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PSIXOLOGIYA FANINING IJTIMOIIY TABAQALANISH

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Annotatsiya: Mazkur maqolada psixologiya fanining ijtimoiy tabaqalanish, irq, jins va sinfga oid masalalarni qanday tahlil qilishi yoritiladi. Jamiyatda mavjud ierarxik tuzilmalarning inson ruhiy holatiga, o'zini anglashiga va ijtimoiy identifikatsiyasiga ko'rsatadigan ta'siri turli nazariy va empirik yondashuvlar asosida tahlil qilinadi. Muallif bu omillarning shaxsiy va ijtimoiy rivojlanishga qanday ta'sir qilishi, shuningdek, zamonaviy psixologiyada ular qanday yoritilayotganini tanqidiy tahlil qiladi. Shuningdek, psixologik fanlarda ushbu masalalarga qanday yondashuvlar mavjudligi ham tahlil qilinadi.

Kalit so'zlar: ijtimoiy tabaqalanish, irq, jins, sinf, psixologiya, ijtimoiy identitet, tengsizlik, gender psixologiyasi, madaniyatlararo psixologiya

Kirish

Inson shaxsiyatining shakllanishida nafaqat biologik, balki ijtimoiy omillar ham hal qiluvchi rol o'ynaydi. Psixologiyada inson ruhiyati ko'p yillar davomida individual asosda, ijtimoiy kontekstdan ajratilgan holda o'rganilgan bo'lsa-da, bugungi kunda bu yondashuv yetarli emasligi tobora ravshan bo'lmoqda. Inson jamiyatda yashaydi, ijtimoiy qatlamlarning biriga mansub bo'ladi, irqi, jinsi, sinfi, madaniyati orqali tan olinadi yoki kamsitiladi. Bu esa uning o'zini anglashiga, ijtimoiy munosabatlariga va psixologik farovonligiga bevosita ta'sir ko'rsatadi. Psixologiya fani inson ruhiyati va xatti-harakatlarini o'rganar ekan, bu jarayonda ijtimoiy omillarning ta'sirini inkor eta olmaydi. Ijtimoiy tabaqalanish, irqiy mansublik, jinsiy farqlar va sinfiy tafovutlar insonning o'zini anglash jarayoniga, o'zini tutishiga va atrofdagi odamlar bilan munosabatlariga bevosita ta'sir qiladi. Ayniqsa, bu masalalar zamonaviy jamiyatda turli ijtimoiy adolatsizliklar va ruhiy bosimlar shaklida namoyon bo'lishi mumkin. Mazkur maqolada ushbu omillar – **ijtimoiy tabaqalanish, irq, jins va sinf** – psixologik nazariyalar va tadqiqotlar nuqtai nazaridan tahlil qilinadi. Ayniqsa, tanqidiy psixologiya, madaniyatlararo psixologiya, gender psixologiyasi va ijtimoiy identitet nazariyalari asosida mavjud ijtimoiy adolatsizliklarning ruhiy holatga qanday ta'sir qilishi ko'rib chiqiladi.

Asosiy qism

Ijtimoiy tabaqalanish – bu insonlar o'rtasida iqtisodiy, ta'limiy, madaniy va siyosiy jihatlardan farqlarning tizimli tarzda mavjudligi. Bunday tafovutlar shaxsning imkoniyatlariga, o'z-o'zini baholashiga va ruhiy salomatligiga ta'sir ko'rsatadi. Psixologik tadqiqotlar shuni ko'rsatadiki, past ijtimoiy maqomda bo'lgan shaxslar o'zlarini past baholashadi, xavotir va depressiyaga moyil bo'lishadi. Yuksak tabaqadagi shaxslar esa o'zlarini boshqalar ustida turgandek his qilishadi, bu esa ijtimoiy munosabatlarda agressiya va befarqlikni keltirib chiqaradi.



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Irq va etnik mansublik psixologik tadqiqotlarda uzoq vaqt davomida yetarlicha yoritilmagan. Irqiy kamsitishlar, etnik stereotiplar va identifikatsiyaga oid bosimlar shaxsning o'zini anglashida jiddiy dissonanslarni keltirib chiqaradi. Amerikalik psixolog Claude Steele tomonidan ishlab chiqilgan "stereotip tahdidi" nazariyasiga ko'ra, irqiy guruhlar vakillari ular haqidagi salbiy stereotiplarga mos kelmaslik uchun doimiy psixologik bosim ostida yashashadi. Bu ularning akademik, kasbiy va ijtimoiy faoliyatlariga salbiy ta'sir ko'rsatadi.

Gender (jins) masalalari psixologiyada alohida e'tiborni talab qiladi. An'anaviy psixologiya ko'p hollarda erkaklarni mezon sifatida olib, ayollarni "normadan og'ish" deb baholagan. Zamonaviy gender psixologiyasi esa ayollar, LGBTQ+ shaxslar, va boshqa gender identifikatsiyalarning tajribalarini markazga olib chiqadi. Gender rollariga zo'rlab moslashtirish, "ayollik" yoki "erkaklik" me'yorlariga qarshi borish bilan bog'liq stresslar inson ruhiy salomatligiga jiddiy zarar yetkazadi.

Sinfiy tafovutlar esa inson ruhiy holatining chuqur omillaridan biridir. Karl Marksning fikricha, sinfiy tuzilma shaxsiyatni shakllantiradi. Psixologiyada bu fikr Lev Vygotskiy va tanqidiy psixologlar tomonidan yanada rivojlantirildi. Sinfiy ong – bu insonning jamiyatdagi o'rni haqida shakllangan tasavvuri bo'lib, u hayotga bo'lgan munosabat, mehnatga, ta'limga, va hatto ruhiy salomatlikka bo'lgan yondashuvlarni belgilaydi. Past sinf vakillarining ruhiy muammolari ko'pincha "shaxsiy muammo" sifatida talqin qilinsa-da, bu ularning ijtimoiy muhitidan kelib chiqadi.

Shuningdek, bu to'rtta omil bir-biri bilan chambarchas bog'liq. Masalan, qora tanli, past sinfdagi ayol nafaqat jinsiy, balki irqiy va sinfiy kamsitishlarga ham duch keladi. Bu turli ijtimoiy omillarning kesishuvchi nuqtasi sifatida **interseksionallik** nazariyasi ilgari surilgan. Kimberlé Crenshaw tomonidan ishlab chiqilgan bu nazariya psixologiyani ko'p qatlamli ijtimoiy ong doirasida tahlil qilish zaruratini keltirib chiqardi.

Ijtimoiy tabaqalanish deganda jamiyat a'zolarining iqtisodiy, madaniy, ta'limiy yoki boshqa omillar asosida tabaqalarga bo'linishi tushuniladi. Bu tabaqalanish turli psixologik holatlarga sabab bo'ladi. Masalan, kambag'al tabaqaga mansub insonlar ko'pincha o'zini past baholaydi, kelajakka ishonchsizlik hissi kuchli bo'ladi, bu esa ularning psixologik salomatligiga salbiy ta'sir ko'rsatadi.

Irq va etnik tafovutlar esa ko'plab mamlakatlarda ruhiy salomatlikka ta'sir etuvchi omillardan biridir. Irqiy diskriminatsiyaga uchragan shaxslar orasida depressiya, xavotirlik, ijtimoiy izolyatsiya kabi holatlar keng tarqalgan. Bunday sharoitda odamlar o'zini himoyasiz his qiladi, ularning ijtimoiy identifikatsiyasi zaiflashadi.

Jinsga oid masalalar ham psixologiyada alohida o'rganiladi. Patriarxal jamiyatlarda ayollar ko'pincha diskriminatsiyaga uchraydi, ularning psixologik muammolari esa ko'pincha e'tibordan chetda qoladi. Ayollar va erkaklar o'rtasidagi tengsizlik, gender stereotiplari shaxsiy o'sish, o'ziga ishonch va emotsional farovonlikka salbiy ta'sir ko'rsatadi.

Sinfiy tafovutlar, ya'ni iqtisodiy yoki ijtimoiy maqomga asoslangan farqlar ham inson psixologiyasiga jiddiy ta'sir ko'rsatadi. Yuqori sinfga mansub insonlar ko'proq



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imkoniyatlarga ega bo'lsa, past sinf vakillari o'z hayotini cheklangan deb his qiladi, bu esa ruhiy tushkunlik, stress va tajanglikka olib keladi.

Psixologlar bu muammolarni hal qilishda bir nechta yondashuvlardan foydalanadi:

- **Kognitiv yondashuv:** odamning o'z fikrlash tarzini o'zgartirish orqali stereotiplarga qarshi kurashish.
- **Ijtimoiy o'rganish nazariyasi:** ijtimoiy xatti-harakatlarning model orqali shakllanishi va ularni ijobiy tomonga yo'naltirish.
- **Tajriba terapiyalari:** irqiy va jinsiy tafovutlar natijasida kelib chiqqan ruhiy jarohatlarni davolash.

Shuningdek, maktabgacha tarbiya, ta'lim tizimi va ommaviy axborot vositalarida gender va irqiy tenglikni targ'ib qilish orqali ham psixologik muvozanatga erishish mumkin.

Xulosa

Ijtimoiy tabaqalanish, irq, jins va sinf psixologik tadqiqotlar uchun oddiy kontekst emas, balki asosiy o'zgaruvchilar hisoblanadi. Ushbu omillar inson ruhiyatiga bevosita ta'sir ko'rsatadi, uning o'zini anglashida, ruhiy salomatligida va ijtimoiy integratsiyasida hal qiluvchi rol o'ynaydi. Psixologiyaning jamiyat bilan aloqasi mustahkam bo'lishi, u ijtimoiy tengsizliklarni tan olishi va ularni bartaraf etishga intilishi lozim. Zamonaviy psixologiya endilikda nafaqat individual muammolarni, balki ularni keltirib chiqarayotgan ijtimoiy strukturani ham o'rganish zaruratini his etmoqda. Shuning uchun, bu maqolada tahlil qilingan yondashuvlar psixologiyaning inson va jamiyat o'rtasidagi bog'liqlikni qayta ko'rib chiqishiga xizmat qiladi. Psixologiya fani ijtimoiy tabaqalanish, irq, jins va sinfga oid muammolarni chuqur o'rganish orqali jamiyatdagi adolatsizlik va diskriminatsiyalarning ruhiy ta'sirini kamaytirishga xizmat qiladi. Bunday masalalarga chuqur yondashish va psixologik yondashuvlarni amaliyotga tatbiq etish orqali jamiyatda sog'lom psixologik muhitni shakllantirish mumkin.

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TRADITSION PSIXOLOGIYAGA QARSHI YONDASHUVLAR, MARKSISTIK
TA'SIR, PAULO FREIRE VA BOSHQALAR)

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Annotatsiya: Ushbu maqolada an'anaviy psixologiyaga qarshi paydo bo'lgan yondashuvlar, xususan, marksistik psixologiya, tanqidiy pedagogika, Paulo Freire ta'lim nazariyalari va ijtimoiy adolat yondashuvlari tahlil qilinadi. Maqolada bu yondashuvlarning ilmiy, ijtimoiy hamda amaliy jihatdan qanchalik dolzarb ekani ko'rsatib beriladi. Tanqidiy nuqtai nazar orqali inson ruhiyatini tushunishda mavjud psixologik nazariyalarning chegaralari ochib beriladi.

Kalit so'zlar: traditsion psixologiya, marksizm, Paulo Freire, tanqidiy pedagogika, ijtimoiy ong, ozodlik, strukturalizm, ta'lim, tanqidiy yondashuv.

Kirish

Psixologiya – bu inson ongini, xulqini va ruhiy jarayonlarini o'rganuvchi fan. Ammo bu fan ham, boshqa ijtimoiy fanlar kabi, muayyan tarixiy va ijtimoiy sharoitda shakllangan. XX asrning o'rtalaridan boshlab, psixologiyaning “traditsion” yoki asosiy yo'nalishlari (behaviorizm, kognitivizm, psixoanaliz va boshqalar) jamiyatdagi ijtimoiy tengsizlik, iqtisodiy mustamlakachilik, madaniy zulm kabi omillarni yetarlicha inobatga olmayotgani tanqid ostiga olinadi.

Ayniqsa, rivojlanayotgan mamlakatlarda, xalqning real hayoti va ehtiyojlari psixologik nazariyalarda aks etmayotgani, ular G'arb tajribasiga asoslanib yaratilgani borasida noroziliklar paydo bo'ldi. Shu tariqa, “qarshi yondashuvlar” – ya'ni tanqidiy psixologiya, marksistik yondashuv, ijtimoiy psixologiyaning muqobil shakllari paydo bo'ldi.

Asosiy qism

1. Traditsion psixologiyaning chegaralari

An'anaviy psixologiya ko'p hollarda individualizmga asoslanadi. Bu yo'nalishda inson ruhiyati ko'proq individual qarorlar, motivatsiya va shaxsiy his-tuyg'ular orqali tushuntiriladi. Biroq bu yondashuvlar ko'pincha insonning ijtimoiy muhitga bog'liqligini, sinfiy, irqiy yoki gender asosidagi bosimlarni hisobga olmaydi. Masalan, Freudning psixoanalizi individual ruhiy ziddiyatlarga urg'u beradi, lekin ijtimoiy sabablarni e'tibordan chetda qoldiradi.

2. Marksistik psixologiya va ijtimoiy ong

Marksistik yondashuv psixikani ijtimoiy ongning mahsuli sifatida tushunadi. Inson ruhiyati, uning qadriyatlari va qarorlari, Marks ta'birida aytganda, ishlab chiqarish usullari va sinfiy kurash natijasida shakllanadi. Lev Vygotskiy va Aleksandr Luriya kabi sovet olimlari psixik rivojlanishni tarixiy-madaniy kontekstda tahlil qildi. Ular, ayniqsa, til, mehnat va jamiyat bilan o'zaro aloqalarni ruhiy taraqqiyotning asosiy omili deb qaradilar.



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Bu yondashuv, ayniqsa, ijtimoiy adolatsizlik, kambag'allik va ta'limdagi tengsizliklarni psixologik tadqiqotlarda hisobga olish zaruratini keltirib chiqardi.

3. Paulo Freire va tanqidiy pedagogika

Paulo Freire – braziliyalik pedagog va ijtimoiy faoldir. Uning “Zulm ostidagi odamlar pedagogikasi” (Pedagogy of the Oppressed) asari orqali ta'limga tanqidiy yondashuvni ilgari surdi. Freirega ko'ra, an'anaviy ta'lim "bank uslubi" bo'lib, unda o'qituvchi bilimni "to'playdi", talabalar esa uni “qabul qiluvchi” sifatida qatnashadi.

U, aksincha, dialogga asoslangan, ongni uyg'otishga xizmat qiluvchi, ozodlikni ta'minlovchi ta'lim modelini ilgari surdi. Bu yondashuv psixologiyaga ham ta'sir ko'rsatdi: inson shunchaki bilim oluvchi emas, balki ijtimoiy haqiqatni anglab, uni o'zgartiruvchi mavjudotdir.

4. Tanqidiy psixologiyaning boshqa namoyandalari

XX asrning ikkinchi yarmida tanqidiy psixologiya Germaniya, Janubiy Afrika, Lotin Amerikasi va boshqa mintaqalarda faol rivojlandi. Klaus Holzkamp, Marisol Lila va boshqa olimlar psixologiyani ijtimoiy o'zgarish vositasi sifatida ko'rib chiqdi. Ular jamiyatdagi ijtimoiy tengsizlik, gender zo'ravonlik, irqiy kamsitishlar va migratsiya kabi muammolarni psixologik jihatdan tahlil qilishdi.

Bu yo'nalishdagi umumiy g'oya – inson ruhiyati ijtimoiy kontekstda, jamiyatdagi munosabatlar asosida shakllanishi va ularni o'zgartirishda faol rol o'ynashi mumkinligidir.

Xulosa

Traditsion psixologiyaga qarshi yondashuvlar – bu shunchaki tanqid emas, balki insonning ijtimoiy, siyosiy va madaniy kontekstdagi holatini yaxshiroq tushunishga xizmat qiluvchi nazariy va amaliy tizimdir. Marksistik yondashuv, Freire pedagogikasi, tanqidiy psixologiya – barchasi insonni passiv subyekt emas, balki faol, ongli o'zgaruvchi sifatida ko'rishga intiladi.

Bugungi global muammolar, ijtimoiy adolatsizliklar va madaniy nomutanosibliklar davrida bu yondashuvlarning dolzarbligi yana-da ortmoqda. Psixologiya endi nafaqat insonni tushunish, balki jamiyatni o'zgartirish vositasiga aylanmoqda.

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SHAXSNING SHAKLLANISHI VA RIVOJLANISHIDA MADANIY, TARIXIY
HAMDA IJTIMOIIY KONTEKSTNING O‘RNI

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Annotatsiya: Ushbu maqolada shaxsning shakllanishi va rivojlanishida madaniy, tarixiy hamda ijtimoiy kontekstning o‘rni tahlil qilinadi. Shaxs — bu nafaqat biologik mavjudot, balki tarixiy davrlar, madaniy qadriyatlar va ijtimoiy munosabatlar natijasida tarkib topgan murakkab tizim sifatida ko‘riladi. Maqolada shaxsga ijtimoiy-madaniy nuqtai nazardan qaralib, psixologik rivojlanish, identitet, qadriyatlar va madaniy merosning shaxsga ta’siri zamonaviy nazariyalar asosida yoritiladi. Shuningdek, Vygotskiy, Bruner, Bronfenbrenner kabi olimlarning yondashuvlari orqali shaxs va kontekst o‘zaro munosabatining dinamikasi ochib beriladi.

Kalit so‘zlar: shaxs, madaniy kontekst, tarixiy omillar, ijtimoiy tizim, identitet, madaniyatlararo psixologiya, tarixiy-madaniy yondashuv.

Kirish

Psixologiya fani shaxsni o‘rganishda uzoq yillar davomida uni asosan individual subyekt, ichki motivlar va kognitiv jarayonlar asosida tahlil qilib kelgan. Biroq inson har doim muayyan jamiyatda, madaniyatda, tarixiy sharoitda yashaydi va uning fikrlashi, his-tuyg‘ulari, xatti-harakati ham ushbu kontekstlar bilan bog‘liq holda shakllanadi. Shu sababli, so‘nggi o‘n yilliklarda psixologiyada kontekstual yondashuvlar — ya’ni shaxsni madaniy, tarixiy va ijtimoiy muhitda o‘rganishga asoslangan metodlar rivojlana boshladi. Shaxs bu nafaqat biologik mavjudot, balki ijtimoiy-madaniy muhit mahsulidir. Inson hayoti davomida doimiy o‘zgarish va shakllanish jarayonida bo‘ladi. Bu jarayonga nafaqat ichki psixologik omillar, balki tashqi — madaniy, tarixiy va ijtimoiy kontekstlar ham bevosita ta’sir qiladi. Aynan shu omillar shaxsning dunyoqarashi, qadriyatlari, xulq-atvori va jamiyatdagi o‘rnini belgilovchi asosiy manbalardir. Mazkur maqolada aynan shu nuqtai nazar — shaxsning jamiyatdagi o‘rni, madaniy qadriyatlar bilan aloqasi, tarixiy xotira va ijtimoiy strukturalar bilan o‘zaro ta’siri ilmiy tahlil qilinadi. Bu yondashuv shaxsni izolyatsiyada emas, balki uni shakllantiruvchi omillar bilan uyg‘unlikda o‘rganishni talab qiladi.

Asosiy qism

Shaxs va madaniyat: o‘zaro aloqadorlik

Madaniyat — bu jamiyat tomonidan ishlab chiqilgan va avloddan avlodga uzatiladigan bilim, qadriyat, til, urf-odatlar tizimidir. Har bir inson tug‘ilganidan boshlab muayyan madaniyatga sho‘ng‘iydi. Uning dunyoqarashi, muloqot uslubi, his-tuyg‘ularni ifodalash shakli shu madaniyat ta’sirida shakllanadi. Masalan, kollektivist madaniyatlarda shaxs ko‘proq “biz” identiteti asosida fikrlaydi, individualistik jamiyatlarda esa “men” markazda turadi.



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Shu jihatdan madaniy psixologiya — inson ruhiyatining madaniyat bilan bog'liqligini o'rganadigan fan sohasidir. Jerome Bruner va Richard Shweder kabi olimlar madaniyatni psixik rivojlanishning markaziy omili sifatida ko'rsatishgan.

Tarixiy kontekst: shaxs xotirasi va ijtimoiy taraqqiyot

Insonni tushunishda tarixiy kontekstni e'tibordan chetda qoldirib bo'lmaydi. Har bir shaxs muayyan davrda yashaydi va uning shaxsiy tajribalari tarixiy hodisalar bilan kesishadi. Masalan, urush, inqilob, mustamlakachilik, iqtisodiy inqirozlar, siyosiy o'zgarishlar shaxs ruhiyatida chuqur iz qoldiradi.

Lev Vygotskiy o'zining tarixiy-madaniy nazariyasida psixik faoliyat insoniyatning tarixiy rivojlanish jarayonida vujudga kelganligini ta'kidlaydi. Vygotskiy fikricha, bolalar faqat genetik yoki tabiiy rivojlanish asosida emas, balki jamiyat bilan o'zaro aloqasi natijasida o'zlashtirish (interiorizatsiya) orqali rivojlanadi.

Tarixiy xotira, ya'ni xalqning boshidan kechirgan voqealar to'g'risidagi ijtimoiy ongda saqlanadigan bilimlar, shaxsiy identitetga kuchli ta'sir ko'rsatadi. Ayniqsa, travmatik tarixiy tajribalar — deportatsiyalar, genotsid, ijtimoiy repressiyalar — avlodlararo psixologik meros sifatida shaxs rivojiga o'z aksini topadi.

Ijtimoiy tizimlar va shaxs

Shaxs faqat oila yoki jamiyatda emas, balki ijtimoiy strukturalar — maktab, davlat, din, ommaviy axborot vositalari, siyosiy tuzilmalar orqali ham shakllanadi. Urie Bronfenbrennerning ekolojik tizimlar nazariyasiga ko'ra, inson rivojlanishi mikro, mezo, ekzo va makro tizimlar o'rtasidagi o'zaro aloqalar asosida yuzaga chiqadi.

Mikrosistemalarda (oila, do'stlar) inson bevosita ishtirok etsa, makrosistemalar (madaniyat, qonunlar, mafkura) uning ongini bilvosita shakllantiradi. Shu sababli, shaxsning harakati, tanlovi, istaklari ko'pincha ijtimoiy normativlar bilan chegaralanadi.

Ijtimoiy jihatdan marginal guruhlariga mansub insonlar (masalan, etnik ozchiliklar, gender bo'yicha kamsitilgan shaxslar) ijtimoiy tizimlar orqali doimiy bosim ostida bo'ladi. Bu esa ularda o'zini past baholash, xavotir, identitet inqirozi kabi muammolarni yuzaga keltiradi.

Shaxs identiteti: dinamik jarayon sifatida

Shaxs identiteti — bu “men kimman?”, “qayerdan keldim?” degan savollarga javob izlash jarayonidir. Madaniy, tarixiy va ijtimoiy omillar bu savollarga beriladigan javobni shakllantiradi. Masalan, kolonial tarixga ega jamiyatlarda yosh avlod o'zining ildizlarini qayta kashf etishga, yo'qolgan identitetini tiklashga harakat qiladi.

Postkolonial psixologiya, feministik psixologiya va ijtimoiy konstruktivizm identitetni dinamik, ijtimoiy qurilgan tushuncha sifatida ko'radi. Ya'ni identitet tug'ilib qolgan narsa emas, balki jamiyatda olib borilayotgan muloqot, ijtimoiy rollar va tarixiy xotira asosida shakllanadigan jarayondir.

Shaxsning shakllanishi va rivojlanishi ko'p qirrali, murakkab jarayon bo'lib, uni tushunish uchun faqat psixologik asoslargagina tayanish yetarli emas. Maqolada keltirilganidek, madaniyat, tarix va ijtimoiy muhit — bu uchlik shaxsning ongiy va emotsional rivojlanishida o'zaro uzviy bog'liq holda ishtirok etadi.



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Madaniyat shaxsning o'zini anglashiga asos bo'luvchi norma va qadriyatlarni shakllantiradi. Odamlar qanday fikrlaydi, qanday munosabat bildiradi, qanday orzu qiladi — bularning barchasi u yashayotgan madaniyatga chambarchas bog'liq. Shunga ko'ra, bir madaniyatda "normal" yoki "ideal" deb hisoblangan xulq-atvor boshqa madaniyatda nomaqbul bo'lishi mumkin. Bu holat psixologiyada madaniy nisbiylik (cultural relativity) tushunchasini yuzaga keltirgan. Tarixiy kontekst esa avlodlar tafakkurida iz qoldiruvchi kuchli omildir. Masalan, urush, bosqinchilik yoki totalitar siyosatni boshidan kechirgan xalqlarning ruhiyati bilan tinchlikda o'sgan jamiyat vakillari orasida sezilarli tafovutlar mavjud. Tarixiy travmalar — bu nafaqat individual, balki kollektiv psixologik hodisa bo'lib, u milliy xotira, madaniyat va kundalik xatti-harakatda o'z aksini topadi.

Ijtimoiy muhit esa shaxsga doimiy ravishda tashqi signal va kutishlar yuboradi. Bola oilada qanday munosabat ko'rgan bo'lsa, maktabda qanday tajriba orttirgan bo'lsa, ijtimoiy rol va maqomga qanday erishgan bo'lsa — bularning barchasi uning shaxsiy fazilatlarini, o'ziga bo'lgan ishonch, stressga chidamlilik darajasi va qaror qabul qilish qobiliyatiga ta'sir qiladi. Muhokama doirasida yana bir muhim jihat shuki, har bir kontekst (madaniy, tarixiy yoki ijtimoiy) o'z ichida ijobiy va salbiy ta'sirlarni jamlagan bo'ladi. Ba'zan jamiyat tomonidan ilgari surilgan qadriyatlar inson erkinligi va rivojiga to'sqinlik qilishi, tarixiy tajribalar esa fobiyalar va ishonchsizliklarga sabab bo'lishi mumkin. Shu bois shaxs psixikasini to'laqonli o'rganishda kontekstual yondashuv zarur hisoblanadi.

Bugungi kunda psixologik izlanishlarda ekologik yondashuv (U. Bronfenbrenner modeli) va madaniy-tarixiy nazariya (V. Vigotskiy) aynan shu jihatlarni chuqur tahlil qiladi. Bu yondashuvlarga ko'ra, shaxs — o'z muhitining faol ishtirokchisi va mahsuli bo'lib, uning rivojlanish yo'nalishi tashqi omillarga munosabatiga bog'liq holda shakllanadi. Shu o'rinda aytish joizki, ijtimoiy va madaniy tafovutlarni hisobga olmagan holda shaxsga baho berish yoki uni baholashda bir xil mezonlarni qo'llash noto'g'ri natijalarga olib kelishi mumkin. Har bir shaxs — o'z tarixining, jamiyatining va madaniyatining aksidir.

Xulosa

Shaxs — bu yakkayu yagona individual mavjudot emas, balki madaniy kodlar, tarixiy xotira va ijtimoiy tizimlar ta'sirida shakllangan murakkab ijtimoiy mahsulotdir. Inson ruhiyatini to'liq anglash uchun uni ajratilgan holatda emas, balki yashayotgan konteksti bilan birgalikda tahlil qilish lozim. Shaxsning shakllanishi va rivojlanishini faqat biologik yoki psixologik omillar orqali tushunib bo'lmaydi. Bu jarayon ko'p qirrali bo'lib, u madaniy muhit, tarixiy sharoit va ijtimoiy kontekst bilan chambarchas bog'liq. Shu bois, zamonaviy psixologiyada shaxsni o'rganishda interdisiplinar yondashuv — ya'ni psixologiya, sotsiologiya, tarix va madaniyatshunoslikning o'zaro integratsiyasi zarur bo'lmoqda. Madaniyat shaxsga qarashlar, qadriyatlar va fikrlash shaklini beradi; tarixiy tajriba esa unga kim ekanligini va nimani unutmazligi kerakligini eslatadi; ijtimoiy tizimlar esa uning rolini belgilaydi. Shu bois zamonaviy psixologiya insonni tushunishda kontekstual va integrativ yondashuvlarni qo'llashga intilmoqda. Yakun qilib aytganda, shaxsni chuqur va mukammal tahlil qilish — bu faqat individual psixik jarayonlarni emas,



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balki uning mavjudlik muhitini — madaniy, tarixiy va ijtimoiy kontekstni ham puxta o‘rganish orqali mumkin bo‘ladi.

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SHAXSIY O‘SISHNI QO‘LLAB-QUVVATLOVCHI PSIXOLOGIK
TRENINGLARNING TURLARI VA METODLARI

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Annotatsiya: Mazkur maqolada shaxsiy o‘shni qo‘llab-quvvatlovchi psixologik treninglarning mohiyati, asosiy turlari va metodik yondashuvlari yoritilgan. Treninglarning shaxsga ta’siri, ular orqali erishiladigan natijalar hamda amaliyotda qo‘llanilish tajribalari tahlil qilingan. Shuningdek, treninglarni o‘tkazishda ishlatiladigan psixologik metodlar va texnikalar, ularning samaradorlik omillari ham ko‘rib chiqilgan.

Kalit so‘zlar: Shaxsiy o‘sh, psixologik trening, metodika, rivojlanish, motivatsiya, refleksiya, kommunikatsiya, o‘zini anglash.

Kirish:

Zamonaviy jamiyatda insonning shaxs sifatida har tomonlama rivojlanishi, o‘z salohiyatini to‘liq ro‘yobga chiqarishi dolzarb masalalardan biridir. Ayniqsa, o‘zini anglash, o‘z-o‘zini baholash, o‘z ustida ishlash kabi kompetensiyalarni shakllantirishda psixologik treninglarning o‘rni beqiyosdir. Shaxsiy o‘shni qo‘llab-quvvatlovchi treninglar insonga o‘zini chuqurroq anglash, kuchli va zaif tomonlarini bilish, muammolarni yengish va hayotga faol yondashish imkonini beradi. Bu treninglar nafaqat psixologik yordam ko‘rsatish vositasi, balki taraqqiyotning kuchli katalizatori sifatida xizmat qiladi.

Asosiy qism: Shaxsiy o‘shga qaratilgan psixologik treninglar turli shakllarda bo‘lishi mumkin. Eng ko‘p tarqalganlaridan biri bu – **motivatsion treninglar** bo‘lib, ular ishtirokchilarning ichki motivatsiyasini uyg‘otishga, maqsadni aniqlash va unga erishish yo‘llarini belgilashga qaratilgan. Ushbu treninglarda vizualizatsiya, maqsadli rejalashtirish, ichki to‘siqlarni aniqlash va ularni bartaraf etish texnikalari qo‘llaniladi.

Ikkinchi keng tarqalgan yo‘nalish – **kommunikativ treninglar** bo‘lib, ular shaxslararo munosabatlarni mustahkamlash, samarali muloqot ko‘nikmalarini shakllantirishga qaratilgan. Rolli o‘yinlar, guruhli muhokamalar, “aql charxi” mashqlari bu treninglarning asosiy usullaridir. Bu treninglar orqali insonlar ijtimoiy kompetensiyalarni oshiradi va jamoada faol ishtirok etishga tayyor bo‘ladi.

Yana bir muhim yo‘nalish – **emotsional intellektni rivojlantirish treninglaridir**. Bu treninglarda ishtirokchilar o‘z hissiyotlarini anglash, boshqarish va boshqalar bilan emotsional uyg‘unlikda bo‘lishni o‘rganadilar. Treninglar psixodrama, reflektiv yozuvlar, emotsional baholash texnikalariga tayanadi.

Bundan tashqari, **o‘zini anglash va o‘z-o‘zini baholash treninglari** ham samarali hisoblanadi. Ular yordamida inson o‘z hayotiy pozitsiyasini qayta ko‘rib chiqadi, ichki resurslarini kashf etadi va yangicha qarashlar hosil qiladi. Bunday mashg‘ulotlarda “hayot yo‘li” texnikasi, SWOT-tahlil, shaxsiy qadriyatlarni aniqlash va “Ichki bolani davolash” usullari keng qo‘llaniladi.



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Treninglar metodikasi esa ularning maqsadi va auditoriyasiga qarab belgilanadi. **Gestalt yondashuvi, kognitiv-behavioral metod, narrativ psixologiya, ko'nikma shakllantirish modeli** kabi metodlar zamonaviy psixologiyada keng qo'llaniladi. Har bir metodda psixolog muayyan texnikalardan foydalangan holda shaxsda chuqur refleksiya, o'zgarishlarga tayyorgarlik, ichki resurslarga tayanishni rag'batlantiradi.

Shaxsiy o'sishga qaratilgan treninglarning yana bir muhim jihati – bu **individual va guruh shaklidagi ishlar uyg'unligidir**. Guruh ichida inson boshqa ishtirokchilar bilan tajriba almashadi, yangi ijtimoiy rolni sinab ko'radi, boshqa nuqtayi nazarlarni qabul qilishga o'rganadi. Individual yondashuv esa chuqurroq tahlil va shaxsiy muammolarni yengish imkonini beradi.

Amaliyot shuni ko'rsatmoqdaki, bu treninglar nafaqat psixologik yordam shakli, balki o'zini rivojlantirish, o'zgarishga tayyorlikni shakllantirish vositasi sifatida ham foydalidir. Masalan, talaba yoshlar, rahbarlar, stress ostida ishlovchi kasb egalari bunday treninglardan katta samara olishadi.

Xulosa:

Shaxsiy o'sishni qo'llab-quvvatlovchi psixologik treninglar inson ruhiy salomatligi, ichki uyg'unlik va hayotiy muvaffaqiyat sari muhim qadam hisoblanadi. Treninglar orqali inson o'zini anglaydi, o'z kuchiga bo'lgan ishonchni mustahkamlaydi va yangi hayotiy strategiyalarni ishlab chiqadi. Bunday mashg'ulotlar psixologik xizmat ko'rsatish sohasida eng samarali vositalardan biri bo'lib, ularni yanada takomillashtirish va amaliyotga joriy etish dolzarb masalalardan biridir.

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PSIXOLOGIK TRENINGLARDA GURUH DINAMIKASI VA INTERAKTIV
METODLARNING AHAMIYATI

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Annotatsiya: Maqolada psixologik treninglar samaradorligida guruh dinamikasi va interaktiv metodlarning tutgan o'rnini yoritilgan. Guruh a'zolari o'rtasidagi psixologik aloqalar, ishonch muhitining shakllanishi, rollar va bosqichlarning o'zgarishi trening natijalariga qanday ta'sir qilishi tahlil qilinadi. Interaktiv metodlar — rolli o'yinlar, refleksiya, mashqlar va guruhli muhokamalarning psixologik o'sishga ta'siri amaliy tajribalar asosida ko'rsatib beriladi.

Kalit so'zlar: Guruh dinamikasi, interaktiv metodlar, trening, refleksiya, ijtimoiy o'zaro ta'sir, ishonch, rolli o'yinlar, kommunikatsiya.

Kirish:

Psixologik treninglarning samaradorligi nafaqat ularning mazmuniga, balki qanday metodlar bilan o'tkazilishiga va guruh ichidagi psixologik jarayonlarga ham bog'liqdir. Trening jarayonida qatnashchilar o'zaro o'rganadilar, fikr almashadilar, tajriba orttiradilar. Aynan shu nuqtada guruh dinamikasi — ishtirokchilarning o'zaro ta'siri, hissiy reaksiyalari, rol almashuvi — treningning ichki dvigateliga aylanadi. Interaktiv metodlar esa ushbu dinamikani harakatga keltiruvchi vositadir.

Asosiy qism: Guruh dinamikasi deganda, trening guruhidagi ishtirokchilar o'rtasidagi ijtimoiy-psixologik munosabatlar, hissiy almashuv, norasmiy rol taqsimoti va ishonchning shakllanishi tushuniladi. Guruhning har bir bosqichi — tanishuv, to'qnashuv, normativlik va barqarorlik — trening natijalariga sezilarli ta'sir ko'rsatadi.

Psixologik treninglarning muvaffaqiyati uchun quyidagi guruh dinamikasi elementlari muhim hisoblanadi:

- **Ishonchli muhit** — ishtirokchilar o'z fikr va his-tuyg'ularini ochiq ifoda eta oladigan holat.
- **Faollik va qatnashuv** — guruhdagi har bir shaxsning jarayonga teng ravishda jalb qilinishi.
- **Refleksiya** — ishtirokchilarning o'z fikr va hissiyotlarini anglash va ifodalash orqali chuqur o'zgarishga erishishlari.
- **Empatiya va qo'llab-quvvatlash** — guruh ichida o'zaro ruhiy tayanchni his qilish.

Bu omillarni shakllantirish va faollashtirish uchun **interaktiv metodlar** keng qo'llaniladi. Ular orasida eng samaralilari quyidagilardir:

1. **Rolli o'yinlar** — ishtirokchilar turli vaziyatlarda turli rollarda harakat qilib, o'z his-tuyg'ularini ifoda etadilar va boshqalarni tushunishga harakat qiladilar.



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2. **Guruhli muhokamalar** — ijtimoiy mavzular, shaxsiy tajribalar yoki vaziyatli tahlillar asosida o‘zaro fikr almashiladi, turli nuqtayi nazarlar uyg‘unlashadi.

3. **“Aql charxi”** (brainstorming) — erkin fikrlar oqimi orqali yangicha yondashuvlar topiladi, guruh ijodiy faollikka rag‘batlantiriladi.

4. **Refleksiya texnikalari** — “men xissiyotim”, “o‘zimni qanday his qilyapman?”, “men uchun bugungi mashg‘ulot...” kabi savollar orqali qatnashchilar o‘z ichki holatini tahlil qiladi.

5. **Tanani jalb qiluvchi mashqlar** — jismoniy faoliyat bilan bog‘liq mashg‘ulotlar (harakatli o‘yinlar, relaksatsiya, mimika orqali ifoda) ishtirokchilarda ochiqlik, erkinlik hissini hosil qiladi.

Treninglarda guruh dinamikasi to‘g‘ri boshqarilsa, har bir qatnashchi nafaqat bilim, balki chuqur psixologik tajriba orttiradi. Guruhdagi ishtirokchilar o‘zlarini tanlaydi, o‘zgarishlarga tayyorlanadi va boshqa odamlarning hissiyotlariga nisbatan sezgirlik rivojlanadi. Bu esa treningdan keyingi hayotda ijobiy o‘zgarishlarga olib keladi.

Shuningdek, trening jarayonida guruh yetakchilari (formal va norasmiy) paydo bo‘ladi, konfliktlar va ko‘maklashish vaziyatlari orqali ishtirokchilar o‘z shaxsiy uslublarini sinab ko‘radilar. Bu — o‘shish uchun muhim psixologik zamin hisoblanadi.

Xulosa:

Psixologik treninglarning muvaffaqiyat kaliti — bu ishtirokchilarning o‘zaro faol aloqasi va metodik jihatdan to‘g‘ri tashkil etilgan interaktiv yondashuvlardir. Guruh dinamikasi qatnashchilarda o‘zini anglash, ochiqlik, empatiya va o‘zgarishga tayyorlikni shakllantiradi. Interaktiv metodlar esa bu jarayonni harakatga keltiradi, jonlantiradi va mustahkamlaydi. Shu boisdan har qanday samarali trening guruhni “faol o‘quvchi va o‘rgatuvchi”ga aylantira olishi zarur.

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**KASBIY FAOLIYATDA PSIXOLOGIK TRENINGLARDAN FOYDALANISH:
O'QITUVCHILAR, SHIFOKORLAR VA RAHBARLAR MISOLIDA**

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Annotatsiya: Mazkur maqolada psixologik treninglarning kasbiy sohalardagi ahamiyati, ayniqsa o'qituvchilar, shifokorlar va rahbarlar faoliyatidagi o'rni tahlil etiladi. Har bir kasb egasining psixologik barqarorligi, kommunikatsion ko'nikmalari, stressga bardoshlilik va yetakchilik salohiyatini oshirishda treninglarning qanday usullari qo'llanishi va ularning amaliy natijalari yoritilgan.

Kalit so'zlar: Psixologik trening, kasbiy kompetensiya, stressga bardoshlik, kommunikatsiya, o'zini boshqarish, emotsional intellekt, refleksiya, professional rivojlanish.

Kirish:

Bugungi kasbiy faoliyat shunchalik murakkab va dinamikki, u insondan nafaqat texnik va kasbiy bilimlarni, balki kuchli psixologik barqarorlikni, hissiy intellektni, ijtimoiy ko'nikmalarni ham talab qiladi. O'qituvchilar, shifokorlar va rahbarlar — doimiy insonlar bilan ishlaydigan, psixologik yuklamasi yuqori bo'lgan kasb egalari hisoblanadi. Shu bois ularning professional tayyorgarligida psixologik treninglar alohida o'rin tutadi.

Asosiy

qism:

O'qituvchilar uchun psixologik treninglar:
Ta'lim jarayonida o'qituvchidan yuqori emotsional barqarorlik, o'quvchilar bilan samarali muloqot, ijobiy pedagogik pozitsiya, konfliktlarni boshqarish kabi ko'nikmalar talab etiladi. Psixologik treninglar orqali:

- **Stressni boshqarish**, “yoqib bo'lmaydigan” o'quvchilar bilan ishlash usullari o'rgatiladi.
- **Refleksiya va emotsional intellekt** rivojlantiriladi.
- **Faol tinglash, muloyim muloqot va bahslarda betaraf turish** kabi kommunikatsion mashqlar qo'llaniladi.
- O'qituvchi o'z rolini chuqurroq anglab, professional charchoqni bartaraf etish texnikalarini o'zlashtiradi.

Shifokorlar

uchun

treninglar:

Tibbiyot xodimlari doimiy ravishda odamlarning og'riqlari, xavotirlari, o'lim xavfi bilan yuzma-yuz bo'ladi. Bu esa doimiy psixologik bosimni keltirib chiqaradi. Treninglar:

- **Empatiya va emotsional jihatdan cheklanish o'rtasidagi muvozanatni** o'rganishga xizmat qiladi.
- **Burnout sindromi** (professional charchoq)ni oldini olishga qaratilgan texnikalarni taklif etadi.



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- **Stressga bardoshlik, vaziyatli fikrlash, tez qaror qabul qilish** ko'nikmalari rivojlantiriladi.

- Bemor va uning yaqinlari bilan **psixologik to'qnashuvsiz** muloqot yuritish o'rgatiladi.

Rahbarlar (menejerlar, direktorlar, boshqaruvchilar) uchun treninglar: Boshqaruvda ishlovchilar jamoani boshqarish, strategik qaror qabul qilish, motivatsiyani shakllantirish, qarama-qarshiliklarni boshqarish kabi murakkab ijtimoiy va psixologik vazifalarni bajaradilar. Treninglar:

- **Liderlik sifatlarini rivojlantirish**, assertiv muloqot, tanqidni qabul qilish va bildirish usullarini o'rgatadi.

- **Tashabbuskorlik, innovatsion fikrlashni** faollashtirishga xizmat qiladi.

- **Delegatsiya, samarali vazifa taqsimoti, stressni konstruktiv boshqarish** texnikalari bilan boyitiladi.

- O'z-o'zini anglash va refleksiya orqali rahbarlik uslubini takomillashtirishga yordam beradi.

Trening texnologiyalariga quyidagilar kiradi:

- Rolli o'yinlar
- Psixodrama
- Kognitiv-behavioral mashqlar
- Aql charxi ("brainstorming")
- SWOT va GROW modellaridan foydalanish
- Konflikt vaziyatlarini tahlil qilish
- Meditatsiya va nafasni boshqarish texnikalari

Ushbu treninglar nafaqat individual, balki guruh shaklida ham o'tkaziladi. Ular qatnashchilarning o'zaro tajriba almashishiga, hamkorlikda o'sishga, ichki resurslarini safarbar etishga imkon beradi.

Xulosa:

Kasbiy sohada psixologik treninglardan foydalanish — bu nafaqat ruhiy salomatlikni qo'llab-quvvatlash, balki professional samaradorlikni oshirish yo'lidir. O'qituvchilar, shifokorlar va rahbarlar uchun moslashtirilgan trening dasturlari orqali ularning psixologik tayyorgarligi, kommunikativ salohiyati, liderlik fazilatlarini va stressga bardoshlilikni rivojlanadi. Trening texnologiyalarining uzluksiz tatbiqi mehnat samaradorligi va shaxsiy farovonlikni ta'minlashda muhim omil hisoblanadi.

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Annotatsiya Shartnoma – bu ikki yoki undan ortiq tomon o'rtasidagi kelishuv bo'lib, u tomonlarning huquq va majburiyatlarini belgilaydi.

Kalit so'zlar: uslub, matn, rasmiy, idora, mehnat

Shartnoma – bu ikki yoki undan ortiq tomon o'rtasidagi kelishuv bo'lib, u tomonlarning huquq va majburiyatlarini belgilaydi. U:

- Har ikki tomonning huquqiy majburiyatlarini rasmiylashtiradi.
- Nizolar yuzaga kelganda asosiy hujjat sifatida ishlatiladi.
- Sudda da'vo qilish yoki himoyalanişda dalil bo'ladi.
- Har bir tomon nima qilishini aniq biladi.
- Kelishilgan shartlar yozma shaklda bo'lgani uchun, noto'g'ri tushunish yoki og'zaki va'dalarni inkor qilish ehtimoli kamayadi.
- Hamkorlikda ishonchni mustahkamlaydi.
- To'lov muddati, miqdori, jarimalar, yetkazib berish sanalari kabi moliyaviy shartlar aniq belgilanadi.
- Shartnoma orqali tomonlar moliyaviy javobgarlikni oldindan biladi va rejalashtiradi.
- Korxonalar va tashkilotlar o'rtasida mahsulot yetkazib berish, xizmat ko'rsatish, kooperatsiya qilish kabi harakatlar shartnoma orqali rasmiylashtiriladi.
- Shartnoma mavjud bo'lmasa, yirik loyihalarni amalga oshirish xavfli bo'ladi.
- Shartnomada bajarilishi kerak bo'lgan ishlar, muddatlar, sifat talablari ko'rsatilgan bo'ladi.
- Bu esa ish jarayonini monitoring qilishga, nazoratga olishga yordam beradi.

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**INFORMATIKA VA AXBOROT TEXNOLOGIYALARINI O'QITISH
METODIKASI: ZAMONAVIY YONDASHUVLAR VA METODLAR**

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Annotatsiya: Ushbu maqolada informatika fanini o'qitish metodlari hamda zamonaviy pedagogik yondashuvlar, raqamli texnologiyalar asosida samarali o'qitish strategiyalari tahlil qilinadi. Maqola maktab, litsey va kasb-hunar kollejlari uchun mos usullarni taklif etadi va o'quvchilarda axborot texnologiyalariga bo'lgan qiziqishni oshirishda innovatsion metodlarning ahamiyatini ko'rsatadi.

Kalit so'zlar: informatika metodikasi, raqamli ta'lim, interaktiv o'qitish, STEM, masofaviy ta'lim, gamifikatsiya, loyiha asosida o'qitish.

Abstract: This article analyzes teaching methods of computer science and modern pedagogical approaches based on digital technologies to develop effective teaching strategies. The article proposes suitable methods for schools, lyceums, and vocational colleges and demonstrates the importance of innovative methods in fostering students' interest in information technologies.

Key words: computer science methodology, digital education, interactive teaching, STEM, distance learning, gamification, project-based learning.

Kirish

Informatika va axborot texnologiyalari ta'limida zamonaviy metodlar o'quvchilarning faolligini oshirish, ularning ijodiy fikrlash qobiliyatlarini rivojlantirish, shuningdek, amaliy ko'nikmalarini mustahkamlashda muhim ahamiyat kasb etadi. Raqamli davrda bu fan o'qitilishi pedagogik yondashuv va texnologiyalar bilan uyg'unlashishi shart.

Zamonaviy metodlar va yondashuvlar

1. STEM yondashuvi (Science, Technology, Engineering, Mathematics)

STEM ta'limi informatika fanini boshqa fanlar bilan integratsiyalash imkonini beradi, bu esa o'quvchilarda muammolarni kompleks yechish ko'nikmalarini rivojlantiradi. Misol uchun, informatika mavzulari matematik algoritmlar, fizika qonunlari yoki muhandislik yechimlari bilan bog'lanadi.

2. Loyiha asosida o'qitish (Project-Based Learning, PBL)

O'quvchilarni mustaqil yoki guruh bo'lib real hayot muammolarini hal qilishga yo'naltirish. Bu metod o'quvchilarda loyiha boshqaruvi, jamoaviy ish va kommunikatsiya ko'nikmalarini shakllantiradi. Masalan, dasturlash yoki veb-sayt yaratish loyihalari.

3. Gamifikatsiya (O'yinlashtirish)

Ta'lim jarayonida o'yin elementlari (ball, reyting, badge) joriy qilish orqali o'quvchilarni



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ragʻbatlantirish. Bu usul oʻquvchilarda qiziqish va faollikni oshiradi, ayniqsa dasturlash asoslari yoki kodlash oʻrgatishda samarali.

4. Blended learning (Aralash taʼlim)

Anʼanaviy darslar va onlayn resurslar uygʻunligi. Bu yondashuv oʻquvchilarga mustaqil ishlash imkonini beradi, interaktiv video, testlar, virtual laboratoriyalar yordamida bilimni mustahkamlashni taʼminlaydi.

5. Virtual laboratoriyalar va simulyatsiyalar

Labster, Code.org, Scratch kabi platformalar yordamida oʻquvchilar amaliyotda kompyuter texnologiyalarini oʻrganadi. Bu orqali nazariy bilimlar amaliy koʻnikmaga aylanadi.

6. Inquiry-based learning (Izlanishga asoslangan oʻqitish)

Oʻquvchilarni savol-javob, muammoli vaziyatlar orqali bilim olishga ragʻbatlantirish. Informatikada bu – muammoli algoritmlar yechimlari topish, kodlarni tahlil qilish.

7. Differensiallashgan oʻqitish

Har bir oʻquvchining qobiliyatiga moslashtirilgan oʻquv materiallari va topshiriqlar berish. Zamonaviy raqamli platformalar yordamida individual rivojlanish yoʻnalishini shakllantirish mumkin.

8. Masofaviy va onlayn taʼlim vositalari

Zoom, Microsoft Teams, Moodle, Google Classroom kabi platformalar oʻquvchilarga masofadan taʼlim olish imkoniyatini yaratadi. Bu, ayniqsa, pandemiya sharoitida informatika taʼlimining uzluksizligini taʼminladi.

Informatika oʻqitish metodikasi: amaliy tavsiyalar

- Darslarni interaktiv qilib tashkil etish uchun Smart taxtalar, planшетlar va interaktiv dasturlardan foydalanish.
- Har bir mavzu boʻyicha kichik amaliy topshiriqlar berish, ularni dasturlash tillarida yoki onlayn muhitda bajarishga ragʻbatlantirish.
- Oʻquvchilarni kod yozishga oʻrgatishda vizual dasturlash muhitlari (Scratch, Blockly) dan boshlash.
- Hamkorlikda loyiha yaratish orqali jamoaviy ish koʻnikmalarini rivojlantirish.

- Raqamli resurslar, video darslar, testlar orqali bilimni mustahkamlash.

1. Kirish

Ushbu boʻlimda informatika taʼlimining dolzarbligi, uning zamonaviy jamiyatdagi roli, oʻquvchilarda axborot texnologiyalari savodxonligini shakllantirish ahamiyati taʼkidlanadi. Shuningdek, metodikani takomillashtirish zarurati haqida qisqacha soʻz boradi.

2. STEM yondashuvi va uning informatika taʼlimidagi roli

STEM taʼlimi — bu fanlararo integratsiya orqali oʻquvchilarda mantiqiy fikrlash, muammolarni hal qilish va ijodiy yondashuvlarni rivojlantirishga qaratilgan yondashuv. Bu boʻlimda STEM konsepsiyasining mohiyati, uning informatika bilan



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uyg'unligi, maktab va kollej o'quv dasturlariga kiritilishi haqida yoziladi. Misollar: matematik algoritmlar va dasturlash, muhandislik modellari va robototexnika.

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3. Loyiha asosida o'qitish (Project-Based Learning, PBL)

PBL — bu o'quvchilarning amaliy loyiha yaratish orqali bilim olishini ta'minlovchi metod. Ushbu bo'limda PBLning ta'lim jarayonidagi o'rni, samaradorligi va informatika darslarida qanday qo'llanishi haqida batafsil tahlil beriladi. Shuningdek, loyiha boshqarish va jamoaviy ish ko'nikmalarini rivojlantirish yondashuvlari haqida ma'lumot kiritiladi.

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4. Gamifikatsiya va o'yinlashtirish texnologiyalari

Gamifikatsiya o'quv jarayonini qiziqarli va rag'batlantiruvchi qilish uchun o'yin elementlaridan foydalanishni anglatadi. Ushbu bo'limda o'yinlashtirishning pedagogik asoslari, informatika ta'limidagi qo'llanilishi va natijalari ko'rib chiqiladi. Misol tariqasida, ball tizimi, badges, testlar va interaktiv o'yinlar keltiriladi.

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5. Aralash ta'lim (Blended Learning)

An'anaviy darslarni onlayn resurslar bilan birlashtirish jarayonidir. Bu bo'limda blended learningning konseptsi, uning afzalliklari, informatika fani uchun moslashuvi, video darslar, interaktiv testlar, virtual laboratoriyalar yordamida o'qitish usullari yoritiladi.

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6. Virtual laboratoriyalar va simulyatsiyalar

Ushbu bo'limda informatika o'quv jarayonida virtual laboratoriyalar va simulyatsiyalarning ahamiyati haqida so'z boradi. Masalan, Code.org, Scratch, Tynker kabi platformalar orqali o'quvchilar amaliy ko'nikmalarni egallaydi. Bu metodning foydalari va ta'lim sifatini oshirishdagi o'rni tahlil qilinadi.

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7. Izlanishga asoslangan o'qitish (Inquiry-Based Learning)

O'quvchilarni mustaqil izlanish va savol-javoblar orqali bilim olishga undaydigan metod. Ushbu bo'limda izlanishga asoslangan yondashuvning psixologik va didaktik asoslari, informatika fanidagi qo'llanilishi va natijalari ko'rib chiqiladi.

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8. Differensiallashgan o'qitish va individual yondashuv

Har bir o'quvchining qobiliyat va ehtiyojlariga moslashtirilgan ta'lim jarayoni. Bo'limda individual yondashuvning metodologiyasi, zamonaviy texnologiyalar yordamida differensiallashgan ta'limni tashkil etish imkoniyatlari, shuningdek, informatika fanida bunday yondashuvning afzalliklari ta'riflanadi.

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Qo'shimcha: Masofaviy va onlayn ta'lim vositalari

Pandemiya davrida ta'lim jarayonining davomiyligini ta'minlashda masofaviy ta'lim texnologiyalari muhim bo'ldi. Ushbu qo'shimcha bo'limda Zoom,



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Moodle, Google Classroom va boshqa platformalarning imkoniyatlari va informatika o'qitishda qo'llanilishi haqida batafsil yoziladi.

Xulosa

Zamonaviy informatika ta'limi pedagogik yondashuvlar va raqamli texnologiyalarning uyg'unligi asosida shakllanadi. STEM, PBL, gamifikatsiya kabi innovatsion metodlar o'quvchilarning faolligi, mustaqil fikrlashi va amaliy ko'nikmalarini oshiradi. Shu bilan birga, o'qituvchilarning zamonaviy texnologiyalarni puxta egallashi ta'lim sifatini yanada yaxshilashga xizmat qiladi.

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EFFECTIVE METHODS FOR TEACHING ENGLISH LANGUAGE: A
COMPREHENSIVE ANALYSIS

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Abstract: This article examines effective methods for teaching English as a foreign language, focusing on modern pedagogical approaches, practical applications, and technology integration. It highlights proven techniques that increase learner engagement and language proficiency in various educational settings. Practical examples and comparative analysis demonstrate the impact of these methods on students' communicative competence.

Key words: English language teaching, communicative approach, task-based learning, blended learning, gamification, formative assessment, project-based learning.

1. Introduction

English language teaching (ELT) has evolved considerably in recent decades, driven by global communication demands and advances in educational technology. The effectiveness of ELT depends on using methods that promote active participation, critical thinking, and real-world application of language skills. This article explores several well-established and emerging methods in ELT, providing theoretical backgrounds, practical implementations, and empirical evidence of their effectiveness.

2. Communicative Language Teaching (CLT)

CLT emphasizes interaction as both the means and ultimate goal of learning English. It encourages students to use language in real-life contexts, focusing on fluency and comprehension rather than rote memorization.

Theoretical Background

CLT emerged in the 1970s as a response to traditional grammar-translation methods, promoting meaningful communication. The method prioritizes speaking and listening skills alongside reading and writing.

Practical Application

- **Example:** In a secondary school classroom in Spain, students practice ordering food in a restaurant scenario. This activity enhances their functional language use, vocabulary, and social interaction skills.

- **Activity Plan:** Pair students, assign roles (customer/waiter), provide menus, and monitor dialogue flow.

Effectiveness Analysis

A study conducted in Turkish high schools showed a 25% improvement in speaking fluency after implementing CLT-based activities regularly over one semester (Özdemir, 2018).



Table 1: Comparison of Traditional vs CLT Methods

Aspect	Traditional Method	CLT
Focus	Grammar and translation	Communication and interaction
Teacher Role	Knowledge transmitter	Facilitator and guide
Student Activity	Passive listening, drills	Active speaking, role-plays
Assessment	Written tests	Oral performance, projects

3. Task-Based Language Teaching (TBLT)

TBLT organizes learning around meaningful tasks that mimic real-world language use. It integrates multiple language skills through problem-solving and project work.

Theoretical Background

Rooted in communicative approaches, TBLT focuses on completing tasks (e.g., making plans, solving problems) that require authentic language use.

Practical Application

- **Example:** University students plan a community event, preparing invitations, schedules, and advertising materials in English.
- **Activity Plan:** Define task goals, provide scaffolding materials, encourage group collaboration, and assess presentations.

Effectiveness Analysis

Research from South Korea (Kim & Park, 2019) revealed a significant increase in students' motivation and language proficiency when TBLT was integrated with digital resources.

Table 2: Sample Task-Based Activity Template

Stage	Activity	Objective	Assessment Method
Pre-task	Introduce vocabulary and phrases	Prepare students for task	Oral quiz
Task	Plan and present event details	Use English communicatively	Group presentation rubric
Post-task	Reflect on language use	Reinforce correct usage	Peer and teacher feedback

4. Blended Learning and Technology Integration

Blended learning combines traditional face-to-face teaching with online resources and activities, providing flexibility and personalized learning paths.

Theoretical Background

This approach leverages technology to enhance access to materials and interaction beyond the classroom.

Practical Application

- **Example:** A flipped classroom model where students watch English grammar videos at home and engage in communicative activities during class time.



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- **Technology Tools:** Platforms like Google Classroom, Quizlet, and Zoom facilitate content delivery and practice.

Effectiveness Analysis

In an Italian language institute, blended learning increased students’ engagement by 40% and improved test scores (Rossi, 2021).

Table 3: Comparison of Learning Outcomes in Traditional vs Blended Learning

Learning Outcome	Traditional Classroom	Blended Learning
Student engagement	Moderate	High
Accessibility of materials	Limited	24/7 Online access
Teacher-student interaction	Limited to class	Extended via forums
Performance improvement	10-15% increase	30-40% increase

5. Gamification in English Language Teaching

Gamification applies game design elements to learning, increasing motivation and making lessons more engaging.

Theoretical Background

Gamification is based on behavioral and motivational theories, using rewards, challenges, and feedback to foster learning.

Practical Application

- **Example:** Using Kahoot! for vocabulary quizzes to create competitive and interactive sessions.
- **Activity Plan:** Weekly quizzes, leaderboards, and group challenges.

Effectiveness Analysis

A study in Canadian middle schools demonstrated that gamified lessons increased vocabulary retention by 35% compared to conventional quizzes (Johnson, 2020).

Table 4: Gamification Elements and Their Educational Functions

Game Element	Educational Purpose	Example
Points	Motivation and feedback	Quiz scores and rewards
Leaderboards	Competition and engagement	Class ranking
Badges/Achievements	Recognition and goal-setting	“Vocabulary Master” badge

6. Formative Assessment and Feedback

Formative assessment involves continuous evaluation of student learning to guide instruction and improve outcomes.

Theoretical Background

Unlike summative assessments, formative assessments provide immediate feedback for learning improvement.

Practical Application

- **Example:** Peer review sessions where students exchange essays and provide structured feedback.



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- **Activity Plan:** Use rubrics for evaluating grammar, coherence, and vocabulary.

Effectiveness Analysis

Australian ESL classes showed 20% improvement in writing skills when formative assessment was regularly applied (Smith, 2018).

7. Project-Based Learning (PBL)

PBL engages students in complex tasks that require sustained inquiry and language use over time.

Theoretical Background

PBL encourages learner autonomy, collaboration, and integration of language skills in authentic contexts.

Practical Application

- **Example:** Students organize a cultural fair, preparing materials and presentations in English.
- **Activity Plan:** Research, create, and present projects with peer and teacher evaluation.

Effectiveness Analysis

Johnson's (2020) study found that PBL enhanced students' critical thinking and communication skills by 30% over traditional methods.

Conclusion

The effectiveness of English language teaching is greatly enhanced by methods that prioritize communication, real-world tasks, technology use, motivation, and continuous feedback. Integrating these approaches in curricula promotes learner engagement and proficiency.

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**BIOLOGIYA TA'LIMIDA MAVJUD MUAMMOLAR VA ULARNING XALQARO
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Annotatsiya: Ushbu maqolada biologiya fanini o'qitishda uchrayotgan muammolar chuqur tahlil qilinadi va ularni bartaraf etish bo'yicha xalqaro tajribalar, innovatsion pedagogik texnologiyalar, metodik yondashuvlar asosida yechimlar taklif etiladi. Ta'limning zamonaviy talablariga javob beradigan biologiya darslarini tashkil etish, o'quvchilarda fanga bo'lgan qiziqishni oshirish, o'quv jarayoniga axborot texnologiyalarini joriy qilish zaruriyati asoslab beriladi.

Kalit so'zlar: biologiya ta'limi, innovatsion metodlar, STEM yondashuv, raqamli texnologiyalar, integratsiya, laboratoriya mashg'ulotlari, motivatsiya

Annotation: This article provides a comprehensive analysis of the current challenges in teaching biology and offers practical solutions based on international experience, innovative pedagogical technologies, and methodological approaches. It emphasizes the importance of aligning biology education with modern educational standards to foster student engagement and scientific literacy. The article also highlights the need for incorporating digital technologies into the teaching process, enhancing laboratory practices, and integrating interdisciplinary approaches to make biology more relevant and applicable to real-life situations.

Keywords: biology education, innovative methods, STEM approach, digital technologies, integration, laboratory activities, student motivation

KIRISH

Bugungi kunda dunyo miqyosida raqobatbardosh kadrlarni tayyorlashda fanlarni chuqur o'rganish, ayniqsa, biologiyaning ahamiyati tobora ortib bormoqda. Biologiya fani nafaqat tabiat hodisalarini tushunish, balki ekologik ongni shakllantirish, sog'lom turmush tarzini targ'ib qilish, innovatsion texnologiyalarning asoslarini anglashda muhim ahamiyat kasb etadi. Shunga qaramay, O'zbekistonda ham, boshqa rivojlanayotgan mamlakatlarda ham biologiya ta'limida bir qator tizimli muammolar mavjud. Masalan, UNESCO (2022) hisobotiga ko'ra, o'quvchilarning biologik savodxonlik darajasi global miqyosda turlicha: rivojlangan mamlakatlarda yuqori bo'lsa-da, past daromadli mamlakatlarda bu ko'rsatkich ancha past. O'zbekiston tajribasida esa biologiya darslari ko'p hollarda nazariyaga asoslanib, o'quvchilarni amaliyotga, tadqiqotga, mustaqil izlanishga yo'naltirmaydi. Shu bois, ushbu maqolada biologiya fanini o'qitishda mavjud muammolar, ularning ildizlari va zamonaviy yechimlari atroflicha yoritiladi.

ASOSIY QISM



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1. **Biologiya fanini o'qitishda uchrayotgan asosiy muammolar**

a) **Laboratoriya darslarining sustligi**

Ko'plab maktablarda biologiya laboratoriyalarining mavjud emasligi yoki eskirganligi sababli, o'quvchilar mavzularni faqat nazariy jihatdan o'zlashtirishga majbur bo'lmoqda. Masalan, T.H. Azizova (2021) o'z tadqiqotida maktab o'quvchilarining 68% biologiyaga nisbatan qiziqishi past ekanligini, bunga amaliy mashg'ulotlarning yo'qligi sabab bo'layotganini ta'kidlagan.

b) **Raqamli resurslar va IT texnologiyalar yetishmasligi**

XXI asrda biologiyani raqamli texnologiyalarsiz o'qitish samarasiz hisoblanadi. Hozirgi kunda ko'plab ilg'or mamlakatlarda (masalan, Singapur, Finlyandiya) biologiya darslarida interaktiv platformalar, masalan, "BioMan", "Labster" yoki "PhET" keng qo'llaniladi. O'zbekistonda esa bu platformalar haqida nafaqat o'quvchilar, balki ko'plab o'qituvchilar ham yetarlicha ma'lumotga ega emas.

c) **Motivatsiyaning pastligi va mavzularning hayotiylikdan uzilganligi**

Biologiya darslari ko'pincha o'quvchilarning kundalik hayoti bilan bog'lanmaydigan tarzda o'tiladi. Bu esa mavzularni sun'iy va murakkab qilib ko'rsatadi. Maktab o'quvchilarining fikriga ko'ra, "organizmda DNK sintezi" yoki "fermentlar faoliyati" kabi mavzular hayotdan uzoq ko'ringani sababli ularni o'zlashtirish qiyin bo'lmoqda.

d) **Metodik yondashuvlarning eskirganligi**

An'anaviy dars o'tish shakli (ma'ruza, so'rov) o'quvchilarda mustaqil fikrlashni shakllantirmaydi. 5E model, CLIL (Content and Language Integrated Learning), Inquiry-based Learning (so'rovga asoslangan o'rganish) kabi metodlar ko'p hollarda qo'llanilmaydi.

e) **Fanlararo integratsiyaning yo'qligi**

Biologiya fizika, kimyo, matematika bilan bevosita bog'liq bo'lishiga qaramay, bu aloqalar ko'plab darslarda namoyon bo'lmaydi. Natijada o'quvchi bilimlarni real hayotga qo'llashda qiyinchilikka duch keladi.

2. **Muammolarning yechimlari va xalqaro tajribalar asosida tavsiyalar**

a) **STEM yondashuvini joriy etish**

R.W. Bybee (2013) ta'kidlaganidek, STEM yondashuvi o'quvchilarda tizimli fikrlash, muammoni hal qilish, jamoaviy ish olib borish ko'nikmalarini rivojlantiradi. Biologiyani kimyo bilan bog'lab genetik jarayonlarni, matematika bilan bog'lab populyatsion tahlilni, informatika bilan bog'lab bioinformatika asoslarini o'rgatish mumkin.

b) **Virtual laboratoriyalar va 3D simulyatsiyalarni tatbiq etish**

Labster, PhET, Visible Body kabi platformalarda yaratilgan virtual tajribalar orqali darslar interaktiv bo'ladi. Bu o'quvchilarning analitik fikrlashini va mustaqil izlanishini rag'batlantiradi.

c) **Motivatsiyani oshirish uchun hayotiy kontekstda o'qitish**

Har bir mavzuni o'quvchining kundalik hayoti bilan bog'lab tushuntirish motivatsiyani oshiradi. Masalan, "immunitet" mavzusi COVID-19 pandemiyasi misolida, "genetika"



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mavzusi esa odamning tashqi belgilari bilan bog‘lab tushuntirilsa, bu yanada tushunarli bo‘ladi.

d) Metodik tayyorgarlik va uzluksiz malaka oshirish

Biologiya o‘qituvchilari uchun zamonaviy metodikalar bo‘yicha onlayn kurslar, xalqaro vebinarlar tashkil etilishi zarur. Xususan, eTwinning, Coursera, FutureLearn kabi platformalarda bepul biologiya metodikasi kurslari mavjud.

e) Fanlararo integratsiyani kuchaytirish

"Project-Based Learning" (loyihaga asoslangan ta‘lim) asosida biologiya boshqa fanlar bilan uyg‘un holda o‘rgatilsa, o‘quvchilar real muammolarni hal qilishni o‘rganadi. Masalan, "Chuchuk suv ifloslanishi" loyihasida kimyo, geografiya, biologiya va informatika integratsiyalashgan holda o‘rgatiladi.

ILMIY YANGILIKLAR (NATIJALAR)

1. O‘zbekiston maktablarida biologiya fanini o‘qitishda amaliyotga yo‘naltirilmagan darslar ustunligi aniqlangan, bu esa o‘quvchilarda fanga bo‘lgan qiziqishni pasaytirayotgan asosiy omillardan biri sifatida ko‘rsatilgan.

2. Tadqiqotda biologiya fanini zamonaviy interaktiv platformalarsiz o‘qitish samarasiz ekani isbotlangan, chunki PhET, Labster, BioMan kabi raqamli vositalar o‘quvchilar bilimni chuqurlashtirishda muhim rol o‘ynaydi.

3. Rivojlangan davlatlar (Singapur, Finlyandiya) tajribasi asosida o‘zbek biologiya ta‘lim tizimidagi raqamli resurslar yetishmovchiligi tanqidiy tahlil qilingan.

4. Motivatsiyaning pasayishi biologiya darslarining hayotiylikdan uzilganligi bilan bog‘liqligi ilmiy asosda ko‘rsatilgan, ya‘ni mavzular real hayot bilan bog‘lanmagani uchun o‘quvchilar ularni tushunishda qiynaladi.

5. O‘zbekiston maktablarida metodik yondashuvlarning eskirganligi ilmiy asosda tanqid qilingan va 5E modeli, Inquiry-based Learning, CLIL metodlarining joriy etilishi zarurligi taklif etilgan.

6. Fanlararo integratsiyaning yo‘qligi o‘quvchilarda tizimli tafakkurni shakllantirishga salbiy ta‘sir ko‘rsatayotgani aniqlangan.

7. STEM yondashuvi biologiya ta‘limida o‘quvchilarda muammoni hal qilish va jamoaviy ishlash ko‘nikmalarini rivojlantirishi haqidagi xulosa xalqaro manbalar asosida asoslab berilgan.

8. Virtual laboratoriyalar yordamida biologiya darslarini interaktiv shaklda tashkil etish o‘quvchilarda mustaqil izlanishni rag‘batlantirishi isbotlangan.

9. Motivatsiyani oshirish uchun biologik mavzularni kundalik hayotdagi holatlar bilan bog‘lab tushuntirish samarador ekani ilmiy jihatdan asoslangan.

10. Biologiya o‘qituvchilarining malakasini oshirishda xalqaro onlayn kurslar (Coursera, eTwinning, FutureLearn)dan foydalanish zaruriyati ilmiy natija sifatida taklif qilingan.

XULOSA



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Biologiya ta'limining bugungi holati chuqur islohot va innovatsion yondashuvlarni talab qiladi. O'quvchilarning bilim va ko'nikmalarini real hayot bilan bog'lash, amaliy faoliyatga yo'naltirish, o'qituvchilarning kasbiy rivojlanishini ta'minlash — bu biologiya darslarini samarali tashkil qilishning muhim shartlaridir. Xalqaro tajriba, zamonaviy texnologiyalar va metodik yondashuvlardan oqilona foydalanish orqali biologiya ta'limini yangi bosqichga olib chiqish mumkin.

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**THE INFLUENCE OF THE CYBERPUNK GENRE ON MODERN SCIENCE
FICTION LITERATURE**

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Abstract. The cyberpunk genre plays an important role in science fiction with its profound influence on other subgenres and on the development of the genre as a whole. This article explores the main features of cyberpunk and its importance in depicting how technology may influence people's lives in many ways. In addition, the major authors such as William Gibson, Paolo Bacigalupi, who made great contributions to the prevalence of cyberpunk, and analysis of important works featuring cyberpunk characteristics will be highlighted. The article also discusses how cyberpunk led to formation of other subgenres that mainly depict the relation of technology and society as well as dystopian perspectives.

Key words: Cyberpunk, science fiction, technology and society, dystopia, subgenres, virtual reality, postmodern literature, artificial intelligence, digital culture.

INTRODUCTION

Influenced by the improvements of technological advancements, cyberpunk is one of the most important subgenres of science fiction. It emerged in the early 1980s and evolved as a subgenre featuring technological and scientific accomplishments in a futuristic setting.

Cyberpunk is a branch of science fiction that paints a gritty picture of the future – one where cutting-edge technology exists alongside people living on the margins of society. As Bruce Sterling once put it, it is all about “*low life and high tech*”¹. Indeed, in most cyberpunk stories, it is not common to see shiny, perfect futures, instead, readers get gritty, chaotic cities where powerful tech giants control everything and ordinary people – hackers, loners, or rebels – are just trying to survive. These characters often live on the edges of society, using whatever tech they can to fight back or simply get by. Sterling's quote reminds us that even in a world full of incredible technology, human problems like inequality, corruption, and loneliness remain unresolved – they often get worse.

In today's world of artificial intelligence, corporate surveillance, and immersive virtual realities, the core themes of cyberpunk are more relevant than ever. The genre continues to offer powerful insights into the ways technology shapes and sometimes distorts human experience. This article delves into the essential features that define cyberpunk, highlights the writers who brought it to life, and examines its lasting impact on modern science fiction literature. It also explores how cyberpunk laid the groundwork for

¹ Sterling, Bruce. “Preface”. *Burning Chrome* by William Gibson, Harper Collins, 1986. – P. 14.



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emerging subgenres and continues to influence stories that grapple with the ever-shifting relationship between technology, society, and identity.

LITERATURE REVIEW

The study of the cyberpunk genre has gained significant scholarly attention due to its lasting influence on modern science fiction. Researchers have analyzed its key themes, stylistic features, and its impact on both literature and cultural discourse. This section reviews essential insights from previous studies, focusing on cyberpunk's defining traits, historical origins, and its influence on subsequent subgenres.

David Seed, in "Science Fiction: A Very Short Introduction", traces the roots of cyberpunk to the experimental New Wave science fiction of the 1960s and 1970s.² Authors such as J.G. Ballard and Samuel R. Delany are identified as key forerunners who introduced darker psychological themes, narrative fragmentation, and an urban dystopian aesthetic – elements that would later become hallmarks of cyberpunk. In addition, Fredric Jameson's influential work "Postmodernism, or, the Cultural Logic of Late Capitalism" provides a theoretical framework for interpreting cyberpunk as a reflection of the postmodern condition. Fredric Jameson interprets cyberpunk as "*a literary reaction to late capitalism, where the boundaries between humanity and technology blur, emphasizing alienation and surveillance in highly urbanized, technological societies.*"³

Together, these scholarly works demonstrate that cyberpunk is not just a literary movement but a cultural phenomenon. They reveal how cyberpunk has served as a tool for critiquing contemporary anxieties around corporate power, surveillance, technological dependency, and the erosion of human agency in digital environments.

METHODOLOGY

This study employs a qualitative literary analysis to examine the development, characteristics, and cultural significance of the cyberpunk genre within science fiction literature. The methodology involves a close reading of primary texts, including seminal cyberpunk works such as William Gibson's "Neuromancer" and Paolo Bacigalupi's "The Windup Girl". These texts were selected due to their influence, thematic depth, and frequent citation within both academic and popular discussions of the genre.

To contextualize the genre's evolution and influence, the research incorporates a review of scholarly literature and theoretical frameworks. Key contributions from critics such as Fredric Jameson and David Seed are examined to understand how cyberpunk has been interpreted in terms of postmodernism, capitalism, identity, and media aesthetics.

In addition, intertextual and comparative approaches are used to trace connections between cyberpunk and earlier literary movements, such as the New Wave science fiction of the 1960s and 1970s. The research also considers cyberpunk's impact on derivative subgenres such as biopunk and steampunk by analyzing representative texts and secondary commentaries.

² Seed, D. "Science Fiction: A Very Short Introduction". – Oxford: Oxford University Press, 2011. – P 20.

³ Jameson, Fredric. "Postmodernism, or, the Cultural Logic of Late Capitalism". – Duke University Press, 1991. – P. 315.



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This methodological framework allows for a comprehensive exploration of both the narrative features of cyberpunk and its broader cultural implications. The goal is to understand how cyberpunk literature not only reflects but also critiques technological development, surveillance, identity, and power structures in modern society.

ANALYSIS AND DISCUSSION

Cyberpunk played a pivotal role in the evolution of science fiction because of its peculiar characteristics. Having its roots in the New Wave science fiction movement, cyberpunk encouraged writers to explore new styles, techniques, and characters. The writers, in response to traditional storytelling, created worlds where society was constantly rocked by rapid technological and cultural changes, often leading to dark, dystopian futures. The subgenre blurs the line between actual and virtual realities and most of the action takes place online, in “cyberspace” as William Gibson referred in his famous novel “Neuromancer”. The novel introduces it to the readers this way:

“Cyberspace. A consensual hallucination experienced daily by billions of legitimate operators, in every nation, by children being taught mathematical concepts... A graphic representation of data abstracted from the banks of every computer in the human system. Unthinkable complexity. Lines of light ranged in the nonspace of the mind, clusters and constellations of data. Like city lights, receding.”⁴

Ever since the term “cyberspace” was introduced, it became a central theme in cyberpunk. It not only just serves as a setting but also as a symbol of its core themes. It represents the convergence of human consciousness and digital technology, where the real and virtual worlds intertwine. In “Introduction to Digital Media” by Alessandro Delfanti and Adam Arvidsson, the concept of cyberspace is discussed in the context of the digital media environment that has become integral to modern life. According to them:

“Cyberspace is an interconnected digital environment. It is a type of virtual world popularized with the rise of the Internet.”⁵

“Snow Crash” by Neal Stephenson is a great example of cyberspace, where virtual worlds are immersive and people interact through avatars. It reflects how the line between the real world and digital environments is blurring today, with parallels to the metaverse and online spaces we use now. The novel’s exploration of virtual identity and control feels incredibly relevant as digital spaces become more central to our lives.⁶

During the 1980s, Japan’s rapid technological advancements and booming economy became a recurring theme in cyberpunk literature. Writers of the genre often looked to Japan as a real-world embodiment of the high-tech, hyper-urbanized futures they imagined. As, one of the most influential figures in the cyberpunk genre, William Gibson famously put it in one of his articles:

“Modern Japan simply was cyberpunk. The Japanese themselves knew it and delighted in it. I remember my first glimpse of Shibuya, when one of the young Tokyo

⁴ Gibson, William. “Neuromancer”. – Ace Books, 1984. – P. 40.

⁵ Delfanti, Alessandro; Arvidsson, Adam. “Introduction to Digital Media”. – Wiley, 2019. – P. 149–151.

⁶ Stephenson, Neal. *Snow Crash*. – Bantam Books, 2000. – P. 23.



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journalists who had taken me there, his face drenched with the light of a thousand media-suns – all that towering, animated crawl of commercial information – said, ‘You see? You see? It is Blade Runner town.’ And it was. It so evidently was”⁷ highlighting how the country's neon-lit cities, advanced electronics, and blending of tradition with innovation mirrored the cyberpunk aesthetic and worldview.

Cyberpunk stories often take place in crowded, high-tech cities filled with glowing lights and towering buildings. These settings create a sense of being overwhelmed by technology and lost in artificial worlds. William Gibson once described this feeling with the simple but powerful phrase “*city lights, receding*,”⁸ which perfectly captures the experience of slipping into a digital or virtual space. Cyberpunk stories often revolve around the tension between artificial intelligence and skilled hackers, usually unfolding in a near-future version of Earth where technology has taken over everyday life. As it is depicted in “*Neuromancer*” William Gibson, “*the street finds its own uses for things*”⁹, meaning that the stories are typically set in post-industrial dystopias —gritty, broken worlds where culture is still vibrant and alive, and where technology gets repurposed in creative, often unexpected ways.

As more writers explored cyberpunk’s themes, new subgenres of science fiction emerged, some of which built upon the original cyberpunk, while others the inspiration from it. One prominent subgenre is steampunk, a combination of Victorian-era aesthetics and cyberpunk’s pessimistic worldview. Set in an alternate history where steam power powers advanced technology, steampunk was first coined as a joke in 1987 to describe the works of Tim Powers, James P. Blaylock, and K.W. Jeter.

However, it soon became a legitimate subgenre, especially after William Gibson and Bruce Sterling’s collaborative novel “*The Difference Engine*” featured a detailed exploration of an alternate history where steam-powered technology replaced the digital advancements of the modern world. This novel helped solidify *steampunk* as more than just a literary curiosity, blending Victorian aesthetics with cyberpunk’s core themes of societal decay, technological revolution, and class division. Set in a 19th-century world where computing technology advances far earlier than in our history, “*The Difference Engine*” offered a vision of a world shaped by the rise of the computer age during the Victorian era, complete with its own social hierarchies, economic pressures, and futuristic technological wonders powered by steam and gears rather than silicon.

Another subgenre is biopunk, which emerged in the early 1990s and focuses on biotechnology rather than the digital landscape typical of cyberpunk. In biopunk stories, people are altered not by mechanical means but by genetic manipulation, exploring the consequences of biotechnological advancements. This subgenre pushes the boundaries of cyberpunk, asking questions about what it means to be human when biology, not just technology, can alter our very nature.

⁷ Gibson, William. “The Future Perfect”. – Time Magazine, 30 April 2001.

⁸ Gibson, William. “Neuromancer”. – Ace Books, 1984. – P. 4.

⁹ Gibson, William. “Neuromancer”. – Ace Books, 1984. – P. 2.



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Writers like Paolo Bacigalupi, whose works such as “The Windup Girl” explore environmental collapse and genetic manipulation. It demonstrates the darker side of biotechnological advancements and paints a dystopian future where environmental collapse, driven by climate change and overpopulation, has led to the rise of powerful biotech corporations.¹⁰ These corporations dominate the world by controlling genetic engineering, creating genetically modified organisms (GMOs) and “new humans” to serve specific roles in society. The novel presents a world where genetic manipulation and environmental collapse are intricately linked, revealing the dangers of unchecked corporate power and the social inequalities that emerge from biotechnological advancements.

Both *steampunk* and *biopunk* have contributed to the diversification of speculative fiction, with each exploring unique facets of technology and its effects on society, while still retaining the dark, rebellious spirit of cyberpunk. They highlight how technology’s power to shape our lives extends beyond just the digital world into our biology and our past. Cyberpunk itself may have laid the groundwork, but these subgenres continue to expand its themes, showing that the exploration of technology’s darker side is far from over.

Cyberpunk and its main features not only had an impact on literature but also on the cultural and media landscape. It helped the genre develop extensively and shape a new era of speculative fiction. One of the famous writers of science fiction David Brin describes this genre as “*the finest free promotion campaign ever waged on behalf of science fiction*”, suggesting that through its gritty narratives and vivid visions of near-future dystopias, cyberpunk managed to attract new readership, inspire critical interest, and make science fiction more accessible to mainstream audiences. In addition, he emphasized:

“*Cyberpunk made science fiction more attractive to academics and, in turn, more profitable to Hollywood and to the visual arts generally.*”¹¹

In modern literature, cyberpunk continues to shape the narratives and aesthetics of speculative fiction, evolving far beyond its 1980s origins. While early works like William Gibson’s *Neuromancer* and Bruce Sterling’s *Islands in the Net* set the foundation, contemporary authors have built on these themes to explore today’s anxieties. Writers such as Cory Doctorow with his works such as “Little Brother”, “Walkaway” incorporate cyberpunk’s core concerns – digital surveillance, decentralized resistance, and corporate overreach – into politically charged narratives that resonate with young readers growing up in the post-Snowden era. His stories are grounded in the real-world fears of younger generations who have grown up online, making cyberpunk’s warnings feel personal and politically relevant.

Similarly, Annalee Newitz’s “Autonomous” blends biotechnology and questions of intellectual property with a distinctly cyberpunk tone, asking tough questions about what it means to be human in a world where AI can think, feel, and be exploited.¹² Themes like

¹⁰ Bacigalupi, Paolo. *The Windup Girl*. – Night Shade Books, 2009. – P. 112.

¹¹ Brin, David. “Review of *The Matrix*”. – 2003.

¹² Newitz, Annalee. *Autonomous*. – Tor Books, 2017. – P. 78.



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corporate dominance, human enhancement, and the blurred lines between freedom and control are woven throughout the story, echoing the genre's roots while pushing it in new directions.

Even literary science fiction that is not explicitly labeled as cyberpunk often bears its features in fragmented narrative structures, morally grey characters, and a fascination with the boundaries between man, machine, and data. Today's cyberpunk is more inclusive too, with authors from diverse backgrounds using the genre to critique systems of oppression and explore identity in digitized futures. What unites all these works is the gritty, tech-saturated vision of tomorrow that cyberpunk imagined – and the urgent question of how humanity survives within it.

CONCLUSION

Cyberpunk, as a genre, evolved since its emergence and continued to develop and influence other works. With its focus on themes such as corporate power, digital surveillance, human-machine boundaries, and social inequality, it still remains vital in today's modern literature. It not only could have its lasting impact on other subgenres including steampunk and biopunk, but also it acted as a critical mirror reflecting the anxieties of digital age societies – where questions about identity, autonomy, and the role of technology became central. Through its gritty aesthetics and ethically charged narratives, cyberpunk challenged traditional science fiction boundaries, offering a darker, more grounded vision of the future that still resonates with readers today.

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OF ART THERAPY METHODS IN EARLY SCHOOL STUDENTS

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Abstract . This The article discusses the work of sociologists and educators on art therapy methods and the psychological aspects of creativity. thoughts , interpretations of creativity as a social and psychological category in scientific research about word is maintained .

Abstract. This article talks about the formation of creativity in general, the methods of art therapy, the opinions of sociologists and pedagogues on the psychological aspects of creativity, the interpretations of creativity as a social-psychological category in scientific research.

Support words : art therapy , empirical , creativity , status, sublimation , diagnostics , intellect , mechanism art therapy , diagnosis , intelligence , ambivalence , component , mechanism .

Keywords: art therapy, empirical, creativity, status, sublimation, diagnostics, intellect, ambivalence, mechanism therapy, diagnostics, intellect, ambivalence, component, mechanism.

Start drinking class students personal and social development important in the phase They will be . During this period they not only knowledge they will learn , maybe their feelings understanding and expression They also learn to be happy . That's why art therapy for through treatment methods – they with at work effective tool to be possible . Art therapy child's internal experiences without words expression opportunity gives .

Art therapy drawing in the process , from clay making , collage preparation , color therapy such as methods is used . Especially in the beginning class students for drawing activity their imagination , emotional status and internal the world to understand help gives . The student own in the picture their worries , their joys or incomprehensible feelings expression Through this psychologist or pedagogue child's internal status analysis to do possible .

Art therapy of the students emotional intellect They develop colors , shapes through own mood to express They learn . This is especially true when it comes to expressing their feelings . oral inexpressible or speech to restrictions has children for very important . Therapy The child himself was trust increases and social flexibility level increases .

Teacher or school psychologist art therapy sessions from class next training in the form of organization to do possible . In these exercises to children free creativity to do opportunity is given . Each The work is not evaluated individually , but general to the mood looking at seeing This approach children's oneself to feel free take is coming .

Start drinking class students sometimes in the school environment in adaptation to difficulties face Art therapy using this problems soft and sincere road with eliminate to be possible . For example , the lesson in the process stress reduce , mutual relationships



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improve and oneself to express help to give These methods are possible . psychological health in storage preventive tool to be service does .

Also , art therapy through in children aggression , restlessness or internal compression such as situations determination and reduce possible . Draw a picture in the process children oneself to catch looking at certain signals Color selection , lines shape and location child mental status about important information This gives socio-pedagogical approaches adaptation opportunity gives .

Art therapy again one advantage – it is for children creative potential open gives . Students own creative works through the world how see manifestation They do . This is their independent thinking , problem solution to do and aesthetic taste Such activities of the students general socio-psychological It also supports customization .

Art therapy methods effective application for students special to the qualification has to be They are children . drawn in the picture symbols understanding and interpretation to do studies necessary . With this together , art therapy in the process to the child pressure not transferable , it is free performance for comfortable environment creation Every training child's to the state suitable accordingly is planned .

Preschool and start education art therapy in the stage methods integration traditional study methodologies with together take to go possible . This is pedagogical approach children's not only knowledge , maybe emotional also serves the development Therefore , art therapy start in the classrooms wide application need was important psychological from tools It is one of the persons every one-sided harmonious formation provides .

Conclusion as in other words , art therapy methods elementary class students with at work use – their spiritual stability reinforcement , personal development support and social adaptation in improvement important is a factor . This the process right on the road to put through at school education efficiency increase possible . Art therapy not only to the pain cure , maybe to the child love , trust and attention expression maybe .

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**THE POSSIBILITIES AND PROBLEMS OF CLOUD TECHNOLOGIES IN
ORGANIZING DISTANCE LEARNING**

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Abstract: Cloud technologies have revolutionized the landscape of education by offering scalable, flexible, and on-demand resources to support distance learning. As educational institutions worldwide shift towards more remote and hybrid teaching models, the role of cloud computing has become central. This article explores the transformative potential of cloud-based solutions in delivering education at a distance, while also addressing the challenges that emerge in terms of infrastructure, accessibility, security, and pedagogy.

Keywords: Cloud computing, distance learning, online education, remote teaching, e-learning platforms, cloud infrastructure, data security, digital divide, educational technology.

The rapid evolution of digital technologies has reshaped how knowledge is created, shared, and accessed. One of the most significant shifts in recent years has been the global turn toward distance learning, particularly accelerated by the COVID-19 pandemic. While distance education has existed for decades in various formats, the integration of cloud technologies has brought it to a new level of scalability, interaction, and accessibility. Cloud computing enables institutions to host educational resources and learning management systems (LMS) on remote servers, reducing reliance on physical infrastructure and enabling 24/7 access from any internet-connected device.

At its core, cloud technology refers to the use of remote servers hosted on the internet to store, manage, and process data. In an educational context, this translates into tools such as Google Workspace for Education, Microsoft Teams, MoodleCloud, and Zoom, among others. These platforms provide not only storage and communication capabilities but also facilitate real-time collaboration, assessment, and content delivery. For students, cloud technology eliminates many logistical barriers, allowing access to lectures, assignments, and discussions at any time. For educators, it streamlines course management, automates administrative tasks, and opens up possibilities for interactive and personalized teaching methods.

One of the key benefits of cloud technologies in distance learning is scalability. Educational institutions, whether large universities or small schools, can adjust their computing resources based on the number of users, seasonal demand, or particular program requirements. This is particularly valuable in times of sudden transition, such as during a public health crisis or natural disaster. Cloud-based learning platforms also reduce the burden on internal IT departments, as maintenance, updates, and data backups are handled externally by service providers.



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Another significant advantage is collaboration. Cloud platforms allow students to work together on projects using shared documents, communicate through integrated chat systems, and receive real-time feedback from instructors. These collaborative features simulate aspects of a traditional classroom environment and help to maintain student engagement. Furthermore, cloud services often integrate analytics and artificial intelligence tools, which provide educators with insights into student performance, learning behaviors, and areas requiring intervention.

Despite these benefits, the integration of cloud technologies into distance learning is not without challenges. One major concern is the issue of digital inequality. Not all students have access to high-speed internet, up-to-date devices, or even a quiet space to participate in online learning. This digital divide exacerbates existing educational disparities and limits the potential of cloud-based solutions to reach all learners equitably. For educators, particularly those in under-resourced institutions or rural areas, adopting new technologies can be a daunting and costly process, both financially and in terms of required training.

Security and data privacy also pose significant concerns. When using cloud services, educational institutions entrust vast amounts of sensitive data—including student records, assessments, and personal communications—to third-party providers. Without robust data protection measures, there is a risk of breaches, unauthorized access, and misuse of information. Additionally, compliance with regulations such as the General Data Protection Regulation (GDPR) or the Family Educational Rights and Privacy Act (FERPA) requires careful scrutiny of cloud vendors' policies and practices.

Pedagogical concerns must also be considered. Cloud technologies, while powerful, are not a panacea. Effective distance education requires thoughtful instructional design, a strong understanding of digital pedagogy, and ongoing support for students and faculty alike. Merely transferring content to the cloud does not guarantee quality education; instead, educators must adapt their teaching strategies to suit the online environment. This includes creating interactive content, establishing clear communication channels, and fostering a sense of community among remote learners. Furthermore, the constant evolution of cloud platforms necessitates continuous professional development for instructors to remain effective and confident in their use of technology.

Cost is another factor that institutions must weigh. While cloud services can reduce long-term infrastructure expenses, they may introduce recurring subscription fees and hidden costs related to bandwidth, storage upgrades, or technical support. Decision-makers must carefully evaluate the return on investment and consider hybrid models that combine local resources with cloud capabilities. Moreover, overreliance on a particular vendor can lead to vendor lock-in, where switching providers becomes technically or financially unfeasible.

In the global education ecosystem, language and cultural differences can also affect the adoption and success of cloud-based distance learning. Most major platforms are developed with English-speaking users in mind, potentially disadvantaging students and



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educators in non-English-speaking regions. Localization, multilingual support, and culturally relevant content are essential to ensuring inclusivity and engagement across diverse populations.

Nevertheless, innovation in cloud technology continues to open new avenues for education. Developments in virtual and augmented reality (VR/AR), powered by cloud computing, offer immersive learning experiences in science, medicine, engineering, and the arts. Additionally, the integration of machine learning and adaptive learning systems can personalize instruction based on student needs, pace, and preferences. These tools, while still emerging, hold promise for transforming traditional teaching paradigms into more learner-centered models.

Ultimately, the success of cloud technologies in distance learning hinges on the balance between access and equity, innovation and security, pedagogy and technology. Institutions that embrace cloud solutions strategically—investing in digital infrastructure, training, and support—are better positioned to deliver high-quality, flexible education. Governments and policymakers also play a role in ensuring that all students benefit from technological advancements by supporting broadband expansion, funding teacher development, and establishing clear regulatory frameworks.

Conclusion

In conclusion, cloud technologies offer immense potential for enhancing distance learning by providing scalable, accessible, and collaborative educational environments. However, they also introduce challenges related to equity, privacy, pedagogical quality, and cost. To fully leverage these technologies, educational institutions must adopt a holistic approach that considers both technical and human factors. When thoughtfully implemented, cloud computing can not only support the current needs of distance education but also shape the future of learning in a rapidly changing world.

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ONLINE KURSLAR UCHUN MOBIL ILOVALARNI ISHLAB CHIQISH

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Annotatsiya: Ushbu maqolada online ta'limning zamonaviy rivojlanish jarayonida mobil ilovalarning ahamiyati, ularni ishlab chiqish bosqichlari va texnologik yondashuvlar tahlil qilinadi. Mobil ilovalar foydalanuvchilar uchun qulay, shaxsiylashtirilgan va moslashuvchan ta'lim muhiti yaratishda muhim vosita hisoblanadi. Maqolada foydalanuvchi interfeysi dizayni, funkcionallik, texnik infratuzilma va xavfsizlik kabi jihatlar ham yoritilgan. Real misollar va statistik ma'lumotlar asosida mobil ta'lim ilovalarining samaradorligi asoslab beriladi.

Kalit so'zlar: Mobil ilovalar, online ta'lim, ilova ishlab chiqish, UX/UI dizayn, platformalararo dasturlash, o'quv texnologiyalari.

Kirish

So'nggi yillarda online ta'limning ommalashuvi bilan birga mobil qurilmalar orqali o'qish keng tarqaldi. Smartfonlar va planshetlar yordamida istalgan joyda va istalgan vaqtda o'qish imkoniyati — bu zamonaviy ta'limning ajralmas qismiga aylandi. Ayniqsa, pandemiya davrida mobil ilovalarning ahamiyati yanada oshdi.

Online kurslar uchun mo'ljallangan mobil ilovalar foydalanuvchilarga o'quv materiallarini istalgan vaqtda ko'rib chiqish, topshiriqlarni bajarish, fikr almashish va o'zlashtirish jarayonini nazorat qilish imkonini beradi. Ushbu maqolada mobil ilovalarni yaratish jarayoni, texnologik vositalar, foydalanuvchi ehtiyojlari va ularning ta'lim jarayonidagi roli keng yoritiladi.

Nazariy qism

1. Mobil ilovalar va ularning ta'limdagi roli

Mobil ilovalar yordamida ta'lim olish quyidagi afzalliklarni beradi:

- **Moslashuvchanlik:** Foydalanuvchi istalgan joyda va vaqtda o'qishi mumkin.
- **Individual yondashuv:** Ilovalar foydalanuvchi harakatlarini tahlil qilib, unga mos materiallarni tavsiya qiladi.
- **Interaktivlik:** Multimedia kontentlari, testlar, forumlar ilovaga kiritiladi.
- **Tezkor bildirishnomalar:** O'qituvchi va talaba o'rtasidagi aloqa tez va qulay bo'ladi.

2. Ilova ishlab chiqish bosqichlari

a) Talablarni aniqlash

Ilovani yaratishdan oldin quyidagilar o'rganiladi:

- Maqsadli auditoriya
- Platforma (iOS, Android yoki ikkalasi)
- Kurslar mazmuni va turlari
- Integratsiya zaruriyati (masalan, LMS tizimlari)



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b) Dizayn (UX/UI)

Foydalanuvchi interfeysi (UI) va foydalanuvchi tajribasi (UX) — ilovaning muvaffaqiyatini belgilovchi asosiy omillardir. UX dizayn qulay navigatsiya, minimalchilik va aniqlikni ta'minlashi kerak.

c) Dasturlash va platformalar

Ilova ishlab chiqishda quyidagi texnologiyalardan foydalaniladi:

- **Native:** Swift (iOS), Kotlin (Android)
- **Cross-platform:** Flutter, React Native, Xamarin — bir kod bazasi orqali ikkala platformada ham ishlaydigan ilovalar
- **Backend:** Node.js, Firebase, Django — server bilan ishlash, ma'lumotlar bazasi, autentifikatsiya

d) Testlash

Ilova quyidagi testlardan o'tkaziladi:

- Funksionallik testi
- Qurilma muvofiqligi testi
- Foydalanuvchi tajribasi testi
- Xavfsizlik va ma'lumotlarni himoyalash testi

e) Yayish va yangilab borish

Google Play va App Store orqali foydalanuvchilarga taqdim etiladi. Doimiy ravishda yangilanib borilishi foydalanuvchilarni ushlab turadi.

3. Statistik ma'lumotlar bilan tahlil

Statistik ma'lumotlar mobil ta'lim ilovalarining o'sishini yaqqol ko'rsatadi:

- SensorTower (2024) ma'lumotiga ko'ra, ta'limga oid mobil ilovalar yuklab olinishi 1.2 milliardga yetgan.
- 2023 yilda foydalanuvchilarning 65% online kurslarga mobil ilovalar orqali kirgani aniqlangan.
- Talabalar mobil ilovalar orqali o'qish qulayroq va samaraliroq deb baholaganlarining ulushi — 78%.

4. Muvaffaqiyatli ilovalar misolida tahlil

- Coursera

Kurslarni yuklab olish, video ko'rish, test topshirish imkoniyatlarini beradi.

- Udeemy

Oddiy interfeys, qulay to'lov tizimi, offline rejimda o'qish imkoniyati.

- Edmodo va Google Classroom

O'qituvchi va talaba o'rtasida to'g'ridan-to'g'ri aloqa, baholash va topshiriqlar boshqaruvi mavjud.

5. Ilova ishlab chiqishda duch kelinadigan muammolar

- **Texnik imkoniyatlarning yetishmasligi**
- **Keng tarmoq qamrovi bo'lmagan hududlarda ishlash qiyinligi**
- **Ma'lumot xavfsizligi bilan bog'liq muammolar**
- **Ko'p turdagi qurilmalarda bir xil ishlamasligi**



Xulosa

Online kurslar uchun mobil ilovalarni ishlab chiqish ta'limning yangi bosqichga o'tishiga xizmat qilmoqda. Ular zamonaviy o'quvchilarning ehtiyojlariga mos, individual va erkin o'rganish muhitini yaratishga yordam beradi. Ilovani yaratishda foydalanuvchi tajribasi, texnik barqarorlik, xavfsizlik va doimiy yangilanib borish kabi omillar muhim ahamiyatga ega.

Shuningdek, muvaffaqiyatli ilovalar misolida ko'rinib turibdiki, ta'limga xizmat qiluvchi ilovalar foydalanuvchilarga katta qulayliklar yaratmoqda. Shuning uchun mobil ilovalarni ishlab chiqish onlayn ta'lim sifatini oshirishning muhim yo'nalishlaridan biridir.

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ONLINE O'QUV KURSLARGA AI SUNIY INTELEKTNI INTEGRATSIYA QILIB
TA'LIM JARAYONINI TAKOMILLASHTIRISH

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Annotatsiya: Ushbu maqolada sun'iy intellekt (AI) texnologiyalarining onlayn o'quv kurslariga integratsiyasi orqali ta'lim jarayonini qanday takomillashtirish mumkinligi tahlil qilinadi. So'nggi yillarda AI texnologiyalari ta'lim sohasida yangi imkoniyatlarni ochib berdi: individual yondashuv, o'quvchilarni real vaqt rejimida tahlil qilish, avtomatlashtirilgan baholash, va samarali o'quv materiallarini yaratish kabi jihatlar buning isboti bo'la oladi. Maqolada mavjud nazariy qarashlar, amaliy misollar, statistik ma'lumotlar hamda ilg'or xorijiy tajribalar asosida sun'iy intellektning ta'limdagi ahamiyati yoritiladi. Shuningdek, AI integratsiyasining afzalliklari va imkoniy cheklavlari haqida fikr yuritiladi.

Kalit so'zlar: AI, sun'iy intellekt, onlayn ta'lim, raqamli texnologiyalar, individual yondashuv, ta'limni avtomatlashtirish, masofaviy o'qitish, ta'lim innovatsiyalari.

Kirish

So'nggi yillarda dunyo miqyosida ta'lim tizimida yuz berayotgan transformatsiyalar, xususan, raqamlashtirish jarayonlari, sun'iy intellekt texnologiyalarining keng joriy etilishiga sabab bo'ldi. Pandemiya davrida onlayn o'quv kurslariga talab ortdi, bu esa sifatli va samarali ta'limni ta'minlash uchun yangi texnologik yechimlarga ehtiyoj tug'dirdi. Sun'iy intellekt texnologiyalari ushbu ehtiyojga javob beruvchi asosiy vositalardan biri bo'lib, u o'quv jarayonini shaxsiylashtirish, avtomatlashtirish, samaradorlikni oshirish imkonini beradi.

Ta'limda AI imkoniyatlari quyidagilarni o'z ichiga oladi:

- O'quvchilar bilimini individual darajada tahlil qilish;
- Avtomatik baholash va fikr-mulohaza taqdim etish;
- O'quv materiallarini moslashtirish;
- Virtual yordamchilar orqali o'qituvchilar ishini yengillashtirish.

Mazkur maqolada onlayn ta'lim kurslariga AI texnologiyalarini joriy etishning nazariy asoslari, amaliy jihatlari, afzalliklari va mavjud muammolari keng yoritiladi.

Nazariy qism

1. Sun'iy intellekt va ta'lim tizimi

Sun'iy intellekt – bu mashinalarga inson kabi fikrlash, o'rganish, qaror qabul qilish imkonini beruvchi texnologiyalar majmuidir. AI tizimlari ta'limda quyidagi ko'rinishlarda ishlatiladi:

- **Intellektual o'quv tizimlari (ITS):** O'quvchining bilim darajasini aniqlab, shunga mos materiallarni tavsiya qiladi.



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- **Natural language processing (NLP):** Matnni tahlil qilish orqali testlar, insho va boshqa topshiriqlarni avtomatik baholaydi.

- **Chatbot va virtual yordamchilar:** O'quvchilarga 24/7 rejimda yordam beruvchi sun'iy yordamchilardir.

- **Ma'lumotlarni tahlil qilish (Learning Analytics):** O'quvchilarning faoliyatini monitoring qilish va statistik xulosalar chiqarish imkonini beradi.

2. AI asosida ta'limning shaxsiylashtirilishi

An'anaviy o'qitish usullarida o'qituvchi barcha o'quvchilarga bir xil materialni taqdim etadi. AI esa o'quvchi ehtiyojiga ko'ra materialni moslashtira oladi. Masalan:

- Kamchiliklar mavjud bo'lgan sohalarni aniqlab, u bo'yicha qo'shimcha mashg'ulotlar taklif etadi;

- Kuchli tomonlarini rivojlantiruvchi materiallar bilan ta'minlaydi.

3. AI yordamida avtomatlashtirilgan baholash

AI texnologiyalari orqali:

- Test natijalari avtomatik baholanadi;

- Insho, referat kabi yozma ishlar NLP texnologiyasi yordamida tekshiriladi;

- Fikr-mulohaza avtomatik shakllanadi, bu esa o'qituvchi yukini kamaytiradi.

4. AI yordamida ta'lim jarayonini kuzatish

O'quvchilarning darsga qatnashuvi, faolligi, topshiriqlarni bajarganlik darajasi AI tizimlari orqali tahlil qilinadi. Bu orqali o'qituvchilar:

- Har bir o'quvchi haqida individual hisobot olishadi;

- Risk guruhiga kiruvchi o'quvchilarni erta bosqichda aniqlashadi;

- Ta'lim strategiyalarini yangilash imkoniyatiga ega bo'lishadi.

5. Xorijiy tajribalar

Coursera, edX, Khan Academy kabi platformalar AI asosida ishlovchi algoritmlarni o'z tizimlariga joriy qilgan. Masalan:

- Coursera'da AI orqali o'quvchilarga mos kurslar tavsiya etiladi;

- Khan Academy'da shaxsiylashtirilgan o'quv yo'llari taklif etiladi;

- EdX esa AI yordamida test topshiriqlarini avtomatik baholaydi.

6. Statistik ma'lumotlar

2024-yilgi **HolonIQ** tadqiqotiga ko'ra, sun'iy intellekt texnologiyalari joriy etilgan onlayn ta'lim platformalarida:

- O'quvchilar faolligi 35% ga oshgan;

- Baholash jarayonlari 60% tezlashgan;

- Kursni muvaffaqiyatli tamomlovchilar soni 20% ga ko'paygan.

Diagramma: AI integratsiyasi ta'siri

(Agar xohlasangiz, ushbu qism uchun Word yoki PowerPoint diagrammalar ham tayyorlab beraman.)

Xulosa

Sun'iy intellekt texnologiyalarining onlayn ta'limga joriy etilishi zamonaviy ta'lim tizimi oldida turgan ko'plab muammolarning yechimidir. Bu texnologiyalar:



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- Ta'lim sifatini oshiradi;
- O'quvchilarni shaxsiylashtirilgan yondashuv bilan ta'minlaydi;
- O'qituvchilar ishini yengillashtiradi;
- Baholash va monitoring jarayonini avtomatlashtiradi.

Biroq AI texnologiyalarining joriy etilishi bilan bog'liq muammolar – texnologik savodsizlik, texnik infratuzilma, axloqiy va huquqiy masalalar – ham mavjud. Kelajakda AI imkoniyatlaridan to'laonli foydalanish uchun davlatlar, ta'lim muassasalari va IT mutaxassislari hamkorlikda ishlashi lozim.

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“ШАШҚАТОР” ЖАНРИНИНГ ИСРОИЛ СУБҲОН ИЖОДИДАГИ ЯНГИЧА
ТАЛҚИН ХУСУСИЯТЛАРИ

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Аннотация: Ушбу мақолада янги шеър шаклларида бири бўлган “Шашқатор”нинг жанрий хусусиятлари, мавзулар қамрови, тарққиёт жараёни, фалсафа ва психология билан боғлиқлиги ҳамда уларда миллий қадриятларимизнинг бадиий ифодаси Исроил Субҳоний ижоди мисолида кўриб чиқилган. Мавзу юзасидан муайян илмий-назарий хулосалар баён қилинган.

Калит сўзлар: шашқатор, жанр, шеърят, шеър шакллари, фольклоризм, ижодкор шахсияти, ижтимоий муҳит, жанрлар модификацияси.

Адабиётнинг вазифаси Инсонни тушуниш ва тушунтириш бўлса, инсоннинг барча хатти-ҳаракатлари ўзини жамият ва бошқалар олдида тан олдириш ва тасдиқлашга қаратилган.

Бадиий асарнинг етуқлигини таъминловчи асосий омил, истеъдоддан кейин албатта, ижодкор шахсининг бутунлигидир. Шахс сифатида тўлақонли шаклланган шоир ёки ёзувчи баркамол асар ярата олади. Шахссиз шоир қанчалик истеъдодли бўлмасин, давр ва тарих уни қабул қилмайди. Худди қамишнинг бошидаги сохта тож каби лов этиб ёнади-ю ўчади, на иссиқлик беради, на ёруғлик беради.

Шундай шоирлар бўладик, улар тарихий зарурат ва миллат маънавий-руҳий эҳтиёжи туфайли адабиётга кириб келадилар.

Фалсафа, тарих, психология, халқ донишмандлиги омехталашган асар вақтни енгиб ўтади, асрлар давомида миллатнинг тафаккур тарзи, тахайюл оламига ўз таъсирини ўтказаверади. Бухоролик шоир ва таржимон Исроил Субҳоний шундай ижодкорлар сирасига киради.

Субҳоний (Исроил Субҳонов) 1959 йил Бухоро вилоятида туғилган. У “Бухоронинг етти юлдузи”, “Зарбулғазал”, “Чорзарб”, “Орифона ҳикматлар” “Шашқатор” каби шеърый тўплам ва илмий-маърифий рисоалари муаллифи.

Маълумки, мумтоз адабиётда мусаммат(арабча, марварид доналарини ипга тизмоқ)нинг бир неча кўринишдаги бандли шеърлар тушунилади (мусаллас, мураббаъ, мухаммас, мусаддас, мусаббаъ, мусамман, мутассаъ, муашшар). Шоир ижодида ушбу жанрларнинг янгича услуб ва оҳангдаги ифодаларини кузатишимиз мумкин. Асрлар давомида шаклланган аруз ва XX асрдан бошлаб оммалашган бармоқ вази Субҳоний ижодида тарози палласидек тенг ўрин эгаллайди.

Шоирнинг “Шашқатор” деб номланган тўплами нафақат поэтик ифодаларга бойлиги, услубнинг бетакрорлиги ва ўзига хослиги, бадиий ифоданинг теран ва тиниқлиги билан янгича шеърый шакл билан китобхон диққатини тортади.



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“Шашқатор” – форс-тожик тилидаги “шаш” – олти, арабча “қатор” сўзи билан бирикиб, “олти қатор шеър”, “олтилик” – тўрт воқеабанд мисра ва ўзаро қофияланган бир хулоса байтдан иборат шеърлий жанр атамаси вужудга келган. Бу адабий истилоҳ “узлуксиз, шода-шоода тўкилаётган кўз ёш” луғавий маъносига ҳам эга.

Ушбу ўзига хос ва мухтасар шаклда эзгулик ва ёвузлик, муҳаббат ва нафрат, маънавий юксаклик ва тубанлик сингари ижтимоий-фалсафий муаммолар, шунингдек, шоирнинг теран ўй-фикрлари ҳаётий хулосалари, аҳволи руҳияси, ҳис-туйғу ва кечинмалари ҳам ўз бадиий ифодасини топади.

Муқаддас китобларда ёзилишича, Худо бу оламни олти кунда яратган экан. “Бухоро шашмақоми” деб номланган инсон руҳи ва қалбини ларзага солувчи юксак санъат намунаси бу хусусда жиддий ўйлаб кўриш лозимлигини кўрсатади. Ёхуд мусичанинг сайрашига кулоқ тутсангиз, ҳайратда қоласиз. Мусича олти марта кукулайди: тўрт мартаси бамайлихотир, охириги икки мартаси эса ижро этилади. Асалари уяси кўздан кечирилса, ҳеч қандай онг-тафаккурга эга бўлмаган ҳашаротнинг маҳоратига тан бермасликнинг иложи йўқ. Мутаносиб олти бурчакли катакчалар ҳеч қандай ўлчовсиз бунёд этилган.

“Агар теран фаросат кўзи билан қарасанг, - деб ёзади Исроил Субҳон, - бу оламда беҳикмат нарсанинг ўзи йўқ ва ҳатто энг оддий воқеа-ҳодисалар замирида ҳам улкан умумбашарий ҳақиқатлар асарини кўриш мумкин”.¹³

Ҳар қандай адабий янгиликнинг то у халқ маънавий-бадиий мулкига айланганига қадар қанчадан қанча синовлардан ўтиши, не-не тўсиқларга дучор бўлишига тўғри келади. Бу табиий ҳол, албатта. Худди шундай “Шашқатор” ҳам ўзининг бугунги мавқеига эришгунча анча йўлни босиб ўтди. “Шашқатор” бугунги кунда бутун бўй-басти билан алоҳида шеърлий жанр сифатида шаклланиб бормоқда. Бунинг ёрқин исботи Субҳоний қаламига мансуб битиклар бўлиб, унинг иккинчи номи “Минг бир қатра”.

“Шашқатор” мутолааси жараёнида бир мутахассис сифатида шунга амин бўлдимки, уларнинг мавзу доираси кенг ва ранг-баранг: лирик, дидактик, ҳажвга мойиллик, аксарият умумфалсафий руҳдаги фикр-мулоҳазалар, руҳий-маънавий кечинмалар, ҳаётнинг гўзал томонларини тараннум этиб, унинг қороғу тарафларини қоралаш, аёвсиз танқид остига олиш, “комил инсон орзуси ва Инсон ҳазрати олийларига ярашмайдиган салбий иллатларни фош этиш каби ҳаётий ҳақиқатлардан баҳс юритувчи манзумалардан иборат”.¹⁴

Шоир ва адабиётшунос Шухрат Ҳомидий шашқаторни “шоирнинг ўзига хос пинҳоний ибодати”, Баҳодир Насим “Шашқатор” – шарқона адабий услуб, аниқроғи ўзбекона, яъни қиссадан ҳисса чиқаришдек анъанавий ўзбекона тафаккур тарзига эга. Ана шуниси билан у ўзбек китобхони, шеърят ихлосманди кўнглига яқин, деб баҳолайди. Б.Қазақов эса “шоирнинг етуклик шаҳодатномаси”, - дея эътироф этади.

¹³ Субҳоний. “Шашқатор”. Тошкент: “O‘zbekiston”, 2019. 8-б.

¹⁴ Қазақов Б. Шашқаторхонлик. Тошкент.113-бет.



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Инсоният шундай “тараққий” этса,
Инсоний моҳият йўқолар бир кун.
“Инсон” деган сўзни дафтарга битса,
Ёнига изоҳи тақалар бир кун:
“Дунёни тушуниб етган мавжудот,
Ўз-ўзини билмай кетган мавжудот!”

Инсон сўзининг луғавий маъноси унутувчи эканлигини ҳисобга олсак, бу калом ботинидаги зиддият ойдинлашади. “Инсон ўз-ўзини рад - инкор этувчи ва ўз-ўзини тасдиқловчи” моҳиятига эга экан, у доим икки қарама қарши қутбда ҳаракатланади.

Муаллиф фан-техника тараққиётига қарши эмас, бироқ ривожланган давлатлар тажрибаси шуни кўрсатадики, тараққиёт инсониятга маънавий-ахлоқий акс таъсир кўрсатади. Шахсининг емирилиши руҳнинг таназзулига олиб келади. Урушлар, диний-экстремистик гуруҳлар, суицид, бир жинсли никоҳ, компьютер орқали онгни заҳарлаш, зўравонлик, иқтисодий жиноятлар – буларнинг барчаси “тараққиёт” натижаси. Шоир биргина шашқатор орқали давр фожиасини очиб бера олган. “Нафасни таниган ўзини танийди”, - дейилади Ҳадиси шарифда. Дарҳақиқат, инсон ўзини, ботиний моҳиятини, ички “мен”ини англолмагунча, асл ҳақиқат ва Ҳақни идрок эта олмайди. Инсоннинг яшашдан мақсади нима? Ўлим ҳаётнинг якуними? Инсон нима учун минглаб ҳужайралар ичидан айнан танлаб олинган? Мазкур шашқатор ўқувчини шундай саволларга юзма юз қилади. Ҳар бир жавоб ўша одамнинг ҳаёт йўлига берилган баҳо ва бу мезон барча учун ўзгармас.

“Истеъдод табиатан янгиликка, оригиналликка интилади, иккинчи ёқдан унинг фитратида аждодлар тўплаган тажрибанинг генлар орқали ўтиб келган қаймоғи мужассамдир”¹⁵

Бугун замонавий адабиёт, яъни кейинги тўрт асрда яратилган адабиёт тўғри сўздир. Ҳатто “ўз табиатинга содиқ бўл”, деган шекспирча қарашга уйғундир. Бизнинг ёзувчидан биринчи талабимиз шуки, алдамасин: нимани ўйласа ва ҳис этса шуни ёзсин. Акс ҳолда санъат асари сохтадир. Ўз моҳиятига кўра замонавий адабиёт шахс ижодидир. Ижодкор шахсининг фикр ва туйғуларини бўямай беради, акс ҳолда у ҳеч нарсага арзимайди. Ана шу нуқтаи назардан, Субҳоний “Шашқатор”лари, умуман шеъриятида ўзини таниган Шахс ва унга хос фазилатлар ўқувчи кўз ўнгида аниқ-тиниқ гавдаланади. Умумбашарий кадриятлар ижтимоий ҳаёт билан ўзаро уйғунлашади.

“Лоқайдлик бора-бора инсон ботинидаги энг баланд мезонлардан бири – адолат туйғусини мавҳ этади. Адолат туйғуси эса кишилиқ жамиятлари суяниб турган энг бақувват устунлардан саналади”¹⁶.

Шоир нима ҳақида сўзлашидан қатъи назар, унинг маъно-мазмуни Инсонга қаратилган. Инсонлараро муносабатлар оддий ҳаётнинг мисол орқали изоҳлаб, асослаб

¹⁵ Истиклол даври адабиёти./ Д.Қуронон жавоблари. Тошкент: “Turon zamin ziyo”, 2015. 46-бет.

¹⁶ Истиклол даври адабиёти. / Назар Эшонкул жавоблари. Тошкент: “Turon zamin ziyo”, 2015. 35-бет.



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берадики, бу ўқувчи – китобхонни мисол-муқоясалар табиат ҳодисалари билан параллел тасвирланганлиги шашқаторнинг қизиқарлилиги ва ўқимишлилигини таъминлаган.

Шундай қилиб шашқатор, тўрт қатор ғоя тафсилоти ва икки қатор насихатомуз хулоса қисмидан иборат лирик жанр сифатида юзага келди. Бу эса шашқатор ҳам рубойи ва қитъа каби жанрлар сингари муайян тартиб қоидаларга эга. Охири хулоса-байт – Бедил, Саъдий, Румий, Навоийнинг дидактик шоҳбайтларига ҳамоҳанг. Шашқаторнинг яна бир ютуғи ундаги мавзу, ғоя, фикрлар давр, тузум, минтақа чегараларини тан олмайди. Лирик “мен”нинг фалсафа ва хулосалари башариятга бирдек тааллуқли, шунинг баробарида муҳим аҳамиятга эга.

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ERKIN VOHIDOV IJODIDA MILLIYLIK IFODASI

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Tayanch tushunchalar. She'riyat, milliylik ifodasi, Erkin Vohidov ijodi, poetik ifoda, badiiy talqin, ijodiylik, lirik qahramon.

Annotatsiya. Maqolada Erkin iste'dodli o'zbek shoiri Erkin Vohidov ijodida milliy ruh talqini masalasi to'g'risida so'z yuritilgan. Ijodkor she'riyatining milliy o'ziga xosligi, insoniy qadriyatlar va lirik qahramon tuyg'ulari ifodasi tahlillar asosida ochib berilgan.

O'zbek she'riyatining taniqli vakillaridan biri, milliy adabiyotimiz xazinasini betakror namunalar bilan boyitishga xizmat qilgan ijodkor Erkin Vohidov she'riyati mavzular xilma-xilligi, g'oyaviy va badiiy jihatdan serqirraligi bilan alohida ajralib turadi. Milliy ruh, ma'naviy qadriyatlar ifodasi shoir she'rlarining o'ziga xosligini ta'min etgan.

Ijodkor asarlarining lirik qahramoni o'ziga xos tabiatli, o'zbekona tafakkur va xarakterga ega bo'lgan insondir. U o'zbeklarga xos fikrlaydi, xulosa chiqaradi, o'zbek kishisining badiiy olamini namoyon etib turadi. Uning qiziqishlari, o'y-fikrlari, yashash tarzi, o'zbek xalqining ma'naviy qadriyatlari, urf-odat va an'analari bilan mustahkam bog'langan. Bularning bari lirik qahramon kechinmalari ifodasida yaqqol aks etib turadi. Chindan ham "Erkin Vohidovning har bir she'rida davrning yorqin manzarasi, xalqning o'lmas psixologisi, millatning ulug'vor qiyofasi to'la aks etadi"¹⁷.

Shoirning lirik qahramoni vatanparvar, xalqparvar insondir. U o'z yurti, o'zbek ekanligi bilan faxrlanadi. Qalbida yurtiga, muqaddas zamini va tabarruk eliga yuksak ehtiromini namoyon etadi.

Qayga bormay, boshda do'ppim,

G'oz yurarman gerdayib,

Olam uzra nomi ketgan

O'zbekiston, o'zbekim.

Ushbu satrlarda o'zbeklarning shuhrati olamga taralganligi iftixor bilan ta'kidlanadi. Lirik qahramonning boshiga do'ppi kiyib mag'rur yurishi bilan bog'liq e'tiroflari milliy libosdagi o'zbek kishisining qiyofasini yorqin tasavvur qilishga imkon beradi.

Shoir she'rlarining yetakchi mavzularidan biri milliy istiqlol, xalqning ulug'ligi, ulug' kunlarga yetish yo'lidagi sharaflilik kechmishidir. Uning she'rlarida milliylik ana shunday yorug' kunlarga shukronalik tuyg'ulari bilan uyg'unlashgandir. Jumladan, ijodkorning "Turkiston bir, vatan bir", "Shukurkim, keldi istiqlol", "Og'riqli savollar", "Kuzatish" kabi she'rlarida aks ettirilgan mazmun-mohiyat ulug' el va uning erkin va

¹⁷ Солижонов Й. Шоир ижодида миллий озошлик мавзуси. / То куёш сочгайки нур: Эркин Воҳидов ҳаёти ва ижоди замондошлари нигоҳида. – Тошкент: O'zbekiston, 2018. – Б. 479 б.



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farovon hayot qurish yo'lidagi intilishlari, umidvorligi, sabr-matonatini e'tirof etishga qaratilgan. Misol sifatida quyidagi satrlarni keltirish mumkin:

Shukurkim, keldi istiqlol,
Umidim rost qil, Oллоhim,
Ki, shoyad beqafas bulbul
Kabi sohib chaman bo'ldim.

Ishonchim bor, Vatan, bir kun
Kelar chin nurli davroning,
Degayman shunda chin Erkin,
Chin inson qaytadan bo'ldim.

Shoir she'rlarida o'zbek xalqining hayot tarzi, muqaddas deb bilgan tushunchalari ham badiiy talqin etiladi. Bu tushunchalar zamirida xalqning ko'p asrlik urf-odat va an'analari, qadriyatlarini, mehnat-u mashaqqatlarini mujassamligi ayonlashadi. Masalan, shoirning "Bir burda non" she'rida nonning azizligi, ushbu tushunchaning mohiyatida xalqning og'ir, mashaqqatli kunlari, ko'rgan qiyinchiliklari aks etib turishi bilan bog'liq qarashlarning ifoda etilganligini kuzatish mumkin. She'r matni lirik qahramon guvoh bo'lgan voqea tafsiloti va uning mulohazalari asosida shakllantirilgan. Ya'ni she'rda aytilishicha, bir mo'ysafidning yo'l uzra yotgan bir burda nonni asta qo'liga olib o'payotgani jarayonini suratga tushirgan sayyoh, chet mamlakatlar ommaviy axborot vositalarida O'zbekistonda ochlik hukm surmoqda deb xabar tarqatadi. Ammo qayd etilicha, o'sha chol kechagina yetti pud gurunchdan osh damlab, yetmish yoshlik yubileyini nishonlagan edi.

Kim rad etar surat dalolatini,
Ishonmay, ne qilsin bexabar olam?
O'zbek deb atalgan xalq odatini
Kayoqdan ham bilsin bexabar olam?

Demakki, u ochlikdan, muhtojlikdan emas, balki nonni qadrlaganidan, uni muqaddas deb bilganidan bunday odatga amal qilardi. Shu tariqa she'rda o'zbeklarning boshdan kechirgan kechmishini unutmasligi, tarix va ajdodlar sabog'idan tarbiya olganligi badiiy asoslandi, bu orqali kelajak avlodga shukronalik tuyg'ularini shakllantirish maqsadi ko'zda tutiladi:

Shukrkim, u kunlar olisda qoldi,
Shukrkim, Vatanim ma'mur va obod.
Shukrkim, bu yurtda mening avlodim
Muhtojlikni ko'rgan eng so'nggi avlod.

"Tilak" nomli she'rida esa ijodkor saxiylik, himmatlilik fazilatlarini ulug'laydi.

Bunday xislatlar o'zbek xalqiga xos buyuklik belgisidir.

Saxiylikni odat qilgan bo'lsa kim,
Elga sochgan bo'lsa borini doim,
Himmatli bor bo'la turib, ilohim,



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Qo‘lidan davlati ketmasin uning.

O‘zbek millatiga xos ruhiyat tasviri “Tandir xaqida ertak” she’rida ham yaqqol aks etgan.

Mo‘jaz hovli,

Pastgina devol,

Pastakkina tandiri bilan:

Yashar edi kichkina bir chol

Kichkina bir kampiri bilan.

Yashardilar kamtar va halol,

Osoyishta taqdiri bilan.

Pichoq charxlar ermak uchun chol,

Kampiri band xamiri bilan.

Eng avvalo, shoirning bayon uslubiga diqqat qaratadigan bo‘lsak, xalq ertaklariga xos xususiyatlarni kuzatamiz. Qolaversa, kichkina bo‘lib qolgan chol va kampir va ularning yashash tarzi tasviri orqali oddiy, mehnatkash, halol, sabr-matonatli o‘zbek qariyalarining badiiy olamini aks ettirilganligi ko‘zga tashlanadi. Pastgina devol, pastakkina tandir, pichoq charxlayotgan chol, xamir qorish bilan band kampir tasvirlari milliy hayot tarzimizni ko‘z o‘ngimizda namoyon etadi. Eng muhimi, bu ikki qahramon o‘ziga xos odatlari, masalan, tandirga o‘rganib qolganligi bilangina milliy xarakter sifatida gavdalanmadi. Bunday tandir, aslida she’rga badiiy bo‘yoq, joziba, milliy manzara tasvirini baxsh etishga xizmat qiladi. Ammo bunda eng muhimi, bu ikki qahramonda o‘zbek millatiga xos bo‘lgan qanoatlilik, sabr-bardosh, samimiyat, shukronalik xislatlari va tuyg‘ularining mujassam etilganligi ko‘zga tashlanadi. Asarda milliy manzara, milliy qiyofa va milliy ruhiyat tasvirlari o‘zaro uyg‘un holda o‘zbek qariyalarining badiiy olamini gavdalantirishga xizmat qiladi.

Tandir bitdi

Va o‘sha-o‘sha

Tong yorishar chog‘ida har kun

Osmon bo‘yi tomlardan osha

Ko‘kka o‘rlar ingichka tutun.

O‘sha-o‘sha, bizga beshikdan

Tanish xush bo‘y taralar har yon.

Tongda har bir ochiq eshikdan

Rizqdek kirar bir juft issiq non.

Ma‘lumki, o‘zbek xalqiga xos odatlardan biri hovlilar eshigi har tongda, barvaqt ochib qo‘yiladi va bu orqali shu xonadonga rizq, baraka kirishi kutiladi. O‘zbeklarga xos bo‘lgan bunday tasavvurlar she’rda tandir bilan bog‘liq mojarolar atrofida aks ettiriladi. She’rda ishlatilgan so‘zlarda ham tomlar, ingichka tutun, beshik, tanish bo‘y, ochiq eshik, rizq, bir juft issiq non poetik detallari o‘zbeklar hayotining milliy manzarasini ifoda etishga xizmat qiladi.



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Umuman olganda, shoir Erkin Vohidov she'riyatida milliy ruh va ma'naviy qadriyatlarga e'tibor masalasi teran yoritilgan. Shoirning lirik qahramoni milliy o'ziga xosligini yorqin namoyon etadi. Ijodkor she'rlarida mehnatkash, jafokash, saxiy, mehmondo'st o'zbek xalqi ulug'lanadi. Uning o'lmas nomi, o'chmas tarixi, muqaddas qadriyatlari ta'rif etiladi. Milliylik ifodasi ijodkor asarlarining hayotiyligi, ta'sirchanligi hamda ko'lamdorligi ta'minlashga xizmat qiladi.

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ABOUT FRUIT NAMES ADOPTED FROM PERSIAN
FORS TILIDAN O`ZLASHGAN MEVA NOMLARI XUSUSIDA

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Annotation: This article provides information about fruit names, and a detailed analysis of the names of fruits belonging to the adopted layer is carried out. Fruit names belonging to the adopted layer are adopted from various Persian, Arabic and Russian-international languages. In this article, we analyze the names of fruits adopted from the Persian language.

Keywords: anjir, anor, bedona, quince, bodom, bodrezak, zardoli, gilos, olkhori, olboli, nok, tok, khurmo, khurma, shaftoli, na'matak, g'o'ra.

Annotation: This article provides information about fruit names, and a detailed analysis of the names of fruits belonging to the adopted layer is carried out. Fruit names belonging to the adopted layer are adopted from various Persian, Arabic and Russian-international languages. In this article, we analyze the names of fruits adopted from the Persian language.

Key words: fig, pomegranate, quail, quince, almond, citron, apricot, cherry, plum, sour cherry, pear, vine, date, date, peach, cranberry, guava.

Abstract: This article provides information about the names of fruits and provides an in-depth analysis of the names of fruits belonging to the accepted layer. The names of fruits belonging to the assimilated layer are borrowed from various Persian, Arabic and Russian-international languages. In this article, we will analyze the names of fruits that we borrowed from the Persian language.

Keywords: fig, pomegranate, quail, quince, almond, citron, apricot, cherry, plum, cherry, pear, grape, grapevine, date, peach, cranberry, guava.

INTRODUCTION.

A number of works have been carried out to shed light on the characteristics of hyponyms such as apple, apricot, pear, peach, quince, pomegranate, cherry, cherry, mulberry, jiyda, khojagat, karoli, olboli, which are grouped under the hyperonym of fruit in the Uzbek language and constitute one of the active paradigmatic rows. As a result of the conducted scientific research, attention is paid to the grammatical, historical-etymological, lexical-semantic characteristics of fruit trees.



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The word fruit has been used in Persian since ancient times. In the old and modern Tajik language, it is fruit (this word is mentioned in the works of Ibn Sina), in Persian, the plural of “mive” is “mivedjat” (plod frukt); in Afghan, it is “meva”, in Kyrgyz, “momo”, in Turkmen, “mive”, in Uyghur, “mive”, in **Karakalpak**, “miyg‘e”, in Azerbaijani, “meyvo”, in dictionaries it is used as “miyve”, in Uzbek it is used as “meva”. In addition, the variant “mogo” is also found in Uyghur dialects. When comparing the variants meva–mive in Iranian languages, mive–momo– miyyo‘s–meyva–mive–moga in Turkic languages, the artificiality of this word is noticeable. The word has two components, which have merged and a morphological redistribution has occurred between the roots. Two independent words have become one word:

1. **Fruit** – “me (h)+va <me (h) +ba: <meh+ba(r)<beh +bar <bor should be.

2. **The word** meh – beh is Persian, and means good, pleasant, delicious, and the word bar-bar also means fruit, harvest. The word fruit means sweet, delicious, pleasant, fruitful, harvest.

LITERATURE ANALYSIS AND METHODS. It should be noted that although the word fruit is an acquired unit, the forms orchard, orchard, fruit, fruitless, fruit-eater, fruit-seller formed on its basis; the repeated unit meva-cheva, as well as the paired forms meva-vegetable, belong to their own layer.

The units of the assimilation layer are divided into the following groups:

- a) Arabic: olive, mulberry, portahol, salib, sovundaraht, zaqqum, etc.;
- b) Persian: fig, pomegranate, quail, quince, almond, bodrezak, zardoli, cherry, plum, cherry, pear, vine, date, date, peach, na'matak, ghora;
- d) Russian-international: banana, kiwi, pineapple, orange, bandar, currant, mango, raspberry, lemon, berry, sakura, shpanka, strawberry (krubnika), coconut, etc.

It seems that the Persian layer of assimilation units is richer than the Arabic layer.

Below we will dwell on some fruit names whose names belong to the assimilation layer. In particular, **Pomegranate** (Persian word) is the name of the round fruit of a perennial subtropical plant that grows as a small tree or shrub.

In the Holy Quran, Surah Al-An'am, verse 141, it is said: "It is He who creates gardens, trellised and untrellised, and palm trees and fruits, and crops of every kind, and olives and pomegranates, similar in (leaves) and dissimilar in (fruits). Eat of its fruit when it bears fruit, and give (the poor) their due on the day of harvest, and do not be wasteful. He does not love the wasteful."

Well-ripened pomegranate fruits (weighing 250-1000 grams) are arranged like pearls and have a clear appearance like glass. Pomegranates ripen from late August to late September. Sometimes, if overripe pomegranates are not picked from the tree in time, their bark may crack and the fruit seeds inside may be visible.

Through the names of fruits and flowers recorded in Babur's "Baburnoma" such as pomegranate, apricot, almond, apple, melon, grape, karoli, noshvoti, don, viol, tola, chechak, tabulgu, yabruh ussanam, aiqo'ti, we learn about Babur's endless attention and respect for the world of medicine and plants, nature, and members of society.



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RESULTS AND DISCUSSION. It seems that the historical and etymological features of the atavistic units representing the names of fruit crops are associated with the progressive tendencies of the Uzbek national culture, spirituality, language, and historical development.

Fig (Persian word) is the name of the small-shaped dark purple or yellow fruit of a perennial plant that grows in the form of a tree or shrub, with a milky, juicy, flat-leafed body.

In the verses 1-4 of Surah At-Tin of the Holy Quran, it is said: "I swear by the fig and the olive, and by Mount Sin, and by this peaceful city (Makkah), that We created man in a beautiful and graceful form." This indicates that figs are one of the fruits of paradise in the religious world. There is an interesting information about figs in the Rabguz stories: "...the fig tree gave Adam and Eve five leaves, and they covered their private parts. After dawn, one of those five leaves was eaten by a deer and became musk. One was eaten by a cow and became a storehouse. One was eaten by a bee and became honey. One was eaten by a worm and became silk. One was planted by Adam in the ground and became wool. It was a shroud for his children until the Day of Judgment.

Allah Almighty punished the fig tree for giving Adam leaves. As is known, all foods are of three types: one has an edible stone - like an apple or pear, one has an edible inside - like a walnut or almond, and one has an inedible stone but the inside is edible - like a melon or watermelon. But both the stone and the inside of a fig are edible."

Figs are known and popular as a medicinal and healing fruit. There are such types as Samarkand figs, Urgut figs, Ghurbun figs, Romitany figs; yellow figs, black figs.

Date (Persian word) – the name of a heat-loving subtropical tree fruit. In sources, the date is mentioned as khurma in Zamakhshari's dictionary, khurma in "Tafsir", and the date form is mentioned in the works of Alisher Navoi.

Currently, it is used as khurma in Tajik, khorma (khorma-kharak) in Persian, khurma in Afghan, khurma in Kurdish, khurma in Kyrgyz, khurma in Turkmen, khurma in Karakalpak, khurma in Azerbaijani, khurme in Tatar, khurmo in Uzbek. In Arabs, dates are considered one of the most important foods. (K. Mahmudov. Interesting cooking)

Peach (Persian word) is the name of a heat-loving, long-leaved, pink-flowered perennial tree fruit. There are many peach orchards in Uzbekistan. The name of this fruit is almost never found in ancient Turkic sources (for example, in Mahmud Kashgari's "Devoni Lu'ati Turk"). However, the peach form of the word peach is used in the works of Alisher Navoi:

The open olu guli, in the middle is the peach guli,
Wahki, the peach gulidur or the erur olu guli.

This word is found in the forms holu-shaftalu in Persian, shaftalu in Tajik, shaftalu in Afghan, persik in Russian, peach in English, shandal in Nogai, shaftalu-halu in Azerbaijani, aru in Khin, shaptula in Uyghur, shadali-shaptali in Kyrgyz, shandali in Kazakh, shaptal in Kumyk, havh in Arabic, shendali in Turkmen, and aru-shaftalu in Urdu.



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Olmurut is a Persian word. A smaller type of pear. Its color is green, turning slightly yellow when ripe.

Most of the names in the fruit lexicon have a long history. Their emergence, and more importantly, the beginning of their common use, the types of peaches and the words associated with them are interpreted differently in the following written sources:

The philosophical work "Nisab us-siyaban" ("The Proportion of Children") was written in 671/1220 by Abu Nasr Sad ibn Abu Bakr ibn Husayn ibn Jafar Farahi. It includes Arabic, Persian and Turkish words in verse. The work includes a total of 350 verses, and Chapter 6 of the work is devoted to the names of fruits and fruit trees in Arabic, Persian and Turkish. For example,

...Inab – angur – grape, rummo – pomegranate,

Dahi barququ khawkh – peach is peach.

...Asl – behu, far – shahu, bizr – tuxm, qatf – bar.

So, barququ and khawkh are the Arabic names of peach, Persian is shatolu, and Turkish is peach. Or asl is the Arabic name of behi, and behu is its Persian name.

It is also known that dictionaries were compiled later based on this work.

Under the influence of Farahi's work, Sayyid Salahiddinkhoj ibn Bazarkhoj Eshon compiled the dictionary "Nisab us-siyabani Turki". The first part of the 6th chapter of the dictionary is devoted to the Arabic, Persian and Turkish names of fruits and fruit trees. Each name is indicated by the letters "ayn" if it is Arabic, "f" if it is Persian, and "t" if it is Turkish. For example,

a f t a f-t

Inab – angur – uzum, rummon – anor ul...

a a f-t

Dahi barququ havh – shafolu bor ul.

So, the dictionary indicates that inab is Arabic, angur is Persian, uzum is Turkish, rummon is Arabic, anor is Persian and Turkish, barquq and havh are the Arabic names of peaches, and Persian is shafolu.

According to A. Mirzayev's book "Abu Isloh", tolona is a type of peach, which is also called shafoluyi shalili.

In his work "Burkhani qoti", Muhammad Husayn Tabrizi mentions a peach pickle with walnut kernels inside. The dictionary meaning is: javz – walnut and agand are added. It is an Arabicization of Persian javzqand. In modern Iranian dictionaries, it is found in the form of javzqand. For example, Miller's dictionary says "peach jelly with sugar and crushed walnuts".

In A. Mirzoyev's book, other names for javzogand are javzqand or sarmish. It is dried by inserting walnut kernels between peach or apricot fruits. According to him, javzqand is popular in Samarkand and Shahrissabz.

Sadriddin Aini's work "Lug'ati nimtafsilii tojiky baroyi zaboni adabi tajik" also contains the lexeme **luchchak**. According to Aini, the word luch – means bare. When it is called luchchak, it means that there is no hair on the surface, that is, a smooth peach can be



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understood. This is used to distinguish a hairy peach from a hairy one is a noun, and the hair is its “clothing”. A hairless peach is naked. In the French-Russian dictionaries (Gaffarov, Jagello), the word *lucha* means lip. We also come across information that when we say *luchchak*, a red peach resembling a lip may be meant. (We support S. Aini’s ideas more in the bilingual Bukhara context.) In the valley, it is also called a *olior* peach, and in the speech of gardeners, it is called a *motley* peach.

Date - this word was adopted into the old Uzbek language from the Persian-Tajik language. It does not appear in the written sources of Orkhon-Enasoy, in the dictionary of Mahmud Kashgari. In the dictionary of Zamakhshari, it is *khuvma*. In the "Tafsir" it is *khurma*. In the works of Alisher Navoi, it is **khurma**:

The color of the fruit is like a scythe,
The palm tree is a fiber of the palm tree.

In modern Iranian languages: **khurmo** in Tajik, (*khorma*) in **Persian**, (also (**khorma-kharak**) and **khurma-kharak**)

1) a type of date;

2) dried date (*khormalu*), in Afghan (**khurma**), in Kurdish *xiute*, in modern Turkic languages: in Kyrgyz (*kurma*), in Turkmen *khurma*, in Karakalpak *hurma*, in Azerbaijani *khurma*, in Tatar *khorme*, in Uzbek *khurmo*, in Turkic dictionaries it is used as *khurmo/khurma*. The etymology of the word is not indicated in scientific sources. This word is a derivative of the Persian-Tajik language, and it consists of two components. Variants of this word in Turkic languages cannot be a source for determining the etymology of the word. Because this word is a derivative of the Persian-Tajik language, after entering a fixed form, they were transferred to other languages and assimilated. The etymology of the word *khurmo* also goes back to the word used as a general name for fruits in the Persian-Tajik language - *olu*. The material confirming this assumption depends on its form and variants in the modern Persian language.

1) **khormalu** > **khur** +**m(a)+alu** > **khar**+ **lol (u)+ olu**. Both forms of the morphemes (*khar*, *khur*) in the word used for another type of date in the modern Persian language are from the same base, that is, *khar* - a word meaning big, huge, and sound changes have occurred in them. There are many types of this type of fruit, including Egyptian *khurmo*, Caucasian *khurmo*, oriental *khurmo*, *vakhsh*, *hyakume*, *zendjimar*, *tajikistan*, *sangishkan*, *sangshikan* and other varieties.

Along with this, we have witnessed that in ancient times, date seeds were called *asta* (in the “Burkhani Qoti” dictionary) or *xasta*, and the spike was called *agushi* (in the “Farangi Jahongiri” dictionary).

Hakim Nasir Hisrav says:

Kasi ku barkashid in didan sar,
Basoni xastau shaftoluyi tar.
Du chashmi mo chu bu unnob xasta,
Hamisha xastau bar kun nishasta.

That is,



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(Whoever closed his own eye,
As if a seed inside a fresh peach.
Our two eyes are as if a seed in two chelonjiis,
Sitting in blood, sick.)

One of the ancient poets said about the date palm kernel:

A beautiful palace with a room inside,

A hall with a white ceiling,

Or a

The definition of date in the "Explanatory Dictionary of the Uzbek Language" is as follows:

Date - (**Persian: Xypmo**) A tree and its fruit belonging to the date palm family, growing in tropical and subtropical countries. On both sides of it (the Nile River), towers, multi-story buildings, and dates stretch as high as the sky. (Mirmuhsin. Al Mahdiy) Dates are considered one of the most important foods among Arabs (K. Mahmudov. Interesting cooking) .

Above, we have given the history of the origin of the word date, its types and definitions in the explanatory dictionary, it is necessary to recall that, like all fruit names, information about dates and their healing properties is given in the book "Canon of Medicine" by Abu Ali ibn Sina.

CONCLUSION. In conclusion, it can be said that the majority of names within the lexicon of fruit growing have a long history. Their emergence, and most importantly, their general use, as evidenced by the above written sources, go back to ancient sources. These dictionaries, in addition to bringing the three peoples, namely the Arab, Persian and Turkic peoples, closer together, also served to improve their literary relations.

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ETYMOLOGY OF THE LEXEM “PEACH”

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Abstract: This article provides information about fruit names, as well as an in-depth analysis of fruit names belonging to the assimilated layer. Fruit names belonging to the assimilated layer are assimilated from various Persian, Arabic and Russian-international languages. In this article, we analyze the etymological features of the peach lexeme, which was assimilated from the Persian language.

Key words: holu-shaftalu, shaftalu, shaftalu, persik, peach, shandal, shaftalu-halu, aru, shaptula, shadali-shaptali, shadali.

INTRODUCTION.

Through language, a person perceives all objects, things, and phenomena in the external world; embodies them in his mind and thinking, and expands the scope of his knowledge about them. As a result, the generalization and conclusion of these forms the creative activity of people. They not only generalize things and objects in their own way, that is, in their consciousness, thoughts, and thinking, based on their external structure and formal characteristics, but also generalize in their activity thoughts about their internal characteristics that exist on the basis of their structure.

Naturally, we distinguish the lexicon of the native layer from the lexicon of the adopted layer. As we have mentioned, the lexicon of the native layer does not consist of only Turkic words genetically. Although the basis belongs to the adopted layer, newly coined words in the word formation system of the Uzbek language also belong to the native layer. For example, the term grafting fruit growing was adopted into the Uzbek language from the Persian-Tajik language and means to join, connect, bind (that is, the method of grafting a branch or shoot of a plant to the body of another plant). New personal nouns were formed by adding the affixes -chi, -lovchi, -kash to the lexeme of grafting: payvand+chi, payvand+lovchi, payvand+kash.

LITERATURE ANALYSIS AND METHODS. The units of the assimilation layer are divided into the following groups:

a) Arabic: olive, mulberry, orange, salib, soapberry, zaqqum, etc.;



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b) Persian: fig, pomegranate, quail, quince, almond, bodrezak, zardoli, cherry, plum, cherry, pear, vine, date, date, peach, na'matak, g'ora;

d) Russian-international: banana, kiwi, pineapple, orange, bandar, currant, mango, raspberry, lemon, berry, sakura, spanka, strawberry (strawberry), coconut, etc.

Also, the Persian layer of borrowed appellation units is richer than the Arabic layer.

RESULTS AND DISCUSSION. It is worth noting that the historical and etymological characteristics of the atavistic units representing the names of fruit growing are associated with the progressive trends of Uzbek national culture, spirituality, language, and historical development.

Peach (Persian word) is the name of a heat-loving, long-leaved, pink-flowered perennial tree fruit. There are many peach orchards in Uzbekistan. The name of this fruit is almost never found in ancient Turkic sources (for example, in Mahmud Kashgari's "Devoni Lu'ati Turk"). However, the form of the word peach, peach, is used in the works of Alisher Navoi:

The ole flower opens, in the middle is a peach flower,

Is it a peach flower or a ole flower?

This word is found in the forms holu-shaftalu in Persian, shaftalu in Tajik, shaftalu in Afghan, персик in Russian, peach in English, shandal in Nogai, shaftalu-halu in Azerbaijani, aru in Khin, shaptula in Uyghur, shadali-shaptali in Kyrgyz, shandali in Kazakh, shaptal in Kumyk, havh in Arabic, shendali in Turkmen, and aru-shaftalu in Urdu.

Olmurut is a Persian word. A smaller type of pear. Its color is green, turning slightly yellow when ripe.

Most of the names in the fruit vocabulary have a long history. Their emergence, and importantly, the beginning of their use in general consumption, types of peaches and words related to them are interpreted differently in the following written sources:

The philosophical work "Nisab us-siyaban" ("The Proportion of Children") was written in 671/1220 by Abu Nasr Sad ibn Abu Bakr ibn Husayn ibn Jafar Farahi. It incorporates Arabic, Persian, and Turkish words into poetry. The work consists of 350 verses in total, and Chapter 6 of the work is devoted to the Arabic, Persian, and Turkish names of fruits and fruit trees. For example,

...Inab - angur - grape, rummo - pomegranate,

Dahi barquku khavkh - there is a peach ul.

... Asl – behu, far – shahu, bizr – tuxm, qatf – bar.

...Inab - angur - grape, rummo - pomegranate,

Dahi barququ khavkh - shaSo, barququ and khavkh are the Arabic names of peach, Persian is shatolu, and Turkish is shafoli. Or the Arabic name of the original behi, and behu is the Persian name.

It is also known that dictionaries were compiled later based on this work.

Under the influence of Farahi's work, Sayyid Salahiddinkhoj ibn Bazarkhoj Eshon compiled the dictionary "Nisab us-siyabani Turki". He devotes the first part of the 6th chapter of the dictionary to the Arabic, Persian and Turkish names of fruits and fruit trees.



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Each name is indicated by the letters "ayn" if it is Arabic, "f" if it is Persian, and "t" if it is Turkish. For example,

a f t a f-t

Inab – angur – grape, rummon – pomegranate ul...

a a f-t

Dahi barququ havh – peach ul.

So, the dictionary shows that inab is Arabic, angur is Persian, grape is Turkish, rummon is Arabic, pomegranate is Persian and Turkish, barququ and havh are the Arabic names for peaches, and Persian is peach.

A. Mirzayev's book "Abu Isloh" states that the tolona is a type of peach, which is also called shashlyi shalili.

Muhammad Husayn Tabrizi in his work "Burkhani qoti" mentions a peach pickle with walnut kernels inside. The lexical meaning: javz - walnut and agand added. It is an Arabicization of Persian javzqand. In modern Iranian dictionaries, it is found in the form of javzqand. For example, Miller's dictionary says "peach jam with sugar and crushed walnuts."

In A. Mirzoyev's book, other names for javzogand are javzkand or sarmish. It is dried by inserting walnut kernels between peach or apricot fruits. According to him, javzkand is popular in Samarkand and Shahrissabz.

Sadriddin Aini's work "Lug'ati nimtafsilii tojiky baroyi zaboni adabi tojik" also contains the lexeme luchchak. According to Aini, the word luch means naked. When it is called luchchak, it means a smooth peach with no hair on its surface. This is the name used to distinguish a hairy peach, and the hair is its "clothing". A hairless peach is naked. In the French-Russian dictionaries (Gaffarov, Jagello), the word lucha means lip. We also come across information that when we say "luchchak", we may mean a red peach that looks like a lip. (In the bilingual Bukhara context, we support S. Aini's ideas more.) In the valley, it is also called "olior peach", and in the speech of gardeners, "ola peach".

In the "Ancient Gardening Dictionary" by Mamud Hasani, a type of peach is called Allahdodiy. According to sources, the Allahdodiy variety of peach was cultivated in the villages around Balkh in the 17th century. By order of the governor of Balkh, Nadr Muhammad Khan, it was brought to the city of Balkh (in the palace gardens) and propagated. Allahdodiy (Khudayberdi) is a personal name, which indicates that special attention was paid to improving peach varieties in the past. Hafiz Ubayhi's work "Tuhfat ul-ahbob" ("A Gift to Friends from the Biography of Interlocutors") also provides information about a type of peach called shalir. Shalir is one of the delicious varieties, some of which are completely red, some white, and some yellow.

In Al-Biruni's "Kitab as-saydana fi-t-tib", peach is a white-red, yellow-tinged fruit, similar to a peach. It is said that if a peach is grafted onto an apricot, this fruit is produced. It is called hinduhulv, and this hybrid is a red peach, the fruit of which is the size of an apricot, and in Khorasan it is called peach. Peaches the size of apricots are not found in Uzbekistan.



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From the above it can be seen that the word historically performed a nominative function, adapting to the orthoepic norms of different languages and dialects. When comparing the phonetic variants of peach in all languages and sources, such as peach.

The first component is shaft- shapd – shapt –shept- shabd- shepd- shopt- shift, and the second is olu- alu- oli- al- ali- ula- -ol- ali: - ol:, which is formed in a compositional way and is of the type of determiner - determiner (adjective + noun). The first component of the word is shaft, which is an adjective denoting white color, and the second component olu-oli is a common noun denoting fruits in Persian-Tajik languages. The word shaft also underwent various sound changes during the stages of historical development and is used in the forms safed, safid in modern Persian and Tajik languages.

The first component of the word shaft is used in the following forms: spita-, spaita-white, whiteness, white color in the ancient Iranian language. It also has the same meaning in the Avestan language, and in the form of spita, spiti in the compound words, and in independent use it is used in the form of spaeta, saped, and in Persian it is used in the form of safed. It seems that the first component safed was originally spaita until our era and underwent changes based on the phonetic variants mentioned above over time. The second component olu-oli, when used in the compound word, comes in different forms in many languages. Denoting the name of a fruit by its type, this word initially consisted of two independent words, and over time the grammatical relationship between the components weakened, resulting in the merging of the word-stems. Morphological re-division in the word turned the two words into one word. It is impossible to even determine the boundaries of the components in their current form without a comparative analysis. However, we have not come across any written sources indicating the form of these two root words when they began to express the same concept.

We do not have any evidence to support this, whether this word was formed as spaita + olu or safid = safed + olu. However, we believe that after it began to be used as spaita in the form safed = safed, it was combined with the word olu to distinguish one of the fruits in this group: peach – peach, peach – septolu – sep: dolu – sef: dolu – sefidolu – sefedoli.

The components of the compound word were initially independent, two-stressed, and when they were combined and received one main stress, the sounds in the compound word underwent various changes. The vowel e in the second syllable of the first component turned into a short front row ъ. In oral speech, the consonant f in most places changes to the voiceless consonant p. As a result of incomplete regressive assimilation, the voiced consonant d became voiceless.

The word peach was assimilated into the old Uzbek language through the Persian-Tajik language. A word, as an adverb, that has been assimilated from one language to another, which is not a sister language, adapts to the internal phonetic laws of the assimilated language. In Urdu and Hindi, this word also looks like shaft+olu.



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As we noted above, the word shaftolu does not appear in Turkic literary and scientific works created until the 15th century, and instead is called Er oruk sadi - Adam shaftoli istadi.

Ol eruk chap-chap jegi – He ate the peach with a slap-slap. However, some researchers suggest that the first component of the word peach does not have a color meaning, but a state meaning (i.e. sheft- shift - hard).

CONCLUSION. So, peach was originally a descriptive word combination, the function of which was to convey communication. As a result of the development of the language (based on social development, the demands of the life of the language bearer, of course), the word combination changed its grammatical function and meaning and began to be used in the nominative function. It distinguishes this fruit from other fruits of the same family, rather than indicating its color. The denotative function prevails over the indicative function.

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GLOBAL IQLIM O'ZGARISHI VA UNING O'ZBEKISTON HUDUDIGA TA'SIRI

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Qoraqalpog'iston Respublikasi Kegeyli tumani Maktabgacha va maktab ta'limi bo'limiga qarashli 9- sonli ayrim fanlar chuqur o'rgatiladigan sinflari mavjud umumta'lim maktabi geografiya fani o'qituvchisi

Annotatsiya: Ushbu maqolada global iqlim o'zgarishining mohiyati, uning yuzaga kelish sabablari va butun dunyo bo'ylab kuzatilayotgan asosiy oqibatlarini tahlil qilinadi. Xususan, O'zbekiston hududida iqlim o'zgarishining salbiy ta'sirlari — haroratning ko'tarilishi, suv resurslarining kamayishi, cho'llanish jarayonlari, qishloq xo'jaligi va ekologik tizimlarga ta'siri keng yoritilgan. Shuningdek, maqolada iqlim o'zgarishiga qarshi kurashish va moslashish yo'llari, ta'lim orqali ekologik ongni shakllantirish, zamonaviy monitoring texnologiyalari va barqaror rivojlanish yondashuvlari bo'yicha amaliy tavsiyalar keltirilgan.

Kalit so'zlar: iqlim o'zgarishi, global isish, ekologik muammo, O'zbekiston geografiyasi, cho'llanish, suv resurslari, ekologik xavfsizlik, barqaror rivojlanish, iqlimga moslashuv, geografik ta'lim.

Bugungi kunda insoniyat jiddiy ekologik muammolarga duch kelmoqda va ularning eng xavflilaridan biri bu — global iqlim o'zgarishidir. Dunyo bo'ylab ilmiy izlanishlar, xalqaro konferensiyalar va hukumatlar darajasidagi qarorlar global isish tahdidiga qarshi choralarni ko'rishga qaratilmoqda. Iqlim o'zgarishi nafaqat tabiat, balki jamiyat, iqtisodiyot, sog'liqni saqlash, oziq-ovqat xavfsizligi va suv ta'minoti kabi ko'plab sohalarga bevosita ta'sir ko'rsatmoqda.

Global iqlim o'zgarishining asosiy sababi inson faoliyatidir. Atmosferaga chiqayotgan issiqxona gazlari, o'rmonlarning kesilishi, sanoat va transportdan chiqayotgan chiqindilar, tabiiy resurslardan haddan tashqari foydalanish — bularning barchasi yer atmosferasining tabiiy muvozanatini buzmoqda. Shu bilan birga, yer sathining isishi, muzliklarning erishi, dengiz sathining ko'tarilishi, kuchli shamollar, qurg'oqchilik, toshqinlar va boshqa ekstremal hodisalarning ko'payishiga olib kelmoqda.

Markaziy Osiyo mintaqasi, xususan, O'zbekiston ham iqlim o'zgarishidan chetda qolmagan. Mamlakatimizda so'nggi yillarda havoning harorati ortib borayotgani, yog'ingarchilik rejimining o'zgarayotgani, qurg'oqchilik va suv tanqisligi kabi holatlar kuzatilmoqda. Ayniqsa, qishloq xo'jaligiga asoslangan iqtisodiyot uchun bu tahdidlar dolzarb hisoblanadi. Iqlim o'zgarishi tufayli O'zbekistonning ayrim hududlari, jumladan, Qoraqalpog'iston Respublikasi, Buxoro, Navoiy va Surxondaryo viloyatlari sezilarli ekologik bosim ostida qolmoqda.

Global iqlim o'zgarishining ilmiy asoslari. Iqlim o'zgarishi Yer atmosferasidagi tabiiy muvozanatning buzilishi bilan bog'liq bo'lib, bu hodisa ilk bor XIX asrda ilmiy doiralarda muhokama qilingan. Bugungi kunda olimlar bu jarayonning asosiy omili



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sifatida inson faoliyatini — ayniqsa sanoat inqilobidan so‘nggi davrni — ko‘rsatmoqda. Atmosferada karbonat angidrid (CO₂), metan (CH₄), azot oksidi (N₂O) kabi issiqxona gazlarining ko‘payishi Yerning issiqlikni qayta tarqatish qobiliyatiga salbiy ta‘sir ko‘rsatadi. Natijada global harorat asta-sekin oshadi. BMT huzuridagi **Iqlim o‘zgarishi bo‘yicha hukumatlararo ekspertlar guruhi (IPCC)** ma‘lumotlariga ko‘ra, 1880-yildan 2020-yilgacha global harorat o‘rtacha 1,1°C ga ko‘tarilgan. Bu kichik ko‘rinadigan o‘zgarishning sayyoramizda olib kelayotgan ijtimoiy-iqtisodiy va ekologik oqibatlari beqiyosdir.

Iqlim o‘zgarishining O‘zbekiston tabiiy-muhitiga ta‘siri. O‘zbekiston geografik joylashuvi jihatidan kontinental iqlim zonasiga kiradi. Bu hudud uchun yozning quruq va issiq, qishning esa sovuq va nisbatan kam qorli bo‘lishi xosdir. So‘nggi yillarda mamlakatda iqlim o‘zgarishining quyidagi asosiy belgilarini ko‘rish mumkin:

➤ **O‘rtacha yillik haroratning ortishi:** Statistik ma‘lumotlarga ko‘ra, 1960-yildan buyon O‘zbekistonda yillik o‘rtacha harorat 1,5–2°C ga oshgan. Bu esa vegetatsiya davrining uzayishiga, ba‘zi o‘simliklar biologiyasining o‘zgarishiga olib kelmoqda.

➤ **Yog‘ingarchilik miqdorining kamayishi va notekis taqsimlanishi:** Bahor va kuzda yog‘ingarchilik miqdorining kamayishi kuzatilmoqda, bu esa dehqonchilikda sug‘orish suvlariga ehtiyojni oshirmoqda.

➤ **Qurg‘oqchilik va yerlarning cho‘llanishi:** Orolbo‘yi hududida cho‘llanish jarayoni tezlashmoqda. Qishloq xo‘jaligida ishlatiladigan unumdor yerlar kamaymoqda.

➤ **Ekstremal iqlim hodisalarining ko‘payishi:** So‘nggi yillarda respublika hududida issiq to‘lqinlar, kuchli shamollar (shu jumladan “aftob shamoli”), chang-to‘zonlar va qisqa muddatli jala yog‘inlari ko‘proq qayd etilmoqda.

Suv resurslariga bo‘lgan ta‘sir. O‘zbekistonning asosiy suv manbalari — Amudaryo va Sirdaryo — transchegaraviy daryolar bo‘lib, ularning suvi iqlim va tog‘ hududlaridagi qor-yomg‘ir miqdoriga bog‘liq. Iqlim o‘zgarishi ushbu daryolar suvining kamayishiga olib kelmoqda. Bu esa:

- ✓ Sug‘oriladigan dehqonchilikda hosildorlikning pasayishiga;
- ✓ Ichimlik suvi tanqisligiga;
- ✓ Qishloq xo‘jaligi mahsulotlarining narxi oshishiga olib kelmoqda.

Xususan, **Orol dengizi** qurib borishi iqlim o‘zgarishi va noto‘g‘ri suv siyosatining fojiali oqibati bo‘lib, bu hududda ekologik inqiroz holati yuzaga kelgan. Qoraqalpog‘iston Respublikasi va unga yaqin hududlarda chang va tuzli shamollar salomatlikka jiddiy tahdid solmoqda.

Ijtimoiy-iqtisodiy sohalarga ta‘siri. Iqlim o‘zgarishi jamiyatning deyarli barcha qatlamlariga bevosita yoki bilvosita ta‘sir qilmoqda:

○ **Qishloq xo‘jaligi:** Issiqlik va suv tanqisligi hosildorlikka salbiy ta‘sir ko‘rsatmoqda. Ayrim hududlarda paxta va g‘alla ekinlari o‘rniga iqlimga chidamli alternativ ekinlar (masalan, pista, lavlagi, no‘xat) ekishga zarurat tug‘ilmoqda.



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○ **Sog'liqni saqlash:** Issiq ob-havo yurak-qon tomir kasalliklarini, allergik va nafas olish yo'llari kasalliklarini ko'paytirmoqda. Qurg'oqchilik va changlar sababli virusli kasalliklar xavfi ortmoqda.

○ **Energetika:** Suvga asoslangan GESlarning samaradorligi kamaymoqda. Bu energiya ta'minoti tizimiga bosim tushiradi.

○ **Aholi migratsiyasi:** Ayrim qishloq joylarida yashash uchun qulay sharoitlar yo'qolib borayotgani tufayli aholining yirik shaharlarga ko'chishi ortmoqda.

Qarshi choralar va ekologik strategiyalar. O'zbekiston Respublikasi iqlim o'zgarishiga qarshi kurashish borasida bir qancha muhim qadamlarni tashlamoqda:

▪ **“Yashil makon” loyihasi:** Prezident tashabbusi bilan amalga oshirilayotgan ushbu loyiha doirasida butun mamlakat bo'ylab millionlab daraxtlar ekilmoqda.

▪ **Energiya manbalarini diversifikatsiya qilish:** Quyosh, shamol va biogaz kabi qayta tiklanuvchi energiya manbalariga bosqichma-bosqich o'tish.

▪ **Suv tejavchi texnologiyalarni joriy etish:** Tomchilatib sug'orish tizimlari va lazerli yer tekislash uskunalari orqali suv isrofini kamaytirish.

▪ **Xalqaro hamkorlik:** O'zbekiston BMTning Parij kelishuvi va boshqa xalqaro iqlim konvensiyalariga qo'shilgan. Mamlakatda “Iqlim strategiyasi–2030” loyihasi ustida ish olib borilmoqda.

Iqlim o'zgarishining biogeografik ta'siri. Iqlim o'zgarishi nafaqat harorat va yog'ingarchilikka, balki **flora va fauna** tarkibiga ham kuchli ta'sir ko'rsatmoqda. O'zbekistonning tog'li va dasht hududlarida ba'zi o'simlik turlari yo'qolish xavfi ostida turibdi. Masalan, **pistazorlar va archazorlar** iqlimning keskin isishiga chidamsizligi tufayli qisqarib bormoqda. Shu bilan birga, **o'rmonlarning kesilishi va chorvachilik bosimi** ekotizimlarning tiklanishiga to'sqinlik qilmoqda. Hayvonot olamida esa **bo'ri, jayra, qulon** kabi turlar o'z yashash areallarini o'zgartirishga majbur bo'lmoqda. Bu esa biologik xilma-xillikning kamayishiga olib keladi. Bu holat nafaqat ekologik, balki iqtisodiy va madaniy nuqtayi nazardan ham milliy xavfsizlik masalasiga aylanmoqda.

Urbanizatsiya va mikroiqlim. Shaharlarning kengayishi, yashil hududlarning kamayishi va avtomobillar sonining ortishi natijasida **“issiqlik oroli” effekti** vujudga kelmoqda. Toshkent, Farg'ona, Samarqand kabi yirik shaharlarda yozgi harorat atrof hududlarga nisbatan 3–5°C ga baland bo'lishi kuzatilmoqda. Bu esa:

- ✚ Elektr energiyasiga talabni oshiradi (sovitish tizimlari orqali),
- ✚ Aholi salomatligiga salbiy ta'sir ko'rsatadi,
- ✚ Shahar ekologiyasini yomonlashtiradi.

Bunday holatda shaharsozlikda ekologik yondashuv, ya'ni **yashil inshootlar, ko'p darajali daraxt ekish, ekologik transport tizimi** kiritilishi muhim hisoblanadi.

Iqlim o'zgarishi va oziq-ovqat xavfsizligi. O'zbekiston aholisi soni ortib borayotgani sababli oziq-ovqat xavfsizligi masalasi dolzarb bo'lib bormoqda. Iqlim o'zgarishi qishloq xo'jaligi mahsulotlari yetishtirishga bevosita ta'sir qiladi:

❖ Ayrim hududlarda **paxta va g'alla** kabi an'anaviy ekinlar o'rniga **iqlimga chidamli, kam suv talab qiluvchi** ekinlar (masalan, mosh, lola, pista)ga o'tilmoqda.



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❖ O‘simlik kasalliklari va zararkunandalar sonining ortishi kuzatilmoqda, bu esa kimyoviy vositalarga ehtiyojni oshiradi.

Shuning uchun **agrotexnologiyalarni modernizatsiya qilish**, tuproq unumdorligini tiklash va agroekologik yondashuv asosida ishlab chiqarishni boshqarish zarur.

Ta’limdagi o‘rni va ekologik ongni shakllantirish. Iqlim o‘zgarishi masalasi faqat olimlar yoki siyosatchilar doirasida emas, balki **ta’lim tizimi orqali yosh avlodga tushuntirilishi** zarur. Maktablarda geografiya, biologiya, fizika kabi fanlar orqali quyidagilarga urg‘u berilishi kerak:

- Issiqxona effekti, karbonat izlari (carbon footprint) tushunchalari;
- Suv va energiya resurslaridan oqilona foydalanish odatlari;
- Mahalliy ekologik muammolar va ularga yechimlar (masalan, daraxt ekish, chiqindilarni saralash).

Shuningdek, maktablarda **tabiatni asrashga qaratilgan amaliy loyihalar** (masalan, “Yashil sinf”, “Ekoskautlar” klubi, mahalliy iqlim kuzatuv guruhi) tashkil etilishi tavsiya etiladi.

Texnologik yondashuv va iqlim monitoringi. Zamonaviy texnologiyalar yordamida iqlim o‘zgarishini real vaqt rejimida kuzatish imkoniyati mavjud. Masalan:

- **Uzatilgan sinoptik stansiyalar** orqali harorat, namlik va bosim monitoringi;
- **Dronlar va sun’iy yo‘ldosh tasvirlari** yordamida yer sathi o‘zgarishlarini tahlil qilish;
- **Geografik axborot tizimlari (GAT/GIS)** orqali xavfli hududlar xaritalarini tuzish.

Global iqlim o‘zgarishi – bu zamonaviy dunyoning eng dolzarb muammolaridan biridir. U faqat tabiiy muhitga emas, balki ijtimoiy-iqtisodiy sohalarga, inson salomatligiga, oziq-ovqat xavfsizligiga va resurslardan foydalanish tizimiga ham bevosita ta’sir ko‘rsatmoqda. O‘zbekiston kabi qurg‘oqchil iqlimga ega bo‘lgan mamlakatlar bu o‘zgarishlarning ta’sirini ancha yaqqol his qilmoqda: haroratning ko‘tarilishi, suv tanqisligi, cho‘llanish, ekinlar hosildorligining pasayishi va ekologik muvozanatning buzilishi buning yaqqol dalilidir.

Ushbu muammoning yechimi sifatida, iqlimiy xavflarni yumshatish va moslashish chora-tadbirlarini keng miqyosda amalga oshirish lozim. Bu borada ilmiy-tadqiqotlar, zamonaviy texnologiyalarni joriy etish, ekologik ta’limni kuchaytirish, aholining ekologik madaniyatini oshirish va hukumatning aniq strategik rejalarini muhim ahamiyat kasb etadi.

Geografiya fani o‘qituvchilari bu borada katta mas’uliyatni o‘z zimmasiga oladi: yosh avlodga iqlim o‘zgarishining sabab va oqibatlarini tushuntirish, ularni atrof-muhitga e’tiborli bo‘lishga o‘rgatish orqali iqlim muammosini hal qilishda faol ishtirok etadigan fuqarolarni tarbiyalash mumkin.

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POLITEXNIKUM O'QUVCHILARIDA TADBIRKORLIK KO'NIKMALARINI
SHAKLLANTIRISHDA "BIZNES ASOSLARI" FANINING O'RNI

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Farg'ona viloyati Qo'shtepa tumani 1-son politexnikumining
"Biznes asoslari" fani o'qituvchisi

Annotatsiya: Mazkur maqolada politexnikumda o'qitiladigan "Biznes asoslari" fanining o'quvchilarni zamonaviy mehnat bozoriga tayyorlashdagi o'rni yoritilgan. Unda ushbu fan orqali yoshlarda tadbirkorlik faoliyati haqida nazariy va amaliy bilimlar, mustaqil fikrlash, tashabbuskorlik, iqtisodiy tafakkur va liderlik kabi muhim ko'nikmalarni shakllantirish yo'llari tahlil qilingan. Shuningdek, fanni interaktiv usullar asosida o'qitishning afzalliklari, kasbiy rivojlanishga ta'siri va real biznes muhiti bilan uyg'unlashtirish imkoniyatlari yoritilgan.

Kalit so'zlar: tadbirkorlik, biznes asoslari, politexnikum, kasbiy ko'nikmalar, iqtisodiy tafakkur, innovatsion yondashuv, interaktiv metodlar, o'quv jarayoni, amaliy bilimlar, yoshlar tashabbusi.

Bugungi globalashuv jarayonlari, bozor iqtisodiyotining chuqurlashuvi va raqobatning keskinlashuvi sharoitida har bir davlatning barqaror rivojlanishi, avvalo, aholining faol va tashabbuskor tabaqasini shakllantirish bilan chambarchas bog'liqdir. Shu nuqtayi nazardan, ta'lim tizimining barcha bo'g'inlarida, xususan, kasbiy ta'lim muassasalarida tadbirkorlik ruhiyatini shakllantirish, yosh avlodni real iqtisodiy hayotga tayyorlash dolzarb vazifa sifatida qaralmoqda.

Politexnikumlar – bu o'rta maxsus kasbiy ta'lim muassasalari bo'lib, ular o'quvchilarni nafaqat muayyan kasbga o'rgatadi, balki mustaqil faoliyat yuritishga, o'z ishini yo'lga qo'yishga tayyorlaydi. Shu sababli, "Biznes asoslari" fanini o'qitish ushbu ta'lim bosqichida muhim o'rin egallaydi. Bu fan orqali o'quvchilar zamonaviy biznes muhitini tushunishga, iqtisodiy fikrlashga, qaror qabul qilish va tashabbus ko'rsatishga o'rganadilar. Ayniqsa, ijtimoiy-iqtisodiy sharoitlar tez-tez o'zgarib turadigan hozirgi zamonda yoshlarning o'z bilim va ko'nikmalari asosida mustaqil faoliyat yuritishga tayyor bo'lishi, ularni kichik biznes, oilaviy tadbirkorlik, xizmat ko'rsatish sohalariga yo'naltirish alohida ahamiyat kasb etadi.

"Biznes asoslari" fanining o'quv dasturi o'quvchilarda iqtisodiy tafakkurni shakllantirish, bozor tamoyillari asosida ish yuritish, biznes reja tuzish, moliyaviy savodxonlikni oshirish va innovatsion g'oyalarni ishlab chiqish kabi dolzarb ko'nikmalarni singdirishga qaratilgan. Fan o'z mohiyatiga ko'ra o'quvchilarni kelgusida kichik tadbirkor sifatida o'z faoliyatini boshlashga tayyorlaydi. Ular nafaqat nazariy bilimga, balki amaliy ko'nikmaga ham ega bo'lishlari lozim. Bu esa o'qituvchidan yangicha yondashuv, zamonaviy metodlar va innovatsion texnologiyalarni o'quv jarayoniga joriy etishni talab etadi.



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“Biznes asoslari” fanining mazmuni va o‘quvchilar uchun dolzarbligi. “Biznes asoslari” fani politexnikumlarda o‘quvchilarning bozor iqtisodiyoti sharoitida erkin fikrlash, iqtisodiy muhitni tahlil qilish, biznesni tashkil etish va yuritish qobiliyatlarini shakllantirishga xizmat qiladi. Mazkur fan orqali o‘quvchilar quyidagi muhim yo‘nalishlarda bilim va ko‘nikmalarga ega bo‘ladilar:

- Bozor iqtisodiyotining asosiy qonuniyatlari;
- Tadbirkorlik faoliyati turlari va ularning huquqiy asoslari;
- Biznes reja tuzish va investitsiya loyihalarini ishlab chiqish;
- Moliyaviy va soliq hisobini yuritish;
- Raqobat muhitini tahlil qilish va marketing strategiyasini ishlab chiqish.

Bularning barchasi o‘quvchining nafaqat kasbiy salohiyatini oshiradi, balki ularni kelajakda o‘z shaxsiy biznesini yo‘lga qo‘yishga tayyorlaydi. Ayniqsa, bugungi kunda davlat tomonidan yoshlarga yaratilayotgan imtiyozlar, subsidiya va grantlar tizimi bu fan orqali berilayotgan bilimlarni yanada amaliyotga yo‘naltirish imkonini beradi.

Tadbirkorlik ko‘nikmalarini shakllantirishda fan mazmunining o‘rni. “Biznes asoslari” fanining samaradorligi, eng avvalo, o‘quvchilarni real iqtisodiy muhitga tayyorlash bilan belgilanadi. Tadbirkorlik nafaqat iqtisodiy faoliyat, balki ijtimoiy mas’uliyat, riskni boshqarish, innovatsion fikrlash, muammoga tizimli yondashish va liderlik fazilatlarini ham o‘z ichiga oladi. Shuning uchun, bu fanni o‘qitishda quyidagi ko‘nikmalarni shakllantirish muhim hisoblanadi:

Ijodiy fikrlash: o‘quvchilar yangi mahsulot yoki xizmat g‘oyalarini ishlab chiqishga harakat qiladi;

Muammo yechimi va qaror qabul qilish: biznesdagi muammoli vaziyatlarda to‘g‘ri yo‘l topa olish malakasi rivojlanadi;

Liderlik va jamoa bilan ishlash: guruhlarda loyiha ustida ishlash orqali o‘zaro muloqot va rahbarlik ko‘nikmalari orttiriladi;

Bozor tahlili va strategik rejalashtirish: o‘quvchilar raqobatchilar, iste‘molchilar va xarajatlar tahlili asosida biznes qarorlar qabul qilishni o‘rganadilar.

O‘qitish metodikasi va innovatsion yondashuvlar. “Biznes asoslari” fanini samarali o‘qitishda o‘qituvchilar an‘anaviy dars usullaridan tashqari quyidagi zamonaviy metodik yondashuvlardan keng foydalanishlari maqsadga muvofiq:

Case-study (vaziyatli tahlil) – real biznes holatlarini o‘rganib, tahlil qilish orqali o‘quvchilar mustaqil fikrlashga o‘rgatiladi.

Biznes o‘yinlar – o‘quvchilar turli biznes rollarni bajarish orqali simulyatsiya asosida tajriba orttiradilar.

Startup loyihalar tayyorlash – guruhlarda o‘quvchilar o‘z biznes loyihalarini ishlab chiqib, taqdimot qilishadi.

Debatlar va rolli o‘yinlar – o‘quvchilar bahs va fikr almashuvi orqali bozor munosabatlarini chuqurroq anglaydilar.

Raqamli texnologiyalar – Google Forms, Canva, PowerPoint, Miro, Jamboard kabi vositalardan foydalanish orqali interaktiv ta‘lim muhitini shakllantirish.



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Ushbu yondashuvlar o'quvchilarda nafaqat fanga qiziqishni, balki unda faol ishtirok etish, mustaqil tadqiqot olib borish, yangilik yaratishga intilishni ham rag'batlantiradi.

Kasbiy ta'lim va ishlab chiqarish integratsiyasi. Politexnikumda o'qitiladigan mutaxassisliklar va "Biznes asoslari" fanining integratsiyasi o'quvchilarni o'z kasbi asosida tadbirkorlikni boshlashga tayyorlaydi. Masalan:

- *Avtomexanik yo'nalishidagi o'quvchi* o'z servis xizmatini tashkil etishi mumkin;
- *Tikuvchilik yo'nalishidagi o'quvchi* dizayn studiyasi yoki kiyim tikish sexini ochishi mumkin;
- *Axborot texnologiyalari yo'nalishidagi o'quvchi* veb-dasturlash, grafik dizayn yoki IT-konsalting xizmatlarini ko'rsatishi mumkin.

Bunday integratsiya nafaqat iqtisodiy mustaqillikka olib keladi, balki o'quvchining kasbiy va shaxsiy o'sishini ham ta'minlaydi. Shu sababli, "Biznes asoslari" fani politexnikumdagi barcha yo'nalishlar uchun universallikka ega bo'lib, har bir o'quvchining ehtiyojiga moslashtirilgan holda olib borilishi lozim.

Umumiy aytganda "Biznes asoslari" fani politexnikum o'quvchilari uchun nafaqat nazariy bilimlar manbai, balki ularni real hayotga tayyorlovchi muhim amaliy vosita sifatida xizmat qiladi. Bugungi kundagi iqtisodiy jarayonlar, bozor munosabatlarning dinamikasi va jamiyatdagi tadbirkorlik faoliyatiga bo'lgan talab shuni ko'rsatmoqdaki, yoshlar o'z yo'nalishida nafaqat malakali mutaxassis, balki tashabbuskor, mustaqil fikrlovchi va o'z biznesini yuritishga qodir shaxs sifatida shakllanishi zarur.

Ushbu fan orqali o'quvchilar iqtisodiy tafakkur, innovatsion yondashuv, bozor talablarini tahlil qilish, resurslardan samarali foydalanish, jamoaviy ishlash va liderlik kabi ko'nikmalarni egallaydilar. Ayniqsa, raqobatbardosh va barqaror iqtisodiyot uchun yosh tadbirkorlarning yetishib chiqishi katta ijtimoiy-iqtisodiy ahamiyatga ega. Shunday ekan, "Biznes asoslari" fanining o'quv jarayonidagi o'rni tobora ortib bormoqda.

Fanni o'qitishda zamonaviy pedagogik texnologiyalar, interaktiv metodlar, amaliy mashg'ulotlar va loyiha asosida ta'lim yondashuvlaridan foydalanish o'quvchilarning qiziqishi va motivatsiyasini oshirishda muhim rol o'ynaydi. Aynan shunday metodik yondashuvlar orqali o'quvchilarda nafaqat fanga nisbatan ijobiy munosabat, balki amaliy faoliyatga intilish, o'ziga bo'lgan ishonch va kasbiy o'sishga yo'naltirilgan fikrlash shakllanadi. Shu sababli, politexnikumlarda "Biznes asoslari" fanini samarali tashkil etish, o'qituvchilarning doimiy malakasini oshirib borish, amaliyotga yo'naltirilgan darslarni tashkil etish va yoshlarni real biznes muhitiga yaqinlashtirish zamonaviy kasbiy ta'limning ustuvor yo'nalishlaridan biri bo'lishi shart. Faqatgina shundagina biz o'z oldimizga qo'ygan – tashabbuskor, bilimli, malakali va innovatsion fikrlovchi yoshlar safini kengaytirish maqsadiga erisha olamiz.

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INTEGRATION OF THE STEAM EDUCATION CONCEPT INTO SCHOOL PRACTICE

Ibodullayeva Zubayda Sherzodovna
Independent Researcher

Annotation: This article explores the integration of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) education concept into contemporary school practice. It highlights the pedagogical benefits of interdisciplinary learning and how STEAM fosters creativity, critical thinking, and problem-solving skills among students. The paper discusses practical implementation strategies, curriculum design, and teacher preparation necessary for effective STEAM-based education. It also addresses the challenges and provides recommendations for schools aiming to transition from traditional subject-based teaching to a more integrative STEAM approach.

Keywords: STEAM education, interdisciplinary learning, school curriculum, innovation in teaching, critical thinking, creativity, 21st-century skills.

I. Introduction

The incorporation of STEAM—Science, Technology, Engineering, Arts, and Mathematics—into contemporary education is essential for fostering a holistic learning environment that equips students with vital 21st-century skills. This educational framework not only promotes critical thinking and creativity but also encourages collaborative problem-solving among students, bridging the gap between theoretical knowledge and practical application. Recent studies have highlighted the positive impact of STEAM integration on student engagement and achievement, emphasizing the necessity for educators to adapt their teaching strategies to encompass interdisciplinary approaches. Notably, the growing emphasis on the inclusion of arts within STEM disciplines reflects an evolving understanding of how creativity enhances scientific inquiry and innovation. Furthermore, to address existing barriers to effective implementation, such as teacher training and resource availability, ongoing professional development is imperative. This foundational understanding is crucial for ensuring that the STEAM concept is not merely an additive but an integral component of school practice, exemplified in frameworks such as .

A. Overview of STEAM Education and its Importance in Modern Learning

In an era defined by rapid technological advancements and complex global challenges, STEAM education emerges as a fundamental paradigm for modern learning. By integrating science, technology, engineering, arts, and mathematics, this interdisciplinary approach fosters critical thinking, creativity, and collaboration among students, preparing them for the demands of the 21st-century workforce. The importance of STEAM is underscored by its ability to engage students with real-world problems, enabling them to develop both technical and soft skills essential for success. As stated,



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STEAM education is the ultimate vessel for learning. It combines real-world issues, problem-based learning, collaboration, technology, community partnerships, and an environment where failure is seen as opportunity for learning "STEAM education is the ultimate vessel for learning. It combines real-world issues, problem-based learning, collaboration, technology, community partnerships, and an environment where failure is seen as opportunity for learning. The result is an education that prepares students with both the hard and soft skills necessary for success in the global 21st century workforce." (We Go Public: Amplifying School District Voices). Moreover, the strategic inclusion of STEAM initiatives within educational frameworks has been shown to enhance student outcomes significantly, as evidenced by various studies highlighting the necessity of effective leadership in implementing such curricula (Busari et al., 2025)(Abdullah et al., 2025). Visual representations, like the one seen in , further illustrate how these interconnected components work synergistically to create a comprehensive learning environment.

II. The Benefits of STEAM Education

The benefits of STEAM education extend beyond mere academic achievements to fostering critical thinking, creativity, and real-world problem-solving skills. By integrating the arts with traditional STEM subjects, students are encouraged to engage in an interdisciplinary approach that promotes innovation and adaptability in various fields. This is particularly vital in today’s rapidly evolving job market, where employers increasingly seek individuals who can navigate complex challenges and apply knowledge in diverse contexts (Abdullah et al., 2025). Moreover, STEAM education cultivates a sense of agency and confidence in students, treating them not only as learners but as active contributors to society (Deta et al., 2025). By embracing this holistic approach, educators can create an inclusive learning environment that caters to different learning styles and interests, as depicted in the interactive framework of STEAM education . Thus, integrating STEAM into school practice not only enhances academic performance but also prepares students for the multifaceted demands of the 21st century.

Study	Effect Size	Outcome	Source
Meta-Analysis of STEAM Programs in South Korea	0.751	Overall educational effect	https://brill.com/view/journals/ined/5/1/article-p81_6.xml
STEAM Program on Primary School Students	F(3100) 40.581, p < 0.001	Mathematics achievement	https://www.mdpi.com/2071-1050/15/21/15356
STEAM Education in Disadvantaged Contexts	Increase from 34.78% to 86.67%	Linguistic competence pass rates	https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.792656/full



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Digital Game-Based STEM Education	0.667	Learning achievement	https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-022-00344-0
STEAM Activities on Ninth Graders	Statistically significant differences	Mental motivation	https://pmc.ncbi.nlm.nih.gov/articles/PMC10378540/

Impact of STEAM Education on Student Outcomes

A. Enhancing Critical Thinking and Problem-Solving Skills

The integration of STEAM education into school practice plays a pivotal role in cultivating critical thinking and problem-solving skills among students. By intertwining disciplines such as science, technology, engineering, arts, and mathematics, educators create a cohesive learning environment where students can engage in real-world challenges, enhancing their analytical abilities. For instance, the development of ethnoscience-integrated Electronic Student Worksheets (E-LKPD) demonstrates how contextual learning can significantly improve critical thinking skills, achieving a high N-gain value of 0.71, which indicates substantial growth in student competencies (Kusuma et al., 2025). Furthermore, utilizing contemporary issues like the COVID-19 pandemic within a transdisciplinary framework encourages learners to apply their skills to urgent societal problems, fostering an action-oriented mindset (Carranza et al., 2025). Such methodologies not only promote creativity and collaboration but also prepare students to become effective problem solvers in a rapidly evolving world, as highlighted in the corresponding illustrations of STEAM frameworks .

III. Strategies for Implementing STEAM in School Curricula

Incorporating STEAM into school curricula necessitates a multifaceted approach that emphasizes innovative teaching practices and the engagement of students in real-world problem-solving. Effective strategies include fostering a culture that champions creativity and critical thinking, as highlighted by the concept of STEAM as an exploratory learning method where teacher-talk is at a minimum and students drive interaction and discovery "STEAM is a guided approach to exploratory learning where teacher-talk is at a minimum and students drive interaction and discovery. Implementation, though, is not about lessons, units, or even just adding a few elements of science into art or vice versa. Embracing it means a commitment to a new way of teaching and learning, and this new language must be spoken across all classrooms." (Julia Ottesen, Cheri Serman, Lucie Howell, James Wells). Moreover, professional development opportunities, such as short-term trainings and university courses, are essential to empower teachers to transcend traditional textbook reliance and fully integrate STEAM principles into their instruction (Antunes et al., 2025). As evidenced by the research findings reported in various studies, leadership management and teacher confidence in STEM subjects can significantly influence the efficacy of these educational initiatives (Abdullah et al., 2025)(Peixoto F et al., 2025). The interconnectivity of these elements is visually represented in frameworks like the STEAM model, which



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underscores the importance of integrating arts with STEM to create a holistic learning environment .

A. Project-Based Learning as a Tool for STEAM Integration

Project-Based Learning (PjBL) serves as a pivotal tool for the integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) into educational practices, as it fosters innovative and interdisciplinary learning experiences. By engaging students in real-world projects, PjBL allows them to blend technical and creative skills, thereby promoting critical competencies essential for the 21st-century workforce. Notably, research has shown that PjBL enhances students entrepreneurial skills by enabling them to tackle genuine challenges, as illustrated by , which emphasizes the interconnectedness of STEAM elements. Furthermore, educators competencies in effectively harnessing PjBL strategies are crucial, as outlined in the STEAME Teacher Facilitators competence framework ((Dom Aínguez et al., 2025)). This approach not only facilitates the acquisition of core content knowledge but also encourages collaboration and problem-solving, creating a rich educational ecosystem that prepares students for complex societal needs ((Abdullah et al., 2025)). Overall, PjBL embodies the essence of STEAM integration by promoting active and inclusive learning.

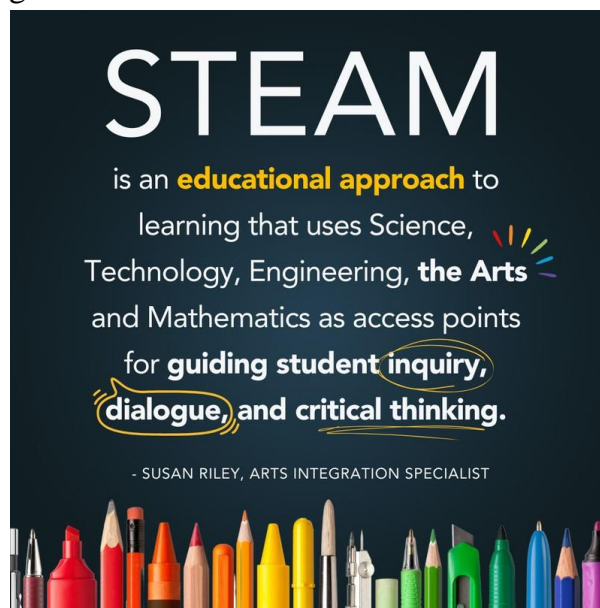


Image1. The STEAM Educational Approach: Integrating Arts with STEM Disciplines

IV. Conclusion

In conclusion, the integration of the STEAM education concept into school practices reveals the necessity of fostering interdisciplinary learning, which is vital for preparing students for the complexities of the modern world. By considering teachers perceptions and the challenges they face, such as inadequate infrastructure and a lack of professional development, stakeholders can create a more supportive environment for STEAM initiatives (McCraney et al., 2025). Furthermore, the emergence of technologies like ChatGPT highlights the potential for innovation within STEAM contexts, but it also necessitates a critical examination of its educational applications and limitations (Deta et

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al., 2025). Essential to this process is the role of school principals in implementing effective strategies that nurture a STEM-focused culture while encouraging creativity and critical thinking (Alias et al., 2025)(Abdullah et al., 2025). Ultimately, as depicted in , creating a cohesive and interconnected learning environment within STEAM is paramount for cultivating the skill sets necessary for future success.

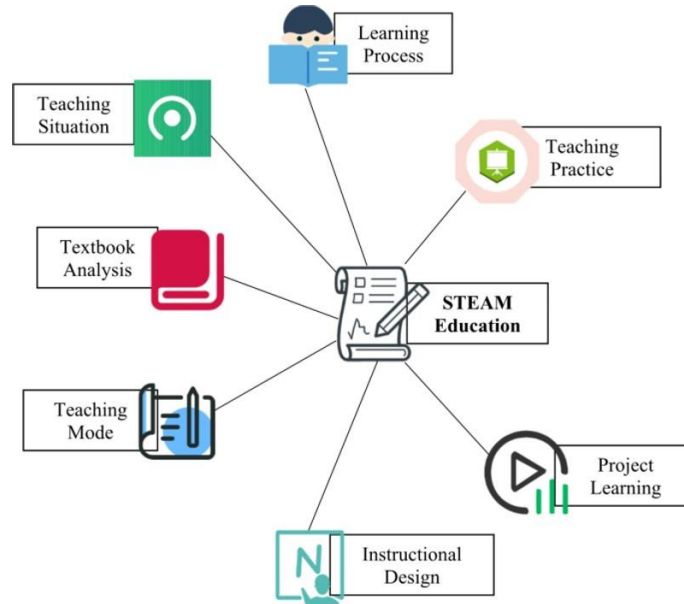


Image2. Key Components of STEAM Education

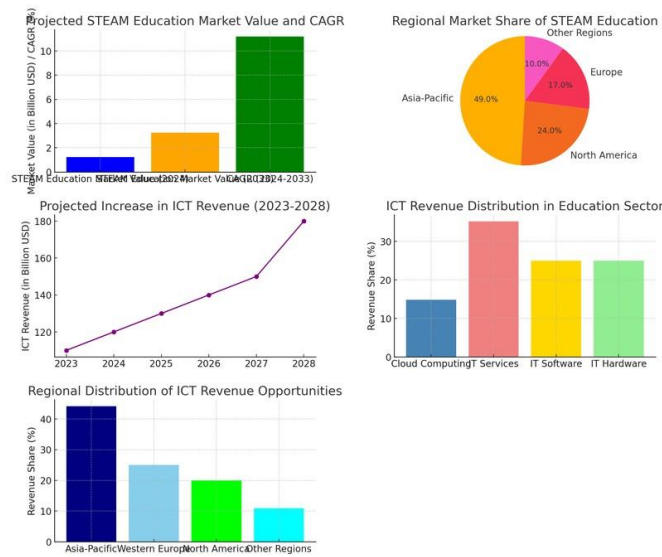
A. The Future of STEAM Education in Shaping Innovative Learners

As education continues to evolve in response to the demands of modern society, the future of STEAM education plays a pivotal role in shaping innovative learners. By fusing science, technology, engineering, arts, and mathematics, educators can cultivate critical thinking and creativity necessary for problem-solving in complex, real-world scenarios. The integration of methods like sonification illustrates how interdisciplinary approaches can enhance understanding and engagement, promoting cooperation among students ((Monno A et al., 2025)). Moreover, addressing the barriers to ICT integration, such as infrastructure and teacher training, is essential to create effective learning environments that nurture these skills ((McCraney et al., 2025)). Future curricular designs must also emphasize personalized education, combining traditional teaching with contemporary pedagogical strategies to meet diverse student needs ((Kotsis et al., 2025)). Furthermore, incorporating assessments like the transdisciplinary thinking scale will provide educators with valuable insights into students collaborative and integrative capabilities, ultimately preparing them for future challenges ((Honra et al., 2025)).



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STEAM Education Market Insights and Trends



This visualization displays key insights into the STEAM education market, including projected market values for 2024 and 2033, as well as the compound annual growth rate (CAGR). Additionally, it illustrates the regional market share of STEAM education, the projected increase in ICT revenue in the education sector, and the distribution of ICT revenue opportunities by infrastructure type and region. The data underscores the significant growth and investment trends in the STEAM and technology sectors in education, highlighting the need for effective integration of these elements to foster innovative learning environments.

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Keywords: STEAM education, interdisciplinary learning, school curriculum, innovation in teaching, critical thinking, creativity, 21st-century skills.

V. Introduction

The incorporation of STEAM—Science, Technology, Engineering, Arts, and Mathematics—into contemporary education is essential for fostering a holistic learning environment that equips students with vital 21st-century skills. This educational framework not only promotes critical thinking and creativity but also encourages collaborative problem-solving among students, bridging the gap between theoretical knowledge and practical application. Recent studies have highlighted the positive impact of STEAM integration on student engagement and achievement, emphasizing the necessity for educators to adapt their teaching strategies to encompass interdisciplinary approaches. Notably, the growing emphasis on the inclusion of arts within STEM disciplines reflects an evolving understanding of how creativity enhances scientific inquiry and innovation. Furthermore, to address existing barriers to effective implementation, such as teacher training and resource availability, ongoing professional development is imperative. This foundational understanding is crucial for ensuring that the STEAM concept is not merely an additive but an integral component of school practice, exemplified in frameworks such as .

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The benefits of STEAM education extend beyond mere academic achievements to fostering critical thinking, creativity, and real-world problem-solving skills. By integrating the arts with traditional STEM subjects, students are encouraged to engage in an interdisciplinary approach that promotes innovation and adaptability in various fields. This is particularly vital in today’s rapidly evolving job market, where employers increasingly seek individuals who can navigate complex challenges and apply knowledge in diverse contexts (Abdullah et al., 2025). Moreover, STEAM education cultivates a sense of agency and confidence in students, treating them not only as learners but as active contributors to society (Deta et al., 2025). By embracing this holistic approach, educators can create an inclusive learning environment that caters to different learning styles and interests, as depicted in the interactive framework of STEAM education . Thus, integrating STEAM into school practice not only enhances academic performance but also prepares students for the multifaceted demands of the 21st century.

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STEAM Education	Increase from	Linguistic competenc	https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.792656/full



in Disadvantaged Contexts	34.78% 86.67%	pass rates	
Digital Game-Based STEM Education	0.667	Learning achievement	https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-022-00344-0
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Impact of STEAM Education on Student Outcomes

A. Enhancing Critical Thinking and Problem-Solving Skills

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VII. Strategies for Implementing STEAM in School Curricula

Incorporating STEAM into school curricula necessitates a multifaceted approach that emphasizes innovative teaching practices and the engagement of students in real-world problem-solving. Effective strategies include fostering a culture that champions creativity and critical thinking, as highlighted by the concept of STEAM as an exploratory learning method where teacher-talk is at a minimum and students drive interaction and discovery "STEAM is a guided approach to exploratory learning where teacher-talk is at a minimum and students drive interaction and discovery. Implementation, though, is not about lessons, units, or even just adding a few elements of science into art or vice versa. Embracing it means a commitment to a new way of teaching and learning, and this new language must be spoken across all classrooms." (Julia Ottesen, Cheri Serman, Lucie Howell, James Wells). Moreover, professional development opportunities, such as short-term trainings and university courses, are essential to empower teachers to transcend traditional textbook



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A. Project-Based Learning as a Tool for STEAM Integration

Project-Based Learning (PjBL) serves as a pivotal tool for the integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) into educational practices, as it fosters innovative and interdisciplinary learning experiences. By engaging students in real-world projects, PjBL allows them to blend technical and creative skills, thereby promoting critical competencies essential for the 21st-century workforce. Notably, research has shown that PjBL enhances students entrepreneurial skills by enabling them to tackle genuine challenges, as illustrated by , which emphasizes the interconnectedness of STEAM elements. Furthermore, educators competencies in effectively harnessing PjBL strategies are crucial, as outlined in the STEAME Teacher Facilitators competence framework ((Dom Aínguez et al., 2025)). This approach not only facilitates the acquisition of core content knowledge but also encourages collaboration and problem-solving, creating a rich educational ecosystem that prepares students for complex societal needs ((Abdullah et al., 2025)). Overall, PjBL embodies the essence of STEAM integration by promoting active and inclusive learning.

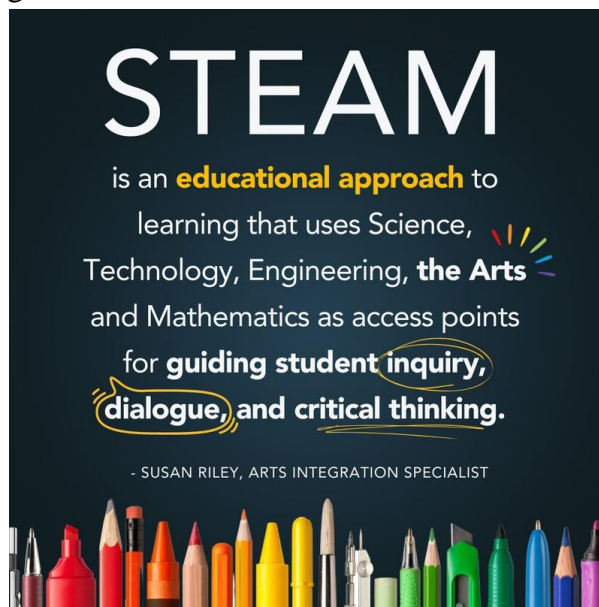


Image1. The STEAM Educational Approach: Integrating Arts with STEM Disciplines

VIII. Conclusion

In conclusion, the integration of the STEAM education concept into school practices reveals the necessity of fostering interdisciplinary learning, which is vital for preparing students for the complexities of the modern world. By considering teachers



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perceptions and the challenges they face, such as inadequate infrastructure and a lack of professional development, stakeholders can create a more supportive environment for STEAM initiatives (McCraney et al., 2025). Furthermore, the emergence of technologies like ChatGPT highlights the potential for innovation within STEAM contexts, but it also necessitates a critical examination of its educational applications and limitations (Deta et al., 2025). Essential to this process is the role of school principals in implementing effective strategies that nurture a STEM-focused culture while encouraging creativity and critical thinking (Alias et al., 2025)(Abdullah et al., 2025). Ultimately, as depicted in , creating a cohesive and interconnected learning environment within STEAM is paramount for cultivating the skill sets necessary for future success.

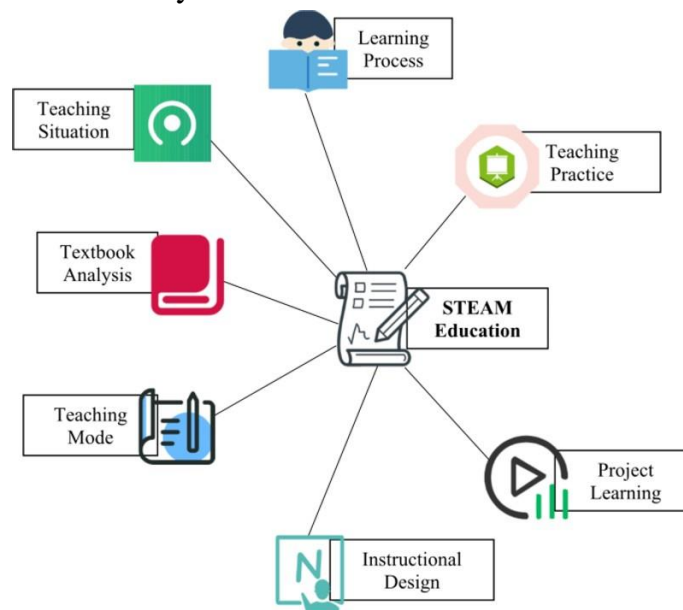


Image2. Key Components of STEAM Education

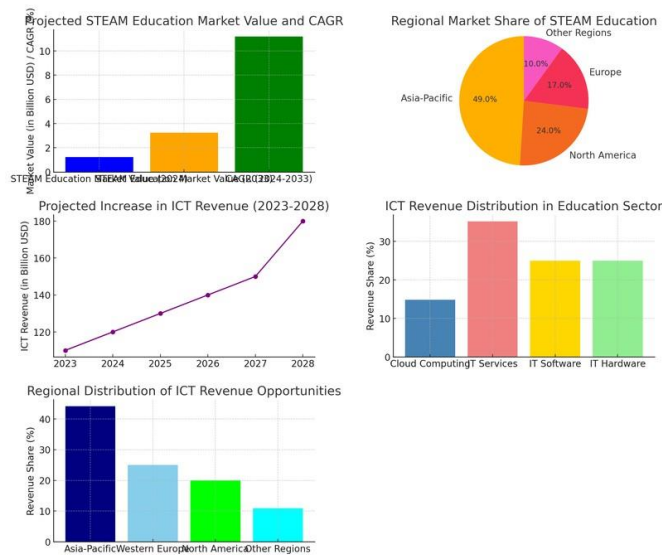
A. The Future of STEAM Education in Shaping Innovative Learners

As education continues to evolve in response to the demands of modern society, the future of STEAM education plays a pivotal role in shaping innovative learners. By fusing science, technology, engineering, arts, and mathematics, educators can cultivate critical thinking and creativity necessary for problem-solving in complex, real-world scenarios. The integration of methods like sonification illustrates how interdisciplinary approaches can enhance understanding and engagement, promoting cooperation among students ((Monno A et al., 2025)). Moreover, addressing the barriers to ICT integration, such as infrastructure and teacher training, is essential to create effective learning environments that nurture these skills ((McCraney et al., 2025)). Future curricular designs must also emphasize personalized education, combining traditional teaching with contemporary pedagogical strategies to meet diverse student needs ((Kotsis et al., 2025)). Furthermore, incorporating assessments like the transdisciplinary thinking scale will provide educators with valuable insights into students collaborative and integrative capabilities, ultimately preparing them for future challenges ((Honra et al., 2025)).



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STEAM Education Market Insights and Trends



This visualization displays key insights into the STEAM education market, including projected market values for 2024 and 2033, as well as the compound annual growth rate (CAGR). Additionally, it illustrates the regional market share of STEAM education, the projected increase in ICT revenue in the education sector, and the distribution of ICT revenue opportunities by infrastructure type and region. The data underscores the significant growth and investment trends in the STEAM and technology sectors in education, highlighting the need for effective integration of these elements to foster innovative learning environments.

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**PROFILAKTIKA INSPEKTORINING ILGARI SUDLANGAN SHAHSLAR
BILAN MANZILLI ISHLASHDA FUQAROLARNI O‘ZINI O‘ZI BOSHQARISH
ORGANLARI BILAN XAMKORLIGINI TASHKIL ETISHNI AHAMIYATI**

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Annatsiyasi: bugungi kunda huquqbuzarliklar profilaktikasini tashkil etishda, jinoyatchilarni fosh etishda hamda huquqbuzarlarga nisbatan ta’sir choralarini amalga oshirishda, profilaktika inspektorining ilgari sudlangan shaxslar bilan manzilli ishlashda fuqarolarni o‘zini o‘zi boshqarish organlari yordamidan keng foydalanib, samarali natijalarga erishilmoqda. Biroq shunga qaramay, respublikamizda jinoyatchilikka qarshi kurash va uning oldini olishda fuqarolarni o‘zini o‘zi boshqarish organlari bilan hamkorlikni tashkil etish va takomillashtirish islohotlarning hozirgi bosqichida dolzarbligicha qolmoqda.

Abstract: today effective results are achieved by using the help of citizens' self-governance bodies to organize the prevention of crimes, to expose criminals and to implement measures of influence against offenders. However, despite this, the organization and improvement of cooperation with citizens' self-government bodies in the fight against crime and its prevention in our republic remains relevant at the current stage of reforms.

Kalit so‘zlar: ilgari sudlangan shaxslar, o‘zini o‘zi boshqarish organlari, hamkorlik, huquqbuzarliklar profilaktikasi, mahalla yettiligi, huquqbuzarlik.

Ta’kidlash joizki, mahallalarda huquqbuzarliklar profilaktikasi bo‘yicha tadbirlarning samarali tashkil etilmaganligi hamda fuqarolarni o‘zini o‘zi boshqarish organlari bilan mustahkam aloqa o‘rnatilmaganligi natijasida ayrim hududlarda ilgari sudlangan shaxslar tomonidan og‘ir turdagi jinoyatlarning sodir etilishiga ham yo‘l qo‘yildi. Bugungi kunda har bir mahalla hududida umuman jinoyat sodir etilishining oldini olishga qaratilgan profilaktik tadbirlarning olib borilayotganligi o‘zining ijobiy natijasini bermoqda. Profilaktika inspektorining ilgari sudlangan shaxslar o‘rtasida profilaktik ishlarni samarali tashkil etishi hamda voyaga yetmaganlar va yoshlarning bo‘sh vaqtlarini mazmunli o‘tkazilishini ta’minlashi, shuningdek ilgari sudlanganlarning huquqiy ongi va madaniyatini yuksaltirish orqali turli salbiy oqimlar ta’siriga tushishining, mahallalarda jinoyatlar sodir etilishining oldini olishga xizmat qilmoqda. Bu boradagi ishlar natijasida so‘nggi besh yil davomida mamlakatimiz mahallalarining o‘rtacha yigirma foiziga yaqinida jinoyat sodir etilishiga umuman yo‘l qo‘yilmadi. Shuni Qayd etish joizki, salbiy hodisalarning barchasi, jumladan, jinoyatchilik ham ma’naviy qashshoqlik, ma’rifiy



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kemtiklik sharoitida va iqtisodiy nochorlik tufayli vujudga keladi. Ana shu xulosadan kelib chiqib aytish mumkinki, qonunbuzarlikning oldini olish, tartibbuzarlikka qarshi kurashni kuchaytirish, hozirgi iqtisodiy islohotlarni amalga oshirish davrida qonun ustuvorligini ta'minlash faqat huquqni muhofaza qilish idoralaringina emas, balki har bir rahbarning, mahallaning, jamoatchilikning fuqarolarni o'zini o'zi boshqarish organlarining va fuqarolarning muhim vazifasiga aylanishi kerak. Zero, jinoyatchilikka qarshi kurash va ularning oldini olishda fuqarolarni o'zini o'zi boshqarish organlari bilan mustahkam aloqa o'rnatish huquqbuzarliklarning barvaqt profilaktikasini ta'minlashga xizmat qiladi. O'zbekiston Respublikasi Prezidentining 2020 yil 18 fevraldagi PF-5938-son Farmoni bilan joriy etilgan "Obod va xavfsiz mahalla" tamoyili asosida respublika mahallalarida xavfsiz muhitni yaratishning samarali mexanizmlarini belgilash maqsadida O'zbekiston Respublikasi Ichki ishlar vazirligi, Kambag'allikni qisqartirish va bandlik vazirligi hamda Yoshlar siyosati va sport vazirligi birgalikda "Obod va xavfsiz mahalla" tamoyili asosida respublika mahallalarida

Ayni vaqtda mahalla yettiligi birgalikda profilaktika (katta) h uquqni uhofaza qiluvchi organlar bilan hamkorlikda jamiyat birligi, aholi osoyishtaligini buzishga qaratilgan g'ayriinsoniy holatlar, ilgari sudlangan shaxslarni ijtimoiy moslashuvi, diniy ekstremizm va aqidaparastlikning tarqalishiga yo'l qo'ymaslik, ma'naviy va jismoniy jihatdan sog'lom avlodni tarbiyalash uchun fuqarolar yig'ini faollari, ko'chaboshilar, mahalla faollari bilan birgalikda bilan birgalikda muntazam ravishda diniy ekstremizm va aqidaparastlikka qarshi aniq tadbirlar o'tkazib borish, ma'rifiy-ma'naviy tadbirlarni uyushtirganda, dunyoviy va diniy bilimlarning qarama-qarshi kelmasligiga erishish, xalqimizning o'ziga xos madaniy-ma'rifiy, milliy, diniy an'analari, urf-odat va rasm-rusumlarini o'rganib chiqish va jamoatchilik orasida keng targ'ib etish, mahallaning faol ayollarini aniqlash va ular yordamidan keng foydalanish, yoshlarning qiziqishlari, iqtidorlari, ta'lim va tarbiyasi bilan bog'liq barcha muammolarni muttasil o'rganib borish kabi vazifalarni amalga oshirib kelmoqdalar.

O'tgan qisqa davrda aholi muammolarini aniqlash va hal etish bo'yicha «oila-maktab-mahalla-jamiyat» tamoyili asosida samarali hamkorlik tizimini joriy etish, mahallani xalq bilan davlat o'rtasida ishonchli «ko'prik» bo'lishini amalda ta'minlash, oila va xotin-qizlarni qo'llab-quvvatlash borasida kompleks chora-tadbirlar amalga oshirildi .

Mamlakatning har tomonlama va jadal rivojlanishida fuqarolarni o'zini o'zi boshqarish organlarini roli va ahamiyatini tubdan oshirish, ularning davlat hokimiyati va boshqaruvi organlari bilan hamkorligini kuchaytirish, shuningdek, 2022-2026 yillarga mo'njallangan O'zbekiston Respublikasini rivojlantirishning yettita ustuvor yo'nalishi bo'yicha Taraqqiyot strategiyasida belgilab berilgan vazifalarni bosqichma-bosqich amalga oshirilmoqda .

Bugungi kunda ichki ishlar idoralari tizimida o'tkazilayotgan islohotlar asosida tashkil etilgan ichki ishlar organlari mahalla huquq-tartibot maskanlari(Mahalla huquq tartibot maskani) keyingi o'rinlarda, faoliyatini tashkil etish va u yerda profilaktika inspektorlarining fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorligini



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takomillashtirish jarayonini jadal rivojlantirish hamda ushbu sohaga axborot-texnologiya vositalarini keng joriy etishni taqazo etmoqda.

Mazkur maqsadga erishish quyidagi vazifalarni amalga oshirishni talab qiladi:

-profilaktika xizmatining huquqbuzarliklar profilaktikasini amalga oshirishda fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorlikning tashkiliy va huquqiy asoslarini o'rganishni;

-profilaktika xizmatining huquqbuzarliklar profilaktikasini amalga oshirishda ilgari sudlangan shaxslar bilan manzilli ishlashda fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorlikning yo'nalishlarini asosy vazifalarini belgilab olish;

-huquqbuzarliklar profilaktikasini amalga oshirishda profilaktika xizmatining fuqarolarning o'zini o'zi boshqarish organlari bilan o'zaro hamkorligi natijalari haqidagi statistik ma'lumotlarni o'rganish va tahlil qilishni;

-profilaktika xizmatining huquqbuzarliklar profilaktikasini amalga oshirishda fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorlikni tashkil etishning bugungi holatini;

-huquqbuzarliklar profilaktikasini amalga oshirishda profilaktika xizmatining fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorligining zamonaviy usullarini o'rganish;

-profilaktika xizmatining huquqbuzarliklar profilaktikasini amalga oshirishda fuqarolarning o'zini o'zi boshqarish organlari bilan hamkorligini takomillashtirish bo'yicha tavsiyalar ishlab chiqishni taqazo etadi.

Mahalla huquq-tartibot maskanlarining vazifalari etib quyidagilar:

-mahalla huquq-tartibot maskani hududidagi jamoat xavfsizligini ta'minlash, huquqbuzarliklarning oldini olish va jinoyatchilikka qarshi kurashishning asosiy quyi bo'g'ini hisoblanadi;

-mahalla huquq-tartibot maskani negizida hududdagi ichki ishlar organlarining tegishli sohaviy xizmatlari hamda Milliy gvardiya va boshqa davlat organlarining muvofiqlashtirilgan faoliyati tashkil etiladi.

Profilaktika inspektoriga masofadan turib murojaat yuborish va uni ko'rib chiqish jarayonini kuzatib borish, aholi bilan o'zaro tezkor muloqotni yo'lga qo'yish, profilaktika inspektorlari va sektor rahbarlari faoliyatiga baho berish imkonini beruvchi «Smart mahalla» axborot dasturi ishlab chiqilganligi ma'lumot uchun qabul qilinishi belgilandi. Binobarin, hayotning o'zi mahallalarni rivojlan-tirish va ularni qo'llab-quvvatlashni taqazo etmoqda. Mamlakatimizda ko'p qirrali islohotlar amalga oshayotgan bir paytda mahalla jamiyat uchun ishonchli tayanch va ta'sirchan kuch bo'lib xizmat qilishi lozim.

Hamkorlikning ahamiyati shundaki, jinoyatchilikka qarshi kurashishda va ilgari sudlangan shaxslar tomonidan soir etilishi muqim bo'lgan huquqbuzarliklarni oldini olishda IIO tizimi oldida turgan maqsadlarga IIOning sohaviy xizmatlari bilan birgalikda va o'zaro muvofiqlashgan harakatlari orqaligina erishish mumkin. Va ayni paytda, ushbu sub'ektlarning asosiy maqsadi jinoyatchilikni oldini olishga qaratilgandir.



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Xulosa qilib aytganda, fuqarolarning o'zini o'zi boshqarish organlari O'zbekiston Respublikasining Prezidenti Shavkat Mirziyoev ta'kidlaganidek, jamoat tartibini ta'minlash, odamlarning hushyorligi va yon-atrofdagi ro'y berayotgan voqealarga ongli munosabatini oshirish uchun o'z ishlarini faollashtirishi darkor. Ularning vazifasi, asosiy burchi – mahalla ahlining, butun jamoatchilikning sergakligini bir emas, bir necha marta oshirish, «O'z uyimizni o'zimiz asraylik!» degan da'vatni hayotga joriy etishdan iborat bo'lishi kerak.

FOYDALANILGAN ADABIYOTLAR:

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2. O'zbekiston Respublikasining 2016 yil 16 sentabrdagi "Ichki ishlar organlari to'g'risida"gi qonuni.
3. O'zbekiston Respublikasining 2019 yil 2 apreldagi " Jazoni ijro etish muassalaridan ozod qilingan ayrim toifadagi shaxslar ustidan ma'muriy nazorat to'g'risida"gi qonuni.
4. O'zbekiston Respublikasi Prezidentining 2017 yil 29 noyabrdagi "Ichki ishlar organlar kadrlar bilan ishlash va ularning xizmatini tashkil etishni tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ 3413-sonli qarori.
5. O'zbekiston Respublikasi Prezidentining 2017 yil 14 maydagi " Xuquqbuzarliklar profilaktikasi va jinoyatchilikka qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-2833sonli qarori.
6. O'zbekiston Respublikasi Prezidentining "Ichki ishlar organlarining faoliyati samaradorligini tubdan oshirish, jamoat tartibini, fuqarolar huquqlari, erkinliklari va qonuniy manfaatlarini ishonchli himoya qilishni ta'minlashda ularning mas'uliyatini kuchaytirish chora-tadbirlari to'g'risida"gi 2017 yil 10 apreldagi PF-5005-sonli Farmoni.
7. O'zbekiston Respublikasi Prezidentining 2017 yil 12 apreldagi "Ichki ishlar organlari faoliyatini yanada takomillashtirishga doir tashkiliy chora-tadbirlari to'g'risida"gi PQ-2883-sonli qarori.
8. O'zbekiston Respublikasi Prezidentining 2018 yil 7 noyabr'dagi "Jinoyat ijroiya qonunchiligini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4006-sonli qarori.
9. O'zbekiston Respublikasi Prezidenti Shavkat Mirmonovich Mirziyoevning 2021 yil 26 martdagi "Jamoat xavfsizligini taminlash va jinoyatchilikka qarshi kurash sohasida Ichki ishlar organlari faoliyatini sifat jixatdan yangi bosqichga ko'tarish chora tadbirlari to'g'risida"gi PF6196-son Farmoni.



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**PROFILAKTIKA INSPEKTORINING MAHALLA RAISI BILAN HAMKORLIK
YO‘NALISHLARI**

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Annotatsiya: Mazkur maqolada jinoyatchilikning oldini olishda muhim o‘rin tutuvchi mahalla tizimi va huquqni muhofaza qiluvchi organ vakili – profilaktika inspektori o‘rtasidagi o‘zaro hamkorlikning asosiy yo‘nalishlari, usullari va amaliy jihatlari tahlil qilinadi. Profilaktik faoliyat samaradorligini oshirishda mahalla raisi bilan muvofiqlashtirilgan ish yuritishning dolzarbligi asoslab beriladi.

Kalit so‘zlar: jinoyatchilikning oldini olish, hamkorlik, mahalla, profilaktika inspektori, ijtimoiy nazorat, huquqbuzarliklar.

Kirish

Bugungi kunda fuqarolik jamiyati institutlarini kuchaytirish, jinoyat va huquqbuzarliklarning oldini olish borasidagi sa‘y-harakatlarni mahallalarda samarali tashkil etish dolzarb masalalardan biri hisoblanadi. Ayniqsa, jinoyatni sodir bo‘lishidan avval aniqlab, profilaktika choralari ko‘rish bugungi huquqiy siyosatning ustuvor yo‘nalishlaridan biridir. Bu jarayonda profilaktika inspektori va mahalla raisining o‘zaro hamkorligi katta ahamiyat kasb etadi.

Asosiy qism

1. Mahalla va profilaktika inspektorining huquqiy maqomi

O‘zbekiston Respublikasining “Mahalla” to‘g‘risidagi qonuniga muvofiq, mahalla fuqarolar yig‘ini mahalladagi ijtimoiy hayotni muvofiqlashtirishda ishtirok etuvchi o‘zini o‘zi boshqarish organidir. Profilaktika inspektori esa Ichki ishlar vazirligi tizimida faoliyat yurituvchi, belgilangan hududdagi jinoyatchilik holatini nazorat qilish va uni kamaytirish vazifasini bajaruvchi shaxs hisoblanadi.

2. Hamkorlikning asosiy yo‘nalishlari

- a) Huquqbuzarliklarning oldini olish
 - Xavfli shaxslar ro‘yxatini yuritish;
 - Muammoli oilalar bilan ishlash;
 - Yoshlarda huquqbuzarliklarning oldini olish.
- b) Ijtimoiy muammolarni aniqlash va hal qilish
 - Ijtimoiy yordamga muhtojlar ro‘yxatini shakllantirish;
 - Nizoli oilalarni monitoring qilish;
 - Yolg‘iz qariyalar, nogironlar holatini nazorat qilish.
- c) Profilaktik tadbirlar o‘tkazish
 - Davra suhbatlari, seminarlar;
 - Targ‘ibot ishlari;
 - Ogohlantirish va tushuntirish ishlari.



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d) Axborot almashinuvi va tahliliy ishlar

- Muammoli holatlar bo'yicha axborot almashinuvi;
- Xavf darajasi yuqori hududlarni aniqlash;
- Qo'shma reydlar tashkil etish.

3. Amaliy misollar

Misol tariqasida, Toshkent shahrining Shayxontohur tumanidagi "Guliston" mahallasida 2024-yilda olib borilgan profilaktik hamkorlik natijasida 20 dan ortiq ishsiz fuqaroga bandlikka yo'naltiruvchi yo'llanma berilgan, 5 nafar muammoli oilada ijtimoiy muhit yaxshilangan. Bu esa jinoyatchilik darajasining 12% ga kamayishiga olib kelgan.

Xulosa va takliflar

Profilaktika inspektori va mahalla raisi o'rtasidagi samarali hamkorlik fuqarolarning huquqiy ongi va ijtimoiy madaniyatini oshirishga xizmat qiladi. Quyidagi takliflar bildiriladi:

1. Qo'shma treninglar tashkil etish;
2. O'zaro axborot almashinuvi yig'ilishlari o'tkazish;
3. Mahalla ichki reytingini tuzish;
4. Faol fuqarolar ishtirokida profilaktika guruhlarini shakllantirish.

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1. O'zbekiston Respublikasi "Mahalla" to'g'risidagi Qonuni, 1993 yil (oxirgi o'zgartirishlar bilan).
2. O'zbekiston Respublikasi IIVning profilaktik ishlar to'g'risidagi Nizomi, 2021 yil.
3. "Jamoatchilik bilan hamkorlikda jinoyatchilikka qarshi kurash" — Adliya vazirligi risolasi, 2020.
4. Mahallalarda jinoyatchilikni oldini olish bo'yicha xalqaro tajriba – UNODC hisobotlari, 2021.
5. Toshkent shahri Shayxontohur tumani IIO FMB tahliliy ma'lumotlari, 2024 yil.



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HUQUQBUNZARLIKLAR PROFILAKTIKASINI AMALGA OSHIRISHDA
MA'MURIY NAZORATGA OLIHNING O'RNI

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O'zbekiston Respublikasi IIV Akademiyasi saf qismi otryad komandiri
podpolkovnik

Annotatsiya: Mazkur maqolada huquqbuzarliklar profilaktikasi tushunchasi va uning davlat xavfsizligi tizimidagi o'rni, ma'muriy nazorat institutining huquqbuzarliklarni oldini olishdagi roli hamda ushbu faoliyatni takomillashtirish zaruriyati yoritilgan. Shuningdek, ma'muriy nazorat amaliyotidagi dolzarb muammolar tahlil qilinib, ularni bartaraf etish bo'yicha takliflar ilgari surilgan.

Kalit so'zlar: huquqbuzarlik, profilaktika, ma'muriy nazorat, xavfsizlik, profilaktika inspektori, qonun ustuvorligi.

Kirish

O'zbekiston Respublikasi huquqiy demokratik davlat sifatida jamiyatda qonun ustuvorligini ta'minlash va fuqarolarning xavfsiz hayotini kafolatlashda huquqbuzarliklarning oldini olishga katta e'tibor qaratmoqda. Bu borada profilaktika choralari tizimining to'g'ri tashkil etilishi muhim o'rin tutadi. Jumladan, huquqbuzarliklar profilaktikasi doirasida ma'muriy nazorat mexanizmlarining samaradorligini oshirish, ayniqsa, jinoyatchilikka moyil shaxslar ustidan doimiy nazorat o'rnatish orqali huquqbuzarliklarning sodir etilishining oldini olish mumkin.

Asosiy qism

1. Huquqbuzarliklar profilaktikasi va uning maqsadi

Huquqbuzarliklar profilaktikasi — bu shaxslar tomonidan huquqiy me'yorlar buzilishining oldini olishga, ularni sog'lom ijtimoiy muhitga qaytarishga qaratilgan davlat va jamoat institutlari faoliyatidir. Profilaktikaning asosiy maqsadi — qonunbuzarliklar sodir bo'lishining oldini olish, xavfli holatlarni erta aniqlash va bartaraf etishdan iborat.

2. Ma'muriy nazorat tushunchasi va uning huquqiy asoslari

Ma'muriy nazorat — huquqbuzarlik sodir etish xavfi mavjud yoki ilgari jinoyat sodir qilgan shaxslar ustidan ichki ishlar organlari tomonidan olib boriladigan nazorat shaklidir. Uning asosiy huquqiy manbalari quyidagilardan iborat:

- O'zbekiston Respublikasining Ma'muriy javobgarlik to'g'risidagi kodeksi;
- "Ichki ishlar organlari to'g'risida"gi Qonun;
- "Huquqbuzarliklar profilaktikasi to'g'risida"gi Qonun.

3. Ma'muriy nazoratning huquqbuzarliklar profilaktikasidagi o'rni

- Ma'muriy nazorat:
- Huquqbuzarlikka moyil shaxslarni aniqlash va ularga nisbatan individual profilaktik choralarni belgilash imkonini beradi;
 - Jamoat xavfsizligini ta'minlashda, ayniqsa, xavfli jinoyatlarning oldini olishda muhim



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vosita

hisoblanadi;

- Shaxsni muntazam nazorat ostida ushlab turish orqali uning jinoyat sodir etish ehtimolini kamaytiradi;

- Mahalla, jamoatchilik va profilaktika xodimlari bilan o'zaro hamkorlikni rivojlantirishga zamin yaratadi.

4. Amaliy muammolar va ularni hal etish yo'llari

Hozirgi davrda quyidagi muammolar mavjud:

- Nazoratdagi shaxslar to'g'risidagi ma'lumotlarning yetarli darajada avtomatlashtirilmaganligi;

- Profilaktika inspektorlarining ortiqcha yuklama ostida ishlashi;

- Jamoatchilik bilan hamkorlik mexanizmlarining yetarli darajada ishlamasligi;

- Ba'zi hollarda ma'muriy nazoratning inson erkinligiga zid qo'llanilishi.

Taklif etiladigan yechimlar:

- Nazorat jarayonlarini raqamlashtirish va yagona axborot bazasi yaratish;

- Profilaktika inspektorlarining kasbiy malakasini oshirish;

- Jamoatchilik bilan hamkorlikni kuchaytirish, fuqarolarning bu jarayonga jalb qilinishini rag'batlantirish;

- Huquqiy monitoring asosida nazorat ostidagi shaxslar bo'yicha risk tahlillarini joriy etish.

Xulosa

Xulosa qilib aytganda, huquqbuzarliklar profilaktikasini samarali amalga oshirishda ma'muriy nazorat muhim strategik vosita hisoblanadi. U shaxslarni nazorat ostiga olish orqali jinoyatchilik xavfini pasaytiradi, jamiyatdagi huquqiy tartibni mustahkamlashga xizmat qiladi. Shu sababli, bu mexanizmning amaliyotdagi sifatini oshirish, mavjud muammolarni bartaraf etish va zamonaviy yondashuvlarni tatbiq etish dolzarb vazifalardan biridir.



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MULTIMEDIYA VOSITALARIDAN FOYDALANGAN HOLDA RUS TILINI
O'RGATISH

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O'zbekiston Respublikasi IIV 1 son Toshkent akademik litseyi

Annotatsiya: Mazkur maqolada rus tilini o'rganish jarayonida multimediya vositalaridan samarali foydalanish masalasi yoritilgan. Multimediya texnologiyalari – video, audio, animatsiya, grafik, interaktiv dasturlar va mobil ilovalar til o'rganishni jonlantiradi, tinglovchilarning motivatsiyasini oshiradi va ularning turli sezgi kanallari orqali til ko'nikmalarini mustahkamlashga xizmat qiladi. Maqolada multimediya asosida dars tashkil qilishning pedagogik va metodik yondashuvlari, shuningdek, mavjud tajribalar, zamonaviy vositalar va tavsiyalar tahlil qilingan.

Kalit so'zlar: Rus tili, chet tili sifatida o'rgatish, multimediya vositalari, interaktiv dars, audiovizual materiallar, til ko'nikmalari, innovatsion metodika, ta'lim texnologiyalari

Zamonaviy texnologiyalar rivojlanib borar ekan, chet tillarni o'rgatishda multimediya vositalarining o'rni ham ortib bormoqda. Ayniqsa, rus tilini chet tili sifatida o'rganayotgan o'quvchilar uchun multimediya vositalari asosidagi darslar ko'proq qiziqish uyg'otadi va o'quv jarayonini interaktivlashtiradi. Bu maqolada multimediya texnologiyalarining imkoniyatlari, amaliy uslublari va ularning ta'lim jarayonidagi samaradorligi tahlil qilinadi.

Multimediya – bu matn, rasm, audio, video va animatsiyalarning integratsiyalashgan tarzda taqdim etilishidir. O'qitish jarayonida quyidagi multimediya vositalari keng qo'llaniladi:

- Audio materiallar: diktatsiyalar, suhbatlar, fonetik mashqlar
- Video darslar: o'zaro suhbatlar, dramatik ko'rinishlar, vloglar
- Interaktiv dasturlar: quizlar, platformalar (Duolingo, LingQ)
- Virtual ta'lim muhitlari: Moodle, Google Classroom, Edmodo
- Mobil ilovalar: Memrise, Drops, Hello Russian

Multimediya vositalarining afzalliklariga quyidagilar kiradi: O'quvchilarni faol ishtirok etishga undaydi. Har xil sezgi organlari orqali axborotni qabul qilish imkonini beradi. Yozma, og'zaki, eshitish va ko'rish ko'nikmalarini uyg'un rivojlantiradi. Til muhiti yaratadi (immersiya). Darslarning qiziqarli va interaktiv o'tishini ta'minlaydi.

Rus tilini o'rgatishda multimediya vositalarini qo'llash usullariga: Video asosida tahlil: Rus tilidagi videoroliklar orqali frazeologizmlar, grammatik strukturani o'rganish. Audio matn asosida tinglab tushunish: nutq tezligi, talaffuz, urg'u ustida ishlash. Interaktiv topshiriqlar: darsdan so'ng interaktiv testlar, o'yinlar. Virtual suhbatlar: rus tilidagi chatbotlar bilan muloqot. Prezentatsiyalar: o'quvchilarning nutq faoliyatini rag'batlantirish



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Ushbu maqolada analitik-taqqoslov va empirik kuzatuv metodlaridan foydalanilgan. Tajribaviy darslarda multimedia bilan va multimediyasiz o‘tilgan darslar natijalari solishtirildi. 40 nafar o‘quvchi ishtirokida 2 haftalik kuzatuv olib borildi. Kuzatuv natijalari shuni ko‘rsatdiki, multimedia asosidagi darslarda:

- Nutq faolligi 35% ga oshgan
- Tinglab tushunish ko‘nikmasi 28% ga yaxshilangan
- O‘quvchilarning darsga qiziqishi 50% ga ko‘tarilgan

Adabiyotlar tahlilida esa ushbu adabiyotlar ko‘rib chiqildi. Vygotskiy L.S. — “Til va tafakkur” asarida multimodal o‘rganish haqida ilk nazariy asoslar berilgan. Zimnyaya I.A. — pedagogik texnologiyalarni o‘rganishda o‘quvchining kognitiv faoliyati markazga qo‘yiladi. Davronova N. — rus tili darslarida zamonaviy texnologiyalarni qo‘llashda o‘quvchi tili muhiti yaratish zarurligini asoslaydi. Yusupova D. — multimediya vositalari asosida interaktiv metodlar bilan rus tilini o‘rgatish uslublarini tahlil qiladi. Oxford R. (2000) — Language Learning Strategies and Multimedia Approaches. Mayer R.E. (2009) — Multimedia Learning nazariyasi asosida multimodal yondashuvga urg‘u beriladi.

Tavsiya va takliflar: Har bir rus tili darsida kamida 15-20 daqiqa multimediya vositasidan foydalanish tavsiya etiladi. O‘qituvchilar multimedia platformalari (Moodle, Quizlet) bo‘yicha malaka oshirish kurslarida qatnashishi lozim. Rus tiliga oid mobil ilovalar ro‘yxati maktab/litseylarda tavsiya etilishi kerak. Multimediya orqali milliy madaniyatlararo taqqoslash asosida til o‘rganishga yondashish. O‘quv rejalari va darsliklar multimedia ilovalari bilan integratsiyalashtirilgan bo‘lishi zarur.

Xulosa

Multimediya vositalari rus tilini o‘rgatishda kuchli yordamchi bo‘lib xizmat qiladi. U nafaqat o‘quvchilarni darsga jalb qiladi, balki ularning tilga oid barcha ko‘nikmalarini bir vaqtning o‘zida rivojlantirishga xizmat qiladi. Bugungi kunda zamonaviy ta’lim multimediya texnologiyalarsiz to‘liq tasavvur etilmaydi.

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ONA TILINING JAMIYATDAGI O‘RNI VA UNI O‘QITISHNING METODIK
ASOSLARI

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Annotatsiya: Ushbu maqolada ona tilining jamiyat hayotidagi roli, uning shaxs shakllanishidagi ahamiyati hamda maktab ta‘limida ona tilini samarali o‘qitishning metodik asoslari tahlil qilinadi. O‘quvchilarda ona tili orqali milliy tafakkur, muloqot madaniyati va ijodiy yondashuv shakllanishi yoritilgan.

Kalit so‘zlar: ona tili, ta‘lim metodikasi, milliy qadriyat, savodxonlik, til o‘rgatish

Ona tili — bu millat ruhi, xalq tafakkuri va madaniy identifikatsiya vositasidir. Har bir xalq o‘z tili orqali o‘zligini anglaydi, avloddan-avlodga bilim, tajriba, qadriyat va tarixini uzatadi. Ona tilining rivoji — xalq ma‘naviyatining o‘sish darajasini ko‘rsatadi. Har bir mustaqil davlat o‘z rasmiy tilini asosiy siyosiy, madaniy va iqtisodiy vosita sifatida e‘tirof etadi. Ona tilini bilish – fuqarolik burchi, uni e‘tirof etish esa madaniy mas‘uliyatdir.

Til har qanday jamiyatning ruhiy-ma‘naviy ustunidir. Ayniqsa, ona tili — insonning shaxs sifatida shakllanishida, milliy tafakkurini rivojlantirishda, ma‘naviy qadriyatlarni anglashda muhim omil bo‘lib xizmat qiladi. Ona tilini o‘rganish, uni saqlash va rivojlantirish har bir xalqning dolzarb vazifasidir. Texnikumlarda ta‘lim olayotgan yoshlar — kelajakda muhandis, texnik, dasturchi, tibbiyot xodimi yoki boshqa mutaxassis bo‘lishni maqsad qilgan avloddir. Biroq qanday kasb egasi bo‘lishidan qat‘i nazar, ona tili — ularning bilim, fikr va muloqot madaniyatining negizidir. Shu sababli, texnikumlarda ona tili fanini o‘qitish faqat grammatikani emas, balki kasbiy faoliyat uchun zarur bo‘lgan nutq madaniyati va kommunikatsion ko‘nikmalarni shakllantirishi kerak.

O‘quvchilariga ona tilini o‘qitish — bu faqat nazariy bilim emas, balki ularning kasbiy faoliyatida foydali bo‘ladigan kommunikativ ko‘nikmalarni shakllantirish demakdir. Darslar kasbga yo‘naltirilgan, qiziqarli, zamonaviy vositalar bilan boyitilgan bo‘lishi kerak.

Ona tili nafaqat aloqa vositasi, balki xalqning madaniy merosi, tarixiy xotirasi, milliy o‘zligining ramzi hisoblanadi. Inson ilk tushunchalarini, hayot falsafasini aynan ona tili orqali anglaydi. Shuning uchun ham davlat siyosatida ona tiliga bo‘lgan e‘tibor alohida o‘rin tutadi.

Maktab ta‘limida ona tilini o‘qitishning ahamiyati

Ona tili darslari o‘quvchilarda:

- savodxonlik,
- nutq madaniyati,
- mantiqiy va izchil fikrlash,
- milliy o‘zlikni anglash,



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- estetik did va badiiy tafakkur kabi ko'nikmalarni shakllantiradi.

Zamonaviy ta'limda quyidagi yondashuvlar samaradorlikni oshiradi:

Kommunikativ metod – o'quvchilarni faol suhbatga chorlaydi

Interaktiv usullar – savol-javob, rolli o'yinlar, "aqliy hujum"

Loyihaviy ta'lim – o'quvchilarning mustaqil izlanish va ijodini rivojlantiradi

STEAM yondashuvi – fanlararo bog'liqlik orqali tilni chuqur anglashga yordam

beradi

Ona tilini o'qitish — bu o'quvchiga shunchaki grammatika yoki imlo o'rgatish emas, balki uning fikrini aniq ifodalash, milliy madaniyatga hurmat bilan qarash, estetik dunyoqarashga ega bo'lishiga zamin yaratishdir. Metodik asoslangan, interaktiv va ijodiy yondashuvlar orqali o'quvchilarda tilga muhabbat uyg'otish mumkin.

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PEDAGOGIK MAHORATNI RIVOJLANTIRISHDA AMALIY
MASHG'ULOTLARNING O'RNI

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Respublika musiqa va san'at texnikumi

Annotatsiya: Mazkur maqolada pedagogik mahorat tushunchasi, uning tarkibiy jihatlari va shakllanish mexanizmlari tahlil qilinadi. Xususan, amaliy mashg'ulotlarning bo'lajak pedagoglarda kasbiy kompetensiyalarni rivojlantirishdagi ahamiyati chuqur tahlil etiladi. Maqolada real ta'lim muhitidagi amaliyotlar, mikro-o'qitish, trening va interaktiv seminarlarning pedagogik mahoratga ta'siri misollar orqali yoritilib, zamonaviy yondashuvlar asosida tavsiyalar ishlab chiqiladi. Tadqiqot metodologiyasi, adabiyotlar tahlili va empirik kuzatuvlar asosida maqolaning ilmiy ishonchliligi ta'minlangan.

Kalit so'zlar: Pedagogik mahorat, amaliy mashg'ulot, kasbiy kompetensiya, o'quv amaliyoti, refleksiya, trening, mikro-o'qitish, didaktik yondashuv, innovatsion metod

Pedagogik faoliyat nafaqat bilim, balki yuqori darajadagi kasbiy mahoratni talab qiladi. Bugungi kunda ta'lim sifati ko'proq o'qituvchining amaliy ko'nikmalariga, sinf bilan ishlash madaniyatiga va refleksiv yondashuviga bog'liq. Shu boisdan pedagogik mahoratni shakllantirish va rivojlantirish masalasi pedagogik ta'limning eng muhim vazifalaridan biridir. Pedagogik mahorat nazariy bilimlarni amalda qo'llay olish, dars jarayonini boshqarish, o'quvchilar bilan samarali muloqot o'rnatish, zamonaviy metodlardan foydalana olishni o'z ichiga oladi. Bu jihatlarda esa aynan amaliy mashg'ulotlar orqali shakllanadi. Shuning uchun bu maqolada amaliy mashg'ulotlarning pedagogik mahoratni rivojlantirishdagi o'rni atroflicha yoritiladi.

Pedagogik mahorat – bu o'qituvchining kasbiy faoliyatini samarali amalga oshirishini ta'minlaydigan bilim, ko'nikma, malaka va shaxsiy sifatlar majmuasidir. U quyidagi tarkibiy qismlardan iborat: Didaktik tayyorgarlik – dars rejasini tuzish, material tanlash, metodlarni moslashtirish. Psixologik kompetensiya – o'quvchilarning yosh xususiyatlarini hisobga olish, emotsional muvozanatni saqlash. Kommunikativ mahorat – aniq, ifodali, moslashtirilgan muloqot o'rnatish. Innovatsion yondashuv – texnologiyalarni qo'llash, interaktiv metodlardan foydalanish. Refleksiya – o'z faoliyatini tahlil qilish va yangilashga tayyorlik.

Pedagogik amaliy mashg'ulotlar bir necha shakllarda tashkil etiladi: Pedagogik amaliyot – o'quvchi-o'qituvchilik faoliyati (maktabda dars o'tish, sinf boshqarish). Mikro-o'qitish – qisqa muddatli mavzuli mashg'ulotlar, videoanaliz. Simulyatsiya (taqlidiy mashqlar) – dars vaziyatlarini modellashtirish, qaror qabul qilish. Trening va seminarlar – interaktiv muhitda muammoni hal qilish ko'nikmalarini shakllantirish. Reflektiv yozuvlar – dars jarayoni tahlilini yozma tarzda amalga oshirish

Amaliy mashg'ulotlar orqali o'rganuvchilar dars mazmunini yaratish, sinf bilan ishlash, darsni boshqarish, baholash, muammoli vaziyatlarga yondashishni o'rganadi.



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Sh.Amonov (2018) o‘z asarida pedagogik amaliy mashg‘ulotlarning zamonaviy metodika bilan uyg‘unligini asoslab bergan. Unga ko‘ra, kasbiy tayyorgarlikda o‘zini tahlil qilish (refleksiya) eng muhim bosqich hisoblanadi. Zimnyaya I.A. (2005) kasbiy kompetensiyalarni shakllantirishda faol metodlar – treninglar, rolli o‘yinlar, interaktiv darslar ahamiyatiga urg‘u beradi. V.A.Slastenin (1993) o‘qituvchi shaxsini shakllantirishda faoliyatga asoslangan yondashuv (activity-based learning)ni pedagogik mahorat shakllanishining asosi deb hisoblaydi. Clark & Hollingsworth (2002) o‘qituvchilarning professional o‘sishi uzluksiz bo‘lib, amaliyot orqali ko‘nikmalar shakllanadi, deb ta’kidlaydi. YUNESKO (2020) xalqaro standartlar asosida o‘qituvchi tayyorlashda amaliy mashg‘ulotlar asosiy komponent sifatida belgilanadi.

Ushbu adabiyotlar pedagogik tayyorgarlikda nazariya va amaliyot uyg‘unligi zaruriy omil ekanligini isbotlaydi.

Tadqiqot metodologiyasi sifatida empirik kuzatuv, pedagogik tajriba, anket so‘rovi, reflektiv tahlil usullari qo‘llanildi. Pedagogika fakultetining 3-bosqich talabalari ishtirokida 2 oy davomida kuzatuv olib borildi. Ular ikki guruhga bo‘lindi: nazariy bilimlar bilan ishlaganlar va amaliy mashg‘ulotlar o‘tkazganlar. Har ikki guruhda dars tuzish, interaktiv metodlarni qo‘llash, vaqtni boshqarish, auditoriya bilan muloqot qilish ko‘nikmalari baholandi. Tajriba natijalari amaliy mashg‘ulotlar orqali ko‘nikmalar 40–50% ga yuqori rivojlanganini ko‘rsatdi.

Pedagogik oliy o‘quv yurtlarida amaliy mashg‘ulotlar soni va davomiyligi oshirilishi kerak. Talabalar uchun mikro-o‘qitish sessiyalari haftalik tarzda tashkil etilishi lozim. Har bir darsdan so‘ng reflektiv yozuvlar topshirilishi va o‘qituvchi tomonidan tahlil qilinishi maqsadga muvofiq. Ta’lim muassasalarida mentor-o‘qituvchi tizimi joriy etilishi – talabalar faoliyatini doimiy kuzatish imkonini beradi. Amaliy mashg‘ulotlarda videoanaliz (o‘z darsini video orqali ko‘rish va tahlil qilish) joriy etilishi tavsiya etiladi. Har semestrda kasbiy mahorat bo‘yicha portfoliolar yuritilishi foydali bo‘ladi.

Pedagogik mahoratning shakllanishi faqat nazariy bilimlar bilan emas, balki real amaliy faoliyat orqali rivojlanadi. Amaliy mashg‘ulotlar o‘qituvchining kasbiy kompetensiyalarini oshiradi, sinf bilan ishlash ko‘nikmalarini shakllantiradi, shuningdek, o‘z faoliyatini tahlil qilish va rivojlantirishga tayyorlikni ta’minlaydi. Bugungi tez o‘zgarayotgan ta’lim muhitida pedagogik mahoratni rivojlantirish amaliy tajribalar orqali yondashilsa, bu o‘z navbatida ta’lim sifatiga ijobiy ta’sir ko‘rsatadi.

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SKRIPKA: TARIXI, TEXNIKASI VA PEDAGOGIK AHAMIYATI

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Respublika musiqa va san'at texnikumi

Annotatsiya: Mazkur maqolada skripka cholg'usining paydo bo'lishi, tarixiy taraqqiyoti, ijrochilik maktablari, texnik va estetik xususiyatlari bilan birga, uni o'qitish metodikasi va zamonaviy ta'lim jarayonidagi pedagogik roli yoritilgan. Shuningdek, skripka ijrochiligining individual va ansambl doirasidagi ahamiyati, yosh ijrochilar bilan ishlash metodikasi, o'qitish bosqichlari va texnik ko'nikmalarni rivojlantirish usullari chuqur tahlil etilgan. Maqola yakunida ta'lim tizimida skripka o'rgatishni takomillashtirish bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar: Skripka, kamonli cholg'ular, ijrochilik maktabi, texnika, pedagogika, musiqa ta'limi, vibratsiya, pozitsiya almashinuvi, ansambl, metodika

Skripka – bu nafaqat cholg'u, balki san'atning nozik tuyg'ularini, inson qalbidagi kechinmalarni ifodalay oladigan betakror musiqa vositasidir. U kamonli cholg'ular oilasiga mansub bo'lib, chuqur tarixiy ildizlarga ega. Bugungi kunda skripka san'ati jahon musiqasining ajralmas qismiga aylangan bo'lib, klassik orkestrdan tortib, kamer ansambllar, yakkaxon chiqishlar, hatto zamonaviy estrada va kino musiqasigacha keng qo'llaniladi. Shu sababli, skripka ijrochiligini chuqur o'rganish, uni o'qitishning pedagogik asoslarini takomillashtirish zamonaviy musiqa ta'limining dolzarb yo'nalishlaridan biri hisoblanadi.

Skripkaning ilk ko'rinishlari XV asrda Yevropaning shimoliy hududlarida paydo bo'lgan. Uning ajdodlari rebab, fidula, viol kabi cholg'ular hisoblanadi. XVI asrga kelib Italiyada Andrea Amati, undan keyin esa Antonio Stradivari, Giuseppe Guarneri kabi ustalar tomonidan mukammal shaklga keltirilgan skripkalar hozirgi zamonaviy cholg'ularning prototipi bo'lib xizmat qiladi. XVIII–XIX asrlarda skripka musiqasi klassik va romantik asarlar orqali takomillashdi. Bach, Mozart, Beethoven, Paganini, Tchaikovsky kabi bastakorlar skripka uchun boy repertuar yaratdilar. Bugungi kunda skripka turli uslublarda – klassik, dzhaz, rok va xalq musiqasida keng qo'llaniladi.

Dunyo bo'yicha bir nechta mashhur skripka maktablari mavjud: Italiya maktabi – emotsional, virtuoziya ustuvor, ifoda kuchi kuchli (Paganini). Fransiya maktabi – yumshoq, nafis kamon yuritish, shaffof ohang. Germaniya maktabi – texnik mukammallik, qat'iy forma. Rossiya maktabi – dramatik ifoda, kuchli vibratsiya, romantik tus

Texnik jihatdan skripka ijrochiligi quyidagilarga asoslanadi: Kamonni yuritish – yoyish, qisish, legato, stakkato, spikkato. Pozitsiyalar almashuvi – birinchi pozitsiyadan yettinchigacha harakat. Vibratsiya – tovushga boylik va dinamika berish. Intonatsiya – to'g'ri, ohangdor tovushlar chiqarish. Ansambl uyg'unligi – boshqa cholg'ular bilan birgalikdagi ijro



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Carl Flesch – “The Art of Violin Playing” (1924): skripka o‘rganishdagi texnik va psixologik tayyorgarlik bosqichlarini aniq tahlil qiladi. Ivan Galamian – “Principles of Violin Playing and Teaching” (1962): zamonaviy metodik asosda talaba bilan ishlash jarayonini ko‘rsatadi. Abdullayev A. – “Skripka ijrochiligi asoslari” (T., 2018): o‘zbek skripka maktabining shakllanishi, milliy xususiyatlar, pedagogik metodlar yoritilgan. Yehudi Menuhin – “Unfinished Journey”: notiq va pedagog sifatida o‘z yondashuvlarini musiqiy anglash bilan bog‘laydi. UNESCO musiqqa ta‘limi bo‘yicha hisobotlari (2020–2023): cholg‘u san‘atini bolalar orasida ommalashtirish va madaniyatlararo yondashuvga alohida urg‘u beradi. Bu adabiyotlar skripka o‘rgatishdagi metodik yondashuvlar, tarixiy asoslar va zamonaviy ta‘limdagi innovatsion jihatlarni tahlil qilishga xizmat qiladi.

Tadqiqot Toshkent davlat madaniyat instituti hamda ixtisoslashtirilgan musiqqa maktab-internatlarida o‘tkazilgan kuzatuvlar asosida olib borildi. 40 nafar o‘quvchi (boshlang‘ich va o‘rta bosqich) ishtirokida 3 oy davomida individual va guruhli mashg‘ulotlar videokuzatuv orqali tahlil qilindi. Baholash mezonlari sifatida quyidagilar tanlandi: Kamon yuritish sifati, Intonatsiya aniqligi, Mashg‘ulotga faollik bilan ishtirok etish, Ansambl uyg‘unligi, Dars davomida motivatsiya darajasi

Natijalarda shuni ko‘rish mumkinki, o‘yinli metodlar, improvizatsion topshiriqlar va tinglab tahlil qilish elementlari o‘quvchilarning texnik rivojlanishiga sezilarli darajada ijobiy ta‘sir ko‘rsatgan.

Skripka – bu chuqur tarixiy ildizlarga ega, texnik jihatdan murakkab, ammo badiiy imkoniyatlari nihoyatda keng bo‘lgan cholg‘u vositasidir. Skripka ijrochiligini o‘rgatish pedagogik jarayon sifatida sistematik va yondashuvli bo‘lishi kerak. Bu esa faqatgina texnikani emas, balki musiqiy estetikani, hissiyotni va badiiy idrokni rivojlantirishni talab etadi. Zamonaviy ta‘limda skripka san‘atini takomillashtirish uchun yangi metodikalar, texnologiyalar va madaniyatlararo integratsiyani keng joriy etish zarur.

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