toshbosma, muxammas, murabba, g‘azal, Sharif Yusupov, G‘ulom Karimov

**Аннотация.** Текст представляет собой ценную историческую основу, а баяз, находящийся в наших руках, отличается тем, что над ним еще никто не работал, а приведенные в нем примеры творчества Хазини и Мукими совершенно отличны от примеров осуществленных преобразований. перед этим. Можно сказать, что примеры творчества Хазини, включенные в «Байоз», являются достаточным основанием для того, чтобы пересмотреть и переиздать его «Девон», который у нас имеется в настоящее время.

Ключевые слова: Байоз, Мукими, Хазини, литография, литография, мухамас, мурабба, газель, Шариф Юсупов, Гулам Каримов

**Abstract:** The text is a valuable historical basis, and the bayaz in our hands is distinguished by the fact that it has not been worked on by anyone yet, and the examples of Khazini's and Muqimi's work given in it are completely different from

the examples of transformations carried out before it. We can say that the examples of Khazini's work included in Bayoz are enough reasons to revise and republish his Devon, which we currently have.

Key words: Bayoz, Muqimi, Hazini, lithography, lithography, mukhamas, murabba, ghazal, Sharif Yusupov, Ghulam Karimov

O'zbek adabiyoti tarixida eng dolzarb va murakkabliklarga to'la bo'lgan davr XIX asr oxiri va XX asr boshlari hisoblanadi. Shunga qaramay, ushbu vaqt mobaynida boshqa davrlarda bo'lgani kabi o'z davrining yetuk va qalami o'tkir shoirlar, xususan, Muqimiy, Huvaydo, Shavqiy, Haziniy, Kamiy, Miskinlarning ijodi o'ziga xosligi bilan ajralib turadi. Ushbu davrda yuz bergan ijtimoiy-siyosiy, madaniy o'zgarishlar o'zbek adabiyotiga ham o'z ta'sirini ko'rsatmasdan qolmaydi va o'zbek adabiyotiga yangi rux, yangi mavzular kirib keldi, va aynan shu davrda yig'ilgan to'plamlar, bayozlar tarkibida, nafaqat yuqorida sanab o'tgan shoirlarimiz ijodiga oid she'rlar, balki yana ko'pchiligimizga hali tanish bo'lib ulgurmagan shoirlar Hoji Sobir, Vasliy, Shahdiy, Muxlis, Digar, Obid Namangoniylarning muxammas, g'azal va fardlari ham o'z o'rnini topgan. Ushbu kichik maqolada biz aynan ana shu bayoz tarkibida salmoqli o'rin egallagan Haziniy ijodi namunalari va uning 1999-yilda filologiya fanlari doktori, professor Sharif Yusupov maxsus muharrirligi ostida Ahmadjon Madaminov va Otabek Jo'raboyevlar tomonidan nashrga tayyorlangan "Devon" tarkibini butunlay yangilash ehtiyojini beradigan misollar bilan murojaat qilmoqchimiz.

Ushbu davrda chop etilgan toshbosma bayozlar qatorida qo'limizdagi bayoz hali o'rganilmagan va u, bizga ma'lum bo'lishicha, "Tuhfat ul-obidin va anis ul-oshiqin" deb nomlangan. Bayoz hijriy 1326-yil, milodiy 1908-yilda Toshkentda Mulla Hasan Orifjonov litografiyasida chop etilgan. Uning tarkibida 71-betda Muqimiy ijodiga oid birgina she'r kiritilgan. Ushbu she'r qish faslida o'sha davrning odamlarining joniga ora kirgan sandal, ya'ni tancha haqidagi she'r bo'lib u quyidagicha berilgan:

Qish-u sovuqlarda ajab oromi jonim sandali  
Xohishi tab'i hama piru javondur sandali.  
Ko'chadin kelsang, oluv qo'yniga titrab-qaltirab,  
Ota-u mushfiq anodin mehribondur sandali.  
Qor-u bo'ron kelsa lashkar tortibon el qasdida,  
Pahlavon o'chog'imiz sohibqirondur sandali.  
O't solib yotgan kishig'a avval oxshom to sahar,  
Lahat go'yo oq badani tanti juvondur sandali....

Muqimiy ijodiga mansub ushbu "sandal" radifli g'azal aynan qo'limizdagi bayozda to'liq holicha yetib kelmagan. Bilishimizcha, ushbu hajviy she'r ilk bor filologiya fanlari nomzodi Ahmadjon Madaminov tomonidan 1997-yil nashrga tayorlangan "Yangi bayoz"da e'lon qilingan, ammo qiziq tomoni shundaki ushbu tabdildan olingan boshqa namunalarda, xususan, Muqimiyning 2021-yilda chop etilgan "To'la asarlar to'plami"da va undan avvalgi ikki "Saylanma"sida berilgan variantlarida uning to'rtinchi bayti, ya'ni:

O't solib yotgan kishig'a avval oxshom to sahar,  
Lahat go'yo oq badani tanti juvondur sandali...

Bayti uchramaydi. Afsuski qo'limizdagi qo'lyozmadagi ikki betning bizgacha yetib kelmagani bizga qolgan baytlar ( balki yana yangilari bo'lishi mumkin) yetib kelmagan. Ammo Muqimiyning 2021-yilda chop etilgan "To'la asarlar to'plami"da berilgan namunasida biz ushbu she'rning qisman to'liq variantini ko'rishimiz mumkin:

Qish, sovuqdarda ajab oromi jondur sandali,  
Xohishi tab'i xama piru javondur sandali.  
Ko'chadin kelsang, olur qo'yniga, titrab-qaltirab,  
Otau mushfiq anodin mexribondur sandali.  
Qoru boron kelsa lashkar tortibon el qasdida,  
Paxlavon o'chog'imiz, soxibqirondur sandali.

Qab-qaro qilmay tutunlik o't bilan, yaxshi tutung,  
Necha kun fasli zimiston mexmondur sandali.  
Yotsangiz issiqina sovuq havolarda agar,  
Esga kelmas ochligingiz, oshu nondur sandali.  
Qish aduvsi gar shabixun ursa mardum joniga,  
Safshikan el jonibidin qaxramondur sandali.  
Bo'lsa mirboqi qovun birla, Muqimiy, o't baland,  
Rohati tan, moyai ruxi ravondur sandali.[3: 288]

Albatta, solishtirganda ancha farqlar uchraydi, masalan "Saylanma" dagi ilk misrada "oromi jondur" bo'lib kelgan bo'lsa bunda "oromi jonim" kabi holatlar. Muqimiyning "Bog' aro" nomli kitobida ham ushbu lirik she'r aynan to'rtinchi misrasi keltirilmaganligini ko'rish mumkin.[5] Bundan xulosa qilinadiki bayozdagi bu ikki berilgan misra butunlay yangi topilma sifatida e'tirof qilish mumkin. Muqimiyning ushbu she'ri uning boshqa lirik she'rlari, xususan, "Ot", "Hajvi ot", "Aroba", "Aravang", "Loy" deb nomlangan boshqa she'riy namunalariga ma'noviy jihatdan juda yaqin va unda qisman satirik ruh yashiringanligini ko'rish mumkin.[6:402-414]

Bizda mavjud bayozda Muqimiyning faqatgina ana shu she'ri berilgan va toshbosmadagi boshqa ijodkorlarning she'rlariga to'xtaladigan bo'lsak, kitobning katta qismi Haziniy ijodi namunalari bilan to'ldirilgan. Uning quyidagi ijod namunalari berilgan va birma bir uning filologiya fanlari doktori, professor Sharif Yusupov muharrirligi ostida nashrga tayyorlangan 1999-yildagi "Devoni"da keltirilgan namunalarini solishtirib keltirib o'tamiz. Bayozning 46-betida quyidagi murabba berilgan;

Mustafog'a ( devonda Mustafoga shaklida kelgan) dunyo vafo qilmadi,  
Zikriyoga dunyo vafo qilmadi,  
Anbiyoga dunyo vafo qilmadi,  
Avliyoga dunyo vafo qilmadi.

Abu Bakru Umar, Usmon, Alini,[2:46]

Zuhra birla Hasan, Husayn Valiyni,

Ayni shu misrada “birla” so‘zi devonda “ilan” shaklida kelgan, boshqa manbalarda, xususan, ziyouz.com internet sahifasidagi Muqimiy she’rlaridan keltirilgan namunalarda “birlan”bo‘lib kelgan)[7]

Oldi ajal barcha mursal-nabini, (Devonda “nabiyni” )

Murtazoga dunyo vafo qilmadi.

Qayon ketti o‘ttuz uch ming sahoba?!

Kim, yuttilar hasrat birla xunoba, ( Devonda “ Ketti alar hasrat, dili xunoba)

Dunyo erur bir raboti ( Devonda ko‘hmayi) xaroba,

Rahnomaga dunyo vafo qilmadi.

G‘avsul A‘zam avliyolar rahbari,

Ul Muhammad ummatini sarvari, (Devonda Alhamdulillah kabi berilgan, albatta bu xato variant bo‘lsa kerak, chunki boshqa manbalarda bu “Ul Muhammad ummatini g‘amxo‘ri” kabi holatlar ham uchraydi).

Masihoga jon bag‘ishlar guftori,

Devonda “ Masihodek jonbaxsh erdi kabi berilgan. Keyingi misra biroz g‘alati berilgan.

Matkag‘a ( Boshqa manbalarda Muttaqog‘a deyilgan bo‘lsa Devonda Muttakoga deyilgan) dunyo vafo qilmadi. Mana shu yerga kelganda Bayozda to‘liq to‘rt qator misra tushirib qoldirilgan. Bu yerda Devonda keltirilishicha quyidagi misralar berilgan:

Majnun o‘tti, kuyib ishq Layloda

Farhod-Shirin, Vomiq ko‘ngli Uzroda,

Muhabbati San‘on qizi Tarsoda,

Jonfidoga dunyo vafo qilmadi.

Tohirni ko‘r, Zuhroga dil bog‘ladi,

Ishq o'tig'a yurak-bag'rin dog'ladi,  
Tig' ustida o'lmoqlig'in chog'ladi,  
(Devonda Tiyg' ostida o'lmoqliqni chog'ladi)  
Ul shahloga ( Devonda " Bevfoga" ) dunyo vafo qilmadi.[1:47]  
Ul Mavlaviy Jomiy bilan(Devonda dedi ) Hamdamim,  
Mirzo Husayn der erdilar mahramim,  
Bahrom aytur, dilu jon-Gulandomim,  
Haziniyga dunyo vafo qilmadi.

Maqta Xaziniy devonidagi variantiga butunlay o'xshamaydi. Devonda maqta quyidagcha berilgan:

Haziniyman , Ibrohimdur suyganim,  
Purxatoga dunyo vafo qilmadi.

Keyingi she'ri " yig'lar" radifli g'azali bo'lib devonda 29-betda berilgan, bayozda 47-betda keltirilgan.

Sano aytib Xudog'a andalib suyi chaman yig'lar,  
Qayerda joyi maxfiy bo'lsa, ul aylab vatan yig'lar  
Judo bo'lsa kishikim Yusufidin piri Kan'ondek  
Firoq o'tig'a o'rtab, sokini baytul-hazan yig'lar.[4:29]

Ushbu g'azalni solishtirib unda unchalik katta farqlar ko'rmadik. Keyingi lirik namunalarning tahlillariga yuzlanadigan bo'lsak, navbatdagi namuna muxammas bo'lib, u " Voy, xor o'ldi shariat , dinimiz bo'ldi g'arib " deya boshlanadi[1:48]

Voy, xor o'ldi shariat, dinimiz bo'ldi g'arib,  
Bu nechuk turfa alomat, dinimiz bo'ldi g'arib,  
Ye yaqindurmu qiyomat? Dinimiz bo'ldi g'arib,  
Ko'p rivoj oldi sharorat, dinimiz bo'ldi g'arib,  
Barchadin ketti adolat, dinimiz bo'ldi g'arib.

Tavba denglar, ey birodarlar, turub shomu sabo,

Aylashib zoru tazarru'lar, tilang haqdin pano,  
Doimo toat-ibodatda bo'lub, aylang duo,  
Shoyad etsa rahm rabbim podshoh, bizlar gado,  
Jurm etib, qilmay nadomat, dinimiz bo'ldi g'arib.

Xonaqoda zikri haq mone', sharorat oshkor,  
Barcha kaslar hama rohatda, nedin , xoja xor,  
Devonda "Barcha nokaslar hukumatda sayyiddur, xoja- xor" shaklida  
berilgan[4:

Kimda dunyo bo'lsa, holo xalq ichra e'tibor,  
Olimu shayxi zamon xilvatda yig'lar zor-zor,  
Jorii bo'lmasdin shariat, dinimiz bo'ldi g'arib.

Yaxshilarga sabr qilmakdin bo'lak yo'qtur iloj,  
Bu na mushkuldur, musulmonlar berur dushmang'a boj( Devonda mushrikka  
)

Turmayin Farg'ona ichra emdi, Baytulloga qoch,  
Qilmayin bir dam nadomat, dinimiz bo'ldi g'arib.

Devonda ayni shu misra quyidagicha berilgan. Balki toshbosma o'yilayotgan  
vaqtda bu so'z ko'chirayotgan inson tomonidan o'zgartirilgandir.

Jurm etib, qilmay nadomat, dinimiz bo'ldi g'arib,

Har qayonda bo'lsa, donolarni dillari ( devonda holo bag'ri shaklida berilgan)  
qon,

Bu falak raftori kaj dastidin aylarlar fig'on,  
Qo'l yaqoda, tavba deb aylang .yana piru javon, Devonda "pir-u juvon"  
Bexabar turma, Haziniy, anqarib oxir zamon,  
Vodarig'o, bu na hikmat, dinimiz bo'ldi g'arib.

Haziniyning yana bir ijodi namunasi muxammas janrida bo‘lib, ushbu she‘r bayozda 50-betda berilgan, devonda esa 135-betda berilgan. Shuningdek, uni boshqa manbalarda va bayozlarda, toshbosmalarda ham uchratish mumkin. Ushbu muxammas bayozda:

Fikr birla aylagil shafqat o‘lumdin ilgari, deya boshlangan, ammo devonda “Pirga qil, ey odamiy, bay’at o‘limdin ilgari” deya boshlanadi.

Dargohiga aylagil xizmat o‘lumdin ilgari, Keyingi ikki misra devonda almashtirib berilgan va bayozda jurm etgoningga deyilgan bo‘lsa, devonda “jurm-u isyoningga” deyiladi

Jurm etgoningga qil hasrat o‘lumdin ilgari,  
Ro‘zu shab tangriga qil toat o‘lumdin ilgari,  
Manzilingni aylagil jannat o‘lumdin ilgari.

Jon amonatdur jasad ichra,(devonda negadir “bil” degan so‘z qo‘shilgan)  
g‘animat — zindalik,

Tangriga purgiry bo‘lgil, bo‘lmagil ko‘p xandalik, (shu qator devonda “Tangrining farmoni –giry” deb berilgan)

Ro‘zi mahsharda shaqovat xalq aro sharmandalik,( devonda: O‘yla , mahsharda mashaqqat, deyiladi)

Haq taologa qilinglar zindalikda bandalik, (devonda berilmagan)

Yelga dining bermagil — g‘aflat, o‘lumdin ilgari. (devonda “ Diydaga yo‘l bermagin, g‘aflat o‘limdin ilgari”

Ey birodar, har kishi vaqti sahar bedordur,  
Haq taolo, bil, o‘shandog‘ bandasiga yordur,  
Toatini mizdig‘a jannat bilan diydordur,  
Haq taoloni rizosi sanga ko‘p darkordur,

Haq sani bandam desa, davlat, o‘lumdin ilgari. Devonda uchinchi va to‘rtinchi beshlik qatorlar o‘rni almashtirib berilgan, shuningdek “ toatini so‘zi “ toatimiz”

kabi

Bu o‘lum haq barchamizga, o‘ylagil, ey oshno,  
Bil, nazar qilg‘il, qayon ketti, (devonda o‘rni almashgan”qayon ketti, nazar  
qil” kabi) tamomi anbiyo,  
Bir nafas qo‘ymas jahon ichra, agar yetsa qazo.  
Hasrato birla ketarsan, mulku ashyo bevafo,  
Ol go‘ristonga borib ibrat o‘lumdin ilgari.

Pirga qo‘l ber boriyozat, ketmaynn ostonadin,( devonda chek riyozat)  
Pir misoli sham‘i ravshan, ( devonda sha‘mdur,sen ibrat ol) ibrat ol  
parvonadin,  
Yodi haq birla bo‘lub, saqla tiling afsonadin,  
Ket, Haziniy, ravzayi Ahmadga san Farg‘onadin,  
Dam g‘animat, aylagil hijrat o‘lumdin ilgari.

Xulosa o‘rnida yuqorida ta’kidlab o‘tganimizdek Bayoz mundarijasida  
berilgan shoirlardan biri bo‘lmish Haziniy ijodiga oid namunalar nihoyatda xilma-  
xil va janr xususiyatlari va mazmuni ham turlichadir, ammo biz bulardan bir  
nechtaginasinigina tahlil qilib o‘tdik. Keltirib o‘tilgan farqlar juda katta va  
e‘tiborga molikdir, shuning uchun bizda hozirda mavjud Haziniy “Devon”i qayta  
ko‘rib chiqilishga muxtoj deya hisoblaymiz. Ushbu “Devon” kelgusi yillarda qayta  
tahrirlangan holatda va mukammal ko‘rinishda chop etilishiga umidvormiz.

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SOCIAL FACTORS THAT PREVENT THE FORMATION OF THE  
IMAGE OF THE PERSONALITY OF A MODERN LEADER

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**Annotation.** This article will cover the image of the leader's personality, the shortcomings observed in the leader, the responsibility that the leader has to do before society, the life experiences of the leader's personality, the ability to apply personal experience in the work process, the problems that arise in leaders and their impact on the work process.

**Keywords:** leader, Qualification, Working regime, barriers, financial stability

СОЦИАЛЬНЫЕ ФАКТОРЫ, ПРЕПЯТСТВУЮЩИЕ  
ФОРМИРОВАНИЮ ОБРАЗА ЛИЧНОСТИ СОВРЕМЕННОГО ЛИДЕРА

**Аннотация.** В данной статье рассматривается образ личности руководителя, недостатки, наблюдаемые у руководителя, ответственность перед руководителями, работа, которую личность руководителя должна выполнять перед обществом, жизненный опыт личности руководителя, умение применять личный опыт в процессе работы, проблемы, возникающие у руководителей, и их влияние на рабочий процесс.

**Ключевые слова:** руководитель, квалификация, режим работы, препятствия, финансовая стабильность.

ZAMONAVIY RAHBAR SHAXSINING QIYOFASINI  
SHAKLLANTIRISHGA TO'SQINLIK QILUVCHI IJTIMOIIY OMILLAR

**Izoh.** Ushbu maqolada rahbar shaxsining qiyofasi, rahbarda kuzatilgan kamchiliklar, rahbar shaxsining oldida turgan vazifalar, rahbar shaxsining jamiyat oldida bajarishi kerak bo'lgan ishlar, rahbar shaxsining hayotiy tajribalari, shaxsiy tajribani ushbu sohada qo'llash qobiliyati yoritilgan. ish jarayoni, yuzaga keladigan muammolar

**Kalit so'zlar:** rahbar, malaka, ish rejimi, to'siqlar, moliyaviy barqarorlik

Introduction. Management is one of the main fundamental concepts in the process of socialization. A leader is someone who leads people, inspires them, encourages them, takes responsibility for the results of common actions. To date, we come across many terms that govern, govern and govern, since the social marriage of many people is connected with this. But our goal is not to provide information about the leader, but to have obstacles that affect the development of the leadership trait and problems that are encountered in the person of the leader.

Scientists who have their place in the field of management M. Woodcock and D. Francis ' research lists a number of management bottlenecks. Inability to self-control. The daily life of the leader is full of tension, and this is its own in turn, a number of difficulties arise when working with employees.

The fact that the goal is not clearly expressed in the form of a leader's personality. This is expressed in the fact that the wind flow of an aimless person will continue to flow in this direction wherever it is directed. A huge number of solutions stand before the leader in the process of making each decision. And what is required of the leader is to be able to bring the most optimal solution, to ensure its implementation. In the person of the leader, the lack of a clear expression of the goal leads him to aimlessness, and in the person without a goal, there is also no concept of vahila Ma'suliat. The personality of the leader does not develop together with him, as long as he does not feel what success is. Not being able to approach the problem correctly. The inability of certain leaders to correctly assess the problem and act in a hurry results in a negative conclusion to the work. In it,

insufficient data collection in solving the problem, scheduling error, and inability to properly organize the control cause the problem to become more entangled. Inability to properly put communication with employees under the arm. In doing so, not having enough information about the management staff, not taking into account the needs of an employee, and not being able to properly organize communicativeness in the work process can also cause such problems. It is difficult to expect a cold attitude towards the work process between the head and the employees, who, of course, could not establish close communicativeness with their employees.

Misallocation of loads corresponding to the work potential of employees and this leads to a backlog of the work process. Because each employee approaches work with responsibility in a situation based on his own level of opportunity. In this case, what is required of the leader is that it is limited to being able to correctly assess and feel the work potential of each employee. With this, the goal of the leader's personality is to be able to correctly shape and ensure the stability of a healthy social environment in communities. This in turn requires a strong-willed mahorat. In a strong-willed person, responsibility, self-confidence, adequate self-esteem, toughness are also formed, and positive results are visible in any of the mistakes made. Rigidity as well as high self-confidence, and the level of personal motivation, in modern tilde, accelerates the coefficient of mobility. The strengths and weaknesses of managers were studied according to survey studies conducted by students of the Gellap inistituti. Of these;

Strengths:

- (a) truthfulness and fairness;
- b) getting along well with others;
- c) hard work;
- d) intellectual level;
- e) anticipating an economic activist;

f) leadership;

g) high level of Education;

Weak sides:

(a) the narrowness of the worldview;

b) inability to properly understand employees;

c) the difficulty of being able to come to terms with others;

d) indecision;

e) inability to show initiative;

f) adding From responsibility;

Of course not every person comes into this world as a perfect person. Even in controllers, controllability does not manifest itself. All managers have their own achievements and disadvantages. The most effective choice is to gradually change weak sides to strong ones .

The treatment culture of the leader increases the respect of employees for him, determines his position in the team. Problems encountered in his personal life also have a negative impact on managerial activity. Only a strong leader can do this in his place with a subjective approach to the matter. The role of the manager in front of society is to put effective management on the right path it consists in the regular provision of spiritual or material resources to society with an increase in the coefficient of work with obtaining. Order out of control of discipline. Orderly work will last for a long time. If the mode of operation cannot be properly distributed, then the time of work to be performed may be delayed.

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ENHANCING CRITICAL THINKING AND LANGUAGE COMPETENCE  
THROUGH PROBLEM-BASED LEARNING IN EFL CLASSROOMS

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**Abstract:** This paper explores the application of Problem-Based Learning (PBL) in English as a Foreign Language (EFL) classrooms, with a particular focus on its potential to foster critical thinking, learner autonomy, and language competence. Drawing upon constructivist theories and global educational trends, the article examines the theoretical foundations, pedagogical principles, and practical implications of integrating PBL into EFL instruction. Special attention is given to the context of Uzbekistan's evolving educational landscape, where PBL is emerging as a transformative approach amid ongoing reforms. The study highlights the role of educators as facilitators, the effectiveness of PBL in promoting real-world communication skills, and its alignment with communicative language teaching methodologies. It concludes with recommendations for implementing PBL in higher education and suggestions for further research.

**Keywords:** *Problem-Based Learning, EFL, critical thinking, constructivism, learner autonomy, communicative competence, language education reform, Uzbekistan*

Language learning is an inherently complex process that is influenced by numerous factors, including motivation, learning strategies, cognitive styles, and teaching methodologies. In recent years, there has been a growing interest in

exploring innovative approaches that enhance the efficacy of language acquisition. One such approach is Problem-Based Learning (PBL), which has garnered attention for its potential to transform traditional language teaching practices.

Problem-Based Learning challenges the conventional teacher-centered model by shifting the focus to student-centered learning, where learners are actively involved in the process of discovering solutions and constructing knowledge. This approach fosters critical thinking, enhances learner autonomy, and promotes the application of language in authentic contexts. With its emphasis on practical problem-solving and collaboration, PBL aligns closely with the communicative language teaching paradigm, which stresses the importance of using language for meaningful communication rather than just theoretical knowledge.

This research investigates the effectiveness of PBL in EFL classrooms, examining how this methodology impacts students' language acquisition, motivation, and ability to apply language skills in real-life scenarios. It also aims to explore how the PBL approach fosters critical thinking and problem-solving skills in EFL learners, preparing them for the challenges of using English in diverse social, academic, and professional contexts. Additionally, the research will analyze the role of the teacher in a PBL environment, focusing on how instructors can facilitate the learning process and guide students through complex, open-ended problems.

In Uzbekistan, the education system is currently undergoing significant reforms, with a growing emphasis on modernizing teaching and learning practices. As part of these reforms, there is a need to explore innovative approaches to EFL education that can enhance students' critical thinking skills and prepare them for success in a globalized economy. This research proposal aims to investigate the implementation of PBL to develop critical thinking skills among EFL students in higher education in Uzbekistan. The research will explore the effectiveness of PBL in the Uzbek EFL context, examining its impact on students' critical thinking skills,

attitudes, and perceptions.

Learning English is always a difficult process to most of the second language learners. Innovative ideas, interesting teaching materials, practicing and drilling learners for learning the second language should be done through infotainment ways. Students, especially from rural background, find it very difficult to read, write, and speak English even though they studied English as a second language from class I to class XII. These students do not have enough exposure to develop or correct their English extensively. To such students, teachers' role is predominant and teacher should use innovative teaching to make her students develop the second language learning process gradually. Language can be learnt only through practice. Practical knowledge of learning a language is an experimental approach for second language learners. Such learners should experiment their knowledge by communicating with others confidently. Their errors can be rectified or pruned through this practice. Teachers should develop students' confidence, independence, interest, and aid them to realize that their first language knowledge repository would be helpful to learn the second language confidently.

Problem-Based Learning (PBL) is another innovative method gaining traction in language education. PBL involves students working collaboratively to solve complex, real-world problems, thereby using language as a tool for problem-solving and critical thinking (Barrows, 1986). Hmelo, C. E., Gotterer, G. S., & Bransford, J. D found that PBL enhances student engagement and fosters the development of both language skills and critical thinking abilities. This approach aligns well with the constructivist paradigm, as it emphasizes active learning and knowledge construction.

The roots of PBL can be traced back to medical education in the 1960s, particularly at McMaster University in Canada. It was initially introduced as an innovative approach to better prepare medical students for the practical challenges they would face in clinical settings. Since then, PBL has been adopted and adapted

across various disciplines, including English as a Foreign Language (EFL) education.

There are various definitions of PBL across the academic literature, yet most agree on a few key principles. Savery (2006) defines PBL as "an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem." Similarly, Barrows and Tamblyn (1980), early pioneers of PBL, describe it as a student-centered pedagogy in which students learn about a subject through the experience of solving open-ended problems.

In the context of EFL teaching, PBL represents a shift from passive absorption of language rules to active engagement in real-world communication. Learners are placed in authentic scenarios that simulate situations they might encounter in everyday life or future professional settings. Through this process, they not only acquire linguistic skills but also develop the ability to use the language meaningfully and appropriately.

Problem-Based Learning (PBL) is a student-centered educational approach that places real-world problems at the heart of the learning process. Rather than passively receiving information from a teacher, students engage actively by exploring and solving complex, often ill-structured problems. The aim is not only to acquire subject knowledge but also to develop critical thinking, collaboration, communication, and self-directed learning skills.

The purpose of PBL is not simply to solve the problem, but to use the problem as a stimulus for learning. Through investigating the problem, students develop deep, transferable knowledge and skills. PBL encourages curiosity, independence, and the ability to deal with uncertainty—all of which are essential for success in academic, professional, and everyday contexts.

Problem-Based Learning (PBL) is a learner-centered instructional approach that uses real-world problems as the starting point for learning. Unlike traditional

methods that rely on direct instruction and emphasize memorization, PBL invites students to engage in inquiry, analysis, and collaboration in order to construct knowledge. It is grounded in the belief that meaningful learning arises when students actively participate in solving complex, authentic problems.

Different scholars have defined PBL in varying but complementary ways. According to Savery (2006), "PBL is an instructional and curricular learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem." This definition highlights the multidimensional nature of PBL, which involves not only content mastery but also the development of research and analytical skills.

Barrows (1996) described PBL as a "learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge." This definition reinforces the centrality of problems in directing and motivating the learning process.

In the context of language learning, PBL is seen as a methodology that aligns with communicative language teaching (CLT) principles, providing students with opportunities to use the target language in meaningful and practical contexts. In EFL classrooms, PBL offers a rich environment for practicing language skills in authentic contexts. Students might be given tasks such as designing a community project, planning a school event, or solving a real-life issue such as environmental pollution or cultural misunderstanding. Through these tasks, students use English not simply as a subject of study, but as a tool for communication and problem-solving.

The theoretical foundation of PBL is closely aligned with constructivism, a learning theory which posits that knowledge is constructed actively by learners through experience, social interaction, and reflection rather than being transmitted passively by teachers.

*Key contributors to constructivist thought have significantly shaped the principles of PBL:*

John Dewey (1938), a pioneer of progressive education, emphasized experiential learning, arguing that learners acquire knowledge most effectively when they are actively involved in real-life problem-solving. Dewey believed education should not be about mere transmission of facts but should cultivate critical thinking and social responsibility.

Jean Piaget (1950) focused on the development of cognitive structures, proposing that learners construct knowledge as they interact with their environment. In a PBL context, this supports the idea that students learn by exploring complex problems that require them to adapt and apply their understanding.

Lev Vygotsky (1978) introduced the Zone of Proximal Development (ZPD) and emphasized the role of social interaction in learning. In PBL, collaboration among peers and guidance from teachers (or facilitators) helps learners progress beyond what they could achieve independently.

Jerome Bruner (1961) advocated for discovery learning, where students build knowledge through exploration and problem-solving. Bruner's notion of the "spiral curriculum" also resonates with PBL, as students revisit key concepts through increasingly complex applications over time.

Language educators are encouraged to adopt PBL not as a replacement for traditional methods, but as a complementary strategy that enriches the learning experience and supports diverse learner needs. Moving forward, teachers should receive training on how to design PBL tasks that align with curricular goals and language objectives. Further research is also recommended to investigate long-term effects of PBL, its impact on speaking and listening skills, and its applicability in larger class settings or with learners of varying proficiency levels. By integrating PBL more broadly into language education, we can create more dynamic, learner-

centered classrooms that better prepare students for real-world communication and problem-solving.

In summary, Problem-Based Learning represents a fundamental shift in educational philosophy—from passive reception to active construction of knowledge. Defined by student autonomy, collaborative inquiry, and real-world relevance, PBL aligns closely with contemporary language teaching methodologies. In EFL classrooms, it provides a powerful framework for engaging students, enhancing communicative competence, and developing skills that extend beyond the classroom. As globalization increases the demand for proficient English users who can think critically and communicate effectively, the relevance of PBL in EFL education continues to grow.

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TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS  
USING CULTURAL IMMERSION TECHNIQUES

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**Abstract:** This article examines how cultural immersion methods can be used to teach foreign languages, especially to younger students. Teaching both language and cultural awareness becomes crucial as the demands of global communication increase. The theoretical underpinnings of cultural immersion are examined in this article along with its real-world classroom implementations. The emphasis is on how methods like storytelling, music, visual aids, theater, and technology help kids become more interculturally competent and improve their language skills. Teachers and legislators are given advice on how to successfully incorporate immersive tactics.

**Key words:** *cultural, immersion, language acquisition, young learners, storytelling, digital tools, intercultural competence.*

Being able to converse in multiple languages is now essential in the twenty-first century. Communication, however, encompasses more than just vocabulary and syntax; it also involves being aware of the cultural norms, beliefs, and actions that are connected to that language. This is especially true in the early years of education, when the groundwork for social and language abilities is laid. For young students, cultural immersion as a teaching strategy offers a promising way to increase the significance, interest, and efficacy of language acquisition.

A number of important educational theories serve as the foundation for cultural immersion. The sociocultural theory of Lev Vygotsky places a strong emphasis on how social interaction and cultural resources affect cognitive development. Vygotsky believed that the cultural context and surroundings had a significant impact on language acquisition. Another renowned academic, Claire Kramsch, contends that language and culture are inextricably linked. According to her theory

of the "third place" in language learning, students develop a hybrid cultural identity that combines elements of both their target and native cultures. In this way, rather than just teaching students facts, cultural immersion helps them create their own knowledge of cultural standards.

Cultural immersion is also supported by Jerome Bruner's constructivist theory. He thinks that when kids actively create meaning via experience, they learn the most. Role-playing and cultural events are examples of immersive activities that help learners develop an emotional and cognitive bond with the target language.

Young learners can be immersed in a foreign language and its related culture via a variety of methods. These methods can be modified to accommodate different age groups, skill levels, and educational environments.

- **Storytelling and Folklore:** Children can emotionally engage with the language through traditional tales from the target culture. Stories provide cultural insights, moral teachings, and a wealth of vocabulary. To make these tales come to life, educators can employ puppets, illustrations, and dramatization.

- **Songs, Rhymes, and Chants:** Learning a language can be aided by music. It helps with pronunciation, rhythm, and memory. Cultural songs provide students with an enjoyable and memorable introduction to customary holidays, greetings, and everyday language.

- **Role-playing and Simulation:** Students can practice vocabulary and phrases

in context by acting out real-life scenarios, like as going to a cultural festival or buying at a market. Additionally, it increases speaking fluency and confidence.

- **Cultural Corners and Visual Aids:** Adding maps, flags, and objects to classroom décor creates a continuous visual link to the target culture. Youngsters learn about the people, places, and symbols associated with the language they are learning.

- **Digital Tools and Multimedia:** Interactive games, songs, animated stories, and virtual field trips are all good ways to create a sense of immersion. Access to real resources, like kid-friendly TV series or instructive YouTube videos in the target language, is made possible by technology.

Even if a lot of the methods discussed are general, it's crucial to modify them for the particular educational setting. Foreign language instruction is a national priority in Uzbekistan, where new reforms have promoted more student-centered and communicative approaches. Additional classroom activities can be used to progressively introduce immersive approaches. For instance, elementary schools can set aside "Culture Days" where kids use projects and presentations to learn about various facets of a nation, such as its cuisine, holidays, language, and way of life. After-school activities and English clubs are also great places to use immersion techniques.

Additional classroom activities can be used to progressively introduce immersive approaches. For instance, elementary schools can set aside "Culture Days" where kids use projects and presentations to learn about various facets of a nation, such as its cuisine, holidays, language, and way of life. After-school activities and English clubs are also great places to use immersion techniques. The lack of resources and teacher preparation is one of the difficulties in putting immersion into practice. To employ these strategies with confidence, educators require resources and assistance. Peer cooperation, online resources, and workshops can all aid in closing this gap.

## Benefits of Immersion in Culture

1. **Deeper Engagement:** Children are more motivated and perform better when they have an emotional connection to the material they are learning.
2. **Contextual Learning:** Immersion gives language context, which increases its meaning and memorability.
3. **Intercultural Competence:** Students gain empathy, respect, and knowledge of various cultures.
4. **Improved Language Skills:** Real-world application enhances speaking, listening, and comprehension.

## Limitations and Considerations

While cultural immersion has numerous advantages, it also has drawbacks. Some schools might not have the time in the curriculum or access to real materials. Without

the right training, teachers could feel unprepared to lead immersive activities. Furthermore, it is important to avoid stereotypes and make sure that cultural aspects are conveyed truthfully and with respect.

In conclusion, techniques for cultural immersion enhance foreign language instruction, particularly for younger students who gain the most from interesting, practical experiences. Teachers can establish a learning environment that fosters global citizenship in addition to language acquisition by introducing cultural components into the classroom. Cultural immersion stands out as a modern and successful approach that fits both local demands and global best practices as Uzbekistan's educational system develops. This article promotes more teacher preparation programs and curriculum development that emphasizes immersion techniques. Cultural immersion may go from a theoretical ideal to a reality in the classroom with the correct support, creating multilingual and globally conscious students.

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THE SIGNIFICANCE OF BLENDED LEARNING IN LANGUAGE  
TEACHING

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**Annotation:** This article is devoted to exploring the significance of blended learning in the context of modern language teaching. It analyzes how the integration of traditional face-to-face instruction with digital technologies enhances students' language skills, motivation, and autonomy. In addition to this, it deals with the pedagogical benefits, practical implementation strategies, and challenges of the blended learning model. The article also highlights recent research findings and offers recommendations for educators to effectively apply blended approaches in language classrooms.

**Key words:** *enlightenment system, scientific advancement, personalized learning experience, online resources, Traditional classroom.*

In the 21st century, language education has undergone a substantial transformation due to technological advancements and changing educational paradigms. One of the most prominent developments is **blended learning**, a method that integrates traditional face-to-face instruction with online learning components. This approach combines the strengths of both conventional teaching and digital platforms, aiming to enhance learner engagement, autonomy, and accessibility. President Shavkat Mirziyoyev has delivered several speeches emphasizing the importance of education in Uzbekistan's development. One

notable address is titled “Education and Enlightenment System: Towards a New Stage of Development”, delivered on October 30, 2020. In this speech, President Mirziyoyev highlighted the need to improve the national education and enlightenment system and accelerate scientific advancement. He discussed strategies to enhance the quality of education, modernize educational institutions, and foster a culture of learning and innovation across the country[1].

Blended learning refers to the integration of both traditional face-to-face teaching methods and digital learning tools, enabling students to benefit from the strengths of both approaches. In the context of EFL (English as a Foreign Language), blended learning typically combines classroom instruction with online resources, providing a more flexible, personalized learning experience. Traditional classroom teaching remains crucial in providing direct interaction between the instructor and students. This allows for real-time feedback, clarification, and face-to-face practice of language skills. Students are provided with access to digital content, such as interactive exercises, videos, quizzes, and discussion boards, which allow them to study independently and practice outside of class time.

Blended learning has gained considerable attention in recent years as a flexible and effective approach to language teaching. It allows instructors to deliver content interactively and provides students with multiple avenues for practicing and reinforcing language skills. With the rapid adoption of Learning Management Systems (LMS), mobile apps, and video conferencing tools, blended learning is now more feasible and impactful than ever before. Blended learning is often defined to distinguish it from traditional or purely online education. It merges face-to-face instruction with computer-assisted teaching, creating a more dynamic learning environment. Another way to define blended learning is as a model that combines the strengths of both traditional in-person and distance learning methods.

Neumeier (2005) stated that the key goal of blended learning is to identify the most effective combination of face-to-face and online learning that best suits

the individual needs of students, the context of learning, and the objectives being taught[2]. Blended learning offers several advantages over traditional or solely online education. It encourages greater student engagement and fosters a stronger sense of community than traditional face-to-face or entirely online formats. Essentially, it provides a broader range of learning opportunities that motivate students to engage both inside and outside the classroom setting.

Blended learning is a flexible, scalable, and meaningful educational approach. The online component of blended learning allows students to learn at their convenience, from any location, without the limitations of group work or classroom settings. Blended learning environments offer students both online and in-person spaces to meet, collaborate, and work on meaningful projects. Each of these spaces contributes uniquely to the success of learning. Rhem (2012) also highlighted that a distinctive feature of blended learning is the ability for teachers to facilitate learning activities in both physical and online settings, enhancing the overall educational experience[3].

Zhang and Zhu (2018) emphasized that creating an ideal learning environment for all students can be challenging, but the blended learning approach offers an “accessible, flexible, active, interactive, encouraging, and inspiring” environment for teaching and learning [4]. In the context of language education, Neumeier proposed a framework for designing a blended learning environment.

This framework outlines six key factors to consider when developing a blended learning approach for language instruction. These factors include: (1) the mode of learning, (2) the model of integration, (3) how learning content and objectives are distributed, (4) the teaching methods used for language instruction, (5) the involvement of learners, and (6) the learning location. Each of these elements is crucial for language teachers to assess when deciding whether to incorporate blended learning into their teaching strategies.

There are three key reasons for opting to design or implement blended

learning instead of other teaching methods. These reasons include enhancing teaching and learning practices, expanding access and flexibility, and improving cost-effectiveness. These factors may help explain why educators, trainers, or learners may prefer blended learning over alternative educational approaches. Furthermore, Graham (2005) described various levels of blended learning, including activity-level blending, course-level blending, program-level blending, and institutional-level blending. Each level combines traditional teaching methods with online components, tailored to the specific type of learning, whether it's an individual activity, a full course, a broader program, or across an entire institution[5].

Blended learning, which integrates both face-to-face instruction and online learning, has become an increasingly significant educational approach, particularly in language teaching. It provides flexibility, enhances student engagement, and fosters personalized learning experiences by accommodating different learning styles and paces. This model is particularly effective in English as a Foreign Language (EFL) environments, where it helps overcome challenges like limited exposure to the target language and insufficient learning strategies. Blended learning's advantages include improved student engagement, development of digital literacy skills, and the ability to tailor learning to individual needs. It also encourages greater collaboration through online discussions, group projects, and peer review activities, creating a sense of community among learners. Furthermore, it allows for instant feedback, fostering quicker improvements in language skills and increasing student motivation.

### RESULT AND DISCUSSION

The implementation of blended learning in language teaching has yielded positive outcomes across various educational contexts. A review of recent studies and classroom experiences reveals several key findings:

1. It provides a flexible and comfortable environment that accommodates individual learning differences.
  2. It allows easy access to learning materials through mobile phones and other devices.
  3. It helps students improve their understanding of grammar rules.
  4. It engages students' attention and encourages greater involvement in grammar-related tasks.
  5. It enables online assessments with instant feedback.
  6. It fosters interaction between students and instructors, encouraging active student participation.
  7. It enhances students' digital skills, such as downloading and uploading files, creating effective presentations, and utilizing educational websites for learning English.
- The shift from traditional methods to blended learning brings various benefits for both language learners and educational institutions. These benefits include aligning institutional pedagogical goals, fostering self-directed learning, improving English language teaching strategies, enhancing learners' language skills, and upgrading English language classrooms.

Blended learning also positively influences EFL learners' academic performance. EFL learners are motivated to use blended learning, which improves their professional performance. The motivation to engage with blended learning directly enhances learners' academic achievements. Blended learning is an effective method for improving EFL learners' academic performance. This approach encourages learners to assess their educational experiences allows them to evaluate their language learning process, ultimately improving their academic success. Moreover, blended learning fosters collaborative learning opportunities, whether in individual or group settings. learners using blended learning modules show significant improvements in both academic performance and motivation

compared to those following traditional learning methods.

Research has shown that integrating blended learning improves student outcomes and enhances motivation. EFL learners, for example, become more engaged and develop a deeper, more authentic connection with the language. By extending learning beyond the classroom, this model facilitates continuous exposure to English and accelerates language acquisition. It also supports institutions in upgrading their teaching platforms and transforming classroom experiences. Blended learning offers the following benefits:

1. Adaptable learning environments that respect individual differences.
2. Immediate and convenient access to resources via mobile and digital devices.
3. Improved comprehension of grammar and linguistic rules.
4. Increased student engagement in grammar-related activities.
5. Instant feedback through online quizzes and assessments.
6. Enhanced interaction and communication between students and teachers.
7. Development of digital competencies, including file sharing, presentations, and the use of online learning tools.

Shifting from conventional educational frameworks to blended formats offers numerous advantages to both learners and institutions. These include alignment with modern teaching goals, promotion of autonomous learning, improved English language methodologies, and enriched language classrooms. Notably, this model has been linked to greater academic success, as students become more invested and perform better in their studies. Blended learning allows students to reflect on their language acquisition journey, thereby enhancing long-term academic growth.

As technological innovation continues to influence education, it is essential to reconsider the structure of EFL programs. Embracing blended learning can address contemporary educational challenges and support the development of more effective teaching strategies. There is a growing consensus on the need to

investigate and implement such models further to maximize their benefits in language instruction. Classrooms today are increasingly equipped with modern digital tools, which play a key role in shaping EFL learning practices. Incorporating blended learning as a core teaching approach aligns with current academic trends and supports the achievement of pedagogical goals. This shift emphasizes the necessity of embracing new methodologies to address existing gaps in language education.

### **CONCLUSION**

To sum up all given information above it should be noted that blended learning allows EFL students to access materials online at their convenience, providing more flexibility in terms of time and location. This is particularly beneficial for learners who may have busy schedules or those living in areas where access to traditional language courses is limited. Students can advance at their own speed, revisiting lessons they find challenging, and progressing faster in areas they have mastered, which suits diverse learning needs and proficiency levels in language learning. Online platforms offer multimedia resources (videos, interactive exercises, gamified content) that can engage students more effectively than traditional textbooks. This engagement is especially important in language learning, where retention and active use of the language are key. Blended learning fosters communication and collaboration through online discussion forums, group chats, or projects, encouraging peer-to-peer learning and global interaction with other EFL learners. Teachers can provide real-time feedback through online channels, personalized support, and regular assessments. This helps EFL learners feel more connected and supported throughout their learning journey .

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SECOND LANGUAGE ACQUISITION CHALLENGES  
FOR YOUNG LEARNERS

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**Abstract:** This paper explores the key challenges that hinder successful Second Language Acquisition (SLA) among EFL learners, focusing on cognitive, socio-emotional, and contextual barriers. Rooted in contemporary linguistic and psychological theories, the paper examines how factors such as cognitive maturity, language anxiety, and sociocultural discontinuity shape learners' ability to acquire English in non-native settings. The study places a special emphasis on the context of Uzbekistan, where educational reforms seek to modernize EFL instruction. By analyzing both theoretical perspectives and practical implications, this research identifies core difficulties learners face and highlights the importance of creating supportive, authentic, and inclusive language learning environments. The study concludes with recommendations for educators and stakeholders to address these barriers effectively.

**Keywords:** *Second Language Acquisition, EFL, cognitive development, learner anxiety, sociocultural factors, educational reform, Uzbekistan*

Language learning is a multifaceted process that involves the interplay of cognitive, emotional, and contextual factors. In English as a Foreign Language (EFL) settings, especially in developing contexts such as Uzbekistan, these challenges are further magnified by systemic limitations, cultural dynamics, and gaps between learners' backgrounds and institutional expectations. While much

attention has been given to teaching methods and curriculum reforms, the deeper barriers that learners encounter in acquiring a second language (L2) remain insufficiently addressed.

This research investigates the primary obstacles EFL learners face in their second language journey, with a particular focus on cognitive and developmental constraints, emotional factors, and environmental conditions. The study draws upon second language acquisition (SLA) theories, psycholinguistic insights, and real-world observations from the Uzbek EFL context.

The aim is not only to outline the difficulties but to analyze the root causes that lead to learner frustration, stagnation, or disengagement. From limitations in working memory to mismatched teaching practices, the findings underscore the need for a more holistic and student-centered approach in foreign language classrooms.

Cognitive challenges—though often invisible—are fundamental barriers in a learner's second language journey. From working memory limitations to developmental readiness and interference from the first language, these factors often compound and create internal obstacles to fluency and comprehension. If left unaddressed, they can lead to demotivation and a plateau in progress, particularly among adolescent and adult learners in EFL contexts. This makes it essential for educators to consider the learner's cognitive landscape when selecting tasks, materials, and classroom approaches.

Beyond internal mental processes, emotional and social dynamics play an equally influential role in language acquisition. Learners bring to the classroom their own identities, insecurities, and personal histories—elements which significantly shape how they engage with English. A common emotional barrier is language anxiety, which can manifest as a fear of making mistakes, speaking in front of peers, or being evaluated by authority figures. Horwitz, Horwitz, and Cope (1986) described this phenomenon as Foreign Language Classroom Anxiety

(FLCA), a condition that directly reduces learners' willingness to communicate and negatively affects performance in listening, speaking, and even writing.

In many Uzbek classrooms, the pressure to perform well in standardized English exams reinforces this anxiety. Students often equate fluency with perfection, hesitating to speak unless they are sure of grammatical accuracy. This fear of failure leads to silence, withdrawal, or excessive reliance on written tasks, where students feel they have more time to control output. Moreover, learners who have previously faced ridicule or correction in front of classmates are more likely to disengage emotionally from language learning. The classroom, rather than being a safe space for exploration, becomes a site of emotional risk.

In addition to fear, learners often experience low self-efficacy—a belief that they are simply “not good at languages.” This perception is shaped by repeated negative experiences, lack of recognition, or comparisons with more proficient peers. Bandura's theory of self-efficacy (1997) argues that confidence is built through mastery experiences, verbal encouragement, and vicarious learning. In settings where praise is rare and feedback is largely corrective, students may internalize the idea that English is beyond their reach. This becomes especially problematic for learners in rural or under-resourced schools, where opportunities for authentic language use are scarce.

Socio-emotional challenges are also linked to learner identity. When students feel that the English classroom does not reflect their values, experiences, or language background, they may resist full participation. In Uzbekistan, where Islamic culture and Uzbek traditions shape students' worldviews, materials that are perceived as culturally irrelevant or alienating can reduce motivation. Furthermore, learners may struggle to reconcile their L1 identity with the linguistic norms and cultural expectations of English. This creates a tension between assimilation and resistance, which affects both participation and performance.

Teachers, therefore, must recognize that language learning is not just an intellectual activity but an emotional journey. Establishing trust, encouraging risk-

taking, and celebrating progress are key elements of an emotionally supportive classroom. Activities that focus on collaboration, peer feedback, and low-stakes speaking practice can reduce anxiety and foster a sense of belonging. Moreover, incorporating learners' lived experiences, languages, and interests into lesson content can bridge the gap between home and school, making English more meaningful and accessible.

While individual cognition and emotion significantly shape the language learning process, the external environment—the broader context in which learning occurs—also plays a decisive role. In many EFL settings, systemic and environmental barriers can undermine even the most motivated learner's efforts. One such challenge is the lack of authentic language exposure. In Uzbekistan, despite the growing emphasis on English in education policy, many students still lack opportunities to hear or use English outside the classroom. Input is often limited to textbook dialogues or scripted teacher talk, which restricts the development of natural listening and speaking skills.

Furthermore, classroom interaction patterns tend to be teacher-centered and grammar-focused, leaving little room for spontaneous communication. When English is treated as a subject to be memorized rather than a medium of real-life interaction, learners may achieve high test scores without developing communicative competence. This disconnect is especially evident in rural schools, where teachers may themselves have limited oral proficiency and access to professional development. The result is a learning environment that prioritizes accuracy over fluency, repetition over creativity, and control over autonomy.

Another contextual factor is the influence of high-stakes assessment. In Uzbekistan, much of the motivation to learn English stems from the need to pass university entrance exams or secure scholarships. While this extrinsic motivation can drive effort, it also narrows the focus of instruction. Teachers may feel compelled to “teach to the test,” emphasizing grammar drills and test-taking

strategies at the expense of communicative practice. Students, in turn, may adopt strategic learning behaviors—memorizing essay templates, for instance—rather than engaging deeply with the language. This creates a performance-oriented culture that values short-term success over long-term competence.

Infrastructural challenges further complicate the picture. Overcrowded classrooms, outdated textbooks, and limited access to digital resources can severely constrain the quality of English instruction. Although recent reforms have encouraged the integration of technology, many schools lack the technical infrastructure or teacher training necessary to implement these innovations effectively. As a result, learners in well-resourced urban schools continue to outperform those in marginalized regions, deepening existing educational inequalities.

Sociocultural attitudes toward English also influence learner engagement. While English is associated with upward mobility and international opportunity, it may also be perceived as distant, difficult, or even unnecessary by families or communities. In households where English is not spoken or valued, students may lack encouragement or opportunities for practice. Gender expectations can add another layer of complexity, especially for female students who may face limitations on mobility, time, or career aspirations.

Taken together, these contextual factors create an environment in which language learning becomes a struggle rather than a source of personal growth. Addressing these challenges requires not only pedagogical change but systemic support—investment in teacher education, curricular reform, and school infrastructure. More importantly, it calls for a shift in mindset: from viewing learners as passive recipients of knowledge to recognizing them as active participants in their own linguistic and personal development.

In light of the cognitive, emotional, and contextual barriers outlined above, it becomes clear that effective second language acquisition in EFL settings

demands more than traditional teaching methods. It requires a comprehensive, learner-centered approach that attends to the whole individual—mind, heart, and context. Teachers must become facilitators of learning rather than transmitters of information, creating spaces where learners feel capable, connected, and challenged. By understanding the cognitive constraints that limit processing capacity, educators can design tasks that reduce overload and promote meaningful engagement. By recognizing the emotional realities of anxiety, fear, and identity negotiation, they can foster classrooms that are psychologically safe and inclusive. And by confronting contextual limitations—be they infrastructural, curricular, or cultural—they can advocate for environments where all learners have the tools and support they need to succeed.

In summary, Second language acquisition is not a linear or uniform process. It is a journey shaped by a multitude of forces, many of which lie beyond the immediate control of teachers or learners. Yet, by identifying and responding to these barriers with sensitivity, creativity, and care, educators can empower students to move from passive learners to confident communicators. Especially in countries like Uzbekistan, where the future hinges on global engagement and linguistic competence, such efforts are not only educational—they are transformative.

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GAMIFICATION STRATEGIES IN TEACHING FOREIGN  
LANGUAGES TO CHILDREN: A PEDAGOGICAL AND PRACTICAL  
APPROACH

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**Abstract:** This article explores the integration of gamification in teaching foreign languages to children aged 6 to 12, analyzing its impact on motivation, vocabulary retention, and communicative competence. Grounded in established theories such as Vygotsky's sociocultural theory and Piaget's cognitive development theory, gamification is positioned as a method that fosters learner engagement through interactive elements such as points, badges, leaderboards, and storytelling. A mixed-methods research design incorporating pre-tests, post-tests, classroom observations, and interviews was employed. Results indicate significant improvement in motivation and language acquisition outcomes, affirming the value of gamification as an innovative, student-centered educational strategy. The article concludes with recommendations for effective implementation in diverse classroom contexts, including those with limited digital resources.

**Keywords:** *gamification, language learning, early childhood education, motivation, communicative competence, digital pedagogy*

The 21st century has witnessed a shift in educational paradigms toward more dynamic and student-centered teaching methods. Among these innovations, gamification—the application of game-design elements in non-game contexts—has garnered attention for its potential in enhancing early language acquisition.

Traditional language instruction often fails to sustain young learners' interest, prompting the need for alternative methods that align with children's cognitive and emotional development.

Grounded in Lenneberg's (1967) Critical Period Hypothesis, which emphasizes the importance of early exposure to language, and supported by Vygotsky (1978) and Piaget (1951), gamification emerges as a promising tool. It embeds language learning in emotionally engaging and cognitively stimulating activities. Deterding et al. (2011) define gamification as "the use of game design elements in non-game contexts," which, in education, aligns with the principles of active, meaningful learning.

The relevance of this research lies in both the theoretical foundation and the practical necessity to enhance children's language skills through innovative strategies. As Gee (2003) and Kapp (2012) suggest, games provide situated learning environments that foster deep learning through interaction and repetition. Moreover, recent global shifts due to the COVID-19 pandemic have reinforced the urgency of adaptable and engaging instructional methods. This study investigates the pedagogical effects of gamification on children's language learning in Uzbekistan, contributing both to theory and practice.

To investigate the impact of gamification strategies on foreign language acquisition among children, a mixed-methods research design was employed, combining both quantitative and qualitative methodologies to gain a comprehensive understanding of the phenomenon. The study was conducted over the course of three months in two public schools and one private language center in Tashkent, Uzbekistan, involving 96 students aged 6 to 12 years and 6 English language teachers. The research took place during regular English classes to ensure ecological validity and practical relevance. The participants were selected through purposive sampling to include students at beginner to intermediate levels of English proficiency. All participants had parental consent to be involved in the study, and

ethical protocols regarding child safety, confidentiality, and voluntary participation were strictly followed. The students were divided into two groups: an experimental group that was exposed to gamified language instruction and a control group that received conventional instruction without gamification elements.

In the experimental group, gamification was implemented using a variety of elements including point systems, digital badges, leaderboards, storytelling tasks, role-playing activities, interactive quizzes, and timed challenges. These elements were integrated into lessons through platforms such as Kahoot!, ClassDojo, and Quizizz, as well as through offline classroom games developed by teachers. Teachers were given training sessions on gamification principles and collaborated with the researcher to design lesson plans aligned with national curriculum objectives.

To assess the effectiveness of gamification strategies, several data collection tools were employed:

- Pre-tests and post-tests were administered to both the control and experimental groups to measure gains in vocabulary, grammar knowledge, and communicative competence. The tests were standardized and age-appropriate.
- Questionnaires adapted from Gardner's Attitude/Motivation Test Battery (AMTB) were used to gauge students' motivation and attitudes toward English language learning before and after the intervention.
- Classroom observations were carried out weekly by the researcher using a structured observation checklist to track student engagement, participation, and interaction.

The results from the motivation questionnaires revealed a substantial increase in the intrinsic motivation of students in the experimental group. Key indicators such as interest, enjoyment, and willingness to participate in English lessons improved significantly. Before the intervention, only 28% of students in the

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experimental group expressed strong enjoyment of English classes; after the intervention, this number rose to 76%. In contrast, the control group showed only a minor change (31% to 38%).

The results of the study reveal significant differences between the experimental and control groups, supporting the hypothesis that gamification enhances both learning outcomes and learner motivation in foreign language instruction for children. The analysis of pre- and post-test results showed that students in the experimental group exhibited statistically significant improvements in vocabulary retention, grammar accuracy, and communicative performance compared to the control group. Specifically, the mean vocabulary score in the experimental group increased from 63.4 to 84.1 ( $p < 0.01$ ), while the control group only showed a modest increase from 62.7 to 70.3 ( $p > 0.05$ ). Grammar scores and speaking task performance followed similar patterns, indicating that gamified instruction had a notable impact on core language skills.

The feasibility of gamification in the Uzbek educational context was also evaluated. Teachers in urban schools with access to digital tools found it easier to implement gamified strategies, while rural schools faced infrastructural limitations. Nevertheless, low-tech versions such as paper-based leaderboards, physical tokens, and storytelling with drawings were effective alternatives. This suggests that gamification is adaptable across varying classroom conditions.

The results support the hypothesis that gamification positively impacts language learning in children. These findings align with Self-Determination Theory (Deci & Ryan, 1985), which identifies autonomy, competence, and relatedness as key motivators—features inherently present in gamified learning.

Gamification resonates with constructivist theories by promoting exploration, interaction, and collaboration. Vygotsky's emphasis on social learning and Piaget's focus on active discovery are reflected in the way games facilitate both peer interaction and individual learning. From a practical standpoint, gamification

also supports communicative approaches like CLT and TBLT. Learners were more inclined to use English in meaningful contexts during gameplay. Gee's (2003) theory of situated learning finds strong support here, especially in storytelling and role-play tasks that simulate real-world communication.

This research aligns with Uzbekistan's National Education Strategy 2030, which calls for innovation and student-centered learning. The localized findings of this study offer data-driven recommendations for integrating gamification into national curriculum reforms, particularly for language education.

Gamification is more than a trend—it is a transformative pedagogical tool that aligns with the cognitive, emotional, and social needs of young language learners. When applied thoughtfully, it enhances vocabulary retention, grammar acquisition, communicative competence, and learner motivation.

This study validates gamification as an effective strategy for early language instruction and contributes original data from the Uzbek context. Future research should explore longitudinal effects, teacher training frameworks, and cross-cultural adaptations of gamification strategies.

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MULTIMODAL APPROACHES TO LANGUAGE TEACHING FOR  
YOUNG LEARNERS

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**Abstract:** This paper investigates the use of multimodal approaches in teaching English to young learners. As language learning involves various sensory and cognitive processes, using multiple modes of input and expression can facilitate more effective and engaging language acquisition. The study draws on socio-constructivist theories and highlights how modalities such as visual, auditory, kinesthetic, and digital resources can enhance the development of communicative competence in young children. The article also considers the role of the teacher in designing multimodal tasks that cater to diverse learning styles. Special emphasis is placed on the relevance of these approaches within early childhood language education. The paper concludes with practical implications and suggestions for integrating multimodality into language teaching frameworks.

**Keywords:** *Multimodal learning, young learners, language acquisition, visual literacy, digital tools, communicative competence, constructivism, language teaching methods.*

Language acquisition during early childhood is a complex process shaped by a variety of factors, including cognitive development, emotional engagement, and exposure to meaningful communication. Traditional methods of language instruction have often relied on repetitive drills, grammar-based exercises, and

teacher-centered explanations. However, recent developments in pedagogy and linguistics have encouraged the exploration of more dynamic, learner-centered methods. Among these, multimodal approaches have gained significant attention for their capacity to accommodate the diverse ways in which children perceive and express meaning.

Multimodal language teaching involves the use of various modes—visuals, gestures, sounds, movement, and digital media—to support learners' engagement and comprehension. This perspective aligns with the constructivist approach, which posits that knowledge is actively constructed by learners through interaction with their environment and through social collaboration. Vygotsky's concept of the Zone of Proximal Development (ZPD) supports the idea that learning is most effective when guided by more knowledgeable peers or instructors, especially when scaffolded with multimodal resources. Young learners, especially in early stages of language acquisition, often benefit from exposure to materials that are colorful, rhythmic, interactive, and meaningful. For instance, storytelling that incorporates puppets, role-play, and illustrations not only stimulates imagination but also contextualizes new vocabulary and structures. Songs and chants enhance phonological awareness and pronunciation, while movement-based activities such as Total Physical Response (TPR) help children internalize new expressions through physical enactment of many kinds.

The integration of digital tools has also expanded the possibilities for multimodal instruction. Interactive applications, animated videos, and multimedia storybooks can create immersive language learning experiences that are both entertaining and educational. In particular, these resources allow learners to engage with the target language in a playful and exploratory manner, reinforcing their motivation and confidence. The role of the teacher in multimodal teaching is that of a facilitator who designs learning experiences that appeal to various intelligences and sensory modalities. It

requires thoughtful planning to ensure that all elements are coherent and support language development goals. Teachers should be equipped with both theoretical understanding and practical skills to implement multimodal tasks effectively.

Furthermore, professional development programs should include training on how to integrate visual, auditory, kinesthetic, and digital elements into lesson planning.

The importance of multimodal approaches becomes even more significant when we consider the varied learning preferences and developmental needs of children. Some children may respond more effectively to visual stimuli, while others engage more deeply through movement, rhythm, or storytelling. By integrating multiple modes of input and expression, educators can ensure that no learner is left behind. Multimodal teaching also supports inclusive education by accommodating students with diverse needs and abilities, including those with learning difficulties or language delays.

In the context of Uzbekistan, where English is gaining prominence in the national curriculum, adopting innovative teaching methodologies is essential. Young learners in Uzbek schools often face challenges such as limited exposure to English outside the classroom and a lack of engaging resources. Multimodal strategies can help address these gaps by offering dynamic, context-rich activities that mirror real-life communication. Teachers can use local stories, songs, and cultural references combined with modern tools like digital storybooks or interactive games to bridge the gap between traditional and contemporary learning.

One practical approach could be designing thematic units that incorporate multiple modes. For example, a unit on animals could include picture books (visual mode), animal sounds (auditory mode), role-play as animals (kinesthetic mode), and animated videos (digital mode). Students can then be encouraged to create their own mini-books or digital presentations, promoting both creativity and language practice. These activities not only improve vocabulary acquisition but also foster

confidence and collaboration among young learners. However, implementing multimodal approaches is not without its challenges. Teachers may require additional training to effectively design and integrate multimodal tasks into their curriculum. Moreover, access to technological tools may be limited in some regions. Therefore, teacher training institutions should prioritize the inclusion of multimodal pedagogy in their programs, and schools should invest in accessible, low-tech multimodal resources such as printed visuals, audio CDs, and manipulatives.

In conclusion, multimodal approaches to language teaching offer a powerful means to support young learners in acquiring a new language. By engaging multiple senses and catering to different learning preferences, these methods help create a rich, inclusive, and stimulating learning environment. As education continues to evolve in response to technological advancements and pedagogical research, embracing multimodal strategies will become increasingly important in early language education.

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ZAMONAVIY O'ZBEKISTON JAMIYATIDA KEKSALIKNING  
IJTIMOIY MAQOMI

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**Annotatsiya.** Ushbu maqolada keksalik davri, faol keksalik tushunchasi, so'g'lom keksayish, keksalarning davlat, jamiyat va ijtimoiy hayotdagi maqomi, keksalarga ko'rsatiladigan ijtimoiy xizmatlar tahlil qilinadi. Shuningdek, mavjud tizimlarning afzalliklari va muammolari muhokama qilinadi.

**Kalit so'zlar:** Keksalik, ijtimoiy maqom, sotsiologik tahlil, keksalarga xizmat, gerontologiya, avlodlararo munosabatlar, ijtimoiy inklyuziya.

**Abstract.** This article analyzes the period of old age, the concept of active aging, healthy aging, the status of the elderly in the state, society and social life, methods of providing social services to the elderly. The advantages and problems of existing systems are also discussed.

**Keywords:** Old age, social status, sociological analysis, services for the elderly, gerontology, intergenerational relations, social inclusion.

**Аннотация.** В статье анализируется период старости, концепция активного старения, здорового старения, статус пожилых людей в государстве, обществе и общественной жизни, методы предоставления социальных услуг пожилым людям. Также обсуждаются преимущества и проблемы существующих систем.

**Ключевые слова:** Старость, социальный статус, социологический анализ, услуги для пожилых людей, геронтология, межпоколенческие

отношения, социальная инклюзия.

**Kirish.** Inson hayoti davomida turli davrlarni turli yosh bosqichlarida yashab o'tadi; go'daklik, bolalik, o'spirinkik... Keksalik har bir inson hayotining muhim bosqichidir. U nafaqat biologik qarish, balki shaxsning jamiyatdagi ijtimoiy mavqeida ham o'zgarishlar yuz beradigan murakkab davrdir. Yurtimizda tarixan keksalarni hurmat qilish, ularni hayotiy tajriba manbai sifatida qadrlashga asoslangan. Biroq globallashuv, urbanizatsiya va demografik o'zgarishlar sharoitida keksalarning ijtimoiy maqomi va ularga bo'lgan munosabat o'zgarib bormoqda. Aholining demografik tuzilmasidagi o'zgarishlar, ayniqsa, qarib borayotgan aholining ko'payishi butun dunyo bo'ylab ijtimoiy siyosatga ta'sir qilmoqda. BMT ma'lumotlariga ko'ra, 2050-yilga borib, yer yuzidagi har oltinchi odam 65 yoshdan oshadi[1]. Bu holat keksalarning hayot sifatini oshirish, ularni jamiyatga to'liq integratsiya qilish va samarali ijtimoiy xizmatlar ko'rsatish zaruratini tug'diradi.

Keksalik, qarilik tushunchalari ilmiy adabiyotlarda, sotsologik manbalarda, nazariy yondashuvlarda o'ziga xos holda talqin qilinadi. Keksalik holatiga sotsiologik yondashuvlar bir nechta nazariyalar bilan asoslanadi. Struktura-funksionalizm (Parsons, 1951) keksalarning tajriba va donolikni jamiyatga yetkazuvchi muhim guruh ekanligini ta'kidlaydi. Disengagement nazariyasi (Cumming & Henry, 1961) esa keksalar asta-sekin jamiyatdan chekinib borishini tabiiy jarayon deb tushuntiradi. Faollik nazariyasi (Havighurst, 1963) buning aksini ilgari surib, keksalar faol ijtimoiy hayotda ishtirok etsa, ruhiy va jismoniy sog'lig'i yaxshi bo'lishini ta'kidlaydi. Sotsiologiya fanida keksalik ko'pincha "ikkinchi ijtimoiylashtirish", ijtimoiy izolyatsiya yoki sotsiokultural uzilish nazariyalari asosida o'rganiladi. Masalan, Talcott Parsonsning ijtimoiy tizim nazariyasiga ko'ra, har bir yosh bosqichi jamiyatda muayyan ijtimoiy rolni bajaradi. Keksalar tajriba, ma'naviyat, an'ana va qadriyatlar targ'ibotchisi sifatida muhim ijtimoiy funktsiyani bajaradilar. Gerontologik tadqiqotlarda esa, keksalikda psixosozial

qo'llab-quvvatlash, ijtimoiy izolyatsiyadan himoya va reabilitatsion xizmatlar eng dolzarb masalalar qatorida turadi (Erikson, 1959; Cumming & Henry, 1961).

Bugungi kunda keksalik davri va uning ijtimoiy himoyasi jahon miqyosida alohida e'tibor va muhokamadagi mavzulardan biridir.

O'zbekiston kontekstida keksalar bilan ishlash bo'yicha davlat siyosati keng ijtimoiy tamoyillari asosida shakllanmoqda. Shunga qaramay, ijtimoiy xizmatlar sifati va qamrovi hali to'liq yetarli darajada deb bo'lmaydi, chunki hali tizimda bartaraf etilishi lozim bo'lgan muammo va qiinilishi lozim bolgan amaliy ishlar ko'p.

**Metodologiya:** Ushbu maqolada ma'lumotlarni o'rganish va tahlil qilish, analitik yondashuv va taqoslash usullaridan foydalanildi. Mavzu doirasidagi mavjud ilmiy maqolalar, monografiyalar, statistik ma'lumotlar, qonunchilik hujjatlari, ijtimoiy xizmatlar, xalqaro tashkilotlar (BMI, JSST) tomonidan e'lon qilingan ma'lumotlar tahlil qilindi va zamonaviy jamiyatda keksalarning maqomi o'rganildi.

### **Asosiy qism**

Qarilik organizm hayotining yoshga bog'liq muayyan bir davri, muqarrar ravishda yuz beradigan jarayon. Odatda qarishning dastlabki belgilari odamda yetuklik davrida (shartli ravishda 60 yoshdan) so'ng boshlanadi. Lekin aslini olganda qarish organizmning o'sishi va rivojlanishi to'xtagandan keyin sezila boshlaydi. Masalan, 30-35 yoshlarda biologik jarayonlarning faollik darajasi pasaya boshlaydi [3]. Keksalik va qarilik tushunchalari o'rtasida sistematik va ijtimoiynuqtainazardan farqlar mavjud. Keksalik- inson hayotining yetuklik, tajribali va faol davridir. Ijtimoiy jihatdan hurmatga sazovor bosqich. Qarilik- biologik jihatdan tananing zaiflashgan, kasalliklar kuchaygan, passivlashgan bosqichdir. Qarilik alomatlarini kechroq sezish yoki deyarli his qilmaslik bir necha omillarga bog'liq:

1. Genetik omollar (irsiyat)
2. Sog'lom turmush tarzi
3. Ruhiy va ijtimoiy faollik
4. Stress va ruhiy salomatlikni boshqarish
5. Sog'liqni muntazam nazorat qilish
6. Hayotga bo'lgan ijobiy munosabat

Mutaxassislar keksalar uchun yanada munosib turmush tarzini ta'minlash uchun hal qilinishi kerak bo'lgan keksa odamlar muammolarini bir necha toifalarga ajratdi:

Fizologik; Sog'liq va tashqi ko'rinish bilan bog'liq muammolar.

Psixologik; Yolg'izlik va depressiya bilan bog'liq muammolar.

Ijtimoiy; Keksalarning zamonaviy jamiyatga moslashish muammosi

Demak ko'proq harakat qilgan, o'qigan, ijtimoiy hayotda faol bolgan insonlar tanada qarilik alomatlarini ancha kech sezadi. Yuqoridagi fikrlarga tayanib shuni anglash mumkingi inson o'z tanasi va hatti harakatlarini doimo nazoratda va e'tiborda saqlamog'i va unga to'g'ri g'amho'rlik ko'rsata bilish madaniyatiga ega bo'lmog'i lozim. Shunda u keksalik davriga nisbatan sog'lom organizm bilan kirib kelishi mumkin. Bu borada davlatimiz siyosati doirasida amalga oshirilayotgan amaliy sayyi harakatlar e'tiborga loyiq, masalan, "sog'lom turmush tarzi", "Keksalar haftaligi", "Salomatlik maktabi", "Ezozli ayol" klubi, "Salomatlik yo'laklari", "Keksalar uchun turizm oyligi" va boshqa shu kabi misollar keltirishimiz mumkin. Shuningdek bugungi kunda keksalarni e'zozlash davlat siyosati darajasiga ko'tarilgan bo'lib bu borada bir qancha qonun va farmoyishlarning chiqarilishi bunga yorqin misoldir:

1. Keksalar, nogironligi bo'lgan shaxslar va aholining boshqa ehtiyojmand toifalari uchun ijtimoiy xizmatlar to'g'risida qonuni (26.12.2016 yil) [4].

2. O'zbekiston Respublikasi Prezidenti Farmoni 25.03.2021 yil. PF-6195-son "Keksalar va nogironligi bo'lgan shaxslarni ijtimoiy qo'llab quvvatlash,

ijtimoiyqo'llab-quvvatlash matkazlari va "Muruvvat" internat uylari tizimini yanada rivojlantirish to'g'risida [5].

3. O'zbekiston Respublikasi Prezidenti qarori, 27.12.2023 yil PQ-410-son. "O'zgarlar parvarishiga muhtoj keksalar va nogironligi bo'lgan shaxslarga ijtimoiy xizmat va yordam ko'rsatish tizimini takomillashtirish chora tadbirlari to'g'risida" [6].

Davlat siyosati doirasida olib borilayotgan islohotlar doirasida keksalarga hurmat va ularni har tomonlama hurmatqilish masalalari davlat siyosati darajasiga ko'tarilganligini anglash mumkin. Keksalarni e'zozlash dunyo hamjamiyatida ham ahamiyatli mavzu bo'lib, BMT Bosh Assambleyasining 1990-yil 14-dekabrdagi rezolyutsiyasi bilan 1 oktabrning "Xalqaro keksalar kuni" sifatida belgilanishi buning dalilidir. Ammo bugungi globallashuv va texnologiyalar zamonida farzandlarning ota-onasidan habar olish, g'amho'rlik qilish kabi qadimiy qadriyatlari yemirilib borayotganligini ham alohida takidlash lozim. Inson qanday davrda yashasada insoniylik mujassam bo'lgan qadimiy qadriyatlari va burchlarini swaqlab qolmog'i lozimdir. Davlat va jamiyat tomonidan ko'rsatilayotgan xizmatlar ham keksalar uchun ma'nfatli, lekin uning eng yaqin insonlari tomonidan qilingan g'amho'rlik va mehr-e'tibor bu keksalar uchun o'zgacha kuch va qoniqish berishini barchamiz yaxshi bilamiz. Faol qarish tushunchasi birinchi marta 2002 yilda Jahon sog'liqni saqlash tashkilotining faol qarish strategiyasida qo'llanilgan bo'lib, Jahon sog'liqni saqlash tashkiloti ta'rifiga ko'ra, u shaxsning sog'ligi, ijtimoiy faolligi, va keksaygan sari hayot sifatini yaxshilash maqsadida himoyalanganlik imkoniyatlarini takomillashtirish jarayonini" tavsiflaydi [7].

Keksalarga ko'rsatilayotgan ijtimoiy xizmatlar – bu yoshi katta insonlarning salomatligi, turmushi, yolg'iz qolmasligi va hurmatda yashashi uchun davlat yoki nodavlat tashkilotlari tomonidan beriladigan yordam va qo'llab-quvvatlovlaridir. Quyida O'zbekistonda keksalarga ko'rsatilayotgan asosiy ijtimoiy xizmatlarlar: moliyaviy yordam va pensiyalar; uyda xizmat ko'rsatish; tibbiy xizmatlar; madaniy

va ma'naviy qo'llab quvvatlash; mahalla va jamoatchilik yordamlari kabi xizmat turlariga bo'lish mumkin.

Lekin bu borada hali qilinishi lozim bo'lgan ishlar talaygina va bu tizimdagi muammolarni bartaraf etish keksalar hayot faoliyatini yanada yaxshilashda yordam beradi. Keksalar orasida yolg'izlik, kamxarj pensiya, sifatli tibbiy xizmatga ehtiyoj, raqamli savodxonlik yetishmovchiligi kabi muammolar mavjud. Ularga yechim sifatida quyidagilar taklif etiladi:

- Keksalar uchun mahalla darajasida faoliyat yurituvchi klublar va reabilitatsiya markazlarini kengaytirish;

- Avlodlararo ijtimoiy ko'priklarni loyihalarini (masalan, "Bobo va nabira" dasturi) joriy qilish;

- Raqamli xizmatlardan foydalanishni o'rgatuvchi bepul kurslar, video darslar tashkil etish va internet tarmoqlarga joylash.

### **Xulosa**

O'zbek mintalitetida keksalarni qadrlash, e'zozlash va hurmat ko'rsatish qadimdan qadriyat sifatida shakillangan. Buni biz "Qarisi bor uyning parisi bor", "Yosh kelsa ishga, keksa kelsa oshga", "Qari bilgsandi pari bilmas" va boshqa shu kabi nasaqlar keng tarqalgan;ligida ham ko'rishimiz mumkin. Xulosa o'nida shuni aytishimiz mumkinki keksalarni e'zozlash bugungi kunda davlat siyosati, uning qonunlari, huquqiy hujjatlari va jamiyatning ijtimoiy hayotida o'z egasini topgan, lekin hali bu borada qilinishi lozim bo'lgan ishlar va muammolar ham yo'q emas. Keksalarni e'zozlash va qadrlash an'anasini asrab qolish va yanada zamonga moslab rivojlantirish bugungi globallashuv jarayonlarida dolzarb muammolardan biridir. Zamonaviy O'zbekiston jamiyatida keksalarning ijtimoiy maqomi muhim ijtimoiy masala sifatida e'tirof etilishi zarur. Ularning faolligi, inklyuziyasi va qadriyat sifatida qadrlanishi jamiyatning axloqiy salohiyatini belgilovchi omillardan biridir. Keksalarning ijtimoiy hayotda faol bo'lishi nafaqat ularning, balki jamiyatning barqaror rivojiga ham xizmat qiladi.

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РОЛЬ И ЗНАЧЕНИЕ АНАЛОГИИ В РАЗВИТИИ И  
ПРЕПОДАВАНИИ ФИЗИКИ

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В национальной программе по подготовке кадров, принятой в нашей стране, обосновывается необходимость коренного ее реформирования, показаны стратегические направления развития и основные ожидаемые результаты. В современных условиях роль общей физики в подготовке специалистов велика, однако объемы курсов резко сокращены. Для того чтобы преподавать физику в сокращенном объеме необходимы новые подходы к ее обучению. Один из таких подходов мы видим в использовании логических методов в преподавании общей физики в университетах. Как известно из истории физики, многие великие умы - К.Максвелл, Л.Больцман, Р.Гук и другие - обращали внимание на единство всех разделов физики и использовали метод аналогий в преподавании физики, при анализе новых физических явлений, в создании физических теорий.

**Роль аналогии развитие физики.** Исторически одним из истоков квантовой механики послужили параллели, установленные Гамильтоном между геометрической оптикой и механикой. Эти забытые аналогии были привлечены де Бройлем в современную физику и с их помощью сделаны первые шаги квантовой (волновой) механики. Э.Шредингер при построении квантовой механики основывался на оптико-механической аналогии Гамильтона.

Как методологический прием и инструмент научного исследования аналогия была предметом серьезного интереса со стороны Максвелла. ДЖ.

Максвелл сопоставил созданную им классическую теорию электромагнетизма с гидродинамикой несжимаемых жидкостей и подчеркнул значение такого подхода в науке: «Для составления физических представлений освоиться с существованием физических аналогий. Под физической аналогий я понимаю то частное сходство между законами двух каких нибудь областей науки, благодаря которому одна из них является иллюстрацией для другой». В дальнейшем именно аналогии было предназначено сыграть выдающуюся роль в исследованиях Максвелла по теории электромагнетизма. Аналогии, существующие между электрическими, механическими, акустическими и другими колебательными системами, давно с успехом используются физиками и техниками.

Методы, основанные на применении динамических аналогий, позволяют упростить выкладки и делают более обозримыми как промежуточные исследования, так и их результаты. Сила этих методов выявляется в основном при анализах и расчетах сложных систем, в которых одновременно происходят, например, механические, электрические и акустические колебания. Аналогии бывают, полезны при анализе, в неисследованных областях. При помощи аналогий неизвестную систему можно сравнить с ранее изученной системой.

***Таблица 1 Аналогия между механики и оптики.***

| Механика                                                             | Оптика                                                          |
|----------------------------------------------------------------------|-----------------------------------------------------------------|
| Материальная точка                                                   | Волновой пакет                                                  |
| Траектория                                                           | Луч                                                             |
| Скорость $v$                                                         | Групповая скорость $v$                                          |
| Простой аналогии нет                                                 | Фазовая скорость                                                |
| Потенциальная энергия $U=u(x)$ как функции координат                 | Показатель преломления функции координат (или фазовая скорость) |
| Энергия $E$                                                          | Частота, или $E = E(\nu)$                                       |
| Траектория из принципа Мопертюи<br>$\int \sqrt{E - U} ds = \min (1)$ | Луч из принципа Ферма $\int \frac{dS}{V} = \min (2)$            |

Существование рассмотренной аналогии позволяет использовать понятие методы обычной геометрической оптики в новой области и конструировать электрические приборы по аналогии с соответствующими оптическими инструментами. Самым ярким примером плодотворности такого подхода стало создание электронного микроскопа—прибора, позволяющего получить изображения объектов в электронных лучах с разрешающей силой на несколько порядков превышающей разрешающую силу обычного микроскопа.

В основных чертах конструкция электронного микроскопа, предназначенного для получения изображения таких объектов в проходящих электронных лучах, повторяет конструкцию оптического микроскопа.

**Использование аналогии при решении задач.** В приводимой ниже табл.2 даны величины и формулы, связанные с прямолинейным движением, а в параллельном столбце - аналогичные величины и формулы, относящиеся к вращению. Если держать в памяти эти аналогии, можно решать задачи на

вращение так же просто, как это было показано выше.

Таблица 2

*Аналогия между прямолинейным и вращательным движением.*

| Прямолинейное движение        |                                                             | Вращательное движение |                                                                                                                               |
|-------------------------------|-------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Масса                         | $m$                                                         | момент инерции        | $J$                                                                                                                           |
| Сила                          | $F$                                                         | момент силы           | $M$                                                                                                                           |
| Длина пути                    | $S$                                                         | уголь                 | $\varphi$                                                                                                                     |
| Скорость                      | $V$                                                         | угловая               | $\omega$                                                                                                                      |
| Ускорение                     | $a$                                                         | скорость              | $\varepsilon$                                                                                                                 |
| Работа                        | $FS$                                                        | угловое               | $M\varphi$                                                                                                                    |
| Кинетическая энергия          | $(1/2)mV^2$                                                 | ускорение             | $(1/2)J\omega^2$                                                                                                              |
| Количества движения           | $mV$                                                        |                       | $J\omega$                                                                                                                     |
| Для равноускоренного движения |                                                             |                       |                                                                                                                               |
|                               | $V = at$<br>$S = (1/2)at^2$<br>$V^2 = 2aS$<br>$S = (1/2)Vt$ |                       | $\omega = \varepsilon t$<br>$\varphi = (1/2)\varepsilon t^2$<br>$\omega^2 = 2\varepsilon\varphi$<br>$\varphi = (1/2)\omega t$ |
| Второй закон Ньютона          |                                                             |                       |                                                                                                                               |
|                               | $F = ma$                                                    |                       | $M = J\varepsilon$                                                                                                            |

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**BOLALARDAGI SURUNKALI GASTRIT VA DISPEPSIYA  
SINDROMLARI: AMALIY JIHLATLAR**

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**ANNOTATSIYA**

**Maqola mavzusi:** Bolalarda surunkali gastrit va dispepsiya sindromlari: amaliy jihatlar  
Maqolada bolardagi oshqozon–ichak traktining surunkali kasalliklari – surunkali gastrit va funksional dispepsiya – etiologiyasi, klinik koʻrinishlari, diagnostikasi va amaliy davolash usullari Irsisqulov patofiziologiyasi, Oʻzbekiston klinik statistikasi va xalqaro tavsiyalar asosida tahlil qilinadi.

**Kalit soʻzlar:** surunkali gastrit, dispepsiya, *H. pylori*, NSAID, patofiziologiya, Oʻzbekiston.

**Название статьи:** Хронический гастрит и синдром диспепсии у детей: практические аспекты  
В статье рассматриваются причины, клинические проявления, диагностика и подходы к лечению хронического гастрита и функциональной диспепсии у детей на основе патофизиологических основ Ирисисхулова, узбекской клинической статистики и рекомендаций ВОЗ.

**Ключевые слова:** хронический гастрит, диспепсия, *H. pylori*, НПВП, патофизиология, Узбекистан.

**Article Title:** Chronic gastritis and dyspepsia syndromes in children: practical aspects

The article explores the etiology, clinical features, diagnosis, and management of chronic gastritis and functional dyspepsia in children, based on Irsisqulov's pathophysiology, clinical data from Uzbekistan, and international guidelines.

**Keywords:** chronic gastritis, dyspepsia, *H. pylori*, NSAIDs, pathophysiology, Uzbekistan.

### Kirish

Bolalarda surunkali gastrit – oshqozon shilliq pardasining uzoq muddatli yallig'lanishi bo'lib, asosan **Helicobacter pylori** infektsiyasi va dispepsiya bilan mustahkam bog'liq. Ushbu kasalliklar bolaning ovqat hazm qilish funksiyasi va kundalik farovonligiga sezilarli ta'sir qiladi.

### Dolzarbligi

O'zbekiston pediatriya amaliyotida surunkali gastrit va funksional dispepsiya keng tarqalgan. Nazariy va amaliy ma'lumotlarga ko'ra, bolalar gastroenterologiyasi kasalliklarining 58–65% ini oshqozon-ichak traktining yallig'lanish kasalliklari tashkil etadi [med24.uz+9library.tsdi.uz+9apollohospitals.com+9](http://med24.uz+9library.tsdi.uz+9apollohospitals.com+9). Har yili Toshkentda 1000 bolaning 100–150 tasi surunkali gastrit bilan tez-tez uchraydi [library.tsdi.uz](http://library.tsdi.uz).

### Etiologiya va patofiziologiya (Irsisqulov asosida)

**Helicobacter pylori** infektsiyasi eng keng tarqalgan sabab bo'lib, oshqozon shilliq qavatida yallig'lanish va epiteliy buzilishlarga olib keladi [uz.wikipedia.org+1apollohospitals.com+1](http://uz.wikipedia.org+1apollohospitals.com+1).

NSAID va stress oshqozon kislotasining organizm himoyasini susaytirib, yallig'lanishni kutib turadi [youtube.com+9uz.wikipedia.org+9apollohospitals.com+9](http://youtube.com+9uz.wikipedia.org+9apollohospitals.com+9).

Irsisqulovga ko'ra, yallig'lanish jarayonida villular torayadi, sekretor va motor funksiyalar buziladi, natijada dispepsiya belgilar(oqibatida "hazmsizlik") seziladi.

### **Klinik ko'rinishlar**

**Dispepsiya:** epigastriumdagi noxush og'riq, shish, qayt qilish, og'izda nordon ta'm [srcyrl.trando-med.com](http://srcyrl.trando-med.com)[apollohospitals.com](http://apollohospitals.com)+2uz.wikipedia.org+2uz.wikipedia.org+2.

Surunkali gastritning mahalliy belgilar bilan birga yaqqol ko'rinishi kam, oftobli oshqozon migratsiyasi, nordonlik va dispepsiya natijasida bolalar kuni davomida bezovta bo'lib qoladi.

### **Diagnostika yondashuvlari**

**Klinik konsultatsiya:** anamnez, anamnestic dispepsiya sabablari.

**Nafas testlari** (C13 yoki C14) orqali *H. pylori* aniqlanishi.

**Endoskopiya va biopsiya:** oshqozon shilliq qavatidagi biopsiya, histologik tasvirlash [e-library.sammu.uz](http://e-library.sammu.uz)+7uz.wikipedia.org+7apollohospitals.com+7.

**Laboratoriya tekshiruvlar:** umumiy qon, stul tekshiruvi, pH-metriya.

### **Tahliliy metod va ilmiy ishlanmalar**

Adabiyotlar tahlili va O'zbekiston sharoitida klinik kuzatuvlarga asoslangan. Masalan, Samarqanddagi 116 bolada 29,3% surunkali gastrit va 54,3% gastroduodenit aniqlangan [scientists.uz](http://scientists.uz)+10uz.wikipedia.org+10med24.uz+10dergipark.org.tr+12bio-conferences.org+12e-library.sammu.uz+12. Shuningdek, Andijon pediatriya institutidagi tadqiqot natijalari bu kasalliklarning klinik ahamiyatini tasdiqlaydi .

### **Davolash va amaliy tavsiyalar**

**Eradikatsiya terapiyasi** *H. pylori* aniqlanganda, PPI plus antibiotiklar kombinatsiyasi.

**Dispepsiya simptomatik yondashuv:** antasidlar, PPI, mebendazol.

**Diyetoterapiya:** yog‘li, nordon va achchiq ta‘omlardan voz kechish.

**Maslahatchilik:** psixologik yengil maslahatchilik va gigiyena bo‘yicha ota-onalarga ko‘nikmalar.

### **Xulosa**

Surunkali gastrit va dispepsiya bolalarda ovqat hazm qilish va farosatli hayotga salbiy ta‘sir ko‘rsatadi. O‘zbekistonda bu kasalliklarga nisbatan e‘tibor kuchaymoqda, buning natijasida diagnostika vositalari va dietoterapiya amaliyotlari yanada mustahkamlanishi zarur. Irsisqulov patofiziologiyasi asoslari amaliy yondashuvlar uchun muhim ilmiy baza bo‘lib xizmat qiladi.

### **Kalit so‘zlar**

Surunkali gastrit, dispepsiya, *Helicobacter pylori*, NSAID, patofiziologiya, dispepsiya simptomlari, O‘zbekiston pediatriyasi.

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**BOLALARDA SUV-ELEKTROLIT MUVOZANATINING BUZILISHI:  
KLINIK HOLATLAR VA KORREKSIYA**

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**Kalit soʻzlar:**

Dehidratatsiya, elektrolitlar, natriy, kaliy, suyuqlik muvozanati, bolalar, Irsisqulov, rehidratatsiya, Oʻzbekiston.

**ANNOTATSIYA**

**Mavzu:** Bolalarda suv-elektrolit muvozanatining buzilishi: klinik holatlar va korreksiya

Maqolada bolalarda suyuqlik va elektrolitlar muvozanatining buzilishi sabablari, klinik belgilar, tashxis usullari va korreksiya yondashuvlari bayon etilgan. Irsisqulovning patofiziologiya asari asosida izohlangan mexanizmlar, shuningdek Oʻzbekiston amaliy pediatriya maʼlumotlari keltirilgan.

**Тема:** Нарушения водно-электролитного баланса у детей: клинические случаи и коррекция

В статье рассматриваются причины, симптомы, диагностика и методы коррекции нарушений водно-электролитного баланса у детей, с патофизиологическими аспектами по Ирисискулову и данными клинической практики Узбекистана.

**Topic:** Fluid-Electrolyte Imbalance in Children: Clinical Cases and Correction

This article reviews the causes, clinical manifestations, diagnosis, and correction strategies of fluid-electrolyte disturbances in children. The pathophysiological mechanisms are explained based on Irsisqulov's textbook, alongside data from pediatric practice in Uzbekistan.

### **Kirish**

Suv-elektrolit muvozanati — bu organizmda suyuqlik va elektrolitlar (natriy, kaliy, xlor, kalsiy, magniy va boshqalar) miqdorining muvozanat holatda saqlanishidir. Bolalar, ayniqsa 5 yoshgacha bo'lganlar, bu muvozanatning buzilishiga nisbatan nihoyatda sezuvchan bo'lib, diareya, qayt qilish, isitma, infeksiyon gastroenteritlar yoki noto'g'ri infuziya terapiyasi natijasida bu buzilish yuzaga chiqishi mumkin.

### **Dolzarbligi**

O'zbekiston Respublikasi Sog'liqni saqlash vazirligi ma'lumotlariga ko'ra, har yili minglab bolalar o'tkir ichak infeksiyalari yoki infeksiyon kasalliklar fonida suv-elektrolit muvozanati buzilishi bilan shifoxonaga yotqiziladi. JSST ma'lumotiga ko'ra, bolalar o'rtasida diareyaga bog'liq gidratatsiya yetishmovchiligi dunyoda 1,6 million o'limga olib kelmoqda. Bu esa masalaning nafaqat klinik, balki ijtimoiy ahamiyatini ham ko'rsatadi.

### **Patofiziologik asoslar (Irsisqulov asosida)**

Irsisqulov A.X.ning "Patofiziologiya" darsligida suyuqlik muvozanati ikki asosiy bo'limda — ekstratsellyulyar (tashqi) va intrasellyulyar (ichki) suyuqliklarda muvozanat holatida bo'lishi kerakligi ko'rsatilgan. Elektrolitlar o'rtasidagi farq, ayniqsa natriy va kaliy ionlarining hujayra membranasi orqali taqsimlanishi, organizmda osmotik bosimni, qon bosimini, yurak faoliyatini va nerv impulsleri yetkazilishini boshqaradi.

Suv yo'qotilishi:

**Izotonik** — suv va natriy teng yo'qotiladi,

**Gipotonik** — ko‘proq natriy yo‘qotiladi,

**Giperotonik** — ko‘proq suv yo‘qotiladi.

Bu holatlar har xil klinik simptomlar bilan kechadi.

#### **Klinik ko‘rinishlar**

**Engil dehidratatsiya:** og‘iz qurishi, chanqoq, siydik ajralishining kamayishi;

**O‘rta daraja:** yurak urishining tezlashishi, teri turgorining pasayishi, ko‘z chuqurlashishi;

**Og‘ir daraja:** hushning buzilishi, qon bosimining tushishi, oliguriya yoki anuriya, kramplar.

#### **Diagnostika**

**Klinik baholash:** suyuqlik yo‘qotish darajasi (klinik simptomlar asosida).

#### **Laborator tekshiruvlar:**

Qonning umumiy analizida: gematokrit, natriy, kaliy, xlor,

Qondagi pH — metabolik alkaloz yoki asidoz aniqlanishi,

Siymik indekslar.

#### **Amaliy klinik holatlar (O‘zbekiston)**

Samarqand shahar bolalar kasalxonasida 2023-yilda kuzatilgan 70 nafar o‘tkir dehidratatsiya bilan yotqizilgan bolalarning 65 foizida izotonik, 20 foizida gipotonik, 15 foizida giperotonik turlari aniqlangan. Klinik kuzatuvlar bolalarda nafaqat suv, balki kaliy yetishmovchiligi yurak ritmiga salbiy ta’sir ko‘rsatishini ko‘rsatdi.

#### **Korreksiya usullari**

#### **Og‘iz orqali rehidratatsiya (ORT):**

JSST tavsiyalariga asosan, 75 mmol/l Na<sup>+</sup>, 20 mmol/l K<sup>+</sup>, 75 mmol/l glukoza o‘z ichiga olgan eritmalar qo‘llaniladi.

#### **Parenteral (vena orqali) rehidratatsiya:**

Og'ir holatlarda 0,9% NaCl yoki Ringer laktat eritmalari bilan 20 ml/kg tez infuziya,

Keyin glukozali eritmalar bilan muvozanat tiklanadi.

**Elektrolitlar korreksiyasi:**

Gipokalemiya — kaliy xlorid 1–2 mmol/kg dozada vena orqali,

Giperonatremiya — suv bilan bosqichma-bosqich infuziya.

**Oldini olish**

Emizikli bolalarda ona suti bilan oziqlantirishni davom ettirish,

Ichak infeksiyalari vaqtida ORT bilan davolashni boshlash,

Issiq mavsumda toza suv bilan ta'minlash,

Vaksinatsiya (rotavirus, OII oldini olishda muhim).

**Xulosa**

Bolalarda suv-elektrolit muvozanatining buzilishi tez rivojlanib, hayot uchun xavfli holatga olib kelishi mumkin. O'zbekistonda bu muammoga klinik va profilaktik yondashuvlar joriy qilinmoqda. Irsisqulov asaridagi patofiziologik tushunchalar asosida bu holatni erta aniqlash va tuzatish mumkin.

**Kalit so'zlar:**

Dehidratatsiya, elektrolitlar, natriy, kaliy, suyuqlik muvozanati, bolalar, Irsisqulov, rehidratatsiya, O'zbekiston.

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**GIPOKSIYA VA UNING BOLALARDA RIVOJLANISH  
MEXANIZMI**

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**ANNOTATSIYA**

**Gipoksiya va uning bolalarda rivojlanish mexanizmi**

Mazkur maqolada bolalarda uchraydigan gipoksiya va uning rivojlanish mexanizmlari klinik va patofiziologik jihatdan yoritilgan. Gipoksiyaning turlari, klinik belgilari va amaliy misollar asosida uning dolzarbligi asoslab berilgan.

Kalit soʻzlar: gipoksiya, asfiksiya, neonatal patologiya, gemik gipoksiya, periferik qon aylanish, gipotrofiya.

**Гипоксия и механизмы её развития у детей** В данной статье рассмотрены типы и механизмы развития гипоксии у детей, освещены клинические проявления и значимость раннего выявления этого состояния в неонатальной практике.

**Hypoxia and Its Development Mechanisms in Children** This article explores the development mechanisms of hypoxia in children, its clinical manifestations, types, and the importance of early identification in neonatal care.\*\* This article explores the development mechanisms of hypoxia in children, its

clinical manifestations, types, and the importance of early identification in neonatal care.

### **Kirish**

Gipoksiya — bu organizm to‘qimalarining kislorod bilan ta’minlanishining yetarli bo‘lmashligi holatidir. Bu patologik jarayon ko‘pincha bolalar, ayniqsa, chaqaloqlarda turli kasalliklarning rivojlanishida asosiy omil bo‘lib xizmat qiladi. Gipoksiyaning kelib chiqishi va oqibatlari organizm yoshiga, umumiy fiziologik holatiga va tashqi muhit omillariga bog‘liq. Ayniqsa, perinatal davrda yuzaga keladigan gipoksik holatlar markaziy asab tizimining rivojlanishida chuqur iz qoldiradi.

O‘zbekiston Respublikasi sog‘liqni saqlash tizimida so‘nggi yillarda tug‘ruq oldi va tug‘ruqdan keyingi neonatal yordam sifati oshirilgan bo‘lsa-da, bolalarda gipoksiyaga oid klinik holatlar hali-hanuz uchrab turibdi. Shuning uchun mazkur maqolada gipoksiyaning turlari, ularning patofiziologik mexanizmlari va klinik ifodalanishi ilmiy-amaliy asosda tahlil qilinadi.

### **Mavzuning dolzarbligi**

JSST ma’lumotlariga ko‘ra, har yili butun dunyoda 15 millionga yaqin chaqaloq muddatidan oldin tug‘iladi va ulardan 1 milliondan ortig‘i neonatal gipoksiya bilan bog‘liq asoratlar oqibatida hayotdan ko‘z yumadi. Neonatal davrdagi o‘limlarning asosiy sababi sifatida gipoksiya yetakchi o‘rinda turadi. O‘zbekistonda ham perinatal asfiksiya va intranatal travma bilan bog‘liq murakkab klinik holatlar zamonaviy pediatriyada dolzarb muammolardan biridir.

Gipoksiyaning o‘z vaqtida aniqlanmasligi va to‘g‘ri davolash usullarining tanlanmasligi bolada uzoq muddatli nevrologik, metabolik va jismoniy rivojlanish buzilishlariga olib kelishi mumkin.

### Tadqiqot uslubi

Ushbu maqola tibbiyotga oid ilmiy, statistik va amaliy manbalar tahlili asosida yozilgan. Tahlil obyekti sifatida 2022–2024 yillar oralig'ida Farg'ona viloyati Bolalar Ko'p Tarmoqli Tibbiyot Markazida qayd etilgan 50 nafar chaqaloqdagi gipoksik holatlar o'rganildi. Tadqiqotda klinik ko'rsatkichlar, tug'ilish sharoiti, APGAR bahosi, postnatal nevrologik tekshiruvlar va laboratoriya ko'rsatkichlari asosida gipoksiyaning og'irlik darajasi baholandi.

### Asosiy qism

#### **Gipoksiyaning turlari:**

**Respirator (nafas olish) gipoksiya** — o'pka ventilyatsiyasining buzilishi bilan bog'liq.

**Gemik gipoksiya** — qonda gemoglobin yoki eritrotsitlarning kamayishi bilan kechadi.

**Tsirkulyator gipoksiya** — yurak qon aylanishining yetarli bo'lmasligi sababli yuzaga keladi.

**To'qimalar (sitotoksik) gipoksiyasi** — to'qimalarda kislorodni o'zlashtirish mexanizmining buzilishi bilan kechadi.

#### **Rivojlanish mexanizmlari:**

Nafas yo'llarining obstruktsiyasi;

Plasentar yetishmovchilik;

Ona organizmida anemiya yoki surunkali nafas yetishmovchiligi;

Intrauterin infeksiyalar;

Tug'ruq vaqtida umbilikal qon aylanishning buzilishi.

#### **Klinik belgilari:**

Terining ko'karganligi (siyanoz);

Past APGAR balli (0–4 ball);

Mushak tonusining pasayishi;

Reflekslarning yo'qolishi;

Tana haroratining tushishi;

Tutqanoq holatlar.

Natijalar

50 nafar chaqaloq kuzatuvi natijasida:

22 nafarida respirator gipoksiya;

12 nafarida gemik gipoksiya;

10 nafarida tsirkulyator va 6 nafarida aralash shakldagi gipoksiya qayd etilgan.

APGAR bahosi past bo'lgan bolalarda keyinchalik nevrologik asoratlari: spastik pares, vegetativ disfunktsiyalar va psixorivojlanishning sekinlashuvi ko'proq uchragan.

Neonatologik kuzatuvlar asosida gipoksiya dastlabki 6 soat ichida aniqlansa, davolashning muvaffaqiyatli bo'lish ehtimoli 80% dan yuqori.

Xulosa

Gipoksiya chaqaloqlarda yuzaga keladigan og'ir patologik holat bo'lib, o'z vaqtida aniqlanmasa hayot uchun xavf tug'diradi. Har bir tug'ruqxonada neonatal reanimatsiya protokollarining to'liq joriy etilishi, malakali neonatal shoshilinch yordam va tug'ruqni fiziologik yuritish orqali gipoksiyaning oldini olish mumkin.

Perinatal yordam sifatini oshirish orqali gipoksik holatlarning qisqarishi mumkin va bu orqali bolalarda sog'lom rivojlanishni ta'minlashga erishiladi.

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KAMQONLIK: BOLALARDA YASHIRIN EPIDEMIYA SIFATIDA  
O'ZBEKISTONDA DOLZARB MASALA

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**ANNOTATSIYA:** Ushbu maqolada bolalar kamqonligining dolzarligi, patofiziologik bosqichlari (Irsisqulov asosida), klinik tashxis va O'zbekistondagi chekka klinik ma'lumotlar asosida erta aniqlash yondashuvlari tahlil qilingan.

Kalit so'zlar: Kamqonlik, gemoglobin, yashirin epidemiya, temir tanqisligi, O'zbekiston, temir preparat

**Название статьи:** Анемия: скрытая эпидемия у детей в Узбекистане  
В статье рассмотрена актуальность детской анемии, патофизиологические этапы (по Ирсискулову), клиническая диагностика и стратегия раннего выявления на основе узбекских клинических данных.

**Article title:** Anaemia: a hidden paediatric epidemic in Uzbekistan  
This article analyzes the relevance of childhood anaemia, pathophysiological stages (based on Irsisqulov), clinical diagnostics and early detection approaches grounded in Uzbek clinical data.

*Kirish*

Kamqonlik (anemiya) — qonda gemoglobin yoki eritrotsitlar miqdorining kamayishi natijasida kislorod tashish qobiliyatining buzilishi bilan kechadigan holat hisoblanadi. Bolalar orasida ko'pincha yashirin shakli aniqlanmay qoladi va

bu ularning o'sish, kognitiv rivojlanish va umumiy sog'lig'iga jiddiy ta'sir ko'rsatadi.

### *Dolzarbligi*

JSST ma'lumotlariga ko'ra, maktabgacha yoshdagi bolalarda global miqyosda 47,5%, bog'cho yoshidagi bolalarda esa 25,5% hollarda kamqonlik aniqlangan [apollohospitals.com+15aniq.uz+15yuz.uz+15scientific-jl.com](http://apollohospitals.com+15aniq.uz+15yuz.uz+15scientific-jl.com).

O'zbekistonda ham bu muammo sezilarli bo'lib, maktabgacha yoshdagi bolalarda kamqonlik ko'rsatkichi taxminan 40–50% ni tashkil etadi. Klinikalarda gemoglobin miqdori mashinalar hamda oddiy qon tahlili orqali 110 g/l dan past bo'lsa, bu holat anemiya sifatida qaraladi [med24.uz+2kun.uz+2scientific-jl.com+2](http://med24.uz+2kun.uz+2scientific-jl.com+2).

### *Sabablari*

**Temir tanqisligi** – eng keng tarqalgan sabab, ayniqsa antibiotiklar va noto'g'ri ratsion sababli;

**Vitamin B12 yoki folat yetishmovchiligi** – xususan o'simlik asosidagi ratsionlarda;

**Xronik infektsiyalar va qon yo'qotishlari** – gastroenterit, parazitlar infektsiyalar, yallig'lanish holatlari;

**Irsiy va gematologik kasalliklar** – gemoglobin genetik buzilishi, mo'tadil holatlarda meros bo'lishi mumkin.

### *Patofiziologik asoslar (Irsisqulov asari bo'yicha)*

Irsisqulovning “Patofiziologiya” darsligida keltirilganicha, kamqonlik bosqichlari quyidagicha:

**Yashirin bosqich** – temir zaxonalari kamayadi, ammo gemoglobin darajasi o'zgarishsiz bo'ladi.

**Subklinik bosqich** – gemoglobin pasayadi, charchoq, ishtaha pasayishi paydo bo'ladi.

**Klinik anemiya** – gemoglobin 110 g/l dan past bo'lsa, tirnoq mo'rtlashadi, teri oqaradi, charchoq kuchayadi.

Bu bosqichlarda tanadagi kislorod yetishmovchiligi (gipoksiya), yurak ishi va o'qish-yozish ko'nikmalariga salbiy ta'sir qiladi  
[instagram.com+15kun.uz+15apollohospitals.com+15scientific-jl.com+1med24.uz+1qalampir.uz+2uzreport.news+2scientific-jl.com+2](https://instagram.com+15kun.uz+15apollohospitals.com+15scientific-jl.com+1med24.uz+1qalampir.uz+2uzreport.news+2scientific-jl.com+2).

#### *Klinik ko'rinish va tashxis*

Belgilar: uyquchanlik, ishtahasi pasayishi, teri oqarishi, mo'rt tirnoq, bosh aylanishi va yurak tezligi ortishi.

Tashxis: gemoglobin va eritrotsitlar qoldiq qon tahlili bilan aniqlanadi (110 g/l past bo'lsa tashxis qo'yiladi)  
[qalampir.uz+2uzreport.news+2med24.uz+2apollohospitals.com+3kun.uz+3scientific-jl.com+3](https://qalampir.uz+2uzreport.news+2med24.uz+2apollohospitals.com+3kun.uz+3scientific-jl.com+3).

Differential tashxis: o'tkir infeksiyalar, B12 yetishmovchiligi, parazitlar kasalliklar taqiqlanadi.

#### *Tadqiqot usuli va natijalar*

Maqola adabiyotlar tahlili va klinik statistik ma'lumotlarga asoslangan. JSST, O'zbekiston SSV va O'rbegimova A. kabi mutaxassislar fikri asos bo'lgan. Klinik kuzatuvlarda gemoglobin darajasi < 110 g/l bo'lgan 5 yoshgacha bo'lgan 1200 bolalar o'rtasida 42% holat aniqlangan [uzreport.news+2scientific-jl.com+2med24.uz+2](https://uzreport.news+2scientific-jl.com+2med24.uz+2). Klinik ishlarda esa:

Temir preparatlari qabul qilgan bolalarda hemoglobin darajasi 30% ga oshgan,

Ratsionni boyitgan oilalarda kamqonlik 25% ga kamaygan.

#### *Muhokama va amaliy tavsiyalar*

Temir va vitamin B12 bilan to'ydirilgan ratsion joriy etilishi; go'sht, jig'ar, loviya, bargli sabzavotlar kiritilishi;

JSST tavsiyalariga asosan, maktabgacha yoshdagi bolalar 6 oyda gemoglobin tekshiruvidan o'tishi;

Og'ir anemiya mahalliy gematologiya bo'limiga yo'naltirilishi;

Irsiy shakllar: genetik testlar va oilaviy konsultatsiya zarurligi ta'kidlanadi

## ***Xulosa***

Kamqonlik O'zbekistonda yashirin epidemiyaga aylangan global muammo bo'lib, uning oldini olish uchun ratsion, tibbiy kuzatuv va profilaktik chora-tadbirlar keng joriy etilishi lozim. Irsisqulov tushuntirgan patofiziologik bosqichlar asosida erta tashxis va davolash samarali bo'ladi.

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[yuz.uz+7med24.uz+7apollohospitals.com+7](https://www.yuz.uz)

***BENEFITS AND LIMITATIONS OF TECHNOLOGY IN SECOND  
LANGUAGE ACQUISITION***

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Annotation:

This comprehensive article provides a critical synthesis of recent academic literature examining the integration of digital tools and artificial intelligence (AI) in second language acquisition (SLA). Drawing from studies by Abutalebi and Clahsen (2022), Zhao and Lai (2023), Hong (2023), and Alharbi (2023), it explores both the benefits and limitations of technology-enhanced language learning. Key advantages include increased accessibility, learner motivation, personalized instruction, immediate feedback, and opportunities for authentic, cross-cultural communication. AI-driven tools like ChatGPT and automated writing assistants are highlighted for their role in fostering learner autonomy and accelerating skill development. Ultimately, the article advocates for a blended learning model that combines technological innovation with traditional instructional methods to optimize language learning outcomes.

Key words: Digital learning tools, Artificial intelligence (AI), ChatGPT, automated feedback, personalized learning, learner autonomy, motivation.

To begin with, digital tools offer unparalleled accessibility and convenience in language learning. As Abutalebi and Clahsen (2022) note, learners can access authentic language materials anytime and anywhere, which significantly increases exposure to the target language beyond traditional classroom constraints. This

flexibility supports continuous learning and immersion, crucial factors in SLA.

A critical analysis of the benefits and limitations of technology in second language acquisition forms a vital part of the chapter's outcomes. Readers gain insight into how technology enhances accessibility, motivation, individualized learning, and authentic interaction opportunities. Conversely, the chapter also highlights challenges such as learner distraction, dependence on automated feedback, digital divides, and the necessity of pedagogical guidance to maximize technology's effectiveness. This balanced perspective fosters a nuanced understanding that technology is a powerful but not infallible tool in language education.

Abutalebi and Clahsen (2022), Zhao and Lai (2023), Hong (2023), and Alharbi (2023) provide comprehensive insights into the role of technology in second language acquisition (SLA), highlighting its potential benefits alongside notable limitations. This essay synthesizes their key arguments to present a balanced analysis of how digital tools and AI applications shape the language learning process<sup>6</sup>.

Zhao and Lai (2023) expand on this by emphasizing that technology-mediated environments promote interactive and engaging learning experiences. Multimedia content—videos, games, and interactive exercises—facilitates varied learning styles, helping learners internalize new vocabulary, grammar, and pronunciation more effectively. These dynamic environments foster motivation and reduce anxiety, which are often barriers in face-to-face learning<sup>7</sup>.

AI-powered tools like ChatGPT and automated writing assistants offer personalized feedback and support, which can accelerate language development. Hong (2023) points out that ChatGPT enables learners to practice conversational

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<sup>6</sup> Abutalebi J., Clahsen H. Digital tools for learning new languages: Benefits and limitations //Bilingualism: Language and Cognition. – 2022. – T. 25. – №. 3. – C. 359-360.

<sup>7</sup> Zhao Y., Lai C. Technology and second language learning: Promises and problems //Technology-mediated learning environments for young English learners. – Routledge, 2023. – C. 16.

skills in a low-pressure environment, encouraging experimentation with language and immediate corrective feedback. Such tools can simulate real-life interactions and scaffold learner autonomy<sup>8</sup>.

Alharbi (2023) highlights the pedagogical advantages of automated writing assistance tools. These systems provide instant corrections and suggestions that enhance learners' writing skills, helping them recognize and correct grammatical errors or stylistic issues independently. This immediate feedback loop is invaluable for developing writing proficiency outside the classroom<sup>9</sup>.

Another significant benefit lies in the customization of learning paths. As Zhao and Lai (2023) explain, technology allows for adaptive learning platforms that tailor content to individual learners' proficiency levels, preferences, and progress. This personalized approach can address learners' unique strengths and weaknesses, optimizing the efficiency of language acquisition.

Technology also facilitates social interaction and collaboration across geographic boundaries. Virtual classrooms, language exchange platforms, and social media enable learners to communicate with native speakers and peers worldwide, enriching cultural understanding and pragmatic competence.

According to Abutalebi and Clahsen (2022), such interactions provide authentic communicative contexts vital for pragmatic and sociolinguistic competence.

However, despite these benefits, several limitations temper the effectiveness of technology in SLA. One major concern raised by Zhao and Lai (2023) is the potential for learner distraction and reduced focus in technology-mediated environments. The abundance of digital stimuli can detract from deep cognitive engagement with language learning tasks.

Additionally, Hong (2023) warns about the risk of overreliance on AI tools like

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<sup>8</sup>Hong W. C. H. The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research //Journal of educational technology and innovation. – 2023. – T. 5. – №. 1.

<sup>9</sup> Alharbi W. AI in the foreign language classroom: A pedagogical overview of automated writing assistance tools //Education Research International. – 2023. – T. 2023. – №. 1. – C. 4253331.

ChatGPT, which may lead learners to depend on automated corrections without fully developing self-editing and critical language skills. This can undermine the development of metacognitive strategies essential for autonomous learning.

Alharbi (2023) also notes that while automated writing assistance provides useful corrections, it sometimes fails to grasp contextual nuances or complex stylistic aspects, potentially leading to inappropriate suggestions. This limitation highlights the need for human teacher intervention to mediate AI output critically.

Another notable limitation is the digital divide. Abutalebi and Clahsen (2022) remind us that access to reliable internet and devices is uneven globally, limiting technology's benefits to learners in under-resourced contexts. This inequity raises concerns about widening educational disparities in SLA opportunities.

Additionally, Zhao and Lai (2023) emphasize the challenge of integrating technology meaningfully into curricula. Without proper pedagogical frameworks and teacher training, technology can become a superficial add-on rather than a transformative tool that enhances learning outcomes. The quality of technology-enhanced instruction heavily depends on educators' skills and attitudes.

Hong (2023) points out the ethical issues associated with AI in language education, such as data privacy, bias in algorithmic feedback, and the potential dehumanization of learning. These concerns necessitate cautious implementation of AI tools to safeguard learners' rights and well-being.

Despite these challenges, both Abutalebi and Clahsen (2022) and Zhao and Lai (2023) agree that technology, when combined with sound pedagogical practices, holds immense promise for SLA. Its ability to foster learner autonomy, provide diverse input, and enable real-time feedback marks a paradigm shift in language education.

Alharbi (2023) advocates for a blended approach, where technology complements but does not replace traditional teacher-led instruction. This integration can leverage the strengths of both human and digital resources, supporting

comprehensive language development.

In conclusion, technology-enhanced language learning brings numerous benefits including accessibility, personalization, motivation, and authentic communication opportunities. Nonetheless, limitations related to learner dependence, contextual sensitivity of AI feedback, digital inequity, and pedagogical integration remain significant hurdles. Future research and practice must focus on optimizing technology's affordances while mitigating its drawbacks to maximize its contribution to second language acquisition.

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PRACTICAL STRATEGIES AND TECHNIQUES FOR  
IMPLEMENTING CLT

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Annotation

This article provides an in-depth exploration of the practical implementation of *Communicative Language Teaching (CLT)* in multicultural and diverse classroom settings. Emphasizing both theoretical underpinnings and responsive pedagogical strategies, it highlights how CLT principles—such as learner-centeredness, authentic communication, integration of language skills, and task-based learning—must be thoughtfully adapted to local contexts. Drawing from scholars like Savignon, Littlewood, Willis, Ellis, Lyster, and Ranta, the article discusses the design of meaningful communicative activities, effective error correction techniques, scaffolding strategies for lower-level learners, and performance-based assessment tools. The article concludes by advocating for a dynamic, adaptive, and context-sensitive CLT approach that reflects real-world communication demands and learner needs.

**Key Words:** learner-centeredness, task-based learning, role-play and simulations, information gap activities, authentic language use, error correction.

Successful application of Communicative Language Teaching (CLT) in multicultural educational environments not only requires understanding its theoretical foundations but also intelligent, informed, and responsive deployment of its principles in real classroom contexts. While CLT philosophy supports consistent communication, learner-centeredness, skills integration, and authentic

language use, realization of these ideals in everyday classroom activity requires careful planning, pedagogical innovation, and sensitivity to constraints in contexts.<sup>10</sup> As Savignon (2002) and Littlewood (2007) support, successful communicative pedagogy relies on establishing learning environments in which students are actively using language for a meaningful purpose, are prompted to negotiate meaning, and are facilitated in the acquisition of both fluency and accuracy by participating in rich, varied, and meaningfully contextualized activities.

As is pointed out by Willis (1996) and Ellis (2003), there should be activities in a communicative classroom that make learners primarily worried about meaning, have an information gap or problem solving component, and have a non-linguistic output which can be measured in terms of effect or success but not linguistic correctness. Examples of task types that are effective include planning for a holiday tour, solving a logistics problem, designing a marketing campaign, conducting an interview, or participating in decision-making role-play exercises.

With the creation of structured scenarios that imitate realistic social encounters, such as ordering dinner in a restaurant, negotiating a business transaction, interviewing for a job, or handling a complaining customer, role-plays and simulations enable students to rehearse language functions, manage pragmatic conventions, and adapt language to various sociocultural environments. These tasks encourage not just language skill but also sociolinguistic and strategic skill, challenging students to notice politeness conventions, register differences, turn-taking rules, and negotiation techniques.

Error correction processes in communicative classes must weigh fluency development against the goal of promoting linguistic accuracy. Explicit, contemporaneous correction of errors while students are involved in

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<sup>10</sup> Savignon, S. J. *Communicative Competence: Theory and Classroom Practice*. McGraw-Hill, 2002.

communicative tasks risks discouraging students from talking and disrupting the smooth progress of interaction. Thus, research (e.g., Lyster & Ranta, 1997) recommends using unobtrusive corrective strategies such as recasts (paraphrasing learners' production correctly without making overt errors), clarification requests (asking learners to clarify to signal an error), and elicitation (eliciting learners to self-correct).<sup>11</sup> Teachers can also use delayed correction strategies, whereby errors are identified during task and corrected as a class upon task completion through language focus sessions, consciousness-raising exercises, or reflection exercises provided to students. Emphasis on patterns of error rather than single errors leads students to think about grammatical and lexical conventions in a supportive, confidence-building manner.

Performance measurement is the assessment of learners' ability to use language effectively to complete true tasks such as participating in discussions, giving presentations, writing reports, or conducting interviews. Portfolio assessment, where students construct sets of written output, oral performance samples, and reflection journals, provides an overall picture of students' development in communication over the course of time. Rubric-based assessments of communicative effectiveness, fluency, interactional strategies, pragmatic appropriateness, and complexity (in addition to linguistic correctness) provide more reliable and valid measures of communicative competence than traditional tests for correctness only. Self-assessment and peer assessment techniques also allow students to develop key insight into their communicative competence and become more in charge of their learning pathways. Implementing these active pedagogic approaches, however, is not free from challenges.

Later sections of this chapter shall discuss case studies of CLT implementation, negotiation of constraints and challenges, and recent innovations

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<sup>11</sup> Richards, J. C. & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.

that still reshape the practice of communicative language teaching in an intricate, globalized learning climate. In addition to these fundamental approaches, successful implementation of CLT necessitates teachers building an encouraging, optimistic classroom environment that motivates risk in language and values communication above correctness. Second language acquisition research is unambiguous in its data that learners' affective aspects—such as anxiety, motivation, self-esteem, and communication willingness—have a significant impact on language acquisition (Dörnyei, 2001; MacIntyre et al., 1998). Therefore, communicative classrooms must concern themselves with establishing a psychologically safe environment where errors are looked at as being a natural step in the learning process and where students feel free to talk without concern for being ridiculed or heavily judged.

Another practical concern in CLT implementation is the careful scaffolding of learners' communicative progression, particularly for lower-level students, who may find open-ended communicative activities difficult at the initial stages.<sup>12</sup> Scaffolding refers to the short-term support structures which enable students to achieve communicative tasks in excess of their individual capabilities otherwise, and which are gradually removed as students develop greater competence (Vygotsky, 1978; Wood, Bruner, & Ross, 1976). Practical scaffolding methods involve the provision of linguistic models (e.g., example sentences, dialogues), functional language frames (e.g., "I agree with you because...", "Could you explain?"), pre-teaching target lexis and formulaic language, visual aids and graphic organizers, and task progression from controlled to freer production.

Teacher professional development and teacher education are also necessary to equip teachers with the reflective skills, abilities, and knowledge needed for effective implementation of CLT. As continuously emphasized in literature

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<sup>12</sup> Richards, J. C. & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.

(Richards, 2006; Farrell, 2015), teachers do not only require theoretical knowledge of communicative principles but also classroom practice in creating tasks, classroom management to secure interaction, assessment of communicative competence through formative assessment, and context-responsive error correction<sup>13</sup>. Teacher training courses must move beyond stating CLT as a static method to be mechanistically followed; rather, they must cultivate critical pedagogical mind, challenging teachers to apply communicative methods in a creative way to their own contexts and to think continuously about the effectiveness of their teaching. Given autonomy to plan curricula, to conduct research, and to think critically as reflective practitioners is in line with postmethod pedagogy (Kumaravadivelu, 2001), which will result in long-term, context-sensitive communicative language teaching.

The evaluation procedures should mirror teaching goals, measuring learners' ability to use language meaningfully, appropriately, and effectively in real-life situations. Formative evaluations, such as performance observation, peer review, self-assessment checklists, and task-based assessment, provide ongoing feedback about learners' communicative development and guide instruction adjustments. Summative tests like portfolios, oral tests, presentations, and integrated skills tasks make holistic judgments of learners' communicative ability.<sup>14</sup>

In conclusion, the practical methods and approaches to implementing Communicative Language Teaching represent a dynamic, adaptive repertoire grounded in deep theoretical foundations and responsive to diverse educational contexts. Task-based learning, role-plays, simulations, information gap activities, project-based learning, authentic material integration, caring classroom

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<sup>13</sup> Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers*. Cambridge University Press.

<sup>14</sup> Canale, M. & Swain, M. *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*. Applied Linguistics, 1980.

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management, strategic scaffolding, formative assessment practices, professional development, and technology integration collectively offer effective means of attaining the communicative goals of language learning.

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BARRIERS TO IMPLEMENTATION IN EDUCATION SYSTEMS

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**Annotation**

This article offers a comprehensive exploration of the theory and practical challenges surrounding the implementation of *Culturally Responsive Pedagogy (CRP)* in contemporary educational settings. It emphasizes that CRP is not merely a pedagogical approach but a systemic shift that centers diversity, inclusion, equity, and the recognition of students' cultural identities in teaching and learning. It critically examines the structural and institutional barriers—such as standardized curricula, Eurocentric assessments, systemic racism, and educational resistance to reform—that hinder CRP adoption. Moreover, it explores how implicit bias among educators presents a persistent obstacle to equitable teaching.

**Key Words:** Educational equity, Inclusion and diversity, Cultural identity in education, Systemic barriers, Standardized curricula, Eurocentrism in education.

As the educational landscape evolves rapidly in response to global migration, technological advancements and increasing focus on diversity and equity, educators have a responsibility to rethink how they engage with students. Recently, the growing use of Culturally Responsive Pedagogy (CRP) has provided a more nuanced way for educators to approach teaching and learning. CRP insists that educators understand, honour, and integrate students' varied cultural contexts, experiences and perspectives into the learning process.<sup>15</sup> CRP promotes on inclusion, equity and engagement, deliberately creating learning spaces where all

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<sup>15</sup> Banks, J. A. *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Routledge, 2016.

students can achieve academically, socially, and emotional wellbeing despite their differing cultural backgrounds. CRP advocates for inclusion to honour a greater sense of belonging, understanding and empathy in classrooms, recognising learning is not homogeneous, but is tailored to fit students' various needs. While CRP is increasingly seen as a very important practice for equity and engaging students in learning experiences, substantial barriers exist to implementing CRP in schools – ranging from institutional impediments to personal bias. These barriers are fundamental to the very systems and structures of education and are often made worse by a lack of training, inadequate resource allocation and the inherent difficulties involved in changing long-entrenched education routines. This chapter examined these barriers by providing an in-depth review of the systemic, institutional, professional, and personal challenges to implementing culturally responsive pedagogy (CRP) in classrooms. In doing so, it recognized the complexity of these challenges so that educators, policymakers and other stakeholders can continue to work together thinking through possible solutions of wider adoption of CRP to ensure every student has access to cultural responsiveness in an inclusive and empowering education. In doing so, the chapter emphasized overcoming challenges to CRP not only involves a shift in teaching orientation, but promotes a need to transform the educational system to reflect a serious commitment to diversity, equity and inclusion.

The challenges to implementing Culturally Responsive Pedagogy must be understood first as part of the broader education system. Furthermore, the education system is not a neutral or unbiased system, it is a manifestation of historical, political and social forces. Educational institutions in many locations, especially in those affected by colonialism, institutional racism and monocultural ideologies, have been historically designed to reinforce the values and attitudes of the dominant cultural group. These legacies are still very real today and educational systems globally continue to function based on an assumption that, in general, the

majority of students share fairly similar cultural, linguistic, and socio-economic backgrounds. For example, the assumed commonality among students is demonstrated in curricula, assessments, pedagogies, and even the architecture of school environments. Such presumed similarity fails to accommodate students' cultural experiences and perspectives; therefore, students representing minority cultural groups are often expected to contribute and engage in the educational experiences and understandings relevant to, and constructed around, the dominant cultural group. However, students also experience discrimination in their schooling experiences through forms of cultural misunderstanding, bias-based expectations, or inequitable opportunities to succeed.

Standardized curricula and assessments, which are a major systemic barrier to CRP, remain in place and are based on what they define as a single (often Eurocentric) worldview. Standardized curricula are created under the assumptions that all students, regardless of culture, will be learning from the same lived experiences, shared values, and similar norms. As such, they are much more invested with the content, pedagogical practices, and assessment practices reflective of the culture of the dominant culture than nonthe dominant culture histories, literatures, languages, and views. For example, many school districts structure curriculum around Western history, literature, and sciences which do not resonate with students from a non-Western culture. Too often curriculum in schools serves to dislocate students from their own cultural identities, causing them to feel alienated from the content they are asked to learn (Billings, 1997, p. 66). Ultimately, the emphasis schools place on standardized assessments, which is often looked upon as the end all be all of success, tends to exacerbate the outcomes of inequity, because students from support backgrounds perform lower on tests more than students that form cultural norms corresponding to the cultural backgrounds reflected in the curriculum. Educational institutions typically produce structures to maintain educational inequities through policies and practices that maintain a status

quo.<sup>16</sup> Educational systems maintain inequities when students from marginalized backgrounds are disadvantaged from the beginning of their education; which has implications for how education propagates social class through generations after generations (Lareau, 2003; Taylor, 2000)<sup>17</sup>.

Moreover, educational institutions' resistance to change offers a substantial barrier to the development of CRP. Educational settings, particularly those grounded in structural traditions, curricula, and policies that have been around for a significant period (in some cases decades and centuries), typically do not easily change those traditions, curricula, or policies, particularly when it comes to the practice they have held for a long time or practices that have been held for much longer and are visible as core intended outcomes for institutions. Some aspects of that reluctance to reform may come from a belief that the existing system worked well enough to get to student needs, or from fear that reforming trends perceptibly distant, formatively distant, from any possibility to disrupt a complete ordering of the educational system.

Implicit bias is especially challenging for CRP because it is completely opposite to the basics of being culturally responsive, and fundamentally, there is a belief that all students can achieve no matter their cultural background.<sup>18</sup> Teachers are oftentimes biased unconsciously, and this could lead to not providing the level of support and encouragement a student needs to be able to achieve and maximize their potential. Overcoming implicit bias requires teachers to consciously recognize or overlap their own beliefs about students. Educators need to be able to self-reflect and critically think about their own biases to be able to mitigate their biases in

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<sup>16</sup> Banks, J. A. *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Routledge, 2016.

<sup>17</sup> Ladson-Billings, Gloria. "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal* 32, no. 3 (1995): 465–491.

<sup>18</sup> Ladson-Billings, G. *The Dreamkeepers: Successful Teachers of African American Children*. Jossey-Bass, 1994.

practice. Professional development opportunities in raising awareness of implicit bias as well as pedagogical strategies that allow teachers to address bias in the classroom will help them be more culturally responsive and equitable with students. Schools need to work toward a culture that has inclusivity where educators are involved in ongoing conversations about implicit bias, where resources are provided to educators to work toward more equitable ways of working with students.

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FUTURE DIRECTIONS FOR INCLUSIVE EDUCATION  
DEVELOPMENT

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**Annotation**

This article provides a visionary and systemic perspective on the future of **inclusive education**, emphasizing the need for foundational reform rather than reactive adjustments. It argues that true inclusion must be embedded into the philosophy, policies, and daily practices of educational systems, shifting from integration as an afterthought to inclusion as a proactive model of educational design. Central themes include the necessity of replacing deficit thinking with strength-based approaches, the transformation of teacher education to meet diverse learner needs, and the integration of assistive and inclusive technologies. The article highlights the role of leadership, teacher development, and local context in shaping effective inclusive environments, particularly within Uzbekistan.

**Key Words:** Inclusive education, Equity in education, Strengths-based pedagogy, Diversity and belonging, Systemic change, Teacher education reform, Educational technology, Assistive technology.

As education systems change to reflect the demands of society, global commitments, and local expectations, the future of inclusive education hinges on the commitment of institutions, professionals, and communities to not just change existing practices, but to reimagine what schooling means. The objective is not to find ways to accommodate students with disabilities in our traditional models of education, but to develop learning environments that are modeled on the ideas of

equity, belonging, and participation from the outset. In this sense, inclusive education as it develops cannot simply be a stop-gap process of making changes after-the-fact; it has to be a process of future-thinking that challenges how we teach, learn, and grow together as diverse school communities. The future of inclusion is the transition from integration as an emergency measure to inclusion as a model for education organization and delivery.

One of the most essential futures of inclusion will involve deliberately infusing inclusive values into educational philosophy. This will be characterized by a move away from deficit thinking focused on what students with disabilities cannot do, towards strengths thinking that draws on opportunities, capabilities, and contributions of every learner. Educators in the future must create opportunities for students to experience diversity as a valued and essential aspect of education, rather than being something to tolerate. To achieve this, we have to make human diversity the center of educational decision making by policymakers, curriculum developers and teacher education. Inclusion must not be treated as a special issue for special children but rather as the lens through which all educational decisions are made. This philosophical underpinnings need to be explicit in national education curricula, teacher codes of ethics and school policies, so that they are not discretionary or relegated to administrative compliance.

Secondly, the teachers of tomorrow must be prepared not for the classrooms of today but, for the changing student population of tomorrow. This begins at the teacher education institution level, curriculum and form must conform and be responsive to systemic and inclusive principles. The various subjects in the curriculum need to have a more global view on the human development, disability studies, cultural responsiveness, trauma-informed practices, and collaboration of education. Practicum experiences with inclusive classrooms need to become a required educational program component and not an optional

or expendable feature of teacher education. Mentoring, peer observation, and reflective practice can be common tools to support new teachers to establish comfort and confidence in working with diverse students. In addition, postgraduate education and professional learning communities must be strengthened to provide career-long opportunities for teachers to enhance their knowledge and skills in inclusive education. It will be important that training material, case studies, and communities of practice are developed based on the realities of local Uzbek schools, which will be a particularly useful instructional approach to demonstrate relevance and sustainability<sup>19</sup>.

The use of educational technology is also an area with exciting potential to help promote inclusion for the future. In contexts where technology is integrated properly, students with disabilities can access content, communication and expression, that would otherwise be inaccessible. Various assistive technology devices, such as speech recognition software, screen readers, voice amplification, or visual amplification devices can also provide enhanced accessibility and inclusion in participating in classroom activities. Digital learning environments can also be designed using universal design planning, so that various ways of engaging with content, peer to peer collaboration, and demonstration of learning can be organized<sup>20</sup>. It is important to note that the future of technology in inclusive education is not only about the tools that are available, but the access, training, and intent. Investments must be made to ensure that all schools—particularly in rural or under-resourced contexts—are equipped with the infrastructure capacities for inclusive technologies. Teachers need to be trained, not only to use the tools but to incorporate these technologies

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<sup>19</sup> Ministry of Public Education of the Republic of Uzbekistan. (2020). Concept of Development of Inclusive Education in the System of Public Education for 2020-2025.

<sup>20</sup> Nazarova, G. A. (2022). Inclusive education practices in Uzbekistan: Challenges and opportunities. Tashkent State Pedagogical University.

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into pedagogy to enhance, not eliminate, human interaction. Additionally, policymakers must establish funding and standards that provide the support and legitimacy necessary to adopt inclusive technologies, including open-source or low-cost options appropriate for the Uzbek context<sup>21</sup>.

Another strategic direction for future work is the development of school leadership that prioritizes inclusion. School principals, department chairs, and district supervisors have a critical role in modelling inclusive practices, managing resources, and maintaining momentum for an inclusive approach. Future efforts must focus on cultivating leadership that understands inclusion not just as a pedagogical priority, but as a vision for school culture and community. Leadership development programs must include training that focuses on equity, organization change, conflict resolution, and participatory governance<sup>22</sup>. Successful inclusive schools are often associated with principals committed to initiating collaboration amongst their teachers, providing opportunities for risk-taking innovations, and acting as advocates for students' higher order needs at higher levels of the education infrastructure<sup>23</sup>. In this regard, education departments should invest in leadership training focused on inclusive education and recognition programs highlighting good practice in leadership. Local school leaders, when engaged and supported, can be change agents within their localities and region<sup>24</sup>.

Besides the broader educational policy framework for whole schools, future education policies should address the underlying challenges and systemic

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<sup>21</sup> Nazarova, G. A. (2022). Inclusive education practices in Uzbekistan: Challenges and opportunities. Tashkent State Pedagogical University.

<sup>22</sup> Global Partnership for Education. (2020). Inclusive education: A guide for GPE developing country partners. GPE.

<sup>23</sup> Villa, R. A., & Thousand, J. S. (2016). Creating an inclusive school. ASCD.

<sup>24</sup> Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners. ASCD.

change that is responsive to support inclusive education. Future policy should also be focused on moving away from half-hearted and piecemeal short-lived interventions to system-wide multi-faceted coherent strategies. It is important that national strategies are developed with clearly articulated specific goals, timelines and indicators – not a symbolic presentation with no further credible actions.

National strategies must demonstrate a genuine intent to build in partnership with budgets, across sectors and accountability structures. Inclusive education policies should be in full alignment with national policies on sustainable development, human rights and social justice. Policy should also recognise the need to be locally responsive to regional and local differences while advocating a cohesive vision of inclusive schooling. Policymakers must ensure that these frameworks are built on extended consultation with educators, parents, disability and community organisations and student voices. In this way, inclusive education policy will reflect both bottom-up situations and top-down commitments.

Future development for inclusive education must also give emphasis to monitoring and research. Inclusion is not a final destination, but rather a continual process that should be evaluated, deliberated and enhanced. National Ministries of education should create units or observatories that focus exclusively on inclusive education and have the responsibility to collect data, conduct research in the field and publish reports to inform policy and practice. These data must be quantitative and qualitative that tell the stories and lived experiences of students, family members and teachers. Where possible data should have a disaggregation of different types of disabilities, gender, socioemotional status and location to identify inequities to address and to make improvements through targeted interventions. Universities and teachers training institutions should be more active in the knowledge-building of inclusive

education. It is necessary to encourage students in their graduate studies to pursue inquiries into inclusive education, school-based inquiry projects and interdisciplinary studies with academic and professional partners. The systemic growth of inclusive education will depend on understanding not only how to implement it, but more importantly how to understand what works, why it works and how to replicate it in other contexts.

In summary, the transformation toward inclusive education requires a dual approach: a critical understanding of the barriers that persist, and a proactive, visionary commitment to change. The implementation of inclusive practices must be supported at all levels of the education system and be grounded in local realities, informed by international best practices, and oriented toward long-term sustainability. Only through such a holistic and dedicated effort can we ensure that inclusive education becomes not merely a goal to be pursued, but the foundation upon which future generations will learn, grow, and contribute to a more just and equitable society.

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**MAKTABGA TAYYORLOV GURUHI BOLALARIDA  
YETAKCHILIK SIFATLARINI RIVOJLANTIRISHDA OTA-ONA VA  
TARBIYACHINING HAMKORLIGI**

**Navoiy Innovatsiya universiteti maktabgacha ta'lim**

**muassasasi tarbiyachisi:**

**Mansurova Maftuna**

**ANNOTATSIYA** Ushbu maqolada maktabgacha yoshdagi bolalarning umumiy o'rta talimga tayorlash va maktabgacha talim tizimida shaxsiyatning ijtimoiy rivojlanishi kabi masalalar yuzasidan atroflicha fikr yuritilgan bo'lib, zamonaviy tendensiyalar sosida bola shaxsini ijtimoiylashuvi hodisasini tadqiq etish borasida xulosa va tafsilyalar berilgan.

**Kalit so'zlar:** Maktabgacha talim, rivojlanish, axloq, ijtimoiylashuv, jamiyat, psixologik, ota-ona

Hozirgi taraqqiyotimizning talablari asosida ta'lim standartlari takomillashtirilib, dasturlar modernizatsiya qilinib, ta'lim muassasalariga etkazilib berilmoqda. Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora-tadbirlari to'g'risidagi Prezident qarori qabul qilindi.

Hujjatga ko'ra, Axborot va pedagogika texnologiyalari innovatsion markazi davlat muassasasi shaklida tashkil etildi. Ta'lim-tarbiya jarayoniga ilg'or pedagogika va axborot texnologiyalarini joriy etish, Maktabgacha ta'limni boshqarish axborot tizimining joriy etilishini ta'minlash, shuningdek, maktabgacha ta'lim muassasalari uchun o'quv-metodik, didaktik materiallarni tayyorlash va ishlab chiqarish Markazning asosiy vazifalaridan etib belgilandi.

Maktabgacha ta'limni rivojlantirish jamg'armasi o'z faoliyatini boshlaydi. Mazkur jamg'arma mablag'lari maktabgacha ta'lim muassasalarini belgilangan tartibda maqsadli qurilishlar ro'yxatiga kiritib, ularning tarmog'ini kengaytirishga,

yuqori malakali mutaxassislar, xorijiy mutaxassislarni, shuningdek, xorijda faoliyat yuritayotgan vatandoshlarimizni fuqarolik-huquqiy shartnomalar asosida Vazirlikka ishlash uchun jalb qilish kabi maqsadlarga yo'naltiriladi.

Qaror bilan 2019-yil 1-yanvardan maktabgacha ta'lim tizimining pensiya yoshidagi xodimlariga, ularning maktabgacha ta'lim tizimi muassasalaridagi faoliyati asosiy ish joyi bo'lgan taqdirda pensiya to'liq miqdorda to'lanishi belgilandi. 2018–2019 yillarda maktabgacha ta'lim tizimini yanada takomillashtirishning qo'shimcha chora-tadbirlari dasturi tasdiqlandi.

Qishloq joylarda bir nechta ko'p qavatli turar joy uylari yoki uylar guruhlaridan iborat yangi qurilayotgan majmualardagi maktabgacha ta'lim muassasasining eng kam quvvati 50 o'rindan kam bo'lmasligi belgilandi.

2021-yil 1-yanvargacha maktabgacha ta'lim muassasalarida ta'lim olayotgan bolalar uchun jismoniy shaxs shaxsiy identifikatsiya raqamini berish bo'yicha xizmat joriy etiladi va kompyuterlashtirish ishlari aniq davlat rejalari asosida amalga oshirilmoqda.

O'zbekistonda maktabgacha ta'lim muassasalarida bola shaxsining rivojlanishi va interfaol metodlarini amalga oshirishning metodik ahamiyati shakllantirish muammolarini Z.Rahimova, SH.Munavvarov, N.Egamberdiyeva, S.K.Annamuratova, S.Bulatov, F.B.Valixo'jayeva<sup>1</sup>, H.Nurmatov, A.Sulaymonov va boshqa tadqiqotchilar o'rganganlar.

Maktabgacha yoshdagi bolaning ijtimoiy rivojlanishini umumiy tasir omillarisiz tasavvur etib bo'lmaydi. Umumiy manoda ijtimoiylashuv-bu o'quvchining jamiyatda mavjud bo'lgan ijtimoiy-axloqiy me'yorlar va xulq-atvor qoidalarini o'zlashtirish jarayoni. Ijtimoiylashuv-bu butun hayot davomida davom etadigan doimiy jarayon. Maktabgacha yoshdagi bolalikda bu birinchi navbatda ijtimoiy hayot normalarini o'zlashtirishdir. Bolaning ijtimoiy rivojlanishida etakchi o'rinni o'z xalqining axloqiy qadriyatlarini o'zlashtirish va keyinchalik umuminsoniy axloqiy qadriyatlarni bilish va egallash egallaydi.

Maktabgacha yoshdagi bolalarning axloqiy xulq-atvori tajribasi kattalar bilan muloqot jarayonida shakllanadi va tengdoshlari bilan turli xil qo'shma tadbirlar va munosabatlarda mustahkamlanadi. Shaxsiyatning axloqiy va ijtimoiy rivojlanishi bolalar axloqiy munosabatlarga kirishish jarayonida sodir bo'ladi. Maktabgacha yoshda allaqachon ushbu munosabatlar kattalarning ma'lum qoidalari, ko'rsatmalari va talablari asosida qurilgan. Inson, uning har tomonlama uygun kamol topishi va farovonligi, shaxs manfaatlarini ro'yobga chiqarishning sharoitlarini va ta'sirchan mexanizmlarini yaratish, eskirgan tafakkur va ijtimoiy xulq-atvorning andozalarini o'zgartirish respublikada amalga oshirilayotgan isloxlarning asosiy maqsadi va harakatlantiruvchi kuchidir.

Xalqning boy intellektual me'rosi va umumbashariy qadriyatlar asosida, zamonaviy madaniyat, iqtisodiyot, fan-texnika va texnologiyalarning yutuqlari asosida kadrlar tayyorlashning mukammal tizimini shakllantirish O'zbekiston taraqqiyotining muhim shartidir

Masalaning asosiy jihatlaridan biri sifatida ushbu talim tizimining ijtimoiy funksiyalarini alohida sanab o'tish lozim. Maktabgacha ta'limning asosiy vazifalari quyidagilar deb belgilanadi:

Bolalarni xalqning boy milliy, madaniy tarixiy merosi va umumbashariy qadriyatlar asosida aqliy va ma'naviy-axloqiy jihatdan tarbiyalash; - bolalarda milliy g'urur, vatanparvarlik hislarini shakllantirish; - maktabgacha yoshdagi bolalarda bilim olish ehtiyojini, o'qishga intilish mayllarini shakllantirib, ularni muntazam ravishdagi ta'lim jarayoniga tayyorlash; - bolalarning tafakkurini rivojlantirish, o'zining fikrini mustaqil va erkin ifodalash malakalarini shakllantirish. - bolalarning jismoniy va ruhiy sogligini ta'minlash kabilarni o'z oldiga maqsad qilib belgilaydi.

Nihoyat, mustaqillik va o'zini o'zi anglash o'rtasidagi o'zaro ta'sir maktabgacha yoshdagi ijtimoiylashuvning muhim natijasidir. Bolalar boshqalar bilan muloqot qilganda, ular nafaqat o'zlarining individualligini isbotlashni

o'rganadilar, balki kengroq ijtimoiy kontekstdagi rolini ham tushunadilar. Bu ikkilik shaxsni ifodalashga imkon berib, tegishlilik tuyg'usini kuchaytiradi. Ushbu shakllanish yillarida to'plangan tajribalar kelajakdagi munosabatlar va jamiyat ishtirokidagi murakkabliklarni yengishga tayyor bo'lgan ijtimoiy jihatdan barkamol shaxslarni shakllantirishda muhim ahamiyatga ega. Xulosa: Xulosa qilib aytish mumkinki, maktabgacha yoshdagi bolalarning ijtimoiylashuvi turli xil o'zaro bog'liq xususiyatlarni o'z ichiga oladi, ular birgalikda ularning ijtimoiy qobiliyatli shaxslar sifatida rivojlanishiga yordam beradi.

Tengdoshlar bilan muloqot qilish, muloqot qilish qobiliyatini oshirish, rol o'ynash, guruh dinamikasi, chegaralarni tushunish, xatti-harakatlarni modellashtirish va mustaqillik va o'zini o'zi anglash o'rtasidagi muvozanat orqali bolalar o'zlarining ijtimoiy dunyolarida harakat qilish uchun muhim vositalarga ega bo'lishadi.

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**АКТИВИЗАЦИЯ УРОВНЯ МОТИВАЦИИ СТУДЕНТОВ НА  
ОСНОВЕ УЧЕБНЫХ МАТЕРИАЛОВ В ВУЗЕ**

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Максимальная активизация познавательной деятельности учащихся, развитие у них активного, самостоятельного творческого мышления становится важной задачей занятий русского языка в вузе.

Обсуждение проблемного вопроса на занятии русского языка в свободной непринужденной обстановке значительно повышает интерес к занятием по русскому языку, усиливает воспитывающий характер обучения. Стремление студентов самим разобраться в сложной жизненной проблеме, найти ответы на возникшие вопросы, желание поделиться своим мнением, сопоставить его с мнением других – все это позволяет осознаннее усваивать знания и переводить их в идейные убеждения, что в конечном итоге положительно сказывается на качестве речи студентов: она становится более убедительной, связной, последовательной, свободной.

Исследователи считают, что весь учебно-воспитательный процесс можно «запрограммировать» на мотивацию: если преподаватель использует в своей работе комплекс методов и приемов, собирая их в зависимости от основных дидактических условий. Это повышает и мотивационный тонус обучения.

Сознательность учебной деятельности учащихся достигается только при опоре на значимый для них мотив, поэтому на занятиях русского языка в вузе должна быть представлена система факторов, обеспечивающих формирование интересов к изучаемому предмету, потребность в

совершенствовании приобретаемых знаний, умений и навыков, стремление к дальнейшему самообразованию и практическому использованию иноязычной речевой деятельности, в частности, русской.

Личностная значимость в отношениях к изучаемым предметам особенно заметна на первых курсах. Этот период характеризуется сменой мотивов: доля общественно значимых мотивов уменьшается, в то время как на первый план выступают мотивы личностно значимые. Всю свою деятельность студенты как бы пропускают через призму сознательно поставленных целей, сознательно принятых намерений.

Таким образом, систематическое, целенаправленное и умелое использование учебного материала по программным темам как дополнительного познавательного и дидактического средства эффективно способствует поддержанию и развитию интереса студентов к русскому языку, к русскому слову. Материал занятия, используемый на практических занятиях русского языка и во внеаудиторной работе, располагает огромными содержательными возможностями как в плане интеллектуального и идейно-политического развития учащихся, так и совершенствования их русской речи.

AVTOTRANSPORT VOSITALARINI BOSHQARISH MASALASI

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**Avtotransport vositalarini boshqarish fani o'qituvchilari**

**Annotasiya:** Ushbu maqolada avtotransport vositalarini boshqarish masalasi, uning jamiyatdagi ahamiyati, yuzaga kelayotgan muammolar va ularni bartaraf etish yo'llari tahlil qilinadi. SHuningdek, yangi texnologiyalar va intellektual transport tizimlarining ahamiyati haqida fikr yuritiladi.

**Kalit so'zlar:** Avtotransport, boshqaruv, yo'l harakati, xavfsizlik, intellektual transport tizimi, tirbandlik, texnologiya.

**Аннотация:** В данной статье анализируется проблема управления автотранспортными средствами, её значение в обществе, возникающие проблемы и пути их решения. Также рассматривается важность новых технологий и интеллектуальных транспортных систем.

**Ключевые слова:** Автотранспорт, управление, дорожное движение, безопасность, интеллектуальная транспортная система, пробки, технологии.

**Annotation:** This article analyzes the issue of managing motor vehicles, its significance in society, the emerging problems, and ways to address them. Additionally, it discusses the importance of new technologies and intelligent transport systems.

**Keywords:** Motor transport, management, road traffic, safety, intelligent transport system, congestion, technology.

Hozirgi kunda avtotransport vositalari odamlar hayotining ajralmas qismiga

aylandi. Ular orqali har kunlik faoliyatimiz ta'minlanadi, iqtisodiyot rivojlanadi va yuklar samarali tashiladi. Biroq, transport vositalarining ko'payishi bilan bir qator muammolar ham vujudga kelmoqda. Xususan, transportni to'g'ri boshqarish va yo'l harakati xavfsizligini ta'minlash dolzarb masalaga aylandi.

Avtotransport vositalarini boshqarish nafaqat haydovchining shaxsiy malakasi, balki yo'l infratuzilmasi, transport siyosatlari va jamoatchilik madaniyati bilan bog'liqdir.

### 1. Hozirgi muammolar:

- Qoidalarining buzilishi: Ko'p hollarda haydovchilar yo'l harakati qoidalariga rioya qilmaydi, bu esa ko'plab baxtsiz hodisalarga olib keladi.

Ko'p hollarda haydovchilar yo'l harakati qoidalariga to'liq rioya qilmaydi. Bu holat nafaqat shaxsiy mas'uliyatsizlikdan, balki umumiy huquqiy ong va harakat madaniyatining past darajasidan dalolat beradi. Yo'l harakati qoidalar — bu faqat qog'ozdagi me'yorlar emas, balki odamlarning hayoti va xavfsizligini ta'minlash uchun joriy etilgan muhim qonun-qoidalar to'plamidir.

Eng ko'p uchraydigan qoidabuzarliklarga quyidagilar kiradi:

Belgilarga amal qilmaslik: Svetofor talablarini inkor etish, "To'xta" belgisiga rioya qilmaslik kabi holatlar ko'pincha halokatli natijalarga olib keladi.

Belgilangan tezlikni oshirish: Haddan tashqari tez harakat qilish haydovchiga transport vositasini nazorat qilish imkonini kamaytiradi. Bu esa avtohalokatlar, to'qnashuvlar va yo'lovchilarga zarar yetkazish xavfini oshiradi.

Mast holda haydash: Spirtli ichimlik iste'mol qilgan holda haydash hamon yo'llardagi eng jiddiy muammolardan biri bo'lib qolmoqda. Bunday holatlarda haydovchi reaksiyasi sekinlashadi, qaror qabul qilish qobiliyati pasayadi.

Telefondan foydalanish: Haydovchilarning telefonda gaplashishi yoki ijtimoiy tarmoqlardan foydalanishi diqqatning chalg'ishiga sabab bo'ladi, bu esa

falokatli natijalarga olib kelishi mumkin.

Qatorni noto'g'ri almashtirish va tezkor harakat: Agressiv haydash uslubi — keskin burilishlar, ortiqcha signal berish va boshqa haydovchilarga nisbatan hurmatsizlik — yo'llardagi xavfsizlikni jiddiy kamaytiradi.

Bu kabi qoidabuzarliklar statistikada ham o'z aksini topgan. Masalan, oxirgi yillarda yurtimizda sodir bo'lgan yo'l-transport hodisalarining katta qismi haydovchilar tomonidan qoidalarga rioya qilmaslik sababli yuz bergan.

Mas'ala shundaki, ba'zi haydovchilar yo'l qoidalarini mayda-chuyda deb hisoblab, ularni buzishni odatiy holat sifatida qabul qiladilar. Aslida esa har bir qoida odam hayotini asrashga xizmat qiladi.

Shu boisdan, qonunbuzarliklarga nisbatan jazo choralarini kuchaytirish, haydovchilarni qonunlarga sodiq bo'lishga undashi kerak. Bu borada ommaviy axborot vositalari, ta'lim muassasalari va huquqni muhofaza qiluvchi organlar o'rtasidagi hamkorlik muhim o'rin tutadi.

- Tirbandliklar: Katta shaharlarda avtotransport vositalarining ko'payishi yo'llarda tirbandliklar yuzaga kelishiga sabab bo'lmoqda.
- Ekologik ta'sir: Avtomobillar atmosferaga katta miqdorda zararli gazlar chiqarib, muhitni ifloslantiradi.
- Texnik xizmat ko'rsatish: Ko'plab transport vositalari o'z vaqtida texnik ko'rikdan o'tkazilmaydi, bu esa xavfsizlikni pasaytiradi.

## 2. Yechimlar:

- Axborot texnologiyalari: GPS, intellektual svetoforlar, transport nazorati tizimlari orqali harakatni boshqarishni yaxshilash mumkin.
- Avtonom transport vositalari: YAqin kelajakda avtopilotli transportlar orqali inson omilini kamaytirish rejalashtirilmoqda.
- Malaka oshirish: Haydovchilarni muntazam o'qitish va testdan o'tkazish, ularning mas'uliyatini oshiradi.
- Qonunchilikni kuchaytirish: Yo'l harakati qoidalarini buzgan

haydovchilarga nisbatan javobgarlikni kuchaytirish ham ijobiy natija beradi.

Avtotransport vositalarini boshqarish — bu faqat texnik masala emas, balki keng qamrovli ijtimoiy, huquqiy va ekologik muammolarni o'z ichiga olgan murakkab tizimdir. Har bir transport vositasi yo'llarda harakatlanayotgan paytda nafaqat haydovchi, balki atrofidagi piyodalar, boshqa haydovchilar, ekotizim va jamiyatning umumiy xavfsizligiga ta'sir ko'rsatadi.

Bugungi kunda avtotransport sohasidagi rivojlanish nafaqat qulaylik, balki yangi mas'uliyatlarni ham yuklamoqda. SHaharlar o'sib borayotgani, aholi va mashinalar soni ko'paygani sari, yo'l harakatida tartib saqlash yanada murakkablashmoqda. Bu holatga qarshi samarali kurashish uchun barcha manfaatdor tomonlar — davlat organlari, haydovchilar, jamoatchilik va ekologik tashkilotlar birgalikda harakat qilishlari talab etiladi.

### 1. Davlat organlarining vazifasi:

Davlat yo'l infratuzilmasini takomillashtirish, qonunchilikni mustahkamlash, zamonaviy texnologiyalar (aqlli svetoforlar, videokuzatuv, raqamli yo'l kartalari)ni joriy qilish orqali tizimli yechimlar yaratishi lozim. SHuningdek, haydovchilarni tayyorlash va ularning malakasini baholash jarayonlarini qat'iylashtirish orqali mas'uliyatni oshirish mumkin.

### 2. Haydovchilarning o'rni:

Har bir haydovchi o'z harakati orqali jamiyat xavfsizligiga hissa qo'shishi yoki tahdid solishi mumkin. Qoidalarga qat'iy rioya qilish, fuqarolik mas'uliyati, ekohaqiqiylikni his etish — bugungi kun haydovchisining asosiy fazilatlaridan bo'lishi kerak.

### 3. Jamiyatning roli:

Jamoatchilik ham ushbu jarayonning faol ishtirokchisi bo'lishi lozim. Ommaviy axborot vositalari, ta'lim muassasalari va NNTlar orqali yo'l harakati madaniyatini oshirishga qaratilgan keng qamrovli targ'ibot ishlari olib borilishi zarur.

4. Ekologik yondashuv:

Harakatda bo'lgan har bir avtomashina atmosferaga zararli gazlar chiqarishi orqali global isish, havo ifloslanishi kabi jiddiy ekologik muammolarni keltirib chiqaradi. SHuning uchun ekologik toza transport turlarini (elektromobillar, velosipedlar, jamoat transporti) rag'batlantirish ham umumiy boshqaruv tizimining muhim qismiga aylanishi kerak.

Yakuniy xulosa: Avtotransport vositalarini boshqarishdagi tartib va mas'uliyat — bu nafaqat yo'llardagi xavfsizlik, balki jamiyatdagi umumiy tartib va intizomning ko'zgusidir. Agar yo'llarda qat'iyat, odob va qonun ustuvorligi hukm suradigan bo'lsa, jamiyatning boshqa sohalarida ham tinchlik, osoyishtalik va barqarorlikni ta'minlash oson bo'ladi. Demak, yo'l harakatini faqat shaxsiy manfaat nuqtai nazaridan emas, balki jamoaviy farovonlik, kelajak avlodlar xavfsizligi nuqtai nazaridan baholashimiz shart.

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INTERNATIONAL EXPERIENCE IN THE MORTGAGE LENDING  
PROCESS

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**Annotation.** This article provides an in-depth analysis of the development of the mortgage lending system and the experiences of foreign countries. The approaches of countries such as the USA, Germany, Japan, and Russia to mortgage lending have been studied, highlighting their distinctive features, advantages, and shortcomings. Aspects of each model that are applicable to the context of Uzbekistan have been identified, and practical proposals for improving the national mortgage system have been developed. The article may be useful for researchers, economists, and professionals working in the field of mortgages.

**Keywords:** Mortgage lending, mortgage market, international experience, housing loans, securitization, financial stability, government programs, banking system.

It is well known that today, the issue of housing is relevant not only for developing but also for developed countries. As the population's demand for property increases, mortgage lending remains one of the most essential and effective means of meeting this need. How is the mortgage system organized in different countries? What lessons can we learn from foreign experiences? This article attempts to answer these very questions.

In modern society, the provision of housing plays a crucial role in ensuring social stability and improving citizens' quality of life. From this point of view, the mortgage lending system is one of the key indicators of economic growth, the expansion of financial services, and the population's ability to acquire housing. This article discusses the core mechanisms of the mortgage lending system, the

factors that contribute to its success, and the lessons that can be learned, based on the experiences of both developed and developing countries.

In the United States, the mortgage system is highly developed and features complex structures. Mortgage loans are primarily issued by private banks and financial institutions. One of the main characteristics is the sale of mortgage loans on the secondary market (i.e., securitization). Government-sponsored enterprises such as “Fannie Mae” and “Freddie Mac” purchase these loans and issue mortgage-backed securities to investors. As a result, banks gain liquidity more quickly and can issue new loans.

The main advantage of this system is the widespread accessibility of housing and the increased interest of banks in lending. However, it is important to remember that the unchecked development of this model was one of the causes of the global financial crisis of 2008.

In Germany, the mortgage market is organized with a conservative, cautious approach. Loans are generally long-term (up to 20–30 years) and offered at stable interest rates. Banks finance their mortgage portfolios through “Pfandbriefe” (mortgage bonds), which are considered highly reliable and low-risk investment instruments in the German financial market.

The advantages of this model include financial stability and the protection of borrowers from sudden changes in interest rates. Additionally, banks conduct thorough assessments of borrowers, ensuring the high quality of the loans.

In Japan, the mortgage lending system is actively supported by the government. The Japan Housing Finance Agency (JHF), a state agency, offers long-term, low-interest mortgage loans to the population. While private banks also participate in lending, the state supports them through subsidies based on certain criteria.

A key aspect of Japan’s system is the availability of programs aimed at providing housing for low-income groups, thereby contributing to social stability.

Russia's mortgage market has been actively developing since the early 2000s. Through the "Dom.RF" organization, the government has implemented a mortgage securitization mechanism. At the same time, measures such as subsidizing interest rates and reducing down payments have expanded the population's access to credit.

A notable feature of Russia's mortgage system is the active involvement of government programs, particularly those offering special conditions for young and large families.

The United States is considered one of the world's most advanced countries in terms of mortgage lending. Its mortgage market is mainly controlled by the private sector. Large mortgage agencies like "Fannie Mae" and "Freddie Mac" purchase housing loans and offer them to investors on the secondary market. This allows banks to maintain liquidity and issue more loans.

Here is the accurate English translation of your extended text:

**The Key Features of the U.S. Mortgage Lending Experience**  
A key characteristic of the mortgage lending system in the United States is the in-depth assessment of a borrower's creditworthiness, transparent contracts, and a competitive market environment. Moreover, long-term loans (ranging from 15 to 30 years) are typically marked by stable interest rates.

**Mortgage Lending in Germany.**Germany places strong emphasis on security and stability in its mortgage lending practices. The "Bausparkasse" savings-and-loan system is widely used. Under this system, individuals first accumulate a certain amount of savings and then gain the right to obtain a mortgage loan based on those savings. This model encourages responsible decision-making and poses lower risks for lenders.

In Germany, interest rates are generally low, and loan terms may extend from 20 to 30 years. The government also provides tax incentives on mortgage loans, which makes the system even more attractive.

**The Case of Turkey.**

Although Turkey's mortgage system was formed relatively recently, it has been developing rapidly. Lending mechanisms operate based on cooperation between the public and private sectors. Government agencies such as "TOKİ" (Housing Development Administration of Turkey) build affordable housing for socially vulnerable populations and offer long-term mortgages on favorable terms.

Meanwhile, banks develop various credit packages tailored to market demands. Interest rates are tied to central bank policies and may sometimes be variable.

**South Korea and Singapore: Strong Government Involvement**  
In both South Korea and Singapore, the government plays a prominent role in the mortgage system. In Singapore, more than 80% of the population lives in Housing Development Board (HDB) flats built by the state. These homes are purchased through long-term mortgage loans offered at low interest rates, backed by government guarantees.

In South Korea, the Korea Housing Finance Corporation (KHFC) provides long-term mortgage loans, and the process is tightly controlled by the state. This model plays a vital role in maintaining societal stability and ensuring access to housing.

**Key Factors for Effective Mortgage Lending Systems: Lessons from Global Practices**

International experience shows that several important factors are necessary for an effective mortgage lending system:

1. **Robust Legal Framework – Transparency and legal safeguards must be ensured throughout the lending process.**
2. **Balance Between Market and State – A blend of public and private sector involvement is more effective than relying solely on one.**
3. **Long-Term and Stable Interest Policy – Ensures financial security for borrowers.**

4. Principles of Social Justice – Facilitating access to housing for low-income groups improves overall system effectiveness.

These lessons can serve as valuable guidelines for Uzbekistan. In particular, supporting populations in need of housing, expanding public-private partnerships, and gradually liberalizing the mortgage market are urgent priorities.

The German Example: The Bausparvertrag Model.

Germany's mortgage lending system is based on long-term stability. The Bausparvertrag, or savings-based mortgage model, is widely applied. Under this model, a client signs an agreement with the bank to save a fixed amount over several years. Based on this, they become eligible for a mortgage under preferential terms.

Advantages include:

- Accumulation of savings before receiving the loan fosters a sense of responsibility.
- Interest rates are low and stable.
- Loan terms typically range from 20 to 30 years.
- Tax incentives and government guarantees are available.

Moreover, property prices are not allowed to rise artificially in Germany. Given the strong rental culture, there is less pressure on the population to purchase homes through mortgages, although the system remains stable and functional.

Turkey's Experience: Affordable Housing and Public-Private Partnerships  
Turkey's approach is a successful example of affordable housing development combined with active public-private partnerships.

Key Success Factors in International Mortgage Lending Models:

- Prudential Regulation – Strict oversight of lending policies is necessary to ensure financial stability.
- Diversification of Loans – A range of products with different terms, interest rates, and conditions must be available.

- Savings Mechanism – Encouraging a culture of borrowing based on personal savings is essential.
- Government Guarantees and Subsidies – Targeted social support for low-income families should be built into the system.
- Financial Literacy – Citizens must be educated about mortgage loans, interest rates, and associated risks.

Conclusion. International experience shows that the mortgage lending system has evolved not only as a financial instrument but also as an integral part of social and economic policy. The U.S. experience demonstrates how market mechanisms operate; Germany emphasizes stability, while Japan prioritizes government support. In Russia, the system is still developing but holds great potential. For Uzbekistan, it is crucial to evaluate these international practices, compare them, and select an optimal model that aligns with the country's national characteristics and current economic conditions.

To further develop the mortgage lending system in the future, it is advisable to focus on the following directions:

- Introduce a securitization mechanism to improve bank liquidity;
- Offer long-term loans with stable interest rates;
- Expand government programs that support low-income groups;
- Improve financial literacy to help citizens make informed financial decisions.

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PRESERVING NATIONAL IDENTITY IN THE CONTEXT OF  
GLOBALIZATION: UTILIZING TRADITIONAL VALUES IN SHAPING  
THE CULTURAL CONSCIOUSNESS OF YOUTH

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**Annotation:** This article analyzes the concept of values, their philosophical foundations, and their importance in social life. In particular, it thoroughly explores the role of values in human consciousness and social development, and their impact on youth upbringing. The difference between a value and its related object, the positive and negative aspects of values, and the transformations that occur in the value system due to historical processes are also examined. Special attention is given to the formation of personal consciousness among the younger generation based on spiritual values, strengthening ideological immunity, and the significance of values in educational processes.

**Keywords:** value, spirituality, social development, national identity, axiological analysis, youth education, personal development, mentality, cultural heritage, philosophical concept

In today's reality, growing attention is being paid to the changes occurring in the value system, and the need for wisely utilizing these changes in education and upbringing is increasingly recognized. The special emphasis placed on universal human values as one of the main priorities of state policy is no coincidence. The primary goal of such an approach is to foster national identity, preserve historical and cultural heritage, unite the diverse population of our country around common values, and nurture individuals—especially youth—who possess high moral and spiritual virtues.

As a practical reflection of our youth-related policies, particular emphasis is

given to the upbringing of a well-rounded person based on the harmony of national and universal values in the "Law on Education," the "National Program for Personnel Training," and the five key initiatives proposed by President Shavkat Mirziyoyev. These initiatives serve to instill patriotism, moral purity, and civic responsibility in young people.

In the era of globalization and rapid information flow, not only acquiring modern knowledge but also raising youth in the spirit of national values and protecting them from ideological threats and harmful information have become urgent tasks. The formation of ideological immunity in the hearts of the younger generation and their development into active, responsible individuals is central to our state's policy. The future of our country and the fate of our people depend directly on the kind of individuals our youth grow up to be—a reality we all must fully understand.

In today's complex geopolitical environment, systematic efforts are being carried out to resolve emerging problems in the field of spirituality, protect the national consciousness and values of the people, and especially to shield the youth from harmful ideas and ideologies. Throughout human history, individuals nurtured on the basis of high values have served as the primary driving force of societal progress. From this point of view, the upbringing of youth is considered one of the most important tasks in the life of any society.

The speeches and writings of our President consistently highlight youth-related issues, once again confirming the critical importance of national values in forming well-rounded individuals. This is because a person with sound beliefs, a positive attitude, and a broad worldview is the foundation of any society's development. If we consider ourselves responsible for the future of Uzbekistan, we must take youth education and upbringing seriously and treat the adoption of a modern way of thinking as our duty.

Therefore, shaping a correct worldview and strong moral immunity among

youth, and organizing educational activities with attention to their psychological state, has become an urgent task. A deeper study of the impact of national values on youth, strengthening scientific research in this area, and applying the conclusions drawn to the higher education system with a focus on social development is a necessity today.

Instilling qualities such as humanity, enlightenment, creativity, national pride, and tolerance in youth through value-based education holds great significance. Scientific research in this field not only contributes theoretical insights but also practical benefits by enriching the field of psychology with new information and expanding the methodological base of psychological services. As a result, deeper scientific perspectives on the role of national values in youth upbringing will continue to emerge.

A value is a philosophical concept that expresses the moral, social, and cultural significance of phenomena that exist in reality and play an essential role in human life. Elements such as freedom, justice, peace, equality, enlightenment, truth, goodness, beauty, material and spiritual wealth, customs, and traditions all fall within the scope of values. Like the term spirituality, this concept has a broad meaning and can be interpreted differently by each individual depending on their worldview, life experience, and social status. However, in all definitions, values represent noble ideas, lofty intentions, and great goals, and are regarded as key indicators of a nation's moral culture.

The peaceful and prosperous life we enjoy today, the compassion typical of our people, holidays, customs, games, and our rich folklore are all considered priceless values. These values clearly reflect the spiritual identity and national characteristics of the Uzbek people. Therefore, preserving, enriching, modernizing, and conveying them to future generations is a duty for each of us. Over the centuries, values have been deeply integrated into our way of life, forming a synthesis of our best material and spiritual achievements. In essence, values are the foundation that determines a

nation's past, present, and future. They are the product of social and cultural experience, shaped and refined throughout the course of historical development.

In axiology (the study of values), a distinction is made between a value and the object related to it. A value is a philosophical category that refers to events, objects, ideas, and principles appreciated by humanity — not as a label for these objects, but as a concept that expresses their importance. It is natural for people living in different times and under different conditions to evaluate the same event differently and interpret it in various ways. This is because values evolve under the influence of social change and are closely linked to people's worldview, social status, and standard of living. Therefore, it is impossible to apply a single, universal criterion when assessing values.

As a result of life events, experiences, and their contradictions, values always carry both positive and negative aspects. For example, dualities such as good and evil, truth and falsehood, happiness and sorrow, development and decline express the interconnected and opposing sides of life. Through these contradictions, the true essence of values can be understood. Particularly in the course of social progress, some values emerge as more advanced and gain greater importance over others.

It must be remembered that any value is shaped and transformed depending on historical, political, economic, and cultural conditions. Some values, however, maintain their relevance across all times. These include values such as human health, meaningful life, labor, education, and interpersonal relationships, which remain significant in any society and era. At the same time, negative phenomena that oppose these values — such as illness, ignorance, and a meaningless existence — are also an integral part of historical reality.

Thus, the true worth of a value can only be fully understood when compared to its opposing phenomenon. Especially for youth — schoolchildren and university students — understanding such axiological relationships, grasping the essence of

values, and recognizing their role in social development has great educational importance. In modern education, shaping the individual through values and cultivating both national and universal virtues has become a central task.

In conclusion, values are the foundation of societal development and a crucial factor in the formation of individual identity. Passed down from generation to generation as the highest expression of a nation's historical experience, spiritual heritage, and cultural outlook, values define the uniqueness of a people. As emphasized in this article, values play an invaluable role in every aspect of human life, particularly in the upbringing of youth.

The value system undergoes certain changes according to the socio-economic, political, and spiritual conditions of each era. However, some core values — such as life, health, knowledge, morality, and justice — always retain their relevance. From this point of view, shaping a worldview in the younger generation based on such high values, and developing in them a strong sense of civic responsibility and ideological immunity, is one of the most important objectives of today's educational and upbringing processes.

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DUYUSHEN MIOPATIYASINI TASHXISLASH VA DAVOLASHNING  
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*Anatomiya : Ushbu maqolada hozirgi kunda global muammolardan biri hisoblanayotgan duyushen miopatiyasini tashxislash va davolashning zamonaviy usullari bilan tanishamiz. .Maqolada duyushen miopatiyasining turlari ,zamonaviy tashxis usullari ,genetik tahlillar ,kardionovatsiya ,preventiv tibbiyot, tashxis usullari va metodlar haqida malumotlar beriladi . Maqoladan tibbiyot yo'nalishida o'qiydigan talabalar va tibbiyot sohasiga qiziqadigan barcha insonlar foydalanishlari mumkin.*

**Duyushen miopatiyasining turlari**

**duyushen miopatiyasi** (dilated cardiomyopathy) turli sabablarga ko'ra turli shakllarda bo'lishi mumkin. Bunday miokatiya turli tizimlar va mexanizmlar orqali rivojlanadi va davolashda ham turli yondashuvlar talab etadi. Quyida **duyushen miopatiyasining asosiy turlarini** ko'rib chiqamiz:

**1. Irsi (Genetik) duyushen Miopatiyasi**

Bu turda kasallik **ota-onadan farzandga** o'tadi. Genetik o'zgarishlar yurak mushaklarini zaiflashtiradi.

- **Sabablari:**
  - Xromosomalar va genetik mutatsiyalar.

- Bir nechta genlar (masalan, **dystrophin**, **titin** va boshqa proteinlar) ishtirok etadi.
- Kasallik ko‘pincha **yoshda** rivojlanadi (ko‘p hollarda 20–40 yosh).
- **Xususiyatlari:**
  - Tezda rivojlanadi va ko‘pincha jiddiy asoratlar bilan yakunlanadi (masalan, yurak yetishmovchiligi).

## 2. Peripartum Miopatiya

Homiladorlikning oxirgi davrida yoki tug‘ruqdan keyin yuzaga keladigan miokatiya turi.

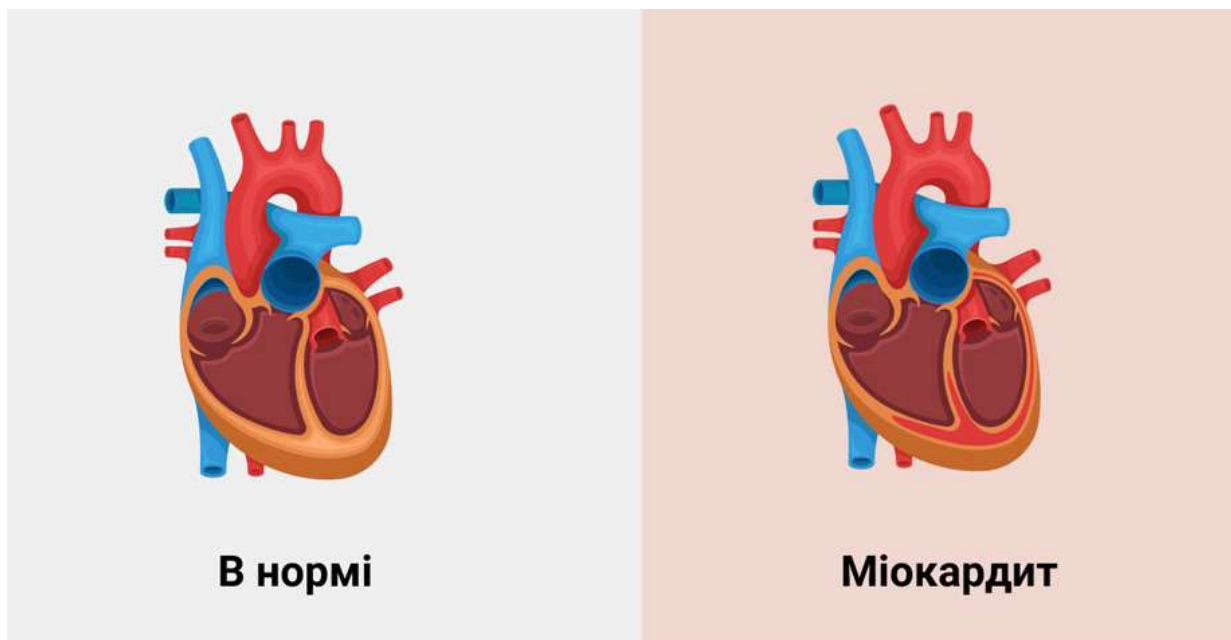
- **Sabablari:**
  - Homiladorlikning yuqori bosqichlari (4-6 oy) va tug‘ruqdan keyin yuzaga kelishi mumkin.
  - Ehtimoliy sabablarga genetik moyillik, gormonal o‘zgarishlar va infeksiyalar kiradi.
- **Xususiyatlari:**
  - Homiladorlikdan keyingi birinchi yil ichida aniqlanadi.
  - Asosan **chap qorinchadagi kengayish** ko‘rinadi.
  - Ko‘p hollarda ayollar homiladorlikdan so‘ng to‘liq tuzaladilar, lekin ba’zida yurak yetishmovchiligi davom etadi.

## 3. Virusli Miopatiya (Miokarditdan kelib chiqqan)

Ba’zi viruslar (masalan, **coxsackievirus B**, **adenoviruslar** va boshqa) yurak mushagini zararlab, **miokardit** (yurak mushaklarining yallig‘lanishi)ga olib keladi va bu **duyushen miopatiyasiga** aylanishi mumkin.

- **Sabablari:**
  - Virusli infeksiyalar, ayniqsa **miokarditdan** keyin.
  - Kasallikning boshlanishi **yurak mushaklarida shish** va yallig‘lanishni keltirib chiqaradi.
- **Xususiyatlari:**

- Odatda, tez rivojlanadi.
- Virusli infektsiya davrida klinik simptomlar (qiyin nafas olish, ko'krak og'rig'i) paydo bo'ladi.
- Odatda infeksiyadan keyin, og'ir holatlar yuzaga kelishi mumkin.



#### 4. Alkogolga Oid Vuyushen Miokatiya

Alkogol iste'moli ko'p miqdorda va uzoq muddat davom etganida yurak mushaklariga zarar yetkazishi mumkin.

- **Sabablari:**

- **Alkogolni ortiqcha iste'mol qilish** va **alkogolning toksik ta'siri** yurak mushaklarini zaiflashtiradi.
- Bu turda, alohida **alkogolga bog'liq toksik miokardiopatiya** ko'rinadi.

- **Xususiyatlari:**

- Odatda, uzoq vaqt davomida ko'p miqdorda alkogol ichgan kishilarda rivojlanadi.
- **Yurak ritmi buzilishi** va **yurak yetishmovchiligiga** olib keladi.

- Vuyushen miokatiyasi alkogolni to'xtatishdan keyin ba'zan yaxshilanadi.

## 5. Avtoimmun Miokatiya

Bu turda organizmning immun tizimi yurak mushagiga qarshi hujum qiladi, ya'ni **avtoimmun javob** natijasida yurakni zaiflashtiradi.

- **Sabablari:**
  - **Sistemik lupus eritematozus, revmatoid artrit** kabi avtoimmun kasalliklar.
  - Tana o'zining yurak to'qimasini xato ravishda hujum qiladi.
- **Xususiyatlari:**
  - Avtoimmun kasalliklar bilan bog'liq bo'lgan **yurak yallig'lanishi** va **mushak zaiflashuvi** bo'ladi.
  - Bu holatda, ko'pincha boshqa organlar ham zararlanishi mumkin.

## 6. Metabolik Miopatiya

Yurak mushaklarida energiya almashinuvining buzilishi natijasida kelib chiqadi.

- **Sabablari:**
  - **Diabet** (qandli diabet), **qalqonsimon bez kasalliklari** (gipotireoz), **homotsistein** va boshqa metabolik kasalliklar.
  - Ba'zi holatlarda, **yurak mushaklarida yog' to'planishi** va energiya almashinuvi buzilishi kuzatiladi.
- **Xususiyatlari:**
  - Bunday miokatiya turida yurakni energiya bilan ta'minlovchi metabolik jarayonlar buziladi.
  - Kasallikni davolashda asosan metabolik kasallikni nazorat qilish muhim.



## ZAMONAVIY TASHXIS USULLARI

### Virusli Miokarditni Zamonaviy Tashxis Usullari

- 1. EKG (Elektrokardiogramma)**  
Yurakning elektr faoliyatini o'lchab, ritm buzilishi va yallig'lanish belgilarini aniqlaydi.
- 2. Ekokardiografiya**  
Yurak strukturasini va funksiyasini tekshiradi, mushaklarning shishishi va qisqarish zaifligini ko'rsatadi.
- 3. Yurak MRI (Magnet-rezonans tomografiya)**  
Yurak mushaklaridagi yallig'lanish va shikastlanishni yuqori aniqlikda ko'rsatadi.
- 4. Biomarkerlar va laborator tahlillar**  
Troponin, CRP kabi qon biomarkerlar yordamida yurak shikastlanishi va yallig'lanish darajasi aniqlanadi.
- 5. PCR va molekulyar testlar**  
Virus genetik materialini aniqlash uchun qo'llanadi, aniq virus sababchisini topishga yordam beradi.

## 6. Myokard

biopsiyasi

Yurakdan to'qima namunasi olib, yallig'lanish va virusni laboratoriyada aniqlash (invaziv usul).

7.



## GENETIK TAHLILLAR

### Genetik tahlillar haqida ma'lumot

**duyushen miopatiyasini tashxislash va davolashda genetik tahlillar** so'nggi yillarda muhim ahamiyat kasb etmoqda. Bu tahlillar yurak-qon tomir kasalliklariga genetik moyillikni aniqlash, bemorni shaxsiylashtirilgan (individual) tarzda davolash, hamda oilaviy xavf omillarini baholashda qo'llaniladi.

#### 1. Genetik tahlil nima?

Genetik tahlil — bu DNKda mavjud bo'lgan o'zgarishlar (mutatsiyalar)ni aniqlovchi laboratoriya tekshiruvidir. Bu usul yordamida yurak kasalliklari, ayniqsa, **irsiy yurak kasalliklari** yoki **arterial gipertoniya, dislipidemiya, metabolik sindrom** kabi holatlarga moyillik aniqlanadi.

#### 2. duyushen miopatiyasida qanday genlar tahlil qilinadi?

Quyidagi genlar yurak-qon tomir kasalliklari bilan bog'liq deb hisoblanadi:

- **LDLR, APOB, PCSK9** – bu genlar xolesterin almashinuvini boshqaradi. Ularning mutatsiyasi oilaviy giperkolesterinemiyaga olib keladi.
- **LPA** – lipoprotein(a) darajasiga ta'sir qiluvchi gen. Bu marker infarkt xavfini oshiradi.
- **MTHFR** – bu gen homosistein darajasiga ta'sir qiladi. Homosistein yuqori bo'lsa, yurak-qon tomir kasalliklari xavfi ortadi.
- **NOS3, ACE** – qon bosimini va yurak tomirlarining kengayishini boshqarishda ishtirok etuvchi genlar.

### 3. Genetik tahlil qachon tavsiya etiladi?

- Agar bemor yosh bo'lishiga qaramasdan yurak xurujini boshdan kechirgan bo'lsa.
- Oilaviy anamnezda (yaqin qarindoshlarida) yurak-qon tomir kasalliklari erta boshlangan bo'lsa.
- Qon lipidlari yuqori bo'lsa, lekin sababi aniqlanmasa.
- Bemor bir nechta dorilarga sust javob qaytarsa (genetik metabolizm farqlari aniqlanishi mumkin).

### *Kardionovatsiya va Preventiv Tibbiyot: Yangi Yondashuvlar*

#### 1. Kardionovatsiya nima?

**Kardionovatsiya** — kardiologiyada innovatsion texnologiyalar, usullar va yondashuvlarni ifodalovchi tushunchadir. Bu atama "*kardio*" (yurak) va "*innovatsiya*" (yangilik) so'zlarining birikmasidan kelib chiqqan.

Kardionovatsiya quyidagilarni o'z ichiga oladi:

- Sun'iy intellekt asosida yurak kasalliklarini erta aniqlash tizimlari (AI diagnostika)
- Telekardiologiya (masofaviy yurak monitoringi)
- Genom tibbiyot asosida shaxsiy davolash (farmakogenetika)
- 3D yurak modeli orqali stentlash va bypass operatsiyalarini oldindan rejalashtirish

- Biologik stentlar va nano-texnologiyalardan foydalanish

**Misol:** Ko‘plab zamonaviy markazlarda EKG va yurak ultratovushi sun’iy intellekt orqali avtomatik tahlil qilinmoqda. Bu tahlillar yurak infarktining erta belgilari aniqlanmasdan ilgari ogohlantirish imkonini beradi.

## 2. Preventiv tibbiyot (oldini olish tibbiyoti)

**Preventiv tibbiyot** — kasalliklarni erta aniqlash, rivojlanishining oldini olish va sog‘lom turmush tarzini targ‘ib qilishga qaratilgan yondashuvdir. Vuyushen miokatiyasi kabi yurak xastaliklarida bu yo‘nalish juda muhim.



**Preventiv**

**tibbiyot asosiy yo‘nalishlari:**

- **1-darajali profilaktika:** Kasallik boshlanishidan oldin xavf omillarini aniqlash va yo‘qotish. Masalan, chekishni tashlash, xolesterinni nazorat qilish, sog‘lom parhez.
- **2-darajali profilaktika:** Kasallik ilk bosqichida bo‘lsa ham, uning asoratlarini oldini olish. Masalan, EKG orqali erta o‘zgarishlarni aniqlash.
- **3-darajali profilaktika:** Kasallik rivojlanib bo‘lgach, rehabilitatsiya orqali qayta xurujlarning oldini olish.

**Preventiv yondashuvda quyidagilar muhim:**

- Genetik testlar orqali kasallikka moyillikni aniqlash

- Kardio-check up (profilaktik yurak ko‘rigi)
- Stress va uyqu gigiyenasiga e‘tibor
- Yengil jismoniy faollikni har kuni bajarish
- Qon bosimi, glyukoza va xolesterin darajasini doimiy kuzatish

### *Tibbiyotda Tashxis Usullari: Asosiy Yo‘nalishlar*

#### 1. Klinik usullar

- **Anamnez yig‘ish:** Bemor shikoyatlari, oilaviy tarix, hayot tarzi.
- **Fizik ko‘rik:** Yurak urishi, qon bosimi, yurak tonlari.

#### 2. Laborator tahlillar

- **Qon biokimyosi:** Troponin, CK-MB (infarkt belgisi), xolesterin, glyukoza.
- **Genetik tahlillar:** Yurak kasalliklariga moyillikni aniqlash (*LDLR, PCSK9* genlari).

#### 3. Instrumental usullar

- **EKG:** Yurak ritmi va ishemik o‘zgarishlarni aniqlaydi.
- **Ekokardiografiya (EKO):** Yurak mushaklari va valflarini ko‘rsatadi.
- **Stress-test:** Yurakning jismoniy yuklamadagi reaksiyasi.
- **Koronaroangiografiya:** Koronary tomirlar holatini tekshiradi.
- **MRT/KT:** Yurakning tuzilmasini aniq ko‘rsatadi.

#### 4. Zamonaviy texnologiyalar

- **Sun‘iy intellekt (AI):** EKG va suratlarni avtomatik tahlil qilish.
- **Telemonitoring:** Masofaviy yurak nazorati (aqlli soatlar, kardiobrasletlar).

#### Xulosa

Duyushen miopatiyasini erta aniqlash va samarali davolash uchun zamonaviy tashxis usullari — EKG, ekokardiografiya, koronar angiografiya, laborator va genetik tahlillar katta ahamiyatga ega. Ushbu metodlar yurak holatini aniq baholash, kasallik sabablarini aniqlash va shaxsiy davolash strategiyasini ishlab chiqishga yordam beradi. Kardionovatsiya — ya‘ni yurak sohasidagi innovatsiyalar — va preventiv tibbiyot yondashuvlari kasalliklarning oldini olish

hamda bemorning hayot sifatini yaxshilashda muhim rol o'ynaydi. Shu bois, ushbu sohalaridagi ilg'or texnologiyalar va profilaktik choralarini joriy etish yurak kasalliklari bilan samarali kurashishda asosiy omil hisoblanadi.

Bundan tashqari, bemorlarning genetik moyilligini aniqlash orqali shaxsiylashtirilgan davolash usullarini ishlab chiqish mumkin. Bu esa dori vositalarining samaradorligini oshiradi va asoratlar xavfini kamaytiradi. Zamonaviy tibbiyotda erta tashxis va profilaktika orqali bemorlarning hayot davomiyligi va sifatini sezilarli darajada yaxshilash imkoniyati mavjud. Shu bilan birga, tibbiyot sohasida yangi texnologiyalarni keng joriy etish mutaxassislar malakasini oshirishni talab qiladi. Shu sababli, ilmiy-tadqiqot ishlari va kadrlar tayyorlashga alohida e'tibor qaratish zarur.

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INSON QADRINING HUQUQIY KAFOLATI: YANGI TAHRIRDAGI  
KONSTITUTSIYA

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**Huquqshunoslik fani o‘qituvchisi**

**Annotatsiya.** Yurtimizda 2023-yil 30-aprel kuni o‘tkazilgan referendumda yangi tahrirdagi O‘zbekiston Respublikasi Konstitutsiyasi ishtirok etgan fuqarolarning 90,21 foizi tomonidan yoqlab ovoz berish orqali qabul qilinganligi unda xalqimizning Yangi O‘zbekistonni barpo etish bo‘yicha orzu-umidlari va intilishlari o‘z aksini topganligidan dalolat bermoqda. Yangi tahrirdagi Konstitutsiya Yangi O‘zbekiston strategiyasini amalga oshirishning siyosiy-huquqiy asoslarini yaratib, milliy davlatchilik taraqqiyotining tarixiy muhim bosqichida davlat va jamiyatni yanada rivojlantirishning ustuvor yo‘nalishlarini belgilab berdi.

**Kalit so‘zlar.** Oliy Majlis, Qonunchilik palatasi, demokratik progressiv qadam, referendum.

O‘zbekiston Respublikasi Konstitutsiyasi Vatanimiz mustaqilligi, xalqimizning tinch-osoyishta hayoti, fuqarolarimizning huquq va erkinliklari, qonuniy manfaatlarining mustahkam huquqiy kafolatidir. Bugungi kunda «O‘zbekiston Respublikasi Konstitutsiyasi to‘g‘risida»gi konstitutsiyaviy qonunni referendum — umumiy ovozga qo‘yilishi huquqiy demokratik davlatchiligimiz tarixida ilk bor kuzatilayotgan demokratik progressiv qadamdir.

O‘zbekiston Respublikasi Konstitutsiyasi qabul qilinganidan bugungi kungacha unga tegishli qonunlar asosida bir necha bor tuzatishlar, qo‘shimcha va o‘zgartishlar kiritilgan bo‘lsa, ushbu qonunlar parlament tomonidan qabul qilingan.

Bu gal parlament «O‘zbekiston Respublikasi konstitutsiyasi to‘g‘risida»gi konstitutsiyaviy qonunni referendum yo‘li bilan qabul qilish haqida qaror qildi. Bu qaror O‘zbekiston Respublikasi konstitutsiyaviy sudiga kiritildi, bundan asosiy maqsad avvalo, «O‘zbekiston Respublikasining referendumi to‘g‘risida»gi O‘zbekiston Respublikasining qonuniga muvofiq, referendum O‘zbekiston Respublikasining qonunlarini va boshqa qarorlarni qabul qilishda jamiyat va davlat hayotining eng muhim masalalari yuzasidan fuqarolarning umumxalq ovoz berishidir. Referendum saylovlar bilan bir qatorda xalq irodasining bevosita ifodasi bo‘lib, referendumda qabul qilingan qarorlar oliy yuridik kuchga ega bo‘ladi.

O‘zbekiston Respublikasi Konstitutsiyasining 78-moddasiga ko‘ra, O‘zbekiston Respublikasining Konstitutsiyasini qabul qilish, unga o‘zgartish va qo‘shimchalar kiritish, O‘zbekiston Respublikasining konstitutsiyaviy qonunlarini, qonunlarini qabul qilish, ularga o‘zgartish va qo‘shimchalar kiritish, O‘zbekiston Respublikasining referendumini o‘tkazish to‘g‘risida va uni o‘tkazish sanasini tayinlash haqida qaror qabul qilish O‘zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasi va Senatining birgalikdagi vakolatlari hisoblanadi.

Shunga ko‘ra, O‘zbekiston Respublikasi Konstitutsiyasining 7-moddasiga ko‘ra, «Xalq davlat hokimiyatining birdan-bir manbaidir», 9-moddasida esa, «Jamiyat va davlat hayotining eng muhim masalalari xalq muhokamasiga taqdim etiladi, umumiy ovozga (referendumga) qo‘yiladi», deb belgilanganligi «O‘zbekiston Respublikasi konstitutsiyasi to‘g‘risida»gi konstitutsiyaviy qonunni referendum yo‘li bilan qabul qilinish eng demokratik va progressiv qaror ekanligini anglatadi.

Shuningdek, Konstitutsiya yurtimizda bozor munosabatlari va xususiy mulk ustuvorligiga asoslangan demokratik huquqiy davlat va adolatli fuqarolik jamiyati barpo etish, O‘zbekistonning xalqaro maydonda munosib o‘rin egallashi borasida asosiy yuridik poydevordir. O‘zbekiston Konstitutsiyasining ishlab chiqilishi, muhokama etilishi va qabul qilinishi hamda rivojlantirilishi jarayonlari

mamlakatimiz mustaqilligi tarixining bevosita uzviy qismidir. Konstitutsiyamizning yaratilishi tarixiga nazar solinsa, asosiy Qonun o'zbek xalqining mustaqillik sari uzoq yo'ldagi izlanishlari mantiqiy natijasi ekaniga guvoh bo'lish mumkin. Yangi qabul qilinayotgan O'zbekiston Respublikasi Konstitutsiyasining 128 ta moddadan 155 ta moddaga, undagi normalar 275 tadan 434 taga ko'payayotganligi, 91 ta konseptual o'zgartishlarni o'z ichiga olgan «O'zbekiston Respublikasi Konstitutsiyasi to'g'risida»gi konstitutsiyaviy qonunni referendum — umumiy ovozga qo'yish xalq davlat hokimiyatining birdan-bir manbai ekanligini amalda namoyon etib, davlatimizning asosiy qonuni — oliy yuridik kuchga ega normativ-huquqiy hujjatning muhokamasini to'g'ridan-to'g'ri xalq hukmiga havola etilayotganligi «inson-jamiyat-davlat» degan inson qadrini yuksaltirishga qaratilgan tamoyilni amalda qo'llanayotganini ko'rsatadi.

Xulosa o'rnida aytish mumkinki, bugungi o'zgarishlar xalqimiz farovonligi yo'lida hamda jamiyat rivoji uchun xizmat qiladi desak mubolag'a bo'lmaydi.

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HUQUQIY ONG HAMDA HUQUQIY MADANIYATNI  
SHAKLLANTIRISH ASOSLARI

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**Annotatsiya.** Mazkur maqolada demokratik jamiyat qurish asosi sifatidagi yuksak huquqiy ong va madaniyatga ilmiy asoslangan baho tahlil qilingan hamda mutafakkirlarning fikri asosida o‘rganib chiqilgan.

**Kalit so‘zlar:** huquqiy madaniyat, huquqiy ong, fuqarolik jamiyati, huquqiy vijdon, siyosiy va huquqiy tizim.

**KIRISH**

O‘zbekiston xalqi intilayotgan ideal jamiyat asosini, undagi munosabatlar poydevorini yuksak ma’naviyat va ilg‘or rivoj topgan siyosiy-huquqiy madaniyat tashkil etadi. Zero, huquqiy davlat va ma’rifiy jamiyatning huquqiy madaniyati ham shunga munosib bo‘lishi lozim. Huquqiy madaniyat fuqarolik jamiyati ma’naviy kamolotining, davlatchilik rivoji va huquqiy tizim yetuklarining muhim ko‘rsatkichi, undagi munosabatlarning mohiyatini ifodalovchi omil hisoblanadi.

**ADABIYOTLAR SHARHI**

Xalqning ma’naviy va madaniy qadriyatlarini qayta tiklash, o‘z navbatida, belgilangan ezgu maqsadlar sari sabot-matonat bilan intilishni, hozirgi va kelgusida erishilishi mo‘ljallanayotgan huquqiy ong va madaniyat darajasini chuqur tahlil etish hamda unga ilmiy asoslangan xolis baho berishni taqozo etadi. Shu bois, mamlakatimizda fuqarolik jamiyatini barpo etishda huquqiy ong va madaniyatni yuksaltirish davlatimiz oldida turgan dolzarb masalalardan biridir.

O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoev ta’kidlaganidek,

“Fuqarolarimiz huquqiy ongi va madaniyatini yuksaltirish, ularning siyosiy faolligini oshirishda ham Konstitutsiyaning o‘rni va ahamiyati beqiyos ekanini alohida ta’kidlash joiz [1].

Ayniqsa bir tuzumdan o‘tib, yangi demokratik davlat barpo etish jarayoni benihoya murakkab ekanligi hamma boxabar bo‘lgan holat. Murakkab o‘tish davrida insonlar ruhiyatida, ongida jiddiy o‘zgarishlar sodir bo‘lib, unda eski qadriyatlardan voz kechish va yangilarini qabul qilish jarayoni yuz beradi va u og‘riqli, o‘tkir palladir. Rossiyalik taniqli huquqshunos olim V. S. Nersesyan ta’kidlaganidek, bu davrda, bir tomondan, odamlarda tezgina huquqiy ijtimoiy davlat qurish, insonlarni byurokratlashgan amaldorlarning hamda jinoiy tuzilmalarning o‘zboshimchaligi va qonunni mensimasligidan himoya qila oladigan chinakam huquqiy tizimni yaratish imkoniyatiga nisbatan bo‘lgan ishonch kamaya bormoqda.

## **TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL**

Ikkinchi tomondan esa, bugungi huquqiy ongda hali rivojlanmagan, ko‘p jihatlar bilan madaniylasha olmagan bozor g‘oyasining ta’siri katta. Ayni paytda, shu narsa ayonki, ma’rifiylashgan bozor munosabatlari uchun rivojlangan individual huquqiy ong, huquqning insonlar tomonidan qadrlanishi, individning huquqiy madaniyatga asoslangan mustaqil harakatlar sodir etishga, o‘zini-o‘zi tartibga solishga qodirligi juda zarurdir” [2].

Huquqiy ong tushunchasiga oid manbalar va fikrlar ko‘pligiga qaramasdan, bu masalaga yondoshuvda muayyan noaniqliklar, turli fikrlar mavjudligi va ba’zan esa ularning bir-biriga zidligi holatini kuzatish mumkin. Shu bois, bugungi kunda huquqiy ong tushunchasi bo‘yicha huquq nazariyasida aytilgan fikrlarni tanqidiy bir nazardan o‘tkazib, ularda umumiylik va o‘zgacha yondoshuvlarni aniqlashga harakat qilishimiz lozim.

Huquqiy ongga manbalarda berilgan ta’riflarga e’tibor qaratamiz: professor

Z. M. Islomov huquqiy ongga shunday ta'rif beradi: "Huquqiy ongni mamlakat fuqarolarining ham amaldagi huquqqa, yuridik amaliyotga, fuqarolar huquqlari, erkinliklari, majburiyatlariga, ham orzu qilingan huquqqa va boshqa huquqiy hodisalarga munosabatini ifodalovchi huquqiy sezgilar, g'oyalar, baholar, tasavvurlar tizimi sifatida ta'riflash mumkin" [3]. Bu ta'rifda huquqiy ong nimalar, ya'ni qanday omillar asosida shakllanishi masalasi e'tibordan chetda qolgan.

Professor Yu. A. Dmitrievning ta'rificha, "huquqiy ong bu insonlarning va ularning turli birliklarining hamda butun jamiyatning amaldagi huquq va huquqiy hodisalarga nisbatan qarashlari, g'oyalari, tasavvurlari, hislari yig'indisidir" [4]. Ushbu ta'rifda huquqiy ongning muhim funksiyasi bo'lgan, Z. M. Islomov ta'kidlab ketgan baholash faoliyati e'tibordan chetda qolgan.

Rossiyalik huquqshunos olimi A. N. Golovistikovanning huquqiy ongga bergan ta'rifi Y.A.Dmitrievning ta'rifi bilan bir xil, ya'ni "huquqiy ong bu insonlarning va ularning turli birliklarining hamda butun jamiyatning amaldagi huquq va huquqiy hodisalarga nisbatan qarashlari, g'oyalari, tasavvurlari, hislari yig'indisidir" [5]. Bu ikki muallifning ta'rifi tasodifan aynan bir xil bo'lib, unda insonlarning kutilayotgan, xohlanayotgan, Z. M. Islomov ta'biri bilan aytganda "orzu qilinayotgan huquqqa" nisbatan munosabatlari hamda huquqiy ong shakllanishining omillari nazardan chetga qolgan.

R. A. Romashov va A.G.Indiklarning ta'rificha, "huquqiy ong insonlarning ijtimoiy hayotning yuridik ahamiyatli hodisalariga (amaldagi qonunchilikka, yuridik amaliyotga, insonlar va fuqarolarning huquq va erkinliklariga) nisbatan baholovchi ruhiy munosabatini ifodalovchi huquqiy tasavvurlari, qarashlari, g'oyalari, hislari, hayajonlari majmuidir" [6]. Bu ta'rifda ham insonlarning kutilayotgan huquqqa munosabati hamda huquqiy ongni shakllantirish omillari e'tibordan chetda qolgan.

Ayni paytda, yuqoridagi ta'riflarning barchasida jiddiy yaqinlik

mavjudligini e'tirof etish zarur. Shunday bo'lishiga qaramay, ushbu bayonetilgan ta'riflar ichida Z.Islomovning ta'rifi ushbu ijtimoiy hodisaning muayyan jihatlarini batafsil qamrab olgan. Unda insonlarning nafaqat amaldagi huquq balki, istalayotgan, "orzuqilinayotgan" huquqga nisbatan munosabati ta'kidlangan.

Yuqoridagilarga asoslangan holda, huquqiy ongga quyidagicha ta'rif berish mumkin: Huquqiy ong bu jamiyatning taraqqiyot darajasi bilan belgilanadigan ijtimoiy ongning muhim bir tarkibiy qismi bo'lgan, insonlarning huquq, siyosiy-huquqiy hodisalar, yuridik amaliyot, huquqiy tizim va istalayotgan, kutilayotgan huquq haqidagi fikrlari, o'ylari, his-tuyg'ulari, qarashlari, iztirob-kechinmalari hamda baholari va tasavvurlari majmuasidir.

### **XULOSA VA MUNOZARA**

Xulosa qilib aytganda jamiyatning huquqiy ongi va madaniyatini yuksaltirish yuzasidan davlatimiz rahbari Sh. M. Mirziyoev ta'kidlaganidek, "...qonun ustuvorligini ta'minlashda huquqiy madaniyatni yuksaltirish, fuqarolarni qonunga hurmat ruhida tarbiyalash muhim ahamiyat kasb etadi". O'z navbatida bu boradagi faoliyatni takomillashtirish qonunni hurmat qilish, huquqiy jamiyatning, siyosiy va huquqiy tizimlarning samarali faoliyat ko'rsatishining asosiy talablaridan biri bo'lib qoladi.

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## INSON HUQUQLARINI O`RNI VA AHAMIYATI

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**Huquqshunoslik fani o'qituvchisi**

**Annotatsiya:** Ushbu maqolada inson huquqlarini himoya qilish mexanizmi, O'zbekiston Respublikasi Konstitutsiyasida inson huquqlarini himoya qilish shart sharoitlari haqida tushuncha beradi.

**Kalit so'zlar:** huquq, burch, konstitutsiya, qonun, erkinlik

Inson jamiyat va davlat hayotining barcha sohalarida davlat qonunlarida mustahkamlangan o'z huquqi, erkinligi va burchlarini amalga oshirishi bilan qatnashadi. Jamiyat va davlat insonning huquqi va erkinligi, uning shani va qadr qimmatini oliy qadriyat sifatida e'tirof etadi. Bu bosh qomusimizning 13-moddasida o'z aksini topgan. Unga ko'ra: "O'zbekiston Respublikasida demokratiya umuminsoniy prinsiplarga asoslanadi, unga ko'ra inson, uning hayoti, erkinligi, sha'ni, qadr-qimmat va boshqa daxlsiz huquqlari oliy qadriyat hisoblanadi". Konstitutsiya inson huquqlari va erkinliklarini ta'minlanishini birinchi o'ringa qo'yadi, shaxsning ma'muriybuyruqbozlik tizimining bir muruvvati, belgilangan maqsadga erishishning oddiygina bir vositasi deb hisoblamaydi. "Konstitutsiyaviy huquq va erkinliklar har bir shaxs va o'zbekistonning har bir fuqarosi uchun taalluqlidir. Asosiy huquq, erkinlik va burchlarning o'ziga xos xususiyati shundaki, ular hech bir istisnosiz har bir kishi yoki har bir fuqaro uchun teng va birdir. Davlat u yoki bu asosiy huquqni tan olishida ularni hamma tomonidan amalga oshirish imkoniyatining huquqiy zaminini yaratadi." Konstitutsiyamizning shaxs yoki fuqaroning huquq va erkinliklari haqidagi bobi aniq huquq va erkinliklarga bag'ishlangan bo'lib, undagi

moddalar mantiqiy tizimni tashkil etadi. Bular huquq va erkinliklarning, shaxs va fuqarolar turmush darajalarining o'ziga xos xususiyatlarini ifoda etadi. Mana shu belgilarga asoslanib konstitutsiyaviy huquq va erkinliklarni uch guruhga: a)shaxsiy; b) siyosiy; d) ijtimoiy-iqtisodiy huquqlarga bo'lish mumkin. Shaxsiy huquq va erkinliklar inson erkinligining asosiy jabhalarini qamrab oladi, kishining jamiyatdagi turmushi, yashash va faoliyat ko'rsatish asoslarini ifodalaydi, uning shaxsiy hayotini, xususiy erkinliklarini turli xildagi aralshuvlardan himoya qiladi. Inson hayoti-qonun tomonidan qo'riqlanadigan oliy ijtimoiy ahamiyatga molik qadriyatdir. Harbir shaxs yashash huquqiga ega bo'lib, hech kim uni o'zboshimchalik bilan mahrum etish mumkin emas. Bosh qomusimizning 24-moddasida ham bu o'z qonuniy tasdig'ini topgan."Yasash huquqi hr bir insonnng uzviy huquqidir. Inson hayotiga suiqasd qilish eng og'ir jinoyatdir" . Mamlakatimizda 2008-yil 1-yanvardan buyon o'lim jazosining bekor qilinganligi ham inson hayoi, uning qadr qimmatini har narsadan ustun ekanligini amalda yana bir bor tasdiqladi. Insonning jamiyatda tutgan o'rni uning shaxsiy huquq va erkinliklari bilan birga, uning siyosiy huquqlaridan foydalanish imkoniyatlari bilan ham belgilanadi. Siyosiy huquqlar har bir shaxsning jamiyatning siyosiy hayoti va munosabatlarida qanday ishtirok qilishini belgilab beradi. Har bir voyaga yetganm to'liq muomala layoqatiga ega bo'lgan "O'zbekiston Respublikasi fuqarolari kasaba uyushmalariga, siyosiy partiyalarga va boshqa jamoat birlashmalariga uyushish, ommaviy harakatlarda ishtirok etish huquqiga ega" - deya bosh qomusimizda ta'kidlab o'tilgan. Har bir shaxs o'zining siyosiy tashkilotlar yoki jamoat birlashmalariga a'zo bo'lish huquqidan qanchalik samarali foydalansa, bu uning siyosiy jihatdan yetuk bo'lishida muhim ahamiyatga ega. Insonning siyosiy tashkilotlar va jamoat birlashmalaridagi faol ishtiroki uning o'zligini anglash va himoya qilish imkoniyatlarini kengaytiradi. Siyosiy huquqlarda insonning ijtimoiy tengligi o'z aksini topadi. Barcha fuqarolarning siyosiy huquqlardan samarali foydalanish imkoniyatlari bunday tenglikning amaliy ifodasidir. Iqtisodiy huquq

o'z mohiyatiga ko'ra muayyan ijtimoiy boylikka nisbatan huquqqa ega bo'lishdir. Bunday ijtimoiy boyliklar turli xilda bo'lib, ular fuqarolarning siyosiy, moddiy va ma'naviy ehtiyojlarining qondirilishini ko'zda tutadi. O'zbekiston Respublikasi Konstitutsiyasining 41-moddasiga muvofiq," har kim bilim olish huquqiga ega. Davlat bepul umumiy ta'lim olishni kafolatlaydi. Maktab ishlari davlat nazoratida". Ta'lim inson shaxsining to'la rivojlanishiga va uning hurmatini joyiga qo'yishga qaratilishi, har kim jamiyatning foyda keltiruvchi erkin ishtirokchisi bo'lishiga imkon yaratib berishi, barcha xalqlar, irq, etnik va diniy guruhlar o'rtasida do'stlik va hurmatini qaror toptirishga ko'maklashishi zarur. Ta'lim to'g'risidagi qonunning 4-moddasiga muvofiq har kimning kelib chiqishi, jinsi, jinsi, tili, Yoshi, irqi, milliy mansubligidan, e'tiqodi, dinga munosabati, ijtimoiy ahvoli, mashg'ulotlat turi, respublika hududida qancha vaqt yashayotganidan qat'iy nazar, har kimga bilim olishda teng huquqlar kafolatlanadi". Har bir fuqaro huquq va erkinliklardan unumli foydalanib, o'z vaqtida konstitutsiyada belgilab qo'yilgan burchlarini vijdonan bajarsa davlat, jamiyat, xalq manfaatlariga putur yetmaydi. Biz ko'zlagan" Ozod va obod vatan, erkin va farovon hayotni barpo etish" g'oyasini to'la ravishga jamiyat hayotiga tatbiq etamiz.

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**ENERGETIKA KORXONALARIDA MHXS STANDARTLARINI  
QO‘LLASHDAGI SOHAVIY MUAMMOLAR VA ULARNING HAL  
QILISH MEXANIZMLARI**

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**Annotatsiya.** Mazkur tadqiqot elektr energetika korxonalarida moliyaviy hisobotning xalqaro standartlarini amaliy qo‘llashdagi asosiy muammolarni aniqlash va ularni hal qilishning samarali mexanizmlarini ishlab chiqishga qaratilgan. Energetika tarmog‘ining kapital talabliligi, texnik murakkabligi va operatsion sikli uzoqligi MHXS standartlarini qo‘llashda turli xil sohaviy muammolarni yuzaga keltiradi. Tadqiqotda MHXS standartlarini energetika kontekstida qo‘llashning amaliy jihatlari tahlil qilingan. Ishda hisobot sifatini oshirishga qaratilgan kompleks yechimlar va XBRL formatini joriy etishning afzalliklari yoritilgan.

**Kalit so‘zlar:** MHXS, energetika korxonalari, sohaviy muammolar, hisobot sifati, XBRL, avtomatlashtirish, daromadlar standarti.

Energetika tarmog‘ida Moliyaviy hisobotning xalqaro standartlarini qo‘llash jarayoni nafaqat texnik transformatsiyani, balki konseptual o‘zgarishlarni ham talab etadi. Elektr energetika korxonalarining operatsion faoliyati kapital intensivligi, infratuzilma murakkabligi va uzoq muddatli investitsion sikllarga asoslangan bo‘lib, bu xalqaro standartlarni amaliy qo‘llashda o‘ziga xos muammolarni yuzaga keltiradi.

Energetika sektori global iqtisodiyotda strategik ahamiyatga ega bo'lgani uchun, ushbu sohada MHXSni to'g'ri qo'llash xalqaro investorlar uchun muxim hisoblanadi. Biroq amaliyotda bir qator obyektiv qiyinchiliklar mavjud bo'lib, ular sohaning texnik xususiyatlari va moliyaviy operatsiyalarining murakkabligi bilan bog'liq.

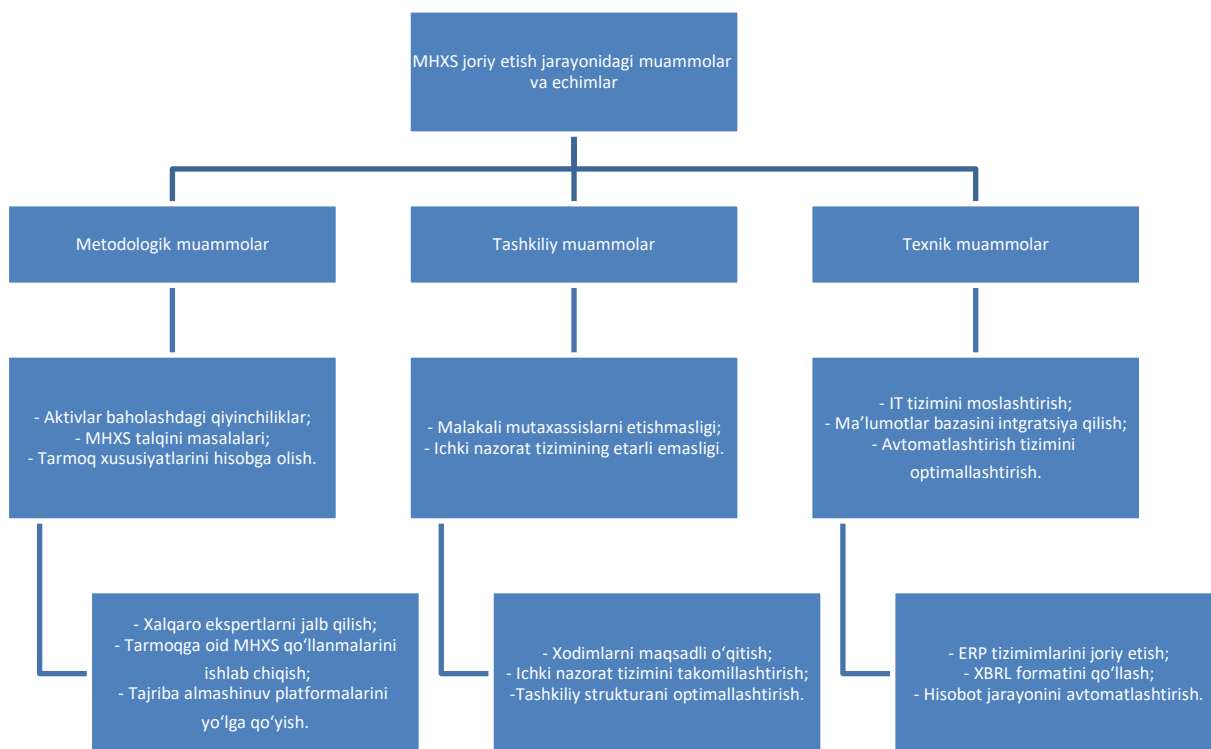
Elektr energetika korxonalarida MHXS standartlarini qo'llashdagi birinchi katta muammo daromadlarni tan olish jarayonining murakkabligidir. MHXS 15 standarti bo'yicha daromadlarni tan olish energiya sotish, uzatish va taqsimlash xizmatlarining integratsiyalashgan tabiati tufayli murakkab hisob-kitoblarni talab etadi. Energetika korxonalari ko'pincha bir vaqtning o'zida energiya ishlab chiqarish, uzatish va sotish faoliyati bilan shug'ullanadi va ushbu faoliyat turlarini alohida ajratish va har biri uchun alohida daromad hisoblash bir qancha qiyinchiliklarni tug'diradi.

Ikkinchi muhim muammo asosiy vositalarning baholanishi va amortizatsiyasini hisoblashdir. MHXS (IAS) 16 standarti asosiy vositalarni dastlabki qiymat yoki qayta baholash modeli asosida hisobga olishni imkon beradi. Energetika korxonalarida elektr stansiyalari, turbinalar va uzatish liniyalarining adolatli qiymatini aniqlash murakkab texnik va moliyaviy tahlillarni talab etadi.

Uchinchi muammo ijara operatsiyalarini hisobga olishning o'zgarishi bilan bog'liq. MHXS 16 standarti bo'yicha energetika korxonalari elektr stansiyalar, quyosh panellari yoki shamol turbinalari uchun yerni ijaraga olishni aktivdan foydalanish huquqi va ijara majburiyatlari sifatida balansda aks ettirishi kerak. Bu balans strukturasini sezilarli o'zgartiradi va moliyaviy ko'rsatkichlarga katta ta'sir ko'rsatadi.

To'rtinchi muammo moliyaviy instrumentlar va xedjlashtirish operatsiyalarini boshqarishdir. MHXS 9 standarti bo'yicha energetika korxonalari yoqilg'i narxlari, valyuta kurslari va foiz stavkalari bilan bog'liq xavflarni xedjlashtirishning murakkab tartibini qo'llashi kerak.

Elektr energetika korxonalarida MHXS joriy etish jarayonida quyidagi muammolarni va ularning yechimini misol qilib keltirishimiz mumkun (1-rasm):



**1-rasm. Elektr energetika korxonalarida MHXS joriy etish jarayonidagi muammolar va ularni hal qilish yo'llari <sup>25</sup>**

Dastlabki baholash jarayonida energetika jihozlarining o'rnatish, sozlash va sinov ishlarini hisobga olish zarur. Bu jarayon ko'pincha uzoq vaqt davom etadi va turli xil xarajatlarni o'z ichiga oladi: asosiy jihoz narxi, transport xarajatlari, o'rnatish ishlari, sinov va ishga tushirish xarajatlari.

Amortizatsiya hisob-kitoblarida energetika jihozlarining foydali muddatini aniqlash muammoli vaziyat hisoblanadi. Texnik jihatdan elektr stansiyalari 25-50 yil ishlashi mumkin, biroq iqtisodiy jihatdan texnologik progress va ekologik talablar ularning foydali muddatini qisqartirishi mumkin.

<sup>25</sup>Муаллиф томонидан тузилган.

Qayta baholash jarayonida energetika aktivlarining bozor qiymatini aniqlash murakkab. Ko'plab energetika obyektlari o'ziga xos va faqat ma'lum maqsadda ishlatilishi mumkin, shuning uchun ularning adolatli qiymatini aniqlash uchun daromad usuli yoki almashtirish qiymati usulidan foydalanish kerak.

Aktivdan foydalanish huquqini dastlabki baholashda ijara to'lovlarining joriy qiymatini, dastlabki to'lov to'lovlarini va boshlang'ich to'g'ridan to'g'ri xarajatlarni hisobga olish kerak. Energetika loyihalarida bunday dastlabki xarajatlar ko'pincha pul oqimlarini tashkil etadi.

Ijara majburiyatini hisoblashda diskontlash stavkasini aniqlash muammoli. Agar shartnomada belgilangan foiz stavkasi mavjud bo'lmasa, ijarachi korxonaning qo'shimcha qarz olish stavkasidan foydalanish kerak.

Valyuta xavflari eksport-import operatsiyalari va xorijiy investitsiyalar natijasida yuzaga keladi. Energetika korxonalari ko'pincha xorijiy jihozlarni sotib oladi yoki xalqaro loyihalarda ishtirok etadi, bu valyuta xavflarini keltirib chiqaradi.

Foiz stavkalari xavfi uzoq muddatli qarzlar va kreditlar bilan bog'liq. Energetika loyihalari katta kapital sarmoyalarni talab qiladi va ko'pincha kredit mablag'lari bilan moliyalashtiriladi.

Energetika korxonalarida MHXS standartlarini samarali qo'llash uchun zamonaviy texnologik yechimlardan foydalanish zarur. ERP tizimlarini MHXSga moslashtirish va maxsus modullarni joriy etish asosiy vazifalardan biri.

XBRL (eXtensible Business Reporting Language) formatiga o'tish moliyaviy ma'lumotlarning sifatini va solishtirish qobiliyatini sezilarli yaxshilashi mumkin. XBRL standartlashtirilgan raqamli format bo'lib, moliyaviy ma'lumotlarni avtomatik qayta ishlash va tahlil qilish imkonini beradi.

Hisobot tayyorlash jarayonini avtomatlashtirish xatolik ehtimolini kamaytiradi va tezlikni oshiradi. Energetika korxonalarining murakkab operatsion

faoliyati ko'p sonli hisob-kitoblarni talab qiladi va avtomatlashtirish bu jarayonni soddalashtiradi. Ma'lumotlar integratsiyasi va konsolidatsiyasi uchun maxsus dasturiy vositalardan foydalanish kerak.

MHXS talablarini to'g'ri qo'llash uchun yuqori malakali kadrlar zarur. Energetika korxonalarida MHXS bo'yicha ishlash uchun nafaqat moliyaviy bilimlar, balki sohaviy xususiyatlarni chuqur tushunish ham talab etiladi.

Xodimlarni treninglardan o'tkazish va sertifikatlash dasturlari muhim komponentdir. ACCA (Association of Chartered Certified Accountants) va DipIFR (Diploma in International Financial Reporting) kabi xalqaro sertifikatlar MHXSni chuqur o'rganish imkonini beradi.

MHXS joriy etishda kadrlar malakasining yetishmasligi asosiy to'siqlardan biri. Shuning uchun uzluksiz ta'lim va malaka oshirish tizimini yaratish strategik ahamiyatga ega.

Ichki treninglar va maxsus seminarlar tashkil etish, xalqaro ekspertlarni jalb qilish va amaliy keyslarni o'rganish kadrlar malakasini oshirish uchun samarali usullardandir.

MHXS bo'yicha tayyorlangan hisobotlarning sifatini ta'minlash uchun samarali ichki nazorat tizimi zarur. Bu tizim moliyaviy ma'lumotlarning to'g'riligi, to'liqligi va MHXSga muvofiqligini nazorat qilishi kerak.

Tashqi konsultantlar va auditorlar bilan hamkorlik hisobot sifatini yaxshilash uchun qo'shimcha kafolat beradi. Tajribali xalqaro auditorlik firmalari energetika sohasida MHXS qo'llash bo'yicha qimmatli tavsiyalar berishlari mumkin.

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| <b>30</b> | <b>ENERGETIKA KORXONALARIDA MHXS STANDARTLARINI QO‘LLASHDAGI SOHAVIY MUAMMOLAR VA ULARNING HAL QILISH MEXANIZMLARI</b><br>Uralov Temur Boxodir o‘g‘li | <b>175</b> |