ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF THE CATEGORY OF VOICE IN ENGLISH AND UZBEK LANGUAGES

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Annotation: Exploring ratio forms is a subject of considerable scientific fascination, as it offers insights into the various forms of expression in language. This article aims to delve into the perspectives of scholars from both English and Uzbek backgrounds regarding this linguistic phenomenon. By thoroughly examining pertinent theories, the objective is to analyze and differentiate the terminology and methodologies employed in each language, supported by examples drawn from literature in both English and Uzbek.

Key words : active, passive, reflexive , superlative, togetherness.

Аннотация: Исследование форм соотношения является предметом значительного научного интереса, поскольку оно дает представление о различных формах выражения в языке. Целью данной статьи является изучение взглядов ученых как английского, так и узбекского происхождения на этот лингвистический феномен. Цель тщательного изучения соответствующих теорий состоит в том, чтобы проанализировать и дифференцировать терминологию и методологии, используемые на каждом языке, подкрепленные примерами, взятыми из литературы как на английском, так и на узбекском языках.

Ключевые слова: активный, пассивный, рефлексивный, превосходная степень, единение.

Annotatsiya: Nisbat shakllarini o'rganish juda katta ilmiy qiziqish mavzusidir, chunki u tildagi ifodaning turli shakllari haqida tushuncha beradi. Ushbu maqola ingliz va o'zbek millatiga mansub olimlarning ushbu lingvistik hodisaga nisbatan qarashlarini o'rganishga qaratilgan. Tegishli nazariyalarni sinchiklab o'rganib chiqib, maqsad ingliz va o'zbek tillaridagi adabiyotlardan olingan misollar asosida har bir tilda qo'llaniladigan atama va metodologiyalarni tahlil qilish va farqlashdan iborat.

Kalit so`zlar: Aniq, o'zlik, majhul, orttirma, birgalik.

To effectively communicate in English, a strong grasp of grammar is indispensable. It provides the necessary rules and structure for clear and articulate

expression. Beyond enhancing writing and speaking skills, delving into grammar aids in gaining a deeper understanding of the language. However, when English learners compare their native language to a foreign one, such as English in our case, they may face certain challenges. In this article, we will examine various grammatical aspects related to voices with negative connotations in both English and Uzbek languages.

There are only two voices in English, according to most authors of theoretical grammars: the active and the passive. [3;29]. When it is compared with Uzbek language it should be differentiated five types like: Aniq nisbat (probably as: Precise voice), O'zlik nisbat (active voice), Majhul nisbat (Passive voice), Orttirma nisbat (superlative voice), birgalik nisbat (probably as: togetherness) [2; 361].

*"**We do not record flowers,**" said the geographer*. [4; 49]

***Akbarali** kutilmaganda kechasi kirib keldi.* [1; 288]

The common or basic degree is called active voice which is expressed by the absence of a marker. Therefore we say that it is expressed by a zero

morpheme [3; 30]. As it is possible to see from the examples above in both English and Uzbek languages It means it by the person expressed through the possessor of the action.

*Then, when the moral character of the explorer **is shown** to be good, an inquiry is ordered into his discovery."* [4 ;48]

*Nihoyat eshik sekin g'irchillab **ochildi.*** [1; 526]

Passive voice is formed by (**be-ed**). [3; 24]. In Uzbek language passive voice, a form of a verb that expresses an action or a state whose executor is unknown. this is formed using **-i(l), -i(n)** affixes [2; 363].

The most of them recognize the existence of the category of voice in present-day English. To this group of scientists their opinion there are two active and passive voices. But some others maintain that there are three voices in English. Besides the two mentioned they consider the reflexive voice which is expressed by the help of semantically weakened self pronouns as in the sentence: [3; 29]

*He twined **himself** around the little prince's ankle, like a golden bracelet.*[4; 54].

We cannot but agree with arguments against these theories «These theories do not carry much conviction. [3; 29].

On the other hand in the Uzbek language reflexive voice - a form of the verb expressing an action or situation performed by the performer himself.it is formed by the affixes **n(in), -l(il).** [2; 362].

*– U kursini bir tepib, tashqariga **otildi**.* [1; 292]

Furthermore, the Uzbek language has a fourth variety of voice called orttirma nisbat, which is essentially superlative voice. Superlative voice is a form of verb denoting an action or situation performed by another person or thing under the influence. This is formed by these affixes: **-t, -dir, -tir, -giz, qiz, -kiz, -g'iz, -kaz, gaz, -ir, -ar, -iz.** [2; 365]

– *Nimani gapiraman? Ish qi**dir**yapman. Topilib qolar.* [1; 292].

In addition Uzbek language possesses the fifth type of form voice birgalik nisbat which can probably translated as togetherness voice. It is formed by affixes like**: -sh ,-ish** Togetherness voice is a verb form denoting an action or situation performed together by more than one doer. [2; 169]. All these words serve to perform the action together.

*Shodasoyga soat beshlarda kirib bor**ish**di.* [1; 329].

The fourth and fifth voices of form is practically used in English language but theoretically it is not separated as additional type.

In conclusion, it's important to recognize the distinction between Uzbek and English grammar, as English is synthetic while Uzbek is analytical. Nevertheless, despite this fundamental difference, there are shared elements within the morphological voice categories of both languages.

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SIMILARITIES AND DIFFERENCES OF GENETIVE CASES IN ENGLISH AND UZBEK LANGUAGES

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Annotation: The purpose of this article is to provide specific information regarding the use of genitive cases in Uzbek and English

Key words: genetive, case, possessive, plural, noun, grammar, number

Аннотация: Цель данной статьи – предоставить конкретную информацию об использовании родительного падежа в узбекском и английском языках.

Ключевые слова: родительный падеж, падеж, притяжательный падеж, множественное число, существительное, грамматика, число

Annotatsiya: Ushbu maqolaning maqsadi o'zbek va ingliz tillarida qaratqich kelishigining qo'llanilishiga oid aniq ma'lumotlarni taqdim qilish.

Kalit so'zlar: qaratqich, kelishik, ega, ko'plik, ot, grammatika, son

The Genetive Case - Qaratqich kelishigi

The English possessive case is marked by the stiffly is which can sometimes be substituted by the preposition of (e.g. my father's room, the room of may father) and therefore is sometimes called of - genitive - case.[1] This case denotes possession of a thing or a person and in Uzbek it has its correspondence in the Uzbek qaratqich kelishigi which is expressed by the case ending suffix num. Dealing with notion of possession one should keep in mind that in Uzbek this category may be expressed not only by the nouns but also their antecedents in the pleonastic phrase such as mening opam, sizning pasportingiz. In this case we have to face the problem of redundancy and often try to avoid it using the modified noun only which contains the possessive suffix. e.g. opam keldi. In English the categorical form of the genitive case is the morpheme -s which has three phonetically conditioned variants [s], [z] and [iz] [1; 123]

1) pen's [penz]; Helen's [helenz]
2) Nick's [niks]; student's [stju:dents]
3) Burn's [be:niz];

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[1] Hoshimov O'. Buronov J. "Ingliz tili grammatikasining normativ kursi" T O'qituvchi 1989, 136-187 bet

As seen from (3), when a proper name ends in -s only an apostrophe is usually added in spelling, but the full inflexion [iz] is pronounced.

If the plural of the noun is formed by the inflexion -(e)s the possessive case inflexion blends into one with the plural inflexion[2].

Students' books, girls' coats, actresses' role, etc.

In Uzbek the categorial form of the genitive case of the noun is the morpheme -ning which is pronounced as (-ni) in colloquial speech.

In Uzbek number and case are always expressed by separate morphemes (qizlarning, gullarning). In English we observe both cases (oxen's, men's, bacteria's, boy's, girl's, dog's, bird's, etc.). [1; 136]

In Uzbek and Russian there is only the dependent genitive.

English and Uzbek nouns in the genitive case cannot combine with preposition, numerals, finite verbs, adverbial participles and with the infinitive. [1; 137]

Expressing English Genetive case in Uzbek

English Uzbek

Ngen + Nnom Ngen + N + i/si

1. D'Artagnan's sword Dartanyanning qilichi

2. This is Coscon's low voice Bu Konsonning baland ovozi

3. The Englishmen's ansver Ingliz odamining javobi

4. Milady's beauty Xonimning chiroyi

5. Where is Monsieur's address Monseurning manzili qayerda

Ngen + Nnom Ngen + N + i/si

Nnom + N + i/si

1. D'Artagnan's sword Dartanyan qilichi, Dartanyanning qilichi

2. Athos's order Atos buyrug'i, Atosning buyrug'i

Ngen + Nnom Abj.with the suffix -lik+N

1. an hour's rest Bir soatlik dam

2. a mile's distance Bir milyalik masofa

Ngen + Nnom Nnom with the suffix- lik +N + i/si

1. master's degree magisterlik darajasi

2. teagher's profession o'qituvchilik kasbi

Ngen + Nnom Adj.with the suffix -gi + N

1. the morning's weather tongi ob-havo

Ngen + Nnom a) Adj+N

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[2] Hoshimov O'. Buronov J. "Ingliz tili grammatikasining normativ kursi" T O'qituvchi 1989, 136-187 bet

1. Paris's three musketeers b) Adj.with the suffix dagi+ N

c) Ngen + N + i/si

Parijlik 3 mushketyorlar

Parijdagi 3 mushketyor

Parijning 3 mushketyorlari

(a)Nnom + of +Ngen Ngen (bir) + N + i/si

1. a daughter of king's Qirolning bir do'sti

Ngen + Nnom Ngen + Ndat + o'xshagan

Athos has a nightingale calm voice Atosda bulbulning ko'ziga o'xshagan ko'zi bor edi [2; 134]

Ngen + Nnom Ngen + N +i/si

1. Doctor's invitatoin Ngen + Passive Ger + i/si

Shifokorning taklifi, Shifokorning taklif qilinishi

Ngen + Ger Ngen + Ger +i/si

1. Milady's laughing Miladyning kulishi

2. D'Artagnan's horse running Dartanyannig otda yugurishi

Expressing Uzbek Genetive case in English

Qararqich kelishigidagi ot doim ot bilan bog'lanadi va qartqich aniqlovchi vazifasini bajaradi: maktabning hovlisi, kitobning varag'i. Bu kelishik shaklidagi ot qaratqich, u bog'langan so'z esa qaralmish deyiladi; qaralmish doim egalik shaklida bo'ladi. Qaratqich va qaralmish o'rtasida so'z qatnashmasa tushirilishi mumkin: cho'l havosi, daftar muqovasi. [2; 138]

Agar ikkalasining o'rtasida biron-bir so'z ishtirok etsa, qaratqich tarkibida egalik qo'shimchasi mavjud bo'lsa, qaratqich qo'shimchasi turdosh otlardan boshqa so'zlarga (atoqli otlarga, olmoshlarga, sifatdoshlarga) qo'shilsa, -ning qo'shimchasi tushirilmaydi: cho'lning mayin havosi, Salimning ukasi, o'qiganning foydasi, ertaning bolasi. [2; 138]

Uzbek English

Ngen + N + i/si Ngen + Nnom

Nnom + of +Nnom

1. Gulliverning sayohatlari Gulliver's Travels

The Travels of the Gulliver

2. Qirolning maslaxatchilari The king's advisers

The advisers of the king

3. Liliputlarning qirolligi The Lilliputs' kingdom

The kingdom of the Lilliput

4. Kichkina bolaning otasi The little boy's father

Father of the little boy

5. Liliputlarning qat'iy qonuni Lilliputs' definetly law

The definetly law of the Lilliput

Bazi joylarda ham `s va of predlogi ham egalik olmoshi ishlatiladi ammo o'zbek tiliga tarjima qilganda ikki marotaba -ning qo'shimchasi ishlatilmaydi. Tarjimada faqat bitta -ning ishlatiladi: my sister's book, the story of my voyage to Lilliput.Mening singlimning kitobi, Liliputlar mamlakatiga sayohatimning hikoyasi. [2; 139]

Ngen + N +i/si Nnom + of + Nnom

1. Qirolning to'dasi The troops of the king

2. Daraxtning ildizi The root of a tree

Ngen + N + i/si a) Ngen + Nnom

b) Nnom + of + Nnom

c) Nnom + by + Nnom

1. Bobur (ning) ruboiylari Bobur's quatrains[3]

The quatrain of Bobur

Quatrains by Bobur

Ngen + N + i/si a) Ngen + Nnom

b) Nnom + by +Nnom

1. Navoiyning "Farhod va Shirin" Navoiy's "Farkhod and Shirin"

"Farkhod and Shirin" by Navoiy

Ngen + N + i/si a) Ngen + Nnom

b) Nnom + of + Nnom

c) Abj + Nnom

d) Nnom + in + Nnom

1. Amerikaning banklari America's banks

The banks of America

American banks

The banks in America

As we seen there are four types of sentence in English we translate into uzbek they give different meaning. Eg: The bank in America: meaning Amerikadagi banklar. [2; 134]

Ngen + N + i/si a) Ngen + Nnom

b) the Nnom + before + Nnom

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[3] O. Jesperse. "The Phi1osophy of Grammar". Ld.-N. У., 1935, p.121-178

1. Dartanyan xizmatkorlarining vazifalari D'Artagnan servants' tasks

The tasks before D'Artagnan servants'

Ngen + N + i/si a) Ngen + Nnom

b) Nnom + for + Nnom

1. ayollar (ning) xonasi womens' room

rooms for women

askarlar sovuti soldiers' chain

chain for soldiers

Ngen + Nnom Nnom + Nnom

1. Paxta (ning) chiqindisi cotton waste

2. qor (ning) suvi snow water

3. mol (ning) yog'I beef fat

4. meva (ning) sharbati fruit juice

Ngen + N + i/si a) Nnom + Nnom

b) Nnom + of + Nnom

1. maktab (ning) hovlisi school yard

The yard of s school

2. armiya (ning) qo'mondoni army commander

The commander of the army

Ngen + Nnom a) Adj + Nnom

b) Ngen + Nnom

c) Nnom + of + Nnom

1. inson (ning) qoni human blood

Man's blood

The blood of a man

Ngen + Nnom Adj + N

1. amerika(ning) samaliyotari American planes

2. kanadaning sportchilari the Canadian sportsmen

Ngen + bir + N + i/si Nnom +of + Ngen

1. Karimaning bir dugonasi a friend of Karima's

Ngen + N + i/si a) Nnom + Nnom

b) Nnom +of + Nnom

1. Moskva(ning) ob-havosi Moscow weather

The weather in Moscow

Ngen +N +i/si a) Adj + Nnom

b) Nnom+ of + Nnom

c) Nnom + in +Nnom

1. Amerikani(ning) shaxarlari American cities

The cities of America

Cities in America

Ngen +N +i/si a) Nnom + Nnom

b) Nnom+ from + Nnom

1. quduq(ning) suvi well water

Water from a well

Ngen +N +i/si a) Nnom + Nnom

b) Nnom +Part II + Nnom

1. bozorning (ning) go'shti market meat

Market -bought mea

2. magazin(ning) noni shop bread

Shop-bought bread

In the cases cited there might be interlanguage interferences when Uzbek speak English. We distinguish English -`s and Uzbek kelishik qo'shimchasi -ning. There are some problem comparative case in English and Uzbek. [2; 134]

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SIMILARITIES AND DIFFERENCES OF NUMBER IN ENGLISH AND UZBEK LANGUAGES

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Annotation: Language scientists refer to a grammatical category that distinguishes between singular and plural nouns as "number" in their terminology. A noun can be used to refer to one or more entities depending on its categorization. Numerous languages have the idea of number, and nouns can change their forms to reflect solitary or plural meanings. To guarantee appropriate agreement with other elements of speech in a sentence, it is essential to understand and apply numbers correctly. The purpose of this paper is to examine the opinions of Uzbek and English language researchers on this linguistic idea. We seek to assess and highlight the distinctions and parallels between the terminology and approaches used in the two languages' literature by looking at pertinent theories and offering examples from each language.

Key words: number, grammatical category, singular, plural, grammar, noun

Аннотация: Ученые-лингвисты в своей терминологии называют грамматическую категорию, которая различает существительные в единственном и множественном числе, «числом». Существительное может использоваться для обозначения одного или нескольких объектов в зависимости от его классификации. Во многих языках существует идея числа, и существительные могут менять свою форму, отражая одиночное или множественное значение. Чтобы гарантировать соответствующее согласование с другими элементами речи в предложении, важно правильно понимать и применять числа. Целью данной статьи является изучение мнений исследователей узбекского и английского языка по поводу данной лингвистической идеи. Мы стремимся оценить и подчеркнуть различия и параллели между терминологией и подходами, используемыми в литературе на двух языках, рассматривая соответствующие теории и предлагая примеры из каждого языка.

Ключевые слова: число, грамматическая категория, единственное, множественное число, грамматика, существительное

Annotatsiya: Til olimlari terminologiyada birlik va koʻplik otlarini "son" deb ajratib turuvchi grammatik kategoriyaga ishora qiladilar. Ot turkumlanishiga qarab bir yoki bir nechta shaxsga murojaat qilish uchun ishlatilishi mumkin. Ko'pgina tillarda son tushunchasi mavjud va otlar yakka yoki ko'plik ma'nolarini aks ettirish uchun shakllarini o'zgartirishi mumkin. Gapdagi nutqning boshqa elementlari bilan mos kelishini ta'minlash uchun raqamlarni to'g'ri tushunish va qo'llash juda muhimdir. Maqolaning maqsadi oʻzbek va ingliz tili tadqiqotchilarining ushbu lingvistik gʻoya haqidagi fikrlarini oʻrganishdir. Biz tegishli nazariyalarni ko'rib chiqish va har bir tildan misollar keltirish orqali ikki til adabiyotida qo'llaniladigan terminologiya va yondashuvlar o'rtasidagi farq va o'xshashliklarni baholash va ta'kidlashga intilamiz.

Kalit soʻzlar: son, grammatik kategoriya, birlik, koʻplik, grammatika, ot

Grammar is essential for effective communication in English, offering the necessary structure and rules for clear expression. By studying grammar, individuals can improve their writing and speaking abilities while gaining a better comprehension of the language. However, learners may encounter challenges when comparing their native language to English. In this article, we will examine the grammatical category of nouns related to number in both English and Uzbek languages to explore the differences and similarities from a grammatical perspective.[1]

Number is a grammatical category of nouns which denotes the number of objects, expressed by a word. In English there are two numbers: singular and plural [2; 19].

When it is compared with Uzbek language it should be the same like: birlik, koʻplik [1; 185]

... Harry bent his head hurriedly over his book ... [3;312]

.... Domla kitob titish bilan ovora ... [2;215].

The common and basic type of number is singular which is referring to one entity and also the formal signal of the singular number is a zero morpheme [2;19] When it comes to Uzbek language it is the same compared with English like: There is not any type of specific suffix for singular number [1; 185]. As we can see from the examples above in both English and Uzbek languages nouns bookandkitobwere used in singular number (birlik son) with zero morphemes[2]

.... As he put his booksaway, Ron ... [3;269]

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[1] Birinbaum Ya.G., Kuznetsov I.A. About one use of numerals in modern English. Some questions of English philology. Chelyabinsk, 1969, Issue I, pp. 162-176

[2] Suprun A.E. The name is numeral and its study at school. Moscow, 1964. p.134-178

.... Alohida bitta uydagi tokchalarga juda noyob kitoblar terib qo'yilgan edi ...[4;13].

The usual signal of plurality -/e/s [2;19]. Mostly we use "-s" suffix in order to make plural numbers. In Uzbek language plural is formed morphologically by adding suffix -lar[1;186].

As observed, the formation of singular and plural numbers appears similar in both languages. Nonetheless, there are distinct differences between English and Uzbek regarding this aspect.

The formation of plural by means "-e/s" is considered to beproductive, but in Modern English there are some non-productive types of plural number, such as:

a) suffix -en: ox -oxen

b) variation of vowels in the root of a word: tooth-teeth; goose-geese; mouse-mice; man-men,

c) variation of vowels of the root + suffix-"ren" children;

d) homonymous forms for both sing and plural:

sheep –sheep deer –deer [2;20].

... Minerva, I need you to go and wake the other Weasley **children** ... [3; 471].

In the Uzbek language, there exist non-productive types of plurals.Unlike English, Uzbek uses additional features of the -lar suffix to create plurals. These plural forms of nouns can convey meanings of respect, generalization, and emphasis, in addition to indicating plurality. This adds further methodological intricacies to the language. [1;186]

Bir og'iz so'z, birgina og'iz so'z yurak-bag'rimni alg'ov-dalg'ov qilgan, ich-ichimdan ko'z **yoshlarimni.**.. [3;137].

In the above given sample the word yoshlarim is created with root + suffix-"-lar". This suffix does not define itsentity, but it defines the strengthening the meaning of the word in this sentence[3].

These assumptions just mentioned were just a drop from the ocean. If you look closely, you can see that the Uzbek and English numbers have both "similarity and — differences". Of course, as noted, the morphological structure of numbers also varies. Understanding this difference can now be a bit difficult for those who are learning English. But students whose specialty is English should remember these rules. However, Uzbek students do not use the "and" tie, which is used in two or more compound numbers, but in English this link is used. For example, "bir yuz bir" in Uzbek

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[3] Nizomiddinov S. The numbers in the present Uzbek language. Tashkent, 1963, 91 p

(101) – one hundred and one in English. In Uzbek, there are three types of numbers: count, decimal, and cumulative.

In English, however, there are two types: the cumulative number is not in English. We know that there are 2 categories in the numbers in the Uzbek language, namely pieces (one, two) and assumption (ten, twenty). There are differences in the numbers and order in English and Uzbek that some of most students are not aware of them. For example: Men 10chi xonadanman – I am in room ten. Some students translate this statement as follows: ―I am in the tenth ‖ . Also, there are many examples, for instance, Petr birinchi – Peter the first, but sometimes they mistakenly translate as Peter one. Such cases are very common during the translation of the questionnaire. English-language numbers are very difficult for Uzbek students, because the Uzbek decimal numbers are very different. For example: 3,05 – three point (ou) five. However, in Uzbek it is read as three out of five hundred. Each number is read separately in English. The comma is read as ―point, and in Uzbek it is taken as a whole, and not every number is read separately. Because of these difficulties, Uzbek students make mistakes when speaking English. Now, when we look at the numbers, as we said earlier, this species is not in English. Several words are made with the addition of "ov", "ala" suffixes, but is used in conjunction with some constructs in English.

The number category in the comparative English and Uzbek languages is a two-member opposition system - singularity and plurality

English	Uzbek
House-houses	Uy- uylar
Woman- women	Ayol-ayollar
Room- rooms	Xona-xonalar

To sum up, it is worth noting that English and Uzbek languages have distinct grammatical features due to English being an analytical language and Uzbek being a synthetic language. However, despite this difference, the examples provided above demonstrate certain similarities in terms of the morphological structure related to numbers

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF ASPECTS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: The article discusses the concept of aspect in the English language has been described using different categories and terminologies, which can sometimes cause confusion for teachers and students. Given the importance of a clear understanding of this concept in learning a foreign language, we reviewed and compared how aspect is presented in five of the most traditional descriptive English grammar books. We investigated whether aspect is explicitly addressed, how it is defined and categorized, and whether the types of aspect are clearly explained in terms of their meanings. Based on this analysis, we contrasted the classifications and terminologies used in these books with an alternative approach, highlighting both ambiguities and commonalities.

Key words: aspect, English grammar, classification, comparative analysis, defined and categorized, grammar books.

Аннотация: В статье рассматривается понятие аспекта в английском языке, описываемое с использованием различных категорий и терминологий, что иногда может вызвать путаницу у преподавателей и учащихся. Учитывая важность четкого понимания этого понятия при изучении иностранного языка, мы рассмотрели и сравнили то, как аспект представлен в пяти наиболее традиционных описательных учебниках по английской грамматике. Мы исследовали, рассматривается ли аспект явно, как он определяется и классифицируется, а также четко ли объясняются типы аспектов с точки зрения их значений. На основе этого анализа мы противопоставили классификации и терминологии, используемые в этих книгах, альтернативному подходу, подчеркнув как двусмысленности, так и общие черты.

Ключевые слова: аспект, Английская грамматика, классификация, сравнительный анализ, определения и категоризации, учебники по грамматике.

Annotatsiya: Maqolada ingliz tilidagi aspekt tushunchasi muhokama qilinadi, ba'zan o'qituvchilar va talabalar uchun chalkashliklarga olib kelishi mumkin bo'lgan turli toifalar va atamalar yordamida tasvirlangan. Chet tilini o'rganishda ushbu

kontseptsiyani aniq tushunish muhimligini hisobga olib, biz ingliz tilining eng an'anaviy tavsiflovchi grammatika kitoblaridan beshtasida aspekt qanday taqdim etilishini ko'rib chiqdik va taqqosladik. Biz jihatga aniq murojaat qilinganmi, qanday ta'riflangan va turkumlanganligi, jihat turlari ma'nosi bo'yicha aniq tushuntirilganmi yoki yo'qligini o'rganib chiqdik. Ushbu tahlilga asoslanib, biz ushbu kitoblarda qo'llanilgan tasnif va atamalarni muqobil yondashuvga qarama-qarshi qo'ydik, ikkala noaniqlik va umumiy tomonlarni ko'rsatdik.

Kalit so'zlar: aspekt, ingliz tili grammatikasi, tasnif, qiyosiy tahlil, aniqlangan va toifalangan, grammatika kitoblari.

Nowadays, preserving, researching, and analyzing the linguistic richness of each nation in its native language is a crucial task in the field of linguistics. In particular, an in-depth study of linguistics, which is closely tied to the cultural values of different peoples, involves examining linguistic elements such as sentences and analyzing the factors that contribute to the enrichment or decline of syntactic knowledge among populations. Stylistics, a branch of linguistics, plays a significant role in language research. Comparative stylistics, in particular, is vital for uncovering linguistic identity and cultural differences between languages.

With globalization, many researchers have started to study the interrelationships between cultures and have explored the connections between linguistics and culture. In conducting linguocultural research, scientists have identified active and inactive language layers across the world's languages and have analyzed the factors influencing their developmental stages, both conceptually and empirically. English, which has become a lingua franca in the international arena, has been a focal point in this research. Consequently, the integration of cultures has underscored the necessity of making English an international language of communication.[1; 267]

Results and discussion: Aspect in grammar refers to how we treat verbs to indicate not only when an action occurs (which is determined by tense) but also its duration or continuation. While tense tells us the timing of an action, aspect provides information about the action's extent over time.[2; 87]

There are four aspects of verbs: simple, perfect, progressive, and perfect progressive. Simple aspect simply states an action without specifying its duration:

Example: Jameson practiced shooting baskets. Progressive aspect indicates a continuing action: Example: Jameson is practicing shooting baskets because he wants to improve his scoring. Perfect aspect describes the relationship between an earlier

action and a later time: Example: Jameson has practiced shooting baskets because he wants to improve his scoring.

Perfect progressive aspect expresses a past ongoing action that may be complete or incomplete before another suggested or identified time:

Example: Jameson has been practicing shooting baskets to prepare for tonight's game.[3; 59]

Understanding verb aspect helps clarify how each type corresponds with the different tenses of the verb "to practice."

Another perspective on grammatical aspect condenses it into two categories: perfective and imperfective.

Perfective aspect encompasses simple and perfect aspects, indicating actions with a sense of completion or containment without conveying a flow of time.[4; 216]

Example 1: "Each line, as thick around as a big pencil, was looped onto a greensapped stick so that any pull or touch on the bait would make the stick dip, and each line had two forty-fathom coils that could be fastened to the other spare coils, allowing a fish to take out over three hundred fathoms of line if necessary." [7; 25]

From the examples provided, it is evident that in English literary texts, particularly in Ernest Hemingway's *The Old Man and the Sea*, conditional sentences are intentionally selected and used to express the author's purpose. Stylistically, such sentences are crafted to create an emotional and expressive impact on the reader. In these examples, the conditional constructions deviate from strict grammatical correctness. For instance, in standard English, the future present suffix "will" is not used after the conditional conjunction "if." However, in the sentence above, "will" is used, resulting in an emotional effect on the reader. The conditional meaning is emphasized, thereby achieving an emotional and expressive effect.[5; 59]

Now, let us analyze the stylistic aspect of conditional sentences in Uzbek.

Example 1: "Ҳали менга осиляпсанми? Сен менинг кимлигимни сўраяпсанми? - буви ўгай қизнинг орқасидан ғазабланарди. - Агар мени худо жазоламаганда, агар у менинг беш гўдагимни бағримдан юлиб олмаганда, ёлғиз ўғлим ўн саккиз ёшида урушда ўққа учмаганда, чолгинам, меҳрибонгинам Тайғар сурув билан бўронда қотиб қолмаганда, мен сиз, ўрмон одамларининг орасида юрармидим? Мен сенга ўхшайманми, сенга-я, туғмас? Мен қариган чоғимда сенинг жиннисифат отанг Мўмин билан яшаб юрармидим? Қайси айбим - гуноҳларим учун сен мени бунча қийнадинг, лаънати худо?"[6; 153]

From this example, it is clear that in Uzbek, conditional sentences tend to be lengthy and consist of a main clause and several subordinate clauses. The main clause

is in the form of a rhetorical question. A notable feature is that the subordinate clauses include four parts, two of which are marked by the conditional conjunction "if," while the other two are unmarked. The emotiveness is achieved through the repetition of the conditional sentence, consisting of four antecedent clauses and one main clause. The stylistic effect is enhanced by the rhetorical question in the main clause and the repetition of the subordinate clauses.

conclusion, it's important to highlight that the concept of aspect is described and formulated in various ways, adding complexity to the topic. Recognizing its significance, our paper reviews and compares how aspect is presented in traditional descriptive grammar books.

Our analysis reveals that while aspect is comprehensively addressed in four out of five grammar books, there is consistent variation in the categorization and terminology used by the authors. This inconsistency could potentially confuse students and teachers who rely on these resources. To thoroughly examine these categories and terminologies, we contrasted them with an alternative perspective based on cross-linguistic studies, which focuses more on meaning.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ADABIY NASR TARJIMASI: MUAMMO VA YECHIMLAR

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Annotatsiya. *Ushbu maqola adabiy nasrni tarjima qilishdagi muammolarga bag'ishlanadi va ba'zi o'rinli yechimlarni ochib beradi, shuningdek, tarjimashunoslikning perimetrlarini kengaytirish zarurligiga e'tibor qaratiladi. Bangladesh va xorijdagi ko'plab universitetlarda taqdim etiladigan tarjima kurslari ushbu mavzuni asosan Amaliy tilshunoslikning natijasi sifatida ko'rib chiqadi. Ayni paytda tarjimon o'qituvchilari va talabalari bozorni to'ldirib borayotgan kitob va maqolalarning o'tib bo'lmasligidan dovdirab qolishmoqda. Afsuski, tarjimonlar she'r tarjimasiga ko'proq e'tibor berishadi; adabiy nasr tarjimasining alohida muammolari bo'yicha ko'proq izlanishlar olib borilishi kerak. Buning tushuntirishlaridan biri she'riyatning maqomi yuqoriroq deb hisoblanishi mumkin, ammo bu romanlar, insholar, fantastika va hokazolar haqidagi sezilarli noto'g'ri tushuncha bilan bog'liq. she'rga nisbatan sodda tuzilishga ega va shuning uchun tarjima qilish osonroq. Shu bilan birga, qachon tarjima qilish, qachon yaqin mahalliy ekvivalentini qo'llash, qachon aniq tarjima qilish orqali yangi so'z ixtiro qilish va qachon nusxa ko'chirish kabi mavzularda ko'plab bahslar tashkil qilingan. Shu bilan birga, "tarjima qilib bo'lmaydigan" madaniy bog'langan so'z va iboralar nasriy tarjimonlar va tarjima nazariyotchilarini doimiy maftun etib kelmoqda. Ushbu maqolada aytilgan iltimos, nasriy tarjimani amalga oshirish mezonlarini shakllantirishdan ko'p narsani o'rganish kerakligini tan olish va biz "tarjimonlar" ning mashaqqatli mehnati, qiyinchiliklari yoki umidsizliklarini qadrlashimiz kerak.) matnlarning yaxshi ma'nosini yaratishda.*

Kalit so'zlar: tarjima, nasr, muammolar, yechimlar, uzoq muallif, prozaik g'oyalar, o'zaro

Абстрактный. Данная статья посвящена проблемам перевода художественной прозы и раскрывает некоторые разумные решения, а также акцентирует внимание на необходимости расширения периметров переводоведения. Курсы перевода, предлагаемые во многих университетах Бангладеш и за рубежом, рассматривают этот предмет главным образом как результат прикладной лингвистики. Тем временем преподаватели и студенты-переводчики озадачены непреодолимым количеством книг и статей, наводнивших рынок. К сожалению, переводу стихов переводчики уделяют

больше внимания; Необходимо провести дополнительные исследования по конкретным проблемам перевода художественной прозы. Одним из объяснений этого может быть то, что поэзия считается имеющей более высокий статус, но это связано со значительным заблуждением о романах, эссе, художественной литературе и т. д. имеет более простую структуру, чем стихотворение, и поэтому его легче переводить. В то же время было организовано множество дебатов о том, когда переводить, когда использовать близкий местный эквивалент, когда изобретать новое слово посредством точного перевода, а когда копировать. В то же время «непереводимые» культурно связанные слова и фразы продолжают очаровывать переводчиков прозы и теоретиков перевода. Цель этой статьи состоит в том, чтобы признать, что из формулирования критериев прозаического перевода можно многому научиться, и что мы должны ценить тяжелую работу, проблемы или разочарования «переводчиков».) в понимании текстов.

Ключевые слова: перевод, проза, проблемы, решения, автор, прозаические идеи, взаимодействие.

Abstract. This article is devoted to the problems of translating literary prose and reveals some reasonable solutions, and also focuses on the need to expand the perimeters of translation studies. Translation courses offered in many universities in Bangladesh and abroad treat this subject mainly as an outgrowth of Applied Linguistics. Meanwhile, teachers and students of translation are bewildered by the insurmountable number of books and articles flooding the market. Unfortunately, translators pay more attention to the translation of poetry; more research should be conducted on specific problems of literary prose translation. One explanation for this may be that poetry is considered to have a higher status, but this is due to a significant misconception about novels, essays, fiction, etc. has a simpler structure than a poem and is therefore easier to translate. At the same time, many debates have been organized about when to translate, when to use a close local equivalent, when to invent a new word through exact translation, and when to copy. At the same time, "untranslatable" culturally bound words and phrases continue to fascinate prose translators and translation theorists. The plea of this article is to recognize that there is much to be learned from formulating criteria for prose translation, and that we should appreciate the hard work, challenges or frustrations of 'translators'.) in making good sense of texts.

Keywords: translation, prose, problems, solutions, long author, prosaic ideas, interaction

Kirish va dolzarbligi. Ko'rinib turibdiki, "nasr-tarjima" romanlar, ocherklar, badiiy adabiyotlar, qissalar, komediyalar, xalq ertaklari, xagiografiya, tanqidiy asarlar, ilmiy fantastika va hokazolarning tarjimasidir. Bu bir tilning yozma asari boshqa tilda qayta yaratiladigan adabiy ijod turi . She'r tarjimasi o'ta muammoli ekani o'ziga xos g'oya, lekin nasrni tarjima qilishda tarjimonlar ham ko'p qiyinchiliklarga duch kelishiga rozi bo'lishimiz kerak. Masalan, *Uiklif Injil* (taxminan 1382 yil) ingliz tilidagi asl tarjimasi bo'lib, u tabiatan zaif bo'lgan ingliz nasrining kamchiliklarini tasvirlab bergan. Ingliz nasriy tarjimasining buyuk davri 15- asrning so'nggi bosqichlarida Artur romanslarining moslashuvi bo'lgan Tomas Malorining " *Le Morte d'Artur" asari bilan boshlandi va biz uni to'g'ri tarjima deb atash qiyin.* Shunga ko'ra, Tyudorning eng birinchi buyuk tarjimalari *Tyndale Yangi Ahd* (1525) bo'lib, u *avtorizatsiya qilingan versiyaga* (1611) ta'sir ko'rsatdi va Lord Bernersning Jan Froissart *yilnomalari* (1523-25) versiyasiga ta'sir ko'rsatdi.

Biroq, manba va tarjima tillari turli madaniy guruhlarga tegishli bo'lsa, nasr tarjimoni oldida turgan birinchi muammo - bu o'z tilida ma'lum so'zlarning ma'nosiga maksimal darajada sodiqlikni ifodalovchi atamalarni topishdir. Masalan, odatdagi matolar, pazandachilik mutaxassisliklari yoki ish joylari bilan bog'liq bo'lgan ba'zi so'zlar mavjud; ular ham o'ziga xos madaniyatni ifodalaydi va tarjimonlar bunday so'zlarni tarjima qilishda juda ehtiyot bo'lishlari kerak. Ular, shuningdek, noaniq so'z birikmalarini aytishni qiyinlashtiradi. Xuddi shunday, hikoya va romanlarning sarlavhalarida tarjima qilish qiyin yoki hatto imkonsiz bo'lgan bunday noaniqliklarga ko'plab misollar keltiriladi.

Ko'pchilik adabiy asarlarning tarjimasini tarjimaning eng yuqori shakllaridan biri deb o'ylaydi, chunki u matnni oddiy tarjima qilishdan ham ko'proq narsadir. Badiiy tarjimon asarning his-tuyg'ularini, madaniy noz-ne'matlarini, hazil-mutoyiba va boshqa nozik jihatlarini ham tarjima qilish uchun yetarli mahoratga ega bo'lishi kerak. Darhaqiqat, tarjimonlar ma'nolarni emas, balki xabarlarni tarjima qiladilar. Shuning uchun matnni yaxlit holda ko'rib chiqish kerak. Shu bilan bir qatorda, Piter Nyumark (1988) tarjimani "matn ma'nosini muallif matnni *nazarda tutgan* tarzda boshqa tilga berish" deb ta'riflaydi (5-bet). Yana bir jihat shundaki, manba matnida Lourens Venuti (*1995)* tomonidan to'g'ri targ'ib qilingan "yuraklar" mavjud bo'lgan misollar mavjud : " *...diskursiv o'zgarishlar, arxaizm, jargon, adabiy ishora va konvensiya bilan tajriba" (310-bet).* Bundan tashqari, tarjimonning "ko'rinadigan" bo'lishi va bir vaqtning o'zida "begona" atributlardan foydalanishi potentsial qarama-qarshilikdir, chunki Shleyermaxer an'analarida chet ellik atributlari asosan *maqsadli matnda* (TT) boshlangan. Tarjimonning yangiligi bilan emas, manba matni (ST).

Badiiy-nasriy tarjimada til kommunikativ yoki ijtimoiy va bog'lovchi maqsaddan ko'proq narsani o'z ichiga oladi. So'z adabiyotning "asosiy tarkibiy qismi" bo'lib ishlaydi, ya'ni badiiy vazifani bajaradi. Innovatsion tarjima asarining boshlanishi va tugashi, tarjima qilinayotgan asarning tasviri doirasida qamoqqa olingan hayotning "trans-ifodasi" o'rtasida murakkab harakat yo'nalishi yuzaga keladi. Demak, "nasr-tarjima"dagi muammolar san'at sohasiga kiradi va uning o'ziga xos qonuniyatlariga bog'liqdir.

Metodlar va o'rganilish darajasi. "Tarjima"ning mohiyati "Adabiy nasr tarjimasi"ga yo'naltirish.

"Tarjima" so'zi lotincha *translatio* (uning o'zi *trans va fero so'zlaridan kelib chiqqan bo'lib*, uning supin shakli *latum bo'lib*, birgalikda "o'tkazish" yoki "o'tkazish" degan ma'noni anglatadi)" (Kasparek, 1983: 83)). U "yozma adabiyot paydo bo'lgandan keyingina boshlangan" (Cohen, 1986: 12). Bu "ekvivalent maqsadli til matni orqali manba tilidagi matnning ma'nosini etkazish" (Bhatia, 1992: 1,051). Qisqacha aytganda, tarjima qilish - bu birinchisiga teng bo'lgan ma'noni bir idishdan ikkinchi idishga quyishdir. Holbuki, *nasr* metrik tuzilishga ega bo'lmagan oddiy nutq yoki yozuvni ifodalaydi. U "eng yaxshi tartibda so'zlarni" ko'rsatadi (Websterning qisqacha lug'ati, 1913). Boshqacha qilib aytganda, "Oyat bo'lmagan hamma narsa nasrdir" ("Le Bourgeois Gentilhomme", 2010). Demak , zikr etilgan ta'rifni aytib o'tgandan so'ng, "tafakkur "nasriy g'oyalar"ni aksessuarlarsiz tarjima qilishdir", deyishimiz mumkin, chunki g'oyalar (miyadagi) hech qanday metrik tarkibga ergashmaydi.

"Tarjimashunoslik" faniga ilgari unchalik ahamiyat berilmagan. Endi odamlarning mentaliteti o'zgarayotganga o'xshaydi; Oktavio Paz (1971) "Tarjimashunoslik" iborasini qisqartirib, barcha matnlar "tarjimalar tarjimasining tarjimalari"dir, chunki ular adabiy tizimning elementi bo'lib, nafaqat boshqa tizimlardan pastga siljiydi, balki ular bilan ham bog'lanadi. Uning nuqtai nazari Terri Eagleton (1977) tushunchasiga o'rtacha darajada mos keladi, u "har bir matn boshqalarning aniq o'zgarishlari to'plamidir ..." (72-bet). Pazning so'zlariga ko'ra,

Har bir matn noyobdir va shu bilan birga, u boshqa matnning tarjimasidir. Hech bir matn to'liq original emas, chunki tilning o'zi o'z mohiyatiga ko'ra allaqachon tarjimadir: birinchidan, noverbal dunyoning va ikkinchidan, chunki har bir belgi va har bir ibora boshqa belgi va boshqa iboraning tarjimasidir. Biroq, bu dalil o'z kuchini yo'qotmasdan o'zgartirilishi mumkin: barcha matnlar originaldir, chunki har bir tarjima o'ziga xosdir. Har bir tarjima, ma'lum bir nuqtaga qadar, ixtirodir va shuning uchun u noyob matnni tashkil qiladi. (9-bet)

Adabiy nasr tarjimasi adabiy ijoddan farq qiladi, chunki uning mavjudligi tarjima ob'ektining, tarjima qilinadigan asarning mavjudligiga bog'liq. Biroq haqiqiy adabiy jarayonda nasr-tarjima va barcha ijodiy adabiyotlar oʻrtasida alohida chegara chizigʻini chizish har doim ham mumkin emas . Ayrim misollarda asar umumiy ma'noda tarjima boʻlmasligi mumkin, lekin uni adabiy ijod asari sifatida mutlaqo ifodalab boʻlmaydi. Ushbu asarlarni loyihalashda qo'llaniladigan bir nechta yorliqlar: "ochiq tarjima", "soxta", "mavzular bo'yicha ish" va "asoslangan". Ushbu belgilarning o'ziga xos ma'nolari til va eonga tayanadi.

Valter Benjamin (1996) tarjima asl matnni ko'rsatmaydi, uning aloqa bilan aloqasi yo'q, uning maqsadi ma'no ko'tarmaslik va hokazo degan fikrni taqdim etadi. Yozuv ishi shunchaki taqlid yoki nusxa ko'chirish emas, balki oldingi matnning mohiyatini ajratib olishga va etkazishga intiladi. Lekin, yaxshi tarjimada aytilgan xabar emas, deydi Benjamin, chunki "adabiy asar nima deydi? […] u juda kam "aytib beradi"" (253-bet). U taxmin qilingan asl nusxa va tarjima oʻrtasidagi munosabatni *tangens* belgisi yordamida koʻrsatadi : tarjima toʻgʻri chiziq yoki egri chiziqqa oʻxshaydi, u aylanaga (ya'ni asl nusxaga) bir nuqtada tegib, keyinroq oʻz yoʻliga oʻtadi:

Eng boshida tarjimon *manba tilini* (SL) va *maqsadli tilni* (TL) yodda tutadi va diqqat bilan tarjima qilishga harakat qiladi. Biroq, tarjimon uchun butun darslikni tom ma'noda dekodlash juda qiyin bo'ladi; shuning uchun u o'z nuqtai nazaridan yordam oladi va shunga mos ravishda tarjima qilishga harakat qiladi. Shunday qilib, tarjima "qullik" va "erkinlik" bo'lishi mumkin (Vieira, 1999: 111). "Asl matn", "tarjima nusxasi", "asl nusxa tili " va "tarjima tili" doimo makon va zamonda oʻzgarib turishi keng e'tirof etilgan . Braziliyalik tarjimonlar tarjimonni kannibal deb hisoblaganidek, marosimda manba matnni yutib yuboradi, natijada butunlay yangi narsa yaratiladi. (Bassnettda keltirilgan, 1980: xiv)

Xuddi shunday, keling, tarjimon rolini "sati" roli bilan, xususan, "lavozim" nuqtai nazaridan taqqoslaylik. "Spivak "Satining taqiqlanishi bilan bog'liq irq va kuch dinamikasi haqida" "Bo'ysunuvchi gapira oladimi?" (Sharp, 2008: 6-bob). U ko'pincha "hukmron g'arb madaniyati" tomonidan "marginallashgan" *madaniy matnlarga e'tibor qaratadi*: yangi immigrant; ishchilar sinfi; ayollar; va «quyboshi»ning boshqa lavozimlari (Spivak, 1990: 62-63); "... *subaltern* shunchaki "mazlum" uchun mo'ljallangan klassik so'z emas" (De Kok, 1992: 29). Biz hech qachon *to'yingan ayollarning o'zidan* eshitmaymiz . Xuddi shunday savol tug'ilishi mumkin - "Tarjimon gapira oladimi?" Ba'zan, tarjimon, ayniqsa, *oraliq* (tarjimon) parafrazlash harakati orqali *o'zaro bog'lanishga aylanganda gaplashishi mumkin.* Agar tarjimonning "fikrlashi" aksessuarsiz yozish boʻlsa (Iqtibos: Dimitriu, 2002: 227), unda uning doimiy

ravishda qalam, qalam va klaviatura orqali gapirishi mantiqiy bo'lmaydi! Tarjima-ekvivalentlik-kontseptsiyasi haqida mulohaza yuritamiz. G'oya muallif yoki o'quvchi foydasiga, matnning manba yoki maqsad tiliga qarab, so'zma-so'z va erkin, ishonchli va chiroyli, aniq va tabiiy tarjima o'rtasida o'zgaradi (Newmark, 1988). Biroq, "dinamik *ekvivalent* tarjima" juda muhim va tarjimonlar (ayniqsa, nasriy tarjimonlar) bu hodisa haqida aniq tasavvurga ega bo'lishlari kerak. Tarjima nazariyotchilari dinamik ekvivalentlikni tarjima kodi sifatida ko'rishadi; Aynan shu kodga ko'ra, tarjimon asl nusxaning ma'nosini shunday ko'rsatishni qidiradiki, TL o'quvchilari odatda manba matnni o'qiydiganlar tomonidan bajariladigan matndan albatta bahramand bo'lishadi. Eugene A. Nida va C. Taber (1982) buni ta'kidlaydilar: Asl matnning shakli tez-tez o'zgartiriladi; lekin o'zgarish manba tilidagi orqaga o'zgartirish, uzatishda kontekstual izchillik va qabul qiluvchi tilda transformatsiya qoidalariga amal qilsa, xabar saqlanib qoladi va tarjima ishonchli bo'ladi. (200-bet) Ta'kidlanishicha, tarjimadagi dinamik ekvivalentlik ma'lumotni to'g'ri etkazishdan ko'ra ko'proqdir. Nidaning aytishicha, dinamik *ekvivalent tarjimaning* ta'rifi uni " manba tilidagi xabarga eng *yaqin tabiiy ekvivalent"* deb ta'riflashdir . Ushbu ta'rif uchta asosiy atamani o'z ichiga oladi, ya'ni

1. *Ekvivalent* , manba tilidagi xabarga ishora qiladi,

2. Retseptor tiliga ishora qiluvchi *tabiiy va*

3. "Eng yuqori darajadagi chayqovchilik asosida ikki yo'nalishni bir-biriga bog'laydigan" *eng yaqin* .

Tajriba qismi: *Tabiiylik* aloqa jarayonining uchta sohasini bildiradi: tabiiy tavsif umumiy retseptor tili va madaniyatiga, aniq xabar kontekstiga va retseptor-til auditoriyasiga mos kelishi kerak. Shuning uchun tarjimada chet el kelib chiqishining aniq izi bo'lmasligi kerak. Quyidagi diagramma tarjimon ham qabul qiluvchi, ham emitent ekanligini ko'rsatadi:

Writer – Book – Recipient – = Translator – Book – Recipient

Tarjimonning alohida roli

Biroq, Homi K. Bhabhaning tarjima haqidagi e'tiqodi Nida nuqtai nazaridan ancha farq qiladi va murakkabdir. Masalan, Bhabha (1994) Valter Benjaminning tarjimaga oid klassik essesidan epigraf bilan boshlanadi: "Tarjima o'ziga xoslik va o'xshashlik haqidagi mavhum g'oyalar emas, balki o'zgarishlarning davomi orqali o'tadi" (212-bet). Jak Derrida (1985) ta'kidlaganidek, "bu kontekstda Benjamin hali ham" aloqa " yoki "muloqot" deb aytadi (*Mitteilung, Aussage*), u harakat haqida emas, balki u ko'rinadigan tarzda gapiradigan mazmun haqida: "Ammo adabiy asar nima qiladi [*Dichtung*] 'aytish'? U nima bilan aloqa qiladi? " (181-bet). "Gasche taklif qiladi ... tilning o'zi muloqot qilish imkoniyatini beradi" (Rendall, 1997: 168). Bhabha (1994)

fikricha, "tarjima madaniy muloqotning ijro xarakteridir" (228-bet). Endi, Jak Derrida (2004) "tarjima nima?" degan savol xuddi sinonim sifatida "eng yaxshi tarjima qanday bo'lishi kerak" degan ma'noni anglatadi" (430-bet). Bu erda Senekadan (va Horacedan) olingan "taqlid" ni eslatib o'tishga arziydi, chunki u "yangi" matn va uning oldingi qismi o'rtasidagi munosabatni asal va undan hosil bo'lgan gullar o'rtasidagi munosabat bilan solishtiradi" (Petrarx, 1985: 301-302).

Boshqacha qilib aytganda, biz matnlarni, jumlalarni va hokazolarni tarjima qilamiz. va bu jarayon turli madaniy ildizlarga ega bo'lgan boshqa odamlar bilan muloqot qilishimizga yordam beradi. "Tarjima belgisi ko'pincha madaniy hokimiyat va uning ijro amaliyotlari o'rtasidagi turli vaqt va bo'shliqlarni aytib beradi yoki "to'laydi"" (Lloyd, 1987: 110-111). Tarjimaning "vaqti" ma'no *harakatidan* , aloqa printsipi va amaliyotidan iborat bo'lib, P. de Man (1986) so'zlariga ko'ra, "asl nusxani dekanonizatsiya qilish uchun harakatga keltiradi va unga parchalanish harakatini beradi. adashish, bir xil doimiy surgun» (92-bet). Bu ko'rinishda hech qanday muammoli narsa yo'q. Lekin biz Gashening (1988) tarjima "*in situ* (*enonce yoki taklif*) tildan ko'ra, *aktu* (*anunciation, pozitsionlik) tildir*" degan fikrini to'liq qo'llab-quvvatlay olmaymiz (92-bet). "Enonce" "nima aytilganini" ko'rsatadi va "aniqlash" "aytish harakati yoki jarayoni" ni anglatadi. Mening fikrimcha, tarjima *in situ* va *in situ tildir* , chunki u (tarjima) nafaqat biror narsani aytish " jarayonini" , balki "aytilayotgan" yoki "taqdim etilgan" matn yoki matnlarni ham o'z ichiga oladi.

Roman Yakobson o'zining "Tarjimaning lingvistik jihatlari to'g'risida" maqolasida har bir toifadagi eng ichki qiyinchilikni bevosita ko'rsatadi. Uning fikricha, odatda tarjima orqali to'liq ekvivalentlik yo'q, ammo xabarlar kod birliklari yoki xabarlarning qoniqarli tahlili sifatida xizmat qilishi mumkin. Fransuz nazariyotchisi Jorj Munin Yakobsonning fikriga qo'shiladi. Birinchisi tarjimani boshlang'ich nuqtasi va yakuniy mahsuloti "ma'no" bo'lgan va ma'lum bir madaniyat doirasida ishlaydigan operatsiyalar qatori sifatida qabul qiladi . (Syuzan Bassnetda keltirilgan, 1980: 15)

Badiiy nasr tarjimasidagi muammolar

Tarjima murakkab faoliyatdir va tarjima jarayonida bir nechta qiyinchiliklar yuzaga keladi, chunki har bir til dunyoni turli yo'llar bilan tasvirlaydi va o'ziga xos grammatik tuzilishga, grammatik qoidalarga va sintaksisga ega. Masalan, yunon tilida "och ko'k" va "to'q ko'k" uchun alohida so'zlar mavjud bo'lsa, uels va yapon kabi boshqa tillarda "ko'k" yoki "yashil" yoki ularning orasidagi narsalarni anglatuvchi so'zlar mavjud. Nikol Brossardning kitobi (*L'Amèr, ou le chapitre effrité*) sarlavhasida "l'amèr" ko'p qirrali so'z bo'lib, unda kamida uchta frantsuzcha so'z mavjud: "mère"

(ona), "mer" (dengiz), va "amer" (achchiq)" (Iqtibos: Dimitriu, 2002: 171). Zhongde (1991) aytganidek:

Tarjimadagi qiyinchilik shundan iboratki, mazmun ham, uslub ham asl nusxada allaqachon mavjud va natijada siz ularni butunlay boshqa tilda bo'lgani uchun qayta yaratish uchun qo'lingizdan kelganini qilishingiz kerak bo'ladi. (7-bet)

Tarjimonlar duch keladigan eng o'ziga xos muammolar: o'qib bo'lmaydigan matn, etishmayotgan havolalar, grammatikaning bir nechta konstruktsiyalari, dialekt atamalari va neologizmlar, irratsional ravishda noaniq terminologiya, tushunarsiz qisqartmalar va qisqartmalar, tarjima qilib bo'lmaydigan, ataylab noto'g'ri nomlash, alohida madaniy havolalar va boshqalar. Shunga qaramay, ba'zi nazariyotchilar "so'zma-so'z tarjima" mumkin emas deb o'ylashadi. Ular o'z pozitsiyalarini qo'llab-quvvatlovchi uchta asosiy sababni ko'rsatadilar:

1. Chunki bir tildagi ma'lum bir so'z ko'pincha boshqa tildagi bir nechta so'zlarni o'z ichiga olgan ma'nolarni o'z ichiga oladi. Masalan, inglizcha "devor" so'zi nemis tiliga *Wand* (ichki devor) yoki *Mauer* (tashqi devor) deb tarjima qilinishi mumkin,

2. Chunki grammatik zarralar (fe'l zamonlari, birlik/ikki/ko'plik, hol belgilari va boshqalar) har bir tilda mavjud emas va.

3. Chunki bir til va madaniyatga mansub idiomalar boshqa til va madaniyatga mansub so'zlovchilarni butunlay hayratda qoldirishi mumkin.

"Til inson tabiatida" (Benveniste, 1971: 223-224) va "insonning ta'rifini beradi" (Adams va Searle, 1986: 729). Edvard Sapirning ta'kidlashicha, inson o'z jamiyati va madaniyatining ifoda vositasiga aylangan tilning rahm-shafqatidadir; Bir guruh odamlarning til odatlari tajribani umumiy tarzda belgilaydi va har bir bo'lingan tuzilma alohida haqiqiylikni anglatadi. Tarjimonlar madaniyatlar o'rtasidagi farqlarning murakkabligiga duch kelishadi; "Madaniy farq" mavzusi juda muammoli va Valter Benjamin (1968) uni "tarjima" ning hal qilinmasligi yoki chegaralanganligi, transformatsiya jarayonida *qarshilik elementi* , "tarjimadagi o'sha element" deb ta'riflagan. tarjimaga berilmaydi" (75-bet). Sapir (1956) shunday deydi:

bir xil ijtimoiy voqelikni ifodalash uchun etarlicha o'xshash emas . Turli jamiyatlar yashaydigan dunyolar turli xil yorliqlarga ega bo'lgan bir xil dunyo emas, balki alohida olamlardir. (69-bet)

Aksincha, "ekvivalentlik" ko'p sonlardan iborat; Masalan, bu tarjimaning muhim sharti, Tarjimashunoslik sohasida rivojlanishga to'sqinlik qiladi yoki tarjimalarni tahlil qilish uchun foydali toifadir. Ba'zan bu "zararli" (Gentzler, 1993) yoki "ahamiyatsiz" (Snell-Hornby, 1988: 5-bob). Ekvivalentlik sohasi morfemalar, so'zlar, iboralar, bo'laklar, idiomalar va maqollar kabi til birliklarini qamrab oladi. "Ko'pchilik

tarjimonlar nazariy maqomga ega bo'lgani uchun emas, balki unga (ekvivalentlik) o'rganib qolgan" (Beyker, 1992: 5-6). Catford (1965) tarjima amaliyotining asosiy muammosi TL (maqsadli til) ekvivalentlarini topishdir, deb hisoblaydi. Shuning uchun tarjima nazariyasining asosiy vazifasi tarjima ekvivalentligining tabiati va shartlarini aniqlashdir. (21-bet)

Tarjimonlar ekvivalentlik yondashuvlarini qo'llash orqali o'z o'quvchilariga "standart tarjima" orqali ta'sir o'tkazishga ham harakat qilishadi. Shunga qaramay, ekvivalentlik tushunchasi bir nechta muammolarni keltirib chiqaradi, chunki biz uni har xil usullarda talqin qilishimiz mumkin. Ikkala so'z ham, kontekst ham ekvivalentlikda ko'rib chiqiladi. Shu munosabat bilan, Ketford (1965) tarjima bu "bir tildagi matn materiallarini boshqa tildagi ekvivalent matnli material bilan almashtirish yoki almashtirishdir" (20-bet) ekanligini oddiygina ilgari suradi. Biroq, uning tarjimaning lingvistik nazariyasi ko'pchilik tomonidan erkin qabul qilinmagan. Snell-Hornby (1988) Ketfordning matn ekvivalentligining ta'rifi "doiraviy", uning gipotezasining ikki tilli ma'lumot beruvchilarga bog'liqligi "umidsiz darajada etarli emas" va uning namunaviy jumlalari "izolyatsiya qilingan va hatto absurd darajada soddalashtirilgan" (19-20-betlar) deb ta'kidlaydi. Uning fikricha, tarjimada ekvivalentlikni idrok etish "aldanish"dan boshqa narsa emas.

 Tadqiqot natijalari: Badiiy nasr tarjimonlari uchun yechimlar

Dastlab adabiy asarlar - romanlar, hikoyalar, pyesalar, she'rlar va boshqalar tarjimasi. - o'ziga xos adabiy dam olish sanaladi . Biroq, yechimlarga kelsak, nasr tarjimonlari ishni quyidagi tamoyillarga ehtiyotkorlik bilan rioya qilishdan boshlashlari kerak:

1. O'zi tarjima qilayotgan tilni yozma va og'zaki, ya'ni *manba tilini* yaxshi bilishi;

2. O'zi tarjima qilayotgan tilni, ya'ni *maqsadli tilni* mukammal boshqarish;

3. Tarjima qilinayotgan kitob mavzusidan xabardorlik;

4. Ikki til o'rtasidagi etimologik va idiomatik bog'lanishlarni chuqur bilish; va

manba va maqsad tilidagi matnlar o'rtasida soxta emas, balki aniq *ekvivalentlarni* ta'minlash uchun qachon *metafraza* yoki "so'zma-so'z tarjima qilish" va qachon *takrorlash kerakligi* haqidagi nozik umumiy tushuncha .

Bundan tashqari, nasriy tarjimonlar tarjima muammolarini samarali hal qilish uchun quyidagi usullarning bir qismini birlashtira oladilar.

1. Orqaga tarjima: "Orqaga tarjimani asl matn bilan solishtirish ba'zan asl tarjimaning to'g'riligini tekshirish uchun ishlatiladi..." (Crystal, 2004: 5). Bu ekvivalentlarni qidirish uchun ishlatiladigan eng tanish amaliyotlardan biri:

a. Elementlarni manba tilidan maqsad tilga tarjima qilish.

b. Bularning manba tiliga bepul tarjimasi.

2. Boshqa odamlar bilan konferentsiya: foydalanish uchun eng yaxshi atamalar haqida qaror qabul qilish uchun stol atrofida ikki tilli odamlar bilan so'zlarning ishlatilishi va ma'nosi haqida munozaralar.

3. Intervyu yoki anketalar yoki har qanday testlar: Ular tarjima bilan bog'liq qiyinchiliklarni bartaraf etish uchun ishlatiladi.

Bundan tashqari, tarjimonlar *tarjima o'zgarishlarini* yodda tutishlari kerak. JC Catford (1965) ularni "SL dan TL ga o'tish jarayonida rasmiy yozishmalardan chetlanishlar" deb ta'riflaydi (73-bet). Uning fikricha , ikki asosiy turdagi tarjima o'zgarishlari, ya'ni *darajadagi siljishlar* mavjud bo'lib , bunda bir til darajasidagi SL elementi, masalan, grammatika, boshqa darajadagi TL ekvivalentiga ega bo'ladi, masalan, leksika va to'rt turga bo'lingan *toifadagi siljishlar.* :

1. *Manba matni* va *maqsadli matn* tuzilishi o'rtasidagi grammatik o'zgarishlarni o'z ichiga olgan *struktura o'zgarishlari* ;

2. *Sinf siljishlari, Source Language* elementi turli grammatik guruhga mansub *maqsadli til elementi* bilan tarjima qilinganda, ya'ni fe'l ot bilan tarjima qilinishi mumkin;

3. Pozitsiyani o'zgartirishni o'z ichiga olgan *birlik-smenalar ;*

4. *Tizim ichidagi siljishlar,* "SL va TL o'zlarining konstitutsiyasiga ko'ra taxminan rasmiy ravishda mos keladigan tizimlarga ega bo'lganda, lekin tarjima TL tizimida mos kelmaydigan atamani tanlashni o'z ichiga olganida" (Catford, 1965: 80) sodir bo'ladi. Misol uchun, SL birligi TL ko'pligiga aylanganda.

Tarjimada ekvivalentlikni o'rganish tarjimonlarning SL dan TL ga yoki aksincha tarjimada matnni to'g'ri berish usulini ko'rsatadi. "Ekvivalentlik, masalan, 1980-yillarda obro'sizlangan bo'lsa-da, hali olimlar tomonidan qayta kiritilishi mumkin ..." (Snell-Hornby, 1988: 5-bob). Tarjimaning maqsadi manba va maqsadli matnlar o'rtasida *ekvivalentlik munosabatlarini o'rnatish bo'lganligi sababli, muvaffaqiyatli tarjima* ikki mezon bo'yicha baholanishi mumkin:

1. Sodiqlik yoki sodiqlik (bosh matnning ma'nosini unga qo'shmasdan yoki ayirmasdan to'g'ri tarjima qilish) va

2. Shaffoflik (o'rganilayotgan tilning grammatik, sintaktik va idiomatik konventsiyalarini saqlash).

Birinchi mezonga javob beradigan tarjima "sodiq tarjima" deb ataladi; ikkinchi tamoyilga javob beradigan tarjima "idiomatik tarjima" deb nomlanadi. Halverson (1997) ga ko'ra, "Ekvivalentlik ikki sub'ekt o'rtasida mavjud bo'lgan munosabat sifatida ta'riflanadi va munosabatlar bir qator potentsial sifatlarning har qandayi nuqtai

nazaridan oʻxshashlik/bir xillik/oʻxshashlik/tenglik sifatida tavsiflanadi" (207-bet). Doroti Kenni (1998) aytganidek, "Afsuski, tarjimada ekvivalentlikni bunday aylanmadan qochib, aniqlashga bir necha urinishlar qilingan" (77-80-betlar). "Idealni amalga oshirish mumkin bo'lmagani uchun, murosaga kelishning amaliy zarurati paydo bo'ldi, bu "sodiq" sodiqlik qanday bo'lishi kerakligi va "ekvivalent" qanchalik ekvivalent ekanligi haqida son-sanoqsiz munozaralarga yo'l ochdi" (Bassnett va Lefevere, 1998: 2). Shunga qaramay, Pym Enthony (1992) ta'kidlaganidek, ...ekvivalentlik tarjimani aniqlashi kerak, va tarjima, o'z navbatida, ekvivalentlikni belgilaydi. (37-bet)

Nasr tarjimonlari har qanday ikki tilli shaxs ikkinchi tilni yaxshi bilganligi uchungina qoniqarli yoki hatto yuqori sifatli hujjatlar tarjimalarini yaratishga qodir deb o'ylamasligi kerak. Ikki tillilik uchun zarur bo'lgan qobiliyat, mahorat va hatto asosiy aqliy jarayonlar tarjima uchun zarur bo'lganlardan farq qiladi. Nasr tarjimonlari birinchi navbatda birovning fikrini oʻqishi, tushunishi va unga yopishib olishi, soʻngra ularni toʻgʻri, toʻliq va qoʻyib yubormasdan tarjima qila olishi kerak. Agar ular buni qila olsalar, o'quvchilar asl ma'noga ega bo'ladilar. Odatda, tarjimonlarning fikricha, eng yaxshi tarjimalar ikkinchi tildan oʻz ona tiliga tarjima qilayotgan kishilar tomonidan yaratilgan, chunki ikkinchi tilni oʻrgangan kishi uchun bu tilni toʻliq ravon bilishi odatiy hol emas.

Biroq nasriy tarjimonlar matnda oʻz til hududining tabiiy muhiti, institutlari va madaniyati uchun gʻayrioddiy elementlarga ega boʻlgan vaziyat tasvirlangan taqdirda yuzaga kelishi mumkin boʻlgan "ma'no yoʻqolishi" haqida koʻp tashvishlanmasliklari kerak. tarjimon tiliga faqat taxmin qilish mumkin. Derrida (2004) ta'kidlaganidek, "...ehtimol, tarjima vayronaga, xarobat deb ataladigan xotira yoki esdalik shakliga bag'ishlangandir; vayronagarchilik, ehtimol, uning eng boshidanoq qabul qilgan kasbi va taqdiridir" (429-bet). Ularning eng muqaddas va abadiy asl nusxasi ham tarjimada "kamolot jarayonidan oʻtishi mumkin" (Benjamin, 2004: 256) ajralishi, ochilishi va oʻzgarishi mumkin va aynan "asl"ning oʻzgarishi tufayli, "Tarjima haqiqatan ham asl nusxaning o'sishida bir lahza bo'ladi, bu esa o'z-o'zini kengaytirish bilan yakunlanadi" (Derrida, 1985: 188). Shunday bo'lsa-da, biz tarjimon ishini qadrlashimiz kerak, chunki "o'rtada bo'lish" (tarjimon) doimo "o'rtada bo'lish" vazifasini bajaradi. Biroq, odatda biz tarjimada doimo nimanidir yo'qotamiz deb o'ylashadi; aksincha, biz ham undan nimadir olishimiz mumkin. Susan Bassnett (1980) ta'kidlaganidek:

Bu yana tarjima holatining pastligidan dalolatdirki, matnni SL dan TL ga oʻtkazishda nima yoʻqolganini muhokama qilishga shunchalik koʻp vaqt sarflanishi va nimaga erishilishi mumkinligini e'tiborsiz qoldirishi kerak edi, chunki tarjimon ba'zan

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boyitishi yoki boyitishi mumkin. tarjima jarayonining bevosita natijasi sifatida SL matnini aniqlang. Bundan tashqari, SL kontekstidan ko'pincha "yo'qolgan" narsa TL kontekstida almashtirilishi mumkin. (30-bet)

Xulosalar. Pirovardida, tarjima bir vaqtning o'zida nazariya va amaliyot bo'lganligi sababli tarjimonlar nasriy tarjimaga xos bo'lgan qiyinchiliklarni ko'rib chiqish bilan birga, matnning badiiy xususiyatlari, uning nafosat va yondashuvi, belgilari haqida ham o'ylashlari kerak (leksik, grammatik yoki fonologik). Ular bir tilning stilistik belgilari boshqa tildan juda farq qilishi mumkinligini unutmasliklari kerak. "Butun matnga kelsak, asl matnning barcha xabarlarini maqsadli matnga o'tkazishning iloji yo'q" (Yinhua, 2011: 169). Biroq, tarjimonlar tarjimada ekvivalentlikni topishga harakat qilishlari va shunga mos ravishda o'z bayonotlarining ehtiyotkorligini ko'rsatishlari va o'quvchilardan asl matnning fikrlari, tushunchalari va so'zlari qaysi tarjimada to'g'ri kelishini tanlashni so'rashlari mumkin.

Majburiy taklif shundan iboratki, tarjimaning ma'nosi ikkala tilda ham bir xil bo'lishi kerak va mazmunning ishonchliligi birgalikda ta'minlanishi kerak. "Tarjima haqiqatan ham" mutlaq nusxa " bo'lsa ham, u "so'zni o'z nomi bilan chaqiradi, uni kontekstdan buzg'unchi tarzda ajratadi, lekin aynan shu bilan uni o'z kelib chiqishiga qaytaradi" (Benjamin, 1978 [1931]: 269). . Shunga qaramay, tarjima madaniyatlarni yaqinlashtirishiga qaramay, har bir tarjimada madaniyatlar o'rtasida ma'lum bir deformatsiya bo'ladi. Spivak (1993) ta'kidlaganidek, "Tarjimon nafaqat o'zining kitobxonlar jamoasining bir qismidir: u boshqa jamoa bilan ham aloqaga chiqadi, u bilan gaplashadi, unda qatnashadi... O'z jamiyati doirasidan chiqish yo'llaridan biri. o'ziga xoslik' ko'rsatuvchi nasr ishlab chiqarishda ko'pchilikka tegishli til bilan ishlagandek, birovning nomi bilan ishlashdir" (179-bet). Shunga qaramay, tarjimonlar Silviano Santyagoning (1978) "ikki tomonlama plagiat" atamasidan yordam olishlari va "asl adabiyotdan ham, qabul qiluvchi adabiyotdan ham xususiyatlarni" olishlari kerak va tarjima qilingan matn bir xil bo'ladi. " Ikki an'ana, mualliflik va hokimiyatning uchrashish *joyi " (Daly va Vieira, 1999: 7).* Binobarin, nasr-tarjimonlar tashvishlanmasliklari kerak, chunki hozirda maqsadli matnlarda SL komponentlarini saqlab qolish mumkin. Lahiriy (2000) ga ko'ra, "Mening qahramonlarimning deyarli barchasi tarjimonlardir, chunki ular omon qolish uchun begonani tushunishlari kerak" (120-bet). Biroq, tarjimonlar o'zlari qilgan tanlovlarni himoya qilishlari kerak. Yaxshiyamki, endi ma'lum nasrda ko'proq "begona" so'zlarni kiritish uchun muqobil mavjud. Derrida (1985) to'g'ri ta'kidlaganidek:

Musofir tilda surgun qilingan sof tilni o'z tilida qutqarish, asardagi bu sof tilni asir qilib, ozod qilish tarjimonning vazifasidir. (188-bet)

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СОЛИТАР БУЙРАКЛИ ҲОМИЛАДОР АЁЛЛАРДА ЭКСТРАГЕНИТАЛ КАСАЛЛИКЛАРИНИНГ КЕЧИШИ

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Аннотация. Туғма солитар буйрак, шунингдек, бир томонлама деб номланувчи буйрак агенезияси, тахминан 1:1000 нисбатда кузатилиб, кўпинча эркак ва аёлларда бир хил учрайди. Орттирилган солитар буйрак турли хил нисбатларда учрайди. Ягона буйракда ҳомиладорликнинг ўзига хос кечиши 43-80% холларда иккиламчи касалликлар қўшилиши натижасида ҳомиладорлик давриниг кечишининг оғирлашишига олиб келади. Ягона буйрак буйрак анмалияси натижасида бўлса пиелонефрит 42%, сурункали пиелонерит 72-81% холларда кузатилади. Ягона буйракда буйрак поликистози 1:500 учраб, сурункали буйрак етишмовчилиги учинчи ўринни эгаллайди.

Калит сўзлар: ҳомиладорлик, гестацион пиелонефрит, солитар буйрак.

ТЕЧЕНИЕ ЭКСТРАГЕНИТАЛЬНЫХ ЗАБОЛЕВАНИЙ У БЕРЕМЕННЫХ С ЕДИНСТВЕННОЙ ПОЧКОЙ

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Аннотация. Врожденная одиночная почка, также известная как односторонняя агенезия почек, наблюдается в соотношении примерно 1:1000 и часто встречается одинаково как у мужчин, так и у женщин. Приобретенная одиночная почка встречается в разных пропорциях. При поражении единственной почки специфическое течение беременности приводит к ухудшению срока гестации в результате присоединения вторичных заболеваний в 43-80% случаев. Пиелонефрит наблюдается в 42% случаев, в то время как хронический пиелонефрит наблюдается в 72-81% случаев, если в результате повреждения почки повреждена только одна почка. В единственной почке поликистоз почек встречается в соотношении 1:500, на третьем месте - хроническая почечная недостаточность.

Ключевые слова: беременность, гестационный пиелонефрит, единственная почка.

ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

THE COURSE OF EXTRAGENITAL DISEASES IN PREGNANT WOMEN WITH A SOLITAR KIDNEY

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Annotation. Congenital solitar kidney, also known as unilateral renal agenesis, has been observed in a ratio of about 1: 1000 and is often found the same in both men and women. Acquired solitar kidney occurs in different proportions. In a single kidney, a specific course of pregnancy leads to a worsening of the gestational period, as a result of the addition of secondary diseases in 43-80% of cases. Pyelonephritis is observed in 42% cases, while chronic pyeloneritis is observed in 72-81% cases, if the only kidney is as a result of kidney anmal. In a single kidney, kidney polycystosis occurs at 1:500, with chronic kidney failure in third place.

Keywords: pregnancy, gestational pyelonephritis, solitar kidney.

Туғма солитар буйрак, шунингдек, бир томонлама деб номланувчи буйрак агенезияси, тахминан 1:1000 нисбатда кузатилиб, кўпинча эркак ва аёлларда бир хил учрайди. Орттирилган солитар буйрак турли хил нисбатларда учрайди. Ҳомиладорлик даврида ҳомиладор аёлнинг буйрагига зўриқиш тушганлиги сабабли ҳомиладорлик, туғруқ ва туғруқдан кейинги давр оғир кечиши билан характерланади. Ҳомиладорлик даврида касалликнинг прогрессивланиши ҳомиладорликнинг асоратли кечишига сабабчи бўлади [1.7].

Одамларнинг буйракларнинг нефронлари орасида жуда хилма- хил биологик фарқланиш кузатилади. Бу фақат генетик ўзгаришларда бўлмай, балки эпигенетик ўзгаришлар яъни ҳомиладорлик даврида керакли моддалар етишмовчилиги туфайли келиб чиқади. Бу индивидуал буйрак функционал холатига таъсир қилиб, битта буйракда гломеруляр филтрация ва буйрак функциясининг турли хил ўзгаришлари кузатилади [4].

Пўстлоқ модданинг қалинлиги янги туғилган чақалоқларда буйракнинг 20-25% ини ташкил этса, вояга етган вақтда 1/2, ва 1/3 қисмини ташкил этади. Аммо бу даврда буйрак массасининг кўпайиши янги нефронлар ҳосил бўлиши билан бўлмай, балки мавжуд нефронларнинг ўсиши ва дифференсиалланиши ҳисобига бўлади. Янги туғилган чақалоқларда проксимал найчанинг қалинлиги 18-36 мкм бўлса, вояга етган организмда 40-60 мкм ни ташкил қилади. Ёш улғайган сари нефроннинг узунлиги узаяди. Қариларнинг буйракларида склерозга учраган

нефронлар ҳам бўлади. Бу даврда буйрак ҳужайраларининг пролифератив активлиги сусайиб, митотик бўлиниш деярли бўлмайди [2.5].

Туғруқдан олдин дарҳол буйракларнинг умумий ҳажми ортади: чап томонда, ўртача, 37.6% ва ўнг томонда-112.4% [3]. Ҳомиладорликнинг иккинчи триместрининг охирига қадар буйрак кенгайиши асосан косача- жом тизими туфайли содир бўлади. Ҳомиладор ва туққан аёлларнинг 6% турли даражадаги косача- жом дилатацияси кузатилади. Ўнг буйракдаги жомларнинг максимал диаметри 0,5 мм / ҳафта 24-26 ҳафта, тахминан 0,3 мм / ҳафта 31-32 ҳафтада ва кейин туғруққа қадар барқарор бўлиб қолади. Чап буйрак косачасининг максимал диаметри тахминан 20-24 ҳафтада тахминан 8 мм га етиб кейин ҳомиладорлик охиригача ўзгармайди [6.7]. Кенгайиш кичик косачалар мушакларининг тонуси ва қисқартириш хусусиятини пасайтириб, уларнинг қисилиши ва узунлашишига таъсир қилади. Жомларнинг ҳажми 5-10 мл дан 50 ва ҳатто 100 мл гача ортади. Косача- жомларнинг ўнг томонининг янада кенгайиш даражасига механик омиллар сабаб бўлади: ўнг тухумдон венаси синдроми ва кенгайтирилган бачадоннинг ўнгга ротацияси [5.4]. Учинчи триместрнинг бошидан то туғруққача паренхима ҳажмининг косача- жом тизимига нисбатан юқори ўсиш суръати кузатилади [8].

Тадқиқотнинг мақсади: Солитар буйракли аёлларда ҳомиладорлик даврида пиелонефрит аниқланганда касалликнинг кечишини ўрганиш.

Материал ва усуллар: Тадқиқотнинг мақсад ва вазифаларига мувофиқ, Самарқанд шахар 4-сон туғруқхонасига 2022-2024 йиллар давомида солитар буйрак аниқланган ва пиелонефрит ташхиси қўйилган беморларнинг ретроспектив таҳлили ўтказилди.

Тадқиқот натижалари ва муҳокамаси: Текширувдан ўтказилган беморларнинг ўртача ёши 25,8 ташкил қилди, бундан 21-25 ёш 40%, 20-27 ёш 45%, 22-33 ёш 15% ни ташкил қилди. Болаликдаги инфекцион касалликлар:

№	Болаликдаги инфекцион касалликлар	Асосий гурух	Солиштирма гурух
1.	Грипп	15 (100%)	15 (100%)
2.	Вирусли гепатит	4	5
3.	Қизамиқ	2	3
4.	Сувчечак	4	2
5.	Ангина	15	12

6.	Қизилча	10	6
7.	Скарлатина	12	4
8.	Эпидемик паротит	5	5

Иккала гурух беморлар ўрганилганда касалликнинг асоратланиши кўпроқ 26 ёшдан кейин кузатилиб, хомиладор аёлларнинг ёши ошган сари ва ҳомиладорлик сони кўпайгани сари касалликнинг учраши ва асоратланиши ошиб борган.

Беморларнинг яшаш жойи бўйича шахар ахолиси 16 нафар 53.3%, қишлоқ ахолиси 14 нафар 46.7% ни ташкил қилиб, асосий беморлар қишлоқ ахолиси эди. Ҳомиладорларда учраган соматик касалликлардан: вирусли гепатит- 2 нафар (5%), миопия-1 нафар (2,5%), сурункали гастрит - 1 нафар (2,5%), сурункали холецистит – 1 нафар (2,5%), сурункали пиелонефрит- 10 нафар (25%), нефроптоз- 1 нафар (2,5%), НСД гипертоник тури- 3 нафар (7,5%), буйрак тош касаллиги- 2 нафар (5%), сийдик йўлларида операция ўтказилган- 1 нафар (2,5%), қалқонсимон без касаллиги- 2 нафар (5%), аппендэктомия- 4 нафар (10%) ни ташкил қилди; гинекологик касалликлар: колпит- 4 нафар (10%), тухумдон кистаси- 3 нафар (7,5%), сурункали салпингоофарит- 4 нафар (10%), тухумдонлар поликистози- 2 нафар (5%), сурункали эндометрит- 5 нафар (12,5%), бачадондан ташқари ҳомиладорлик- 4 нафар (10%), бепуштлик (5йил)- 3 нафар (7,5%), бачадон миомаси- 2 нафар (5%), эгарсимон бачадон- 2 нафар (5%), бачадон бўйни электроконизацияси- 3 нафар (7,5%) ни ташкил қилди.

Асосий ва солиштирма гурух беморлари ўрганилди. Ҳомиладорларнинг рентгеноконтраст текширув усули ёрдамида текширилганда болаликда (6 бемор), ўсмирлик (8 бемор) ёки балоғатга (1 аёллар) да буйрак ривожланиш нуқсони аниқланган эди. Кўп ҳолларда урологик текширув учун кўрсатма ўткир пиелонефрит бўлиб, 2 аёлларда гипертензия, иккиланган буйрак, гидронефроз аниқланди. БРН ушбу ҳомиладорлик даврида 2 та аёлга ташхис қўйилди. Буйрак малформациялари ултратовуш текшируви ёрдамида аниқланди. УТТ текшируви патологик сийдик синдроми ёки артериал гипертензияга шубха қилинган беморларнинг барчасига қўлланилди.

Аномалия тури	Ўнг томонлама	Чап томонлама	Икки томонлама	Барчаси
Буйрак иккиланиши	4	2	-	6
Гидронефроз	5	3	-	8
Буйрак аплазияси/агенезияси	7	8	-	15
Нефрэктомиядан кейинги ягона буйрак	9	6		15
Буйрак поликистози	1	-	-	1
Умумий:	26	19	-	

БРН да буйрак иккиланиши, гидронефроз, аплазия/агенезия, ягона буйрак ўнг томонлама кўп учраб, нефрэктомия қўлланилган.

Касалликлар:	Асосий	солиштирма	Кузатув
СЙИ	10	8	-
Ҳомиладорликдаги артериал гипертензия	8	6	-
Кўз касалликлари (миопия, астигматизм)	4	5	2
Гипотиреоз	2	1	3
Симптомсиз бактериурия	12	13	-
СТК	2	1	-
Нефроптоз	1	-	-
Нефрэктомия	5	7	-
Буйрак травмаси	1	-	-
Артериал гипертензия	4	3	-
БРН коррекция операцияси			

Ягона буйракда ёндош касалликларни қўшилиши асосий ва солиштирма гурухда 83,3% (25 нафар) ни ташкил қилиб, бу хомиладорликнинг паритетининг сонининг ошиши натижасида кучайган. Ҳомиладорларнинг ўртача бўйи 164,8 см, ўртача тана массаси 73,6 ни ташкил қилди.

Асоратли кечган ҳомиладорликда муддатдан олдинги кесарча кесишга акушерлик томонидан кўрсатма: ҳомиланинг чаноқ билан ётиши, киндик тизимчасига ўралиши, туғруқ кучларининг иккиламчи сустлиги, йирик ҳомила, клиник тор чаноқ.

Асосий гурух беморда ҳомиланинг антенатал ўлими 1 нафар кузатилди. Ҳомиладаги БРН бўлганлиги сабабли 1 нафар, гидроцефалия 2 нафар кузатилганлиги сабабли ҳомиладорлик мос равишда 28 ва 31 хафталикда тўхтатилди. Таққослаш гурухида ушбу асоратлар кузатилмади.

Хулоса: хулоса қилиб айтганда Буйрак ривожланишининг аномалиялари кўпинча репродуктив тизимнинг дисфункцияси билан бирга учраб, бу хайзнинг кечикиши, ҳомиладорликнинг дастлабки босқичларида салпингоофорит, бепуштлик ва хомила тушишининг юқорилги билан намоён бўлади. Аёлларнинг репродуктив функцияси юқори перинатал йўқотиш билан тавсифланади. Ягона буйракда ҳомиладорлик даврида унинг малформациялари, ҳомиладорлик фонида инфекция қўшилиш хавфи ошса, буйракнинг филтрлаш ва концентрациялаш функцияси ёмонлашуви кузатилади. Буйрак артерияларининг допплерографияси билан буйракларни анъанавий ултратовуш текширувининг комбинацияси ҳомиладор аёлларда буйракни икки баробар кўпроқ ташхислаш имконини беради. Ҳомиладор аёлларда битта буйракнинг мавжудлиги, буйрак гипоплазияси, поликистик буйрак касаллиги ёки буйрак кистаси биргаликда кузатилганда энг кўп учрайдиган асоратлар анемия ва ҳомила тушиш хавфидир.

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NEGATIVE AND POSITIVE DEPENDENCE OF GENDER IN A MERITAL COMTEXT

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Abstract: This article is about positive and negative dependence of gender in merital contexts. ifferent qualities of both gender bring variety of colourfulness to the speech and patterns in merital contexts.

Key words: relationship, husband, wife, proverb, quality, gender, characterustics.

1. A blind man's wife needs no paint.
2. A deaf husband and a blind wife are always a happy couple.

This category includes those proverbs in which both genders in a marital context are showing negative dependence on each other. In these proverbs, harsh words are used for the depiction of situations in which husband and wife could stay happy forever. Words such as 'blind', 'deaf' and 'no paint' could have been replaced by decent words which convey no harshness. This is not the issue of current decade or century rather many scholars, psychologists and researchers have been digging into the affairs of married life and how they could be resolved in a proper way to make marriage a happy relationship for both husband and wife. In these proverbs, the most common issues of husband and wife are being targeted in a mock tone. A woman has a moral and religious duty of staying gorgeous and well dressed for her husband.

This not only gets her relationship stronger with husband but also decreases the chances of disloyalty by the husband because men have been generally found violating vows of marriage for other beautiful ladies. But if a husband is blind, society takes away the right of looking gorgeous by wearing nice dresses and putting on makeup from a woman because she has no one to commend her. This shows that the wife has to suffer equally from the imparities of a husband without asking for her consent. This is what society expects from her. Analysis of the second proverb has mentioned the weaknesses of both genders i.e., talks for women and lack of beauty of men.

Usually, women have been observed to be prettier than men and pretty women usually want handsome men to make their wedding couple perfect. Women are the ones which give attention to minor details Uzma Rani & Mazhar Iqbal Ranjha 58 such as

hair of groom, his muscles, and belly etc. before accepting him by heart. If a woman is blind, she is unable to pay attention to these details eventually accepting her husband as a beautiful man.

For men, the gossiping habits of women are often bothersome and they do show desires of finding a perfect solution for this problem and it is considered as a blessing for a man to be deaf in married life. In this way, he does not have to listen to his wife who is chattering most of the times.

1. *A good husband makes a good wife.*
2. *A worthy woman is the crown of her husband.*
3. *Behind every successful man is a woman*

Proverbs in this category are presenting the positive picture of the relationship between both genders whether it is a marital relationship, mother-son relationship or vice versa. These proverbs have put forward the notion that both genders need each other for happy relationships because both are gifted with different characteristics. In the first proverb, adjective good has been used for both husband and wife which covers all qualities one needs to be nice and gentle and probably this is the reason good is preferred as an adjective. In the second proverb, there is a use of word husband but in contrast wife is not there rather the phrase we see is a combination of adjective and noun i.e., worthy woman. Contradictory to the first proverb, the selection of adjective in the second one has made criteria strict for a female to become a crown of man.

Probably here the wife is not just adding joy to his life rather is going to be his crown and crown Representation of Men and Women in English Proverbs 59 has to be beautiful to be worn on the head to add to the handsomeness of a husband. In the third proverb, general words *man* and *woman* are used to state a fact which applies to every relationship.

This could be the reason there is no mention of a particular relationship where man is successful because of a woman. The first proverb is referring to the idea that in the Elizabethan era with the consent of parents, boys were eligible for getting married at the age of 14 and girls at 12. This was acceptable but boys tend to not get married at the ages from 20 to 30. On the other hand, girls' preferable marriage age was either 17 or 21 ("5 facts about marriage, love, and sex in Shakespeare's England", 2016). The age of 17 to 21 is where a human regardless of a gender normally starts understanding worldly affairs and it is easy to mould young mind into a way one wants to do it.

A young girl if married at this age is going to have a major influence from her husband and if he is having great qualities, the wife is automatically going to imitate them. This proverb fits into the situation England were having at the time of Queen

Elizabeth but if we look at this from Pakistani context, this is what often has been observed happening in underprivileged areas where girls are depending on husbands for all types of grooming. The second proverb is not only confined to 15th or 16th-century situation but it is still observable at present times.

This proverb has possibly more than one explanation. If worthy here is taken in terms of wealth and money, in Elizabethan era, women with a good amount of money were treated as the crown of a husband and same is observable in present societies around the world. But looking at the streak of moral values, this proverb acts as both good news and advice for both wife and husband respectively that a wife with good morals, great qualities etc. eventually serves the purpose of a crown of a husband which every woman wants to achieve.

This is nature's law that both genders are made to rely on each other and the role of a woman in the life of a man is very important. A woman has a nurturing and nourishing nature; she is capable of ruling the heart and mind of man and this is why a woman has always a great share of credit in the success of man.

Proverbs for women are greater in number than men that indicate she has been a subject of interest for centuries and her position in the power circle is not clear. These proverbs are also an attempt to define the position of women in the power structure of society. Women are portrayed in a way that they by default qualities are targeted with derogatory remarks such as their talking habit which is essential for newly born babies and they are also born with a high quantity of protein that helps in language development.

Moreover, proverbs related not to seeking any kind of advice from women and showing them as forbidden ones in politics are a mirror to patriarchy at the time of formulation of these proverbs. Deadly nature of women is again presented in a way that they are symbols of danger and are at the bottom of a conflict. There is not even a single proverb portraying their deadly nature with a positive connotation. Females are in few proverbs attributed with great qualities but about marriage and home, not on an individual basis. Proverbs are transmitted from generations to generations and that is why this could also be one of the reasons patriarchal notion is still found in societies.

The negative attributes of men are presented positively and even if they are explicit, societal practices accept them positively such as son full and tattered. Males attributes are expressed with individuality and most of the proverbs talking about men have presented them in positive manners keeping power in their hands. Few proverbs have shown the dependence of both genders on each other where the notion of women rights could be observed. Women have been given importance but in a limited way and

that too from the reference of a man. She is crown but of a husband, she in herself is not a crown, she is wise but if taking care of the house. Power in both conditions relies upon men.

One interesting thing to be noted here is the gender who has formulated these proverbs. Back in Representation of Men and Women in English Proverbs 61 Elizabethan time, the power was relying upon the hands of men. It would be significant to further investigate the origins of proverbs and discuss them according to the features of those eras. This will help researchers understand whether such proverbs are applicable in present times or not. The researchers could not figure out the meanings of a few proverbs that were excerpts of some literature-based proverbs. With more extensive study, such proverbs can reinforce the findings further.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON PERSONALIZED EDUCATION

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Abstract. The integration of Artificial Intelligence (AI) in education has transformed traditional learning paradigms, offering unprecedented opportunities for personalized learning experiences. This paper examines the current state of AI in education, its benefits, challenges, and potential future developments. By analyzing various AI-driven educational tools and their impacts, this research provides insights into how AI can enhance personalized learning, improve student engagement, and foster better educational outcomes. The findings suggest that while AI offers significant advantages, there are also notable challenges that must be addressed to maximize its potential in educational settings. Furthermore, this paper discusses policy implications and offers recommendations for educators and policymakers to effectively integrate AI technologies in educational systems..

Introduction

The advent of Artificial Intelligence (AI) has significantly influenced various sectors, with education being one of the most promising areas. AI technologies have the potential to revolutionize education by providing personalized learning experiences, automating administrative tasks, and enabling data-driven decision-making. This paper explores the impact of AI on education, focusing on personalized learning. It aims to provide a comprehensive overview of how AI is transforming educational practices and the implications for educators, students, and policymakers.

Background

AI technologies encompass a broad range of applications, from machine learning algorithms that can predict student performance to natural language processing tools that facilitate communication and content creation. The rise of digital education platforms and the increasing availability of data have created fertile ground for the deployment of AI in educational contexts. Personalized learning, in particular, has emerged as a key area where AI can make a significant impact by tailoring educational experiences to individual learners' needs and preferences.

Objectives

This study aims to:

1.   Analyze the current state of AI in education.

2.   Evaluate the benefits and challenges associated with AI-driven personalized learning.

3.   Explore case studies of AI implementation in educational settings.

4.   Provide policy recommendations for effective AI integration in education.

Literature Review

AI in Education

AI in education encompasses a range of technologies, including machine learning, natural language processing, and robotics, aimed at enhancing teaching and learning processes. These technologies are being used to develop intelligent tutoring systems, adaptive learning platforms, and automated grading systems, among others.

Intelligent Tutoring Systems

Intelligent tutoring systems (ITS) leverage AI to provide personalized instruction and feedback to students. These systems can adapt to the individual learning pace and style of each student, offering customized support and resources. Research has shown that ITS can improve student learning outcomes, particularly in subjects like mathematics and science.

Adaptive Learning Platforms

Adaptive learning platforms use machine learning algorithms to analyze student performance data and adjust instructional content accordingly. These platforms can identify areas where students struggle and provide targeted interventions, enhancing the learning experience and promoting mastery of concepts.

Automated Grading Systems

Automated grading systems utilize AI to assess student work, providing timely and consistent feedback. These systems can handle large volumes of assignments, freeing up educators to focus on more complex and interactive aspects of teaching.

Personalized Learning

Personalized learning refers to instructional approaches that tailor education to meet the individual needs, skills, and interests of each student. AI technologies enable personalized learning by analyzing vast amounts of data to understand each student's learning style, progress, and areas of difficulty, thus providing customized educational experiences.

Benefits of Personalized Learning

1.   **Improved Student Engagement**: Personalized learning can increase student engagement by providing content that is relevant and interesting to each learner.

2.   **Enhanced Learning Outcomes**: Tailored instruction can help students achieve better academic results by addressing their specific needs and learning gaps.

3.   **Increased Motivation**: Students are more motivated to learn when they receive support and resources that align with their individual goals and interests.

Challenges of Personalized Learning

1.   **Data Privacy and Security**: Collecting and analyzing student data raises concerns about privacy and security. Ensuring that data is protected and used ethically is paramount.

2.   **Equity and Access**: There is a risk that personalized learning technologies may widen existing educational inequalities if access to these tools is not evenly distributed.

3.   **Teacher Training and Support**: Educators need adequate training and support to effectively integrate personalized learning technologies into their teaching practices.

Methodology

This research adopts a qualitative approach, utilizing case studies, interviews, and surveys to gather data on the implementation and impact of AI in educational settings. The study involves educators, students, and AI developers to gain a holistic understanding of the benefits and challenges associated with AI-driven personalized learning.

Data Collection

1.   **Case Studies**: Detailed examinations of specific instances where AI technologies have been implemented in educational settings.

2.   **Interviews**: In-depth conversations with educators, students, and AI developers to gather insights and perspectives on the use of AI in education.

3.   **Surveys**: Questionnaires distributed to a broader audience to collect quantitative data on the experiences and attitudes towards AI in education.

Data Analysis

The collected data will be analyzed using thematic analysis to identify common themes and patterns. This approach will help in understanding the overall impact of AI on personalized learning and identifying the key factors that contribute to successful implementation.

Results and Discussion

Benefits of AI in Personalized Learning

1. **Customized Learning Experiences**: AI can analyze students' data to create personalized learning paths, ensuring that each student receives instruction tailored to their unique needs and abilities.

2. **Increased Student Engagement**: AI-driven tools such as gamified learning platforms and interactive tutors can make learning more engaging and enjoyable for students.

3. **Real-time Feedback and Assessment**: AI enables continuous assessment of student performance, providing instant feedback that helps students understand their mistakes and improve their learning outcomes.

Challenges of AI in Education

1. **Privacy and Data Security**: The use of AI in education raises concerns about the privacy and security of students' data.

2. **Equity and Accessibility**: There is a risk that AI technologies may exacerbate existing inequalities in education if access to these tools is not evenly distributed.

3. **Teacher Training and Support**: Educators need adequate training and support to effectively integrate AI technologies into their teaching practices.

Case Studies

Case Study 1: AI-Powered Adaptive Learning Platforms

This case study examines the implementation of an AI-powered adaptive learning platform in a middle school. The platform uses machine learning algorithms to analyze students' performance data and provide personalized learning content. The findings indicate that students using the platform showed significant improvement in their test scores and overall engagement compared to those using traditional methods.

Case Study 2: Intelligent Tutoring Systems

This case study explores the use of an intelligent tutoring system in a high school mathematics class. The system provides personalized tutoring by adapting its instruction based on the student's learning progress. The results demonstrate that students who used the intelligent tutoring system achieved higher mastery levels in mathematics compared to their peers.

Case Study 3: Automated Grading Systems

This case study investigates the impact of an automated grading system in a university setting. The system uses natural language processing to evaluate student essays and provide feedback. The findings reveal that the system significantly reduced the grading workload for instructors and provided timely feedback to students, enhancing their learning experience.

Policy Implications

The integration of AI in education has significant policy implications. Policymakers need to address issues related to data privacy, equity, and teacher training to ensure the effective and ethical use of AI technologies in education. Recommendations include:

1. **Developing Robust Data Privacy Policies**: Ensuring that student data is protected and used ethically.

2. **Promoting Equity in Access**: Providing equitable access to AI technologies to all students, regardless of their socioeconomic background.

3. **Investing in Teacher Training**: Offering professional development opportunities for educators to learn how to effectively use AI technologies in their teaching practices.

Future Directions

The future of AI in education lies in the continued development of more sophisticated AI technologies that can provide even more personalized and effective learning experiences. Future research should focus on addressing the challenges identified in this study, particularly in areas of data privacy, equity, and teacher support. Additionally, exploring the potential of emerging AI technologies, such as explainable AI and AI-driven collaborative learning tools, can provide new avenues for enhancing educational practices.

Conclusion

AI has the potential to transform education by providing personalized learning experiences that cater to the individual needs of each student. While there are significant benefits to using AI in education, there are also challenges that need to be addressed to ensure equitable and effective implementation. By continuing to explore and develop AI technologies in education, we can create more engaging, efficient, and personalized learning environments for all students.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

БИОЭТИКА КАК ФОРМА ЗАЩИТЫ ИНДИВИДУАЛЬНОСТИ В СОВРЕМЕННЫЙ КУЛЬТУРЕ

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Аннотация. Эта статья о биоэтике и ее защите индивидуальности в современной культуре.

Ключевые слова. Современное общество, биоэтика, здоровье, медицина, наука, общество, человечество, психология.

Сегодняшнее современное общество полностью осознало, что здоровье – это величайшее богатство. В этом месте также возрастает потребность в качественной и современной медицине. «Мы все прекрасно понимаем, что только здоровый народ и здоровая нация смогут построить великую цель, которую мы перед собой ставим – Новый Узбекистан».

Биоэтика — это междисциплинарная область исследований, направленная на понимание, обсуждение и решение этических и моральных проблем, возникающих в результате последних научных достижений в биомедицинской науке и практике здравоохранения. Биоэтика как комплексная междисциплинарная наука объединяет достижения медицины, социологии, психологии, социальной психологии, логики, юриспруденции, менеджмента, религиоведения, педагогики и других медицинских и немедицинских наук, изучает этические проблемы практической медицины. Человечество настолько ранено, что оно боролось и в некотором смысле до сих пор борется за то, чтобы остаться в природе. Здоровая и совершенная жизнь была жизненной целью человека во все эпохи, и на пути к этой цели он порой приносил различные жертвы. В результате это вызвало различные проблемные ситуации в моральных ценностях и социальных нормах. Одной из таких проблем является вопрос биоэтики, который представляет собой историческую необходимость регулирования моральных ценностей и гуманитарных отношений для решения проблем между природой, человеком и техническими факторами, а реальные проблемы и процессы на этом пути находятся в рамках этические нормы, существующие условия требовали ее решения. Как бы ни развивалось человеческое пространство, если у человека не формируются отношения, основанные на взаимном уважении к окружающему миру, природе и

человеческим понятиям, он неизбежно будет угрожать в первую очередь самому себе.

В XX веке тенденции научно-технического развития привели к появлению новых технологий. Особое место среди них занимают биомедицинские технологии, создавшие беспрецедентные возможности вмешательства в природу человека. Они предоставили беспрецедентно эффективные средства управления, позволившие не только исправить, но и перестроить человеческую природу. Непредсказуемость последствий такого вмешательства представляет собой проблему для расширения возможностей управления человеческим развитием.

Биоэтика считает проблемой то, что моральное сознание отстает от имеющихся у нас сил, как считает профессор З.М. Мухамедова неоднократно подчеркивает и обращает внимание на «отсутствие» человечности как в научных знаниях, так и в медицинской практике. Появление этого «недостатка» связано, прежде всего, с большими возможностями технологической медицины в манипуляциях на различных этапах жизни человека. Например, такие технологии, как генная инженерия в начале жизни, пренатальная диагностика, искусственный аборт, новые репродуктивные технологии (например, искусственное оплодотворение и суррогатное материнство) и другие делают это возможным. В то же время достижения в области реанимации и трансплантологии обострили проблему критерия смерти человека, а перед трансплантологами встал вопрос о том, кем является человек после смерти, что происходит с его личностью, допустимо ли нарушать его целостность, чтобы спасти жизни других людей. В каждом случае при решении той или иной проблемы основное внимание уделяется вопросу о сущности человека.

В настоящее время не существует общепринятого определения понятия «индивидуальность» как в биоэтической практике, так и в биоэтических исследованиях. Это затрудняет не только понимание конкретных ситуаций в биомедицинской практике, но и анализ биоэтических проблем в социокультурном контексте. В то же время сегодня сама философия сталкивается с проблемами постмодернизма, что проявляется в современной культуре разочарования в модернистских идеях и ценностях, возникших из мировоззренческой и гносеологической установки эпохи Просвещения, и показывает углубление антропологический кризис, усиливавшийся на протяжении всего XX века: в современном обществе проблематично не только обладание идеологией, но и необходимость ее выбора и, как следствие, представления человека о ее сущности. Все это указывает на необходимость

адекватных философских рассуждений. Таким образом, в изменившихся социокультурных условиях конца XX века, угрожающих человеческой природе и угрожающих человеческой сущности, проблемой становится защита личности в целом.

Определение основного пункта разногласий в способах решения этических проблем биомедицины, биоэтики как дисциплинарной области осуществлялось на основе анализа отношения врача к пациенту в истории медицины, гносеологических особенностей медицины, доказательства различных биоэтических позиций по отношению к конкретным биомедицинским технологиям. В результате анализа установлено, что в период развития медицины как науки и практики отношение к пациенту подчеркивалось по-разному. Именно биоэтика раскрыла динамику этих взаимоотношений и актуализировала объект исследования в клинической медицине — индивидуальность пациента в различных формах. Трудность поиска взаимоприемлемых решений в биоэтических дебатах обусловлена неоднозначностью и противоречивостью трактовок индивидуальности. Выявление культурно-антропологических возможностей преодоления различий в способах решения биоэтических проблем осуществлялось с целью их выбора на основе анализа типов индивидуальности, выявленных в биоэтической литературе, и поиска причин отсутствия у них единого основания. . Анализ позволил определить существование таких типов в биоэтике: индивидуальности, как физическая обособленность, генетическая, моральная, социальная, юридическая индивидуальность. разрешить объединение в единую классификацию, поскольку они различаются по разным основаниям. Возможность преодоления этих спадов видится в целостном подходе к индивидуальности. В свою очередь, целостный подход позволил обосновать существование индивидуальности в целом во всех характеристиках исторической индивидуальности (неделимости и неделимости, уникальности, развитии во временных и социокультурных условиях). Понимание индивидуальности как исторической индивидуальности может стать культурным и антропологическим потенциалом решения биоэтических проблем.

Область биоэтики затронула широкий спектр человеческих исследований; от дискуссий об ограничениях жизни (например, аборты, эвтаназия), суррогатном материнстве, распределении скудных ресурсов здравоохранения (например, донорство органов) до права отказаться от медицинской помощи по религиозным или культурным мотивам. Специалисты по биоэтике часто расходятся во мнениях относительно точных границ своей дисциплины, споря о

том, касается ли эта область этической оценки всех вопросов, связанных с биологией и медициной, или только части этих вопросов. Некоторые специалисты по биоэтике сужают этическую оценку только до этики медицинских процедур или технологических инноваций и времени лечения людей. Другие расширяют сферу моральной оценки, включив в нее моральность всех действий, которые могут помочь или нанести вред организмам, способным чувствовать страх.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF NUMBER OF NOUN IN ENGLISH AND RUSSIAN LANGUAGES

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Annotation: The category of noun "number" is a fundamental aspect of grammar that plays a crucial role in language structure and communication. Number refers to whether a noun is singular, representing one person, place, thing, abstract thing or idea, or plural, indicating more than one. Understanding noun number is essential for constructing grammatically correct sentences, as it influences verb agreement, pronoun reference, and overall sentence structure. This article aims to explore the perspectives of both English and Russian scholars on this linguistic phenomenon. By delving into relevant theories and drawing upon examples from English and Russian literature, we are about to compare and contrast the terminologies and approaches employed in each language.

Key words: noun, number, singular, plural, thing, abstract.

Аннотация: Категория существительного "число" является фундаментальным аспектом грамматики, который играет решающую роль в структуре языка и коммуникации. Число относится к тому, является ли существительное единственным, представляя одного человека, место, предмет, абстрактность или идею, или множественным, указывая на более чем одного. Понимание числа существительного необходимо для построения грамматически правильных предложений, поскольку оно влияет на согласование глаголов, ссылку на местоимения и общую структуру предложения. Целью данной статьи является изучение взглядов как английских, так и русских учёных на этот лингвистический феномен. Углубляясь в соответствующие теории и опираясь на примеры из английской и русской литературы, мы сравним и противопоставим терминологию и подходы, используемые на каждом языке.

Ключевые слова: существительное, число, единственное число, множественное число, предмет, абстрактность.

Annotatsiya: Otning "son" kategoriyasi, tilning asosiy jihati bo'lib, tilda tuzilish va kommunikatsiyada muhim rol o'ynaydigan asosiy qismidir. Son, otning bitta kishi, joy, narsa, mavhum narsa yoki g'oya ko'rsatishini aytadigan yoki undan ko'plikni

bildiradigan to'g'ri kelishiligi haqida gaplashadi. Otning sonini tushunish, grammatik ravishda to'g'ri gaplashilgan gaplarni qurishda zarurdir, chunki u fe'l moslashuvini, shaxsiyot ko'rsatishini va umumiy gapning tuzilishini ta'sir etadi. Maqolaning maqsadi ham ingliz, hamda rus olimlarining ushbu lingvistik hodisaga qarashlarini o'rganishdir. Tegishli nazariyalarni chuqur o'rganish ingliz va rus adabiyotidan misollar keltirib, har bir tilda qo'llaniladigan terminologiya va yondashuvlarni solishtirish va farqlash maqsad qilingan.

Kalit so`zlar: ot, son, birlik, ko`plik, narsa, mavhum narsa.

Grammar is crucial for clear communication, providing rules and structures to convey meaning effectively. It helps organize words and sentences logically, ensuring clarity for the listener or reader. By following grammatical rules, speakers and writers express their views accurately, selecting the right words and crafting sentences that convey their intended meaning. In this article, we'll compare some nouns in singular and plural forms in English and Russian languages from a grammatical perspective.

In English there are two numbers: singular and plural . And forming the plural of most nouns involves adding the suffix "-s" or "-es" to the singular form.[1] When it is compared with Russian language, there are two grammatical numbers, namely singular form (единственное число) and plural form (множественное число), but forming the plural form of nouns involves various suffixes and endings, depending on the gender, gender, and ending of the singular noun.[2]

*"The **paintings** in Basil's studio depicted various **scenes** "*[3]

*"**Студенты** разговаривали о своих **планах** на будущее."*[4]

In English the formal signals of the singular number are a zero morpheme, definite and indefinite articles.[1] However, Russian language lacks these rules, so noun number is often indicated solely through context and inflection.[2]

*"Dorian's **portrait**_ - (portrait_**s**_) captured his youthful beauty."* [3]

*"**Старушка** сидела на **лавке**, смотря на прохожих с тоской в глазах."*[4]

Another type of creating a plural form of nouns is variation of vowels in the root of a word: tooth-teeth; man-men.[1] While in Russian language it is a bit different. It is called a suppletion- changing the roots of the word (супплетивизм): человек- люди; ребёнок-дети. [2]

*"I don't like rich **women**,' said another reporter."*[5]

*"**Люди** суетились по улицам, мчались в своих делах, не замечая молчаливого наблюдателя за их жизнями."*[4]

With regard to the category of number English nouns fall under two subclasses: countable and uncountable. The latter is again subdivided into those having no plural form and those having no singular. The former type is called Pluralia tantum: clothes, goods, the latter - singularia tantum: milk, sugar. [1] There are some similarities with Russian language as Russian words like золото, бензин, молоко (вещественные существительные) are used only in a singular form. However, words духи, румяна (тоже вещественные) are used solely in a plural form.[2]

*"Dorian's reflection in the **water** revealed his inner turmoil."[3]*

*"Раскольников взял кружку и добавил немного **сахара** в свой **чай**." [4]*

When it comes to abstract nouns, both English and Russian languages do not possess plurality, but there might be exceptions according to their meaning.

*"Dorian's portrait captured his youthful **beauty**."[3]*

*"Раскольников скрывал свою **любовь** к Соне из страха перед осуждением общества."[4]*

Besides, there are words, like trousers, scissors, sweets are always in a plural form since these nouns denote collective meaning. [1] Russian has some similarities regarding collective nouns but they are probably called dual nouns (парные существительные- брюки, очки, ножницы). But Russian language also has the term collective nouns (собирательные существительные); they might be singular as well as plural (деньги-plural; народ-singular).[2]

*"Dorian Gray selected a pair of **trousers** from his wardrobe and dressed for the evening."[3]*

*"Раскольников шел по улице, погруженный в размышления, не обращая внимания на **толпу** вокруг."[4]*

In conclusion, both languages serve the same purpose of comparing qualities and attributes. However, based on the number of nouns' morphological structure, we may identify certain similarities and differences in the sentences given above.

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SIMILARITIES AND DIFFERENCES OF MOOD
IN ENGLISH AND UZBEK LANGUAGES

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Abstract: The similarities and contrasts between how mood is expressed in Uzbek and English are examined in this article. Mood is a crucial grammatical characteristic that conveys intention, conviction, doubt, or desire. It is a reflection of the speaker's attitude towards the action or situation that the verb describes. Similarities between the two languages are emphasized by the study, including the employment of auxiliary verbs and common moods like indicative, imperative, and conditional. On the other hand, there are clear disparities in the way that mood is expressed in Uzbek and English verb forms; Uzbek uses particular verb endings to indicate mood, while English mainly relies on auxiliary verbs. Additionally, Uzbek may employ special verb forms or particles for comparable reasons, but English is more likely to use the subjunctive mood when expressing wishes and hypothetical scenarios. The two languages differ in how they convey formality and politeness through mood indicators. Language learners' competency and communication abilities in both Uzbek and English are improved by being aware of these subtleties.

Keywords*: Indicative mood, imperative mood, conditional mood, subjunctive mood, Uzbek language, English language.*

INTRODUCTION

A grammatical characteristic called mood conveys the speaker's perspective on the action or situation that the verb is describing. Mood is an important tool for communicating the speaker's intention, assurance, doubt, or desire in both Uzbek and English. These two languages differ significantly in the ways that they express and employ mood, despite certain commonalities.

Similarities:

Common Moods: The indicative, imperative, and subjunctive moods are some of the common moods between the English and Uzbek languages. Statements of fact, orders, requests, and hypothetical scenarios can all be expressed with these moods.

Auxiliary Verbs: To convey particular moods, auxiliary verbs are used in both languages. Modal verbs like "can," "may," "must," and "should" are used in English to indicate multiple moods. Auxiliary verbs like "bo'l -" (be) and "qil -" (do) are also used in Uzbek to denote mood.

Conditional Mood: Both languages can convey hypothetical or ambiguous circumstances using the conditional mood. While this is frequently constructed in English using auxiliary verbs like "would" or "could," it is formed in Uzbek using particular verb forms.

Differences:

Verb forms: In Uzbek, mood is frequently indicated by particular verb forms, but in English, mood is primarily expressed by auxiliary verbs. In Uzbek, for instance, different verb ends designate the indicative mood, but different verb forms indicate the imperative mood.

Subjunctive Mood: When compared to Uzbek, English has a more subjunctive mood that is more noticeable. When expressing desires, suggestions, or hypothetical circumstances that are not true, one uses the subjunctive in English. In Uzbek, on the other hand, same meanings may be expressed using distinct verb forms or particles.

Expressing Politeness: Modal verbs like "could" and "would" are frequently used in English to soften or improve the politeness of requests. Expressions of politeness in Uzbek might depend less on mood cues and more on honorifics and particular verb forms.

Formal and informal Usage: In both official and casual settings, Uzbek and English may employ different mood cues. For instance, in Uzbek, specific mood markers might be more common in formal circumstances, but in English, the subjunctive mood is more formal and less frequently employed in daily speech.

Language relies heavily on mood since it conveys the speaker's intentions, attitude, and feelings. The two languages, Uzbek and English, use various grammatical constructions to convey mood. Although the two languages share certain similarities in how they use mood, they also stand out for different reasons that emphasize the distinctive qualities of each language. By examining these parallels and discrepancies, we can learn more about how mood influences communication in various language environments.

In conclusion, while both Uzbek and English utilize mood to convey the speaker's perspective and intent, their grammatical approaches differ significantly. While both languages share common moods like indicative, imperative, and subjunctive, and employ auxiliary verbs for mood expression, they diverge in how they mark these

moods. Uzbek relies heavily on specific verb forms to indicate mood, while English utilizes auxiliary verbs, especially modal verbs, for this purpose. The subjunctive mood, prevalent in English for expressing desires and hypothetical scenarios, is less prominent in Uzbek.

The expression of politeness also varies. English often employs modal verbs like "could" and "would" to soften requests, whereas Uzbek relies more on honorifics and specific verb forms. Additionally, the usage of mood markers in formal and informal contexts differs between the two languages, reflecting cultural nuances in communication.

Ultimately, mood is a crucial tool for conveying the speaker's attitude and intention in both Uzbek and English, despite their contrasting grammatical strategies. By analyzing these similarities and differences, we gain a deeper appreciation for the linguistic diversity and cultural nuances that shape communication across languages.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF CASE IN ENGLISH, RUSSIANAND KAZAKH LANGUAGES

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Annotation: The examination of grammatical case in language is a compelling area of study that sheds light on the diverse functions and relationships of nouns and pronouns within sentences. By delving into the concept of case, linguists and language enthusiasts gain valuable insights into the structural nuances that dictate how words interact and convey meaning in communication. The purpose of this article is to investigate the viewpoints of Russian, Kazakh and English academics regarding this linguistic issue. I try to compare and contrast the terminologies and approaches used in each language, studying the relevant theories, using examples from Russian, Kazakh and English literature.

Key words: case, subjective, objective, possessive

Аннотация: Изучение грамматической ситуации в языке — важная область исследования, проливающая свет на различные функции и отношения существительных и местоимений в предложениях. Углубляясь в концепцию падежа, лингвисты и энтузиасты языка получают ценную информацию о структурных нюансах, которые определяют, как слова взаимодействуют и передают значение в общении. Целью данной статьи является изучение взглядов российских, казахских и английских ученых на данный лингвистический феномен. Мы попытаемся сравнить и сопоставить терминологию и подходы, используемые на каждом языке, изучая соответствующие теории и используя примеры из русской, казахской и английской литературы.

Ключевые слова: падеж, именительный, винительный, родительный.

Аннотация: Tildagi grammatik holatni tekshirish, jumlalar ichidagi ot va olmoshlarning xilma-xil vazifalari va munosabatlarini yoritib beradigan muhim tadqiqot sohasi. Tilshunoslar va til ixlosmandlari kelishik kontseptsiyasini chuqur o'rganish orqali so'zlarning aloqada qanday o'zaro ta'sir qilishini va ma'noni bildirishini belgilaydigan tarkibiy nuanslar haqida qimmatli tushunchalarga ega bo'ladilar. Ushbu maqolaning maqsadi rus, qozoq va ingliz akademiklarining ushbu tilshunoslik masalasiga qarashlarini o'rganishdir. Har bir tilda qo'llanilayotgan atama va

yondashuvlarni tegishli nazariyalarni oʻrgangan holda, rus, qozoq va ingliz adabiyotidan misollar yordamida qiyoslab, solishtirishga harakat qilaman.

Kalit soʻzlar: kelishik, bosh, tushim, qaratqich.

In order to communicate effectively in English, grammar is essential. It offers the framework and guidelines required for precise and cogent expression. Grammar study improves a person's speech and writing abilities as well as. However, when comparing their native language with a foreign language learners may run into problems. This article compares several instances of cases having negative connotations from a grammatical standpoint in the languages of Kazakh, Russian, and English.

In Russian has six cases with specific functions for nouns and pronouns. In English has a simpler case system, mainly retaining nominative and accusative cases, with less influence on word forms. There are three types of cases in English: subjective case, objective case and possessive case. [3;20] When it is compared with Russian and Kazakh languages it should be differentiated six and seven types like: именительный падеж, атау septik (subjective case), родительный падеж, ілік septik (genetive case), дательный падеж, барыс septik (dative case), винительный падеж, табыс septik (accusative case), творительный падеж, жатыс septik (instrumental case), предложный падеж, шығыс septik (prepositional case). In Kazakh language one more type have like: инструментальный падеж, көмектес septik (instrumental case). In Russian and Kazakh languages cases are vital for indicating grammatical relationships like subject, object, possession, etc., with unique forms for each case. In English relies more on word order and prepositions for indicating relationships, with cases mainly seen in pronouns.

*И вот, промелькнули три легкие **кареты** и колеса пожилик, наезжающие на праздник.* [*4;108*]

***Абай** үй ішінен қатты пысынап тысұа шыққанда, бұл маңдағы жан иесінің бәрі де ыстықтан мезі боп күйзеліп жүр екен.* [*1;225*]

*- "But soft, what light through yonder window breaks? It is the east, and **Juliet** is the sun."* [*5; 25*]

A subjective case is defined as a case that can be used for a noun or pronoun which acts or functions as a subject in a sentence. Whole sentences use the nominative case for the subject of the sentence. As it is possible to see from the examples above in Russian, Kazakh and English languages cases кареты, Абай and Juliet were used in subjective case (именительный падеж, атау septik).

Петр просил Анну Павловну передать Дроздову ту книгу, которую он вчера у нее взял. [*4;174*]

Жаңағы Алшынбай сөзі аяқтала берген кезде Қарабас ауыз үйден үлкен табақ ыстық асты әкелді. [*1;107*]

Juliet sees him and calls out, "O gentle Romeo! If thou dost love, pronounce it faithfully..." [*Act 2, Scene 2 "Romeo and Juliet"*]

The objective case in grammar is used to indicate the noun or pronoun that is the recipient of the action of the verb in a sentence or that is affected by the action. It often denotes the direct object, indirect object, or object of a preposition. In Russian, the objective case is combined with the prepositions **"in", "for", "on", "about", "through"** and answers the questions: **Whom? What?** In Kazakh language, the objective case formed by adding the conjunctions –**ны, -ні, -ды, -ді, -ты, -ті.** [2;47] For that, in this sentence the words книгу, ыстық асты and him are objective case.

Все солдаты Наполеона, враги России, стремились к победе в битве Бородинской, надеясь на успехи своего лидера. [*4;158*]

Сирек талдың арасына шала жасырынып, далдалап тұрып, Ербол қыстауы жаққа көз тастады. [*1;224*]

O, for a falconer's voice, To lure this tassel-gentle back again! [*Act 2, Scene 3 "Romeo and Juliet"*]

The possessive case is a grammatical case that denotes ownership or a relationship of possession. It is used to show that someone or something belongs to someone else. It helps clarify the relationships between people or things in a sentence. In English, the possessive case is usually formed by adding an apostrophe (') followed by the letter **"s"** ('s) to the noun, whether the noun is singular or plural. In Russian, the possessive case is an indirect case that expresses the meaning of the subject, as well as subject or object relations. Nouns in the genitive case are combined with the prepositions **"without", "from", "to", "about", "from", "with", "at", "near", "beside"** and answer the questions: **Who? What?** In Kazakh language, the possessive case formed by adding the conjunctions –**ның, -нің, -дың, -дің, -тың, -тің.** [**Жубанов;45**] As it is possible to see from the examples above in Russian, Kazakh and English languages cases **солдаты Наполеона, талдың** and *falconer's* were used in possessive case.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

A COMPARATIVE ANALYSIS OF POSSESSIVE PRONOUNS IN ENGLISH AND RUSSIAN LANGUAGES

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`**Annotation:** Possessive pronouns are pronouns that show ownership or possession. They indicate that something belongs to someone or something. Possessive pronouns include words like "mine," "yours," "his," "hers," "ours," and "theirs." These pronouns are used to replace nouns to show that someone or something possesses or owns something. They replace nouns or noun phrases that show possession, making sentences more concise and avoiding repetition. This thesis aims to delve into the similarities and differences between possessive pronouns in English and Russian languages.

Key words : pronouns, possessive, linguistics, grammar, comparative analysis

Аннотация: Притяжательные местоимения – это местоимения, указывающие на принадлежность или обладание. Они указывают на то, что что-то принадлежит кому-то или чему-то. К притяжательным местоимениям относятся такие слова, как «мой», «твой», «его», «ее», «наш» и «их». Эти местоимения используются для замены существительных, чтобы показать, что кто-то или что-то чем-то владеет или владеет. Они заменяют существительные или именные группы, которые показывают принадлежность, делая предложения более краткими и избегая повторов. Целью данной статьи является изучение сходств и различий между притяжательными местоимениями в английском и русском языках. **Ключевые слова:** местоимения, притяжательный падеж, лингвистика, грамматика, сравнительный анализ.

Annotatsiya: Egalik olmoshlari egalik yoki egalikni bildiruvchi olmoshlardir. Ular biror narsa kimgadir yoki biror narsaga tegishli ekanligini ko'rsatadi. Ega olmoshlariga "meniki", "sizniki", "uning", "uniki", "bizniki", "ularniki" kabi so'zlar kiradi. Bu olmoshlar kimningdir yoki biror narsaning biror narsaga egalik qilishini yoki egaligini ko'rsatish uchun otlarni almashtirish uchun ishlatiladi. Ular egalikni ko'rsatuvchi ot yoki iboralarni almashtirib, gaplarni ixcham qiladi va takrorlashdan saqlaydi. Ushbu tezis ingliz va rus tillaridagi egalik olmoshlari o'rtasidagi o'xshashlik va farqlarni o'rganishga qaratilgan.

Kalit so'zlar : olmoshlar, egalik, tilshunoslik, grammatika, qiyosiy tahlil

Grammar is important in language because it defines the framework and rules for organizing words, phrases, and sentences. It aids in the straightforward transmission of meaning, guarantees successful communication, and promotes comprehension among speakers or writers. Furthermore, grammar helps to convey tone, style, and nuance, adding to the depth and clarity of language. However, learners might encounter challenges when they attempt to contrast their mother tongue with a foreign language, such as English in our scenario. In this article we are going to compare possessive pronouns in English and Russian languages with grammatical point of view.

The meaning of possession can be expressed in all the languages, compare: My book (English) - Моя книга (Russian). As it is seen from the examples the meaning of possession in English and Russian is expressed, by the possessive pronouns (lexical means). [2]

Possessive pronouns have two forms:

possessive determinars, so-called conjoined forms, that are used attributively preceding a noun (e.g.: my book, your sister, their neighbours);

Throw physic to the dogs, I'll none of it.

*Come, put mine armor on. Give me **my** staff.* [romeo]

absolute forms of possessive pronouns (such as mine, yours, his, hers, ours, theirs), which usually imply a missing noun head: This is my book.
Where is yours ? [3]

1.   *Th' exchange of thy love's faithful vow for **mine**.* [4]
2.   *Then plainly know my heart's dear love is set*

On the fair daughter of rich Capulet;

*As mine on **hers,** so hers is set on mine,*

And all combined, save what thou must combine... [4]

The pronoun indicates objects, characteristics or quantity, but does not name them in its own way. The meaning of the pronoun is divided into semantic categories. One of them is possessive pronouns. They are : *мой, твой, свой, наш, ваш.*

Possessive pronouns indicates the attribute of an object according to its affiliation and answer the questions whose?   In a sentence, possessive pronouns are usually modifiers. [5]

In Russian, possessive pronouns must agree with the noun to which they refer in gender, number and case. This means that the form of the possessive pronoun changes depending on which word it refers to.

*А в том **моя** добрая воля, батюшка, терпеть или вещь вашу теперь же продать* [1]

Since we used the word "воля" in the feminine gender in this sentence, we accordingly used the possessive pronoun in the feminine gender.

*Возлюбишь одного себя, то и дела свои обделаешь как следует, и кафтан **твой** останется цел.* [1]

In this example possessive pronoun *"твой"* is in masculine because the main word *"кафтан"* in the masculine gender.

*Да вы не раздражайтесь, – засмеялся через силу Зосимов, – предположите, что вы мой первый пациент, ну, а **наш** брат, только что начинающий практиковать, своих первых пациентов, как собственных детей, любит, а иные почти в них влюбляются. А я ведь пациентами то не богат.*

In this example, the possessive pronoun "наш" is used in the masculine gender and singular number because the main word "брат" is in the masculine gender and singular number, so we use the pronoun accordingly with the main noun.

In conclusion, a comparative analysis of possessive pronouns in English and Russian highlights fundamental differences: English possessive pronouns are simple and constant, whereas Russian ones are highly inflected, changing according to the gender, number, and case of the nouns they modify. This reflects the more analytic nature of English versus the synthetic structure of Russian, illustrating how each language uniquely approaches grammatical agreement and precision.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF GENDER OF NOUN IN ENGLISH AND RUSSIAN LANGUAGES

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Annotation: This thesis looks at how words are grouped by gender in English and Russian, and how this affects the way we use language. In English, gender is usually pretty straightforward, like when we say "he" for boys and "she" for girls. But in Russian, it's more complex, with words having different genders like masculine, feminine, or neuter. We'll explore how this affects how sentences are put together and how it can make translating between the two languages tricky. This article aims to explore the perspectives of both English and Russian scholars on this linguistic phenomenon. By delving into relevant theories and drawing upon examples from English and Russian literature, we endeavor to compare and contrast the terminologies and approaches employed in each language.

Key words: gender, masculine, feminine, neuter, complex.

Аннотация: Эта тезис исследует, как слова группируются по полу в английском и русском языках, и как это влияет на способы использования языка. В английском языке пол обычно довольно простой, как когда мы говорим "he" для мальчиков и "she" для девочек. Но в русском языке это более сложно, с словами имеющими разные роды, такие как мужской, женский или средний. Мы будем исследовать, как это влияет на структуру предложений и как это может усложнить перевод между двумя языками. Эта статья стремится исследовать точки зрения как англоязычных, так и русскоязычных ученых на этот лингвистический феномен. Погрузившись в соответствующие теории и опираясь на примеры из английской и русской литературы, мы стремимся сравнить и контрастировать терминологии и подходы, используемые в каждом языке.

Ключевые слова: пол, мужской, женский, средний, сложный.

Annotatsiya: Ushbu ilmiy ish tahlili, ingliz va rus tillarida so'zlarning jinsi bo'yicha guruhlanganini, shu jinsning til foydalanish usuliga qanday ta'sir qilganini ko`rsatadi. Ingliz tilida jins oddiy turda bo'lib, masalan, biz "u" ni yigitlar uchun, "u" ni qizlar uchun ishlatamiz deb aytamiz. Lekin rus tilida bu masalan, "мужской", "женский" turlariga bo`linadi yoki ortacha ko'pligi bo'lgan so'zlarni aloqadorlik

ko'rsatadi. Biz so`z birikmasining tuzilishining qanday ta'sir qilganini va ushbu ikki til orasidagi tarjima qilinishini tahlil qilamiz. Ushbu maqola ham ingliz va rus tillaridan taqdim etilgan mutaxassislarning sharhlari to'g'risida tahlil qilishga qo'shilib, ushbu lingvistik fenomeni haqida boshqa tillarga nisbatan yangiliklarni etiborga olishtirishni taqdim qiladi. Muhokama natijasi ingliz va rus adabiyotidan namunalarini muhokama qilganimizdan kelib chiqadi.

Kalit so'zlar: jins, o`rtacha, paydo.

English nouns are not inherently gendered. Instead, gender in English is often assigned based on the context of the sentence or the rules of grammar. For example, a pronoun like "he" or "she" is often used to refer to a person in a sentence, and that choice assigns a gender to the noun.

The term "gender" is opposed to the term "sex" (пол). The first term (gender) is a pure grammatical term which deals with the grammatical expression of grammatical gender, i.e. the expression of masculine, feminine and neuter genders. The second word (sex) is used as a common word for both male and female. Thus, it is often used to denote biological notions. Speaking about the Modern English language we can say that the English nouns do not have a grammatical category of gender. It is because that the nouns do not have constant grammatical means to express the gender 21 distinctions. Such a grammatical category is found in Russian which is one the most important grammatical phenomenon in this language. [1]

In Russian we find three grammatical genders -masculine, feminine and neuter as well as in the personal pronouns in the 3 rd person singular – он, она, оно. These pronouns, as a rule, replace nouns in accordance with their gender. Nouns denoting persons may be either masculine or feminine - according to the sex of the person usually denoted by them. Nouns denoting inanimate objects may be of masculine, feminine and neuter. If nouns have the endings -o or -e (радио, замечание) they are in neutral gender [1]

*… в то время, как Анна Павловна назвала императрицу, **лицо** ее вдруг представило глубокое и **искреннее выражение** преданности….[2]*

*…. Mr. Bingley, who came from the **dance** for a few minutes, to press his friend to join **it**. [3]*

If in the same case and form they have the endings -a or -я (ручка, станция), they are included into the feminine gender. [1]

*…говорила княгиня **Анна Михайловна** с восторгом, совершенно забыв всё унижение, через которое **она** прошла для достижения своей цели. [2]*

In English while referring to individuals using pronouns, the choice of pronoun often reflects the biological gender of the noun. For example, "he" is used for males, and "she" is used for females.

*Lizzy is not a bit better than the others; and I am sure **she** is not half so handsome as Jane, nor half so good-humored as Lydia. [3]*

If nouns in the nominative case (им. падеж) singular form have no special ending, and no soft sign (мягкий знак) at the end, they are included into the masculine gender: дом, семья. [1]

***Князь Андрей**, видимо, знал это так же хорошо, как и Тихон; **он** посмотрел на часы, как будто для того, чтобы поверить, не изменились ли привычки отца за то время, в которое **он** не видал его, и, убедившись, что они не изменились, обратился к жене [2]*

*But, my dear, you must indeed go and see **Mr. Bingley** when **he** comes into the neighbourhood. [3]*

Nouns ending in "ь" (soft sign – мягкий знак) are either masculine (портфель - он) or feminine (тетрадь - она).

*— Ты живешь в деревне и не находишь эту **жизнь (ж.р)** ужасною, — сказал он [2]*

*Князь Андрей был в этот **день (м.р)** дежурным и неотлучно при главнокомандующем.[2]*

In the English language we do not find such phenomenon. Because of this fact the Russian and the most other foreign grammarians think that English does not have the grammatical category of gender.

In summary, English and Russian treat the gender of nouns differently. English usually doesn't have gender for nouns, while Russian often assigns masculine, feminine, or neuter genders to nouns. Both languages use gender to match words in sentences, but Russian's system is more structured, reflecting cultural and linguistic traditions.

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MAKTAB DARSLARDA AKTDAN DIDAKTIK VA RIVOJLANTIRUVCHI VOSITASI SIFATIDA FOYDALANISH

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Annotatsiya. Darsning samaradorligi asosan o'qitish usullari va ularning tuzilishini mohirona tanlashga bog'liq. Ushbu maqolada AKTdan foydalanish orqali dars samaradorligini oshirish haqida so'z yuritilgan.

Kalit so'zlar: AKT, kompyuter texnologiyalari.

Аннотация. Эффективность урока во многом зависит от умелого выбора методов обучения и их структуры. В данной статье говорится о повышении эффективности урока за счет использования ИКТ.

Ключевые слова: ИКТ, компьютерные технологии.

Annotation. The effectiveness of the lesson mainly depends on the skillful choice of teaching methods and their structure. This article talks about improving the effectiveness of the lesson through the use of ICT.

Key words: ICT, computer technologies.

Kompyuter texnologiyalarining o'quvchilarning bilim faoliyatiga ta'siri shubhasiz: kompyuter o'yinlari o'quv jarayoniga qo'shilganda yangi ma'lumotlar bilan tanishish qiziqarli bo'lishi mumkin. Kompyuter texnologiyalari zamonaviy ta'lim talablariga muvofiq modernizatsiya qilingan mavjud usullar asosida ta'lim sohasida qo'llaniladi.

Bizning hayotimizga yangi texnologiyalarni kiritish biz yashayotgan dunyoni butunlay o'zgartiradi. Ushbu modifikatsiyalar orasida biz ta'lim sohasida sodir bo'lganlarni topamiz, ularda hozirgi paytda dars berish jarayoni takomillashtirish uchun foydalanilmaydigan sinfni ko'rish g'alati.

Sinfda o'quvchilarni rag'batlantirish va ularning bilimlarini yaxshilash uchun ishlatilishi mumkin bo'lgan ko'plab AKT vositalari mavjud. Qaysi vositalarni, nima uchun va nima uchun ishlatishni tanlashimiz kerak, chunki ularning barchasi o'quvchilarimiz uchun ma'lum bir tarkibni anglashi uchun bir xil darajada samarali va samarali bo'lmaydi.

Interfaol doska - bu kompyuter, proektor va ekrandan tashkil topgan, uni ko'rsatgich yordamida boshqarish mumkin. Taxtaning har xil turlari mavjud, garchi biz bu yerda taqdim etayotganimiz eng keng qo'llanilgan bo'lsa-da, boshqasi paydo

bo'ladi, interaktiv sensorli ekran. U oldingisidan ekranni barmoqlarimiz bilan boshqarishimizga imkon beradiganligi bilan farq qiladi.

Raqamli taxta bizga sinfda ko'plab tadbirlarni amalga oshirishga imkon beradi. Quyida biz eng tez-tez uchraydiganlarini qisqacha tushuntirib beramiz:

Biz noutbukdan keladigan har qanday ma'lumotni loyihalashtirishimiz mumkin, chunki taxta biz uning tarkibini kengaytirilgan tarzda eshitishimiz va ko'rishimiz mumkin bo'lgan katta monitorga aylanadi. Ushbu tarkib orasida odatda eng keng tarqalgan: umumiy va o'quv dasturlari, videolar, musiqa, veb-sahifalar, taqdimotlar, hujjatlar va boshqalar. Bundan tashqari, siz ular bilan raqamli doskasiz kompyuterda bo'lgani kabi muomala qilishingiz mumkin.

Bu o'quvchilar ishlayotgan raqamli tarkib tufayli o'zaro fikrlashish va bahslashish onlariga ega bo'lishlari uchun yaratilgan. Ular ekranga teginish imkoniyatiga ega bo'lgani uchun juda yoqadi va u tarkibiga kiritilgan barcha o'yinlar interaktivdir.

Uning vazifalari boshqa raqamli vositalar bilan bir xil. Farqi shundaki, uning ishlatilishini yengillashtirish uchun uning balandligi eng kichigiga moslashtiriladi.

Boshqa tomondan, u bolalar intuitiv ravishda zavqlanish paytida va barmoqlarini ishlatganda o'rganishi mumkin bo'lgan ta'lim o'yinlarini ham o'z ichiga oladi. Biroq, uning yuqori narxi va faqat olti kishiga mo'ljallangan imkoniyatlari tufayli u juda keng tarqalmagan.

Biz allaqachon bilganimizdek, ular zambarak, televizor, videodan keyin sinfga kelgan birinchi vositalar deb aytish mumkin edi … Boshqa vositalar singari u ham individual, ham guruhda ishlashga imkon beradi va talabalarni ajoyib tarzda rag'batlantiradi. unda ular amalga oshiradigan tadbirlar. Boshqa tomondan, bolalar uchun biron bir aniq mavzu bo'yicha o'rgangan narsalarini o'zlashtirishi yoki agar xohlasa, uni kengaytirishi yaxshi o'quv vositasi hisoblanadi. Bu o'ynoqi asbob bo'lgani uchun, bolalar o'ynash yoki kompyuterda ishlashni qanday ajratishni bilishmaydi, lekin o'ynash yoki ishlash, aniq narsa shundaki, ular undan foydalanishni o'rganishadi va yangi bilimlarni egallaydilar, shuning uchun maktablarda u har safar mavjud yanada sifatli pedagogik dasturlar va dasturlarni taklif qilish.

Yangi texnologiyalar paydo bo'lishi bilan biz turli xil bilimlar sohalarida ishlash uchun foydalanishimiz mumkin bo'lgan turli xil dasturlardan, o'quv platformalaridan yoki onlayn faoliyatlari mavjud bo'lgan sahifalardan foydalanishimiz ham mumkin bo'ldi. Shu tarzda biz yanada zerikarli yoki tushunishi qiyin bo'lgan mavzularni o'rganishni juda qiziqarli qilishimiz mumkin.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

MATEMATIKANI O'QITISHDA TARIXIY MAZMUNDAGI MATERIALLARDAN FOYDALANIB O'QITISHNING AFZALLIKLARI

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Annotatsiya. Ushbu maqolada matematika fanini o'qitishda tarixiy materiallardan foydalanish va ularning fanni rivojlantirishdagi o'rni haqida so'z yuritilgan.

Kalit so'zlar: matematikani o'qitish, tarixiy materiallar.

Аннотация. В данной статье говорится об использовании исторических материалов в преподавании математики и их роли в развитии науки.

Ключевые слова: обучение математике, исторические материалы.

Annotation. This article talks about the use of historical materials in the teaching of mathematics and their role in the development of science.

Key words: teaching mathematics, historical materials.

Matematika fanini o'qitishda tarixiy materiallardan foydalanish va tarixiy materiallarning rivojlanishi mantiqiy ilmiy-metodik nuqtai nazardan juda muhim hisoblanadi. Matematika fanidan tarixiy materiallarni tanlash asosiy mezonlardan biri hisoblanib kelmoqda.

Maktab o'quvchilarda matematika faniga oid savollar yuzaga kelishi aniq va bunday savollarga faqat matematika tarixi, xususan Sharq va Markaziy Osiyo matematik olimlarining asarlarini o'rganib chiqqan holda javob berishi mumkin. Matematika ta'limida muammoli vaziyatlarni o'rganish uchun tarixiy materiallardan foydalanish kerak.

Mustaqil O'zbekistonimizda umumiy o'rta ta'lim maktablarida matematika darslarini o'qitish orqali ularga faqat hisoblash, matematik tushunchalarni berish bilan chegaralanib qolmay balki, ularga o'z vatanini hurmat qilish, o'tmishda yashagan mashhur ajdodlarimizning matematika sohasiga qo'shgan hissalarini tushintirish, ma'lumotlar berish orqali kelajakka bo'lgan qiziqishlarini orttirishdan iboratdir.

Ko'pchilikka ma'lumki, O'rta Osiyoda juda ko'p mashhur kishilar yashab o'tganlar. Ulardan talayginalari boshqa sohalar kabi matematika fanini rivojiga ulkan hissa qo'shganlardan hisoblanishadi. Biz o'quvchilarga Ona-Vatanimizning tarixi juda qadimiy ekanligini, bundan ko'p asrlar oldin Vatanimizda fan va madaniyat katta taraqqiyotga ega bo'lganligini, ayniqsa, VII asrdan XV asrgacha O'rta Osiyo

matematiklari oʻsha davr matematikasining hamma sohalarida juda koʻp yutuqlarga erishganliklarini aytib oʻtishimiz maqsadga muvofiqdir. Oʻrta Osiyolik olimlardan: Al-Farobiy, Al-Xorazmiy, Abul Vafo, Abu Rayxon Beruniy, Abu Ali ibn Sino, Umar Xayyom, Nasriddin Tusiy, Qozizoda Rumiy, Gʻiyosiddin Jamshid Koshiy, Ulugʻbek, Ali-Qushchi kabilar hozirgi zamon hisoblash tizimini kashf etdilar, manfiy va irratsional sonlar bilan ishlash yoʻlini, ildiz chiqarish, qator tenglamalarni yechish metodlarini, Nyuton binomining umumiy formulasini topdilar, mana shularni aytib oʻtishimiz foydadan holi boʻlmaydi.

Biz dars jarayonida yoki fakultativ mashgʻulotda shu mavzuga bogʻlik boʻlgan matematik tushunchalarning paydo boʻlishi, funksiyalar va matematik sayohatlarida bu olimlar ijodidan foydalanishimiz va matematik gazetalarda ularning hayoti va ijod yoʻlini yoritib borishimiz juda katta tarbiyaviy ahamiyatga ega.

Biz matematika oʻqitish jarayonida oʻquvchilarga notanish boʻlgan matematik atamalarning qaysi tildan olinganligini va oʻzbek tilidagi ma'nosini oʻrgatib borsak, ularning matematika faniga boʻlgan qiziqishi ortishi bilan birgalikda lugʻat boyliklari va savodxonlik darajasi ortib borishiga erishamiz.

Matematika ta'limida tarixiy materiallarni oʻrgatishda:

-Matematik atamalar paydo boʻlishining dastlabki manbaasi va uning oʻzbek tilidagi ma'nosi bilan tanishtirib chiqish.

-Matematik belgilar, simvollar va qonunlarning kelib chiqishi hamda ularning qoʻllanish tarixi bilan tanishtirib chiqish muhim hisoblanadi.

Maktab Matematika ta'limida tarixiy materiallarni tanlash va foydalanish metodikasi muammosini boʻyicha matematika fani oʻqituvchilarining amaliy tajribalarini oʻrganib chiqqan holda maktabda matematika ta'limi jarayonida tarixiy materiallarni tanlangan mezonlar asosida foydalanish tamoyillar yoʻnalishlari tanlandi. Ular quyidagilardan iboratdir:

1. Mazmuni boʻyicha tanlangan tarixiy materiallar matematika ta'limini insonparvarlikka yoʻnaltirilgani bilan bogʻliq holda ta'lim-tarbiya masalalarini amalga oshirishda ilmiy-metodik yordam berishi;

2.Tegishli mavzuga oid tarixiy materialni tanlashda matematika ta'limi boʻyicha fan oʻquv dasturi va Davlat ta'lim standartlari bilan uzviy bogʻliq boʻlishi;

3.Matematika ta'limida tarixiy material ikkinchi darajali emasligi oʻzining asosiy, muhim masalalari bilan oʻquv dasturiga mos kelishidan iborat.

Matematika oʻqituvchisi tarixiy materiallar va qoidallarini darsda yoki darsdan tashqari mashgʻulotlarda oʻqitishi, oʻrgatishi maqsadga muvofiqligini, qaysi olimlar hayoti va ilmiy faoliyatini oʻquvchi bilishi zarurligini oldindan oʻrganishi muhim

hisoblanadi. matematika tarixini o'qitish va matematika tarixi haqida ma'lumot berish orqali o'quvchilarni matematika faniga bo'lgan qiziqishini o'stirish mumkin. Agar o'quvchilar matematika darsida biror bir mavzuga tushunmayotgan bo'lsalar ularni shu matematika mavzusiga oid matematika tarixi bilan tushuntirish orqali ularga matematika darsini yaxshiroq tushuntirish mumkin va bu orqali o'quvchilarning matematika faniga bo'lgan qiziqishlarini yanada o'stirish mumkin.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ADVANTAGES OF LOGICAL-SYSTEMED TEACHING AND SOME WAYS FOR IMPROVING IT

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ABSTRACT

The article considers the certain features of the development of learners' logical reasoning in classes with different subject-specialization at secondary school. In addition, the problems and solutions of organizing systematic education in higher schools and universities are presented. The development of curriculum necessary for logical-systemed teaching and the nowadays' curricula used are discussed.

Keywords: propositional logic, logical thinking, scientific tasks, fields of study, university students, subject, systematic, unsystematic, curriculum, reading instruction, abstract ideas.

Logic and logical thinking are present and play an important role in most of the disciplines at the university level but in different ways.

Current study evaluated data from 1,429 respondents involving students from 15 universities. The non-standardised knowledge test was previously pilot-tested and consisted of 15 tasks from selected elements of propositional logic in a different natural science subject-specific context. Significant differences in average results were found in terms of students' gender, age, type of secondary school leaving exam and parents' highest education level.

Researchers compared students' test scores by students' fields of study. On average, mathematics-informatics students had the highest success rate of 67.4%, compared to students in engineering (61.0%), economics (57.9%), education (56.6%), science (56.5%) and humanities (54.7%).

In an academic study in every age, the study of logic and its role in use has been of fundamental importance. Logic as a research discipline saw its greatest leap of development in the first half of the twentieth century, but with all that progress in research, its relative importance in the teaching portfolio of the academy has diminished. What is the reason for this? According to Restall (2015), the reason for this is greater specialisation and differentiation and excessive learning. Due to this

phenomenon, students avoid taking it even if a university offers logic as a subject. Restall declares this phenomenon as a cultural problem. "The research culture of logic - the kind of work it produces - seems radically alien to that of its elsewhere academic disciplines".

Every subject that is systematic has a certain inherent order to it that dictates how it should be approached. In some subjects this order is more explicit than others. In mathematics, for example, there is a widely acknowledged sequence in terms of what should be learned and when it should be taught. In other subjects, however, such as history, there is much less agreement on how and when certain things should be taught.

Systematic is sometimes paired with the term explicit. So, how do they differ? Their meanings often overlap, but explicit is usually understood to mean that the teacher takes centre stage and the student learning is controlled by the teacher's curriculum and teaching behaviour. Implicit is usually reserved for instruction that is student-directed. So, implicit usually refers to a discovery, constructivist, or minimal guidance model. In this implicit model, the teacher plays a lesser, guiding role, sometimes referred to as the guide-on-the-side, while the students take greater responsibility for their own learning from the outset.

So, there's systematic vs unsystematic curriculum or (better put) a continuum from high to low level of system incorporated within any curriculum. For example, some programs may be highly systematic, and others less so. Of course, being systematic doesn't guarantee student outcome, but when the curriculum is closely aligned with the consensus of what's important and when it should be introduced, then such programs have a better empirical track record than those programs lacking in system.

Apart from curriculum content, there's also a continuum of degree of system in how the curriculum is delivered. For a given curriculum, teachers may assiduously implement it as written, or they may adapt it according to their own predilections. This is usually called a departure from program fidelity, and is abhorred by those program designers who incorporate a strongly systematic bent. However, some programs are loosely coupled in that they presume teachers will be expert in presenting their curriculum. "They're teachers, they're professionals, they would know how to teach my stuff." Of course, teacher variation is a major problem for our education systems, and we've seen that few teachers have been trained in explicit instruction generally, or in basic classroom management. Thus, many teachers have too little understanding of what's important in reading instruction.

When to Begin the Study of Logic.

One of the most common questions parents and teachers interested in classical education ask about logic is: "When should I start teaching logic to my student?" The answer, of course, is: "When he or she is ready." This usually happens between seventh grade and ninth grade. It is at this age that many children begin to seriously investigate the reasons for things. They are no longer satisfied with the concrete, but are beginning to understand and appreciate abstract ideas.

Children are not totally unfamiliar with abstract ideas even at this time; they have already encountered them in mathematics. But whereas mathematics deals with abstraction in the realm of quantitative relationships, logic deals with abstraction in the realm of qualitative relationships. Both math and logic deal with abstraction, but math does it with quantities; logic (at least in its traditional form) does it with language.

The analysis of mathematics teaching objectives in classes of different directions allows us to identify core goals common to all of them. One such purpose, for example, is an intellectual personality development, especially the development of students' logical thinking. Logical and coherent way of thinking is necessary for pupils of different directions as it is essential for investigating phenomena of various origin (social, humanitarian, polytechnic, natural) and contributes to the development of personal qualities, critical attitude towards oneself and the environment, and because it helps to build pupil's ability to produce a wide range of hypotheses, innovative ideas and solutions of problems based on identification of the core elements of the studied phenomenon. Therefore, the development of students' logical reasoning has always been in the center of attention of both theory and practice of mathematics teaching.

Conclusion

I should point out that most modern logicians disagree with this view of logic as a language art. They view math as an extension of logic, and because of this the system of modern logic is very mathematical.

Based on our results, students whose parents have a higher education achieved better results than those whose parents graduated from secondary or elementary school. According to our assumption, this may be related to the greater expectations and requirements of the parents during the student's entire schooling. However, it may also play a role that the parents who have graduated from the university can support their child to a greater extent in learning, mastering and understanding the curriculum, and being a positive example. They also serve in the children's further education and can take a more significant part in the financial support of their studies.

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SIMILARITIES AND DIFFERENCES OF DEGREE IN ENGLISH AND UZBEK LANGUAGE GRAMMAR

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ABSTRACT

This paper provides a comparative analysis of the grammar of degree expressions in English and Uzbek, two languages with vastly different linguistic origins and typological features. The study examines the morphological, syntactic, and semantic properties of comparative, superlative, and equative constructions in each language. The analysis reveals both notable similarities and divergences between the two languages. Both employ comparative and superlative marking, but utilize distinct morphological strategies - English relies on analytic forms with "more/less" and "most/least", while Uzbek employs synthetic suffixes. Semantic parallels exist in the core functions of comparison, but the languages differ in the specific entailments and pragmatic nuances conveyed.Syntactically, the languages exhibit contrasting patterns in the placement of degree morphemes, the case-marking of compared elements, and the overall constituent structure of comparative phrases. These structural differences point to the influence of each language's broader grammatical characteristics, such as word order and case systems.The findings contribute to the cross-linguistic understanding of gradation and offer insights into the typological diversity in how natural languages encode comparative concepts. The paper concludes by discussing the implications for theories of universal grammar and language-specific variation in the domain of degree expressions.

Key words: Comparative, Superlative, Equative, Morphological Strategies, Syntactic Patterns, Semantic Scope and Entailments**.**

INTODUCTION

Expressions of degree, such as comparative and superlative constructions, are a fundamental aspect of human language and cognition. These grammatical structures allow speakers to make judgments about the relative properties of entities, events, or

qualities. Cross-linguistic examination of degree expressions can therefore provide valuable insights into both the universal principles and language-specific variations that characterize natural language grammars.English and Uzbek present an intriguing case study in this domain. As languages from distinct families - English being a West Germanic language and Uzbek belonging to the Turkic language group - they exhibit a range of both similarities and differences in how they encode comparative and superlative meanings. Investigating these parallels and divergences can shed light on the underlying mechanisms and typological parameters that shape the grammatical expression of degree.This paper conducts a comparative analysis of English and Uzbek degree constructions, focusing on their morphological, syntactic, and semantic properties. The study examines the strategies each language employs to mark comparatives and superlatives, as well as the structural configurations and pragmatic nuances involved. By juxtaposing the two linguistic systems, the research aims to elucidate the universal trends and language-specific variations that characterize the grammar of degree.The findings have implications for theories of universal grammar, as they illuminate the range of cross-linguistic diversity in how natural languages encode comparative concepts. Moreover, the analysis contributes to a deeper understanding of the typological profile and grammatical makeup of English and Uzbek, two languages with contrasting genealogical and structural features.[1]

Comparison of the degree systems in English and Uzbek language grammar:

The grammars of English and Uzbek exhibit both similarities and differences in their encoding of comparative and superlative degree expressions.

Morphological Strategies:

- English utilizes analytic comparative and superlative forms, using the words "more/less" and "most/least" respectively (e.g. "more intelligent", "most expensive").

- In contrast, Uzbek employs synthetic degree morphology, adding suffixes to the base adjective to mark comparatives (-roq) and superlatives (-gina/-ginagina) (e.g. katta-roq "bigger", katta-gina "the biggest").

Syntactic Patterns:

- English places the degree modifier (e.g. "more", "most") before the adjective in the comparative/superlative phrase.

- Uzbek, as a head-final language, positions the degree suffix after the adjectival base.

- English allows the compared element to be marked with the "than" comparative particle, while Uzbek uses case-marking (e.g. ablative) for this function.

Semantic Scope and Entailments:

- Both languages can express relative, absolute, and equative comparisons.

- However, there are differences in the specific semantic entailments and pragmatic nuances conveyed. For instance, the Uzbek superlative suffix -gina can imply a sense of endearment or small scale.[2]

Overall, the findings demonstrate that while English and Uzbek share the fundamental function of encoding degrees of comparison, they employ divergent morphological and syntactic strategies that reflect their distinct typological profiles. These language-specific variations shed light on the cross-linguistic diversity in the grammatical expression of comparative concepts.

Morphological Strategies:

The key difference lies in the synthetic vs. analytic nature of the degree constructions. English uses periphrastic forms with dedicated comparative and superlative degree words (e.g. "more intelligent", "most expensive"), while Uzbek marks comparison through agglutinating suffixes (-roq for comparative, -gina/-ginagina for superlative).This morphological contrast reflects the broader typological differences between the two languages. English, as a Germanic language, exhibits a more analytic grammatical structure, whereas Uzbek, being a Turkic language, has a predominantly synthetic morphology.[3]

Syntactic Patterns:

The position of the degree marker also differs significantly. In English, the comparative/superlative word precedes the adjective, following the general SVO word order (e.g. "more intelligent", "the most expensive"). Uzbek, on the other hand, places the degree suffix after the adjectival base, in line with its head-final syntax.Additionally, English utilizes the comparative particle "than" to mark the compared element, while Uzbek employs case-marking, typically the ablative case, for this function (e.g. katta-roq maktab-dan "bigger than the school").

Semantic Scope and Entailments:

Both languages can express the full range of comparative and superlative meanings, including relative, absolute, and equative comparisons. However, there are nuanced differences in the specific semantic and pragmatic implications conveyed.For instance, the Uzbek superlative suffix -gina can imbue the expression with a sense of endearment or diminution, suggesting a small or intimate scale (e.g. katta-gina "the dear/little biggest one"). This additional semantic layer is not typically present in the English superlative construction.These differences in morphological, syntactic, and semantic properties highlight the rich diversity in how natural languages can encode gradation and comparative concepts. Analyzing these contrasts provides valuable

insights into the typological parameters and universal principles that underlie the grammar of degree.[4]

Types of Degree and its Formation in English and Uzbek

English:

1. Comparative:
   - Analytic comparative: "more intelligent", "less expensive"
   - Synthetic comparative (with "-er"): "taller", "happier"
2. Superlative:
   - Analytic superlative: "the most intelligent", "the least expensive"
   - Synthetic superlative (with "-est"): "tallest", "happiest"
3. Equative:
   - "as intelligent as", "just as expensive"

Uzbek:

1. Comparative:
   - Synthetic comparative (with "-roq"): katta-roq "bigger", yaxshi-roq "better"
2. Superlative:
   - Synthetic superlative (with "-gina" or "-ginagina"): katta-gina "the biggest", yaxshi-ginagina "the very best"
3. Equative:
   - "shuncha ... qancha" (as ... as): shuncha katta qancha uyimiz "as big as our house"
   - "-cha" suffix: katta-cha "about the same size"

Examples:

English:

- Comparative: "This book is more interesting than that one."
- Superlative: "Alice is the smartest student in the class."
- Equative: "The cake is as delicious as the one from last week."

Uzbek:

- Comparative: "Bu kitob o'shandan katta-roq." (This book is bigger than that one.)
- Superlative: "Alisa sinfdagi eng yaxshi-ginagina o'quvchi." (Alisa is the very best student in the class.)
- Equative: "Tort o'sha haftadagidek shuncha mazali qancha." (The cake is as delicious as the one from last week.)[5]

CONCLUSION

The comparative analysis of degree systems in English and Uzbek has revealed both similarities and differences in how these two languages encode comparative and superlative meanings.

Similarities:

- Both English and Uzbek have the capacity to express relative, absolute, and equative comparisons.

- The two languages share the fundamental function of allowing speakers to make judgments about the relative properties of entities, events, or qualities.

Differences:

Morphological Strategies:

- English utilizes analytic comparative and superlative forms with dedicated degree words, while Uzbek employs synthetic degree morphology through agglutinating suffixes.

Syntactic Patterns:

- English places the degree modifier before the adjective, following the SVO word order, whereas Uzbek positions the degree suffix after the adjectival base, in line with its head-final syntax.

- English uses the comparative particle "than," while Uzbek relies on case-marking, typically the ablative, to mark the compared element.

Semantic Scope and Entailments:

- Although both languages can express the full range of comparative and superlative meanings, there are subtle differences in the specific semantic nuances and pragmatic implications conveyed.

- For instance, the Uzbek superlative suffix -gina can imply a sense of endearment or small scale, an additional semantic layer not typically present in the English superlative construction.

These findings demonstrate that while English and Uzbek share the fundamental function of encoding degrees of comparison, they exhibit divergent morphological, syntactic, and semantic strategies that reflect their distinct typological profiles as a West Germanic language and a Turkic language, respectively.Analyzing these parallels and divergences provides valuable insights into the universal principles and language-specific variations that shape the grammatical expression of degree in natural languages. The cross-linguistic comparison contributes to a deeper understanding of the structural and conceptual underpinnings of comparative constructions, with

implications for theories of universal grammar and the typological diversity of human language.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

MAHALLA VA UNING YOSHLAR TARBIYASIDAGI O'RNI

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ANNOTATSIYA

Maqolada o'zbek mahallari va undagi mavjud qadimiy urf-odatlarimiz hamda an'analarimizning yosh avlod tarbiyasidagi ahamiyati haqida fikrlar keltirib o'tilgan. Zero bolalarimiz yoshlikdan mahallada ,qo'ni-qo'shnichilik munosabatalariga guvoh bo'lib ulg'ayadi.Shunday ekan barchamiz, ma'naviyatli, barkamol avlodni tarbiyalashda o'zimizning boy madaniy merosimiz bo'lmish qadriyatlarimizdan samarali foydalanishimiz lozimligi haqida fikrlar keltiriladi.

Kalit so'zlar: mahalla, urf-odatlar, milliy an'analar, yoshlar tarbiyasi, qadriyatlar, qo'ni-qoshnichilik munosabatlari, barkamol avlod.

Mahalla –(arabcha "mahalla"-joy,o'rin,makon)-O'zbekistonning muayyan tarixiy sharoitlarda asrlar davomida shakllanib faoliyat ko'rsatayotgan ,aholi yashaydigan ma'muriy- hududiy birlik,uyushma hisoblanadi.Mahalla o'zini-o'zi boshqaruv tizimining muhim milliy, ijtimoiy organi bo'lib , u O'zbekistondagi ijtimoiy hayot tizimining mahalliy ko'rinishdagi shakli hamdir. Mahallalar qadimdan juda keng ish olib boruvchi va insonlarni yozilmagan qonunlar asosida birlashtirib turuvchi maskandir.

Mahalla - bu o'ziga xos axloqiy tamoyillarga ega bo'lgan maxsus ijtimoiy birlik hisoblanadi. Ona diyorimizda mahalla azal-azaldan tarbiya o'chog'i sifatida shakllanib kelmoqda. Tarixi ming yillarga borib taqaladigan mahallada istiqomat qiluvchi har bir inson azaldan mana shu mahalla izmiga bo'ysunib umr kechirgan. "Otang mahalla, onang mahalla" – deb bejiz aytishmagan. Zero, to'y-u ma'rakalarimiz mahallasiz o'tmaydi. Yurtimiz mustaqillikka erishgandan so'ng mahallaga e'tibor yanada kuchaydi. Aholi o'rtasida salbiy oqibatlar, jumladan, diniy aqidaparastlik, odam savdosi, ichkilikbozlik, giyohvandlik, o'g'irlik va boshqa holatlarni oldini olishda mahallaning o'rni beqiyosdir.

Mahalla kishilarning mehr-oqibatli bo'lib, hamjihatlikda yashashida muhim o'rin tutadi. Shu bois, unga e'tibor va talab tobora oshib bormoqda. "Mahalla oila muhitini yaxshilash, murosa buzulganda kelishtirish ,oilaviy marosimlarni o'tkazishda katta yordam beradi. Qadriyatlar oilalarda shakllanadi va mahallada o'z aksini

topadi.Mahalla an'analarning ijobiy jihatlarini birlashtiradi, nazorat qiladi va saralaydi va yana oilalarga qaytaradi. Milliy mustaqillikka erishishimiz sharofati bilan milliy qadriyatlarimiz tiklanishi mahllalarning an'anaviy faoliyatining keng yo'lga qo'yilishiga ham imkon berdi".[1] Chunki , aynan mahalladagi mavjud milliy urf-odat va an'analarimiz, bayramlarimiz, farzandlarimiz tarbiyasida muhim ahamiyat kasb etadi. Professor I. Jabborovning yozishicha: «Bayramlar va marosimlar ijtimoiy va shaxsiy hayotning barcha tomon-larini qamrab oluvchi va kishilar o'zaro munosabatlari-ning turii jihatlari va shakllarida namoyon bo'luvchi muay-yan urf-odatlar va an'analar, axloqiy tamoyillar va huquqiy tartibotlarning tarixan shakllangan yig'indisidir».[2] Ularning muhim belgilari va xususiyatlari barqarorligi, ommaviyligi, rivojlanishidagi takroriyligi, davomiyligi va uzluksizligidadir.

Xalq pedagogikasi axloq tarbiyasi aloxida o'rinni egallaydi. Har bir xalq, elat, jumladan o'zbek xalqi o`ziga xos axloq qonun-qoidalarini yaratdi, insoniylik ideali axloq qonuniyatining asosi hisoblandi, insonga bo'lgan munosabati "olim bo`lish oson, odam bo'lmoq qiyin" maqolida yorqin ifodalandi.Insoniylik o`z tarkibiga insonning eng yaxshi axloqiy xususiyatlarini, ya'ni odamlar o'rtasida o`zaro yaxshi munosabatda bo`lishni, o`zaro do'stlikni ("Kuchli bo'lay desang, ko`proq do'stlar orttir"), ota-onaga sadoqatlilikni ("Ota oldidan o'tma, odob oldidan ketma") vatanga va elga sodiqlikni; mexnatsevarlikni ("Dili pokning ishi pok") odoblilikni ("Odobning boshi – til") va boshqa ijobiy fazilatlarni qamrab oladi. Xalqimiz bolalarning yoshlikdan shu go`zal fazilatlarga ega bo`lishini axamiyatli xisoblashi kerak.

"Ma'lumki, xalqimizda azaldan qo'shnichilik munosabatlari , urf-odatlari va na'analarini juda e'zozlab kelingan. Uni avloddan avlodga meros sifatida o'tkazib , tobora yangicha mazmun kashf etib kelgan. Chunki qo'ni-qoshnichilik mahalladoshlik , urf odat va an'analarida o'zaro insoniy munosabatlar bilan birga xalqning turmush tarzi , maishiy hayoti, oilaviy munisabatlari aks etgan.shununh uchun ham xaqimizda "Biz bolaga yetti mahalla ota ona " mazmunidagi naql yuradi.Insonlar ,ayniqsa yoslar orasida insoniyliniva oliyjanob fazilatlarni tarkib topdirishga xizmat qiluvchi vosita qo'ni qoshnichilik, nafaqat shaxsiy aloqalarni, balki ijtimoiy aloqalarni ham shakllantirishga yordam beradi."[3] Darhaqiqat , bugungi davrda mahallaning yoshlar tarbiyasidagi o'rnini hech nima bilan solishtirb bo'lmaydi. Shu asnoda mahallalarda voyaga yetmaganlar bilan ishlovchi maxsus

[1] Ubaydullayeva B."O'zbeklarning yosh avlod tarbiyasi borasidagi an'analari va zamonaviylik", t."Yangi nashr",2010
[2] Jabborov I."O'zbek xalqi etnografiyasi".,T.O'qituvchi,1994 yil.
[3] Ubaydullayeva B."O'zbeklarning yosh avlod tarbiyasi borasidagi an'analari va zamonaviylik", t."Yangi nashr",2010

mahlla posboni lavozimi mavjud bo'lib, ular doimiy ravishda maktab va ota onalar bilan hamkorlikda faoliyat olib boradilar.

Profilaktika inspektorlarining sa'y-harakati bilan aholining huquqiy madaniyatini yuksaltirish, fuqarolarni qonunga hurmat ruhida tarbiyalash, muammolarni mahallaning o'zida bartaraf etish yuzasidan salmoqli ishlar qilinmoqda. Tadbirlarda sog'lom muhitni shakllantirish masalasiga alohida e'tibor qaratiladi. Ularda taniqli ziyolilar, tajribali pedagoglarning ishtirok etishi ijtimoiy, ma'naviy muhitni sog'lomlashtirish va diniy aqidaparastlikka qarshi kurashish borasida olib borilayotgan chora-tadbirlarning ta'sirchanligini oshirishda muhim ahamiyat kasb etmoqda. Xorijdan qaytgan fuqarolar ham profilaktika inspektorining nazaridan chetda qolmaydi. Ular mahalla tadbirkorlari va bandlikka ko'maklashuvchi markazlar hamkorligida ish bilan ta'minlanadi. Jamiyatda mahallaning nufuzini yanada mustahkamlash maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan 2020-yil 15-aprelda "O'zbekiston Respublikasi Mahalla va oilani qo'llab-quvvatlash vazirligi faoliyatini tartibga solish sohasidagi normativ-huquqiy hujjatlarni tasdiqlash to'g'risida"gi 228-sonli Qarori asosida tasdiqlangan "O'zbekiston Respublikasi Mahalla va oilani qo'llab-quvvatlash vazirligi to'g'risida Nizom" qabul qilindi.Unga muvofiq jamiyatda mahallaning o'ni va vazifalari alohida ko'rsatib o'tildi. Farmonga muvofiq, har bir mahallada "Obod va xavfsiz mahalla" tamoyiliga asoslangan yangi tizim joriy etiladi.Jamiyatda "Obod va xavfsiz mahalla" tamoyilining to'laqonli va samarali joriy etilishida har tomonlama ko'maklashish, oilalar va mahallalardagi ijtimoiy-ma'naviy muhitni sog'lomlashtirishda fuqarolarning o'zini o'zi boshqarish organlari bilan yaqin hamkorligini o'rnatish vazirlikning asosiy vazifa va faoliyat yo'nalishlaridan biri hisoblanadi.Vazirlar Mahkamasi huzuridagi "Oila" ilmiy-amaliy tadqiqot markazi hamda "Mahalla" o'quv-uslubiy va ilmiy-tadqiqot markazi negizida "Mahalla va oila" ilmiy-tadqiqot instituti tashkil etilishi va vazirlik tuzilmasiga o'tkazilishi rejalashtirib olindi.

Xulosa qilib aytadigan bo'lsak ,mahalla va qo'ni-qo'shnichilik munosabatlari o'zbek oilalari va unda tarbiyalanayotgan har bir farzand uchun muhim tarbiyaviy ahamiyat kasb etadi. Bu jarayonga holis yondoshgan holatga har birimiz farzandlarimiz kelajagi, ularning har tomonlama barkamol bo'lib voyaga yetishida mahalla tarbiyasidan unumli foydalanishimiz lozim. Buning uchun esa albatta ,o'zbek mahallalarida qadimdan shakllanib kelayotgan milliy urf odat va an'anlarimizni qadrlamog'imiz ,ularni yanada sayqallab zamonamizga moslagan holda o'z hayotimizda qo'llamog'miz lozimdir. Chunki , farzandlarimiz bizdan o'rnak olib tarbiyalanadi va eshitganlaridan ko'ra ko'rganlarini hayotda ko'proq qo'llaydilar.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В статье раскрываются новые методы повышения эффективности преподавания иностранных языков в школьной сфере.

Ключевые слова: коммуникативный, коммуникативная деятельность, образование, технология.

Использование генерации стало важной частью процесса обучения, как в элегантности, так и за ее пределами. Каждое языковое великолепие обычно использует какую-то форму эпохи. Технологии использовались как для помощи, так и для улучшения изучения языка. Технологии позволяют инструкторам адаптировать занятия спортом в классе, тем самым улучшая знание языка и техники. Технологии продолжают приобретать все большее значение как средство, помогающее учителям облегчить овладение языком неопытным людям.

Язык — важнейший речевой обмен, без которого невозможен образ жизни и развитие человеческого общества с помощью манеры. Современные изменения в обществе, связанные со способами речевого обмена (использование новых записывающих технологий), требуют повышения коммуникативной компетентности студентов, развития их филологической подготовки, чтобы они могли разнообразно обмениваться мыслями внутри системы взаимодействия с обществом. другие коммуникаторы, использующие систему языка и речевых норм и принимающие решения о коммуникативном поведении, достаточно соответствующие реальному положению дел общения.

Другими словами, основной мотив иностранного языка. Воспитательный элемент является неотъемлемой частью образовательного процесса, поэтому все образовательные технологии предусматривают воспитание у воспитанников необходимых качеств зрелой личности. Указ 2012 года «О мерах по улучшению чтения иностранных языков» был подписан нашим правительством в целях более углубленного изучения иностранных языков, подготовки специалистов,

свободно владеющих иностранным языком, кардинального совершенствование машины обучения подрастающего поколения иностранным языкам, путем внедрения передовых методик обучения с использованием pdf. Технологий и технологий словесного обмена рекордами и на этой основе создания условий и возможностей для широкого доступа к достижениям мировой цивилизации и мировым информационным ресурсам, развития глобального сотрудничества и коммуникаций.

Согласно постановлению, изучение английского языка в Узбекистане вводится со школы номер один, когда послушники являются начальным классом. В соответствии с этим постановлением вводится обязательное образование. Была аккредитована программа, призванная расширить изучение иностранных языков на всех этапах школьного обучения.

Технология и коммуникативный подход. В наши дни известен термин «коммуникативный подход», и на языковых курсах существует множество определений и реализаций «коммуникативной деятельности». Ли и Ван Паттен определяют вербальный обмен как «интерпретацию, выражение и согласование смысла как в лекционной аудитории, так и за ее пределами». Стоун определяет коммуникативные виды спорта как виды спорта, которые «имеют цель или цель, которая требует использования целевого языка, но сами не всегда ориентированы на этот язык». [4, 65]. Эти определения разделяют общую идею - что язык должен использоваться для передачи реальных, значимых сообщений, чтобы произошло приобретение.

Одна из трудностей, которая регулярно вызывает жаркие дискуссии, заключается в том, следует ли учить грамматику или нет. Мы не собираемся рассматривать этот вопрос, но в качестве альтернативы мы рассмотрим, как можно «учить» и «тренировать» грамматику в более коммуникативной манере. Для проведения этого упражнения на открытом воздухе можно использовать различные технологии, высвобождая столь драгоценное время элегантности для, проще говоря, коммуникативного взаимодействия. Например, мультимедийные физические упражнения, которые обеспечивают немедленные замечания и создаются в контексте, являются для студентов отличным способом практиковаться на открытом воздухе за пределами лекционной аудитории, не испытывая стресса или смущения из-за действий перед другими.

Современные образовательные технологии, используемые для формирования коммуникативной компетентности школьника на любом другом языке, являются наиболее эффективными для создания образовательной среды,

обеспечивающей личностно-ориентированное взаимодействие всех участников образовательного метода. Очевидно, что использование любой методики освоения, сколь бы совершенной она ни была, не создает наиболее эффективных условий для раскрытия и совершенствования компетенций учащихся и творческого взгляда преподавателя. Передовые методы коучинга, использование эпох в освоении зарубежного языка аккумулируют успешную информацию о каждой из них, позволяют тренеру видоизменять любую эпоху в соответствии со структурой, функциями, содержанием, целями и задачами обучения студентов в данном вузе. Поиск новых педагогических технологий при отсутствии у части студентов фантастической мотивации к анализу иностранного языка. Позитивная мотивация недостаточна и то и дело отсутствует. Потому что при чтении на иностранном языке они испытывают огромные проблемы и не анализируют материал в силу своих психологических качеств. Все больше и больше преподавателей обращаются к способу обучения иностранному языку к подходу к дизайну как к одной из современных эффективных творческих стратегий.

Современное обучение насыщено арсеналом интерактивных подходов, среди которых можно выделить следующие:

• Творческие задания

• Работа в небольших группах

• Образовательные игры (ролевые видеоигры, симуляторы, коммерческие корпоративные игры и образовательные игры)

• Социальные задачи и другие стратегии внеклассного обучения (социальные задачи)

• Конкурсы, радио и газеты, фильмы, спектакли, выставки, презентации песен и сказок)

Картины небольших организаций — одна из самых популярных стратегий, поскольку она предлагает всем студентам (в том числе и неуверенным в себе) возможность участвовать в играх, практикуя навыки сотрудничества в межличностном общении.

Все это зачастую невозможно в огромной команде. Работа в небольшом учреждении является неотъемлемой частью многих интерактивных методов, включая мозаику, дебаты и обычное подражание. При организации групповой работы необходимо учитывать следующие ее элементы. Вам необходимо убедиться, что у ученых есть ноу-хау и таланты, необходимые для выполнения задач учреждения. Недостаток информации очень быстро даст о себе знать – учащиеся не будут прилагать усилий для выполнения задания. Мы должны

постараться сделать их инструкции максимально понятными. Не исключено, что организация сможет воспринимать более одной-двух инструкций одновременно, поэтому вам нужно записать инструкции на доске или карточках. Вы хотите дать группе достаточно времени для завершения задачи. Что касается реалистичного применения технологий, то не обязательно применять одно поколение. Было здорово объединить несколько образовательных технологий, объединить их прекрасные компоненты, включив в процесс интеграции новейшие образовательные технологии в преподавании иностранных языков для формирования коммуникативного мышления учащихся колледжа. За годы яда, осторожно опробованных и изученных новаторских идей современных зарубежных преподавателей языка, вполне возможно получить сообщение о том, что именно этот педагогический прием помогает раскрыть субъективный интерес ученика.

Использование новых технологий также играет огромную роль в развитии важного мышления, адекватной оценки и самооценки самосовершенствования каждого студента и возможности раскрытия себя как личности.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

RADIOAKTIV MODDALARNING INSON ORGANIZMIGA TA'SIRI

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Annotatsiya: Radioaktiv moddalar ma'lum xususiy xossalariga ega bo'lib, inson organizmiga ta'sir qilishi natijasida xavfli vaziyat vujudga kelishi mumkin. Radioaktiv moddalarning eng xavfli tomoni shundaki, uning ta'sirini inson organizmidagi sezish organlariga sezilmaydi. Ya'ni inson radioaktiv nurlar ta'sirida uzoq vaqt ishlashiga qaramasdan, ularning zararli ta'sirlarini mutlaqo sezmasligi mumkin. Buning natijasi esa ayanchli tugaydi. Shuning uchun ham radioaktiv moddalar bilan ishlaganda, ayniqsa, o'ta ehtiyotkor bo'lish kerak. Radiatsion nurlanish barcha tirik obyektlarga, eng oddiysi (virus va bakteriyalar) dan tortib to insonlargacha, kuchli ta'sir qiladi, ularga shikast yetkazadi, hatto nobud qilishgacha olib keladi.

Kalit so'zlar: radioaktiv moddalar, α-nurlar, β-nurlar, γ-nurlar, radioaktiv izotoplar, somatik va genetik ta'sirlar, rak kasalliklari.

Аннотация: Радиоактивные вещества обладают некоторыми особыми свойствами, и в результате их воздействия на организм человека может возникнуть опасная ситуация. Наиболее опасным аспектом радиоактивных веществ является то, что их воздействие не ощущается органами чувств человеческого тела. То есть, несмотря на то, что человек длительное время работает под воздействием радиоактивных лучей, он может вообще не ощущать их пагубного воздействия. И в результате печальный конец. Вот почему необходимо быть особенно осторожным при работе с радиоактивными веществами. Радиация сильно воздействует на все живые объекты, от простейших (вирусы и бактерии) до человека, вызывая у них повреждения и даже смерть.

Ключевые слова: радиоактивные вещества, α-лучи, β-лучи, γ-лучи, радиоактивные изотопы, соматические и генетические эффукты, рак.

Abstract: Radioactive substances have certain special properties, and as a result of their impact on the human body, a dangerous situation may arise. The most dangerous aspect of radioactive substances is that their effects are not felt by the human body's sensory organs. That is, despite the fact that a person works under the influence of radioactive rays for a long time, he may not feel their harmful effects at

all. And the result is a sad end. That is why it is necessary to be especially careful when working with radioactive substances. Radiation strongly affects all living objects, from the simplest (viruses and bacteria) to humans, causing them damage and even death.

Keywords: radioactive substances, α-rays, β-rays, γ-rays, radioactive isotopes, somatic and genetic effects, cancer.

Radioaktiv moddalarni sintez qilib, ulardan turli sohalarda keng foydalanilishi natijasida biosferani yangi turdagi ifloslantiruvchi, ya'ni radionuklidlar bilan ifloslanishiga olib keldi. Ionlashtiradigan nurlanishlarning tirik organizmlarga ko'rsatayotgan ta'siri natijasida ularning to'qimalarda murakkab fizikaviy, kimyoviy va biokimyoviy jarayonlar ro'y beradi. Biologik sistemalarning parchalanishi radioaktiv α, β, γ- nurlanishlarning molekulalarini ionlashtirish qobiliyatiga bog'liqdir. Ionlashtiradigan nurlarning biologik ta'siri ikki mexanizm bo'yicha amalga oshirilishi mumkin:

Tirik organizmga tashqi muhitdan ta'sir etayotgan nurlantiruvchi manbaning zararli ta'siri nurlanishning tirik moddani kesib o'tish qobiliyatiga bog'liq. Masalan, γ- nurlanish rentgen kabi inson uchun eng zararli hisoblanadi, chunki ular tirik organism to'qimalrini faol kesib o'tadi. Bu nurlanishdan himoyalanish uchun qo'r- g'oshindan ishlangan qalin ekrandan foydalaniladi. α- nurlanishlarning katta qismi tirik organizmning terisiga yutiladi. β- nurlanish organizmga 1 mm chuqurlikkacha kirib borishi mumkin.

α, β – zarralarning uchish masofasi kichik bo'lgani uchun ular tashqaridan ta'sir etganda tirik organizmlarga sezilarli zarar yetkazmaydi. Bu nurlardan himoyalanish uchun 10 sm qalinlikdagi havo qatlami yoki yupqa folga yetarli bo'ladi. Maxsus kiyim ham α- zarralarning kuchini kamaytiradi. Bir necha millimetr qalinlikda bo'lgan alyuminiy, pleksiglas, shishali ekran esa D-nurlanishlarni to'liq ushlab qoladi.

Radioaktiv moddalar organizmning ichiga havo bilan, nafas olish jarayonida hamda zararlangan ichimlik suv va ozuqa bilan kirishi mumkin. Ichki zararlanishda radioaktiv nurlarning xavflilik darajasi bo'yicha quyidagi tartibda joylashadi:

α – nurlanish eng xavfli hisoblanadi, keyin β va γ – nurlanishdir.

Ionlashtiradigan nurlanishning biologik ta'siri quyidagi ko'rsatkichlarga bog'liq:

- ✓ radioaktiv moddaning faolligi;
- ✓ nurlanishning umumiy miqdori;
- ✓ radioaktiv izotoplarning organizmdan chiqib ketish tezligi;

✓ organizmning shaxsiy xususiyatlari.

Radioaktiv moddalarning organizmdan chiqib ketish tezligi ularning yarim yemirilish davriga ham bogʻliq. Tibbiyotda yarim yemirilish davri juda qisqa boʻlgan radionuklidlar tashxiz qoʻyishda ishlatiladi. [1] Hozirgi kunda kasalliklarga tashxis qoʻyishda foydalaniladigan izotoplar 1-jadvalda keltirilgan: [3;186]

Radio izotoplar	Yarim yemirilish davri	Qoʻllanilishi
^{32}R	14,3 kun	Leykemiya va boshqa rak kasalliklari
^{31}Sr	27,8 kun	Qon oqishini tekshirish, skaner qilishda rak toʻqimalarini tashqi nurlantirish
^{60}Co	5,24 kun	Rak toʻqimalarini tashqi nurlantirish
^{75}Se	127 kun	Qalqonsimon bezni tekshirish
^{85}Sr	64 kun	Suyaklarni tadqiq qilish
^{90}U	64 soat	Rak toʻqimalarini mahalliy nurlantirish uchun zondlarga oʻrnatiladi
^{99}Ts	6 soat	Miya, qalqonsimon bez, buyrak va taloqni tekshirishda, qalqonsimon bezni da'volashda
^{125}J	60 kun	Qalqonsimon bezni tekshirish va da'volashda
^{131}J	8,05 kun	Miya oʻsimtasini aniqlash, jigar, buyrak va oʻpkani tekshirishda
^{198}Au	2,7 kun	Koʻkrak rakini da'volashda

Ba'zi bir radioaktiv moddalar organizmga tushganda unda bir xil taqsimlanadi. Ayrim moddalar esa ma'lum a'zolarda toʻplanib boradi. Masalan, radiy(Ra), uran(U), plutoniy(Pu), stronsiy(Sr), ittiriy(Y), kobalt(Co) esa qiziloʻngach va oʻpkada toʻplanadi.

Radioaktiv moddalar tirik organizmlarga ikki xil ta'sir koʻrsatishi mumkin:

1-somatik ta'sir, ya'ni bevosita nurlangan organizmdagi keyinchalikma'lum vaqt davomida kelib chiqadigan oʻzgarishlar;

2-genetik ta'sir, ya'ni nurlanish ta'sirida insonning gen va xromosomalardagi oʻzgarishlar orqali uning kelajak avlodlariga boʻlgan ta'sirlar. [1]

Nurlanishning kichik dozasi yutilganda katta biologik buzilishlar yuz berishi mumkin. Nurlanish olgan obyektlarning ta'siri naslga o'tadi. Shuning uchun nurlanishdan himoyalanish katta ahamiyatga ega.Nurlanishning bir xil dozasiga

hujayraning turli qismlarining sezgirligi turlichadir, nurlanishning ta'siriga hujayralarning yadrosi eng sezgiridir. Bo'linish qobiliyati hujayralarning eng nozik funksiyasi bo'lgani uchun nurlanishda eng avvalo o'suvchi to'qimalar jarohatlanadi. Demak, nurlanish eng avvalo bola organizmi uchun (embrionlik davridan boshlaboq) xavflidir. Odam organizmining doimiy yoki davriy bo'linib turadigan hujayralardan tashkil topgan to'qimaga, oshqozon va ichakning shilimshiq pardasiga, qon hosil qiluvchi to'qimalarga, jinsiy hujayralarga nurlanish halokatli ta'sir qiladi. Nurlanish ta'sirida o'simtalarni kuydirish mumkin. Radioaktiv izotoplar tibbiyotda ikki maqsadda ishlatiladi: tashxis qo'yishda va davolashda. Tashxis uchun nishonlangan atom usulida organizmning ma'lum qismiga izotop kiritiladi va o'sha qismning aktivligi aniqlanadi. Masalan. izotop $_{53}J^{133}$ yoki $_{51}J^{131}$ hisoblagich yodning to'planishiga qarab tashxis qilish mumkin. [3;180]

Radioaktiv izotoplarning organizmda to'planishini o'rganish uchun gamma-tipograf (ssintigraf) ishlatiladi. Organizmdagi suyuqlik hajmini aniqlashda ham foydalaniladi.Masalan, γ-qonning qanchaligini aniqlash mumkin. Da'volash maqsadida γ-nurlar qo'llaniladi. Manba sifatida Co^{60} ishlatiladi.[3;181]

Tabiiy radioaktiv manbalari(kosmik nurlar, yer bag'ri hamda suv radioaktivligi, odam gavdasi tarkibidan yadrolar radioaktivligi va hokazolar)taxminan 125 mber ekvivalent dozaga mos fon hosil qiladi.Nurlanish bilan ish olib borgan kishilar uchun bir yillik ruxsat etilgan dozasi 5 ber, o'limga olib boradigan dozasi 60 ber.

Nurlanish organizmga qisqa vaqt ichida ta'sir qilsa (sekunddan bir necha soatgacha), unga kiruvchi nurlanish deyiladi. Agarda organizm uni uzoq vaqt davomida olsa (yillar va o'nlab yillar davomida) unga doimiy nurlanish deyiladi. 2-jadvalda turli intensivlikdagi nurlanishning organizmga ta'siri keltirilgan. [3;183]

Organizmning λ-nurlanish olgan dozasi	Effekti	Eslatma
0-0,25	Kuzatilmaydi	-
0,25-1	Qonda ba'zi o'zgarishlar, kuchsiz chanqoqlik seziladi	Ilik limfotik tugunlar va taloqning biroz buzilishi
	Umumiy holsizlik, qonda o'zgarish, qat qilish, charchash	Antibiotiklar bilan da'volash natijasida to'la da'volash mumkin

| 1-6 | Yuqorida aytilgan eeffektlar va zaharlanish, qon quyilishi | Da'volashda antibiotik va qon quyish. Ba'zi hollarda ilik ko'chirib o'tkazish.Tuzatish ehtimoli 50% |
| | Yuqorida aytilgan hamma effektlar va markaziy nerv tizimining jarohatlanishi | Agarda nurlanishdozasi 8J/kg dan oshsa, o'lim muqarrar |

Xirosima va Nagasaki aholisini kuzatish natijalari shuni ko'rsatdiki, ko'z qorachig'ining xiralashuvi (ko'z kataraktasi),qalqonsimon bez leykemiyasi, qondagi leykotsitlarning xromosomik abberatsiyasi va yoshligida nurlangan odamlarning o'sishida pasayish kuzatiladi. Keyingi izlanish natijalari, asosan, ko'krakda va o'pkada qattiq o'simtalarning hosil bo'lishi aniqlandi. Rak kasalliklari nurlanishdan 30 yil o'tganda ham kuzatilishi mumkin ekan.[3;183]

Lekin tananing turli qismlari radiatsiyaga turlicha reaksiya beradi. Shu sababli 3-jadvalda tananing turli qismlarining radiatsiyaga chidamliligi keltirilgan:

A'zo	Simptomlar	5 yillik simptomga asosan, olgan nurlanish dozasi, J/kg	
		5%	50%
Teri	Yara, tolalar hosil bo'lishi	0,055	0,07
Oshqozon	Yara hosil bo'lishi	0,045	0,05
Jigar	Og'riq assitoz	0,035	0,04
Buyrak	Oefroskleroz	0,013	0,028
Yurak	Perekardiya, pankardiya	0,04	0,1
Suyak	Nekroz, sinish	0,06	0,15
Ko'z qorachig'i	Katarakta	5	0,012
Qalqonsimon bez	Gipotireoz	0,045	0,15
Muskullar	O'sish to'xtaydi	0,02-0,03	0,004-0,05
Ilik	Gipoplaziya	2	5
Homila	O'lim	2	4

Nurlanishnine genetik ta'sirini aniqlash juda qiyin. Lekin radiatsiya ta'sirida mutatsiya natijasida xromosomada buzilishiar yoki DNK zanjirida o'zgarishlar yuzaga keladi.Yaponiyada olib borilgan tekshiruvlar natijasiga ko'ra hozirgacha genetik

effektlar kuzatilmagan. Lekin hozircha unchalik ko'p vaqt o'tmagan.Doimiy nurlanish bilan ishlaganda olingan nurlanish dozasi o'sha dozaning birdaniga olingan holdagiga qaraganda ta'siri unchalik katta effektga ega emas. Bunga sabab odam va hayvonlar tanasi kichik dozada olgan nurlanishlarga qarshilik qobiliyatiga ega. Lekin har qanday nurlanish organizmda qandaydir o'zgarish yuzaga keltiradi. Nurlanishdan tibbiyot va veterinariyada ko'p foydalaniladi, chunki radioaktiv nurlar turli a'zolarda tanlab yutiladi. Masalan, qalqonsimon bez J^{131} ni kuchli yutiladi. J 'ning yarimyemirilish davri 8,05 kunga tcng va shu sababli u organizmdan bir necha hafta ichida chiqib ketadi.Radioaktiv izotop J yodni skanerlovchi qurilma yordamida oson aniqlash mumkin.Radioaktiv nurlardan ko'plab rak kasalliklarini da'volashda foydalaniladi. Turli xil rak kasalliklarini xirurgik yo'llar yoki radiatsiya yordamida da'volash mumkin. Ko'plab hollarda radiatsion usul yaxshi natija beradi. Masalan, tomoq rakini jarrohlik yo'li bilan olib tashlashda 80% muvaffaqiyatga erishish mumkin. Ammo bu holda tovush a'zolari buziladi va odam umuman gapira olmasligi mumkin yoki uni ancha yomonlashtiradi. Lekin radiatsion usul bilan da'volashda ham 80% muvaffaqiyatga erishish mumkin. Lekin bu holda tovush a'zolari o'zgarmaydi. Ichki a'zolarda joylashgan o'simtalarni radiatsiya bilan nurlantirganda nurlanish tashqi manbadan yuboriladi. Bunday o'simtalarni buzish uchun zarur bo'lgan bir oylik nurlanish dozasi 60 Greyga teng. [3;185]

Xulosa: Radioaktiv moddalar inson organizmiga turlicha kuchlar yordamida ta'sirini o'tkazadi. Radioaktiv moddalar inson orgnizmiga kuchli ta'sir qiladi, ularga ziyon yetkazadi, hatto ularni nobud qilishigacha olib keladi. Biroq radioaktiv moddalar tibbiyotda keng qo'llanilib, undan kasalliklarga tashxis qo'yishda va ayrim kasalliklarni da'volashda ham foydalansa bo'ladi.

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MANAGEMENT AND TEAM PERFORMANCE: AN APPLIED TRANSFORMATIONAL LEADERSHIP PERSPECTIVE

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Team management is having an increasing impact on project performance in addition to overall organizational performance. To provide a performance-enhancing environment , many organizations are transitioning toward a team-oriented structure. Employee empowerment, employee motivation, and leadership have become critical in this context (Hickson, 2015). Many authors who conducted studies on project management leadership have commendably fixated on the characteristics of project managers and their actions (Cicmil et al., 2009), while a few authors have investigated its impacts relying on recent team leadership theories (Clarke, 2012). Leadership is a critical element of organizational performance as well as at the project team level (Ammeter & Dukerich, 2002; Nicolaides et al., 2014). Leadership and employee empowerment have become critical for increasing team effectiveness (Pearce, 2007). However, neither project studies nor leadership research has given project leadership the attention it deserves (Müller et al., 2018). In project management, several scholars' such as Ika (2009) concentrate on the use of tools and techniques. Though, many authors such as Meredith et al. (2017) have written about it in recent years and highlighted that the leadership factor is considered important in the conduct of projects. For many years, transformational leadership has been a subject of great attention among scholars. As a result, there is a significant body of research on the impact of this leadership style on the efficacy and success of organizations.

Leadership is a fundamental aspect of project management that can greatly impact its success. Effective leaders can empower and stimulate their employees, creating a culture of motivation and engagement that leads to improved efficiency and effectiveness. Empowering employees involves giving them the authority and resources they need to take ownership of their work and make decisions that impact the project. This can help to increase their sense of autonomy and accountability, as well as their commitment to the project and the organization. By stimulating employees,

leaders can inspire them to be creative, innovative, and willing to take on novel challenges. This can lead to improved problem-solving and decision-making abilities, as well as increased productivity and performance. A common characteristic among the many definitions of leadership that have emerged is that a leader is someone who possesses the capability to inspire others and guide them toward achieving a specific objective (Seeman, 1960). These theories depict leaders as possessing certain innate traits such as cleverness, honesty, confidence, sociability, thoroughness, creativity, and fair decision-making. Semi-structured interviews with international corporate leaders were used in a study by Subrahmanyam and Ribeiro (2022) to evaluate the difficulties in developing intercultural competencies. The authors held the view that globalization is a phenomenon of revolutionary change that has an immediate and profound impact on businesses, leaders, and people. Due to the increased complexity of the job of the global business leader, Fortune 500 organizations are finding it difficult to meet these objectives. As a solution to this issue, a unique method for creating global corporate leaders through the development of multicultural competencies.

Once global corporate executives are highly multicultural, they can pass on their knowledge to the next generations of leaders through a variety of strategies and tactics that have shown them to be adept at negotiating the world of international business. In today's globalized business environment, the role of a leader has become crucial in attaining a competitive advantage for any company. Competency management is a tool thatenhances organizational flexibility by integrating human resource management as the key factor in creating competitive advantages. This strategy promotes program s for training and development, which helps to enhance human capital management and boosts productivity and competitiveness.Using Moustaka's phenomenological study method, Subrahmanyam (2019) observed the practices of business leaders who have recognized them as vital for their enhancement into global leaders. Transformational leadership is a valuable asset for companies and can be evaluated by the impact a leader has on their subordinates. Leaders with transformational qualities can effect change by emphasizing the prominence and worth of achieving outcomes after completing allocated tasks. Additionally, they inspire followers to go beyond their interests by sponsoring the organization's aims. This fosters confidence and respect from team members, motivating them to exceed their original expectations.

Transformational leadership theory focuses on personal development, mutual trust, and clear communication within a work group to achieve long-term goals. This theory regards the leader as an inspiring figure for his or her followers because he or

she can effectively articulate a clear vision and goals for the team fellows. Transformational leadership is characterized by a focus on individual development and reciprocal confidence within a team, with an emphasis on achieving long-term goals (Bass & Steidlmeier, 1999). In this type, managers engage in ongoing and open communication with the workgroup. Reduced communication or its lack among a team can lead to project failure, as team members may become isolated and disconnected, creating a negative atmosphere that hinders project success. Moreover, project managers may experience time constraints, especially with regard to documenting work and implementing effective project management practices. Effective project managers with strong knowledge can enhance project objectives by facilitating teamwork, where different perceptions and strategies are collectively shaped to achieve common goals. This perspective is rooted in organizational theory, which views leadership as a dynamic process of collaborating impact among team members, where the aim is to exert effort together toward achieving both group and organizational goals. The impact of factors guiding corporate leaders in choosing the decision-making competencies to be used and the impact of these competencies on business performance was examined by Subrahmanyam (2018). The research underlined the importance of giving people chances to participate in events that allow them to formally and informally practice their profession. If new corporate leaders are placed in positions that gradually enhance responsibility for the care and safety of others according to their degree of competency, such experiences may be quite successful.

The potential for enhancing future judgments is increased when opportunities are provided for reviewing the learning obtained from an experience and determining how this learning has not been assimilated or accommodated. Mansoor et al. (2021) studied the mediating role of green transformational leadership in enhancing employee stimulation and creativity. A quantitative approach was used. The findings reveal that transformational managers increase employee stimulation and green creativity. Hoch (2013) found that transformational leadership encourages team members to unite around a common vision, fostering enthusiasm, cooperative commitment, unity, shared values, and confidence. Carson et al. (2007) found that leadership is crucial when the team has poor internal dynamics and lacks independence since it increases employee stimulation.Webb (2007) examined the influences of a leader's behavior on the motivational level of employees. The author found that a leader's behavior greatly impacts employee motivation and engagement.

The self-determination theory postulates that an individual's motivation is contingent upon their level of self-determination (Deci & Richard, 2004). If this self-determination is rooted in internal stimuli, it leads to intrinsic motivation. Conversely, when self-determination relies on external stimuli like rewards or punishments, it manifests as extrinsic motivation. Proficient leaders , well-versed in motivating employees, grasp the internal motivational framework and endeavor to address their employees' three fundamental needs. The first is the requirement for autonomy, which pertains to the desire to be the initiator or instigator of one's own actions. The second is the necessity for competence, which relates to the aspiration to exhibit proficiency and capability in carrying out tasks of varying levels of complexity. The third is the need for social belonging, encompassing the yearning to be linked and nurtured by interpersonal connections. Equally crucial is the manager's role in cultivating a nurturing atmosphere, and fostering employees' freedom of expression, proactivity, and mutual respect. Encouraging transparent communication is paramount, particularly concerning individual roles and objectives. Moreover, the manager's ethical communication is imperative. This facilitates the establishment of ethicalguidelines, consequently enhancing individual accountability and autonomy among employees.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

DINIY EKSTREMIZM VA TERRORIZM

Azizova Shodiyona Ne'mat qizi
Axborot texnologiyalari va menejment universiteti
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Annotasiya : Ushbu ilmiy maqolada dunyo ahlini bir necha yillardan buyon og'riqli nuqtasiga aylangan va islom olami nomiga dog' tushirayotgan teroristik tashkilotlar haqida, ular qanday paydo bo'ladi? Qanday qilib xavfni bartaraf etish mumkin? Terorist guruhlar ortidagi qora qo'l tashkilotlar va ularning bizga salbiy ta'sirlari haqidagi ma'lumotlar berib o'tilgan.

Kalit so'zlar : Diniy ekstramizm, terorizm, fundamentalizm, islom dini, mafkuraviy tahdid, Vahobiylar, terrorchi guruhlar, din niqobi.

Terrorizm – jamiyatda beqarorlik keltirib chiqarish, aholi keng qatlamlarida vahima va qo'rquv uyg'otishga qaratilgan siyosiy kurashning o'ziga xos usulidir. U yashirin (konspirativ) ruhdagi tashkilotlar tomonidan beqarorlik keltirib chiqarish orqali hokimiyatni egallash maqsadida amalga oshiriladi. Terrorchi guruhlar jamiyatda aholining keng qatlami nomidan harakat qilayotgandek taassurot uyg'otish maqsadida diniy shiorlardan niqob sifatida foydalanadilar.

Terrorizmning eng asosiy xususiyatlaridan biri ushbu harakat tarafdorlarining "Kuch ishlatish va zo'ravonlik davlatni qulatuvchi va hokimiyatga erishishni osonlashtiruvchi parokandalikka olib keladi", degan g'oyaga asoslanib harakat qilishlaridir. Terrorizmning yana bir xususiyati hech qanday urush bo'lmayotgan, demokratik institutlar faoliyat ko'rsatayotgan, tinchlik hukmron jamiyat sharoitida muqobil usullarni atayin inkor etgan holda, siyosiy masalalarni zo'rlik yo'li bilan hal qilishga intilishda ko'rinadi.

O'zbekiston mustaqilikka erishgach, mazkur hudud turli manfaatdor kuchlarning nishoniga aylandi. Siyosiy maqsadlarni din niqobi ostida amalga oshirishga intiluvchi diniy-ekstremistik va terrorchilik guruhlari mintaqaga suqilib kirishga harakat qildilar. Diniy ekstremizm va terrorizmga qarshi kurashish uchun mustahkam asosga ehtiyoj sezildi. 2000 yil 15 dekabrda O'zbekiston Respublikasining "Terrorizmga qarshi kurash to'g'risida"gi Qonunining qabul qilinishi davlatimiz s. vereniteti va xalqimiz farovonligi, yurtimiz taraqqiyotiga katta tahdid soluvchi terrorizmga qarshi kurash borasida katta qadam bo'ldi.

Terrorizm (lotincha "qo'rqitish", "vahimaga solish") – aholining keng qatlamlarida vahima va qo'rquv uyg'otish, jamiyatda beqarorlik keltirib chiqarish orqali davlat hokimiyatini egallash maqsadiga qaratilgan jinoiy faoliyatdir. Hozirgi davrda u global miqyos kasb etib, xalqaro terrorizm shaklini oldi. Bunday shaklda u xalqaro ijtimoiy-siyosiy aks-sado beradigan qo'poruvchilik sifatida namoyon bo'lmoqda.

Diniy ekstremizm – jamiyat uchun an'anaviy bo'lgan diniy qadriyatlar va aqidalarni rad etish, ularga zid bo'lgan g'oyalarni aldov va zo'rlik bilan targ'ib qilishga asoslangan nazariya va amaliyotni anglatadi.

Ekstremizm va terrorizm bir-biri bilan bog'liq bo'lgan yagona jarayonning birin-ketin rivojlanadigan bosqichlaridir.

Diniy-ekstremizm kelib chiqishining birinchi va asosiysi sababi mutaassib fikr va qarashlarning paydo bo'lishidir. Mutaassiblik muayyan g'oyalarning to'g'ri ekaniga qattiq ishonish, ularga mukkasidan ketish, "o'zgalar" va "o'zgacha" qarash va g'oyalarga murosasiz munosabatda bo'lish, boshqa firqa va mazhablarni butunlay rad etgan holda, ularni tan olmaslikda namoyon bo'ladi. Mutaassiblik barcha davrlarda turli din va yo'nalishlar orasida keskin nizo va to'qnashuvlar kelib chiqishiga sabab bo'lgan.

Diniy ekstremizm kelib chiqishining birinchi va asosiysi sababi bu – mutaassib fikr va qarashlarning paydo bo'lishidir. Ongi zaharlangan va mutaassibga aylangan kishilar o'zlari qilayotgan ishlarni to'g'ri deb hisoblagan holda, har qanday nomaqbul ishlardan ham bosh tortmaydilar. Vaholanki, ularni bu yo'lga boshlagan "rahnamolarning" asl maqsadi mohiyatan g'ayriinsoniy xarakterga ega. Ularning asosiy niyati butun Osiyo hududida qadimgi Arab xalifaligin barpo etish kerak deb kurashmoqdalar. Lekin, ularning asosiy niyati shu bilangina cheklanib qolmasdan, dinni niqob qilib olib hokimiyatni qo'lga olish, bu yo'lda ,,inson'' deb atalmish buyuk jonzotni o'ldirishdan ham tab tortmayapti. Ular hozirgi kunda, ayni daqiqada ham o'z yovuz, jirkanch ishlarni turli davlatlarda amalga oshirmoqdalar. Bu yot g'oya tarafdorlari qilgan buzg'unchiliklarni xali xech kim unutmagan. Oddiygina misol 2001-yil 11- sentabrni eslaymiz: Bundan roppa-rosa 18 yil avval — 2001-yil 11-sentabrda AQShning Nyu-York va Vashington shaharlarida ro'y bergan fojia ko'pchilikning yodida. O'shanda mahalliy reyslarda parvoz qilayotgan to'rt samolyot terrorchilar tomonidan egallab olinib, Nyu-Yorkdagi mashhur 110 qavatli Jahon savdo markazi joylashgan egizak binolar hamda AQSh Mudofaa vazirligi binosi – Pentagonga kelib urilgan edi. Nafaqat amerikaliklarni, balki butun dunyo aholisini sarosimaga solgan hodisada jami 3 mingdan ortiq inson halok bo'lgan va narxi nechadir milliard dollardan oshiq bo'lgan ikkita bino yer bilan bitta bo'lgan edi.

Fojia AQSh iqtisodiyotiga ancha zarar keltirdi. AQSh tarixiga nazar tashlasak, bu mamlakatning eng katta moliyaviy zarari 1992-yilgi Endryu to'foni tufayli ro'y berganini ko'ramiz. O'shanda to'fon talafoti tufayli AQSh iqtisodiyoti 19,2 milliard dollar zarar ko'rgan edi. 11-sentabr voqealari ortidan kelgan iqtisodiy yo'qotish Endryu to'foni tufayli ro'y bergan yo'qotishdan ham katta bo'ldi.

Statistikaga ko'z yugurtirar ekansiz 3 mingdan ortiq inson hayotdan ko'z yumganini ko'rasiz. Bu nima degan? Axir barcha muqaddas kitoblarda insonning joni muqaddasligi bayon etilganku. Bular o'zlariga nimani mezon qilib olishdi. Ularning da'vosi O'rta Osiyoda xalifalik qurish sof islom dinini qaytarish ekan. Sof islom dini o'zi nima?

Dunyoviy nuqtayi nazardan qaralganda, din kishilik jamiyati tarixiy taraqqiyotining ma'lum bosqichida paydo bo'lgan ijtimoiy ong shakllaridan biri. Bu dunyoqarash jamiyatning ma'lum bir tarixiy davr va sharoitlaridagi talablari, ehtiyojlari asosida shakllandi. Har bir davlat dini xalq ma'naviyatining uzviy qismi sifatida tan oladi. Shundan kelib chiqib, uning rivoji uchun shart-sharoitlar yaratishga harakat qiladi. Din, shu jumladan islom dini ham ming yillar davomida barqaror mavjud kelganligining o'zidayoq u inson tabiatida chuqur ildiz otganligidan, uning o'ziga xos bo'lgan bir qancha vazifalarni ado etishidan dalolat beradi. Eng avvalo, jamiyat, davlat, guruh, shaxs ma'naviy hayotining muayyan sohasi bo'lgan din umuminsoniy axloq me'yorlarini o'ziga singdirib olgan, ularni jonlantirgan, hamma uchun majburiy xulq-atvor qoidalariga aylantirgan.Insonning odamlar bilan bahamjihat yashashiga ko'maklashgan. Din odamlarda ishonch hissini mustahkamlagan. Ularni poklab, yuksaltirgan. Hayot sinovlari, muammo va kamchiliklarni yengib o'tishlarida kuch bag'ishlagan. Umuminsoniy va ma'naviy qadriyatlarni saqlab qolish hamda avloddan avlodga yetkazishga yordam berib kelgan.Shuning uchun ham din insonnning ishonchli hamrohi, odamzot hayotining bir qismi bo'lib kelmoqda.

Qadimdan ma'lumki islom dini O'zbekiston hududlariga 643-644 yillardan boshlab yoyilgan bo'lsa ham bu hududda ne-ne islom dini bilan bog'liq bir nechta asarlar yaratilgandir.Islom ilmlari bizning hududimizga VIII asrda Xuroson (hozirgi Turkmanistonning shimoli-sharqiy qismlaridagi davlat VIII-XIV asrlarda) orqali Movarounnahr (Arablar egallab olgan yerlar- arabcha ,,daryoning narigi tarafi'' deb o'sha paytlarda Amudaryo va Sirdaryo daryolari orasidagi hududlarga aytilgan)ga kirib kelgan bo'lsa, IX asrdan boshlab mazkur ilmlar mintaqaning o'zida rivojlandi. Bu davrga kelib, avval islom olamida tan olingan olti sahih hadislar to'plami (assihoh as-sita), so'ngra ularning qatorida uch to'plam qo'shilib to'qqiz kitob (alkutub at-tis'a) shakllandi.Ulardan uchtasi Movarounnahrlik ulammolar – Imom Buxoriy, Imom

Termiziy, Imom Dorimiylar tomonidan jamlandi.Islom dini o'sha vaqtdan buyon bizning hududimizdagi milliy dinimiz sifatida tan olinib kelinmoqda. Mustaqillik sharofati bilan diniy qadriyatlarga erkinlik berilishi islomning jamiyatdagi o'z o'rnini egallashiga imkon yaratdi. Lekin shu bilan birga yashirin holatda rivoj topgan va din niqobidagi turli mafkuralarning ta'sirida shakllangan qarashlar yuzaga chiqishi ham qulay sharoitni vujudga keltirdi.

Endi savol tug'iladi shunday pok dinni o'zining g'arazli niyatlariga niqob qilib olayotgan insonlarni kim deb atash mumkin. Ular xalifalik qurushni niyat qilishgan ekan. Payg'ambarimiz Muhammad Mustafo Sollollohu Alayhi Vassalam "xalifalik mendan keyin 30 yildur keyin davlatlar paydo bo'ladi" deb aytganlarini nahot bilishmasa.

Ma'lumotlarga qaraganda, bugungi dunyoda 500 ga yaqin terrorchi tashkilotlar ish olib bormoqda. 1968-1980-yillar davomida ular 6700 ga yaqin terrorchilik amaliyotlarini sodir etganlar. Natijada 3668 kishi halok bo'lib, 7474 kishi turli jarohatlar olgan. Bu statistika yuqoridagi fikrlarimning isboti bo'la oladi. Zero 22 yil davomida 3668 odam qo'poruvchilik xarakati qurboniga aylangan bo'lsa, teroristik tashkilotlarning globallashuvga va jamiyatga intilishi kuchayib borganligi sababli birgina 11- sentabr voqealarida 3000 dan ortiq inson halok bo'lganligini sizga aytib o'tgandim.Ekstremizm va terrorizm odamlarning ertangi kuniga bo'lgan ishonchiga putur yetkazibgina qolmay, balki xalqaro maydondagi muammolarni, jumladan, turli e'tiqod vakillari bo'lgan xalqlar orasidagi o'zaro ishonchga soya solib, jahon taraqqiyotining xalqaro iqtisodiy va madaniy hamkorlikning rivojiga to'siq bo'lmoqda. Ekspertlarning xabar berishicha, dunyoda terroristik tashkilotlarning yuzdan ortig'i eng zamonaviy qurollar bilan qurollangan va bu tashilotlar bir-birlari bilan axborot almashadilar, qo'poruvchilik ishlarinini amlaga oshirayotgan paytda o'zaro sherikchi bo'ladilar, zaruz bo'lgan vaqtda bir-birlariga moliyaviy va boshqa shakldagi yordam beradilar.Bunday tashkilotlarning eng yiriklari qatoriga ,, Al-Qoida'', ,,Al-Jihod al-islomiy'', ,,Hizbut-tahrir'', ,,Tolibon'' "ISHID" "Vahobiylar" va boshqa terroristik tashkilotlarni misol qilib aytishimiz mumkin. Islomiy ekstremizm hozirgi davrda va u bilan bog'liq terrorizm dunyoning 15 dan ortiq mamlakatiga alohida tahdid solmoqda. Bu davlatlar qatoriga Sudan, Misr, Suriya, Hindiston, Saudiya Arabistoni, Jazoir, Liviya, Senegal, Pokiston, Malayziya, Indoneziya, Falastin, Iroq va boshqa davlatlarda terrorizm eng ashaddiy ildiz otgan davlatlar sirasiga kiradi. Hozirgi kunda eng dahshatli qo'poruvchilik ishlari Suriya, Iroq va Afg'oniston davlatlari hududlarida sodir bo'lmoqda. Bizning yurtimiz O'zbekistonda ham 1999-yil 16-fevral (Toshkent), 2004-yilning mart-aprel va iyul, 2005-yilning may (Andijonda) oylarida sodir etilgan

voqealar keng ko'llamli xalqaro terrorchilik tuzilmasining navbatdagi „vahshiyliklaridan" biri ekaniga hech qnday shubha qolmaydi. Bizning davlatimiz diniy ekstremizm va terrorizm bilan duch kelgan va uning asoratlaridan aziyat chekkan birinchi davlat emas. U bugun jahonning ko'plab mamlakatlari xavfsizligiga tahdid solayotgan illatdir.

Bugun shunchaki yoshlar ongida sog'lom muhitni uyg'otish sog'lom mafkura egasi qilish va ularni o'zlari mustaqil to'g'ri yo'lni tanlay oladigan darjaga yetgunlariga qadar nazorat ostida ushlash kerak.

Bugungi kunda ijtimoiy-ma'naviy muhitni va aholi turmush sharoitini yaxshilash, yoshlarni turli diniy ekstremistik oqimlar ta'siridan asrash masalasi barchamiz uchun eng asosiy masala bo'lib turibdi. Degan edi yurtboshimiz Shavkat Mirziyoyev. Shunday ekan bugun barchamiz nafaqat o'zimizga balki atrofdagilarimizgada e'tiborli bo'lsak, talabchan bo'lsak xech qanday xatar bizga rahna sola olmaydi.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

PLANNING THE SCHEDULE OF CUSTOMER ADMISSIONS IN DENTISTRY

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Abstract. This thesis deals with planning the organization of the reception schedule for clients coming to dentistry. Information about the queue of clients in dental centers facilitates the administrative work of the center, ensures fast and effective communication with clients, saves the time of the doctor and the client, conveniently resolves payment issues, allows clients to choose a good doctor, allows the Center to provide effective and high-quality services to clients, studies the planning of the delivery schedule and reception.

Keywords. Dental centers, queue, clients, staff, monitoring, evaluation, communication, communication messages, service.

Planning to maintain a schedule for clients who come to the dentist helps ensure a systematic and efficient workflow. This process includes:

Registration of clients. At the same time, a registration form must be created for clients applying to dentistry. At the same time, basic information about clients is collected (first name, last name, age, phone number, treatment status). This information is stored in a database. In the process of visiting clients, personal information can be provided in the form of self-filling or there will be an opportunity to obtain information through an automation system. Information entered by customers must be verified and confirmed to be correct and complete. This process is important to identify errors or incomplete data. The automation system allows you to automatically check and approve changes. Each client must be assigned a unique identifier (number, code or keyword). This identifier allows you to easily identify the client in the database and perform any operations related to the client. It is useful to define categories when creating a client list. For example, you can define categories such as new customers, existing customers, customers with security issues, and customers who have used services. These categories help systematize the process of working with clients at the reception desk and servicing them. Client information must be stored in a database or secure information system. Only contractually authorized personnel should have access to this data protection. It is

important to comply with legal requirements and privacy standards. Additional information may be included in the client list, typically information such as services provided, treatments, charges, and complaints. Establishing the operating hours of the reception desk. In this process, it is recommended to seat customers according to manual information collected during front desk hours. Based on manual information collected from clients, times can be set that are compatible with which dentist or staff is working with in the emergency room. It is necessary to create a procedure for determining the working hours in the reception area. When determining this procedure, it is recommended to take into account the work of dentists in the emergency department, busy time, free time and the convenience of receiving clients. It is recommended to use a systematic method or an electronic reservation system to determine reception opening hours. Thanks to this system, clients will be able to choose and spend working hours that are convenient for them. It is necessary to organize a work plan for dentists and employees working in the emergency department. This plan should define information such as working hours, activities, rest periods and treatment periods for each employee. This may also include customer reception and processing processes. It is also important to optimize free time in the reception area. Through an automation system or electronic booking system, it will be possible to identify vacancies and place suitable clients. This allows you to optimize the work schedules of dentists and staff and reduce the work time of clients. Reservations for reception areas should be made in case of urgent events (eg critical illness or rotting). In this case, clients will have the opportunity to quickly receive and serve. It is also important to collect and analyze statistics on reception opening hours. This information helps analyze the types of client selection, treatment schedule, services provided and payments. These statistics will help you optimize your front desk operations. Automation systems, booking platforms and electronic databases help make work more efficient and systematic when setting working hours at the front desk. Communicate the time to clients. In this process, it is necessary to communicate with clients about work schedules. There are several ways to communicate the time to clients. This method allows customer-related messages to be delivered easily and quickly. They are as follows.

Phone calls. Customers can be informed about the time through the telephone numbers provided to them or through telephone calls. This method quickly gets the customer's attention, but requires a reminder that the customer has answered the call.

SMS messages. It is also a simple and effective way to inform customers about the time via SMS messages. SMS messages are sent to customers' phone numbers, and changes, reminders or additional information are included to attract their attention.

Email messages. Emails can be sent to customers if they have provided their email address. Clients may be notified by email of operating hours, changes, scheduled procedures, recommendations and additional information.

Push messages. It is also possible to send push messages to customers via mobile apps or websites. When customers install apps or subscribe to websites, they receive notifications and messages about processes, changes and information changes right on their screens.

Organizing the reception of personnel and resources. In this process, the effective interaction of personnel, equipment and other resources must occur in the reception area while receiving clients. Personnel and resources must be adjusted according to the front office work schedule, taking into account customer interaction, handling and other requirements. Organizing front desk staff and resources is critical to efficient front desk operations, quality of service, and successful integration of office hours with customers. Below are some important steps that will help in this process. Consultations with employees. In this case, it is necessary to moderately consult with employees and listen to their opinions. As employees gain experience, skills, and information about lobbying techniques, it is helpful to use their feedback when planning, delegating, and managing personnel. Drawing up work plans. In this case, it is very important to draw up a plan for working in the reception area and set your own time. These plans include employee work hours, rest periods, treatment times, treatment procedures, service processes, payment times, quality of care, documentation requirements and other important information. When drawing up plans, it is recommended that procedures and policies be established to enable staff to effectively manage reception activities. Resource management. In this case, it is necessary to create structured systems for effectively managing resources in the reception area. These resources may include treatment times, treatment locations, treatment methods, special tools and materials, equipment needed to provide services, databases, information about services, and more. Allocating these resources to the right employee at the right time, in the right place, and while using them effectively improves service quality and efficiency.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

THE IMPORTANCE AND ITS COST OF QUEUE INFORMATION IN THE FIELD OF STOMOTOLOGY

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Annotation. This article is about the importance and importance of customer queue information in the field of dentistry. Information about the queue of customers in stomatological centers eases the administrative work of the center, ensures quick and effective communication with customers, saves the time of the doctor and the customer, conveniently solves payment issues, allows customers to choose a good doctor, and the effective and efficient operation of the center. has been studied to provide quality services to customers.

Keywords. Stomatology centers, queue, customers, information, payments, communication, service.

Recently, the rapid development of information and communication technologies (ICT) has led to the emergence of a new concept "Digital Economy" in the global economy. The process of digitalization, which is rapidly entering human life, brings a number of conveniences and creates the most convenient opportunities for manufacturers, entrepreneurs and companies operating in the business sector to obtain maximum profits and sell their goods and services at lower costs. And for the consumer there is an opportunity to provide high-quality service, buy goods and use services in a short time, from the right place, quickly and conveniently. Among other things, the digital economy and automation of many processes have become the most important tasks in our country. In our country, we are expanding opportunities for economic development through the use of information technology and improving the well-being of the population through the automation of complex processes. "On additional measures for the digitalization of the healthcare system" in terms of the active development of information technology in our country, the widespread introduction of modern information and communication technologies in all sectors and industries, especially in the healthcare sector," a presidential decree was adopted. This solution involves the introduction of advanced digital technologies into the healthcare system, the creation of a digital healthcare platform, the introduction of a complex of databases

of medical institutions at all levels of the sector, the development of software and an electronic platform.

In today's digital age, dentists are increasingly turning to market automation tools to streamline their processes, improve patient interactions, and grow their practices. By leveraging the power of automation, dentists can effectively reach target audiences, send personalized messages, and develop relationships with patients.

In the modern era, people are trying to find a simple and convenient solution to any process through the Internet or online. The field of dentistry is one such process. Because it is not always easy to find a good doctor in the field of dentistry and use the services of a dentist at a good and affordable price. Thus, the need to automate such processes is growing every day. Now in the field of dentistry, doctors have begun to treat patients as clients. Thus, the field of dentistry also becomes a business.

The goal of health care systems is to provide timely, quality, equitable, and efficient services to patients. For patients around the world, excessively long waiting times remain a major concern, rather than indicators of quality of care such as staff behavior and attitude, communication and service environment. This greatly influences a patient's intention to return for appointments or even to refer their family to the facility.

The economic and social significance of automating the scheduling of client appointments in dentistry is great. When the client intake process is automated, it increases the efficiency and resources of dental assistants and other staff. Through such systems, the free and busy time of employees, communication between employees and clients, and the exchange of information between employees and clients are popularized. This helps the organization manage workflow efficiently and reduces work costs and work slack.

Automated systems also help streamline customer routing, pickup times, reminders, and payment processes. At the same time, this allows us to ensure high quality and efficiency of customer service through information systems. Customer experience and convenience is a way to improve the quality of services offered to customers by an organization or service provider and create convenience for customers.

These two factors are important for an organization or service provider as it allows them to strengthen relationships with customers, offer them added value and satisfy their needs. It allows customers to select services, book appointments and change services across 12 online platforms. This helps to provide customers with an easy and quick choice of services, a feeling of convenience and friendliness. Allowing clients to choose services at a time that suits them ensures that appointments are scheduled at

times that fit their daily schedule. Provide customers with convenient payment methods such as online payment systems, cards, mobile payments and other options. This simplifies the payment process for customers and avoids inconvenience.

Automated systems store customer data and analyze it to create a database. This analysis and analysis helps the organization learn more about customers, analyze the services requested by customers, and develop interactions. This allows us to improve the organization's services, provie more pleasant offers to customers, and carry out the necessary activities for development. Automated dental systems help an organization grow and become more competitive.

The development and competitiveness of a dental center are ways to improve the quality and activities of the organization, achieve high success and participate in mutual competition with other organizations. The strategic management activities of an organization are concerned with relevance and advanced analysis, strategy and goal setting.

Innovation and technological development is a way for an organization to innovate, develop its activities and use new technologies. Innovation and technological development help make an organization's work easier, more efficient and effective, allow it to develop new services and products, automate work processes and introduce innovations.

This may include organizational development and competitiveness, strategic management, innovation and technological development, people and resources, market analysis and centrality, corporate governance and innovation focus, competitive analysis and collaboration. These factors are important to ensure the successful development of the organization, adequate response to competition and achievement of results in its field.

Therefore, the economic and social significance of automating appointment scheduling in dentistry is enormous. This automation process makes efficient use of employee time, improves customer experience and service quality, improves data analytics, and enables development for 15 organizations. This leads to increased economic efficiency of organizations, development of services and strengthening relationships with clients.

Planning to maintain a schedule for clients who come to the dentist helps ensure a systematic and efficient workflow. This process includes:

Registration of clients. At the same time, a registration form must be created for clients applying to dentistry. At the same time, basic information about clients is

collected (first name, last name, age, phone number, treatment status). This information is stored in a database.

Communicate the time to clients. In this process, it is necessary to communicate with clients about work schedules. There are several ways to communicate the time to clients. This method allows customer-related messages to be delivered easily and quickly. They are as follows.

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REQUIREMENTS FOR MANAGEMENT OF CLIENT RECEPTION SERVICE IN DENTAL CENTERS

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Abstract. Customer service management in dental centers is a process that is important to ensure service efficiency and customer satisfaction. This thesis provides detailed information about the basic requirements for organizing customer reception services in dental centers.

Keywords. Dental centers, queue, clients, information, payments, communication, service.

Customer service management requirements are important standards for increasing reception efficiency, improving service quality and establishing good customer relationships.

In the process of accepting clients and working with them, the following requirements are imposed.

1. Customer service standards in dental centers must be high. First of all, this requires professional training of employees and respect for customers. Employees need to give instructions to customers, convey to them the necessary information in a clear and understandable form. Customer service standards are important for any medical institution, including dental centers. These standards are aimed at providing high quality customer service, ensuring customer satisfaction and improving overall performance.

2. Automation of the admission process. Automation of the appointment process in dental centers plays an important role in improving the quality of service and ensuring customer satisfaction. Automation technologies can speed up the intake process, reduce errors and improve overall efficiency. The introduction of modern technologies helps simplify the process of accepting clients. Services such as online registration, electronic queuing systems and SMS or email reminders provide convenience to customers and increase the efficiency of the intake process.

3. Maintaining medical records. Proper maintenance of medical records is an important factor in the successful operation of dental centers. This process is essential

for monitoring clients' health, documenting the treatment process, and ensuring the quality of health care services. Correct and orderly maintenance of medical records is important when seeing clients. In this regard, the electronic medical records system is of great help. This system makes it possible to store complete information about clients, work with them and quickly find them if necessary.

4. Compliance with sanitary and hygienic rules. Strict adherence to sanitary and hygienic rules is one of the most important requirements for dental centers. These rules are important to protect the health of customers, prevent the spread of infection and maintain general hygienic conditions. Strict adherence to sanitary and hygienic rules is very important for dental centers. Disinfecting equipment after each client, maintaining a sterile environment and maintaining general hygiene are important factors in ensuring client health.

5. Communication with clients. Effective communication with customers plays an important role in improving the quality of service in dental centers and ensuring customer satisfaction. Competent communication allows you to gain the trust of clients, identify their needs and provide medical services in an accessible manner. It is important to communicate with clients in open and clear language, answer their questions fully and provide them with a personalized approach. . Employees must listen to customers' concerns, provide services that meet their needs, and provide appropriate advice.

6. Studying customer reviews. Regular study and analysis of customer feedback allows us to constantly improve the quality of service. It is necessary to conduct customer surveys and implement a system for receiving their complaints and suggestions. Through this process, dental centers will be able to identify customer needs, wishes and concerns and continually improve their services.

7. Employee training. Regular training of employees, providing them with modern knowledge and skills helps improve the quality of services in dental centers. One of the effective methods in this regard is the organization of seminars, trainings and advanced training courses. It is very important to improve the qualifications of employees, increase the level of activity of dental centers, improve the quality of service and increase customer satisfaction. This includes further developing employees' industry knowledge and skills, learning new technologies, improving communication and interpersonal skills, and improving community service.

8. Modern equipment and technologies. Dental centers must be equipped with modern equipment and technologies. This helps to provide high-quality and efficient

service to customers. The introduction of new equipment and innovative technologies increases the competitiveness of dental services.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ECONOMIC AND SOCIAL IMPORTANCE OF AUTOMATING CLIENT APPLICATION SCHEDULES IN DENTISTRY

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Abstract. This thesis examines the economic and social significance of automating the client appointment schedule in dentistry. The introduction of automation systems allows dental clinics to effectively manage resources, increase productivity, expand their client base and analyze data, and for patients, these systems provide convenience, improved quality of service, transparency and reliability, and inclusivity. It is emphasized that automated reception systems increase economic efficiency and have social significance.

Key words: Automated system, time, service, productivity, customer base, data analysis, transparency, reliability.

With the development of technologies in the field of modern medicine, the provision of dental services is undergoing great changes. To improve the quality of dental services and create convenience for clients, it is important to automate the appointment schedule. The implementation of this system is not only economically beneficial, but also socially important.

Economic value of automating dental appointment scheduling:

Effective resource management. Effective resource management is the process of ensuring optimal use of the material, financial and human resources available in dental clinics. Automating your client scheduling helps improve this process even further. Important aspects of effective resource management using automated systems are detailed below. With the help of an automated system, dental clinics can effectively manage resources, including time and human resources. This system reduces errors and inaccuracies in the patient intake process, and also optimizes the workflow.

Increasing labor productivity: Increasing labor productivity is one of the important tasks of dental clinics. Employee productivity can be increased by automating the client appointment schedule. The various aspects of this process are described in detail below.

Reduced administrative burden

Registration and reception. Automated systems speed up patient registration and admission processes. By allowing patients to register online, the workload on administrators is reduced. This allows them to spend more time on other important tasks.

Reminders and notifications. The systems automatically send reminders and notifications to patients. It reminds patients about appointment times and prevents awkward situations. Administrators are freed from manual tasks such as making calls or sending reminders. With less manual administrative work, dentists and support staff can spend their time directly treating patients. This increases overall productivity and improves quality of service.

Expanding the client base: Convenient and fast online booking systems help patients choose the right time, which helps expand the client base. With the attraction of new patients, the clinic's income will also increase.

Ability to analyze data: Patient data can be collected and analyzed using automated systems. This provides valuable statistical information for future service improvement.

The social value of automating appointment scheduling in dentistry:

Patient Convenience: Automated scheduling systems allow patients to register, reschedule, or cancel appointments online. In addition to saving time and ensuring patient comfort, it also reduces stress levels.

Improved quality of care: Automation reduces patient wait times and increases the speed of service. This increases patient satisfaction and has a positive impact on their health.

Transparency and reliability: Transparency and reliability of reception times are ensured by automated systems. Patients will be able to schedule their appointments and show up to their appointments with confidence.

Inclusion: Advances in technology and the introduction of automated systems create a comfortable and inclusive environment for patients with diverse needs, including those with disabilities.

In conclusion, we can say that the automation system for scheduling client appointments in dentistry is cost-effective and socially significant. This system provides efficient resource management, labor productivity, customer base expansion and data analysis. Socially, it plays an important role in creating patient comfort, improving quality of care, ensuring transparency and reliability, and increasing inclusivity. Therefore, the introduction of automation of client appointment scheduling in the dental field significantly increases the efficiency and usefulness of the entire system.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ОРГАНИЗАЦИЯ ТЕМА «МНОЖЕСТВА И ДЕЙСТВИЯ НАД НИМИ» С ПОМОЩЬЮ ГРАФИЧЕСКИХ ОРГАНАЙЗЕРОВ

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Аннотация: В этой статье описывается метод Кластер, один из графических органайзеров [1,2]. На примере мозаичной модели метода организации практического занятия на тему «Множества и действия над ними». Используя кластерный метод, основное внимание уделяется организации интересных практических занятий, работе в группах для закрепления теоретической части темы и решению важных задач, таких как закрепление знаний [3-18]. Будут рассмотрены этапы и преимущества этого метода [18-22].

Ключевые слова: Графические органайзеры, кластерный метод, групповая работа, множества, операции над множествами.

ORGANIZING THE TOPIC "SET AND ACTIONS ON THEM" USING GRAPHIC ORGANIZERS

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Annotation. This article describes the Cluster method, one of the graphic organizers. Using the example of a mosaic model of a method for organizing a practical lesson on the topic "Sets and actions on them." Using the cluster method, the main focus is on organizing interesting practical classes, working in groups to consolidate the theoretical part of the topic and solving important problems, such as consolidating knowledge. The steps and benefits of this method will be discussed.

Key words. Graphic organizers, cluster method, group work, sets, operations on sets.

Графические органайзеры – совокупность рисунков, таблиц, графиков, помогающих достичь поставленной цели в образовательном процессе. Если графические органайзеры используются учителем в готовом, заполненном виде, они выступают в качестве инструмента, а если для закрепления знаний и развития мышления учащихся по теме урока, то выступают в качестве метода [23-27].

Графические органайзеры (органайзер) являются средством визуального представления мыслительных процессов и в зависимости от применения делятся на три типа:

1. Способы и средства структурирования и формирования информации, установления связи и связи между изучаемыми понятиями (событиями, событиями, темами и т.п.). К ним относятся Кластер, Таблица сортировки, Инсерт, Б/ Б/ Б и т. д.

2. Методы и средства анализа, сравнения и сопоставления данных. Например, Т-диаграмма, диаграмма Венна.

3. Методы и инструменты выявления проблемы, ее решения, анализа и планирования. В том числе схемы «Почему?», «Как?», «Скелет рыбы», «Пирамида», «Цветок лилии», структурно-логическая схема «Каскад».

В этой статье мы организуем процесс практического занятия по теме «Множества и действия над ними» методом «Кластер»:

Кластер — это способ создания информационной карты — сбора идей вокруг некоторого ключевого фактора для централизации и определения сути всей структуры. Этот метод направлен на обучение логическому мышлению, расширение сферы общего мышления, самостоятельное использование литературы. Он служит для ускорения и расширения мышления учащихся перед углубленным изучением темы [1-30].

Студенты познакомятся с правилом формирования кластера. В центре доски или большого листа бумаги напишите основное слово или название темы, состоящее из 1-2 слов. Путем объединения основного слова добавляются слова и предложения, относящиеся к теме, путем написания «спутников» маленькими кружками. Они соединены тире со словом «основной». Эти «спутники» могут включать в себя «второстепенные спутники». Написание может продолжаться в течение отведенного времени или до тех пор, пока у вас не закончатся идеи.
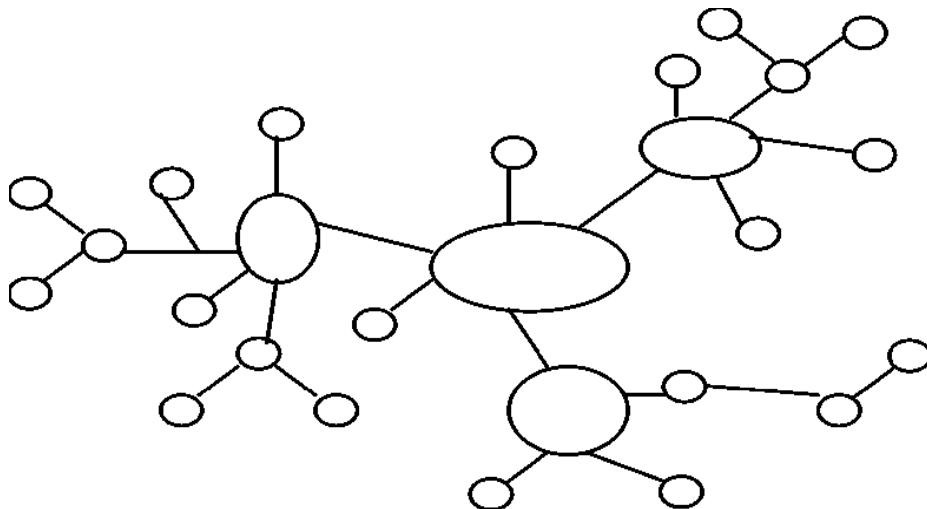
Правило формирования кластера:

1.   Слово, связанное с темой, пишется в центре большого листа бумаги или доски.

2.   Учащиеся начинают писать слова и предложения, которые приходят на ум, связанные с этим словом, вокруг него.

3.   По мере появления новых идей слова, которые приходят на ум, сразу же записываются.

4.   Не обращайте внимания на орфографические ошибки и другие факторы, останавливающие письмо.

5.   Процесс написания слов продолжается до тех пор, пока не будет указано учителем время или пока не будут исчерпаны все слова и идеи.

Например, пусть группа состоит из 30 студентов. Учащиеся делятся на 3 группы. Группы, как и множество, называются инициалами латинских букв, т.е. A, B, D. Элементы группы называются a_i, b_i, d_i соответственно, как и элементы множествами:

$$A = \{a_1, a_2, a_3, a_4, a_5, a_6, a_7, a_8, a_9, a_{10}\};$$
$$B = \{b_1, b_2, b_3, b_4, b_5, b_6, b_7, b_8, b_9, b_{10}\};$$
$$D = \{d_1, d_2, d_3, d_4, d_5, d_6, d_7, d_8, d_9, d_{10}\}.$$

Каждой группе дается задание, разделяющее тему на части:

В группу A – Множество;

В группу B – Типы множества;

В группу D – Операция над множествами.

Группы записывают часть темы в середине разданного им листа и образуют группу. Когда время истекло или идеи были готовы, они представляют бумаги учителю. Учитель меняет листы и передает их на проверку другим группам. При

допущении ошибки в группе выявляется эксперт этой группы, с группы снимается штрафной балл и оценивается каждый.

Презентация групп, вероятно, будет выглядеть так:

Группа А:
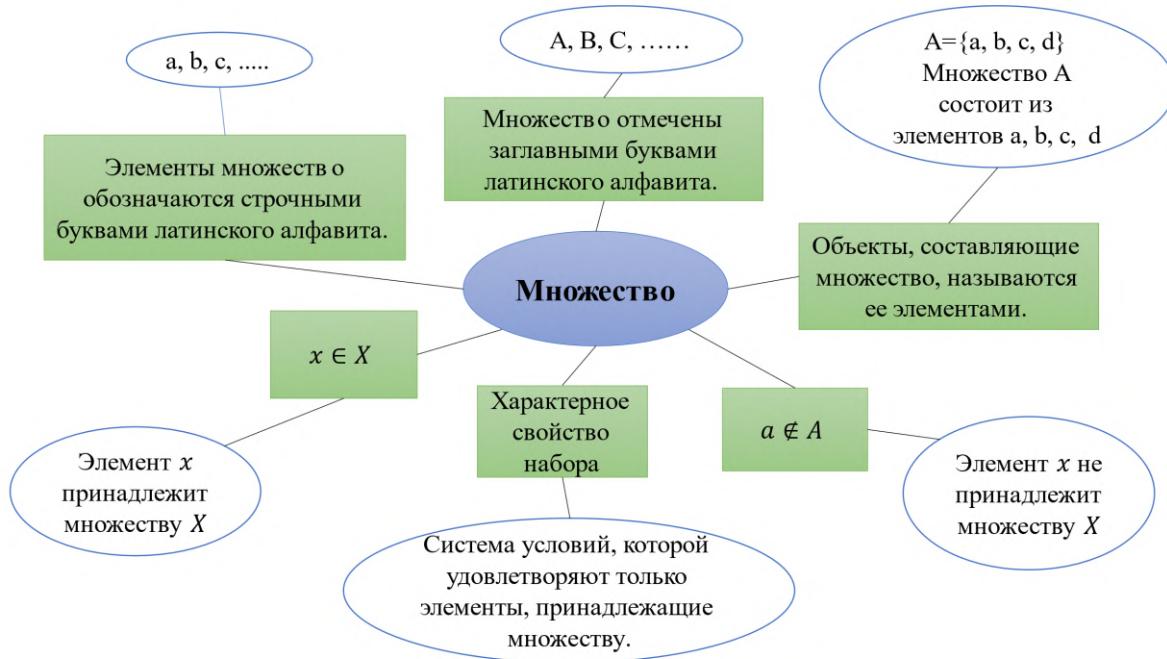
Группа В:
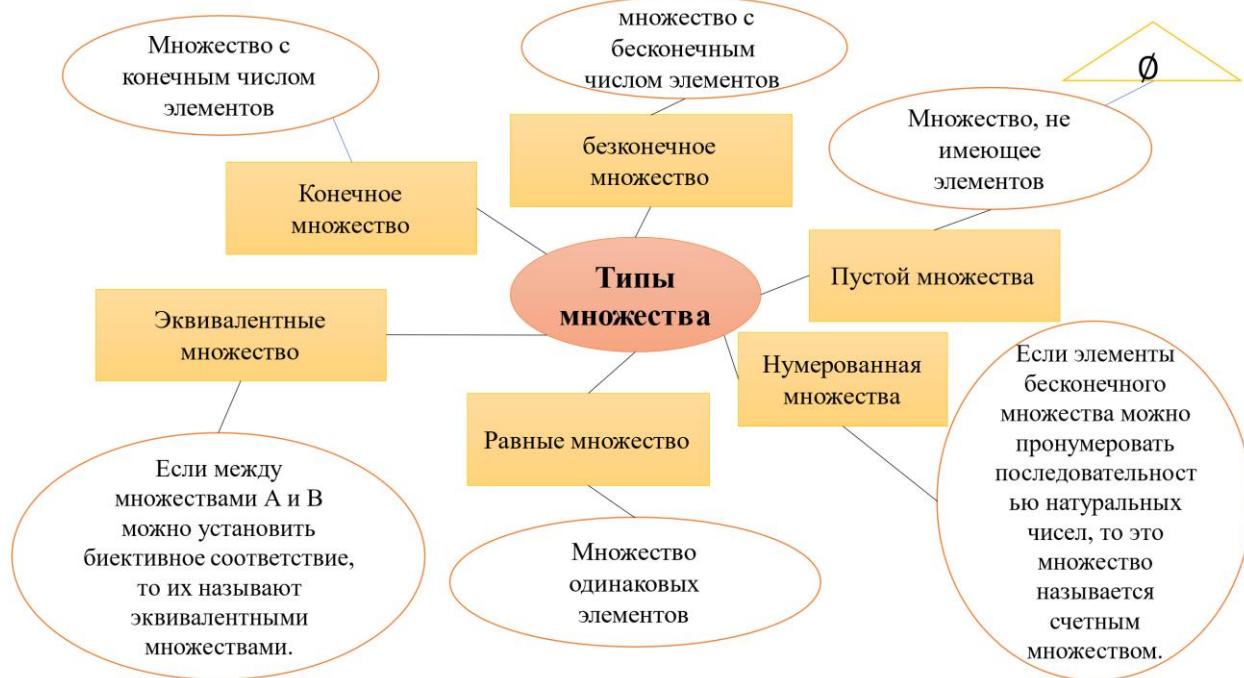
Группа D:
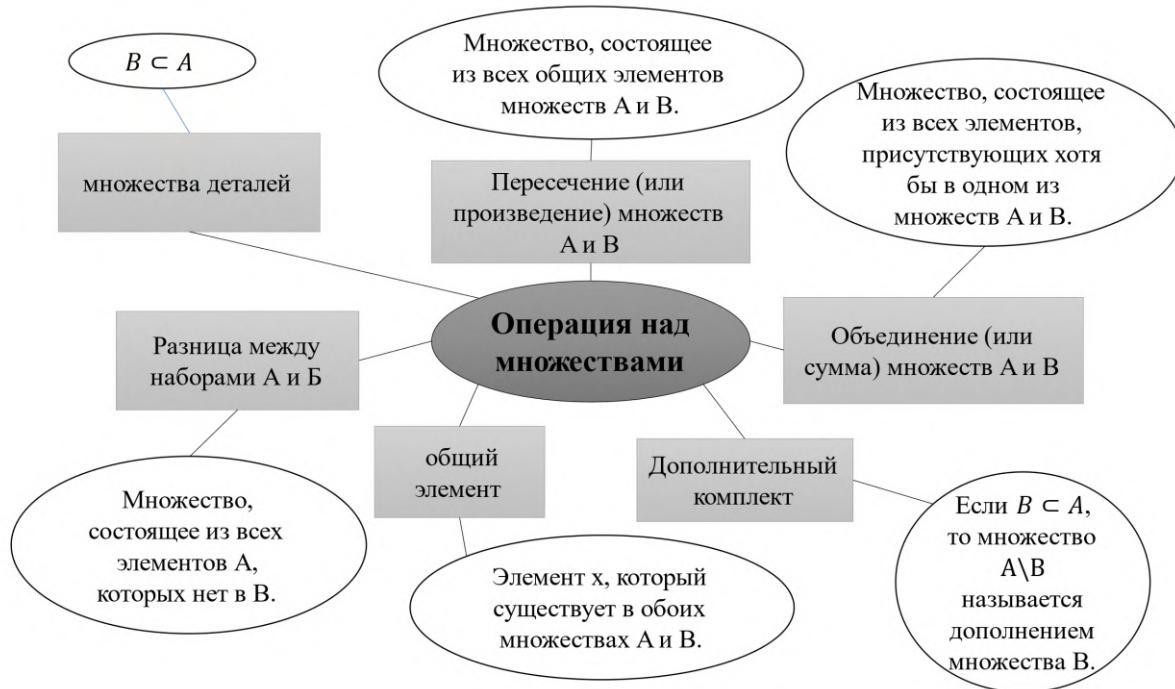
Заключение.

Преимущества «кластерного» метода:

•взаимный обмен информацией осуществляется регулярно;

•Обеспечивается сбор и обмен идеями и мнениями. Работа в группе лучше, чем работа индивидуально;

•диапазон информации в группе широк, поскольку каждый студент имеет более или менее определенную информацию;

•в результате сотрудничества активность слабых учащихся может повыситься за счет влияния активных учащихся в группе;

•у учащихся повышается чувство уважения и доверия друг к другу;

•повышается способность говорить, аргументировать свое мнение и защищаться;

•формируется самостоятельное мышление и энтузиазм в решении проблем;

•обучение, формируются рабочие навыки и компетенции и т.д.;

•Работая в группах, это дает возможность работать с большим количеством учащихся и оценивать их.

Недостатки метода:

•Существует вероятность негативной конкуренции между группами.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

FORMULAS THAT ARE PROVED IN THE CALCULUS OF REASONING: THEORY, PRACTICE AND ANALYSIS

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Annotation. Today, it is essential to use IT, interactive pedagogical methods and techniques in order to conduct an effective lesson in the educational system. In this article, we will discuss about one of the critical topics of discrete mathematics and mathematical logic, the thinking of effective approaches to a meaningful explanation of the subject of the calculating "Provable formulas of feedback calculus" to students and interactive methods that can be used in practical training lessons, their advantages and disadvantages.

Keywords: Feedback accounting, a verifiable formula, the "Step by step" method, the "Mathematical Market" method.

Introduction

Nowadays, every subject is taught to students in higher education institutions, approaching scientifically in depth, and there is a great emphasis on enriching each subject with perfect, latest information. The role of modern pedagogical methods and interactive ways utilized during the course of the lesson is incomparable in the fact that students easily understand the topic mentioned well, the information on the topic is remembered for a long time.

LITERATURE ANALYSIS AND METADAGOGY

The calculus of considerations is an axiomatic logical system, and the algebra of considerations is its interpretation(interpretation). In reasoning calculus, we distinguish the class of formulas that are provable. First the initial provable formulas (axioms) are defined, followed by the provability rule. New provable formulas are derived from boron provable formulas by the provability rule. It is said to derive new provable formulas by applying the provability rule from initial provable formulas by inducing these formulas from axioms. The axiom system of calculus consists of axiom XI, which are divided into four groups [1].

First group axioms:

I_1 $x \rightarrow (y \rightarrow x)$.

I_2 $(x \rightarrow (y \rightarrow z)) \rightarrow ((x \rightarrow y) \rightarrow (x \rightarrow z))$.

Second group axioms:

II_1 $x \wedge y \to x$.

II_2 $x \wedge y \to y$

II_3 $(z \to x) \to ((z \to y) \to (z \to x \wedge y))$

Axioms of the third group:

III_1 $x \to x \vee y$

III_2 $y \to x \vee y$

III_3 $(x \to z) \to ((y \to z) \to (x \vee y \to z))$.

Axioms of the fourth group:

IV_1 $(x \to y) \to (\overline{y} \to \overline{x})$

IV_2 $x \to \overline{\overline{x}}$

IV_3 $\overline{\overline{x}} \to x$.

Substitute rule.

Let A be the provable formula of the reasoning calculus. Variable x, an arbitrary formula of the reasoning calculus B. The formula generated by substituting formula B instead of all x in formula A expression is also a provable formula.

The rule of substitution of Formula B in place of variables x in Formula A is called. We mark it with the following symbol.

$$\int_{x}^{B}(A)$$

If A is a provable formula, we agree to write it in the form |−A.

Then the substitution rule can be represented schematically as follows:

$$\frac{|-A}{|-\int_{x}^{B}(A)}$$

and reads it as " if A is a provable formula, then $\int_{x}^{B}(A)$ is also a provable formula".

Summary rule

If A and A→B are provable formulas of the reasoning calculus, then B is also a provable formula. This rule is written schematically as follows:

$$\frac{|-A; |-A \to B}{|-B}$$

Definition. The provable formulas are said to be proofs to the derivation process.

Now we see the interpretation of axioms in examples

Example. Prove: |− A → A

$\vdash (x \to (y \to z)) \to ((x \to y) \to (x \to z))$ – using axiom I_2. Performing a substitution $\int_z^x I_2$ results in

$\vdash (x \to (y \to x)) \to ((x \to y) \to (x \to x)) - (x \to (y \to z)) \to ((x \to y) \to (x \to z))$ (1) comes from. I_2 axiom and (1) formula using the inference rule

$$\vdash (x \to y) \to (x \to x) \qquad (2)$$

we form a formula. (2) substituting the following for the formula

$$\int_y^{\overline{x}} (2) \; bajarish \; natijasida$$

performance results in

$$\vdash (x \to \overline{\overline{x}}) \to (x \to x) \quad (3)$$

we have a provable formula. Applying the inference rule with respect to axiom IV_2 and Formula (3) gives

$$\vdash x \to x \qquad (4)$$

We come to a provable formula. Finally, if instead of the variable x in the formula (4) we put the formula A

$$\vdash A \to A$$

The formula that must be proved is generated.

In the meaningful and interesting organization of practical training, it is convenient to use several techniques, in particular the "Step by step" method. It is a very effective method for revising the 11 axioms on this topic. In this method, we divide the students into 2 groups. The ladder consists of 11 vertices, with 1 axiom written on each vertex. Then the result of their written axioms is checked and the winner is determined [2-18].

Discussion

Advantages of this method: attract student's attention, forms the skill of Information selection, teaches the correct, clear-cut expression of one's own opinion.

Disadvantages: almost undefined.

The use of the "Mathematical market" method in the more interesting organization of practical training lessons is much more effective. In this case, amounts of money are written on the back of the question sheet, depending on the degree of difficulty of the questions. The student receives the same score if they can complete that question. Solved examples are analyzed together with students.

Result

Advantages of the method: this method encourages students to be more mobile, diligent. Increases his interest in science. Teaches free, clear and correct, independent thinking. As a result, his knowledge of science is further strengthened.

Disadvantages of the method: it takes a little more time.

When we apply the "Mathematical market" method, the sheets can be prepared as follows. Indicate that the following formulas are provable using substitution and inference rules.

1) $A \vee A \to A$ 3) $A \wedge B \to B \wedge A$

2) $A \to A \wedge A$ 6) $A \vee B \to B \vee A$

Conclusion

As you know, a number of degrees signed by the president of our country provide great importance to the development of mathematics and its application in practice. At the core of ensuring the implementation of degrees, of course, lies in teaching science to students using advanced pedagogical methods and techniques. The methods "Step by step" and "Mathematical market" recommended in the article are positively accepted by students. Similar advanced pedagogical techniques have also been recommended in a number of scientific studies [9-30], and different ways of usage of them have been explained with examples. It is also widely covered that at present, taking into account the relevance of expanding the practical applications of the theory, it is also important to provide information about the integration of mathematics with other disciplines in the future.

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ANALYSIS OF APPROXIMATE NUMERICAL SEQUENCES AND THEIR APPLICATIONS

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Anotation. In this article, numerical sequences, their convergence and deviability, methods of checking numerical sequences for convergence, applications of converging numerical sequences are studied.

Keywords: converging numerical sequence, limit of numerical sequence, decreasing numerical sequence, limit of function, limit of functional sequence.

АНАЛИЗ ПРИБЛИЖЕННЫХ ЧИСЛЕННЫХ ПОСЛЕДОВАТЕЛЬНОСТЕЙ И ИХ ПРИЛОЖЕНИЯ

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Абстракт. В данной статье изучаются числовые последовательности, их сходимость и девиантность, методы проверки числовых последовательностей на сходимость, приложения сходящихся числовых последовательностей.

Ключевые слова: сходящаяся числовая последовательность, предел числовой последовательности, убывающая числовая последовательность, предел функции, предел функциональной последовательности.

YAQINLASHUVCHI SONLI KETMA-KETLIKLAR TAHLILI VA ULARNING TADBIQLARI

Annotatsiya. Ushbu maqolada sonli ketma-ketliklar, ularning yaqinlashuvchanligi va uzoqlashuvchanligi, sonli ketma-ketliklarni

yaqinlashuvchanlikka tekshirish usullari, yaqinlashuvchi sonli ketma-ketliklarning tadbiqlari oʻrganilgan.

Kalit soʻzlar: yaqinlashuvchi sonli ketma-ketlik, sonli ketma-ketlikning limiti, uzoqlashuvchi sonli ketma-ketlik, funksiyaning limiti, funksional ketma-ketlik limiti.

In this article, numerical sequences, their convergence and divergence, and their applications, which are considered important concepts for almost all areas of mathematics, are studied. It is known that the numerical sequence is also a special case of reflection, in which we match the set of natural numbers to the set of real numbers [1-8].

Let's assume that each n number in the natural sequence of numbers $1, 2, \ldots, n, \ldots$ is assigned a real number x_n based on a certain law, then this numbered

$$x_1, x_2, \ldots, x_n, \ldots \tag{1}$$

a set of real numbers is called a sequence or sequence. x_n numbers are elements or terms of (1). The sum, difference, multiplication, and division of arbitrary sequences $\{x_n\}$ and $\{y_n\}$ are again considered numerical sequences and are expressed as follows:

$$\{x_n + y_n\}, \{x_n - y_n\}, \{x_n \, y_n\}, \{x_n / y_n\} \quad \text{when } y_n \neq 0 \text{ for } \forall \, n \in N.$$

For a given numerical sequence, its boundedness is one of the important properties [9-12]. Suppose that such a real number M (number of m) is found and

$x_n \leq M \, (x_n \geq m)$ then the sequence $\{x_n\}$ is said to be bounded from above (below). In this case, the number M is called the upper limit of the sequence x_n (the number m is the lower limit). Even if an arbitrary positive number B is taken, if there is an element x_n of the sequence $\{x_n\}$ that satisfies the inequality $|\{x_n\}| > B$, then the sequence $\{x_n\}$ is called an unbounded sequence. For example, if we look at sequences with number

$$\{x_n\} = (-n)^3, \{y_n\} = 2n, \{t_n\} = \frac{1}{n+1}$$

$\{x_n\}$ is bounded from above by -1 and not bounded from below; $\{y_n\}$ is bounded from below by 2 and not bounded from above; and $\{t_n\}$ is bounded by 1/2 from above and 0 from below.

Now we consider the convergence and divergence properties for numerical sequences. There are several equivalent definitions of the convergence of a numerical sequence [13-17]. In general, by the converging numerical sequence, we mean that all subsequent terms of the sequence, starting from one term, are located around a point. This point is considered the limit of a numerical sequence, and even if we look at the arbitrary neighborhood of the limit point, the next infinite term of this sequence, starting

from some term, will definitely be located in this neighborhood. To check if a given sequence $\{x_n\}$ converges to a number a by definition

For $\forall \varepsilon > 0$, we need to find a number $\exists n_0(\varepsilon) \in N$, for all $n > n_0(\varepsilon)$, the inequality $|x_n - a| < \varepsilon$ must be satisfied. If we can find a number dependent on ε satisfying this inequality, $\{x_n\}$ all the points after the n_0-numbered term of the sequence are located around the point a. In this case, the given number a is called the limit of the sequence $\{x_n\}$ and is expressed as $\lim\limits_{n\to\infty} x_n = a$.

Example 1. General phrase

$$x_n = \frac{2n^2 + 3n + 1}{2n^2 + 3n + 1}$$

prove by definition that the limit of the sequence $\{x_n\}$ is $a = \frac{1}{2}$.

Solving. To solve this problem, we need to show that even if we take

$\forall \varepsilon > 0$, for the sequence $\{x_n\}$ there are infinitely many terms satisfying the inequality $|x_n - a| < \varepsilon$. In this case, the main question to be found is to determine from which element of the sequence $\{x_n\}$ all subsequent elements are located around the point a [18-24]. To answer this question

$$|x_n - a| < \varepsilon \qquad (2)$$

we solve the inequality and determine the number n_0 depending on ε

$$\left| \frac{2n^2 + 3n + 1}{4n^2 - 5n + 6} - \frac{1}{2} \right| = \frac{11n - 4}{2(4n^2 - 5n + 6)} \qquad (3)$$

We evaluate expression (3) to form inequality (2).

$$\frac{11n - 4}{2(4n^2 - 5n + 6)} < \frac{11}{4n - 5} = \varepsilon$$

As a result, the relation $n < \frac{1}{4}\left(\frac{11}{\varepsilon} + 5\right)$ will appear, since $n_0(\varepsilon)$ is a natural number representing the number, we can choose it as follows:

$$n_0(\varepsilon) = \left[\frac{1}{4}\left(\frac{11}{\varepsilon} + 5\right)\right] + 1$$

Thus, we created a number depending on ε that satisfies relation (2). Let's check the result for a deeper understanding. Let's take a positive small quantity as ε and determine the number $n_0(\varepsilon)$ according to it. Let $\varepsilon = \frac{1}{5}$, in this case $n_0 = 16$, and for $\forall n > 16$ terms of the given sequence $\{x_n\}$

$$\left| \frac{2n^2 + 3n + 1}{4n^2 - 5n + 6} - \frac{1}{2} \right| < \frac{1}{5}$$

the inequality holds. The application of converging sequences is important for many fields. In particular, the methods used in determining the limit of a function, checking the continuity of a function, convergence of functional sequences, convergence of functional series, solutions of a linear integral equation are among these.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF DEGREE OF ADJECTIVE IN ENGLISH AND UZBEK LANGUAGES

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Anotation: The study of adjective degrees is a topic of great scholarly interest since it provides insightful information about the comparative and superlative forms of adjectives, clarifying the complex expression of different degrees of attributes. The purpose of this article is to investigate the viewpoints of Uzbek and English academics regarding this linguistic issue. We attempt to examine and contrast the terminologies and approaches used in each language by exploring pertinent theories and using examples from Uzbek and English literature.

Key words: adjective, degree, positive, comparative, superlative, reduction

Аннотация: Исследование степени прилагательных представляет собой предмет значительного академического интереса, поскольку оно дает ценную информацию о сравнительной и превосходной формах прилагательных, разъясняя нюансы выражения различных степеней качеств. Целью данной статьи является изучение взглядов как английских, так и узбекских учёных на этот лингвистический феномен. Углубляясь в соответствующие теории и опираясь на примеры из английской и узбекской литературы, мы стремимся сравнить и противопоставить терминологию и подходы, используемые на каждом языке.

Ключевые слова: прилагательное, степень, положительная, сравнительная, превосходная степень, уменьшительная.

Annotatsiya: Sifat darajalarini o'rganish katta ilmiy qiziqish mavzularidan biri, chunki sifatlarning qiyosiy va orttirma shakllari haqida qimmatli ma'lumotlarni beradi, sifatlarning turli darajalarini ifodalashning kamchiliklarini aniqlaydi. Maqolaning maqsadi ham ingliz, hamda o'zbek olimlarining ushbu lingvistik hodisaga qarashlarinio'rganishdir. Tegishli nazariyalarni chuqur o'rganish ingliz va o'zbek adabiyotidan misollar keltirib, har bir tilda qo'llaniladigan terminologiya va yondashuvlarni solishtirish va farqlash maqsad qilingan.

Kalit so`zlar: sifat, daraja, oddiy, qiyosiy, orttirma, ozaytirma

Grammar plays a crucial role in effective communication in the English language. It provides the structure and rules necessary for clear and coherent expression. Studying grammar not only enhances one's writing and speaking skills but also contributes to a deeper understanding of the language itself. But learners may have difficulties when they need to compare their native language with foreign one, in our case with the English. In this article we are going to compare some adjectives with negative connotation in English and Uzbek languages with grammatical point of view.

There are three degrees of adjectives: positive degree, comparative degree,

superlative degree [Iriskulov;24]. When it is compared with Uzbek language it should be differentiated four degrees like: oddiy daraja (positive degree), qiyosiy daraja (comparative degree), ortirma daraja (superlative degree), ozaytirma daraja (probably as: reduction degree) [Erkaboyeva; 168-169].

"*Crusoe built a **strong**, sturdy raft to sail out to the dismal desolatio of the uninhabited islan where he spent long, weary days in a dreary, solitary existence. [Robinson Crusoe; 45]*

"*U o'zining yo'lini **katta** deb biladi va yuksak maqomga erishish uchun harakat qilad"i". [O'tgan kunlar; 76]*

The common or basic degree is called positive which is expressed by the absence

of a marker. Therefore we say that it is expressed by a zero morpheme [Iriskulov;24]. As it is possible to see from the examples above in both English and Uzbek languages adjectives **strong** and **katta** were used in simple degree (oddiy daraja)

with zero morphemes.

"*Bilbo Baggins was a hobbit, and hobbits are rounder, shorter, and hairier than humans". [The Hobbit; 3]*

"*Muhitda suhbatning ko'proq so'nglari bo'lish kerak."[O'tgan kunlar; 56]*

One and some two syllabic adjectives that form their degrees by the help of nflections -er [Iriskulov;24]. In Uzbek language it is formed by suffix –roq [Erkaboyeva; 170]. As we can notice the building of positive and comparative degrees similar in both languages with exception of one and two syllabic adjectives in comparative degree.

There is noticeable difference in forming superlative degree in English and Uzbek languages. In former language one or two syllabic words are formed by inflection -est. [Iriskulov;24] But as Dudley was the biggest and stupidest of the lot, he was the leader [Harry;23]. On the other hand there are three ways of forming the superlative degree (orttirma daraja) in Uzbek language:

1. By adding the words eng (most), g'oyat (so), juda (very), nihoyatda

(extremely), bag'oyat (incredibly)

2. Repetition by changing first syllable of the adjective in positive degree: kap-katta, bus-butun, to'ppa-to'g'ri, qip-qizil

3. By prolonged pronunciation of the first or second vowel syllable: uzun – u:zun, chiroyli – chiro:yli [Erkaboyeva; 169].

"Xonim, sizning qip-qizil liboslaringiz juda chiroyli ko'rinadi!" [O'tgan kunlar; 214] In addition there is one more way of forming superlative degree (orttirma daraja) in Uzbek language.

Ayniqsa, kattasi juda shilqim ekan.[Sariq; 135]

Firstly, in the above given example the word kattasi (the biggest) is noun formed by substantivization of adjective from katta (big) and it should be used as Adj+Noun. Secondly, in the above given example the word eng in Uzbek language which means most is omitted and inflectional form -si is added to the adjective which helps to create at the same time noun also superlative degree of adjective.

In addition Uzbek language possesses the fourth type of degree of adjective ozaytirma daraja which can probably translated as reduction degree to form which added the words like: sal, biroz, picha, xiyla, nim [Erkaboyeva; 169]. All those words possess meaning like little which serves to reduce the degree in adjective.

Ko'nglim joyiga tushgach, odam degan sal kamtar bo'lishi kerak, deb o'yladim da, tashqariga chiqib eshikning tirqishidan mo'ralab turdim [Sariq; 226].

The fourth degree of adjective is practically used in English language but theoretically it is not separated as additional type. In conclusion it should be mentioned that grammar of English and Uzbek languages is different because former belongs to analytical the other to synthetic type of languages. Nevertheless, in examples above we could find some similarities according to morphological structure of degree of adjectives.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES OF DEGREE OF ADJECTIVE IN ENGLISH AND RUSSIAN LANGUAGES

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Annotation: Adjectives are words that modify or describe nouns or pronouns by providing additional information about their qualities, characteristics, or attributes. They serve to enhance the specificity and vividness of language by adding detail to nouns and pronouns. Adjectives possess several distinctive features, including degrees of comparison and varied syntactic functions. This article aims to explore the perspectives of both English and Russian scholars on this linguistic phenomenon. By delving into relevant theories and drawing upon examples from English and Russian literature, we are about to compare and contrast the terminologies and approaches employed in each language.

Key words: adjective, noun, degree, comparison, describe.

Аннотация: Прилагательные - это слова, которые изменяют или описывают существительные или местоимения, предоставляя дополнительную информацию о их качествах, характеристиках или свойствах. Они способствуют увеличению специфичности и наглядности языка, добавляя детали к существительным и местоимениям.

Прилагательные обладают несколькими характерными особенностями, включая степени сравнения и разнообразные синтаксические функции. Эта статья направлена на исследование точек зрения как английских, так и русских ученых на этот языковой феномен. Погружаясь в соответствующие теории и опираясь на примеры из английской и русской литературы, мы собираемся сравнить и противопоставить терминологии и подходы, используемые в каждом языке.

Ключевые слова: прилагательное, существительное, степень, сравнение, описывать.

Annotatsiya: Sifatlar - bu so'zlar, otni yoki olmoshni batafsil tarzda tavsiflaydigan yoki tasvirlaydigan so'zlar, ularning sifatlarini, xususiyatlari yoki xususiyatlari haqida qo'shimcha ma'lumot beradi. Ular tilning maxsusligini va aniqlikni oshirishga yordam beradi, otlarga va olmoshlarga tafsilot qo'shadi. Sifatlar bir nechta

xususiyatlarga ega, shu jumladan taqqoslash darajalari va turli sintaksik funksiyalar. Bu maqola, ushbu tiliy fenomen haqida ingliz va rus olimlarining qarashlarini o'rganishga qaratilgan. Mavzuga oid muvofiq teoriyalarga tushib, ingliz va rus adabiyotidan misollar foydalanib, biz har bir tilda ishlatiladigan terminologiyani va usullarni solishtirib chiqish maqsad qilingan.

Kalit so`zlar: sifat, ot, daraja, taqqoslash, tasvirlamoq.

Grammar is really important because it gives us rules and structures for communicating clearly. It helps us put words and sentences together in a logical way so that people can understand what we're saying or writing. When we follow grammar rules, we can express ourselves accurately by choosing the right words and putting them together in sentences that say exactly what we mean. In this article, we'll compare some adjectives in English and Russian languages from a grammatical perspective.

In English there are three degrees of adjectives: positive degree, comparative degree, superlative degree.[1; 24] When it is compared with Russian language it is similar. There are three degrees of adjective in Russian: положительная (positive), сравнительная (comparative), превосходная (superlative).[2; 189]

*"Elizabeth is a **clever** and **independent** woman."*[3; 8]

*"Наташа Ростова была **веселая** и **жизнерадостная** девушка."*[4; 121]

The common or basic degree is called positive which is expressed by the absence of a marker. Therefore we say that it is expressed by a zero morpheme. [1; 24] As it is possible to see from the examples above in both English and Russian languages adjectives clever, independent, весёлая, жизнерадостная were used in a positive degree (положительная степень) with zero morphemes.

*"Mr. Bingley's estate was **larger** than Mr. Collins's."* [3; 60]

*"Наташа **моложе** брата Андрея."*[4; 163]

One and some two syllabic adjectives that form their degrees by the help of inflections – **er**.[1; 24] In Russian language it is formed by suffix **–же,- ее, -ей, -че** (простая форма сравнительной степени).[2; 189]

As we can notice the forming of positive and comparative degrees has similarities in both languages.

*"Elizabeth Bennet was **more intelligent** than her sisters."*[3;7]

*"Андрей Болконский был **более целеустремленным**, чем многие другие офицеры."*[4; 201]

If there are more than two syllables in adjective we form comparative degree by adding the word "more". [1; 25] In Russian we form compound form of comparative

degree by adding words более, менее (составная форма сравнительной степени).[2; 190]

When it comes to superlative degree in English language one or two syllabic words are formed by inflection –**est**.[1; 24] In Russian we form superlative degree (превосходную степень) by adding suffixes –**ейш,- айш**.[2; 190]

*"Mr. Darcy was considered the **wealthiest** man in the entire county."*[3;7]

*"Наташа Ростова была **очаровательнейшей** девушкой."*[4; 163]

If there are many syllabic adjectives we form their degrees by means of the word "most". [1; 25] When it is compared with Russian language we create the compound form of superlative degree (составная форма превосходной степени) by words: наиболее, наименее, самый, всех.[2; 190]

*"Mrs. Bennet was often described as **the most anxious** mother in the neighborhood."* [3; 8]

*"Пьер Безухов стал **самым богатым** человеком в Москве."* [4; 879]

The two adjectives form their degrees by means of suppletion. It concerns only of the comparative degree (good - better; bad - worse). The suppletive degrees of these adjectives are formed by root - vowel and final consonant change (better - the best) and by adding "t" to the form of the comparative degree (in worse - the worst). It is also similar with Russian language.[1; 25] There are words which are fomed by means of suppletion (супплетивизм): хороший- лучше, плохой-хуже, малый-меньше.[2; 189]

*"Mr. Darcy's behavior towards Elizabeth gradually changed for **the better** as he realized his true feelings for her."* [3;31]

*"Чем больше занятий было у него, тем он чувствовал себя **хуже.**"* [4; 547]

In conclusion, both languages serve the same purpose of comparing qualities and attributes. However, based on the degree of adjectives' morphological structure, we may identify certain similarities and differences in the sentences given above.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

SIMILARITIES AND DIFFERENCES CATEGORY OF CASES IN NOUN IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article compares and contrasts the category of cases in nouns between the English and Uzbek languages. It explores the grammatical structures and functions of cases in both languages, highlighting similarities and differences. The study aims to provide a better understanding of how nouns are inflected to indicate various grammatical relationships in English and Uzbek, shedding light on the unique features of each language's case system.

Key words: case nominative accusative, possession

Аннотация: В данной статье сравниваются и противопоставляются категории падежей существительных в английском и узбекском языках. Он исследует грамматические структуры и функции падежей в обоих языках, подчеркивая сходства и различия. Исследование направлено на то, чтобы лучше понять, как существительные склоняются для обозначения различных грамматических отношений в английском и узбекском языках, проливая свет на уникальные особенности падежной системы каждого языка.

Ключевые слова: падеж, субъективное, объективное, притяжательное,

Annotatsiya: Ushbu maqolada ingliz va oʻzbek tillari oʻrtasidagi otlardagi kelishiklar kategoriyasi solishtiriladi va farqlanadi. U ikkala tildagi kelishiklarning grammatik tuzilishi va vazifalarini oʻrganadi, oʻxshashlik va farqlarni koʻrsatadi. Tadqiqot ingliz va oʻzbek tillarida turli grammatik munosabatlarni koʻrsatish uchun otlarning qanday fleksiyalanishini yaxshiroq tushunishga qaratilgan boʻlib, har bir tilning kelishik tizimining oʻziga xos xususiyatlarini yoritib beradi.

Kalit so`zlar: kelishik bosh, qaratqich, egalik

Understanding the grammatical cases in different languages provides a fascinating glimpse into how languages structure meaning and relationships within sentences. Uzbek and English, despite belonging to different language families (Turkic and Germanic, respectively), both employ the concept of grammatical cases but in markedly different ways.

Now, we are going to compare some cases with negative connotation in English and Uzbek languages with grammatical point of view in this article.

The problem of the number of cases in English has given rise to different theories which were based on the different ways of approaching the description of English grammatical structure. Case is an indication of a relation in which the noun stands to some other word. [2;22]

In English language, there are three types of case. They are nominative, also known subjective, objective, possessive.[2;22]. When it is compared with Uzbek language it should be differentiated six types like: bosh kelishik (subjective case), qaratqich kelishigi (possessive case), tushum kelishigi (objective case), jo'nalish kelishigi, o'rin-payt kelishigi, chiqish kelishigi [1; 285-286].

*…**Reacher** picked out his first target and waited".*[3; 17]

*…**Guli** kresloga o'tirarkan, qoshini chimirdi.".*[4;22]

Nominative is utilized as a subject of verb in sentence. Therefore, noun, pronoun are can be nominative case and sometimes called subjective case [2;22]. As it is possible to see from the examples above in both English and Uzbek languages subjectives **Researcher** and **Guli** were used in nominative case (bosh kelishik) with using subject of sentence.

"*Jahli chiqqanidan **Gulining yuzi** qizarib, chiroyli kipriklari pirpirab ketdi.**"***[4;22]

*He buzzed his passenger window down, and leaned across inside, and caught **Reacher's eye**, and said, "Sir, please approach the vehicle.*[3;17]

As we can notice the building of possession case and similar in Uzbek languages with suffix -ning. [1;289-290].For example, Gulining yuzi**.** In English language, possession case is made by –'s.(apostrophe)[2;22].

The accusative case is used when a particular noun serves as the target of the action carried out by a verb or preposition. In English, the accusative case encompasses two forms: direct objects and indirect objects. Direct objects are associated with transitive verbs, indicating the primary recipient of the action. Although indirect objects were previously classified as part of the dative case, nowadays both direct and indirect objects fall under the accusative or objective case in English... *[2;22]*

*…Reacher **gave it**, and his date of birth, and his service number, and his graduation year.[3;35]*

When it compared Uzbek language, which is different from English. There is not direct object and indirect oblect. The direct object can be indicated by adding the suffix **"-ni**" to the noun. In uzbek language accusative verb is made by trasitive verb.

[1; 292]

....*"Onamning bilinar-bilinmas titrab turgan* **qoʻllarini** *tutdimu sekin labimga bosdim.".*[4; 15]

However, In uzbek language, dative case (joʼnalishkelishigi) indicates the object of the action. Dative case is created with –ga, -ka, - qa suffixes. In English language those suffixes seem to be translated like preposition "to". However, in english, there is not dative case

Faqat ona o'z **bolasiga** *hech qachon xiyonat qilmaydi.*[4;14-15]

 Locative case (oʼrin-paytkelishigi)is accompanied by prepositions comprising " in, on, at".[1;297-298]

- **Pragada** *oʻz qoʻlim bilan yerga qoʻydim.*[4;95]

In the Uzbek language, the ablative case is utilized to show the source, basis, or starting point. This case is created by adding the suffix "-dan" to the noun. [1;299]

*Shu alpozda Afzalxon akamning boshini silab***, koʻzlaridan** *shashqator yosh oqqancha ancha turdi.[4;95]*

When it compared both language, although Locative and Ablative case even so translated like" from" or"in" there are not in English language with specific explanations.

In conclusion, the comparison between Uzbek and English have different approaches to encoding grammatical relationships. English uses word order and prepositions, making it simpler for speakers of other Indo-European languages. Uzbek, on the other hand, has a complex system of case suffixes, offering flexibility in sentence construction and allowing for nuanced expressions of relationships and roles. By understanding these differences and similarities, one can gain insights into how languages organize and convey meaning effectively.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

DIFFERENCES AND SIMILARITIES BETWEEN NUMBER OF NOUN IN ENGLISH AND UZBEK LANGUAGES

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Annotation: a noun in grammar fundamental part of speech that serves as the name of a person, place, thing, or idea. It provides a way to identify and refer to objects and concepts in language. Nouns can represent both tangible entities, like "dog" or "house," and abstract concepts, such as "happiness" or "freedom." They play a crucial role in constructing sentences and conveying meaning. Nouns can be singular or plural, common or proper, concrete or abstract, and countable or uncountable, depending on their characteristics and usage in a sentence. In English, nouns often function as subjects, objects, or complements in sentences, helping to communicate ideas clearly and effectively. Understanding nouns is essential for mastering language and expressing thoughts and ideas accurately.

Key words: noun,number,singular,plural,abstract,thing

Аннотация: Существительные - это основная часть речи, которая служит именем человека, места, вещи или идеи. Они используются для обозначения и обращения к объектам и концепциям в языке. Существительные могут представлять как материальные объекты, например "кошка" или "дом", так и абстрактные понятия, например "счастье" или "свобода". Они играют ключевую роль в построении предложений и передаче значения. Существительные могут быть единственными или множественными, общими или собственными, конкретными или абстрактными, подсчитываемыми или неподсчитываемыми, в зависимости от их характеристик и использования в предложении. Понимание существительных важно для овладения языком и точного выражения мыслей и идей.

Ключевые слова: существительное, число, единственное число, множественное число, предмет, абстрактность.

Annotatsiya: Ot so`z turkumi o`zbek tili grammatikasida muhim rol o`ynagan holda, narsa ,joy, odam, yoki fikrni ifodalab keladi. Otning "son" kategoriyasi, tilning asosiy jihati bo'lib, tilda tuzilish va kommunikatsiyada muhim rol o'ynaydigan asosiy qismidir. Son, otning bitta kishi, joy, narsa, mavhum narsa yoki g'oya ko'rsatishini

aytadigan yoki undan ko'plikni bildiradigan to'g'ri kelishiligi haqida gaplashadi. Maqolaning maqsadi ham ingliz, hamda oʻzbek olimlarining ushbu lingvistik hodisaga qarashlarini oʻrganishdir. Tegishli nazariyalarni chuqur o'rganish ingliz va rus adabiyotidan misollar keltirib, har bir tilda qo'llaniladigan terminologiya va yondashuvlarni solishtirish va farqlash maqsad qilingan.

Kalit soʻzlar: ot, son, narsa,nom,mavhum otlar,birlik,koʻplik.

Grammar is crucial because it forms the backbone of effective communication. Without proper grammar, messages can become muddled and difficult to understand. When grammar rules are followed, ideas are conveyed clearly and precisely, leaving no room for confusion. Additionally, adhering to grammar guidelines enhances the credibility and professionalism of the speaker or writer. Consistency in grammar usage throughout a conversation or written piece ensures coherence and maintains the flow of information. Ultimately, grammar serves as a tool for preserving the intended meaning of language, allowing for meaningful and impactful communication.

In English there are 2 types of number which are singular and plural. Formation of these forms is done with the addition of suffixes "-s", "-es". If it`s compared with uzbek language the forms are quite similar and they are called "birlik"(singular), "koʻplik"(plural) and they are also formed with the help of suffix -lar. The mentioned suffixes do the main role of number in nouns showing their amount in the context.

"*Some shady **trees** leaned over it* "[2;7]

"*...qandaydir notanish **ovozlar** eshitildi*"[3;7]

In English for the singular nouns there is zero morpheme in the word from which we can know the singular aspect of the word. Hovewer , in uzbek language in words the words also stay in their form but there is no term such zero morpheme that`s why we can get the meaning from the context.

"*He helped to wash the **carriage***"[2]

"*Koʻchada **yuk** ortilgan tuyalar koʻp*"[3]

There are also forms called irregular nouns in English language where some nouns can transform their singular form to plural ones. Also there are some cases where the form satys the same and meaning of the word change from singular to plural form. The lexical and grammatical morphemes of a word linked together so closely that sometimes it seems impossible to separate them. The relation between foot and feet, goose and geese ,man and men relation between.[1]. However, in uzbek nouns there is no such forms.

"*It was all quite still except the clatter of my **feet**...*"[2;51]

The group of pluralia tantum is mostly composed on nouns which express things as objects consisting of two or more parts, e.g. trousers, scissors. Nouns like clothes, sweets must also be referred to pluralia tantum since they denote collective meaning. The - s, here is lexicalized and developed into an inseparable part of the stem. The suffix here is no longer a grammatical morpheme.[1] In uzbek language collective nouns come also in different forms and mean the plurality in the sentences. Moreover, some verbs don`t change according to the noun in the sentence in uzbek sentences while in English some verbs can.

*"...he covered me up with two or three warm **trousers,**and the ran to the house for some hot water"[2;54]*

*"Bobomlarning **jamoasi** nasihatlarni aytib tinmaydi"[3;12]*

Regards the type of nouns where they are divided into countable and uncountable, in English language uncountable nouns can`t get the plurality suffix . The latter is again subdivided into those having no plural form and those having no singular. The former type is called Pluralia tantum: clothes, goods, the latter - singularia tantum: milk, water.[1] Also there are some similarities in uzbek language where words like suv, choy ,etc in uzbek are also considered uncountable and plurall form may not be applicable. However , to indicate the other types of these things ,in uzbek and english, we can add plural form.

*"The he gave me pailful **of water**"[2;53]*

*"**Choy va non** chakkaga tekkan"[3;13]*

In conclusion, the study of noun category number is fundamental to understanding the structure and organization of language. By annotating nouns for their singular or plural forms, linguists and language processors gain valuable insights into how information is conveyed and interpreted. Embracing the nuances of noun category number not only enriches linguistic analysis but also enhances the efficiency and accuracy of natural language processing technologies.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

ARTERIAL GIPERTONIYANI DAVOLASHDA ZAMONAVIY TIBBIYOT VA XALQ TABOBATINING O'RNI

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Annotatsiya: Tinimsiz qilingan mehnatlar, atrof-muhit bilan bo'lgan munosabatlardagi turli xil stresslar natijasida organizmimiz "charchab", juda ko'plab kasalliklar yuzaga kelishi mumkin. Mana shunday charchoqlar natijasida yuzaga kelgan kasalliklardan biri bu yurak qon-tomir kasalliklaridir. Yurak hayotdan zavq olib, o'zi va o'zgalar bilan murosa qilib yashash timsoli hisoblanadi. Yuragimiz urib turar ekan, biz yashaymiz. Qon- ruhimizning moddiy timsoli. Qon- bu quvonch va hayotiy quvvat, tomirlar esa shu quvonch va quvvatni tanamizning har bir hujayrasiga yetkazadi. Bugungi kunda keng tarqalib borayotgan kasalliklardan biri hisoblangan arterial gipertoniya bilan yer yuzidagi barcha insonlarning deyarli 75-80 % I shifokorlarga murojaat qilishadi. Gipertonik kasallik (GK) - bu surunkali shakllanadigan kasallik bo'lib, uning asosiy ko'rinishi arterial gipertenziya sindromi bo'lib, unda qon bosimining oshishi ma'lum sabablarga ko'ra patologik jarayonlarning mavjudligi bilan bog'liq bo'lmaydi. "Gipertonik kasallik" tashxisi qon bosimining ko'tarilishining ikkinchi darajali xususiyatiga va irsiy moyillikning mavjudligiga olib keladigan kasalliklarni bartaraf etish asosida aniqlanadi. Qon aylanish tizimining kasalliklari O'zbekiston Respublikasida eng keng tarqalgan kasalliklardan biri bo'lib, ularning o'lim darajasi aholi umumiy o'limining sabablari tarkibida 51,1% ni tashkil etadi. Bugungi kunda bu kasallikning davolashning juda ko'plab usullari ishlab chiqilgan. Bu kasallikni yengishda nafaqat zamonaviy tibbiyot asbob-uskunalari va dori-darmonlari balki, xalq tabobatining ham o'rni katta. Bundan tashqari bugungi kunda yana hech qanday dori-darmonlarsiz insonning ruhiy holatini yaxshilash va stresslardan xalos qilishda psixologiya ham muhim o'rin egallayotganini Rus amaliyotchi psixoterapevti Valeri Sinelnikov ta'kidlab o'tgan. Bugungi maqolamizda Arterial gipertoniyada zamonaviy tibbiyotning va xalq tabobatining o'rni haqida so'z yuritamiz.

Kalit so'zlar: Arterial gipertoniya, stress, omillar, gipertrofiya, angiografiya, osteoxondroz, tonometr, laboratoriya, lavlagi, V.Sinelnikov, sedativ va gipotenziv dori vositalari.

Asosiy qism: Qon aylanishida buzilish bo'lsa, bilingki, sizda juda kuchli stress, og'ir jismoniy mehnat, kun tartibining va ovqatlanish tartibini noto'g'ri tuzilganligi hamda atrof-muhit bilan bog'liq munosabatlarda o'z his-tuyg'ularinggizni ijobiy tarzda his qilish va ifodalash qobiliyati yo'qolgan bo'ladi. Bu mavzuni yoritishda eng avvalo arterial gipertoniya qanday kasallik va u uning kelib chiqish sabablari haqida to'xtalsak.

Gipertoniya kasalligi, birlamchi (essensial) arterial gipertoniya, idiopatik arterial gipertoniya — odamlarda ko'p uchraydigan (75% gacha) arterial qon bosimining oshishi. Sabablari: turli o'tkir yoki surunkali ruhiy (emotsional) iztiroblar, irsiy yoki kasbiy omillar, ovqatlanish tartibiga rioya qilmaslik va b. Gipertoniya kasalligi klinik kechishiga qarab ikki xil bo'ladi:

1) sokin, uzoq muddat davom etadigan   2) shiddatli, tez rivojlanadigan va qisqa vaqt ichida bosh miya, buyrak yetishmovchiligi hamda ko'rishning keskin pasayishiga olib keladigan shakli.

Etiologiyasi va patogenezi: Bugungi kunda bu kasallikning etiologiyasi hali ham noma'lum bo'lsada, lekin zamonaviy texnologiyalar natijasida uning rivojlanashiga olib keluvchi xavf omillari hamda shakllanishini ta'minlovchi patogenetik mexanizmlar haqida ma'lumotlar yetarlicha olimlarimiz tomonidan aniqlangan. Ulardan quyidagilar bilan tanishib chiqamiz:

1. Sistolik va diastolik qon bosimi ko'rsatkichlari;

2. Puls bosimi ko'rsatkichlari (qariyalarda)

3. Arterial gipertoniya va boshqa yurak qon-tomir kasalliklariga nasliy moillik

4. Semizlik(Bel aylanasining erkaklarda 102 sm, ayollarda 88 sm dan ortiq bo'lishi)

5. Bemorda va uning ota-onasida qandli diabet kasalligining borligi (qonda glyukoza miqdorining 5,6-6,9 mmol/l dan ko'p bo'lishi, glukozaga tolerantlik sinamasining musbatligi)

6. Jismoniy faollik darajasi

7. Shaxsiy xususiyatlari

8. Kasbi

Arterial bosim nega ko'tariladi? Buning sababi turlicha bo'lishi mumkin. Ma'lumki, qon tanamizdagi tomirlar bo'ylab doimiy aylanib, barcha to'qima va hujayralarni kislorod, muhim oziqa bilan ta'minlaydi, karbonat angidrid va boshqa keraksiz moddalar tanani tark etishiga ko'maklashadi. Agar odam tinch holatdan aqliy,

jismoniy faol mehnat qilishga o'tsa, qon aylanishi ham jadallashadi. Yurak urishi tezlashadi, qisqarishi kuchayadi, qon bosimi keragicha ko'tariladi. Bunda qon tomirlari elastikligi hamda markaziy nerv sistemasining tegishli qismlaridan ularga boradigan impulslar muhim rol o'ynaydi. Keksaygan sari, kishi qon tomirlarida elastiklik kamayadi. Natijada kerakli miqdordagi qonni haydash uchun yurak kuchliroq qisqarishi kerak bo'ladi. Bu holat o'z-o'zidan qon bosimini oshiradi. Qariyalarda qon bosimi bir muncha yuqori bo'lishi boisi ham shundan, ya'ni bu me'yor hisoblanadi.

Boshqa bir sababi, odam hayajonlanganda, asabiylashganda, ruhan ezilganda ham nerv impulslari qon tomirlarini toraytiradi. Bu esa qon oqishiga to'sqinlik qiladi, yurak kuchli qisqara boshlaydi. Oqibatda qon oqishi susayib, uning tashish funksiyasi pasayib ketadi. Kishi doim hayajonda bo'lar, asabiylashib hayot kechirarkan, yoshi, jinsidan qat'i nazar yuqori qon bosimini o'ziga hamroh qilib oladi.

Yana bir jihati, qonda xolesterin ko'pligi tomirlarda toshmalar hosil bo'lishiga, ular esa qon oqishini qiyinlashtirib, bosim oshishiga olib keladi. Shu tariqa, qon bosimini tushirishda asosiy e'tibor qon tomirlari torayishini bartaraf qilishga qaratilishi kerak. Tegishli dori-darmonlar, chora-tadbirlarni qo'llashdan ko'zlangan maqsad ham shu aslida. Masalan, magniy elementi va uning birikmalarini qabul qilish tinchlanib uyquga ketishga yordam beradi. Tana muskullari, teri va bo'g'imlarni asta-sekin uqalash, ochiq havoda ozmuncha sayr qilish natijasida esa toraygan qon tomirlari ma'lum darajada o'z holiga keladi, bosim pasayadi

Jahon sog'liqni saqlash tashkiloti tomonidan 1978-yilda qabul qilingan Gipertoniya kasalligining tasnifi quyidagi bosqichlardan iborat:

I bosqich qon bosimi oshishining ko'rsatkichi 140/90 mm simob ustunidan yuqori bo'lib (mas, 150—180/90-* 105) markaziy nerv sistemasi, yurak-tomir va buyrak sistemasining zararlanishi belgilarisiz kechadi, uzoq muddat davom etmaydi va bemor iztirobdan qutilgandan so'ng hamda qon bosimini tushiruvchi, tinchlantiruvchi dorilar ichilgandan va organizmga ma'lum muddat dam berilgandan keyin uning ahvoli yaxshilanadi va arterial bosim ko'rsatkichlari tez orada mo'tadillashadi.

II bosqichda arterial bosimning sistolik ko'rsatkichi 160–179 mm simob ustuniga, diastolik ko'rsatkich esa 100–109 mm simob ustuniga teng bo'lishi va undan ham yuqoriga ko'tarilishi mumkin. Bu bosqichda patologik o'zgarish asosan yurakning chap qorinchasi gipertrofiyasi bilan belgilanadi, shuningdek, to'r parda tomirlarining yoyilgan yoki fokal torayishi, mikroalbuminuriya, ya'ni siydikda oqsil moddasi va qon plazmasida keratinin konsentratsiyasining qisman oshishi (1,2—2,0 mg/dl) kuzatiladi. Ultratovush tekshiruvi yoki angiografiya (son arteriyalarida, aortada, yonbosh va son arteriyalarida o'tkazilgan) orqali aterosklerotik o'zgarishlar (pilakchalar)nianiqlash

mumkin. Klinik shikoyatlari tez-tez bosh og'rishi, bosh aylanishi (gipertonik krizlar), yurak sohasida og'riq, noxushliklardan iborat.

III bosqichda bemorlarda qon bosimi ko'rsatkichlari yanada yuqori (sistolik-180—209 mm, diastolik esa 110–119 mm simob ustuniga teng va undan ham yuqori) va doimiy bo'ladi. Bu bosqichning klinik manzarasi rang-barang bo'lib, nafaqat yurak-tomir sistemasida (stenokardiya, miokard infarqti), balki bosh miya qon tomirlarida ham patologik o'zgarishlar (gemorragik insult, ensefalopatiya), buyrak yetishmovchiligi (nefroangioskleroz) hamda ko'z to'r pardasiga qon quyilishi kuzatiladi. Bunday og'ir asoratlar sodir bo'lgan paytlarda qon bosimi ko'rsatkichlari pasayishi, hatto normallashishi ham mumkin.

Yuqori qon bosimida yuzaga keladigan belgilarni ko'rib chiqsak:

Bemorda dastlabki belgilar deyarli namoyon bo'lmaydi. Buni faqatgina maxsus asbob: tonometr bilan qon bosimini darajasini ko'rishimiz mumkin. Bundan tashqari yuqori qon bosimini ko'rsatadigan aniq sabablar ham mavjud. Bemorda:

-Bosh og'rig'i   -Quvvatsizlik, surunkali charchoq

-Ko'ngil aynishi   -Kayfiyatning o'zgarishi

-Ko'krak qafasidagi siqish va siqilish hissini yuzaga kelishi

-Notinch uyqu yoki uyqusizlik holati

-Quloqlarda og'riq va shovqinning bo'lishi

-Bosh aylanishi, ko'z oldi xiralashishi, ko'z oldida miltillovchi nuqtalar hosil bo'lishi

-Burundan qon ketishi va nafas qisilishi kabi holatlar yuzaga keladi.

Bugungi kunda barchamizga ma'lumki   yuqori qon bosimi ayollarda ham erkaklarda ham yurak qon-tomir kasalliklarini keltirib chiqaradigan va ularda yuzaga keladigan xurujlar xavfini oshiradigan asosiy omillardan biri hisoblanadi. Spirtli ichimliklar ichish, stress, ob-havoning o'zgarishi, homiladorlik vaqtida, ortiqcha ovqatlanish va kamharakatlilik, irsiy moyillik, bosh miya jarohatlari, yuqumli va virusli kasalliklar, kun davomida ko'p tuz iste'mol qilish va shunga o'xshash yana boshqa sabablar qon bosimi oshishiga asosiy sabablar bo'lsada, lekin hayotimiz davomida doimiy tark etilmagan, o'rganib qolgan (kam suyuqlik iste'mol qilish, hayot uchun zarur bo'lgan vitaminlarni iste'mol qilmaslik, gavda holatiga e'tibor bermaslik ya'ni osteoxondrozda, o'z vaqtida tibbiy ko'riklardan o'tmaslik va shifokor bilan maslahatlashmasdan turli xil dori-darmonlarni qabul qilish) odatlarimiz ham gipertoniyaga sabab bo'lishi mumkin. Arterial gipertoniya oldinlari faqat qariyalarda uchragan bo'lsa, bugungi kunda noto'g'ri tanlangan turmush tarzi sababli yoshlar

orasida ham tarqalib bormoqda. Zamonaviy texnologiyalar sababli, qon bosimi yoshga qarab normal o'lchamlar aniqlandi:

20 yoshgacha: erkaklar-123/76, ayollar-116/72

30 yoshgacha: erkaklar-126/79, ayollar-120/75

30-40 yoshgacha: erkaklar-129/81, ayollar-120/75

40-50 yoshgacha: erkaklar-135/83, ayollar-144/85

50-60 yoshgacha: erkaklar-142/86, ayollar-159/85

Arterial gipertoniyani ayollar va erkaklarda kelib chiqish sabablari turlicha bo'ladi,

Ayollarda gipertoniya bo'lishiga asosiya sabablardan biri menopauza (47 yoshdan 54 yoshgacha bo'lgan ayollarda bir yil davomida hayz ko'rishdan qolish) davridagi gormonal o'zgarishlar natijasida yuzaga kelish mumkin. Bundan tashqari, tuz yoki aniqrog'i, unda mavjud natriy, shuningdek, alkogol mahsulotlarni iste'mol qilish, kam harakatlik, semizlik, stress ham yurak qon-tomir kasalliklariga sabab bo'ladi.

Erkaklarda spirtli ichimliklar, semizlikdan tashqari, ular o'z his-tuyg'ularini atrof-muhitga namoyon qilmasligi ham sabab bo'ladi. Bunday vaziyatda sirtdan ko'ringan bosiqlik ostidan tajovuzkor fikrlar yashirilgan bo'ladi. Shunga o'xshash salbiy fikrlar organizmda ichki bosimni yuzaga keltiradi.

Arterial gipertoniyani tashxislash

Arterial gipertoniya bilan kasallangan bemorlarga tashxis qo'yish uchun shifokor bir nechta labaratoriya tahlillari va apparatlaridan o'tkazishi zarur. Bu tashxislarning asosiy maqsadi bemorda yuzaga kelgan kasallikning bosqichi va gipertoniya darajasini aniqlab oladi. Kasallikning dastlabki belgilari yashirin bo'lganligi sababli, bemorlar shifokor huzuriga kech kelishganligi sababli bu kasallikni davolash shifokor uchun bir oz murakkab bo'ladi. Uy sharoitida har bir inson arterial bosimni o'lchab turishi lozim. Normal sharoitda optimal ko'rsatkich 120/80 mm.sim.ustuniga teng, Yoshi kattalar uchun esa 130/90 mm.sim.ustuniga teng. Atrof-muhit ta'siri yoki jismoniy faollik natijasida bosim 5-10 birlikka ortishi tajribalar davomida kuzatilgan.

-Umumiy qon tahlili (gemoglabin, eritrositlar, leykotsitlar) -Umumiy siydik tahlili (nisbiy zichligi, oqsil, glukoza, eritrotsitlar, leykotsitlar) -Qonning biokimyoviy tahlili (plazmadagi XS, LP, TG, kreatinin, kaliy, mochevina, siydik kislota, qand miqdori) -EKG, oftalmoskopiya va tana vazni indeksini aniqlash kabi yuqorida aytib o'til- gan tekshirishlar barcha bemorlar uchun asosiy tekshirish usullari hisoblanadi.

Anamnez va ob'yektiv ko'rik natijalariga asoslangan holda quyidagi qo'shimcha tekshirishlar o'tkaziladi: -
Ko'krak qafasini roentgen yordamida tekshirish   -
Qon zardobida kaliy, siydik kislotasi darajasi   -
Bir kecha-kunduzlik siydik cho'kmasini mikroskopiyasini   -
Qonda lipidlar spektri va oqsil fraksiyasi

Arterial gipertoniyani davolash.

Gipertoniya kasalligini davolashda juda ko'plab gipotenziv va sedativ preparatlar, fizioterapiya, dam olish maskanlarida davolanish bilan bir qatorda tabiatimiz mo'jizalardan tayyorlangan shifobaxsh damlamalar, qaynatmalar va taomlar bilan ovqatlanishi juda muhim o'rin tutadi. Olimlarimizning izlanishlanishlari natijasida arterial gipertoniyani davolashda besh guruh gipotenziv dori vositalari yaratildi. Keling endi ushbu dori guruhlarni ko'rib chiqsak:

1.β-adrenoblkatorlar-yurak qisqarishlar soni va uni qon otib berish hajmini kamaytirib beradi. Masalan: kardioselektiv bo'lmagan (anaprilin 10-40 mg, karvitol 50 mg, kavedilol 6.25-12.5 mg); kardioselektivlar (atenolol 50-100 mg, bisipralol 5-10 mg). Ushbu dori vositalardan foydalanish jarayonidagi foydali tomonlari bilan birga qo'llsh mumkin bo'lmagan holatlardan ham xabardor bo'lishimiz kerak va biz davolovchi shifokor sifatida bu dorilar haqida qisqacha ma'lumot berishimiz kerak. Bronxial astma, bradikardiya, kardiogen shok, gipotoniya va insulinga bog'liq qandli diabeti bor imsonlarga ushbu dori vositalari tavsiya qilinmaydi.

2.Diuretiklar-gipertoniya kasalligiga ega bo'lgan bemorlarda yurak qon-tomir kasalliklarini kamaytiradi. Masalan: benzotiazidlar (flyumetiazid 25-50-100 mg), gidrotiazidlar (navidraks-0,5 mg) va boshq. Tavsiya qilinmaydigan holatlar: bemor giperglikemiya va giperurikemiya kasalliklar bo'lganda.

3.Angiotenzinni aylantiruvchi ferment ingibitorlari-kuchli organoprotektorlik xususiyatga ega bo'lib, yurak qon-tomir kasalliklari va o'lim sonini kamaytiradi.

4.Kaltsiy kanallari antoganistlari-

5.Angiotenzin II qon bosimini pasaytirish uchun qo'llaniladi. Dori moddalarga yuqori sezuvchanlikda, homiladorlik va laktatsiya davrida, buyrak stenozlarida tavsiya qilinmaydi.

Hozirda zamonaviy tibbiyotda qo'llaniladigan bir nechta dori turlarini ko'rib chiqsak. Masalan: amlonon, amlodipin, bisoprolol. enalapril, magniy sulfat, papazol,kardilopin ,kaptopril va boshqa dori vositalari arterial gipertoniyani dabolashda deyarli yer yuzining barcha mamlakatlarda foydalnilmoqda. Davolash sifatida keng tarqalgan *enalapril* haqida to'xtalsak.

__Enalapril-__ Angiotenzin aylantiruvchi ferment (AAF) faolligini susaytiradi, bu angiotenzin II hosil bo'lishini kamaytiradi, bu uni arterial va venoz tomirlariga tomirni toraytiruvchi ta'sirini yo'qolishiga olib keladi. Umumiy periferik tomirlar qarshiligini pasaytirib, antigipertenziv ta'sir ko'rsatadi. Oldingi va keyingi yuklamani kamaytiradi, yurakdan otilib chiqadigan qon va yurakning minutlik hajmini, yurak qisqarishlarini tezlashtirmagan holda oshiradi. Yurakning o'ng bo'lmachasidagi va kichik qon aylanish doirasidagi bosimni kamaytiradi. Uzoq muddat qo'llanganida yurakni kattalashgan o'lchamlarini qisqartiradi. Buyrak usti bezlari po'stlog'ida aldosteron hosil bo'lishini kamaytiradi. Bir marta qabul qilingandan keyin, antigipertenziv ta'siri 1 soatdan so'ng boshlanadi, 4-6 soat o'tgach maksimumga yetadi va 24 soatgacha saqlanadi. Arterial bosimni (AB) optimal tushirishga erishish uchun preparatni bir necha hafta davomida qabul qilish talab etiladi.

Qo'llanilishi: Arterial gipertoniya (shu jumladan renovaskulyar), surunkali yurak yetishmovchiligi, yurakning chap qorinchasini simptomsiz disfunksiyasini (majmuaviy davolash tarkibida) davolashda qo'llanadi.

Qo'llash usuli va dozalari: Ichga, ovqatdan oldin, ovqatlanish vaqtida yoki undan keyin chaynamasdan, suv bilan qabul qilinadi. Preparatning dozasi bemorning holatiga qarab individual ravishda tanlanadi.

Arterial gipertenziyani davolash: monoterapiyada tavsiya qilingan boshlang'ich doza sutkada 1 marta 5 mg ni tashkil qiladi. Yetarli gipotenziv samara kuzatilmasa, sutkada 2 martagacha oshiriladi. Yaxshi o'zlashtirilganda va zarurati bo'lganida preparatning sutkalik dozasini oshirish mumkin. Odatda davolashning 2-4 haftasidan keyin belgilanadigan sutkalik samarani bir maromda ushlab turuvchi doza 10 mg dan 20 mg gacha, kam hollarda 40 mg ni tashkil qiladi, uni 1 yoki 2 marta qabul qilishga bo'linadi. Maksimal sutkalik doza – 80 mg.

Qo'llash mumkin bo'lmagan holatlar: Preparatga yuqori sezuvchanlik, yoki boshqa AAF ingibitorlarini qabul qilish vaqtida angionevrotik shishni rivojlanishi haqida anamnezdagi ma'lumotlar; porfiriya, homiladorlik va emizish davri, bolalik yoshi giperkaliemiyada qo'llash mumkin emas.

Yuqorida ko'rsatib o'tilgan dori moddalardan tashqari arterial gipertoniyani davolashda xalq tabobati ham keng qo'llaniladi. Misol qilib aytadigan bo'lsak, G'arb mamlakatlarida Avitsenna nomi bilan eng mashhur O'rta Osiyolik qomusiy olim Abu Ali ibn Sino o'z asarlarida *lavlagi* o'simligi haqida ko'plab foydali ma'lumotlarni yozib qoldirganlar. Qon tomirlari torayishi oldini olishda biz iste'mol qiladigan ko'pgina sabzavotlar, jumladan, lavlagi, sabzi, karam, bodring, shuningdek, ayrim meva-cheva juda asqatadi. Taomlanishda ham ulardan imkon darajasida ko'proq

foydalanish maqsadga muvofiq. Ahamiyatlisi, nafaqat gipertoniya, balki boshqa bir qancha xastaliklardan saqlanishda **qizil lavlagi** eng foydalisidir. Birinchidan, uni tomorqa sharoitida yetishtirish oson. Qolaversa, qish-qirovli kunlarda ham yaxshi saqlanadi, istalgan paytda topish muammo tug'dirmaydi. Abu Ali ibn Sinodan tashqari eramizdan avvalgi davrda yashab o'tgan Gippokrat ham lavlagining ko'plab shifobaxsh xususiyatlari, xususan, jarohatlarni davolash hamda organizmdagi shishlarni qaytarishi haqida aytib o'tgan. Bundan tashqari, mazkur sabzavotdan xaalq tabobatida ichaklarni tozalash, jigar, o't qopi xastaliklarini tuzatishda foydalanib kelingan. Lavlagi va undan tayyorlangan sharbatlarning qon bosimini pasaytirish xususiyati bundan bir necha yillar oldin ochilgan. Hozirgi kunda shu yo'l bilan ushbu dardga yo'liqqanlarga yaxshigina yordam berilmoqda. Eng muhimi, qizil lavlagini muntazam iste'mol qilib turish qon tomirlari elastikligini yaxshilab, gipertoniyaning oldini oladi. Lavlagi iste'mol qilishni kanda qilmaydigan insonlarda boshqa insonlarga qaraganda gipertoniya xavfi kamroq. Lavlagining tarkibida boshqa shifobaxsh o'simliklar tarkibida uchraydigan temir moddasi, foliy kislotasi (vitamin B9), B1, B2, C va PP vitaminlar ham mo'l bo'lib, bu holat tufayli anemiya (kamqonlik), moddalar almashinuvi buzilishi, nerv sistemasi xastaliklari oldi olinadi. Bundan tashqari lavlagi xolestirin miqdorini ko'paytirmaydi va shu bilan bir qatorda turli xil toshmalar hosil bo'lishini oldini oladi. Uni iste'mol qilishda barchamizga ma'lumki, pishirib yeyish, hamda sharbatini olib ichishimiz mumkin. Ammo pishirilgan lavlagida dorivorlik xususiyati kamayadi. Shuning uchun ko'proq undan sharbat tayyorlab ichishimiz kerak. Ammo bir narsani sedan chiqarmasligimiz zarur, ayyorlangan sharbatni darhol ichish mumkin emas. Uni kamida ikki soat sovutkichda og'zi ochiq holda saqlab, keyin iste'mol qilish kerak. Aks holda u tarkibidagi vaqti bilan uchib ketadigan ayrim moddalari tufayli ko'ngilni aynitib, kishini behuzur qiladi, bo'shashtirib yuboradi. Ushbu sharbatni ichib yurmaganlar uchun bir kunda o'rtacha meyor 50 millilitr hisoblanadi, uni ham ikkiga bo'lib ovqatdan 10-15 daqiqa oldin ichish kerak. Sharbatning yuqoridagi kabi salbiy xususiyatlarini kamaytirish maqsadida unga sabzi yoki olma sharbati qo'shib ichish zarar qilmaydi. Bunday aralashma vitaminlar va biologik faol moddalarga boyligi bois yanada foydaliroq bo'ladi.

Xorijlik olimlar tomonidan lavlagi sharbatining qon bosimini kamaytirishi borasida o'tkazilgan tadqiqotlarga ko'ra, har kuni o'rtacha 250 millilitr sharbat ichib turadigan gipertoniyali respondentlarning ham maksimal (sistolik), ham minimal (diastolik) ko'rsatkichlari 10 millilitr simob ustuniga pasaygan va bu holat 24 soatgacha saqlangan. Har bi dori vositalarni, damlamalarni, sharbatlarni iste'mol qilishdan oldin, uning qanday vaziyatlarda qo'llashimiz mumkin emaligini bilishimiz kerak. Chunki

noto'g'ri tanlangan davo natijasida boshqa bir kasallikning rivojlanishiga sabab bo'lishi mumkin va bu matijasda bemor yanada og'ir ahvolga tushushi mumkin. Aytganimizdek, lavlagi qon tomirlarni kengaytiradi shu sababli, qon bosimi past bo'lgan (gipotoniklar) iste'mol qilishi mumkin emas. Bundan tashqari buyrak kasalliklari, buyrak va o't pufagida uchraydigan o't-tosh kasalliklari, revmatoid artrit, qandli diabet kasalligi bor bemorlar, jig'ildon qaynashi bo'lgan bemorlarga tavsiya qilinmaydi.

Dori-darmonlar, sharbatlar, qaytnatma va damlamalardan tashqari gipertoniya bilan kasallangan bemorlarning ovqatlanish tartibini ham to'g'ri qo'yish lozim. Masalan, ovqat tarkibidagi osh tuzi qon bosimini oshirganligi sababli uni ovqat tarkibidagi miqdorini kamytirish lozim. Agarda bemorda gipertoniyadan tashqari, yurak yetishmovhiligi, miyada qon aylanishning buzilishi va yurak-toj tomirlari o'tkir yetishmovchiligi kuzatilsa, ma'lum bir vaqt mobaynida ovqat tarkibiga tuz qo'shilmasligi kerak. Ovqat tarkibidagi natriy tuzlarining o'rniga magniy tuzlaridan fmaqsadga muvofiq bo'ladi. Chunki, magniy tuzlari tomirlar tonusini me'yoriga keltiradi, bosimni tushuradi.

Ovqat tarkibida yan qonning koagulyatsiya xususiyatini oshiradigan mahsulotlar ya'ni, yog'li mahsulotlar bo'lmasligi shart. D va K vitamini kam mahsulotlarni ham iste'mol qilish zarur. Chunki D vitamini aterogen ta'sirga ega bo'lsa, K vitamini qon ivish xossasini oshiradi. Buning oqibatida bosim yanada ortadi. Tuzlangan, dudlangan ovqatlar, o'tkir choy, kofe, shokolad, tort, spirtli ichimliklar iste'mol qilish mumkin emas. Semirish bilan kechadigan gipertoniyada xamirli taomlar, ko'p suyuqlik ichish mumkin emas.

Xulosa qilib aytganda, amaliyotchi psixoterapevt V.Sinelnikov "Men gipertoniyani umuman kasallik deb hisoblamayman. Bu hayotning muayyan hodisalarga bo'lgan muayyan munosabatidir. Har qanday qo'rquv, ishonchsizlik, u yoki bu hodisani qabul qilishni istamaslik natijasida kelib chiqqan ichki zo'riqish va qarshilikni uzoq vaqt davimida boshidan o'tkazadigan insonlar o'zlarining qon bosimlarini oshirishadi. Siz ayni paytda hal qilolmayotgan muammonggizdan bosim his qilasiz." deb ta'kidlaydi. Amaliyotlarim, izlanishlarimdan shuni bildimki insonning bu kasallik bilan kasallanishida eng avvalo ong osti zo'riqish, kuchli stress, atrof-muhitning salbiy ta'siri, ishdagi jismoniy va aqliy zo'riqish natijasi sabab bo'ladi. Bunday bemorlar eng avvalo ish va turmushida o'zgartirishlari kerakligi, o'z vaqtida dam olib, ovqatlanish tartibiga, sog'lom turmush tarziga rioya qilishi zarur. Bundan tashqari dori moddalarni is'temol qilishda shifokorlar bilan doimiy muloqotda bo'lib turishi, stress va depressiya vaqtida psixoterapevtlar nazoratida bo'lishi lozim.

Har bir inson har oy kamida bir marotaba tibbiy ko'riklardan o'tib, shifokorlar nazoratida bo'lishi zarur! Zero, salomatligimiz baxtimiz garovidir!

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

MAKTAB RAHBARLARI FAOLIYATI DAVOMIDAGI IJTIMOIY-PSIXOLOGIK VAZIFALARI

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Annotatsiya: Bu maqolada salbiy va ijobiy, ijtimoiy-psixologik xususiyatlarning boshqaruv jarayoniga ta'siri hamda rahbarlar uchun ulardan foydalanish usullari haqida fikr yuritilgan.

Kalit so'zlar: Faoliyat, boshqaruv, rahbar, ijtimoiy, psixologik, iroda, mas'uliyat, xuxusiyat, xodim, koeffisient.

Abstract: This article discusses the impact of negative and positive sociopsychological characteristics on the management process, as well as ways to use them for leaders.

Keywords: Activity, management, leader, Social, Psychological, will, Responsibility, intelligence, employee, coefficient.

KIRISH

Insonlarning ijtimoiy mavqeyidan qat'iy nazar, ya'ni u xodim yoki rahbar bo'ladimi ularning mehnat faoliyatiga ta'sir ko'rstatuvchi ichki va tashqi omillar har doim topiladi. Bu omillarning vujudga kelishi va ularning ta'sir darajasi ijobiy yoki salbiyligi har bir insonning o'ziga hamda yonidagi sherigi, jamoadoshi va xodimlariga bog'liq bo'ladi. Gap shundaki har qaysi odam tug'ilgandan to ma'lum ijtimoy darajasigacha o'zida shu davrgacha mujasamlashtirgan psixologik refleks, temperament va tipologik xususiyatlari hamda turli qamrovga ega aqliy ko'nikmalarini, bilimlarini xatti-harakatlari davomida namoyon qilib boradi. Bu fikrlardan anglashiladiki o'z-o'zida asosiy e'tibor doimgidek rahbar shaxsiga qaratiladi.

Boshqaruvchi rahbarlarga xos ijtimoiy-psixologik xususiyatlarni ijobiy mazmun kasb etishi faqat rahbarlarnigina emas, jamiyatning ham yutug'idir. Rahbarlar ma'naviyatli, madaniyatli, mahoratli, salohiyatli, qat'iy sabotli va mukammal irodaviy sifatlarga ega bo'lishi bugungi kun talabidir.Albatta aytib o'tilgan sifatlarga ega bo'lish juda yaxshi. Ulardan o'rinli foydalana olish esa jamoa harakatlar natijasining hamda jamoa psixologik muhitining yanada ijobiylashuvi uchun zamin yaratadi. O'z navbatida bu holat o'zaro munosabatlarda, rahbarga bo'lgan hurmat ko'rsatkichida va uning nufuzida bilinadi.

Rahbar kadrning nufuzi barqaror iroda subyekti ekanligini har qaysi harakat va faoliyatda namoyish qilishda o'z ifodasini topadi. Shaxslar aro munosbatda ish tuyg'uni keltiradi, insonni inson tomonidan to'g'ri idrok qilishga sharoit tug'diradi, individual uslubni shakllantiradi, obro'-e'tibor ma'naviy boylik bo'limidan ishlab chiqarish samaradorligining omili, iliq psixologik muhitning mexanizmi hisoblanadi. Shaxsning irodasiga quyidagi talablar qo'yiladi:

- irodaviy kuch-quvvatning mujassamlashuvi;

- boshqaruv faoliyatining mashaqqatlari bilan maqsadga intilish va sobidqadamlik;

- tashabbus, mustaqillik, ijodiylik;

- dadillik, jasoratlilik, to'sqinlarni pisand qilmaslik; - vazminlik, esankiramaslik, o'zini-o'zi qo'lga ola bilishlik; intizomlilik, o'zini-o'zi udda qila olish va boshqalar.

Bular tarif berilgani kabi subyektiv jihatdan faoliyat samaradorlik omili hamda iliq psixologik muhit mexanizmi uchun asos bo'ladigan talablardir. Nega aynan birgina xususiyat butun boshli faoliyat mexanizmi sifatida qaralmoqda? Bunga sabab faoliyatdan anglashilgan holatda shaxs irodasiga hamohang tarzda burch, mas'uliyat, o'ziga bo'lgan ishonch hissi ortib boradi. Bunday xislatlar esa turli rahbarlarda turlicha ravshda namoyon bo'ladi. Boshqaruv psixologiyasida shu kabi xislatlarni va yondashuvlarni yuzaga chiqarish, rivojlantirish masalalari tadbiq etiladi.

Takidlanganidek ta'sir omillari qatoriga psixologik bilim va holatni asosiy jihat sifatida kiritish ilmiy asosga egaligi boshqaruv jarayoni hamda rahbar-xodimlar uchun manfaatlidir. O'z o'rnida ilmiy asoslanish boshqaruv psixologiyasida ijtimoiypsixologik usullar orqali o'rganiladi.

Ijtimoiy-ruhiy usullarning asosiy maqsadi jamoalarda sog'lom ijtimoiy-ruhiy muhitni yaratishdir. Bu usul ijtimoiy-ma'naviy vaziyatga ta'sir etish yo'li bilan kishilarning fe'l-atvori, ruhiyatini hisobga olib, ularning ijtimoiy (sotsial) talabini qondirish orqali boshqarishni bildiradi. Boshqacha qilib aytganda, sotsial-ruhiy metodlar ishlab chiqarish jamoalarini, ulardagi "psixologik iqlimni", har bir xodimning shaxsiy xususiyatlarini o'rganishga asoslangan usullardir.

Jumladan, bunday usullar orqali boshqaruv jarayoni, rahbar-xodim munosabatlari, jamoa uchun foydali xususiyatlar bilan birga ijtimoiy-iqtisodiy, ijtimoiy-ruhiy muhit inqiroziga sabab bo'luvchi omillar nazariy hamda amaliy jihatdan ko'rib chiqiladi va saralanadi. Masalan, Gellap institutining 782 rahbari o'rtasida o'tkazgan so'rov natijalariga ko'ra menejerning kuchli va kuchsiz tomonlari aniqlandi.

a)   rostgo'ylik va to'g'rilik;

b)   boshqalar bilan yaxshi munosabatda bo'lish;

c)   mehnatsevarlik;

d)   aqllilik;

e)   iqtisodiy faoliyatni bilish;

f)   liderlik;

g)   yuqori darajadagi ma'lumotga ega bo'lish.

Zaif tomonlari:

a)   qarashlar cheklanganligi;

b)   boshqa odamlarni tushuna olmaslik;

c)   boshqalar bilan ishlay olmaslik;

d)   qat'iyatsizlik;

e)   tashabbusning yo'qligi;

f)   mas'uliyatni o'z bo'yniga olmaslik.

Albatta har bir rahbar mukammal darajadagi shaxs emas. Barcha rahbarlarda yuqoridagi kabi yaxshi va yomon tomonlar bo'ladi. E'tiborlisi esa faoliyat davomida yaxshi tomonlarni rivojlantirish yomon tomonlardan voz kechishidir. Bular o'zo'zidan bo'lmaydi. Ma'lum vazifa yoki harakat natijasida yuzaga chiqqan jihat doim etiborda bo'lishi kerak. Bunda, rahbar faoliyat tahlili hamda o'zini-o'zi baholash salohiyatiga tayanadi. Shuningdek, chuqur egallangan nazariy bilimlarning amaliyotda ko'p qo'llanilishi katta tajriba manbayi bo'lib xizmat qiladi.

Yangi zamon talablariga mos siyosiy madaniyat, ma'naviyat, yangicha fikrlovchi, mushohada yurutuvch, vatanparvar, fidoiy, irodali fuqarolar yetishib chiqishining bosh omillaridir. Bu haqda Birinchi Prezidentimiz I.A.Karimov "Yuksak ma'naviyat - yengilmas kuch" kitobida quyidagi qimmatli fikrlarni o'rtaga tashlaydi: "*Insonning ma'naviyati yuksalishi bilan irodasi ham kuchayib boradi, desak, yangilishmagan bo'lamiz. Iroda - bu aslida mustahkam ishonch demakdir. Irodasi baquvvat odam o'ziga ishonadi va har qanday murakkab vazifani ham o'z zimmasiga olishdan qo'rqmaydi. Shuning uchun ham yuksak irodali insonga suyanish mumkin*".

Fikrlarimiz boshida keltirib o'tkanimizdek va Birinchi Prezidentimiz I.A.Karimov ta'kidlaganlaridek har bir inson uchun iroda asosiy ijobiy xususiyatdir. Aytib o'tilgandek irodali shaxsda burch, mas'uliyat, o'ziga bo'lgan ishonch, qattiyat ham shakllanadi va har qaysi faoliyat harakatini samarali, ijobiy bo'lishida xizmat qiladi. Qattiyat hamda o'ziga bo'lgan ishonchi, zamonaviy qilib aytganda shaxsiy motiv darajasi esa harakatchanlik koeffisientini jadallashtiradi.

Inson faoliyati aniq maqsadga erishishga yo'naltirilgan. "Motiv-maqsad" munosabati inson faoliyati o'zagidir. Umumiy ma'noda, motiv - odamni faoliyatga

undaydigan, maqsad-mazkur faoliyat natijasida erishishga intiladigan bosqichdir. Shunday qulib, motiv inson xulqining ichki harakatlantiruvchi kuchi hisoblanadi. Insonning ishga munosabati, shuningdek, uning hayotdagi muvaffaqiyatlarining umumiy darajasi motivatsiya darajasiga bog'liq. Rahbarning eng muhim xislati - odamlar faoliyati motivlarini tahlil qila bilish. Har bir kishining kelajagini oldindan ko'rish, mutaxasisni muayyan ishni bajarishga qiziqtirish, uning tabiiy moyilliklarini hisobga olishdir.

Rahbarlarning motivatsion tahlili boshqaruvga ta'sir qiluvchi eng asosiy omillardan biri. Chunki rahbar tomonidan xodimga yuklatilgan vazifaning tez va sifatli bajarilishidan tashkilot ham jamoa ham manfaatdor bo'ladi. Vazifaning tez va sifatli bajarilishi esa rahbarga bog'liq. Rahbar vazifaning qandayligini bilishi va uni qaysi xodimiga topshirishi yechimning negizidir. To'g'ri xodimlarning vazifaviy vakolati turlicha. Lekin rahbar qaysi xodimining tajribasi va ishga moyillik darajasini aniq bilishi - bu yarim natija hisoblanadi. To'g'ri tanlangan xodimga motivatrlik xislatidan foydalanib qiziqtirish va rag'batlantirsh berish esa rahbarning zimmasida hamda bu ijobiy natijaga asos bo'ladi. Rahbar ham vakolat va odob me'yorlariga tayangan holda xizmat va vazifalar majmuyini amalga oshiradi. Rahbarlik odobi ijtimoiy-ruhiy xususiyatlarning birlamchi omili bo'lib xizmat qiladi.

Rahbarlik odobi yuksak ma'naviy, madaniy, axloqiy me'yor, talab va tamoyillar bo'lgan erkinlikka asoslanadi. Rahbar nafaqat o'zi erkin bo'lishi, balki sherigining, o'zi ishlayotgan jamoa a'zolarining ham erkinligini hurmat qilishi lozim.

Darhaqiqat, odob me'yorlariga amal qilish har qanday munosabatda birinchi o'rinda turadi. Erkinlik esa ma'lum me'yoriy chegaralar asosidagi xususiyat. Sababi o'zaro hurmat, yosh ko'rsatkichi, tajriba va shu kabi ko'plab jihatlar muvozanat omilidir. Albatta erkinlik kerak. Rahbar vazifani topshiryotganda va qabul qilyotganda vakolati va ma'lum erkinligidan foydalanishi zarur. Xodim esa vazifani bajarish davomida istalgan uslub va ijodiy hamda amaliy erkinligidan foydalanishlari zarur.

Rahbarlik mahoratining muhim jihati muomala madaniyatidir. Yoqimli va muloyim suhbat olib borish tadbirkorlikda, rahbarlikda katta yutuqqa olib keladi.

Nafaqat boshqaruvda, rahbarlik balki har qanday holatda muomala madaniyati insoniylikning asosiy jihatidir. Rahbarlarning muomala madaniyati esa uning jamoadagi mavqeyini belgilaydigan va munosabatlarda hurmatini oshiradigan xususiyatdir. Rahbarlar jamoa va xodimlar bilan doimiy vakolat doirasida muomala qilishi biroz noto'g'ri. Chunki rahbar xodimlari bilan xodimining tajribasi, bilim darajasi va uning xislatlaridan xabardor bo'lishi kerak. Bular esa turli suhbatlar va muomala natijasida yuzaga chiqadi. Rahbar mumolasida samimiylik, vazminlik asosiy

xususiyat. Xodimlarning rahbarga bo'lgan hurmati va ishonchi samimiylik hamda vazminlik xislatlari orqali mustahkamlanadi. Rahabarlar muomala jarayonida yolg'ondan foydanmasliklari muomala munosabatlarini ijobiy va uzoq vaqt davom etishiga xizmat qiladi.

Rahbar turli muassasalar bilan o'zaro ma'lum munosabatlarga kirishishlari, hamkorning ko'ngliga yo'l topa olishi zarur. Bu haqda rahbarlik ilmining nazariyotchilaridan biri Deyl Karnegi shunday degan: "Siz sherigingiz bilan u qiziqqan masalalar yuzasidan gaplashing, shunda ishingiz baroridan keladi".

Karnegining bu fikrlari qiziqarli va juda o'rinli. Chunki rahbarlar muassasa va tashkilot nomidan turli shartnoma va kelishuvlarga erishishi muhim. Bunday holatda esa hamkor yoki sherikning dunyoqarashidan va uning manfaatlar qiziqishidan kelib chiqib munosabat o'rnatishi qaysidir jahatdan foydali bo'ladi. Xodimlar bilan munosabat qilishda ularning ijtimoiy iqtisodiy va oilaviy holatidan ma'lum darajada xabardor bo'lishi yanada kerakli omil bo'ladi. Umuman olganda hamkorlarning, xodimlarning qiziqishlari, yutuqlari, muammolari va oilaviy ishlarini bilishi hamda tashkilot ishlariga aralashtirmagan holda rivojlantirishga yordam berishi, hal qilishi ikki tomon uchun ham manfaatlidir. Chunki shaxsiy masalalarning ishga xalaqit berish darajasi yuqor bo'ladi. Ayniqsa, oilaviy masalalar.

Oilaviy muhitning rahbar kayfiyatiga ta'sirini, hatto uning xodimlariga bo'lgan munosabatda aks etishini inkor etish qiyin. Shu munosabat bilan oilaviy hayotning ichki qonunlari, oiladagi o'zaro munosabat shakllari haqida xabardor bo'lish rahbarning o'z-o'zini boshqarish imkoniyatini kengaytiradi.

Albatta bu to'g'ri. Uyidan oilaviy masalalar sababli kayfiyatsiz yoki stress holatda ishga kelgan rahbar tabiiy ravishda jamoa psixolik muhitini salbiy tomonga yo'naltirib yuborishi hech gap emas. Xodimlar esa muamolarini o'ylab o'z vazifasini sifatsiz bajarishi ijtimoiy, iqtisodiy va psixologik muhtning buzilishiga yo'l qo'yadi. Ayrim rahabar va xodimlar esa uyiga vazifa va topshiriqlarini umumiy ma'noda ishlarini olib borishlari oilaviy muhitning buzilishiga ham olib kelishi mumkin. Sababi oilaga ajratilishi kerak bo'lgan vaqt yana ishga sarflansa inson asab tizimiga va psixologik holatiga ta'sir qilmay qolmaydi. Asosan rahbarlar oilaviy masalalar qurshovida qoladi. Chunki doimiy mas'uliyat uni tutib turadi. Rahbarlar lavozimi ko'tarilgani sayin bunday holatlar yana ortib boradi.

Xulosa qilib aytganda faoliyat davomida har qaysi rahbarlar muomala madaniyati va odob me'yorlari rioya qilishlari kerak. Nazariy va amaliy tajribaga tayanishlari hamda ortiqcha asabiylashishdan yiroq bo'lishlari, jamoaviy va oilaviy masalalarni o'z o'rnida hal qilishlari boshqaruv jarayoning rivojlanishi uchun xizmat qiladi.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

XALQ TA'LIMI TIZIMIDA O'QUVCHILARNI KASB-HUNARGA YO'NALTIRISH ISHLARI: MUAMMO VA ULARNING YECHIMLARI

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Annotatsiya: Maqolada umumta'lim maktablarida kasbga yo'naltirish bo'yicha ishlarni tashkil etish, kasbga yo'naltirishning nazariy asoslari, asosiy tamoyillari va mavjud muammolarga yechimlar berilgan.

Kalit so'zlar: Kasb-hunar, integratsiya, texnologiya, tamoyil, malaka, ta'lim, mutaxassis

Asosiy qism

Kasb-hunarga yo'naltirish – umuminsoniy madaniyatni shakllantirish jarayonining tarkibiy qismlaridan biri sifatida yosh avlodning kasbiy tiklanishi, tabiat in'om etgan (tug'ma) qobiliyatlarini rivojlantirishga ko'maklashish, insonga kasbiy o'zligini anglashiga yordam beruvchi maxsus chora-tadbirlar majmuasi bo'lib, uning imkoniyat va ehtiyojlarini hisobga olgan holda, bandlik va maqbul ta'lim turini tanlash ishlarida, turli xil malakali kasb mutaxassislariga bo'lgan ehtiyojlarda jamiyatning g'amxo'rligi sifatida namoyon bo'ladi.

Zamonaviy texnika va texnologiyalar shiddat bilan rivojlanib borayotgan bugungi kunda jamiyatimizning barcha sohalarida keskin o'zgarishlar kuzatilmoqda. Shunga hamnafas tarzda ta'lim tizimini ham bosqichma-bosqich isloh qilib borish zamon talabi doirasida jadallashib bormoqda. Keyingi yillarda mamalakatda ta'lim-tarbiya tizimining sifati va samaradorligini oshirish, bog'cha tarbiyalanuvchilari, o'quvchi va talaba yoshlarda zamonaviy bilim va ko'nikmalarni shakllantirish, ta'lim tizimlari hamda ilm-fan sohasi o'rtasida yaqin hamkorlik va integratsiyani, ta'limning uzviyligi va uzluksizligini ta'minlash borasida tizimli ishlar amalga oshirilmoqda. Bu borada, O'zbekiston Respublikasi Prezidentining 06.11.2020 yildagi PF-6108 sonli farmoni o'z vaqtida chiqarilgan va o'ta muhim hujjatdir. Ushbu farmonda Xalq ta'limi vazirligiga topshiriq sifatida o'quvchilarni kelgusi hayotga tayyorlash va ularga o'z bilim va ko'nikmalaridan amaliyotda foydalanishni o'rgatuvchi malaka talablarini sinflar kesimida ishlab chiqish, umumta'lim muassasalari bitiruvchilari o'z iqtidori va qiziqishlariga mos kasbni tanlab olishi, mehnat bozorida munosib o'rinni topishi, kasbiy faoliyatida muvafaqqiyatga erishishi uchun "Kasbga yo'naltirish tizimini joriy

etish, 7-sinfdan boshlab o'quvchilar o'rtasida interaktiv so'rovnomalar o'tkazish, kasb-hunarga bo'lgan qiziqishini aniqlash va ularning ma'lumotlar bazasini yaratish, 7-sinf o'quvchilari uchun har oyda bir marta "kasblar olamiga sayohat" mavzusida kurslar olib borish, 8-sinf o'quvchilari uchun har chorakda kamida bir marotaba "Mening kelajakdagi kasbim" mavzusida seminar-treninglar olib borish hamda, o'quvchilarni kelajakda egallamoqchi bo'lgan kasblarga yo'naltirish, 9-sinf o'quvchilarining kasbiy moyilligi bo'yicha o'tkazilgan pedagogik-psixologik tashxislar natijalari asosida kelgusida aniq ishchi kasblar bo'yicha kasb-hunar maktablarida ta'lim olishi mumkin bo'lgan o'quvchilar o'rtasida kasbga yo'naltirish ishlarini olib borish ko'zda tutilgan.

Kasb-hunarga yo'naltirishni tashkil etishga nisbatan texnologik yondashuv-bu o'quvchi- yoshlar tomonidan o'zlashtirilagan nazariy va amaliy ko'nikma hamda malakaga aylantirish, ularga faol kasbiy yo'naltirishni tashkil etish tajribasni yuzaga keltirish hamda kasbiy qobiliyat va layoqatlari asosida kasbiy qarorlar qabul qilishni rivojlantirishga yo'naltirilgan faoliyat jarayonida amaliyotchi psixolog va kasb-hunarga yo'naltiruvchilar uchun kasb-hunarga yo'naltirishni tashkil etishda zamonaviy pedagogik texnologiyalardan samarali foydalanish majmuyi bo'lib xizmat qiladi.

Kasb-hunarga yo'naltirishda quyidagi tamoyillar asos qilib olingan:

- kasb-hunarga yo'naltirish xizmatlarining majmuaviy xarakterdaligi;

- iqtisodiy rivojlanish va mehnat bozorini o'rganish va prognoz qilish orqali jamiyat va shaxs qiziqishlarini muvofiqlashtirish;

- shaxsni kasb-hunarga yo'naltirish va psixologik-pedagogik tashxis qilish shakli, uslublari va vositalarining ilmiy asoslanganligi;

- O'zbekiston fuqarolarining va (lozim bo'lganda) boshqa davlat fuqarolarining o'qish, ish joyi, yoshi, jinsi, millati va diniy dunyoqarashidan qat'iy nazar kasb-hunarga yo'naltirish xizmatlaridan foydalanishga teng huquqligi;

- kasb tanlash yoki almashtirish, ta'lim turi va ishga joylashish imkoniyatlariga nisbatan kasbiy va boshqa axborotlarning tushunarliligi;

- umumiy o'rta ta'lim maktab o'quvchilariga psixologik-pedagogik va kasb-hunarga yo'naltirish xizmatlarini ko'rsatishning majburiyligi va bepulligi, aholining boshqa guruhlariga davlat darajasida kafolatlangan kasbiy tashxis va maslahat berishning ixtiyoriyligi;

- kasbiy tanlov, tashxis va maslahat xulosalarining ob'yektivligi, maxfiyligi va tavsiyaviy xarakterda ekanligi;

- kasb-hunarga yo'naltirish xizmatlari xodimlarining kasbiy axloq normalariga rioya etishligi.

ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

PEDAGOGLARDAGI PSIXOLOGIK MUAMMOLARNI O'RGANISH

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Annotatsiya. Ushbu maqolada ta'lim jarayonida o'qituvchining shaxsiga, kasbiy bilimdonligiga qo'yiladigan mezon va talablar, ta'lim samaradorligini ta'minlashda o'qituvchi va o'quvchi hamkorligining o'rni masalalariga to'xtalinadi. Pedagogik faoliyat subyekti bo'lgan o'qituvchi shaxsiga xos psixologik xususiyatlari yoriladi.

Kalit so'zlar: Pedagogika, psixologiya, kasbiy xislatlar, o'qituvchi qobiliyatlari; (perseptiv qobiliyatlar; akademik qobiliyatlar; avtoritar qobiliyatlar;), gnostik malakalar.

KIRISH

Psixologik nuqtayi nazardan o'qituvchi doimiy ravishda o'z bilimlarini oshirish bilan shug'ullanishi zarurdir. Chunki o'qituvchilik mehnatining asosiy xususiyati ham shudir. Pedagog har doim odamlar orasida bo'larkan, u birinchidan, odamlarni ko'pdan beri qiziqtirib kelayotgan haqiqatni o'z qarashlari bo'yicha to'g'ri tushuntirib berishi lozim. Albatta, o'qituvchidagi bu tariqa qarashlar ko'p yillar davomidagi mehnat va hayot faoliyati jarayonida shakllanadi; ikkinchidan, o'qituvchining o'zi axborotlar olish uchun o'quvchilarga nisbatan cheklangan vaqt imkoniyatiga ega; uchinchidan, u o'ta tor doiradagi tengqurlari bilangina muloqotda bo'lish imkoniyatiga ega boiib, ko'pincha o'z kasbiga xos qiziqishlar bilangina cheklanib qoladi. Ta'limning barcha ko'rsatkichlari, Z.I.Kalmikovaning ta'kidlashicha, anglash tezligi, yangi vazifalar hal qilinishiga erishish mumkin bo'lgan aniq ma'lumotlar hajmi, uni bevosita hal qilishdagi bosqichlar soni, natijaga erishishga yordam beruvchi ma'lumotlar miqdori, shuningdek, masalani hal qilish uchun sarflangan vaqt miqdori, o'z-o'zining bilimini oshirish qobiliyati, ishchanlik va chiniqqanlik darajasiga bog'liq. O'qituvchining mustaqil bilim egallashi deganda, uning o'z bilimlarini doimiy ravishda kasbiy va umummadaniy axborotlar bilan toldirib, o'zining individual ijtimoiy tajribasini keng miqyosda doimo yangilab borishi tushuniladi. Odatda aksariyat o'qituvchilar mustaqil bilim egallash zarurligini tushungan holda, undan muvaffaqiyatli foydalanadilar. Buning motivlari odatda pedagogik faoliyat jarayonida o'qituvchi oldida yuzaga keladigan muammolarni

anglab olish natijasida shakllanadi. Ko'p hollarda bunday motivlar "o'qituvchilarni qanday o'qitib va qanday tarbiyalash kerak?" degan xohish-istaklar tariqasida, fanning oxirgi yutuqlari, o'zining pedagogik mahoratini takomillashtirish ehtiyoji tug'ilishi munosabati bilan shakllana boradi. Shu bilan birga yaqqol ko'zga tashlanib turgan ayrim hollardan ko'z yuma olmaymiz. Masalan, o'qituvchilar ommasining ma'lum qismi mustaqil izlanishda bo'lib, o'z bilim saviyasini oshirish bilan faol shug'ullanmaydi, malakasini oshirishga intilmaydi, ba'zilar muayyan bilimlar sohasida taraqqiyotdan butunlay ortda qolmoqdalar. Bunday o'qituvchilar o'sib kelayotgan yosh avlodning ta'lim va tarbiya taraqqiyotiga jiddiy zarar keltiradilar. O'qituvchining mustaqil bilim egallashi va malakasini oshirish pedagogik faoliyatning samaradorligini oshirishda zaruriy shartlardandir. Shu bilan birga o'qituvchi doimiy ravishda o'z malakasini oshirib, o'z ishining muvaffaqiyatini yuqori darajada ta'minlashga yordam beradigan shaxsiy xislatlarini tarbiyalab borishi zarur. Bu borada hazrati Bahouddin Naqshband

"Chaqmoq tosh qo'limizga berilgan, faqat harakat qilish kerak, toki natija hosil bo'lsin" deb ta'kidlaganlar. Bu fikr bilan u ijtimoiy tarbiyaning o'rniga ishora qiladi, to'g'ri tarbiyaning mohiyatini, uning samarasini aniq o'xshatishlar bilan asoslab beradi. Hozirgi zamon ilm-fan taraqqiyotini buyuk allomalar yaratgan bir necha qimmatli asarlarisiz tasavvur qilib bo'lmaydi. Bu nodir asarlar bir necha asrlar ilgari yaratilgan bo'lsa-da, o'z qimmatini yo'qotgan emas.

ADABIYOTLAR TAHLILI VA METODLAR

Tadqiqot jarayonida Kadrlar tayyorlash milliy dasturi, Ta'lim to'g'risida qonun, Sh.Mirziyoev asarlari, mavzuga doir adabiyotlar hamda internet manbalaridan foydalanildi. Maqolani yozish davomida nazariy-deduktiv xulosa chiqarish, analiz va sintez, mantiqiylik tamoyillari qo'llanildi.

MUHOKAMA

Pedagogik faoliyat boshqa faoliyat turlari kabi o'z motivatsiyasi, maqsadi, predmeti, vositalari, usullari, mahsuli va natijasini aks ettiruvchi psixologik mazmunni ifodalaydi. Pedagogik faoliyatning vositalari sifatida ilmiy (nazariy va empirik) bilimlarni ko'rish mumkin. Yordamchi vositalarga esa texnik, kompyuter, grafik vositalarni kiritish mumkin.Psixologlar tomonidan olib borilgan tadqiqotlarning ko'rsatishicha, xalq ta'limi bo'limlari va maktab direktorlari o'qituvchining ayrim xislatlari naqadar muhimligini har xil baholaydilar. Jumladan, xalq ta'limi bo'limlarining mudirlari o'qituvchidan birinchi navbatda o'z fanini

yaxshi bilishini va dars berish metodikasini mukammal oʻzlashtirishini talab qilsalar, maktab direktorlari oʻqituvchiga qoʻyiladigan bunday talablarni uchinchi oʻringa qoʻyadilar. Shu bilan birga xalq ta'limi bo'limlarining mudirlari oʻqituvchilarning oʻquvchilar va ota-onalar, maktab jamoasi bilan qanday muloqotda boʻlishni bilishini naqadar ahamiyatga ega ekanligiga unchalik e'tibor bermaydilar. Maktab direktorlari esa, bunday xislatlarni oʻqituvchi shaxsiga qoʻyiladigan talablar ichida birinchi oʻringa qoʻyadilar. Boʻlajak pedagog shaxsiga bir qator jiddiy talablar qoʻyiladi. Ularni asosiy, ya'ni uni egallamasdan turib, yuqori malakali oʻqituvchi yoki tarbiyachi boʻlib yetishish mumkin boʻlmagan va ikkinchi darajali, ya'ni bevosita pedagogik faoliyati uchun emas, balki uning shaxs sifatida shakllanishi va shaxsga ta'lim-tarbiya berishida muhim boʻlgan talablarga ajratish mumkin. Bosh, asosiy talablar singari, ikkinchi darajali talablar ham pedagogning faoliyati psixologiyasiga ya'ni, uning muloqoti, qobiliyati, bilimi, malaka va koʻnikmasi, mahorati, bolalarni tarbiyalash va ta'lim berish uchun zarur boʻlgan sifatlarga bogʻliqdir. Asosiylari orasida ham, qoʻshimcha psixologik xossalar ichida ham o'zgarmas, ya'ni har bir davrda, vaqt va xalqlarda doimo oʻqituvchi va tarbiyachilar uchun, malakali pedagoglar uchun zarur boʻlgan hamda oʻzgaruvchan, ya'ni muayyan davr ijtimoiy-iqtisodiy taraqqiyoti talablaridan kelib chiqadigan, jamiyat qaror topgan sharoitda yashaydigan va pedagog ishlaydigan muhit talablaridir.

Pedagogga qoʻyiladigan asosiy, bosh va oʻzgarmas talablar bolalarga boʻlgan mehr, pedagogik faoliyat, oʻzi ishlaydigan soha boʻyicha maxsus bilim, keng fikrlay olish, pedagogik intuitsiya, yuqori saviyada rivojlangan tafakkurga, chuqur bilimga, madaniyat va yaxshi xulqqa ega boʻlish, bolalarni oʻqitish va tarbiyalashning turli uslublaridan mohirona foydalana olishni bilishdan iborat. Yuqorida keltirilgan xislatlarning birortasisiz muvaffaqiyat bilan pedagogik ish olib borish mumkin emas.

Pedagog uchun qoʻshimcha, lekin nisbatan turgʻun talablar qatoriga kirishuvchanlik, artistlik, shodon xulq, yaxshi did-farosat va boshqalarni kiritish mumkin. Bu xususiyatlar eng asosiy oʻrinda turmasa-da, ammo oʻqituvchi faoliyati uchun katta yordam beradi. Bu hamma xossalar tugʻma qobiliyat emas. Ular pedagogning muntazam mehnati, shuningdek, oʻz ustida tinmay ishlashi natijasida egallanadi. Bosh va ikkilamchi pedagogik xossalar jamlanib, pedagogning shaxsiyatini aniqlaydi, shu jihatlar kuchi bilan har bir oʻqituvchi qaytarilmas va oʻziga xos shaxs sifatida namoyon boʻladi. Jamiyat tomonidan qoʻyiladigan talablardan eng muhimi oʻqituvchining shaxsi va uning kasbi bilan bogʻliq xislatlariga qaratilgan. Jamiyatning oʻqituvchilik kasbiga qoʻyadigan asosiy talablari quyidagichadir:

— shaxsni ma'naviy va ma'rifiy tomondan tarbiyalashning, milliy uyg'onish mafkurasining hamda umuminsoniy boyliklarning mohiyatini, bolalarni mustaqillik g'oyalariga sodiqlik ruhida tarbiyalashni bilishi, o'z Vatani, tabiatga va oilasiga bo'lgan muhabbati;

— keng bilim saviyasiga ega boiishi, turli bilimlardan xabardor boiishi;

— yosh, pedagogik-psixologiya, ijtimoiy psixologiya va pedagogika, yosh fiziologiyasi hamda maktab gigiyenasidan chuqur bilimlarga ega bolishi;

— o'zi dars beradigan fan bo'yicha mustahkam bilimga ega bo'lib, o'z kasbi, sohasida jahon fanida erishilgan yangi yutuq va kamchiliklardan xabardor bo'lishi;

— ta'lim va tarbiya metodikasini egallashi;

— o'z ishiga ijodiy yondashishi;

— bola psixik taraqqiyotini, uning ichki dunyosini tushuna olishi;

— pedagogik texnikani (mantiq, nutq, ta'limning ifodali vositalari) va pedagogik taktga ega bo'lishi;

— o'qituvchining o'z bilim va pedagogik mahoratini doimiy ravishda oshirib borishi.

Haг bir o'qituvchi ana shu talablarga eng yuqori darajada mos keladigan bo'lishga intilishi kerak. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xildagi ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi. Jamiyatning muayyan tarixiy davrida, belgilangan vaqt va belgilangan ish joyiga xos bo'lgan pedagogning asosiy va ikkinchi darajali o'zgaruvchan xususiyatlari haqidagi masalani hal qilish birmuncha murakkabdir. Jamiyatda ro'y berayotgan yangi shart-sharoitlar, ta'lim va tarbiya sohasida yangi maqsad va vazifalarni qo'yadi. Ular o'z navbatida o'qituvchi va tarbiyachi shaxsiga qo'yiladigan talablarni belgilab beradi. Bu talablarni o'z vaqtida va aniqroq aniqlash uchun quyidagilarni bajarish lozim: O'quvchini hozirgi zamon talabiga javob beradigan, erkin fikrlovchi shaxs sifatida shakllantirish uchun pedagogning o'zi mustaqil fikrlovchi, yuqori saviyadagi bilimli, dunyoqarashi keng bo'lmog'i va bu xususiyatlarni muntazam rivojlantirib bormog'i lozim. Ota-onalar o'qituvchining ish staji va yoshi qanday bo'lishidan qat'i nazar undan farzandlarini tarbiyalash va o'qitish mahoratini kutadilar. O'quvchilar esa o'qituvchilarni uch xil xislatlari bo'yicha xarakterlab beradilar. Jumladan, birinchidan, o'qituvchining odamgarchiligi, adolatliligi, sof vijdonliligi, bolalarni yaxshi ko'rish xislatlari; ikkinchidan, o'qituvchining sezgirligi, talabchanligi bilan bog'liq tashqi xislatlari va xulq-atvoriga qarab; uchinchidan, o'qituvchining o'z fanini bilishi, uni tushuntira

olishi kabi ta'lim jarayoni bilan bog'liq xislatlariga qarab xarakterlab beradilar. Shuni ta'kidlab o'tish kerakki, tarbiya jarayonining samaradorligini oshirishga qo'yiladigan talablar bilan birga, o'qituvchi shaxsi va uning faoliyatiga nisbatan qo'yiladigan ijtimoiy talablar ham o'sib bormoqda. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xilda ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi.

XULOSA

Shunday qilib, xulosa o'rnida ta'kidlash joizki, pedagoglarning pedagogik mahoratida shaxsiy faoliyat tizimini ishlab chiqish muhimdir. Hayot — kashfiyotlar olami. Tajriba, uslub, fikrlar rang-barang. U samarali mehnat natijasida isbot va dalillar orqali talabalar qalbiga ko'chadi. Ularning tuyg'ulariga ta'sir ko'rsatadi. O'quvchilar, talabalar muallimning faxri, kelajagidir. Shu bois ularning niyati o'quvchilarni, talabalarni mustaqil yurt quruvchilari, muhandislari, ilmu ma'rifat fidoyilari safida ko'rishdir. Har bir pedagognig o'z faoliyat tizimini ishlab chiqishi va unga qat'iy amal qilishi uning ta'lim sohasidagi muvaffaqiyatlarining muhim omillaridan biridir. Pedagog bir xil metodlarda dars o'tish bilan cheklanib qolmasligi lozim. Aksincha, u o'qitish metodlarini takomillashtirish ustida tinimsiz ishlashi zarur. Xalqimizning kelajagi mustaqil O'zbekistonning istiqboli ko'p jihatdan pedagogga, uning saviyasiga, yosh avlodni o'qitish va tarbiyalashishiga bo'lgan munosabatiga bog'liq.

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ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

A UNIQUE FEATURE OF GROWING WINTER WHEAT ON THE BASIS OF NO-TILL TECHNOLOGY

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Abstract. Winter wheat cultivation using no-till technology is a method of planting wheat seeds directly into the soil without any prior mechanical tillage. This contrasts with conventional tillage practices that involve plowing or disking the soil to prepare a seedbed.

Key Words: No-till, Winter wheat, Conservation agriculture, Reduced soil disturbance, Improved soil health, Increased soil moisture retention, Potential for herbicide use

As a method of residue management, direct sowing of winter wheat is a way to conserve moisture and energy, and in the context of other concomitant technologies, such as irrigation or associated crops, there is potential for yield increases in comparison with such practice carried out when winter wheat is sown post-tillage (Tan et al., 2022). The application of no-till technology in the sowing process has been widely studied over the past 25 years, including with wheat cropping, and is well documented. Such tillage leaves residue on the surface that protects the soil, avoids the mixing of soil layers, ensures balanced intra- and inter- specific development of plants, and reduces CO2 emissions, thus having a very positive impact on the environment. Furthermore, the cultivation of winter wheat in no-till systems allows for lower water consumption and energy use for cultivation. Under no-till cultivation systems, the soil is more biologically active, and yields suff er from less water stress.

As a result of the environmental impact of conventional agronomic methods, alternative agricultural practices such as organic farming, cover cropping, and reduced tillage have been gaining ground (Khan et al., 2020). One system that has grown in popularity is no-till technology, which was developed in the 1960s. This technology maintains residue on the soil surface as a shield to protect the soil, water, and wind from soil degradation. No-till technology is particularly important in the cultivation of crops that are initiated by direct sowing, and wheat became a showcase for exactly this type

of cultivation technology. A cover of plant material, including crop residues and green cover, subsequently remains on the soil so that the entire soil surface is covered—subjacent demersal, and winter crops have grown. Soil management with the technology involves one or two treatments throughout the crop-growing season: once before its initiation and again in the spring of its next growing season.

The no-till drilling system is characterized by the mechanism of direct sowing and the two main components of the subsystems, which are to provide enough soil resistance to correctly open the seed furrows on the ground soils without applying full tillage tools and to establish seed and fertilizer in desired depth successfully without inversion or complete tillage. Residues that remain to the surface lead to mulching when planting seeds in a large fraction of soil moisture in no-till sowing and form a mechanical barrier against the seeds of successive weeds. Total-yielding grown mature wheat plant preserves moisture, decreases soil erosion. Planted no-till sowing winter wheat remains on soil surface as a mechanical barrier after harvesting (direct seeding) also it is used to overlap soil surface on waterways directions against soil erosion. Due to the ability to recover from the distressing effects of full-tillage and the rapid production of organic material by the processes-bound organic residues, the winter wheat, in which no procedures were performed after wheat harvest in no-till sowing, catches up with the yields of Fresh-tillage wheat fields after long-term cultivation in full-tillage agricultural systems in a few seasons (Sapkota & Flores, 2022).

Conservation tillage in various agriculture production systems not only conserves soil and water resources but also reduces the threats of climate change (S. Li et al., 2018). When applied correctly, it leads to enhancement in soil health, soil carbon sequestration, saving of soil moisture and generation of a disease-suppressive environment. Traditional no-till (NT) is a widely accepted technique that helps maintain the ecosystem balance, soil structure and fertility. No-till sowing directly affects yield components, including plant population and wheat plant weight and contributes significantly to grain yield (Ingraffia et al., 2022). In addition to maintaining satisfactory yield levels, the no-till sowing system can also develop a sustainable agriculture production system of winter-wheat-dominated cropping sequences.

(Singh Khedwal et al., 2023) Tillage operation by conventional methods has been considered as a mandatory agricultural field practice since the start of the civilization. Conventional tillage practices from beginning of history aimed to grow healthy plants, maintaining the fertility of the soil and to produce maximum crop production. These practices have been intensified with the use of heavy implements and draft power in the near history. Continuous tillage gradually realized its negative effects on land and

without any realization and earliest judgement in either developing or developed countries. Deranged the physical and micro-flora status of soil and root delevelopment of crop weakens and find hard to take available food from upper layers. No-till agriculture involves continuing of residue on soil surface, sowing the seed in that residue placed directly without any use of extra water for land preparation. (Sapkota & Flores, 2022) Over the past 30 years, the agronomic practice of no-till stacking cereal and grain crops has been introduced in Uzbekistan, ennobling results in increased and stabilization in average yield of winter wheat 10-12 c/ha, improvement and stabilization of the structure of the crop, as well as saving material resources, in particular electricity, from 97.8 to 1270 kW/ha, and seeds, from 30-50-40-45%. At the same time, saving the total energy steel and labor 60-65%, field tractors and implements of the required types to carry out activities - 1 tractor instead of 2-2.5 within 8 years, energy consumption from 545000 kW on 10 °bc and the active layer to 20-50% and to 1% after technical improvement until 8%. Water saving from 25-40 to 50-70%, picking up from 50 to 30 days of the harvesting season. CO2 emissions are reduced in the 2018 produced world, including 4.7 million cars, benefiting the creation of the green economy.

Winter wheat cultivation with no-till technology offers a unique approach to growing this important cereal crop. Unlike conventional methods that rely on plowing or disking the soil, no-till minimizes soil disturbance, creating a distinctive set of advantages for both agricultural productivity and environmental sustainability.

Reduced Soil Disruption: The core principle of no-till lies in leaving the soil largely untouched. Crop residues from the previous season are left on the surface, acting as a natural mulch. This mulch layer protects the soil from wind and water erosion, promotes moisture retention, and fosters beneficial microbial activity.

Enhanced Soil Health: With minimal disruption, no-till allows the soil's natural structure and biology to thrive. Earthworm populations increase, leading to improved soil aeration and drainage. Organic matter content gradually rises, fostering a healthy soil ecosystem that translates to better nutrient availability for the growing wheat.

Moisture Conservation: The mulch layer created by crop residue acts as a barrier, reducing soil evaporation and helping retain precious moisture. This is particularly beneficial in arid regions or during drier seasons, ensuring that winter wheat has access to the water it needs for proper growth.

Efficiency Boost: No-till offers significant efficiency gains for farmers. By eliminating the need for plowing or disking, it reduces fuel consumption, labor costs,

and overall production time. This translates to lower operational expenses and potentially higher profit margins.

Environmental Benefits: Beyond the direct advantages for the crop, no-till practices contribute to a healthier environment. Reduced soil erosion minimizes the risk of sedimentation in waterways, protecting water quality. Additionally, no-till helps capture carbon dioxide from the atmosphere and store it in the soil, mitigating climate change impacts.

Challenges and Considerations: While no-till offers a compelling approach, some challenges exist. Weed control becomes more critical as seeds are planted directly into existing residue. Herbicides are often necessary, and farmers need to adopt appropriate weed management strategies. Additionally, successful no-till implementation may require specialized equipment for seeding directly into undisturbed soil.

In conclusion, no-till technology presents a unique and transformative approach to winter wheat cultivation. By minimizing soil disturbance, it fosters a healthier soil environment, improves water conservation, and enhances overall production efficiency. While challenges exist, the long-term benefits for both agricultural productivity and environmental well-being make no-till an increasingly attractive option for sustainable winter wheat production.

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SCIENTIFIC JUSTIFICATION OF THE SPECIFIC FEATURES OF COTTON PLANTING BASED ON NO-TILL TECHNOLOGY

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Abstract: Scientific research on no-till cotton planting is investigating its specific features and their effectiveness across various environmental conditions. While no-till offers potential benefits in terms of soil conservation and efficiency, its application for cotton requires careful evaluation. Studies are examining how no-till impacts soil properties like organic matter content, water infiltration, and microbial activity in cotton production systems. Research is needed to understand the long-term effects on soil fertility and potential nutrient limitations. No-till can pose challenges for ensuring proper seed placement and emergence, particularly in heavier residue conditions. Scientific inquiry focuses on developing optimal planting techniques and equipment adaptations for successful cotton establishment under no-till practices. The lack of soil disturbance in no-till systems necessitates alternative weed control methods. Research is exploring the efficacy of pre-emergent herbicides, cover cropping, and integrated weed management strategies for effective weed suppression in no-till cotton. Studies are investigating the impact of no-till on cotton yield compared to conventional tillage practices. Research considers factors like weather conditions, soil type, and crop rotation systems to determine if no-till can maintain or improve cotton yield over time. The long-term sustainability of no-till cotton production is a crucial area of scientific investigation. Research is examining potential drawbacks like increased reliance on herbicides, pest and disease pressures, and the need for specialized equipment. Evaluating the overall economic and environmental impact of no-till cotton compared to conventional practices is vital for its long-term adoption.

Key Words: No-till cotton, Conservation agriculture, Soil health (organic matter, water infiltration, microbial activity), Seed placement and emergence, Weed control strategies (herbicides, cover cropping, integrated management), Yield potential, Long-term sustainability (economic and environmental impact)

Successful application of any tillage machine requires selecting the correct mode of operation to maintain crop condition-regulatory factors. An exception is the single use of average 20-30 cm deep 45-60 cm wide covering non-leafy cod sower of a narrow-row boll cotton type combined with a rigid non-leaf aggregator–opener of combined probing and nonlinear sowing units, not characterized by the creation of complicated conditions, this mobilizes and mixes soil and residues, forms minimum loose seeds with few weeds in humid soil layers. Deep soil tillage up to 30 cm in short crops has been characterized as a regressive factor because it increases soil water evaporation, reduces soil temperature, weakens water accumulation in the sowing bed, reduces cultivated plants' adaptive responses and a possible stress reaction, causes wind destruction, and leads to vegetable dormitory arable weed destruction .

Shallow tillage and sowing or drilling during the cotton growing period without residue management on soils leads to a reduction of initial soil moisture, agglomeration and compaction of the sowing bed, and a significant deterioration of other favorable conditions for cotton development and increase the impact of existing ones."

"Conventional agricultural production has led to the degradation of soils due to flooding, compaction, and loss of organic matter. "Zero-tillage" (ZT) and "no-tillage" (NT) systems are considered alternative agricultural technologies that help prevent soil degradation and soil health, improve carbon storage in the soil profile, and are economically beneficial for farmers (B. Shrestha & N. Parajulee, 2010). A complete substitution of soil processes in conventional agriculture by zero soil treatment does not seem possible in modern agroecosystems, particularly during resource-limiting periods such as initial stands of crop establishment. "No-till" or "minimum tillage" fallow-term agro-technology suggest the mechanical destruction of surface biomass with a proper organization of the sowing-bed using the appropriate equipment.

The productivity and the seed rate of cotton – a drought-tolerant and warm-loving crop – largely depends on conditions and methods of sowing. There have been no tillage applications with a soft opener sowing unit is that it leaves an overly dense carbon mulch on the field surface, which impedes light penetration, delays soil and surface warming, slows down and unevenly progresses crop development, increases formation of common hygienic and weed arable weeds, and becomes a natural substrate for harmful organisms and pests (Hobbs et al., 2021).

No-till management of cotton is where seed is placed in undisturbed soil due to the emphasis on soil protection that has received an increased focus in modern agriculture. As of 2021, approximately 36% of all land in cotton production globally will implement no-tillage practice of cotton seed into soil that has not been turned over

ahead of planting or other field preparation processes, namely conventional tillage, with the remainder of global production using either conservation tillage or minimum tillage systems. The bulk of these initial implementations of no-till cotton farming were done without any conscious plan to reduce soil erosion, mineralize or conserve soil organic carbon, yet activities such as reducing crop establishment costs and reducing greenhouse gas emissions were justified as reasons for change (Vulchi et al., 2022). Thus, implementing no-till is also expected to increase crop yield in addition to its focus on soil carbon, directly and indirectly through other environment interactions.

Sustainable and ecologically sound crop production is important to meet the increasing demand for crops. For example, the consumption of rice and wheat is likely to increase 1.18 and 0.70 fold, respectively by 2050 from 1995 levels. From the food security and, more generally, from a long-term environmental perspective, there are four key issues that must be addressed in agricultural production. Firstly, the rate of food production must be significantly increased to meet escalating demand from a growing human population.

Secondly, the ecological impact of unsustainable and intensive agriculture is contributing to a major threat to the environment and thus decreasing the productivity of future generations. Thirdly, rising greenhouse gas (GHG) emissions are contributing to global warming, while a reduction in arable land is imposing threats to the securing of global food demand. The adoption of CA is considered as a productive way for enhancing soil quality, crop performance and mitigating climate change (Pazhanivel Koushika et al., 2024). The overall consequences are usually reported as increases in soil organic carbon, water content, water percolation, reduced soil physical degradation, policy for ecological biodiversity, greenhouse gas emissions, soil erosion, sedimentation in downstream land and nutrients in lake and river water, general internal fertility in vadose zones, and reproductive nutrients flowing from the field (Loustau et al., 2024).

(Pazhanivel Koushika et al., 2024) The soil is the main factory for the production of the biological product—climate and the environment. Its fertility is ensured by the activity of the soil biota, which plays a primary role in the health of soil and its consequent ability to provide the crops with the necessary nutrients (carbon, nitrogen, phosphorus, and water). While soil is a living reservoir of plants, animals, bacteria, and fungi, small mammals, and earthworms, its surface is crisscrossed by the rhizosphere, distinguished by the productive and metabolic activity of roots which involves the root-soil interface. It is the main place for soil fertility and nutrient cycling (Noor Shah et al., 2022).

Cereals grown in tillage systems are grown with similar fertilization, hybrid seed, and plant protection chemicals. They follow the diversification of plants that are rich in crops and extend by planting residues and rigorous weeding. The transition of the cotton to agriculture produced with no-tillage technology requires alterations in the production of seed varieties which are suitable for crop growth, and the management of chemical fertilizers and crop protection which are combined with the application conditions of no-tillage. In this regard, it is a significant task to perform planting tests with appropriate plants for the growth of this crop, which will support greater seed harvest. In a test conducted to this end in Usacigo-GO, the aim was to identify the major strategies for planting crops and to estimate the components of the harvest of cotton planted on 25/25 cm and 50/50 cm apart as treatments compared by means of two recommended locations with no-tillage technology. (Khan et al., 2023).

Cerezini and Pennell in 2012, in their study on the structure of the fungal microorganisms in the roots of plants from different families, observed that conservation agriculture together with no-till sowing positively influences the amount of penetration of symbiotic fungi in roots. This effect was particularly evident in legumes. The same researchers in 2014 presented the effect resulting from no-till technology on taking up mineral nutrients by plants. They proved that the method of sowing influenced the final size of the green surface area, as well as the weight of roots and the above-ground plant parts. They documented the influence of no-till on an increase in the mass of root nodules. This result brings significant benefits to the further cultivation of cotton without the use of chemical fertilizers to which cotton is sensitive.

The use of no-till technology is an efficient method of, amongst others, lowering soil water erosion, which reaches higher values in monoculture soil subjected to traditional ploughing implemented in spring. The tilled soil shows a higher susceptibility to water erosion, and its lack of resistance to weather phenomena (pounding rains in early spring) causes degradation. A number of authors all over the world have investigated the possibility of using the no-till technology in cotton growing. An analysis of the no-till cotton cultivation in the global scale was presented by Perry and H. Hammond (Harman et al., 2021) in 2015. They pointed to a series of positive effects of this technology, such as: saving water, preventing wind erosion, and improving conditions for the development of new living organisms in the soil as for instance earthworms.

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